

# **COURSE DESCRIPTIONS BOOK**



**GulliverPrep**  
UNPARALLELED

**2021-22  
UPPER SCHOOL  
GRADES 9-12**

**Gulliver Preparatory School**  
**UPPER SCHOOL CAMPUS**

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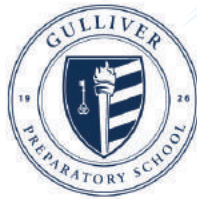
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School, 9350 South Dixie Highway, 11th Floor, Miami, Florida 33156.  
Printed in the United States of America.

## OUR MISSION

To create an academic community devoted to educational excellence, with a personal touch, that fulfills each student's potential.

## OUR VISION

Gulliver will build on its history of innovation and transformation—opening the world wide for our students to learn boldly, act with great heart, and lead wisely.



## CORE VALUES

### AT GULLIVER WE...

#### ◉ EXPLORE

Curiosity demands courage. Learning here is a grand adventure filled with endless opportunity.

#### ◉ NURTURE

There is infinite promise within us all. We are here to unleash it.

#### ◉ EMPOWER

At our heart are our students. We are devoted to their full growth as scholars, global citizens, and impact makers.

#### ◉ PIONEER

Our minds are open. To new ideas. To innovation. To searching for ways to reinvent and reimagine.

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## **INTRODUCTION**

This Course Descriptions document is an overview of the knowledge parents and students need to maximize their academic time at Gulliver Preparatory School and a synopsis of courses planned for the upcoming year.

### **Of Note:**

- All courses are one year in length unless otherwise noted. The courses are planned for the upcoming year and should take place provided a sufficient number of students enroll and a qualified instructor is available to teach the course.
- Gulliver Preparatory’s curriculum comprises a required core of studies fundamental to a liberal arts education and elective courses designed to accommodate the needs and interests of individual students.
- Classes are offered at the College Preparatory, Honors, Advanced, Advanced Placement (AP), and International Baccalaureate (IB) levels; students are placed in sections designed to challenge their skills and intellectual levels. Honors, Advance, AP, and IB courses are more challenging than the College Preparatory level in content and in demands that are made concerning pace, research, volume, depth of written work, and level of expectation. They offer particularly able and well-prepared students the opportunity to progress at a more rapid and in-depth rate commensurate with their abilities and ambitions.
- Students and parents will note that academic courses which were once labeled “Pre IB/AP” are now labeled “Advanced.” Our transcript and School Profile both make mention of “Advanced” courses earning our maximum GPA weight (+2.0 on a 4-pt scale), and both documents are being updated to ensure colleges and universities are clear that these are the most rigorous offerings in their subject and grade level. Both the IB and AP programs have begun to claim ownership of the “Pre IB” and “Pre AP” labels, and because that ownership now comes with many constraints for the schools that choose to use them, we have determined that our own “Advanced” designation is the best way to continue to offer the rigor and depth of content in these courses.
- All classroom groups are sized to encourage and maximize individual attention.

## **COLLEGE ADMISSION AND SCHEDULING**

The program of studies selected by students serves as the most important criterion viewed by colleges to determine admission. Of significant importance are the academic grades earned in those courses. SAT and ACT testing is important but does not supersede curriculum and grades. Students are encouraged to undertake the most rigorous curriculum commensurate with their abilities and earn solid grades so that they maximize their opportunities. The classroom teachers determine academic levels after careful analysis of each student’s performance in class. From one year to the next, students may be recommended to move from one level to another based on their motivation and performance.

## **GRADUATION AND COURSE REQUIREMENTS**

Students must enroll in a minimum of six subjects per year, five of which must be academic, adding up to a minimum of 24 credits required for graduation. A credit is earned by successful completion of a full year in a course or two one-semester courses. Students are permitted to take more than six credits during the year; however, that does not alter the minimum requirements for another year. Thus, no matter how many credits students accumulate they are still required to take the minimum number of courses every year.

Gulliver's College Preparatory program is well respected. Solid achievement in this sequence will earn admission to reputable competitive colleges. As part of Gulliver's commitment to academic rigor, students are discouraged from taking more than one Directed Study. On occasion, and upon the counselor's request, students may take a second Directed Study. Courses taken in our scholarship program with the University of Miami may substitute for academic classes at Gulliver. A small number of Early Bird classes are offered to qualified students.

Students who aspire admission into highly selective and the most selective colleges and universities should enroll in the International Baccalaureate (IB) Diploma Programme, or take a full spectrum of Advanced Placement (AP) courses. This will enhance college placement; without this level of curriculum, those colleges may not even consider the student. Students who wish to apply to significantly competitive colleges should go beyond the minimum requirements for graduation in a number of academic disciplines and should earn entry to Honors, IB or AP classes whenever possible.

## **ADMISSION TO SPECIALIZED ACADEMIC COLLEGE PROGRAMS**

Students who aspire admission directly into specialized academic programs should enroll in rigorous, related coursework during high school. Specifically, students applying directly to undergraduate engineering programs should take beyond the minimum science and mathematics requirements. Coursework should include honors and/or IB/AP-level Physics and reaching at least Pre-Calculus and/or IB SL Math Analysis. Participation in engineering coursework at Gulliver, during summers outside of Gulliver, and producing a project portfolio may also enhance applications to a college of engineering. Again, this will enhance college placement; without this level of curriculum, those colleges may not even consider the student.

Students applying directly to undergraduate business programs should take beyond the minimum economics and mathematics requirements. Coursework should include Honors and/or IB/AP-level Economics and at least Pre-Calculus and/or IB SL Math Analysis. Participation in business coursework and internships at Gulliver and outside of Gulliver may also enhance applications to a college of business. Again, this will enhance college placement; without this level of curriculum, those colleges may not even consider the student.

Students are expected to plan a program of five academic classes plus one or two enrichment elective classes each year. Classroom teachers and guidance counselors recommend appropriate courses and levels for each student. Required courses are as follows:

### **English (4 credits)**

Four English credits are required for graduation. The sequence at Gulliver is Literature and Composition, American Literature and then two additional years of literature coursework.

### **Mathematics (4 credits)**

Four mathematics credits are required for graduation. Curriculum must at least include Algebra 1, Geometry, Algebra 2, and one or more additional course(s) appropriate to the student's level.

### **Science (4 credits)**

Four science credits are required for graduation. All science classes include laboratory components. Required sequence is Biology (Grade 9), Chemistry (Grade 10) and Physics (Grade 11). Research opportunities are usually scheduled in the junior year or during the summer for rising, qualified seniors.

### **Social Sciences (3 credits)**

All students must take World History, United States History and at least one semester each of Government and Economics. Although not required for graduation, students are strongly encouraged to take four social sciences credits from the wide variety of electives offered.

### **World Languages (2 credits)**

At minimum, two-consecutive years of the same world language must be taken in high school. Four years of language is what most selective colleges require. Students are encouraged to continue to the AP level whenever possible. A study of a second world language is possible for highly motivated and proficient students. In today's society, fluency in a second language is particularly important, and we encourage students to strive for fluency before progressing to another language.

### **Physical Education (1.5 credits)**

Students who letter in two or more different Gulliver sports, including cheerleading, in a single school year will earn one physical education credit. Students who letter in one season will receive one-half physical education credit. After earning one-and-a-half physical education credits, no further credit may be earned through interscholastic athletics. No more than one credit may be earned in one school year. Dance, Weight Training and Yoga are considered Physical Education credits. Dance may fulfill either the Physical Education requirement or the Performing Arts requirement, but not both at the same time.

### **Health and Life Management (.5 credit)**

One semester is required and should be taken in the ninth grade or during the summer whenever possible.

### **Visual or Performing Arts (1 credit)**

All students must enroll in one full credit in a visual or performing art. Students are encouraged to progress to the higher levels of proficiency in the arts and special talent areas.

*International Baccalaureate Diploma students enjoy flexibility with some Gulliver Preparatory requirements with prior written approval from the IB coordinator and principal.*

## **CREDIT FOR NON-GULLIVER COURSES**

Students must receive prior permission from the administration if they would like courses and subsequent grades received at other accredited high schools to fulfill Gulliver graduation requirements. College courses will not be included in a student's cumulative grade point average. They are, however, well respected by colleges in the admission process. Courses and grades taken by students who transfer to Gulliver Preparatory from other schools will not appear on their Gulliver transcript; rather, the sending school's transcript will accompany the Gulliver transcript for college admission. Official cumulative grade point averages will include only Gulliver courses.

## **FLORIDA VIRTUAL SCHOOL**

On the rare occasion, it is appropriate for a Gulliver Preparatory student to take a course through Florida Virtual School. The process for taking a FLVS course includes the student completing and submitting our Florida Virtual School Course Request Form, attaching official proof of legal Florida



residency and, if the course request is granted, completing the course registration process through Florida Virtual School.

Courses taken through Florida Virtual School will not appear on the Gulliver Preparatory School Transcript. Grades earned through Florida Virtual School will not be averaged into the Gulliver Preparatory School GPA. Official Florida Virtual School Final Reports for all coursework (whether the student earns a grade or withdraws from the virtual course) will accompany Gulliver Preparatory School Transcripts to all colleges.

## **DETERMINATION OF CREDIT**

Should a student fail the second semester of a one-year course, the student will receive no credit for that course, no matter what the year-end average totals unless he or she passes the final examination in that course with a B (83%) or better grade.

Should a student transfer from one level course to another during the year, the level indicated on the transcript will be that of the course in which the student completes the year. The grades earned by the student in the portion of the course in which the student was originally scheduled will be averaged with the latter grades to determine the year-end average.

Courses dropped later than the deadline for the student's initiated schedule changes will appear on a student's transcript as having been attempted. They will be labeled as "withdrawn." Therefore, it is important that students carefully select classes during the spring and investigate their content so that they can avoid this situation. Courses dropped prior to the deadline will not appear on a student's transcript.

## **APPEALING COURSE LEVEL RECOMMENDATIONS**

Should students wish to schedule a course or level for which they were not recommended, they must adhere to the following procedure:

Students must complete an **Appealing Course Level Recommendation - Schedule Change Request Form**, available digitally. This will guide students and parents through such requests.

- Students must first confer with their counselor about the advisability of making an appeal.
- Students must write a letter of appeal to the chair of the department for the course stating why they wish the change of recommendation, how the change is justified in light of past performance, and what commitments the student will make if such a change were made. This letter is to be included in the Appealing Course :Level Recommendation - Schedule Change Request form.
- Once form is completed, it needs to be sent via email to the Dean of Academics and Curriculum at [evelez@gulliverprep.org](mailto:evelez@gulliverprep.org).
- A review committee will consider the change. Changes will only take place with departmental approval. If the department denies the change, it then falls to the counselor to concur. If after hearing the reasons presented by the review committee, the counselor concurs with the committee, the appeal ceases at that point. If the counselor continues to recommend the change, the final decision is made in conjunction with the principal, the counselor and the department chair. Students must write and defend their own appeals.

Gulliver Preparatory will make every effort to schedule students for all of the courses that they request. Occasionally, unavoidable conflicts occur and students may be asked to consider second choices.

## **ADVANCED PLACEMENT (AP) COURSES**

Gulliver Preparatory typically offers 32 Advanced Placement (AP) courses in all academic disciplines, and the College Board endorses them with assessment by that organization. AP courses are nationally and internationally respected by colleges and universities as being equivalent to college level courses. The examinations are scored on a 1 to 5 basis with passing scores being 3, 4, and 5. In recent years, the vast majority of Gulliver Preparatory juniors and seniors took AP courses and examinations with an 84 percent pass rate. Although some students receive many college credits and advanced standing in college, the awarding of credits is determined by each college, and sometimes by a specific department within a college. Students who take AP courses must take the AP examinations. Examination fees are required and will be added to the students' book distribution bill.

## **DUAL ENROLLMENT OPPORTUNITIES**

Several opportunities for students to receive college credit exist at Gulliver Preparatory. Students may enroll in summer school or after school hours in courses at Miami Dade College and the University of Miami.

Gulliver Preparatory is the only school in Miami-Dade County, public or private, to offer full scholarship courses to gifted students at the University of Miami. Students may enroll for one or two courses during the summer between their junior and senior years (unless otherwise approved) and for one course each semester during their senior year. Criteria to be considered for this special program include performing well in a very rigorous curriculum, achieving high scores on standardized tests, and approval of the Academic Committee. Students request to participate in dual enrollment through MDC and UM by completing and submitting the Dual Enrollment Course Request Form. Students must maintain B grades at minimum to remain in the program. In this scholarship program, students may take a UM class in lieu of an academic class at Gulliver Preparatory and may have released time from campus to attend that UM class. The only costs are textbooks and a UM parking pass; the latter is not required in the summer.

## **INTERNATIONAL BACCALAUREATE (IB) PROGRAMME**

Designed as a rigorous pre-university course of studies and highly regarded by United States and foreign universities, the International Baccalaureate (IB) Programme began in Geneva, Switzerland, 50 years ago. The IB programme is two years in length, culminates with externally adjudicated examinations, and meets the needs of some of Gulliver's most highly motivated students. In addition to examinations, students must complete a CAS (creativity, activity and service) requirement, write a 4,000-word essay using original research, and take the Theory of Knowledge course designed to help students see the connections among the fields of human knowledge. Students who pass the examinations and complete the other requirements receive the IB diploma, thus fulfilling the admission requirements of many national and international university systems. Although some IB diploma students attend foreign universities, most American IB students attend universities in the United States, where they usually receive college credit for IB examinations passed with a high level of proficiency.

Gulliver students participating in this program have the additional benefit of a support network that includes a programme coordinator and faculty advisor to assist them with the CAS and extended

essay. Which will allow them to prepare for this rigorous IB level of study by taking coursework at a commensurate level in the sophomore year. Admission to the programme is done through an application process and is based on academic performance and dedication.

Students in the programme enroll in six courses (in addition to the Theory of Knowledge course) from the following areas of human knowledge: Studies in Language and Literature (Native/Best Language), Language Acquisition, Individuals and Societies (Social Sciences), Experimental Sciences, Mathematics and the Arts (typically referred to as the sixth subject area). One of the major requirements for acceptance into the program is a student's ability to take at least three of the six academic courses at the highest level possible. These courses, designated by the IB Organization (IBO) as Higher Level (HL), are always two years in length. All other IB courses are designated at Standard Level (SL). A few of the courses offered to meet the requirement of the IB programme also are designated as AP courses since the material covered prepares students to sit for the AP or the IB examinations, or both. This allows students to benefit from the strengths of both programs within one course.

## **FEES FOR THE IB PROGRAMME**

The IBO requires that students pay examination and matriculation fees. In the junior year, students pay no fees unless they plan to sit for one of the exams that year. In this case, they will pay approximately \$250. In the senior year, students pay approximately \$900, including examination fees. These fees are paid directly to the IBO and are subject to change. Gulliver Preparatory School does not have a different fee schedule for IB students.

## **ADVANCED COURSES**

Gulliver Preparatory offers Advanced courses designed to prepare students in the freshman and sophomore years for the rigors of our most challenging course offerings in the junior and senior years, including the IB Programme and AP courses. Consisting of the most challenging courses available to freshmen and sophomores, the Advanced courses are geared towards developing the thinking, writing and organizational skills that are essential for success in either the IB or AP courses. Enrollment does not, however, guarantee acceptance into the AP and IB junior and senior years' program.



# ENGLISH

- An Academic Core course calculated in the GPA
- A Course calculated in the GPA but not considered an Academic Core course
- A course not calculated into the GPA
- ◇ Does not appear on Official Transcript

# ENGLISH

## COLLEGE PREP OFFERINGS

LITERATURE AND COMPOSITION

AMERICAN LITERATURE

COLLEGE PREP CORE OPTIONS

## HONORS OFFERINGS

LITERATURE AND COMPOSITION **H**

AMERICAN LITERATURE **H**

HONORS CORE OPTIONS

## IB AP OFFERINGS

LITERATURE AND COMPOSITION **ADVANCED**

AMERICAN LITERATURE **ADVANCED**

**IB HL 1** ENGLISH A: LITERATURE

**IB HL 2** ENGLISH A: LITERATURE

ENGLISH LANGUAGE AND COMPOSITION **AP**

ENGLISH LITERATURE AND COMPOSITION **AP [WLD]**

## GENERAL ELECTIVES

Not for core credit

### ANNUAL

Debate  
Competitive Debate Advanced

### SEMESTER

Sports in Film 1/Sports in Film 2  
Writing Strategies for Essays/Creative Writing  
Survey of Film 1/Survey of Film 2  
Mythology 1 H/Mythology 2 H  
Public Speaking

**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## ENGLISH

The English program's goal is to help develop critical thinkers, perceptive readers, expressive writers, and articulate speakers. English classes focus on reading challenging literature and writing in a variety of forms, including description, narrative, analysis, argumentation, poetry, and prose fiction. Course instruction emphasizes discussion, so students routinely have the opportunity to present and support their own ideas. To broaden cultural and historic understanding, course offerings cover a wide range of classic and contemporary literature. The English program addresses major component skills of reading, writing, and speaking, such as grammar, syntax, vocabulary, and research techniques, as necessary tools of effective communication. Fundamentals of research technique is taught each year and progresses in depth and complexity.

### **ENG0913** LITERATURE AND COMPOSITION (GRADE 9) ●

This course provides a broad introduction to writing, particularly analytic essay writing, at the high school level. Significant writing strategies include: topic selection; development of a thesis statement; appropriate use of textual support; paragraph development; and sentence variety. Substantial time will be devoted to grammar, mechanics, and vocabulary. The course readings will include a mixture of nonfiction and fiction. Readings for the course offer an overview of various literary genres and will include both contemporary texts and classics. *Prerequisites: Teacher Recommendation. Full year course.*

### **ENG0914** LITERATURE AND COMPOSITION HONORS (GRADE 9) ●

This course provides a broad introduction to writing, particularly analytic essay writing, at the high school level. Significant writing strategies include: topic selection; development of a thesis sentence; appropriate use of factual support; paragraph development; and sentence variety. Substantial time will be devoted to grammar, mechanics, and vocabulary. The course readings will include a mixture of nonfiction and fiction and offer an overview of various literary genres and will include both contemporary texts and classics. While the general outline is the same as the College Prep level course, an Honors course requires higher sophistication in reading and thinking, more effective expression and greater depth in writing, and the commitment necessary to manage a higher volume of work. *Prerequisites: Teacher Recommendation. Full year course.*

### **ENG0925** LITERATURE AND COMPOSITION ADVANCED (GRADE 9) ●

This course provides a broad introduction to literature by genre and to writing, particularly analytic essay writing, at the high school level. Significant writing strategies include: topic selection; the development of a thesis sentence; the appropriate use of textual support; paragraph development; and sentence fluency. Substantial time will be devoted to grammar, language mechanics, and vocabulary. The course reading will include a mixture of nonfiction and fiction. Readings for the course offer an overview of various literary genres and will include both contemporary texts and classics. While the general outline is the same as the College Prep and Honors level courses, the Advanced course expects significant breadth and depth in reading, writing, and thinking skills, as well as the commitment necessary to a much higher volume of work. Students in this Advanced English course are paced to perform at college level by their junior year. *Prerequisites: Teacher Recommendation. Full year course.*

### **ENG1003 AMERICAN LITERATURE (GRADE 10) ●**

Students will read prominent works of American literature, including poetry, short stories, plays, essays, and novels, from the Colonial Period to the present. In the process, the course will explore the relationship between American literature, American history and contemporary culture. Essay writing will be a significant component of the course. *Prerequisites: Teacher Recommendation. Full year course.*

### **ENG1004 AMERICAN LITERATURE HONORS (GRADE 10) ●**

Students will read prominent works of American literature, including poetry, short stories, plays, essays, and novels, from the Colonial Period to the present. In the process, the course will explore the relationship between American literature, American history and contemporary culture. Essay writing will be a significant component of the course. While the general outline is the same as the College Preparatory level course, an Honors course expects higher sophistication in reading and thinking, better expression and greater depth in writing, and the commitment necessary to a higher volume of work. *Prerequisites: Teacher Recommendation/Pass Essay/GPA. Full year course.*

### **ENG1015 AMERICAN LITERATURE ADVANCED (GRADE 10) ●**

Students will read prominent works of American literature, including poetry, short stories, plays, essays, and novels, from the Colonial Period to the present. In the process, the course will explore the relationship between American literature, American history and contemporary culture. Composition writing will be a significant component of the course taking on multiple forms of expression. While the general outline is the same as the College Prep and Honors level courses, a Advanced course expects significant breadth and depth in reading, writing, and thinking skills, as well as the commitment necessary to a much higher volume of work. Students in a Advanced level English course are paced to perform at college level by their junior year. *Prerequisites: Teacher Recommendation/Pass Essay/GPA. Full year course.*

## **ENGLISH UPPER LEVEL ADVANCED**

### **ENG1108 IB HL ENGLISH A: LITERATURE 1 (GRADE 11) ●**

The International Baccalaureate Diploma Programme at Gulliver Preparatory School is a two-year prescribed curriculum designed to provide a global education that will prepare students for the intellectual demands of universities throughout the world—as well as to be successful citizens of the world thereafter. Junior IB diploma candidates will practice close reading of both prose and verse. The readings (novels, plays and poetry) will cover a range of time periods and places. As required by IB, three of this year’s major readings will be works in translation. We will discuss literary themes and ideas in relationship to our own social, cultural, and/or political mindsets. Students will write much literary analysis, including a major critical paper. Students will also make oral presentations. Candidates are expected to respond responsibly to the workload, to read and write with a reasonable degree of sophistication, and to participate maturely and enthusiastically in class discussions designed to make the material both meaningful and enriching. *Prerequisite: Apply to IB. Full year course.*

### **ENG1107 ENGLISH LANGUAGE AND COMPOSITION AP (GRADE 11) ●**

The primary focus of the course is on close reading, expository writing, and the techniques of rhetorical analysis. Students will read much prose nonfiction, particularly the essay. Students will write essays in a variety of formats, including passage analysis, personal narrative, and argumentation. Students will learn how to synthesize sources and use deliberate rhetorical strategies to enhance their persuasive writing. In addition, we will study British fiction, including novels, plays and poetry. Course readings, both fiction and nonfiction, will span a variety of time periods from the Renaissance to the contemporary. This course is designed to allow students to earn early college credit through the Advanced Placement program. Accordingly, students are expected to be able to read and write English at a level of sophistication appropriate to attempting college level work now. A correspondingly high volume of homework should be anticipated. *Prerequisites: Teacher Recommendation/Pass Essay/GPA. Full year course.*

### **ENG1207 ENGLISH LITERATURE AND COMPOSITION AP [WLD] (GRADE 12) ●**

Students will read a mixture of classic and contemporary literature, much of it in translation. Cultural comparison will be a primary focus of discussion. In their written work, students should be developing a sense of style uniquely their own. A major research paper will be among the course requirements. This AP level course is designed to allow students to earn early college credit through the Advanced Placement Program. Accordingly, students are expected to be able to read and write at a level of sophistication that allows them to do college level work now. A corresponding high volume of homework should be anticipated. *Prerequisites: Teacher Recommendation/Pass Essay/GPA. Full year course.*

### **ENG1217 IB HL ENGLISH A: LITERATURE 2 (GRADE 12) ●**

In this second half of the IB programme, students are expected to finalize the prescribed program of study of world literature based upon the theme of “imprisoned lives.” [NOTE: This theme and choice of selections below are subject to change yearly.] It is expected that the student’s level of both written fluency and reading comprehension will continue to develop in sophistication and that personal discipline has been firmly established and steadfastly pursued throughout this two- year programme. Since the senior year is the testing year, students will complete one paper based upon analyses of one of three translated world literature selections and 1 oral based on a global issue as seen in 2 different works. The students will sit for the IB exam in May. *Prerequisite: Apply to IB. Full year course.*

## **ENGLISH CORE OPTIONS FOR GRADES 11 AND 12**

Beginning in their junior year, students will have the choice of theme-based, semester-long core electives to fulfill graduation requirements. This program reflects college level curriculum and course work. Students must take a full-year of core electives each of their final two years. Seniors have priority in selection. Not all classes are offered each semester; not all classes will be offered each year.

### **ENG1214 WORLD LITERATURE 1 HONORS – SEMESTER ONE (GRADES 11-12) ●**

This course focuses on classic and contemporary novels and plays. Students will be introduced to previously marginalized voices and literary pioneers. Through the readings, students will seek to understand how literature reflects society and why literature from across the globe and through the ages is still relevant. The course is designed to help students develop their critical thinking and interpretive reading skills to the level necessary for successful college work. While the general outline is the same as the College Prep course, an Honors course requires a greater degree of commitment.



Expectations in regards to writing will focus on depth and eloquence, and expectations in regards to reading will center on a more in-depth understanding of the material. *Prerequisites: Teacher Recommendation/Pass Essay/GPA. Semester course.*

### **ENG1224 WORLD LITERATURE 2 HONORS – SEMESTER TWO (GRADES 11-12) ●**

Taught chronologically, this course will introduce students to important works of British literature written between 1449 and 1798. Examining texts' form and content and their relation to the historical context from major literary figures in multiple genres such as fiction, poetry, drama, novel, and essay, students will explore motifs such as heroism, power, love, and the role of women in public life. Students will also be asked to write personal responses to writing and to create a piece imitating the authors being studied. Composition writing will be a significant component of the course taking on multiple forms of expression. Expectations in regards to writing will focus on depth and eloquence, and expectations in regards to reading will center on a more in-depth understanding of the material. *Prerequisites: Teacher Recommendation/Pass Essay/GPA. Semester course.*

### **ENG1114 BRITISH LITERATURE 1 HONORS – SEMESTER ONE (GRADES 11-12) ●**

The course will introduce the student to important works of British literature written between 1449 and 1798. The student will examine texts from major literary figures in multiple genres such as fiction, poetry, drama, novel and essay. In addition to close reading and analysis of these works, their form and content will be considered in relation to the historical context and the relevant literary and social movements. What makes a hero? Who really shapes society? Does fate control our lives? Should religion be tied to politics? Why is love so complicated? What is the ideal society? Why do people seek power? What can fix society's problems? Can science tell us how to live? And what is a woman's role in public life? These are a few of the questions that will shape the student's understanding of this period. Students will read literature written from the Anglo-Saxon Era to the Restoration Period. Major writers likely to be encountered include Chaucer, Marlowe, Raleigh, Herrick, Shakespeare, Marvel, Donne and Swift. Students will build on their essay skills through regular writing assignments and at least one major paper. The course is designed to help students develop their critical thinking and interpretive reading skills to the level necessary for successful college work. While the general outline is the same as the College Prep course, an Honors course requires a greater degree of commitment. Expectations in regards to writing will focus on depth and eloquence, and expectations in regards to reading will center on a more in-depth understanding of the material. *Prerequisites: Teacher Recommendation/Pass Essay/GPA. Semester course.*

### **ENG1224 BRITISH LITERATURE 2 HONORS – SEMESTER TWO (GRADES 11-12) ●**

Taught chronologically, this course will introduce students to important works of British literature written between 1798 and the present. Examining texts from major literary figures in multiple genres such as fiction, poetry, drama, novel, and essay, students will explore motifs such as values, escapism, nature, and fearing change. In addition to close reading and analysis of these works, their form and content will be considered in relation to the historical context and the relevant literary and social movements. Students will also be asked to write personal responses to writing and to create pieces imitating the authors being studied. Composition writing will be a significant component of the course taking on multiple forms of expression. Expectations in regards to writing will focus on depth and eloquence, and expectations in regards to reading will center on a more in-depth understanding of the material. *Prerequisites: Teacher Recommendation/Pass Essay. Semester course.*

### **ENG1880 LITERARY ILLUSTRATION – SEMESTER ONE (GRADES 11-12) ●**

This course provides an introduction to writing for the nonwriter. Analytical reading and writing strategies include paragraph development, character description, story format and sentence variety. Students will also be working with and reviewing grammar and mechanics. Create literature with many different themes and genres through images and turn written narratives into a sequence of pictures. A variety of media will be used to enhance student written literary pieces. Brainstorming, research, thumbnails, finding a design process and receiving feedback throughout are emphasized. *Prerequisites: Teacher Recommendation. Semester course.*

### **ENG1381/ENG1391 CITY AND SELFHOOD (GRADES 11-12) ●**

This course examines urbanity and the effect of city on self-identity. Students will be asked to consider the impact of place in the creation of an individual through close reading of great writers on arguably our greatest cities. In reading about these cities we will come to an understanding of how our own considerably younger city acts upon us in the development of our ideas on the world, our values, and our behavior. *Prerequisites: Teacher Recommendation. Semester course.*

### **ENG1385/ENG1395 LITERATURE OF CALIFORNIA (GRADES 11-12) ●**

Gold fever. The Endless Summer posters on college dorm room walls. Hollywood stars in aspiring starlets' eyes. Bear Republic flags emblazoned on Urban Outfitter t-shirts. California has been fertile ground for dreamers for hundreds of years. This class will examine some of the best poets, novelists, screenwriters and essayists' attempts at capturing differing visions of the Cali dream. The readings will emphasize the rich diversity of the voices of the Left Coast, from indigenous writers to the present day multicultural panoply of artists. *Prerequisites: Teacher Recommendation. Semester course.*

### **ENG1386/ENG1396 LITERATURE OF FEAR (GRADES 11-12) ●**

This course begins with some of the writers of the American gothic tradition, but then extends beyond what would be considered typical fare for the genre. We will examine how these works hold a mirror to American history and society, reflecting our country's fears and psychological preoccupations and concerns over time. *Prerequisites: Teacher Recommendation. Semester course.*

### **ENG1790 POETRY: ANALYSIS AND CREATION (GRADES 11-12) ●**

This course will serve as an introduction to poetry. Students will be exposed to poetic devices, terminology, and rhyme schemes which will serve to assist them in the analysis of poetry. Sad poetry will range from Shakespearean sonnets to the works of contemporary, twenty-first century poets. In addition, students will write poetry based on various themes (love, loss, fear, time, etc...), and in various formats (sonnets, haiku, free verse, etc...), as well as lyrics set to music. *Prerequisites: Teacher Recommendation. Second semester course.*

### **ENG1194 FABLES AND FAIRY TALES (GRADES 11-12) ●**

This class will examine some of the best fables, fairy tales, folktales and myths from different cultures while trying to better understand the cultures in which they were written. The readings will emphasize the rich diversity voices from across the globe. This course will emphasize critical thinking, critical writing and creative writing. *Prerequisites: Teacher Recommendation. Second semester course.*

### **ENG9011 LITERATURE OF FLORIDA (GRADES 11-12) ●**

Students will learn the skills of literary analysis by engaging a variety of literary texts, including poetry, flash fiction, short fiction, graphic shorts, and personal essays. This course will engage students in an in-depth study of literature about Florida and/or by Florida based poets, playwrights, authors, and screenwriters. Students will learn to analyze a variety of texts, integrate research, develop writing techniques, and expand public speaking skills. Students will complete expository, argumentative, informational, and narrative writings. The course will culminate in a research-based literary analysis. Students are expected to participate in class discussions, group work, oral presentations, and dramatic readings. *Prerequisites: 10th grade English. Semester course.*

### **ENG9013 SURVEY OF SHORT FICTION AND NONFICTION HONORS (GRADES 11-12) ●**

Students will learn the skills that prepare them for college-level writing by analyzing and writing short fiction and nonfiction, including podcasts, essays, and documentaries. This course will expand students' creative and analytical writing techniques, develop their research skills, enhance their public speaking, and cement their literary vocabulary. Students will complete narrative, analytical, research-based, and argumentative writing, and learn the art of editing peers' work and revising their own. The overall goal is to encourage students to see non-fiction writing as just as creative as fiction writing. Students are expected to participate in class discussion, group work, and oral presentations. The course will culminate in a research-based essay, podcast, or short documentary film. *Prerequisites: Must have taken honors level English the previous year or been recommended for honors level by a teacher. Semester course.*

### **ENG9014 20TH CENTURY PHILOSOPHICAL LITERATURE; LITERATURE OF STRUGGLE ADVANCED (GRADES 11-12) ●**

Students will learn critical thinking and analysis skills by engaging a variety of literary and philosophical texts, including novels, short fiction, essays, and film. These courses will engage in reflective studies of literature dealing with philosophical concepts as well as highlighting social and political movements in the United States. Students will expand and apply skills in argumentation and rhetoric along with growth in written critical and analytical abilities. The course will culminate in research-based literary analyses. In addition, students will participate in class discussions, oral presentations, and group-based projects. *Prerequisites: Must have taken honors level English the previous year or Pre-IB with 93% or higher, Teacher Recommendation. Semester course.*

## **ENGLISH SEMESTER ELECTIVES (DO NOT FULFILL CORE REQUIREMENTS)**

### **ENG1081 SURVEY OF FILM 1 (GRADES 9-12) ●**

This course focuses on “visual literacy”, i.e. the ability to appreciate the formal visual elements of movies. Such an appreciation allows the student to enjoy film as both an artistic and a technical endeavor. The course develops the student's appreciation through guided discussions of 14 selected films. In discussion, students move past a film's simple storyline to evaluate the meaning and importance of the films. This type of guided discussion requires students to exercise a high degree of self-discipline and to engage eagerly with both peers and instructors. A number of tests are required during the course on the specific topics presented by certain films. *Semester course.*

### **ENG1091 SURVEY OF FILM 2 (GRADES 9-12) ●**

This course covers the history of movies from the 1890s to 2005. Students will examine the historic and artistic aspects of selected films and will develop critical thinking skills through guided discussions of the 20 historically important films to be viewed in class. The films shown range from *Train Entering a Station* (1895) to *The Matrix* (1999) and *Crash* (2005). Students will become aware of how successful filmmakers of the past handled the same cinematic problems and artistic decisions that face filmmakers today. Discussions also will include an in- depth analysis of the topics presented in each film. In discussion, students move past a film's simple storyline to analysis and inference, where they are challenged to re-evaluate the meaning and historical importance of the films. The guided discussions require students to exercise a high degree of self- discipline and to engage eagerly with both peers and instructors. *Semester course.*

### **ENG1182 SPORTS IN FILM 1 (GRADES 9-12) ●**

This semester course uses films about sports as a vehicle to move students to develop and improve their analytical and communicative skills . The course will explore the deep roots of sports in many cultures around the world. Issues that affect everyday life can be related through sports and studied through the analysis of the selected films. Articulation of concepts and exploration of ideas will take place through discussion and blogging. *Semester course.*

### **ENG1192 SPORTS IN FILM 2 (GRADES 9-12) ●**

This semester course uses films about sports as a vehicle to move students to develop and improve their analytical and communicative skills but goes more in-depth with the tools and skills we have developed in SF1. The course will explore the deep roots of sports in many cultures around the world. This course goes more in-depth with social issues such as inequality, race and gender struggles; and The American Dream. The goal of this course is to dig deeper into the concepts of the issues in the movies and connect any concepts to the zeitgeist of now. These are issues that affect everyday life, can be related through sports, and studied through the analysis of the selected films. Articulation of concepts and exploration of ideas will take place through discussion, small group reports, and blogging. *Semester course.*

### **ENG1085/ENG1095 MYTHOLOGY 1 HONORS/MYTHOLOGY 2 HONORS (GRADE 9-12) ●**

This course surveys world mythologies, both those transmitted in the written word and those that flow from oral tradition. Students will investigate the common strands or archetypes of myths from many parts of the globe and, given this conceptual approach, students will come to appreciate our common links and understandings as part of the human family. *Semester course.*

### **ENG1286/ENG1296 WRITING STRATEGIES FOR ESSAYS (GRADE 9-12) ●**

This semester course is intended particularly for students who need further opportunity to expand their writing skills. The course will focus on reinforcing such skills as selecting a topic, thesis writing, developing support, logically ordering paragraphs and information within the paragraphs, developing smooth transitions, using appropriate sentence variety, and writing clear, vivid, interesting prose. Writing projects will be short essays utilizing rhetorical techniques including narration, description, and argument and persuasion. The course text will be *40 Model Essays*, a college textbook. *Semester course.*

### **ENG1285/ENG1295 CREATIVE WRITING (GRADE 9-12) ●**

This semester course will provide basic instruction to the aspiring writer in three genres: fiction, creative nonfiction, and poetry. Strategies for reading, revision, and discussion of students' original manuscripts in a workshop setting will emphasize a variety of techniques. Students also will learn through the analysis of published writing. *Semester course.*

### **ENG9012 PUBLIC SPEAKING (GRADE 9-12) ●**

This course will focus on the principles of ethical and effective public speaking with practice in the construction and delivery of original speeches before an audience. It will provide a foundation to develop the skills and self-confidence necessary to express oneself with clarity and a degree of sophistication. Students will research, write, and organize original presentations. Moreover, students will be assigned creative and group speeches/presentations to gain an in-depth understanding of the various forms of oral communication, while also learning to become active and attentive listeners. Lastly, speeches will be filmed for the purpose of analysis and gauging progress and technique throughout the semester. *Semester course.*

### **ENG1113 DEBATE (GRADE 9-12) ●**

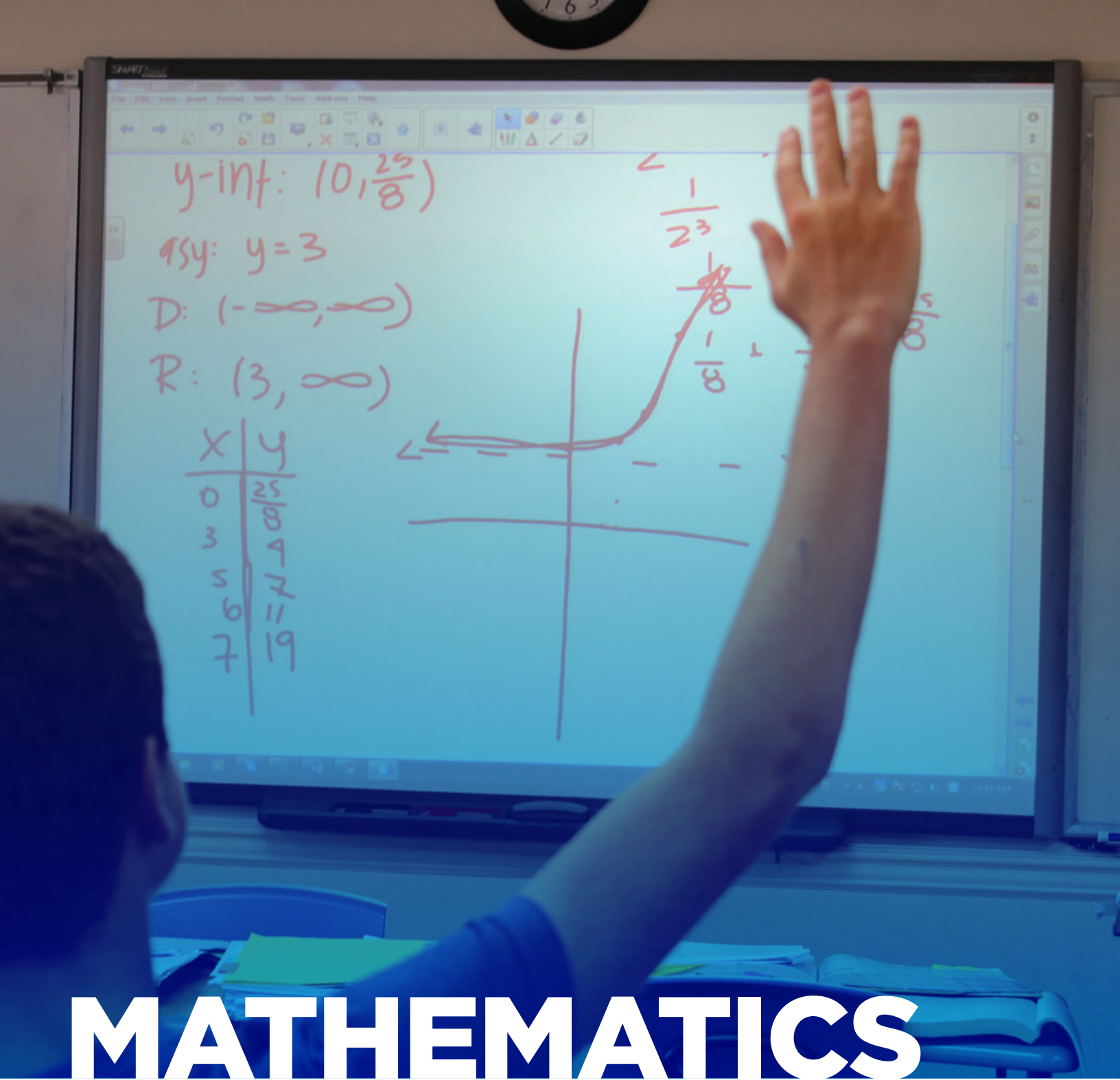
This two-level elective course introduces students to the academic disciplines of cross-examination-style policy debating. The course outlines all the major debate theories necessary for successful competition on the national high school debate circuit. Additionally, students learn advanced research methods, including on-line database searches and college library searches. The focus of the class is on increasing students' analytical skills and critical thinking. *Meets the Performing Arts graduation requirement. Full year course.*

### **ENG1223 COMPETITIVE DEBATE ADVANCED (GRADE 9-12) ●**

This course is designed for students who will be competing on the national debate circuit. Students will learn advanced research methods, including on-line database searches and college library searches. Additionally, students will analyze propositions, develop arguments, research and refine evidence, and build cases. The focus of the class is on increasing students' analytical skills and critical thinking. *Meets the Performing Arts graduation requirement. Prerequisites: Teacher Recommendation. Full year course.*

### **ENG1300 INTENSIVE WRITING SEMINAR: THE NOVEL HONORS (GRADES 9-12) ●**

This seminar is intended to produce independent authors among Gulliver Preparatory's student body. Each student is expected to participate in the development, drafting, revision, and publication of their own novel of at least 100 pages. The seminar will function as a discussion-based workshop assisting students with proficiency in creative writing, revision, design, and production. The process will bring together multiple disciplines in the spirit of collegiate study, creativity, and professionalism. Students are expected to adhere to timetables established throughout the year and to maintain productivity in development and editing, with the end goal of publication. This seminar is intended for dedicated students who have distinct ideas that they are eager to express and the determination to complete this exciting and challenging endeavor. This course is largely based upon independent work and requires dedicated students committed to producing extensive personal works. All students interested in taking the course must complete an application process by obtaining a teacher recommendation, providing a writing sample, and then receiving the department chair's signature. *Prerequisites: Teacher Recommendation. Full year course.*



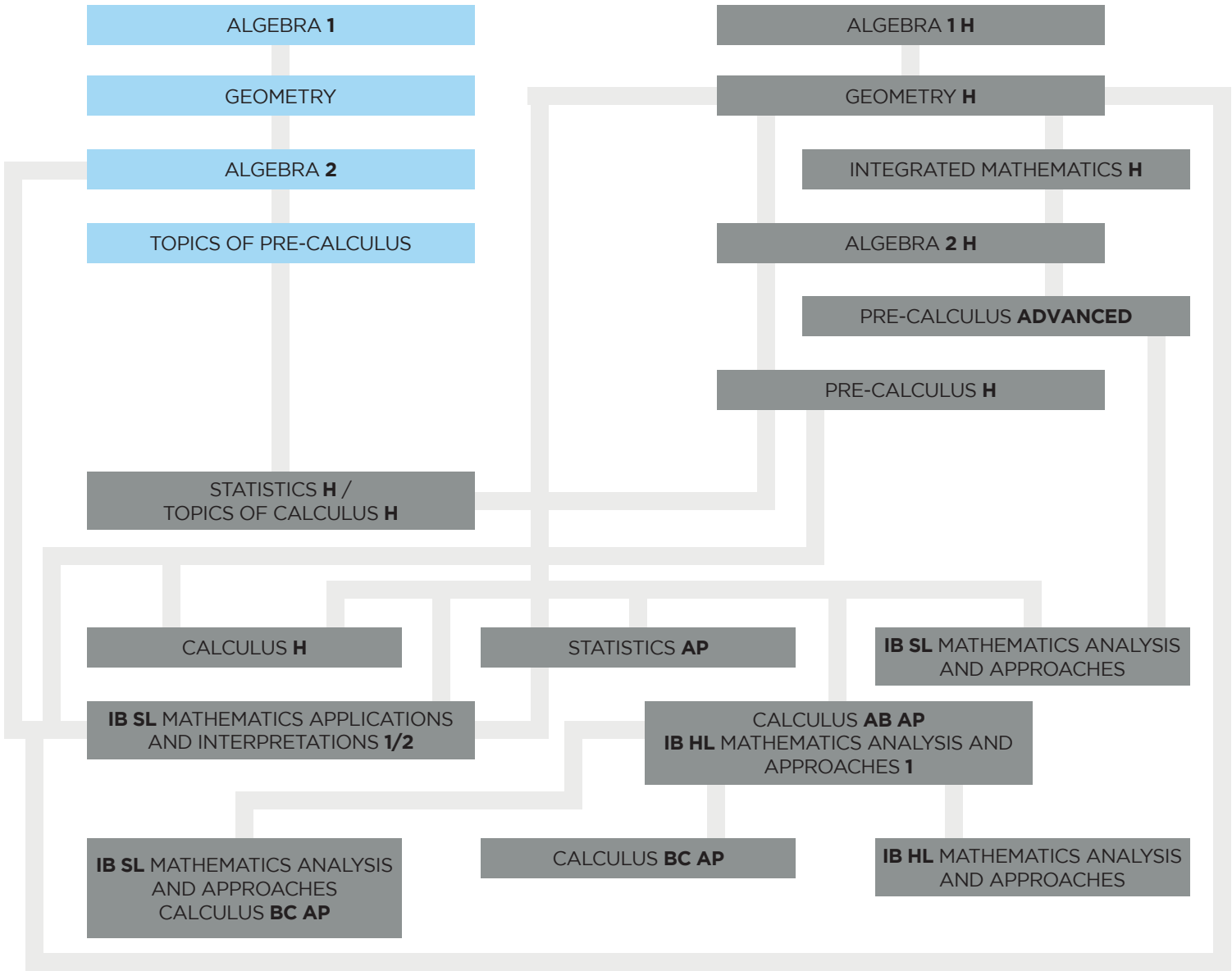
# MATHEMATICS

- An Academic Core course calculated in the GPA
- A Course calculated in the GPA but not considered an Academic Core course
- A course not calculated into the GPA
- ◇ Does not appear on Official Transcript

# MATHEMATICS

## COLLEGE PREP OFFERINGS

## HONORS, IB & AP OFFERINGS



**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## **MATHEMATICS**

The mathematics curriculum provides the opportunity for all students to develop an understanding of mathematical structures and models. Students will have experiences that will encourage them to value mathematics, gain confidence in their own mathematical ability, be able to communicate and reason in mathematical terms, and become good problem solvers. The sequence of courses allows students to explore the relationships among different branches of mathematics, as well as serve the purpose of demonstrating their application to the physical sciences. The range of topics is open for all to experience, but the depth to which a topic is explored is related to the level of abstraction at which the student is ready to learn. Therefore, courses are taught at various levels of difficulty ranging from IB/AP to the college prep level. For truly outstanding mathematics students, the program culminates with the opportunity to take college level mathematics courses at the University of Miami. Technology is an integral part of the mathematics curriculum. Students will explore, discover, and reinforce mathematical concepts through the use of computers and graphing calculators.

### **MAT0904 ALGEBRA 1 (GRADE 9) ●**

This course introduces all primary algebraic concepts that will be needed for the continuation of mathematical studies at the high school level. This course includes the following: a review of pre-algebra concepts including order of operations; evaluating expressions, properties and operations with real numbers; solving first degree equations and inequalities including absolute value problems; writing and graphing linear equations and inequalities; operations with exponents; polynomials; solving and graphing quadratic equations including factoring and quadratic formula; and, an introduction to functions. The course employs a three-part approach of numerical, graphical, and symbolic solutions. We want students to be familiar with and skilled with all three, not necessarily on one problem, but over the span of the course. To support this, we should always be attuned to the appropriate use of technology that enhances multiple approaches. *Prerequisite: Teacher Recommendation. Full year course.*

### **MAT0905 ALGEBRA 1 HONORS (GRADE 9) ●**

This course is intended for students who have taken an Algebra 1 course in eighth grade but need to strengthen their algebra concepts. This rigorous course introduces all primary algebraic concepts with strong emphasis on problem solving. Challenging applications are handled by creating multiple-part models of phenomena in the real world. The course includes: properties and operations with real numbers; solving first degree equations and inequalities including absolute value problems; writing and graphing linear equations and inequalities; solving systems of equations; operations with exponents; polynomials; solving and graphing quadratic equations including factoring and quadratic formula; and, an introduction to functions. Problem solving will be used throughout the course to reinforce all concepts studied. *Prerequisites: Grade of a "C" or higher in Algebra 1 in Grade 8, Teacher Recommendation. Full year course.*

### **MAT0914 GEOMETRY (GRADES 9-10) ●**

This course introduces the theorems and concepts studied in a year long Euclidean geometry course. Utilizing an investigative approach, students will discover geometric properties by inductive and deductive reasoning. This course covers concepts of congruence, parallelism, measurement, perpendicularity, similarity, as well as special right triangles, trigonometric ratios, the Pythagorean theorem, polygons, areas, volumes, coordinate geometry, and circles. Throughout the course algebraic concepts will be reinforced. Additional investigations and discoveries are made using computer application software. *Prerequisites: Teacher Recommendation. Full year course.*



### **MAT0915** GEOMETRY HONORS (GRADES 9-10) ●

In this course, students use knowledge of the coordinate plane and algebra to develop important theorems and techniques in geometry. After discovering these concepts on the coordinate plane, students are then given the opportunity to solidify their understanding of these concepts through Euclidean proof. The primary focus of this course is on straight lines and objects created from lines, triangles and other polygons and prisms. Other key features are, congruence, parallelism, measurement, perpendicularity, similarity, an introduction to right triangle trigonometry, basic constructions, the Pythagorean Theorem, polygons, areas, volumes, coordinate geometry, and circles. Some non-linear work is done with an introduction to circles. Diagrams, both hand-drawn and generated by software, will be key to this course and will be woven into problem sets throughout the year. *Prerequisites: Grade of a "B" or higher in Algebra 1 Honors, Teacher Recommendation. Full year course.*

### **MAT1132** INTEGRATED MATHEMATICS HONORS (GRADE 9) ●

Integrated Math Honors is designed to create stronger and more confident mathematics students and to prepare them for Algebra 2 Honors in the coming year. The course integrates different geometry topics that include right triangle trigonometry, surface area and volume, the geometry of the circle, and the properties of quadrilaterals and parallelograms with various algebra skills. These skills include the rules of algebra; writing, solving, and graphing linear equations and inequalities; solving systems of linear equations; exponents; quadratic equations; factoring polynomials; and using proportions and ratios. The student will show a mastery of these concepts by solving a variety of real-world applications and will model, discover, explore, and reinforce these concepts during the course of the year through the use of a graphing calculator. *Prerequisites: Algebra 1 Honors and Geometry Honors; Department Chair and Counselor Recommendation. Full year course.*

### **MAT1004** ALGEBRA 2 (GRADES 10-12) ●

This course is designed to build on algebraic and geometric concepts. The course includes: introduction to probability and statistics; review of advanced algebra concepts; systems of linear equations and inequalities; functions and their graphs including: linear, absolute value, quadratic polynomial, rational, exponential and logarithmic functions. Technology will be used to introduce and expand upon the areas of study listed above. Use of computers applications and graphing calculators will be incorporated into the course. *Prerequisites: Geometry, Teacher Recommendation. Full year course.*

### **MAT9915** ALGEBRA 2 HONORS (GRADES 9-11) ●

This course is a more in-depth study of the content outline in Algebra 2, with some additional topics in the following areas: linear and non-linear systems of equations; and conic sections. Challenging applications will be used in the course to apply and reinforce concepts studied. The graphing calculator will be used to model, discover, explore, and reinforce concepts during the course of the year. *Prerequisites: Grade of a "B" or higher in Geometry Honors, Teacher Recommendation. Full year course.*

### **MAT1103** TOPICS OF PRECALCULUS (GRADES 11-12) ●

This course continues the study of advanced topics in algebra and a thorough study of trigonometry. The course includes: Rational, exponential and logarithmic functions; and probability and statistics. The study of trigonometric concepts includes functions and graphs, formulas, and solving equations. The graphing calculator is a required instrument used throughout the year. *Prerequisites: Algebra 2, Teacher Recommendation. Full year course.*

### **MAT1106** PRE CALCULUS HONORS (GRADES 10-12) ●

This course is intended for students who want to continue a challenging math curriculum but will not be in the AP track. This course emphasizes an analytical, graphical, and numerical approach to problem solving. This technology based course includes topics such as polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytical trigonometry, probability, and statistics. Challenging applications will be used in the course to apply and reinforce concepts studied. The graphing calculator will be used to model, discover, explore, and reinforce concepts throughout the year. *Prerequisites: Grade of a "C+" or higher in Algebra 2 Honors. Full year course.*

### **MAT1117** PRE CALCULUS ADVANCED (GRADES 9-12) ●

This course emphasizes an analytical, graphical, and numerical approach to problem solving. This technology based course includes topics such as polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytical trigonometry, linear models and systems of equations, sequences and series, probability, statistics, conic sections, and introduction to vectors. These concepts apply the process of mathematical modeling to real-world applications in many areas such as business, economics, biology, engineering, chemistry, and physics. This course fulfills some of the requirements of the IB Mathematics Analysis and Approaches SL. *Prerequisites: Grade of a "B" or higher in Algebra 2 Honors, Teacher Recommendation. Full year course.*

### **MAT1280** STATISTICS HONORS (GRADE 11 FOR ELECTIVE AND 12) ●

The purpose of this course is to prepare students for entry into a 100-level college statistics course and/or Gulliver's AP Statistics. Students will become familiar with four broad conceptual themes: producing data; organizing data; inferencing; and analyzing. Students will be involved in hands-on statistical work, project based applications, and introduced to technology designed specifically for the study of statistics. Students taking this course as their yearly math requirement must also take Topics of Calculus Honors. This course may also be taken as a mathematics elective. *Prerequisites: Grade of a "B" or higher in Algebra 2 for students taking the course as an elective, or a grade of "C" or higher on Topics of Precalculus, Teacher Recommendation. Semester course.*

### **MAT1281/MAT1290** TOPICS OF CALCULUS HONORS (GRADE 12) ●

This course provides the student with an introduction to the fundamental concepts of calculus. Students will begin with a review, followed by the study of limits, the fundamental rules of derivatives, and some applications, all within the context of rational and polynomial functions. *Prerequisite: Completion of any level PreCalculus course. Semester course.*

### **MAT1223** CALCULUS HONORS (GRADES 11-12) ●

This course provides the student with a non-theoretical approach to calculus. The first semester, students will review topics in precalculus, such as functions and their graphs and limits. Following the review, derivatives and their related topics will be studied. During the second semester, integration and its applications will be the focus of the course. The graphing calculator will be used throughout the year. *Prerequisite: PreCalculus Advanced or PreCalculus Honors with a grade of a “B+” or higher, Teacher Recommendation. Full year course.*

### **MAT1254** CALCULUS BC AP (GRADES 11-12) ●

In addition to expanding the topics covered in Calculus AB AP, sequences and series will be studied. Other topics are listed in the Mathematics Advanced Placement Course Description book published by the College Entrance Examination Board. The graphing calculator will be used during the year to enhance problem solving. Calculus BC is similar to a rigorous Calculus II college course. Students will be prepared to take the BC Advanced Placement Exam. *Prerequisites: Calculus AB AP or Pre Calculus Advanced followed by a university summer school in Calculus 1 course, Teacher Recommendation. Full year course.*

### **MAT1214** STATISTICS AP (GRADES 11-12) ●

Statistics AP is equivalent to a one-semester, introductory, non-calculus based, college-level course in statistics. This study of statistics blends the rigor, calculations, and deductive thinking of mathematics, the real world examples and problems of the social sciences, the decision-making needs of business and medicine, and experimental procedures of the natural sciences. The course deals with four major themes: exploratory data analysis; designing a study; probability; and statistical inference. AP Statistics utilizes concept-oriented instruction and assessment. Important components of the course are the use of technology, projects, cooperative group problem solving and writing. Students will be prepared to take the Advanced Placement Exam in May. *Prerequisites: PreCalculus Honors, Teacher Recommendation. Full year course.*

### **MAT1260** IB SL MATHEMATICS APPLICATIONS AND INTERPRETATIONS 1 (GRADE 11) ●

The aim of SL Mathematical Applications and Interpretations is to provide a course for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate the need for theoretical mathematics at university. The course concentrates on mathematics that can be applied to real-world occurrences and everyday situations. The Mathematical Applications and Interpretations syllabus consists of the study of five core topics: (1) number and algebra; (2) functions; (3) geometry and trigonometry; (4) statistics and probability; and (5) calculus. The internal assessment in this course is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. *Prerequisite: Teacher Recommendation. Full year course.*

### **MAT1261** IB SL MATHEMATICS APPLICATIONS AND INTERPRETATIONS 2 (GRADE 12) ●

This course is the continuation of IB SL Mathematical Applications and Interpretations Year 1. The students will finish their Internal Assessments and sit for the IB SL Applications and Interpretations exam in May. *Prerequisite: IB SL Mathematics Applications and Interpretations 1. Full year course.*

### **MAT1262** IB SL MATHEMATICS ANALYSIS AND APPROACHES (GRADE 12) ●

This course is designed for students in the IB program who anticipate a need for a sound mathematical background in preparation for their future studies. Students embarking on this course are expected to possess extensive knowledge of algebraic and geometric concepts and to be equipped with the skills needed to solve applied mathematical problems. Analysis and Approaches SL consists of study in five topics: (1) number and algebra; (2) functions; (3) geometry and trigonometry; (4) statistics and probability; and (5) calculus. The internal assessment in this course is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. Students will sit for the Analysis and Approaches SL exam in May. *Prerequisites: Grade of a "B" or higher in PreCalculus Advanced, Teacher Recommendation. Full year course.*

### **MAT1265** IB SL MATHEMATICS ANALYSIS AND APPROACHES/CALCULUS BC AP (GRADES 11-12) ●

In addition to expanding the topics covered in Calculus AB AP, sequences and series will be studied. Other topics are listed in the mathematics Advanced Placement Course Description Book, published by the College Entrance Examination Board. Additionally, this course will cover all topics needed for the Mathematics IB SL exam. The graphing calculator will be used during the year to enhance problem solving. Students will be prepared to take the BC Advanced Placement Exam and the Mathematics IB SL Analysis and Approaches exam in May. *Prerequisites: Calculus AB AP or PreCalculus Advanced followed by a university summer school in Calculus 1 course, Teacher Recommendation. Full year course.*

### **MAT1266** IB HL MATHEMATICS ANALYSIS AND APPROACHES 1/CALCULUS AB AP (GRADES 10-12) ●

This is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. The topics are listed in the Mathematics Advanced Placement Course Description book published by the College Entrance Examination Board. The graphing calculator will be used throughout the year to explore concepts and enhance problem solving. This course is required for IB Juniors in the Mathematics Analysis and Approaches track. Students will be prepared to take the AB Advanced Placement Exam in May. *Prerequisites: Grade of a "B" or higher in PreCalculus Advanced, Grade of "A" or higher in Calculus Honors; Grade of "A+" in PreCalculus Honors, Teacher Recommendation. Full year course.*

### **MAT1268** IB HL MATHEMATICS ANALYSIS AND APPROACHES 2 (GRADE 12) ●

In addition to expanding the topics covered in Calculus AB, students in this course will study five core topics: (1) algebra; (2) functions and equations; (3) circular functions and trigonometry; (4) vectors; (5) statistics and probability; and (6) calculus. Students must also study all the sub-topics in one of the following options: (7) statistics and probability; (8) sets, relations and groups; (9) calculus, and (10) discrete mathematics. The internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. Students will sit for the Mathematics IB HL exam in May. *Prerequisites: IB SL Mathematics Applications and Interpretations 1/Calculus AB AP or IB SL Mathematics Analysis and Approaches 2/Calculus BC AP Teacher Recommendation. Full year course.*



# SCIENCE

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# SCIENCE

BIOLOGY **CP** OR BIOLOGY **H**  
OR BIOLOGY **ADVANCED**

CHEMISTRY **CP** OR CHEMISTRY **H**  
OR CHEMISTRY **ADVANCED**

PHYSICS **CP** OR PHYSICS **H**

SEMESTER ELECTIVES

## IB OFFERINGS

**IB HL** BIOLOGY 1 & **IB HL** BIOLOGY 2

**IB HL** PHYSICS 1 & **IB HL** PHYSICS 2

**IB SL** CHEMISTRY

**IB SL** ENVIRONMENTAL SYSTEMS  
AND SOCIETIES

**IB SL** PHYSICS

## AP OFFERINGS

**AP** PHYSICS 1

**AP** PHYSICS 2

**AP** PHYSICS **C**: MECHANICS

**AP** PHYSICS **C**: ELECTRICITY  
AND MAGNETISM

**AP** BIOLOGY

**AP** CHEMISTRY

**AP** ENVIRONMENTAL SCIENCE

## SEMESTER ELECTIVES

Marine Science **H**

Field Studies 1 **H** & 2 **H**

Astronomy and Space Travel **H**

Topics in Genetics **H**

Oceanography **H**

**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## SCIENCE

The Science curriculum attempts to implement modern programs consistent with the changing nature of science in the contemporary world of evolving technology. All students need a basic understanding of science to interact successfully with their environment. Pertinent information is communicated to students by means of field trips, lectures, multimedia presentations, and by the laboratory-centered approach, which supports a greater mastery of concepts. Gulliver requires that each student undertake a minimum of four science credits and are required for graduation. All science classes include laboratory components. *Required sequence is biology (Grade 9), chemistry (Grade 10) and physics (Grade 11). Research opportunities are usually scheduled in junior year or during the summer for rising qualified seniors.*

## BIOLOGY

### SCI0903 BIOLOGY (GRADE 9) ●

This course covers the traditional content of the Biology curriculum but in less detail and depth than the Honors level. Students learn important biological facts and concepts. Particular attention is paid to life skills, so that students may use this information to enhance their lives and the quality of their environment. The course covers the basic core concepts in Biology, such as ecology, health and genetics. Students are required to do a research paper at the end of the first semester. Each semester exam covers only information learned in one semester. *Full year course.*

### SCI0904 BIOLOGY HONORS (GRADE 9) ●

This comprehensive Biology course emphasizes familiarity with the major concepts and unifying themes of Biology by learning the relevant facts, concepts, and generalizations. Emphasis will be placed on molecular biology, genetics, laboratory work, and analytical skills. Students will acquire the values and attitudes that are essential to scientific inquiry. They also will learn to impart basic factual information, apply their learned skills to actual laboratory activities, analyze and solve relevant problems, and be able to discuss, both orally and in a formal paper, the relevance of the discipline. The course requires the students to do a science project at the end of the first semester, in addition to other customary means of student evaluation. The final semester exam covers the whole year in order to prepare the students for Advanced Placement or the International Baccalaureate exams, which are cumulative. Qualified students should have a fundamental understanding of Life Science and Physical Science with particular emphasis on the areas of atomic structure and chemical bonding. *Full year course.*

### SCI0917 BIOLOGY ADVANCED (GRADE 9) ●

Students will become familiar with the basic unifying themes of biology by learning its relevant facts, concepts, and generalizations. They will understand the investigative nature of science through experimentation. They will acquire the values and attitudes that are essential to scientific inquiry, learn to impart basic factual information, apply their learned skills to actual laboratory activities, analyze and solve relevant problems, and be able to discuss, both orally and in a formal paper, the relevance of the discipline. The course requires extensive laboratory work and at least one major research project, in addition to other customary means of student evaluation. This general Biology course covers all the major concepts with emphasis on molecular biology, genetics, laboratory work, and analytical skills. Students do a science project at the end of the first semester. The final semester exam covers the whole year in order to prepare the student for the AP Bio or IB Bio course. *Full year course.*

### **SCI1233** BIOLOGY AP (GRADES 11-12) ●

The major emphasis of this course is to prepare the student for the new critically thinking oriented AP examination. Students are required to use all of the knowledge, inquiry skills, and concepts learned in Biology. Students should be able to write and speak intelligently about advanced topics in biological science, to organize these concepts and ideas in clearly written reports, and to design and implement experiments. The basic core material is presented using PowerPoint lectures with accompanying critical thinking assignments. It is enhanced by classroom discussions and laboratory exercises. The course covers in-depth cellular and molecular biology, biological processes concerning living organisms, ecology, and evolution- all at the college level. This course covers the objectives set forth by the College Board. Considerable independent work and preparation are also expected. *Prerequisites: Biology Honors or higher, Chemistry Honors or higher, Algebra 2 Honors or higher, and Teacher Recommendation. Full year course.*

### **SCI1134** IB HL BIOLOGY 1 (GRADE 11) ●

This is the first part of a two-year course and follows the objectives of the International Baccalaureate Higher Level Biology program. Students are required to use all of the knowledge, inquiry skills, and concepts learned in Biology. Students should be able to write and speak intelligently about advanced topics in biological science, to organize these concepts and ideas in clearly written reports, and to design and implement experiments. The basic core material is presented using lectures with accompanying critical thinking assignments. It is enhanced by classroom discussions and laboratory exercises. The course includes both a theoretical and practical focus. The core of the IB Biology HL program consists of study in six required areas: cell biology; molecular biology; genetics; ecology; evolution; evolution & biodiversity and human physiology. The course is fast paced and the material is covered in-depth at the college level. This course requires considerable independent work and preparation. Students must also complete a Group IV project and at least one Internal Assessment assignment as required by the IB. *Prerequisites: Biology Honors or higher, Chemistry Honors or higher, Algebra 2 Honors or higher, and Teacher Recommendation. Full year course.*

### **SCI1234** IB HL BIOLOGY 2 (GRADE 12) ●

The second part of the two-year program follows the IB curriculum. Higher Level students must also study additional topics which include (7) nucleic acids; (8) metabolism; cell respiration and photosynthesis; (9) plant biology; (10) genetics and evolution; (11) animal physiology. Options for both HL include: (A) neurobiology and behaviors; (B) biotechnology and bioinformatics; (C) ecology and conservation; (D) human physiology. Students at HL study one option A-D in addition to core and extension material. At the higher level, Biology is assessed through three written examination papers and completion of a comprehensive portfolio of laboratory investigations. Students sit for the exam in May. *Prerequisite: IB HL Biology 1. Full year course.*

## **CHEMISTRY**

### **SCI1103** CHEMISTRY (GRADE 10) ●

The purpose of this course is to provide students with knowledge of the scientific method of problem solving as well as the composition, properties, and changes, both physical and chemical, associated with matter. Topics covered include matter and energy, phases of matter, atomic structure, chemical formulas, chemical equation, and stoichiometry. Wherever possible, laboratory work will further clarify concepts. Students will be responsible for keeping records and writing up experiments. *Prerequisites: Biology. Corequisites: Geometry or higher. Full year course.*



### **SCI1105 CHEMISTRY HONORS (GRADE 10) ●**

Students will learn the skills of inductive and deductive reason by applying facts, chemical equations, and the scientific method to the interpretation of word problems and experimental data. This course will provide a foundation for students for future course work in science. Students will learn to make critical assessments and predictions based on discussion, problem solving, and laboratory experiences. Knowledge of atomic structure and its relationships to the following topics are covered: chemical formulae and equations; chemical and physical changes; atomic structure; Periodic Law; stoichiometry; solutions; gas laws and enthalpy. Strong math skills and memorization are required. Whenever appropriate, quantitative relationships will be emphasized. *Prerequisites: Biology, Teacher Recommendation. Corequisites: Geometry or higher (Algebra 2 preferred). Full year course.*

### **SCI1117 CHEMISTRY ADVANCED (GRADE 10) ●**

This inquiry-based course is designed to stimulate, challenge and prepare students for future course-work at the AP and IB all levels. Emphasis will be placed on the collaborative nature of science, analytical reasoning and experimental design, through the study of chemistry. Advanced topics to be included are reactions and IUPAC nomenclature of organic compounds; quantum theory; equilibrium concepts and calculations; and VSEPR theory with molecular modeling. Students will work on several cooperative labs, projects and assessments, throughout the year. *Prerequisites: Biology Honors or higher, Teacher Recommendation. Corequisites: Algebra 2 Honors or higher. Full year course.*

### **SCI1243 CHEMISTRY AP (GRADES 11-12) ●**

This course covers material similar to a first year college chemistry class. It prepares the student for the AP examination. It is an in-depth study of basic chemical concepts with special focus on molecular geometry, intermolecular forces, equilibrium phenomena, kinetics, thermodynamics, and electrochemistry. There are opportunities for extensive laboratory experiences and collaborative learning. *Prerequisites: Chemistry Honors or higher, Teacher Recommendation. Corequisites: PreCalculus or higher. Full year course.*

### **SCI1109 IB SL CHEMISTRY (GRADES 11-12) ●**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. The core topics include: stoichiometric relationships; atomic structure; periodicity; chemical bonding and structure; energetics/thermochemistry; chemical kinetics; equilibrium; acids and bases; redox processes; organic chemistry; measurement and data processing. The IB programme chemistry course includes the essential principles of the subject but also, through selection of an additional option, allows teachers some flexibility to tailor the course to meet the needs of their students. The IB programme chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavors and are important life-enhancing, transferable skills in their own right. The students will finish their Internal Assessments and sit for the IB exam in May. *Prerequisites: Chemistry, Teacher Recommendation. Corequisites: Algebra 2 or higher. Full year course.*

## PHYSICS

### **SCI1213** PHYSICS (GRADE 11) ●

This course introduces some of the basic principles of classical and modern physics, including the study of mechanics, thermodynamics, electricity and magnetism, wave phenomenon, sound, light, relativity, and elements of astronomy. The course places more emphasis on understanding and describing the physical world, and less on the use of complex mathematics; applications from Algebra 1 and Geometry will be used throughout the course and other necessary concepts will be developed in concert with their corequisite mathematics course. Heavy emphasis will be placed on laboratory activities to develop skills in the manipulations of apparatus and in the observation, description, and interpretation of physical events. *Prerequisite: Chemistry. Corequisites: Algebra 2. Full year course.*

### **SCI1215** PHYSICS HONORS (GRADE 11) ●

This course introduces most of the fundamental concepts of physics, placing special emphasis on the application of physical principles. In addition to the understanding and description of physical principles, by the end of this course students will be able to generalize and integrate these principles using mathematical tools from Algebra 1, Geometry, Algebra 2, and Trigonometry. Topics include mechanics, electricity, and magnetism, wave phenomenon, fluid dynamics, thermodynamics, special relativity, and basic quantum mechanics, which make the curriculum not only satisfying and demanding, but appropriate preparation for college-level science courses. The laboratory is used to develop necessary critical thinking skills as well as the ability to measure, interpret, and predict physical events. *Prerequisites: Chemistry Honors, Algebra 2 or higher (PreCalculus preferred), Teacher Recommendation. Full year course.*

### **SCI1240** PHYSICS 1 AP (GRADE 11) ●

AP Physics 1 is a non-calculus based, college-level course designed to prepare students for the AP Physics 1 exam and is the prerequisite of AP Physics 2 or AP Physics C: Mechanics. This course will provide a comprehensive introduction to classical physics. The material will include key sections such as: Kinematics, Dynamics, Energy, Momentum, Rotation, Waves, and Electricity. The course will entail complex problem solving involving the integration of algebra, trigonometry, and geometry along with an emphasis on written explanations of physics principles. In addition, students solve problems related to situations confronting scientists and engineers. Some calculus elements will be introduced to describe critical concepts. Supervised labs are key components of the learning process. All students who enroll in the course will be required to take the AP exam in May. *Prerequisites: Chemistry Honors or higher, Teacher Recommendation. Corequisites: PreCalculus Honors or higher. Full year course.*

### **SCI1241** PHYSICS 2 AP (GRADE 12) ●

AP Physics 2 is a non-calculus based, college-level course designed to prepare students for the AP Physics 2 exam and provides students the opportunity to deepen their physics knowledge. This course will provide a comprehensive introduction to modern physics. The material will include key sections such as: Electricity, Circuits, Magnetism, Optics and Modern Physics. The course will entail complex problem solving involving the integration of algebra, trigonometry, and geometry along with an emphasis on written explanations of physics principles. In addition, students solve problems related to situations confronting scientists and engineers. Some calculus elements will be introduced to describe critical concepts. Supervised labs are key components of the learning process. All students who enroll in the course will be required to take the AP exam in May. *Prerequisites: Physics Honors or higher, Teacher Recommendation. Corequisites: PreCalculus Honors or higher. Full year course.*

### **SCI1252** PHYSICS C: MECHANICS AP (GRADE 12) ●

The major goal of this class is to prepare students for the AP Physics C: Mechanics examination. Its curriculum is equivalent to a first-year college Physics course with Calculus. This course fully develops the concepts introduced in prior Physics courses, emphasizing mechanics. It is a rigorous course intended for highly motivated students planning to major in a pure science or in engineering, who are very able in mathematics, and who have demonstrated outstanding ability in previous science courses. In the classroom, students will familiarize themselves with a new calculus approach to kinematics, dynamics, energy, momentum, rotation, gravitation, and oscillations. In the laboratory, students will develop the ability to design experiments, critically analyze data and communicate results effectively. *Prerequisites: Physics 1 AP, Calculus AB AP IB, Teacher Recommendation. Full year course.*

### **SCI1254** PHYSICS C: ELECTRICITY AND MAGNETISM AP (GRADE 12) ●

The major goal of this class is to prepare students for the AP Physics C: Electricity and Magnetism examination. Its curriculum is equivalent to a first-year college Physics course with Calculus. This course develops the concepts introduced in prior Physics courses, emphasizing electricity and magnetism. It is a rigorous course intended for highly motivated students planning to major in a pure science or in engineering, who are very able in mathematics, and who have demonstrated outstanding ability in previous science courses. In the classroom, students will acquire an in-depth knowledge of electric and magnetic phenomena, including electric and magnetic forces exerted on charged particles, electric and magnetic fields, electric circuits, and the nature of electromagnetic radiation. In the laboratory, students will develop the ability to design experiments, critically analyze data, and communicate results effectively. *Prerequisites: Physics 1 AP, Calculus AB AP IB, Teacher Recommendation. Corequisites: AP Physics C: Mechanics. Full year course.*

### **SCI1217** IB SL PHYSICS (GRADES 11-12) ●

Physics SL aims to produce in the student scientific skills, an awareness and appreciation of the limitations of the subject, and the responsibilities of practicing scientists in the discipline. Physics is the most fundamental of the experimental sciences in that it seeks to explain the basic features of the natural world in terms of the interactions between matter and energy, using mathematics as its primary language. Students should be able to demonstrate an understanding of scientific facts, concepts, and methods. Another goal of the IB program is to let students construct, analyze and evaluate hypotheses, research questions, and scientific explanations. In addition, students will demonstrate the personal skills of cooperation, perseverance, and responsibility, and the manipulative skills necessary to carry out scientific investigation with safety. A comprehensive study of classical physics, together with selected options concerning topics on modern physics, offer students a challenging and motivating curriculum. Students must participate and report upon a multidisciplinary project called the Group 4 Project and complete a comprehensive portfolio of laboratory investigations. Students will sit for the IB exam in May. *Prerequisites: Algebra 2 Honors or higher, Teacher Recommendation. Corequisites: PreCalculus. Full year course.*

### **SCI1228** IB HL PHYSICS 1 (GRADE 11) ●

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Assessment Objectives” section of the guide. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth. *Prerequisites: Teacher Recommendation. Full year course.*

### **SCI1229** IB HL PHYSICS 2 (GRADE 12) ●

This is the continuation and completion of the IB programme Physics HL. Students will complete an internal assessment and sit for the IB exam in May. *Prerequisite: IB HL Physics 1. Full year course.*

## **ENVIRONMENTAL SCIENCE**

### **SCI1225** ENVIRONMENTAL SCIENCE AP (GRADES 11-12) ●

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies necessary for success on the College Board’s AP Environmental Science exam. Students will begin by studying the components and interactions of the natural world in order to understand the operation of healthy ecosystems. During the second semester, the focus will shift to human impacts on the environment, and an examination of potential solutions to environmental problems as we move toward sustainability. The social perspectives of policy and ethics will be incorporated into the course, as students examine the relative merits and costs of management strategies implemented to solve environmental problems, and how those strategies are enacted. Laboratory work will be included in the course. *Prerequisites: Biology Honors, Chemistry Honors, Teacher Recommendation. Corequisites: PreCalculus or higher. Full year course.*

### **SCI1230** IB SL ENVIRONMENTAL SYSTEMS AND SOCIETIES (GRADES 11-12) ●

The aim of this course in Environmental Systems, which follows the IB Standard Level syllabus, is to allow students to gain a rigorous scientific understanding of the environment, while sensitizing them to the wider political, ethical, and economic issues they will ultimately have to deal with in their lifetime. Although this one- year IB course will ask students to take a personal interest and involvement in their environment, leading eventually to an understanding of the international implications of its management, the core content is firmly rooted in an objective, empirical, and quantitative approach towards data collection and analysis. Students will study four core topics, including the following: systems and models; the ecosystem; global cycles and physical systems; and human population and carrying capacity. They will also study conservation and biodiversity as their optional topic. Given our proximity to the Florida Everglades and Biscayne Bay, these endangered ecosystems can be used as a living laboratory for research into both the scientific and public policy areas. Students will become well-informed citizens capable of making critical decisions about the planet on which they live. Students will complete an internal assessment and will sit for the IB exam in May. *Prerequisites: Biology Honors, Chemistry, Teacher Recommendation. Full year course.*

## SCIENCE SEMESTER ELECTIVES

### **SCI1120** FIELD STUDIES I HONORS (GRADES 10-12) ●

Field Studies I is designed to help students learn, develop, and apply data collection methods in both marine and terrestrial environments through laboratory activities, field work, and case study analysis. Students in this class will enhance their science, math, and technical writing skills as they research ecological problems, design experiments to answer authentic questions, analyze data, and communicate findings and potential solutions. Topics covered in class will include cartography, statistics, and ecology supported by foundational sciences. There will be a heavy emphasis on experimental design and the ways field research is designed and evaluated. Students will be evaluated based on their performance on both individual and group projects, participation, and traditional forms of assessments used to reinforce concepts. In the second quarter, students will develop or refine a proposal for an extended research project, and if time and circumstances permit, execute the project. Final grades will be based on mastery of the methods and design of research topics investigated, participation, and when possible, on the execution and reporting of a major project. Students may take either Field Studies I, Field Studies II, or both, as preferred. Field Studies II may be taken before Field Studies I, if desired. Students interested in this class should be prepared to work independently and have good time-management skills. They are also expected to take part in field trips which may occur outside regular school hours, including occasional weekends. *Prerequisites: Approved Application, Teacher Recommendation. Semester course.*

### **SCI1121** FIELD STUDIES II HONORS (GRADES 10-12) ●

Field Studies II is designed to help students learn, develop, and apply data collection methods in both marine and terrestrial environments through laboratory activities, field work, and case study analysis. Students in this class will enhance their science, math, and technical writing skills as they research ecological problems, design experiments to answer authentic questions, analyze data, and communicate findings and potential solutions. Topics covered in Field Studies II may include a stronger emphasis on Geology, Hydrology, and soil sciences in support of general ecology. The use of instrumentation and methods of data collection will be explored in greater depth in Field Studies II. Students will be evaluated based on their performance on both individual and group projects, participation, and traditional forms of assessments used to reinforce concepts. In the second quarter, students will develop and execute a proposal for a research project, including producing a formal research report. Final grades will be based on mastery of the methods and design of research topics investigated, participation, and on the execution and reporting of the project. Students may take either Field Studies I, Field Studies II, or both, as preferred. Field Studies II may be taken before Field Studies I, if desired. Students interested in this class should be prepared to work independently and have good time-management skills. They are also expected to take part in field study, some of which may involve field trips outside regular school hours, including occasional weekends. *Prerequisites: Approved Application, Teacher Recommendation. Semester course.*

### **SCI1000 MARINE BIOLOGY HONORS (GRADES 10-12) ●**

This course is a survey of marine organisms, from the smallest microbes to the great whales, and all life in between. The ecology and food webs of local marine ecosystems are highlighted, including coral reefs, seagrass meadows, and mangroves. Human interactions like fishing and aquaculture are included as we study the impact society has had on marine life. Project-based learning will include work on the aquarium and potentially small scale aquaculture experiments, study of local species, or profiles on environmental activism on behalf of marine species and environments. *Semester course.*

### **SCI1012 OCEANOGRAPHY HONORS (GRADES 10-12) ●**

This course introduces students to the role of the world's oceans in society, beginning with exploration and navigation, and continuing with the technology for studying the oceans, from diving and undersea research through satellite data collection. Students will be introduced to the geological, chemical, and physical characteristics of the world's oceans. From the chemistry of seawater to the movement of water masses, students will learn how oceans function as a global system, influencing climate, life on land, and human society. Potential laboratory and project work may include experiments relating to ocean acidification, coping with marine plastic pollution, and basic monitoring of ocean conditions. *Semester course.*

### **SCI1100 TOPICS IN GENETICS HONORS (GRADES 11-12) ●**

This course intends to have students explore in detail the molecular principles and techniques that allow us to edit the human genome and clone organisms. The course will focus on CRISPR, a revolutionary molecular technique that has made it possible to create designer babies. The future of choosing the traits of unborn humans to be taller, smarter, light eyes, dark eyes, be disease free, perfect vision, etc, is becoming a reality. The course will also focus on the role genetically modified organisms (GMO) play in meeting the challenges of feeding a growing global population in the face of climate changes and increase pressure from pests and diseases. This course will have practical labs involving growing GMO corn and bacterial transformation, as well as debate the ethics and policies that govern these new methodologies and future implications. *Semester course.*

### **SCI1200 ASTRONOMY AND SPACE TRAVEL HONORS (GRADE 12) ●**

This course is designed to introduce students to the fundamental concepts of astronomy, the study of celestial bodies and systems. Students will first learn about the celestial sphere, motion in the sky, and how to take basic astronomical measurements. This part of the course will cover properties of the solar system. The second part of the course will focus on cosmology and space exploration. Students should expect to design, build, and launch a model rocket. Fundamental physics concepts will be used throughout the course. Heavy emphasis will be placed on group activities and projects to develop inquiry and communication skills. Class trips may include local observatories for night-time observations, the museum of science, and the Kennedy Space Center. *Semester course.*



# SOCIAL SCIENCES

- An Academic Core course calculated in the GPA
- A Course calculated in the GPA but not considered an Academic Core course
- A course not calculated into the GPA
- ◇ Does not appear on Official Transcript

## SOCIAL SCIENCES

### COLLEGE PREP OFFERINGS

WORLD HISTORY

UNITED STATES HISTORY

UNITED STATES GOVERNMENT/  
ECONOMICS

### HONORS OFFERINGS

WORLD HISTORY **H**

UNITED STATES HISTORY **H**

UNITED STATES GOVERNMENT **H** /  
ECONOMICS **H**

### IB CORE

**GP IB INQUIRY & CRITICAL WRITING 1 /  
IB THEORY OF KNOWLEDGE 1**

**GP IB INQUIRY & CRITICAL WRITING 2 /  
IB THEORY OF KNOWLEDGE 2**

### SEMESTER ELECTIVES

Personal Finance

Comparative Religions **H**

Psychology

Anthropology **1 H**/Anthropology **2 H**

Race in America

### IB AP OFFERINGS

WORLD HISTORY **ADVANCED**

UNITED STATES HISTORY **AP**

GOVERNMENT POLITICS US **AP** /  
GOVERNMENT POLITICS  
COMPARATIVES **AP**

ECONOMICS MACRO **AP** /  
ECONOMICS MICRO **AP**

PSYCHOLOGY **AP**

EUROPEAN HISTORY **AP**

HUMAN GEOGRAPHY **AP**

WORLD HISTORY **AP**

**IB HL** CONTEMPORARY WORLD  
HISTORY WITH FOCUS ON THE  
AMERICAS **1**

**IB SL** ECONOMICS

**IB HL** ECONOMICS **1**

**IB HL** ECONOMICS **2**

**IB HL** GLOBAL POLITICS **1**

**IB HL** GLOBAL POLITICS **2**

**IB SL** PSYCHOLOGY

**IB HL** PSYCHOLOGY

**IB SL** SOCIAL AND CULTURAL  
ANTHROPOLOGY

**IB HL** SOCIAL AND CULTURAL  
ANTHROPOLOGY **1**

**IB HL** SOCIAL AND CULTURAL  
ANTHROPOLOGY **2**

**IB SL** BUSINESS MANAGEMENT

**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED



## **SOCIAL SCIENCES**

The Social Sciences Department of Gulliver Preparatory School is dedicated to the personal touch in studying humankind and its many activities. Its goal is to inspire in students an appreciation for life in this and other republics and, at the same time, build an understanding and appreciation of the global community. The social sciences encourage students to read, write and speak the language of this discipline. Thus, both academically and attitudinally, they foster an appreciation of cultural pluralism at all geographic levels. They ultimately lead students to realize the common nature and universality of the human experience, whether this occurs in exploring the intricacies of the human mind, analyzing the physical evidence of archeology, discovering the roots of human interaction, or chronicling the efforts of people solving problems. Finally, the most fascinating aspect of the program is its focus on the most dynamic and diverse creature: the human being.

## **WORLD HISTORY**

### **SOC0903 WORLD HISTORY (GRADE 9) ●**

This course emphasizes the global perspective of human history and surveys western civilizations beginning in medieval times, as well as those of Asia, Africa, the Middle East, and Latin America. While the focus is on the past, careful attention is given to connecting the past with the present. Students will increase their knowledge of history, while developing reading comprehension, essay writing skills, and improving vocabulary. Critical thinking skills will be reinforced so that students can become better analytical thinkers. *Full year course.*

### **SOC0904 WORLD HISTORY HONORS (GRADE 9) ●**

World History Honors presents a challenging introduction to the increased expectations of work in upper level history courses. Intensive analysis of primary sources distinguishes the honors course. Self-directed projects and a research paper are required. Emphasis is placed on critical thinking through a variety of activities, including linking history to present day world events. World religions are discussed from cultural viewpoints with the goal of fostering understanding and tolerance. *Full year course.*

### **SOC1209 WORLD HISTORY AP (GRADES 11-12) ●**

This course is designed to develop greater understanding of the evolution of global evolution and contacts in interaction with different types of human species. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the last thousand years of human experience, the course builds an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 BC. Periods, eras, the organizing principles for understanding change, and continuity are studied. *Full year course.*

### **SOC0917 WORLD HISTORY ADVANCED (GRADE 9) ●**

This course is designed to introduce students to world history since 1400 CE. This course emphasizes that world history is explicitly about “connections” between peoples, political entities, and economies, as well as the connections between humankind and the environment. The course is not designed to be a comprehensive history of the entire world since 1400, but rather to explore general trends and

themes through the investigation of specific historical episodes. In addition to traditional assessments, this course places a heavy emphasis on data analysis, thesis-driven writing, and presentation of research in a variety of oral and written formats. Students will be exposed to an interdisciplinary approach to the study of world history with the chief goal of gaining new and wider perspectives beyond formulaic narratives in order to arrive at a greater understanding about the current state of the world. *Prerequisites: Teacher Recommendation. Full year course.*

## **UNITED STATES HISTORY**

### **SOC1013 UNITED STATES HISTORY (GRADE 10) ●**

This course is designed to help students understand the recent political development of the United States and its role in a global context. Students will review the early years of the nation and begin intensive study at the post-Reconstruction period. Topics covered will include but not be limited to: demographic changes that resulted from immigration; urbanization and industrialization; the effects of participating in two world wars; the causes of the Great Depression; the role of the United States in major global developments after World War II; domestic reform movements beginning in the 1950's; and the role of the United States in a world of multiple power centers. Students will understand the contributions of the major individuals, events, and characteristics of historical periods, and the interaction of science, and technology in America. Students will be expected to interpret historical data accurately, assess geographic relationships, and compare and contrast social and economic impacts of government action. Emphasis will be placed on the contributions of women and various ethnic groups. A research paper is required. *Prerequisites: Teacher Recommendation. Full year course.*

### **SOC1014 UNITED STATES HISTORY HONORS (GRADE 10) ●**

In addition to the content specified in the college prep level course, higher-order thinking skills are expected of the honors students as shown in more comprehensive and detailed essays. Analysis and synthesis of information is stressed. Examinations are more likely to be in written form or have a greater weight given to written response. Homework will involve analysis of primary sources. A research paper is required. The ability to retain and recall material is enforced by a requirement to assess new concepts and actions in the context of previous events and philosophies. A higher level of class discussion is expected, resulting in a challenge for the able student. *Prerequisites: Teacher Recommendation. Corequisites: English Honors. Full year course.*

### **SOC1103 UNITED STATES HISTORY AP (GRADE 10) ●**

This challenging Advanced Placement course surveys the history of the United States from colonial times through the post-World War II era. Major themes include the roots of the American Revolution, the myriad of reform movements from abolition through the quest for Civil and Human rights in the sixties, the phases of Reconstruction, and the emergence and development of the United States as a world power. Analysis of primary source material is required in responding to questions rooted in historical documents. The course also requires the ability to respond to historical questions at a very discriminating level, differentiating between shades of meaning in a multiple-choice format. *Prerequisites: Teacher Recommendation. Corequisite: Enrolled in an advanced English course. Full year course.*

### **SOC1186 UNITED STATES GOVERNMENT (GRADE 11) ●**

Essential preparation for active, knowledgeable citizens is the study of the political foundations of their own country. The purpose of this course is to enable students to gain an understanding of United States Government, both structure and function, as well as an awareness of political behavior. The relation between historical background and current application in modern politics will be stressed. Included in the course content will be the Constitutional underpinnings of American democracy, federalism, and the emergence of political parties. Political participation will be examined in relation to the interaction of interest groups and the three major branches of government. Moreover, the policy-making process will be explored through the bureaucracy, the media, civil rights and liberties, and contemporary issues on domestic and foreign fronts. Additional aspects of government may be added at the discretion of the teacher, but Florida state government will be studied. *Prerequisites: Teacher Recommendation. Semester course.*

### **SOC1181 UNITED STATES GOVERNMENT HONORS (GRADE 11) ●**

In addition to the content included in the college preparatory level, honors students will be expected to demonstrate analysis and interpretation of data and the ability to work with primary sources on government. A greater depth of study is required and the pace will be quicker. Knowledge of facts, concepts, and theories will be combined with projects/assignments. The ability to understand patterns and consequences of political behavior and evaluate examples of governmental policies and procedures will be essential features of this level. *Prerequisites: English Honors, Teacher Recommendation. Semester course.*

## **GOVERNMENT AND ECONOMICS**

### **SOC1282 GOVERNMENT POLITICS UNITED STATES AP (GRADE 11) ●**

Government Politics United States AP is designed to give students a critical perspective on the country's politics. Political ethics, current public opinion, and contemporary issues and problems are integrated into an intensive study of structure and process. Constitutional underpinnings, political beliefs and behaviors, parties and interest groups, civil rights and liberties, economy, social welfare, budgeting, state and local politics are among the topics addressed. Intensive analytical writing practice is given to prepare for the Advanced Placement examination. *Prerequisites: Teacher Recommendation. Corequisites: Enrolled in AP English. Semester course.*

### **SOC1292 GOVERNMENT POLITICS COMPARATIVE AP (GRADE 11) ●**

Government Politics Comparative AP is designed to help students gain knowledge of the world's diverse political structures and practices. SIX countries form the core of study: UNITED KINGDOM, CHINA, RUSSIA, MEXICO, NIGERIA, AND IRAN. These countries represent contrasts in types of political systems, degree of stability, cultural divergence, and levels of economic development. Ideology, structure, socialization, legitimacy, dissent, and political history are examined. Current articles from international commentators and journalists, primary source accounts, biographies, and current events are integrated into class assignments. The course prepares students to take the Advanced Placement examination in Comparative Politics. *Prerequisites: Teacher Recommendation. Semester course.*

### **SOC1196 ECONOMICS (GRADE 11) ●**

Economics is a one-semester course required for juniors. Its primary goals are to assist students in becoming better decision makers, move economics beyond the classroom, and understand how it operates in students' daily roles as employees, employers, account savers, investors, consumers, and citizens. The course combines explanations of economic principles with applications of these principles to the real world of the United States economy. Topics include basic economic issues, economic systems, supply and demand, business organizations, competition and market structures, the labor force, gross DOMESTIC product, money and banking, the Federal Reserve System, fiscal and monetary policy, economic stability, and international trade. *Prerequisites: Teacher Recommendation. Semester course.*

### **SOC1198 ECONOMICS HONORS (GRADE 11) ●**

Economics Honors offers a more in-depth study of economic systems. Its primary goals are to assist students in becoming better decision makers, move economics beyond the classroom, and understand how it operates in students' daily roles as employees, employers, account savers, investors, consumers, and citizens. Students work cooperatively on group projects. Current events applicable to economics are topics of class assignments and discussions. *Prerequisites: Algebra 2, Geometry Honors, Teacher Recommendation. Semester course.*

## **AP COURSES**

### **SOC1284 ECONOMICS MACRO AP (GRADE 12) ●**

The AP course in Economics Macro gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. It places particular emphasis on the study of national income and price determination, and also develops the students' familiarity with economic performance measures, economic growth, and international economics. *Prerequisites: PreCalculus Honors or Higher, Teacher Recommendation. Semester course.*

### **SOC1297 ECONOMICS MICRO AP (GRADE 12) ●**

The AP course in Economics Micro gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both as consumers and producers, within the larger 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. *Prerequisites: PreCalculus Honors or Higher, Teacher Recommendation. Semester course.*

### **SOC1207 PSYCHOLOGY AP (GRADES 11-12) ●**

The purpose of the Advanced Placement course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. This college level course is rigorous in content and requirements. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. A major aim of this course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. The major areas covered are: methods, approaches, history, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. *Prerequisites: Teacher Recommendation. Full year course.*

### **SOC1203 EUROPEAN HISTORY AP (GRADE 12) ●**

In this course a broad perspective is used, reflecting awareness of other disciplines such as art, architecture, science, demographics, and sociology, and a diversity of presentation including visual and statistical materials. Critical and analytical reading and writing are stressed throughout. Students deal with major historical facts and personalities in a chronological and topical setting. Thematic essays on topics of significance and document-based essays specifically designed to develop students' abilities to work with primary evidence make up the bulk of class work and assignments. Students are expected to acquire knowledge of major events and trends from approximately 1450 to 1970, from the High Renaissance to the recent past. In addition, significant developments in intellectual and cultural, political and diplomatic, social and economic history should be mastered. *Prerequisites: Teacher Recommendation. Full year course.*

### **SOC1205 HUMAN GEOGRAPHY AP (GRADES 11-12) ●**

Human Geography AP deals with the earth as it is and with the earth as it might be made to be. The course highlights people: where they are, what they are like, how they interact over space, and what kind of landscapes of human use they create on the natural landscape they occupy. Students will employ spatial concepts and landscape to analyze and evaluate global social issues and environmental consequences by studying such topics as population, languages, folk and popular culture, ethnicity, political organizations, agriculture, industry, and urban patterns. Upon completion of the course, students will be able to: use and think about maps and spatial data sets; understand and interpret the implication of associations among phenomena in places; recognize and interpret at different scales the relationship between patterns and processes; define regions and evaluate the regionalization process; and differentiate and analyze changing interconnections among places. *Prerequisites: Teacher Recommendation. Full year course.*

### **SOC9016 INTRODUCTION TO WOMEN'S STUDIES HONORS (GRADES 11-12) ●**

Women's history takes an interdisciplinary approach to address the impact of gender issues on the world around us and on the inequalities that shape it. This course will offer an introduction to some of the current debates within the interdisciplinary field of women's and gender studies. During the course of the year, we will examine with historical as well as contemporary women's concerns, paying close attention to both national and global issues. *Prerequisites: World History, United States History, Teacher Recommendation. Full year course.*

### **SOC9018 THE CITIZEN AND THE CONSTITUTION ADVANCED (GRADES 10-12) ●**

The Citizen and the Constitution provides students with an understanding of civic life, politics, and government, along with a history of American government's foundation and development. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today. This course includes a broad series of lessons and activities that offer a variety of modalities for ultimate student engagement and content retention, including, but not limited to competitive debates, seminars, webinars, and opportunities for community activism. *Prerequisites: Must have taken at least one honors level or above social science course, Students should enjoy document analysis, research, and competitive debate, Teacher Recommendation. Full year course.*

## IB COURSES

### **SOC1400** IB SL BUSINESS MANAGEMENT (GRADES 11-12) ●

The role of businesses is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations. Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. 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 analyze, 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. Students will complete an internal assessment and sit for the IB exam in May. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1100** IB HL PSYCHOLOGY 1 (GRADE 11) ●

The purpose of the International Baccalaureate course in psychology is to introduce students to the systematic study of behavior and experience. Students are exposed to the biological, cognitive and learning perspectives while studying topics in comparative, cultural, health, lifespan dysfunctional behavior, psychodynamic and social psychologies. The research methodology includes ethics and quantitative methods. A more holistic approach of what it is to be human is emphasized. This course offers the opportunity to focus on individuals and societies in the context of a social science calling for greater insights into how individuals interpret meanings, relationships and health. Complex issues are addressed so that students can develop a greater understanding of themselves and others. *Prerequisites: Teacher Recommendation. Full year course.*

### **SOC1104** IB HL PSYCHOLOGY 2 (GRADE 12) ●

This course is the continuation of IB HL Psychology 1. The students will finish their Internal Assessments and sit for the exam in May. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1208** IB SL PSYCHOLOGY (GRADES 11-12) ●

The purpose of the International Baccalaureate course in psychology is to introduce students to the systematic study of behavior and experience. Students are exposed to the biological, cognitive and learning perspectives while studying topics in comparative, cultural, health, lifespan dysfunctional behavior, psychodynamic and social psychologies. The research methodology includes ethics and quantitative methods. A more holistic approach of what it is to be human is emphasized. This course offers the opportunity to focus on individuals and societies in the context of a social science calling for

greater insights into how individuals interpret meanings, relationships and health. Complex issues are addressed so that students can develop a greater understanding of themselves and others. Students will complete an internal assessment and sit for the IB exam in May. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1200** IB HL ECONOMICS 1 (GRADE 11) ●

The economics course embodies global and international awareness in several distinct ways. Two of the four sections of the course are devoted to specific areas of economics that contribute to international awareness and understanding—section 3: international economics, and section 4: development economics. In addition, earlier topics in the course explore the ways in which different countries deal with common economic issues such as government intervention, market failure, sustainability, and achieving macroeconomic objectives. Inherent in the syllabus is a consideration of different perspectives, economic circumstances, and social and cultural diversity. Economics seeks to develop international understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local and national level. Economics also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world. The economics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the economics course are developed within the context of the course itself. The ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in economics. Students produce a portfolio of 3 commentaries, based on different sections of the syllabus and on published extracts from the news media. Students will complete an internal assessment and sit for the IB exam in May. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1201** IB HL ECONOMICS 2 (GRADE 12) ●

This course is the continuation and final year of Economics IB HL and will complete the minimum number of 240 teaching hours. The syllabus for HL students requires the development of certain skills and techniques, attributes and knowledge - as described in the assessment objectives of the programme. The HL student is required to acquire an extensive body of knowledge - including the ability to analyze, synthesize and evaluate that knowledge - and to develop quantitative skills in order to explain and analyze economic relationships. These quantitative skills are specifically assessed in HL. Students will complete an internal assessment and sit for the IB exam in May. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1210** IB SL ECONOMICS (GRADES 11-12) ●

This course explores global politics through four core units: power and sovereignty, human rights, peace and conflict, and development and sustainability. It allows students to develop an understanding of political activity and processes, as well as explore political issues affecting their own lives. The course focuses on political theory, while helping students to understand abstract political concepts by grounding them in real-world examples of events and case studies from the past decade, such as North Korea's authoritarian state, the Ukrainian Revolution, and global youth climate strikes. It also invites comparison between such examples and case studies to ensure a wider and trans-national perspective. Students will also explore politics through a unique "engagement activity," which requires them to combine academic research with political action to explore a political topic of their own interest. In this

way, students throughout the year will be encouraged to explore the relationship between people and power, and how this manifests on local, national, and international levels. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1160** IB HL GLOBAL POLITICS 1 (GRADE 11) ●

The global politics course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. All higher-level students complete a common core entitled “People, Power and Politics”. This consists of four core units: (1) Power, sovereignty and international relations; (2) Human rights; (3) Development; and (4) Peace and conflict. All higher-level students also undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more theoretical perspectives from research and submit a written report summarizing their investigation. Higher-level students also examine two contemporary global political challenges, through a case studies approach. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1170** IB HL GLOBAL POLITICS 2 (GRADE 12) ●

This course is the continuation of IB HL Global Politics 1. The students will finish their Internal Assessments and sit for the exam in May. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1149** IB SL GLOBAL POLITICS (GRADES 11-12) ●

Students of global politics at SL and HL are presented with a syllabus that has a common core. This common core consists of four compulsory units under the central unifying theme of “people, power and politics. (see above: HL Global Politics) All SL students are also required to undertake an engagement activity. They will sit for the exam in May. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1120** IB HL CONTEMPORARY WORLD HISTORY WITH THE FOCUS ON THE AMERICAS 1 (GRADE 11) ●

This course surveys the history and development of Latin American states as well as the United States to enable students to understand more fully their dynamic systems of government and culture, as well as their economic structures and social integration into global markets. The course introduces students to a comparative view of basic political structures in the United States, Canada, and the Latin American republics, and also examines their economic structures with special emphasis on the protocols of governance and policy-making. Beyond the United States and Canada, the countries studied are Brazil, Mexico, Argentina, Chile, and Cuba. During the second semester, the course focuses on intellectual movements and influences on the politics of governmental and economic policies of the region from postcolonialism to post-Cold War conditions. An interdisciplinary and cross-cultural approach is employed. *Prerequisites: IB Coordinator Recommendation. Full year course.*



### **SOC1229** IB HL SOCIAL AND CULTURAL ANTHROPOLOGY 1 (GRADE 11) ●

The IB social and cultural anthropology course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices and materials of the discipline. Whereas students in the SL course are expected to demonstrate understanding and application of anthropological concepts, HL students are introduced to theoretical perspectives and the production of ethnography. HL students are required to conduct fieldwork and to produce a small ethnography for their internal assessment. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1229** IB HL SOCIAL AND CULTURAL ANTHROPOLOGY 2 (GRADES 11-12) ●

The course is the continuation of the IB HL Social and Cultural Anthropology 1. The students will finish their Internal Assessments and sit for the exam in May. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1230** IB SL SOCIAL & CULTURAL ANTHROPOLOGY (GRADES 11-12) ●

Social and Cultural Anthropology is the comparative study of cultures and human societies. It explores the general principles of social and cultural life and the specific characteristics of societies and cultures, regional inequalities, and modern nation states from both local and global perspectives. Anthropology contributes to an understanding of such contemporary issues as war and conflict, the environment, poverty, injustice, inequality, and human rights. Social and cultural anthropology, while sharing much in common with other social sciences, is concerned with the study of small groups. An understanding of anthropology as a discipline will be examined through such topics as language, ethnicity, power relations, gender, kinship, economic systems, symbolism, and religious beliefs. The class includes in depth ethnographic analysis of three different cultures as a framework for understanding anthropological theory and methods. Students will be asked to do research and presentations on another culture of their choice in order to expand the field of study. The aim of the course is to familiarize students with the core terms used in the field of social and cultural anthropology, the methods used by anthropologists, and issues of ethnographic representation through the careful reading and analysis of ethnographies constructed by anthropologists, and by the application of theory and methods in student research projects. As part of the IB curriculum, this course presents an analytical perspective that is at once distinctly unique in its emphasis on small groups and ethnography, and yet inclusive in its interdisciplinary approach. Students will complete an internal assessment and sit for the IB exam in May. *Prerequisites: IB Coordinator Recommendation. Full year course.*

### **SOC1381** GP IB INQUIRY AND CRITICAL WRITING 1 (GRADE 11) ●

This rigorous semester course is an integrated approach to analytical reading, research, and writing. The class is designed to assist students in producing consistently coherent and well-organized critical writing needed for the International Baccalaureate level courses. Primary emphasis will be given to the development of skills needed to manipulate the demanding elements of all genres of texts including historical documents, scientific journals, media texts, and literary critiques. This course will incorporate subject matter from different disciplines. This course will be required of all IB students the first semester of the junior year. This course is paired with Theory of Knowledge 1 IB SL. *Prerequisites: IB Coordinator Recommendation. Semester course.*

### **SOC1393** GP IB INQUIRY AND CRITICAL WRITING 2 (GRADE 12) ●

This course will be a continuation of Inquiry and Critical Writing 1 GP IB for 12th graders. It will focus on Internal Assessment refinement and preparation, Extended Essay and Viva voce submission, as well as continue to pursue strategies for test preparation in the different subject areas. Prerequisite: GP IB Inquiry and Critical Writing 1. This course is paired with Theory of Knowledge 2 IB. *Prerequisites: IB Coordinator Recommendation. Semester course.*

### **SOC1391** IB THEORY OF KNOWLEDGE 1 (GRADE 11) ●

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. The core theme is: knowledge and the knower. This theme encourages students to reflect on themselves and knowers and thinkers, and to consider the different communities of knowers to which we belong. There are additional themes that will be discussed interconnected with areas of knowledge. Students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking-as well as empowering-for students. It is a core element of the Diploma Programme to which schools are required to devote at least 100 hours of class time. TOK is taught in two consecutive semesters, beginning the second semester of the junior year. This course is paired with GP IB Inquiry and Critical Writing 1 both semesters. *Prerequisites: IB Coordinator Recommendation. Semester course.*

### **SOC1383** IB THEORY OF KNOWLEDGE 2 (GRADE 12) ●

The second part of this course continues to follow the IB curriculum for Theory of Knowledge and is the final semester of study. The assessments will be completed by the end of the grade 12 semester period. The assessment model in Theory of Knowledge (TOK) consists of two tasks. The first component is one 1,200-1,600-word essay on a title chosen from a list of 6 prescribed by the IBO for each examination session and is externally moderated. The second component is an exhibition which assesses the ability of the student to show how TOK manifests in the world around us. one presentation to the class with accompanying documentation. This presentation is internally assessed by the teacher and externally moderated by the IBO. This course is paired with GP IB Inquiry and Critical Writing 2 GP IB. *Prerequisites: IB Coordinator Recommendation. Semester course.*

## **ELECTIVES**

### **SOC1084 PSYCHOLOGY (GRADES 11-12) ●**

The science of psychology enhances one's understanding of individual human behavior. The course traces the history of the development of this field from its origin as the indwelling of an active human entity who motivated its inhabitants through the phrenologists who "mapped" the brain, culminating with the extensive current studies of sleep disorders and stress reduction. Human growth, the meeting of developmental tasks, and the passages from one stage of human life to another are also considered. *Prerequisites: Teacher Recommendation. Semester course.*

### **SOC1094 SOCIOLOGY (GRADES 11-12) ●**

Sociology extends the study of human behavior to account for the interaction in groups. It explores such topics as the dynamics of mob behavior, the possible reasons for criminality and social discontent, and the nature of humans to cluster and form groups and/or cliques. Actual sociograms are constructed in this class to document the mutual behaviors among members of a group. The study of conformity and individualism as well as the emergence of positive self-esteem constitute critical components of the course. *Prerequisites: Teacher Recommendation. Semester course.*

### **SOC9000/9001 RACE IN AMERICA (GRADES 9-12) ●**

Using history, politics, economics, culture, and individual and group lived experience, this course will serve as an interdisciplinary survey of and introduction to the meanings of race in the United States. Students will examine the origins and definitions of racial thought; how race has shaped the American political and cultural landscape; its evolving role and meaning across generations; slavery's origins and legacies; and the connections between contemporary events and their historical antecedents. The course will include learning about and applying anti-racist theory and practice. Sources will include a textbook, articles, videos, podcasts, short fiction and poetry, and the visual and performing arts. *Prerequisites: Semester course.*

### **SOC9111 PERSONAL FINANCE (GRADES 11-12) ●**

Personal Finance is a semester course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. It will build knowledge of finance, debt, and credit management; as well as evaluate and understand insurance and taxes. In this introductory course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. Students will gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students will also experience finance professionals and stories of everyday people and the choices they make to manage their money. *Prerequisites: Teacher Recommendation. Semester course.*

### **SOC1114** COMPARATIVE RELIGIONS HONORS (GRADES 11-12) ●

The course will examine six of the world's major religions: Judaism, Christianity, Islam, Hinduism, and Buddhism as well as Zoroastrianism, an ancient Persian religion. We will compare them in regards to their Sacred Scriptures (their Bibles) as well as their fundamental beliefs. Topics such as the Meaning of Life, Death, and After Life will be critical to our explorations. How their concepts of war and peace will affect their relations with each other and their overall worldview. How a religion's culture affects—and is affected by— such global forces as politics, economics, and social relations. The course will explore the origin of each faith and its evolution of belief and practice over time. By comparing the six faiths, it is the goal of the course to uncover contemporary ethical questions, and to develop critical thinking skills to understand and appreciate the diversity of religion in today's world. *Prerequisites: Teacher Recommendation. Semester course.*

### **SOC1281** ANTHROPOLOGY 1 HONORS (GRADES 11-12) ●

This course introduces students to the fundamental concepts of socio-cultural anthropology, and methods for observing human behavior. Its aim is to challenge students by contrasting their own experiences with those of others by studying foreign cultures. Students will read ethnographies and learn to engage concepts introduced in class lectures, which will be the subject of in-class discussion, analysis and written essays. By learning to understand the logic behind customs and practices that may otherwise appear strange and exotic, students gain a perspective that prepares them for encounters they will inevitably have as professionals in a globalized world. Additionally, this course lends itself to an interdisciplinary approach, drawing from topics relating to the other social sciences, as well as themes discussed in classes such as English and Humanities. *Prerequisites: Teacher Recommendation. Semester course.*

### **SOC1293** ANTHROPOLOGY 2 HONORS (GRADES 11-12) ●

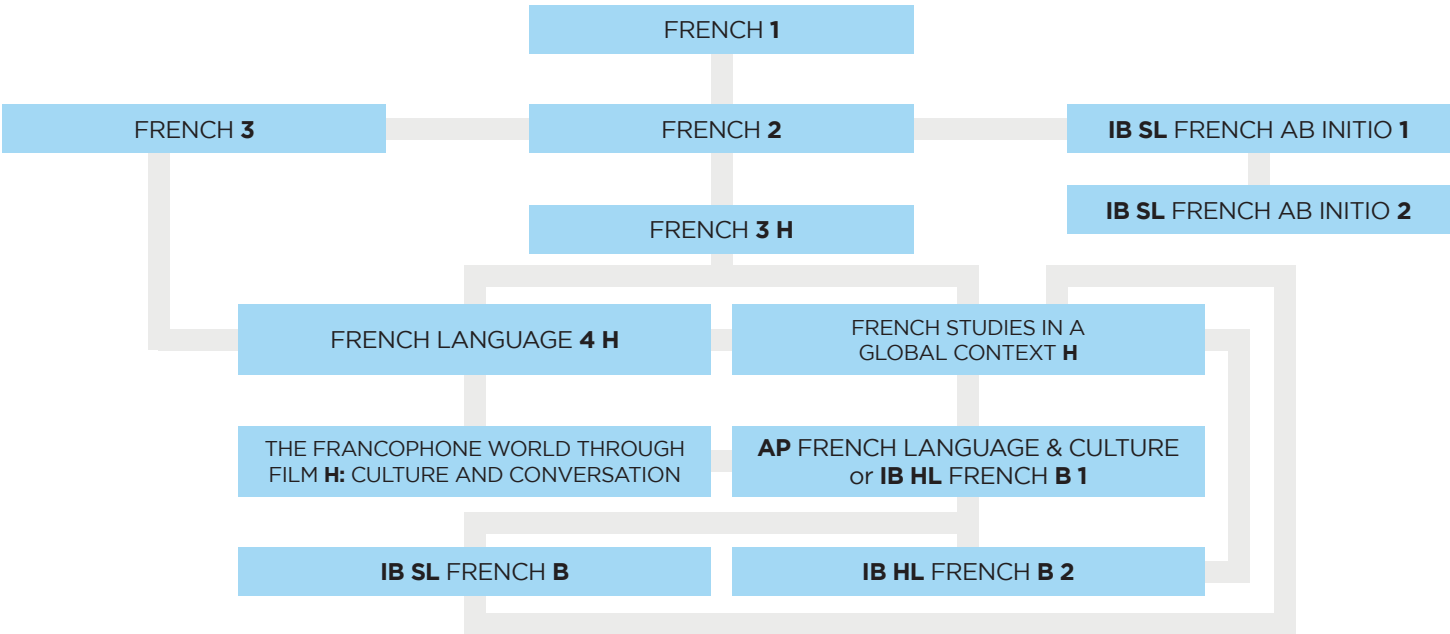
This course is a direct follow-up to the Anthropology 1 H course. Whereas the first course introduces students to anthropological theory and concepts such as cultural relativism, this course at once provides a greater breadth and depth of analysis by exploring how anthropologists apply anthropological thinking beyond the scope of anthropology as an academic discipline. Students will be introduced to anthropological theories and methods, and learn how to apply theory to the examination of social life. In addition, students will have the opportunity to design and conduct a small ethnographic field study. Enrollment in this course would require students having taken the first course. A second part of the anthropology course is to allow those students who wish to study anthropology in greater depth to do so for two semesters, while accommodating those students who are interested in pairing anthropology with another elective. Furthermore, such a course will expand Anthropology's relevance to other subject areas and allow for a more interdisciplinary level of instruction. *Prerequisites: Teacher Recommendation. Semester course.*



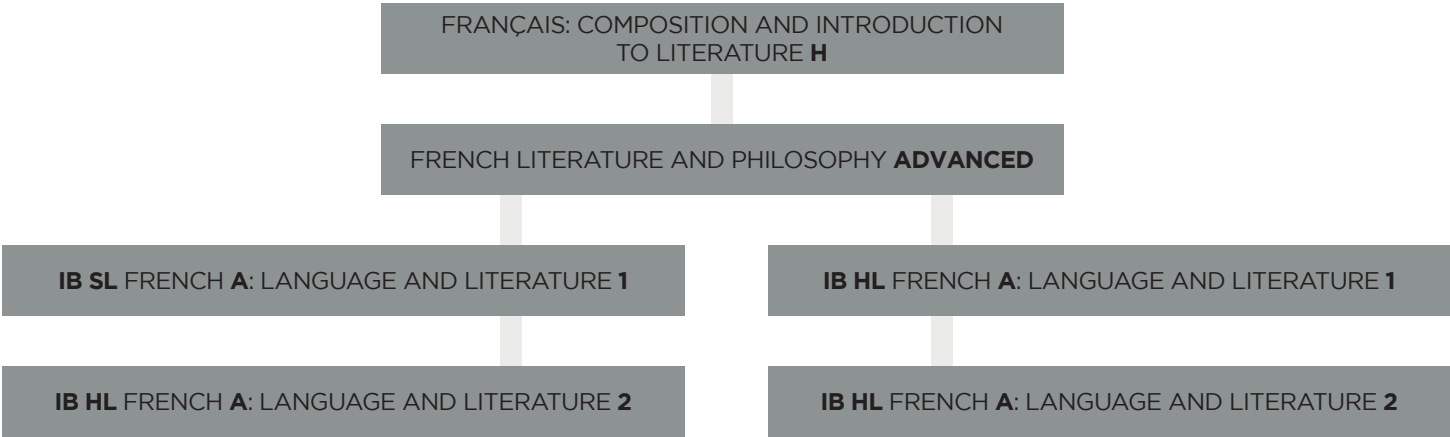
# WORLD LANGUAGES

- An Academic Core course calculated in the GPA
- A Course calculated in the GPA but not considered an Academic Core course
- A course not calculated into the GPA
- ◇ Does not appear on Official Transcript

# FRENCH

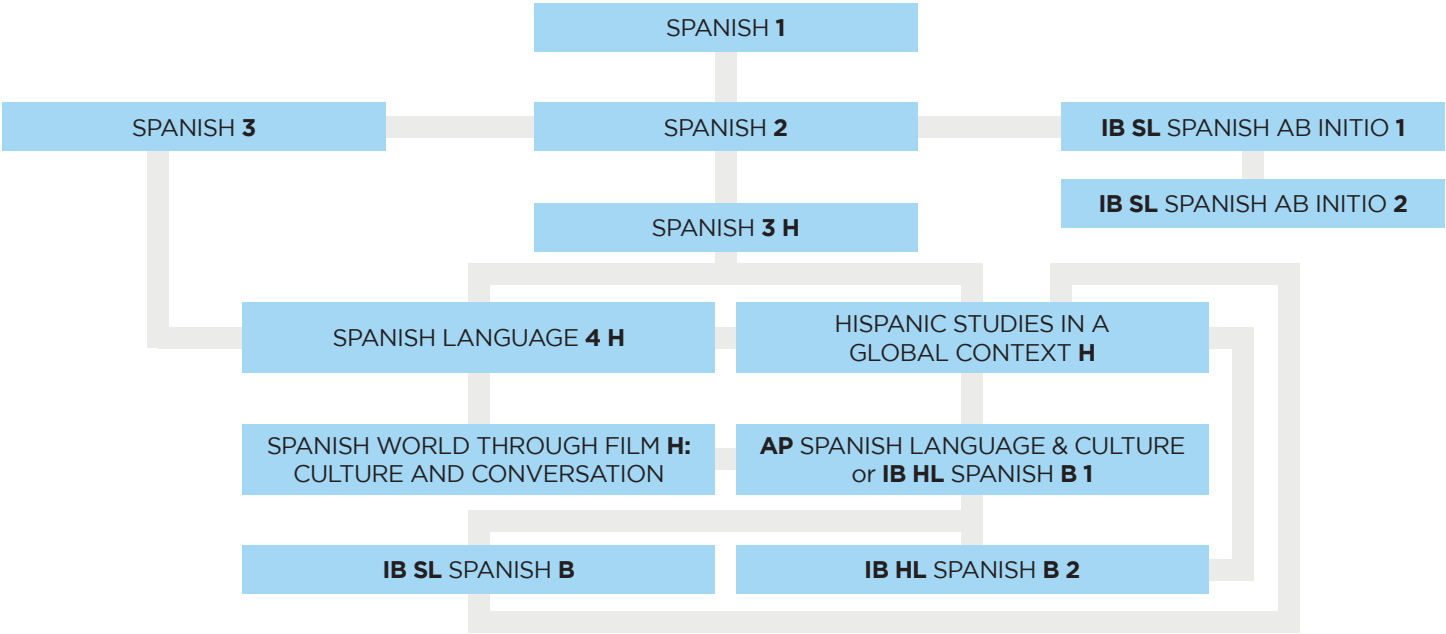


# FRENCH FOR HERITAGE SPEAKERS

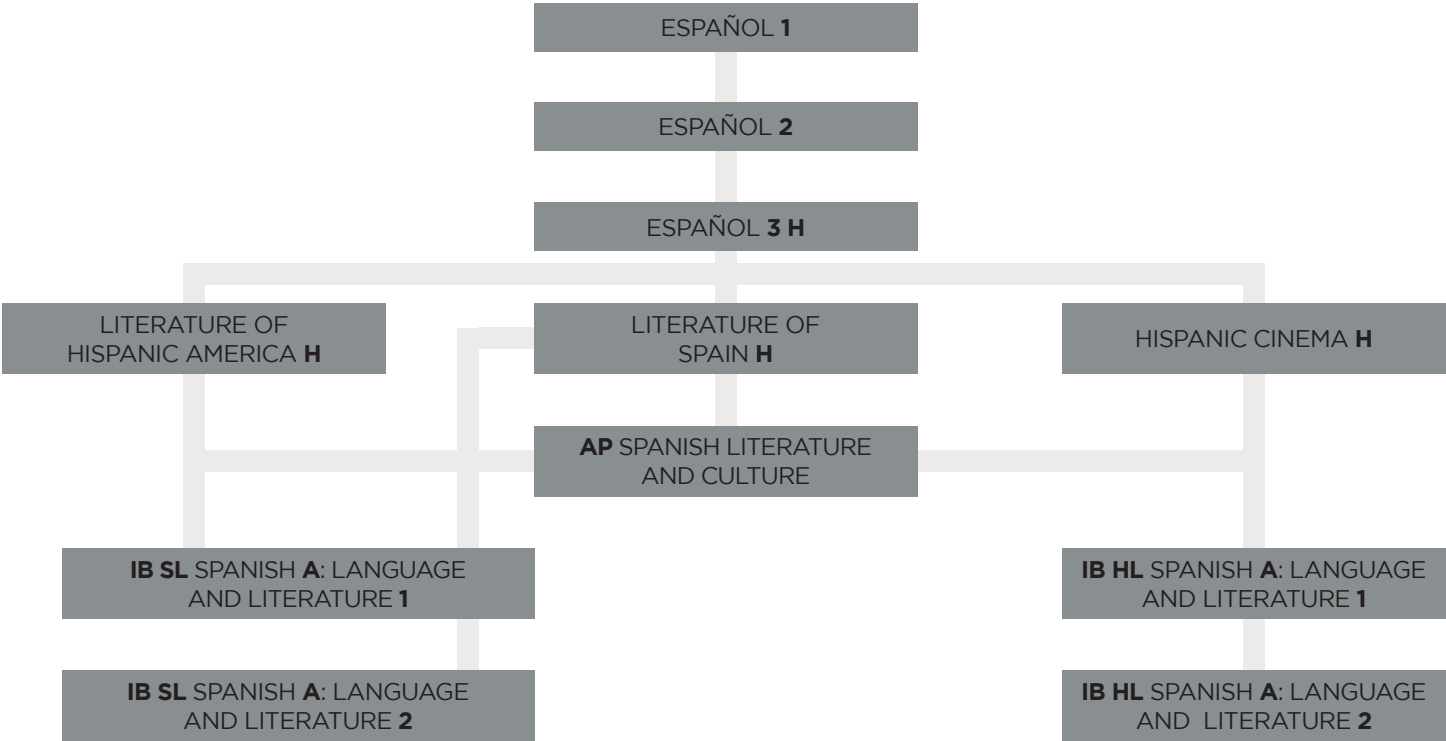


H - HONORS | AP - ADVANCED PLACEMENT | IB - INTERNATIONAL BACCALAUREATE  
 SL - STANDARD LEVEL | HL - HIGHER LEVEL | ADV - ADVANCED

# SPANISH



# SPANISH FOR HERITAGE SPEAKERS



**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## ITALIAN

ITALIAN 1

ITALIAN 2

ITALIAN 3 H

IB SL ITALIAN AB INITIO 1

IB SL ITALIAN AB INITIO 2

ITALIAN STUDIES IN A  
GLOBAL CONTEXT H

AP ITALIAN LANGUAGE  
AND CULTURE

## MANDARIN CHINESE

MANDARIN CHINESE 1

MANDARIN CHINESE 2 H

MANDARIN CHINESE 3 H

MANDARIN CHINESE 4 H

MANDARIN CHINESE 5 ADVANCED

IB SL MANDARIN CHINESE B

AP CHINESE LANGUAGE  
AND CULTURE

## JAPANESE

JAPANESE 1

JAPANESE 2 H

JAPANESE 3 H

JAPANESE 4 H

AP JAPANESE LANGUAGE AND CULTURE

## PORTUGUESE

PORTUGUESE 1

PORTUGUESE 2

PORTUGUESE LANGUAGE  
AND CULTURE 3H

LUSOPHONE STUDIES IN A  
CREATIVE CONTEXT H

AP PORTUGUESE BRASILISMO 1

APPLIED PORTUGUESE BRASILISMO 2

APPLIED PORTUGUESE BRASILISMO 3

H - HONORS | AP - ADVANCED PLACEMENT | IB - INTERNATIONAL BACCALAUREATE  
SL - STANDARD LEVEL | HL - HIGHER LEVEL | ADV - ADVANCED



## WORLD LANGUAGES

During this age of change, there is a need to participate globally as the world is rapidly becoming interdependent economically, culturally, politically, and technologically. The need for a working knowledge of world languages and cultures is paramount. The World Languages program is based on the premise that our students must be able to interact and successfully compete within this global society using the language skills and cultural appreciation they have acquired from our diverse and comprehensive language program. The World Languages program offers courses in French, French for Heritage Speakers, Italian, Japanese, Mandarin Chinese, Portuguese, Spanish and Spanish for Heritage Speakers. All language courses target ACTFL Proficiency levels of communication in listening, speaking, reading, and writing, and are taught in the target language. Courses are subject to enrollment, and with the exception of the entry-level class, have prerequisites based on the prior language courses taken.

## FRENCH

### FOR1905 IB SL FRENCH AB INITIO 1 (GRADE 11) ●

At the ab initio level students develop receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts. Students understand and respond clearly both orally and in writing to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication. *Prerequisites: Teacher Recommendation. Full year course.*

### FOR1906 IB SL FRENCH AB INITIO 2 (GRADE 12) ●

This fast paced second language course provides students with a foundation for further study of the French language, while developing their ability to communicate in speech and in writing so that they are able to deal adequately with familiar and practical situations. It also introduces them to the culture(s) of the countries where the language is spoken. The course and its assessments equally stress the development of the student's listening, speaking, reading and writing skills. The minimum number of teaching hours is 240 and will include internally moderated assessments plus the written IB exam in May. *Prerequisites: IB SL French AB Initio 1, Teacher Recommendation. Full year course.*

### FOR1100 FRENCH 1 (GRADES 9-12) ●

This course is an integrated approach to language learning in order to build communicative skills in French through activities that encompass listening, speaking, reading, and writing skills. Students will use and reinforce these skills while developing a realistic, current awareness of Francophone culture. Classes are conducted mostly in French and prepare students to develop a proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational. By the end of the year, students who take this class are expected to reach a proficiency level of Novice Mid. Authentic French-language short movies, videos, and reading material are used in class in order to strengthen language skills. Students are encouraged to think critically and expand their vision of the world. *Full year course.*

### **FOR110 FRENCH 2 (GRADES 9-12) ●**

This course is an integrated approach to French language learning designed to continue the development and the strengthening of language skills in order to communicate effectively in a French-speaking world. A majority of the class is conducted in French, and prepares the students to develop a proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational by employing a range of activities accentuating listening and speaking skills based on French-speaking countries as well as reading and writing skills. By the end of the year, students who take this class are expected to reach a proficiency level of Novice High. Students are encouraged to think critically and expand their vision of the world. Students will progress from the introduction of basic grammar points to the integration of more advanced grammar, such as, more complex verb tenses and sentence structures. The goal is to prepare students for open-ended communicative activities based on francophone cultural themes, as well as the arts and humanities. *Prerequisites: French 1, Teacher Recommendation. Full year course.*

### **FOR112 FRENCH 3 (GRADES 9-12) ●**

This course takes an integrated approach to language proficiency through daily vocabulary usage, language control, communication strategies, and cultural awareness based on various Francophone countries. The students will build on the grammar and vocabulary previously taught in French 2 in order to enhance and develop their proficiency in the language using the three communicative modes: Interpersonal, Interpretive, and Presentational. By the end of the year, students who take this class are expected to reach a proficiency level of Intermediate I. The students will be engaged in a range of activities, each accentuating their listening, speaking, reading and writing skills in the target language. Authentic French short stories will be read and discussed in French, and a variety of French videos and movies will be included throughout the course. This course aims to achieve a proficiency level of Intermediate Low. *Prerequisites: French 2, Teacher Recommendation. Full year course.*

### **FOR115 FRENCH 3 HONORS (GRADES 9-12) ●**

This course takes an integrated approach to language proficiency through daily vocabulary usage, language control, communication strategies and cultural awareness. Classes are taught predominantly in French and prepare students to develop a proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational by employing a range of activities accentuating listening and speaking skills based on French-speaking countries as well as reading and writing skills. Students will continue to study advanced grammar concepts and the analysis of everyday life in the French-speaking world through the study and use of a range of written and spoken material that will extend from everyday oral exchanges to literary texts. This course aims to achieve a proficiency level of Intermediate Low. *Prerequisites: French 2, Teacher Recommendation. Full year course.*

### **FOR120 FRENCH LANGUAGE 4 HONORS (GRADES 10-12) ●**

This course is an integrated approach to the study of the French language and the cultures of French Speaking countries. Students will expand their knowledge of French and Francophone cultures through authentic means of information: infographics, short stories, passages, poems, videos, and films. Students will continue to sharpen all four areas of communication: speaking, listening, reading, and writing. Through a wide variety of topics, students will express themselves using newly acquired and contextual vocabulary. They will develop comprehension of more complex speech and conversation by listening to native speakers through authentic videos and films. Cultural aspects will also be presented

through extended texts such as: short stories, poems, magazine, newspaper articles, and infographics that will be read and discussed in class. An in-depth review and study of grammar is included in the course. The grammar is applied in a contextual and natural manner as a tool to increase proficiency. They are also expected to write in French with increasing fluency on a variety of topics as they build the foundation of vocabulary, structure, and culture. Compositions, letters, email replies, and journals will be done in class on a regular basis. In this course students are invited and reminded to take an active role in their growth as a student, while increasing their proficiency. The class is conducted in French and students are expected to use the target language during class at all times. This course aims to achieve a proficiency level of Intermediate Mid. *Prerequisites: French 3, Teacher Recommendation. Full year course.*

### **FOR1125 FRENCH STUDIES IN A GLOBAL CONTEXT HONORS (GRADES 10-12) ●**

This course will lead students to a broad appreciation and deep understanding of the literature and cultures of the French speaking world. Through an interdisciplinary exploration of relations between literature and art, history, politics, film and culture, students will develop analytical skills enabling them to thoroughly participate in readings, discussions, and writings while increasing their vocabulary and accuracy of grammatical structures. At the conclusion of this course, students will be prepared to continue into the Advanced Placement or the International Baccalaureate Programs. This course is taught in French. This course aims to achieve a proficiency level of Intermediate Mid. *Prerequisite: French 3 Honors, Teacher Recommendation. Full year course.*

### **FOR1126 IB SL FRENCH B (GRADE 12) ●**

Language B is a language acquisition course designed for students with some previous experience of the target language. The objectives of this course are to expand previously acquired receptive, productive and interactive skills in oral and written French, and to prepare students to use the language appropriately in a range of situations and for a variety of purposes. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. 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. The minimum prescribed number of teaching hours is 150. The course includes both externally and internally moderated IB assessments. The student will sit for the IB paper 1 and paper 2 in May. *Prerequisites: French Studies in a Global Context Honors; French Language and Culture AP, Teacher Recommendation. Full year course.*

### **FOR1900 THE FRANCOPHONE WORLD THROUGH FILM: CULTURE AND CONVERSATION HONORS (GRADES 11-12) ●**

This course is designed to help learners of French improve their oral communication skills through a variety of cultural issues presented in French and Francophone films. Students engage in vocabulary building and extensive practice of spoken French through class and small group discussions, debates, role-playing, presentations, and interviews. The emphasis will be on analysis and discussions of key themes and questions of style. The selection of a diverse range of films will encourage students to think comparatively. Themes on: relationships, family values, cultural values, different historical

perspectives, current politics, travel, technological innovations, and social and environmental issues will be key to our discussions. These themes will be explored through films, videos, and articles. Moreover, the course facilitates a review of linguistic concepts in the context of the language. It aims at expanding vocabulary skills in listening, speaking, writing and reading. This integrated approach provides content, interest and motivation to the student. This course aims to achieve a proficiency level of Intermediate High. *Prerequisites: French 4 Honors, Teacher Recommendation. Full year course.*

### **FOR1927** IB HL FRENCH B 1/FRENCH LANGUAGE AND CULTURE AP (GRADE 11) ●

The aim of this course is to prepare students to use the language appropriately in a range of situations and a variety of purposes. Students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). Students describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. 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. The minimum prescribed number of teaching hours is 240 and will include both externally and internally moderated assessments throughout the year. This course is taught in French. The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course aims to achieve a proficiency level of Intermediate High. *Prerequisites: French Studies in a Global Context Honors, Teacher Recommendation. Full year course.*

### **FORT128** IB HL FRENCH B 2 (GRADE 12) ●

The objectives of this course are to expand previously acquired receptive, productive and interactive skills in oral and written French, and to prepare students to use the language appropriately in a range of situations and for a variety of purposes. Students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. 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. The minimum prescribed number of teaching hours is 240. The course includes externally and internally moderated IB assessments. The student will sit for the IB exam in May. *Prerequisites: IB HL French B 1/French Language and Culture AP; French Studies in a Global Context Honors, Teacher Recommendation. Full year course.*

## **FRENCH FOR HERITAGE AND NATIVE SPEAKERS**

All courses are taught entirely in French.

### **FOR1145 FRANCAIS: COMPOSITION AND INTRODUCTION TO LITERATURE HONORS (GRADE 9) ●**

This course will lead students to a broad appreciation and deep understanding of the literatures and cultures of France and other French speaking countries. Through an interdisciplinary exploration of relations between literature and art, history, politics, film and culture of countries, students will develop analytical skills enabling them to thoroughly participate in readings, discussions, and writings while increasing their vocabulary and accuracy of grammatical structures. At the conclusion of this course, students will be prepared to continue into the French Philosophy and Literature GP Pre IB class. *Prerequisite: Teacher Recommendation. Full year course.*

### **FOR1157 FRENCH LITERATURE AND PHILOSOPHY ADVANCED (GRADE 10) ●**

In this advanced literature course, a survey of works is the focus of the course. Progressing in chronological order from the 16th century to the 21st century, the works represent a variety of genres, from classical theater and the philosophical tale to centuries of poetry and French novel. This course explores the literature, art, history, politics and culture of countries in the French-speaking world. Topics studied include philosophy as building foundations for modern sensibility, the separation of church and state, and cultural and societal differences. The concepts of identity, empathy, science and technology, contemporary life, the family and community and global challenges will be stressed through class discussions, videos, films and articles. This course is taught in French. This class is available to students in grades 10-12 only. *Prerequisites: Francais: Composition and Introduction to Literature Honors, Teacher Recommendation. Full year course.*

### **FOR1130 IB SL FRENCH A: LANGUAGE AND LITERATURE 1 (GRADE 11) ●**

French Language and Literature IB SL encourages students to question the meaning generated by language and text. In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. SL students are required to study four literary works and a number of non-literary texts that are equivalent in teaching and learning time. The minimum prescribed number of teaching hours is 150. *Prerequisites: French Literature and Philosophy Advanced, Teacher Recommendation. Full year course.*

### **FOR1131 IB SL FRENCH A: LANGUAGE AND LITERATURE 2 (GRADE 12) ●**

This is the continuation and final year of French A SL. In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching

and learning time. This course will include both externally and internally moderated assessments throughout the year. The students will sit for the IB exam in May. The minimum amount of teaching hours is 150. *Prerequisites: IB SL French Lang. and Lit. 1, Teacher Recommendation. Full year course.*

### **FORT140** IB HL FRENCH A: LANGUAGE AND LITERATURE 1 (GRADE 11) ●

This course is designed to strengthen linguistic and critical skills through the study of a wide range of non-literary and literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. HL students are required to study six literary works and a number of non-literary texts that are equivalent in teaching and learning time. In addition, HL students will complete a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary body of work, or a literary work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study. The minimum prescribed number of teaching hours is 240 and will include both externally and internally moderated assessments throughout the year. *Prerequisites: French Literature and Philosophy Advanced, Teacher Recommendation. Full year course.*

### **FORT150** IB HL FRENCH A: LANGUAGE AND LITERATURE 2 (GRADE 12) ●

This is the continuation and final year of French A. This course is designed to strengthen linguistic and critical skills through the study of a wide range of non-literary and literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. HL students are required to study six literary works and a number of non-literary texts that are equivalent in teaching and learning time. In addition, HL students will complete a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary body of work, or a literary work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study. The minimum prescribed number of teaching hours is 240. The students will sit for the IB exam in May. *Prerequisites: IB HL Language and Literature 1, Teacher Recommendation. Full year course.*

## **SPANISH**

### **FORT1500** SPANISH 1 (GRADES 9-10) ●

This is a novice level course in the path towards language proficiency in Spanish. Through a stimulating and culturally-relevant curriculum, students start building their communicative competence in the four language skills: listening, speaking, reading, and writing. Classes are conducted mostly in Spanish and activities are designed to develop a novice mid proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational. Authentic Spanish-language short videos and reading material are used in order to strengthen language and intercultural skills. Students are encouraged to think critically and expand their vision of the world. *Full year course.*

### **FOR1931** IB SL SPANISH AB INITIO 1 (GRADE 11) ●

At the ab initio level students develop receptive, productive, and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts. Students understand and respond clearly both orally and in writing to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations and learn strategies to negotiate meaning and foster communication. *Prerequisites: Teacher Recommendation. Full year course.*

### **FOR1932** IB SL SPANISH AB INITIO 2 (GRADE 12) ●

This fast-paced IB Standard Level course is aimed at developing intermediate skills towards linguistic proficiency in Spanish. Through an inquiry-based approach and an engaging thematic curriculum, students are motivated to evolve in their receptive, productive and interactive skills in the language. Students learn to communicate in the target language in familiar and unfamiliar contexts. Students understand and respond clearly both orally and in writing to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations and use strategies to negotiate meaning and foster communication. The minimum number of teaching hours is 240 and will include internally moderated assessments plus the written IB exam in May. *Prerequisites: IB SL Ab Initio 1, Teacher Recommendation. Full year course.*

### **FOR1505** SPANISH 2 (GRADES 9-10) ●

This course is an integrated approach to language learning designed to continue to develop and strengthen the four language skills: listening, speaking, reading, and writing. The majority of the class is conducted in Spanish and prepares students to build proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational. Students will progress from the introduction of basic grammar points to the inclusion of more advanced grammar. The goal is to advance to the actual production of new structures, preparing them for open-ended communicative activities. Authentic Spanish-language videos, and reading material will be used in class in order to strengthen student language skills. Students are encouraged to think critically and expand their vision of the world. This course aims to achieve a novice high proficiency level. *Prerequisites: Spanish 1, Teacher Recommendation. Full year course.*

### **FOR1509** SPANISH 3 (GRADES 9-11) ●

Spanish 3 is the continuation of building communicative skills and language acquisition through the use of new vocabulary, structures, and culture. This course strives to develop confidence in speaking through conversation practice. Students will use Spanish as the principal means of communication. In addition to oral conversations, dialogues and presentations, students are required to write a variety of texts such as letters, blogs, advertisements and present on a variety of cultural topics. Students will read authentic selections in Spanish and learn to derive meaning through inference and discussions. Developing an interest in literature, art, music and cinema will be emphasized. This course is predominantly taught in Spanish. This course aims to achieve a level of proficiency of Intermediate Low. *Prerequisites: Spanish 2, Teacher Recommendation. Full year course.*

### **FOR1510 SPANISH 3 HONORS (GRADES 9-11) ●**

This course is an integrated approach to language learning designed to continue to develop and strengthen the four language skills: listening, speaking, reading, and writing. The students continue to develop communicative skills to be able to survive in a Spanish-speaking world. This course utilizes many types of interactive and communicative activities orchestrated to facilitate and ensure student's comprehension and active use of each concept. In addition to oral conversations, dialogues and presentations, students are required to write a variety of texts such as: letters, blogs, advertisements, and present on a variety of cultural topics. The students will continue to study more advanced grammar concepts and the study of everyday life in Latin America and Spain. All culture study is based on authentic readings selected to enable the student to demonstrate their understanding of the material at the word, sentence, and paragraph levels. This course is predominantly taught in Spanish, and prepares students to develop their proficiency in the three communicative modes: interpersonal, interpretive and presentational. An authentic literary work is read during the Spring quarter. This course aims to achieve a level of proficiency of Intermediate Low. *Prerequisites: Spanish 2, Teacher Recommendation. Full year course.*

### **FOR1016 HISPANIC STUDIES IN A GLOBAL CONTEXT HONORS (GRADES 10-12) ●**

This course will lead students to a broad appreciation and deep understanding of the practices, products, and perspectives of the Spanish speaking world. Through interdisciplinary and exploration of relationships between literature and art, history, politics, film and culture, students will develop analytical skills enabling them to thoroughly participate in readings, discussions and writings while fostering their critical thinking skills and increasing their vocabulary and accuracy of grammatical structures. The interpersonal, interpretive, and presentational skills in writing and speaking will be reinforced through the study of a wide range of authentic written and spoken material. At the conclusion of this course, students will be prepared to continue into the Advanced Placement, the International Baccalaureate Programs or Spanish World Through Film. This course is conducted in Spanish and aims to achieve an intermediate mid level of proficiency. *Prerequisite: Spanish 3 Honors, Teacher Recommendation. Full year course.*

### **FOR1515 SPANISH LANGUAGE 4 HONORS (GRADES 10-12) ●**

In this intermediate mid level course towards Spanish proficiency, learners are empowered to take ownership of the development of their communicative competence. A stimulating project-based curriculum, guided by an inquiry and reflection process, encourages learners to practice and strengthen their listening, speaking, reading, and writing skills. The course is structured as a sequence of interdisciplinary themes that are meaningful to their own lives and relevant to their future as global citizens: physical and emotional wellbeing, careers and the world of work, the future of our cities, communication and information consumption. The learning experiences will involve self exploration, planning, research, collaboration, principles of design thinking, and the use of the target language in the 3 communicative modes: Interpretive, Interpersonal and Presentational. The course is conducted mostly in Spanish and the exclusive use of authentic informational and fictional written texts, audio and video sources, will also help them in deepening their understanding of the diverse perspectives in the Spanish speaking-world. *Prerequisites: Spanish 3, Teacher Recommendation. Full year course.*



### **FOR1528 THE SPANISH SPEAKING WORLD THROUGH FILM HONORS (GRADES 11-12) ●**

This course is designed to help students improve their Spanish conversational skills, to be tolerant towards other cultures, and knowledgeable of the events that permeate the Spanish-speaking world. The films will introduce students to various themes such as family values, culture and traditions, historical events and perspectives, different political ideologies, travel, and social issues which will be key to our discussions. The lessons and activities will require higher-level thinking skills such as expressing opinion, analyzing, predicting, and comparing and contrasting in the target language. Students will continue to acquire more sophisticated vocabulary and structures which will enable them to participate in written and oral discussions of the topics presented. Student presentations, debates, interviews, role-playing and discussions will help them improve their public speaking skills. Through exposure to authentic films, students will improve their listening comprehension skills and will be introduced to vernacular speech and regional accents. This course is taught mostly in Spanish and aims to achieve an intermediate high level of proficiency. *Prerequisites: Spanish 4 Honors; Hispanic Studies in a Global Context Honors; Spanish Language and Culture AP, Teacher Recommendation. Full year course.*

### **FOR1525 IB SL SPANISH B (GRADE 12) ●**

Language B is a language acquisition course designed for students with some previous experience of the target language. The objectives of this course are to expand previously acquired receptive, productive and interactive skills in oral and written Spanish, and to prepare students to use the language appropriately in a range of situations and for a variety of purposes. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. 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. The minimum prescribed number of teaching hours is 150. The course externally and internally moderated IB assessments. The student will sit for the IB exam in May. *Prerequisites: Hispanic Studies in a Global Context Honors; Spanish Language and Culture AP, Teacher Recommendation. Full year course.*

### **FOR1926 IB HL SPANISH B 1/SPANISH LANGUAGE AND CULTURE AP (GRADES 11-12) ●**

The focus of the IB HL Spanish B1/AP Spanish language and Culture course is on language acquisition and development of language skills. The aim of the course is to prepare students to use the language appropriately in a range of situations and a variety of purposes. Students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s). Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. 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. The minimum prescribed number of teaching hours is 240 and will include both externally and internally moderated assessments throughout the year. The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course is conducted in Spanish and the target Proficiency Level is Intermediate High. *Prerequisites: Hispanic Studies in a Global Context Honors, Teacher Recommendation. Full year course.*

### **FOR1933** IB HL SPANISH B 2 (GRADE 12) ●

The objective of this course is to expand previously acquired receptive, productive, and interactive skills in oral and written Spanish. This advanced level of language study subsumes all previous levels and is dependent upon the functional abilities attained by each student before enrollment in this course. The interpersonal, interpretive, and presentational skills are reinforced through the study of authentic written and spoken texts. The methodology fosters critical thinking skills by engaging students in the investigation, reflection, and discussion of the products, practices, and perspectives of Spanish speaking cultures, in order to develop a greater concern for global issues, and an enhanced intercultural understanding. Through exploration of five prescribed thematic areas (identities, experiences, sharing the planet, social organization, and human ingenuity), students will expand their ability to explain their point of view with accuracy and coherence, as well as produce a variety of text types using the register, style, rhetorical devices, and structural elements which are appropriate to different audiences, contexts, and purposes. There is a common syllabus for SL and HL (with literature as an additional component of the HL course). Differences between SL and HL levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, and suggested teaching hours. The minimum number of teaching hours is 240. The course includes both formative and summative assessments throughout the year, as well as externally and internally moderated IB assessments. Students will take the IB Paper 1 and Paper 2 in May. *Prerequisites: IB HL Spanish B 1/Spanish Language AP: Hispanic Studies in a Global Context Honors, Teacher Recommendation. Full year course.*

## **SPANISH FOR HERITAGE AND NATIVE SPEAKERS**

All courses are taught entirely in Spanish.

### **FOR1000** ESPAÑOL 1 (GRADES 9-10) ●

This course is designed to develop the natural potential of US-born students who speak Spanish as a heritage language. Authentic texts and materials such as magazines, newspaper articles, short stories and movies are used to acquire language structures and vocabulary, in both written and oral expression as well as for reading and listening skills. Students are exposed to a variety of cultures in the Spanish speaking world in order to further enrich their learning experience and pride in their heritage. The main goal of this course is for students to develop their communicative competence in authentic real-life settings. The target proficiency level for this course is Intermediate Low. *Full year course.*

### **FOR1005 ESPAÑOL 2 (GRADES 9-10) ●**

This course is designed for US-born students who speak Spanish as a heritage language. Instruction and materials build on the student's existing language competencies while addressing their particular language needs, developing their literacy skills, and fostering their bilingualism. The goal of the program is to establish the desire to communicate and provide a structure, which enables students to realize that desire. All literary themes have been selected not only for their linguistic accessibility, but also for their ability to promote meaningful conversations as well. A novel will be read in its entirety during the second semester. The target proficiency level for this course is Intermediate Mid. *Prerequisite: Español 1, Teacher Recommendation. Full year course.*

### **FOR1010 ESPAÑOL 3 HONORS (GRADES 9-11) ●**

This course is designed to expand and strengthen linguistic and critical skills in heritage Spanish speakers. In order to further enrich their learning experience and pride in their heritage, the class will be conducted in Spanish, and the students will learn to read, write and speak critically through a broad range of authentic literary texts from both, Spain and Hispanic America. At the conclusion of this course, the students will have achieved the Intermediate-High Level of proficiency and be prepared to advance to Literature of Spain Honors, Literature of Hispanic America Honors or Hispanic Cinema Honors. *Prerequisite: Español 2, Teacher Recommendation.*

### **FOR1013 HISPANIC CINEMA HONORS (GRADES 10-12) ●**

The objective of this course is for students to travel through the eyes of filmmakers to many parts of the Hispanic world. Students will read critically, write analytically, and speak distinctly as they become acquainted with films selected for their significance in the artistic, historic, and intellectual realm of cinema. The broad spectrum of films, representing a wide variety of themes, genres, and cultural experiences will enrich and enhance the students' skills in Spanish, as well as deepen their understanding of the Hispanic culture. Upon completion of the course, the students will have achieved the Advanced-Low proficiency level. *Prerequisites: Español 3 Honors, Literature of Hispanic America Honors, Literature of Spain Honors; Teacher Recommendation. Full year course.*

### **FOR1020 LITERATURE OF SPAIN HONORS (GRADES 10-12) ●**

This course is a historical survey of Spanish literature and language from the 12th century to the present, with a study of the main literary schools and tendencies providing a perspective of individual works. Students will thoroughly study the texts through close readings, analysis of texts, and written compositions. A university level text is used; authentic Spanish poetry, novels, plays and short stories selected from the Advanced Placement Spanish Literature required reading list, will be read and studied. Upon successful completion of the course, students may be recommended to continue with Literature of Hispanic America Honors, Hispanic Cinema Honors or Spanish Literature AP. *Prerequisite: Teacher Recommendation. Full year course.*

### **FOR1030 LITERATURE OF HISPANIC AMERICA HONORS (GRADES 10-12) ●**

The objective of this course is to provide an overview of the development of various genres in Hispanic America through a study of the most important works written during each historical period. Readings will include full-length novels. Upon successful completion of this course, students may be recommended to continue with Literature of Spain Honors, Hispanic Cinema Honors or Spanish Literature AP. *Prerequisite: Teacher Recommendation. Full year course.*

### **FOR1035 SPANISH LITERATURE AP (GRADES 11-12) ●**

The objective of this course is to expand previously acquired skills in Spanish as they apply to literature and to prepare students to take the AP Spanish Literature and Culture exam. Students will be expected to demonstrate accuracy and variety in their use of the spoken and written language. They will respond to situations in Spanish, read and understand literary and non-literary texts, write notes, essays and reports, enter into discussions and debates, and defend opinions based on literature studied. This course is structured around six themes: Societies in Contact, The Construction of Gender, Time and Space, Literary Creation, Interpersonal Relationships and The Dual Nature of Being. Themes promote the exploration of literature in various contexts while contributing to the development of students' abilities to make cross-textual and cross cultural connections. The expectations in line with the objectives of the course are in accordance with the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Additionally, students continue to develop language proficiency across a full range of language skills, with special attention focused on language used in critical reading and analytical writing. Students will be formally assessed for oral proficiency based on individual, pair, and group work throughout the school year. This course is equivalent to an introductory course in Spanish Literature at the third- year college level. The expected achievement in proficiency level is Advanced High. *Prerequisites: Hispanic Cinema Honors; Literature of Hispanic America Honors; Literature of Spain Honors, Teacher Recommendation. Full year course.*

### **FOR1930 MULTIMEDIA JOURNALISM (PERIODISMO MULTIMEDIA) HONORS (GRADES 11-12) ●**

This course initiates students in the experience of journalistic practice, while they gain an understanding of the language and storytelling techniques that are specific to different digital media formats. The course content includes the introduction to essential concepts in journalism, with a special focus on the digital context and the ethical principles of the profession. Through thematic units, the class will analyze relevant socio-cultural topics that impact today's Spanish speaking world, while they learn to identify "best practices" in a wide variety of media narratives. In weekly lab sessions, students will have the opportunity to apply what they have learned, through the production of original projects in audio, visual and video platforms. The group will be in charge of developing and managing the class website, where their original work will be published on a quarterly basis. The course is taught in Spanish. *Prerequisites: Teacher Recommendation. Full year course.*

### **FOR1039 IB SL SPANISH A: LANGUAGE AND LITERATURE 1 (GRADE 11) ●**

The course is designed for native or near-native Spanish speakers and it aims to increase literacy skills, so the students can offer critical responses to a broad range of texts. In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. SL students are required to study four literary works and a number of non-literary texts that are equivalent in teaching and learning time. Upon successful completion of this class, students will be recommended to continue with IB SL 2 Spanish A: Language and Literature. The minimum prescribed number of teaching hours is 150. *Prerequisites: Español 3 Honors; Hispanic Cinema Honors; Literature of Hispanic America Honors; Literature of Spain Honors, Teacher Recommendation. Full year course.*

### **FOR1041** IB SL SPANISH A: LANGUAGE AND LITERATURE 2 (GRADE 12) ●

This is the continuation and final year of Spanish A Language and Literature 1 (Grade 11). In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. SL students are required to study four literary works and a number of non-literary texts that are equivalent in teaching and learning time. The course will include both externally and internally moderated assessments. The students will sit for take the IB exam in May. *Prerequisites: IB SL Spanish A; Lang. and Lit 1, Teacher Recommendation. Full year course.*

### **FOR1038** IB HL SPANISH A: LANGUAGE AND LITERATURE 1 (GRADE 11) ●

The course is designed for native or near-native Spanish speakers and it aims to increase literacy skills, so the students can offer critical responses to a broad range of texts. This course is designed to strengthen linguistic and critical skills through the study of a wide range of non-literary and literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. HL students are required to study six literary works and a number of non-literary texts that are equivalent in teaching and learning time. In addition, HL students will complete a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary body of work, or a literary work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study. The minimum prescribed number of teaching hours is 240 and will include both externally and internally moderated assessments throughout the year. *Prerequisites: Español 3 Honors; Hispanic Cinema Honors; Literature of Hispanic America Honors; Literature of Spain Honors, Teacher Recommendation. Full year course.*

### **FOR1040** IB HL SPANISH A: LANGUAGE AND LITERATURE 2 (GRADE 12) ●

This is the continuation and final year of Spanish A Language and Literature 1 (Grade 11). A This course is designed to strengthen linguistic and critical skills through the study of a wide range of non-literary and literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. HL students are required to study six literary works and a number of non-literary texts that are equivalent in teaching and learning time. In addition, HL students will complete a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary body of work, or a literary work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study. The minimum prescribed number of teaching hours is 240 and will include both externally and internally moderated assessments throughout the year. The students will sit for take the IB exam paper 1 and paper 2 in May. *Prerequisites: IB HL Spanish Lang. and Lit. 1, Teacher Recommendation. Full year course.*

## ITALIAN

### **FOR1200** ITALIAN 1 (GRADES 9-12) ●

This course is an integrated approach to language proficiency in Italian aimed at building communicative skills in Italian through activities that encompass listening, speaking, reading, and writing. Students will use and reinforce these skills while developing a realistic, current awareness of Italian culture. Classes are conducted mostly in Italian and prepare students to develop novice mid proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational. Authentic Italian-language short movies, videos, and reading material are used in class in order to strengthen language skills. Students are encouraged to think critically and expand their vision of the world. *Full year course.*

### **FOR1935** IB SL ITALIAN AB INITIO 1 (GRADE 11) ●

At the ab initio level students develop receptive, productive, and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts. Students understand and respond clearly both orally and in writing to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations and learn strategies to negotiate meaning and foster communication. *Prerequisites: Teacher Recommendation. Full year course.*

### **FOR1936** IB SL ITALIAN AB INITIO 2 (GRADE 12) ●

This IB Standard Level course is aimed at developing intermediate skills towards linguistic proficiency in Italian. Through an inquiry-based approach and an engaging thematic curriculum, students are motivated to evolve in their receptive, productive and interactive skills in the language. Students learn to communicate in the target language in familiar and unfamiliar contexts. Students understand and respond clearly both orally and in writing to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations and use strategies to negotiate meaning and foster communication. The minimum number of teaching hours is 240 and will include internally moderated assessments plus the written IB exam in May. *Prerequisites: IB SL Italian AB Initio 1, Teacher Recommendation. Full year course.*

### **FOR1205** ITALIAN 2 (GRADES 9-12) ●

This course is an integrated approach to language proficiency in Italian designed to continue to develop and strengthen the four language skills: listening, speaking, reading, and writing. Students will continue to strengthen language skills to be able to communicate effectively in an Italian-speaking world. A majority of the class is conducted in Italian and prepares students to develop novice high proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational. Students will be able to interpret basic authentic informational and fictional texts in written and spoken form, communicate in simple spoken and written conversations, and present information related to very familiar and everyday topics. Authentic Italian-language movies, videos, and reading material will be used in class in order to strengthen student language skills. Students are encouraged to think critically and expand their vision of the world. *Prerequisites: Italian 1, Teacher Recommendation. Full year course.*

### **FOR1210 ITALIAN 3 HONORS (GRADES 9-12) ●**

This course is an integrated approach to language proficiency in Italian designed to continue to develop and strengthen the four language skills: listening, speaking, reading, and writing. Students will continue to develop language skills to communicate effectively in an Italian speaking world. Classes are conducted predominantly in Italian and prepare students to build intermediate low proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational. Students will be able to understand, interpret and analyze simple authentic informational and fictional texts in written and spoken form, communicate in simple spoken and written conversations, and present information related to familiar topics. The students will communicate using more advanced vocabulary and grammar structures and will continue to learn about everyday life in Italy through a range of written and spoken material that will extend from everyday oral exchanges to literary texts. *Prerequisites: Italian 2, Teacher Recommendation. Full year course.*

### **FOR1215 ITALIAN STUDIES IN A GLOBAL CONTEXT HONORS (GRADES 10-12) ●**

This course is an integrated approach to the study of Italian language, 20th century literature, and culture. Authentic material is used to develop students' proficiency in the four areas of communication. The interpersonal, interpretive, and presentational skills in writing and speaking will be reinforced through the presentation of a wide range of authentic written and spoken material such as literary texts, videos, movies and articles from magazines and the internet. Participation in class discussions, presentations, group projects and essays based on literature and culture topics will help students foster their critical thinking skills while increasing their vocabulary and grammatical accuracy in Italian. This course is taught in Italian and aims for the students to achieve an intermediate mid level of proficiency. *Prerequisites: Italian 2; Italian 3 Honors, Teacher Recommendation. Full year course.*

### **FOR1230 ITALIAN LANGUAGE AND CULTURE AP (GRADES 10-12) ●**

The objective of this course is to expand previously acquired skills in Italian and to prepare students to take the Italian Language and Culture AP exam. The course has been designed to provide instruction in the cultural understanding as well as the language itself, structured around six themes: Families in Different Societies, The Influence of Language and Culture on Identity, Influences of Beauty and Art, How Science and Technology Affect our Lives, Factors that Impact the quality of Life, and Environmental, Political and Logical Challenges. While developing the students' reading, writing, listening and speaking skills, the teacher will be interweaving cultural content and themes by using authentic resources such as literature, films, audio recordings, the Internet, newspapers, and magazines. Students' speaking and writing skills will be assessed throughout the year following the AP rubrics. This course is taught in Italian and aims for the students to achieve an intermediate high level of proficiency. *Prerequisites: Italian 3 Honors; Italian Studies in a Global Context, Teacher Recommendation. Full year course.*

## **PORTUGUESE**

### **FOR1700 PORTUGUESE 1 (GRADES 9-12) ●**

This course is intended to acquaint students via a holistic approach with the Portuguese in such a way that progress and acquisition of the language can be more easily attained and that literary works can be introduced so that all levels of students will be addressed and be incorporated daily. Through this course students will understand that language is a living organism, whose interrelated components

(culture, connections, comparisons and communities) are presented in such a way that a unique opportunity of working toward language acquisition while learning about this vibrant Afro-Luso-Brazilian community will be afforded to students. A large portion of the class is taught in Portuguese. *Full year course.*

### **FOR1705 PORTUGUESE 2 (GRADES 9-12) ●**

This course continues to build on the previously acquired skills learned in Portuguese 1. The student continues the progression of the communicative skills and language acquisition through the interrelated components (culture, connections, comparisons and communities) of the Portuguese language. This second year course will continue to foster the growth of cultural awareness and knowledge of the Afro-Luso-Brazilian community. Students will be exposed to authentic materials in print and via video. This class is conducted largely in Portuguese. *Prerequisites: Portuguese 1, Teacher Recommendation. Full year course.*

### **FOR1715 PORTUGUESE LANGUAGE AND CULTURE 3 HONORS (GRADES 9-12) ●**

This course is the continuation of building communicative skills and language acquisition through culture, connections, comparisons and communities of the Portuguese language. The course utilizes many types of interactive and communicative activities orchestrated to enhance the learning of the language and the Afro-Luso-Brazilian culture. Developing an interest in literature, art, music, architecture and cinema will be emphasized. This course is taught in Portuguese. This course is a suitable entry level for Portuguese Heritage/Native Speakers. *Prerequisites: Portuguese 2, Teacher Recommendation. Full year course.*

### **FOR1726 LUSOPHONE STUDIES HONORS (GRADES 10-12) ●**

This course continues to deepen students' knowledge about the linguistic and cultural aspects of the inhabitants of the Lusophone world. This course will be integrating the arts into language acquisition, providing the students with a rich experience in the target language and culture. This course is taught in Portuguese and is suitable for native and heritage speakers of Portuguese. *Prerequisites: Portuguese 3 Honors, Teacher Recommendation. Full year course.*

### **FOR1810 PORTUGUESE – BRASILISMO AP (GRADES 11-12) ●**

This course focuses on the historical, current, and future state of affairs of Brazil and other Lusophone countries. Through creative, innovative, collaborative, and technological tasks, the students will analyze, hypothesize, and produce solutions to the various challenges that face this part of the world in order to increase understanding, to become more socially cognizant and responsible citizens of the future, and to connect these communities to those who have left them. Communicative oral tasks and assessment are fundamental. A certain portion of the course will be student-driven. The course will be taught in Portuguese. Students who take the course will be eligible to sit for the NEWL: Portuguese exam, a language-proficiency college entrance exam endorsed by the College Board. Grades 11, 12 which correspond to AP courses. *Prerequisite: Lusophone Studies in a Global Context, Teacher Recommendation. Full year course.*

### **FOR1803 APPLIED PORTUGUESE – BRASILISMO 2 (GRADES 11-12) ●**

This course continues its focus and expands on the current and future state of affairs of Brazil and other Lusophone countries. Through creative, innovative, collaborative, and technological tasks, the students will analyze, hypothesize, and produce solutions to the various challenges that face



the citizens of this part of the world in order to increase understanding, to become more socially cognizant and responsible citizens of the future, and to connect the Portuguese-speaking communities in this country to those that they have left or to those that they want to join or rejoin in the future. Communicative and interactive oral tasks will be emphasized and all texts that are presented in the course will be authentic. The course will be taught in Portuguese. *Prerequisites: Lusophone Studies in a Global Context; Portuguese - Brasilismo AP, Teacher Recommendation. Full year course.*

### **FOR1814 APPLIED PORTUGUESE – BRASILISMO 3 (GRADES 11-12) ●**

This course would be the last year in a four-year sequence for the heritage-language or native-language Portuguese speakers. In the fourth year of the sequence, the theme will be “to understand and to use the Portuguese language as a mother tongue, its organization in the world and its own identity.” Throughout the course, the students will explore various works of literature and texts written throughout history and learn how these texts have shaped the present-day Portuguese language and, when appropriate, the future use of the language. The works will be examined in their linguistic, cultural and global context. *Prerequisites: Portuguese - Brasilismo 2, Teacher Recommendation. Full year course.*

## **JAPANESE**

### **FOR1300 JAPANESE 1 (GRADES 9-12) ●**

This course is an integrated approach to learning designed to encompass the four language skills: listening, speaking, reading, and writing. The students will use and reinforce these skills while developing realistic current awareness of Japanese culture. The development of vocabulary and grammar will be reinforced through communication-based activities accentuating oral and written skills. Students are encouraged to think critically and develop a more mature vision of the world. Japanese writing systems such as hiragana and katakana are introduced gradually, so students feel comfortable with the characters. Some basic kanji are also introduced. By the end of the year, students who take this class are expected to reach a proficiency level of Novice Mid. *Full year course.*

### **FOR1305 JAPANESE 2 HONORS (GRADES 9-12) ●**

In this course, students have ample opportunities to communicate in various modes and gain knowledge and understanding of Japanese culture by demonstrating their understanding of the practices, products, and perspectives of the Japanese language. From the activities provided to the class throughout the year, students also compare the nature of their own language and the Japanese language, as well as derive a better understanding of “culture” through comparison of their own culture and the culture of Japan. This course aims to achieve a proficiency level of Novice-Mid to High. *Prerequisite: Japanese 1, Teacher Recommendation. Full year course.*

### **FOR1310 JAPANESE 3 HONORS (GRADES 9-12) ●**

This course is designed to further develop the students’ overall language proficiency and cultural knowledge through more advanced reading, listening, speaking, and writing exercises. This course includes cultural and literary readings and an in-depth review and expansion of basic Japanese grammar and vocabulary, as well as a broadening of the students’ understanding of Japanese culture. Students will enhance their Japanese communication skills by developing strong speaking skills through daily interaction with the teacher and fellow students. This course aims to achieve a proficiency level of Novice-High. Cross-cultural understanding is fostered and real-life applications are

emphasized throughout the course. On a monthly basis, students will gain the knowledge of current events in Japan through their research. Students will also develop an appreciation for Japanese culture through various activities such as calligraphy, the tea ceremony, and the cooking of Japanese authentic food. *Prerequisite: Japanese 2 Honors or Teacher Recommendation. Full year course.*

### **FOR1315 JAPANESE 4 HONORS (GRADES 10-12) ●**

Japanese 4 is the continuation of the linguistic, communicative and cultural course begun in Japanese III, designed to enhance proficiency in the Japanese language. Through a variety of activity-based lessons, the class emphasizes the development of listening, speaking, reading and writing skills, as well as effective application of grammar fundamentals. Experiences with Japanese literature are broadened. The target proficiency level for this course is Intermediate-low to Mid. As in the Japanese 3 class, cross-cultural understanding is fostered and real-life applications are emphasized. *Prerequisite: Japanese 3 Honors, Teacher Recommendation. Full year course.*

### **FOR1320 JAPANESE LANGUAGE AND CULTURE AP (GRADES 11-12) ●**

The Japanese Language and Culture AP course will prepare students to take the Japanese AP exam by taking a holistic approach to language proficiency using the three communicative modes: Interpersonal, Interpretive, and Presentational. The approach recognizes the complex Interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The Japanese Language and Culture AP course strives to promote both fluency and accuracy in language use, and not to overemphasize grammatical accuracy at the expense of communication. The target proficiency level for this course is Intermediate-Mid to High. This course is taught in Japanese. *Prerequisite: Japanese 4 Honors, Teacher Recommendation. Full year course.*

## **MANDARIN CHINESE**

### **FOR1600 MANDARIN CHINESE 1 (GRADES 9-12) ●**

The course is an integrated approach to language learning designed to encompass the four language skills: listening, speaking, reading and writing. By the end of the year, students who take this class are expected to reach a proficiency level of Novice-Mid. Students will develop and reinforce language while building a realistic, current awareness of Chinese culture. Classes are conducted mostly in Chinese and prepare students to develop a proficiency in the three communicative modes: interpersonal, interpretive, and presentational. Authentic material, reading, and videos will be used to strengthen language skill. Students will focus on learning pronunciation patterns, tones, and basic grammatical structures. Chinese characters are introduced for reading and writing. Students are encouraged to think critically and will develop a better vision of the world. *Full year course.*

### **FOR1605 MANDARIN CHINESE 2 HONORS (GRADES 9-12) ●**

This course is an integrated approach to language learning designed to continue to develop and strengthen the four language skills: listening, speaking, reading, and writing. Students will continue to develop language skills to be able to communicate effectively in a Chinese –speaking world. The majority of the class is conducted in Chinese Interpersonal, Interpretive, and Presentational. Students focus on the mechanics of stroke order and radicals in writing characters and developing sentence structure. In addition, students will continue to build vocabulary, and more complex sentence structures. The goal is advance to actual production of new structures, preparing them for open-ended communicative activities. Students will immerse themselves in Chinese cultural and traditions.

This course aims to achieve a proficiency level of Novice-Mid to High. Authentic tasks are provided for students to increase their ability to acquire information through listening in order to express themselves with more confidence and read and write characters with more ease. Students are encouraged to think critically and expand their vision of the world. *Prerequisites: Mandarin Chinese 1, Teacher Recommendation. Full year course.*

### **FOR1610 MANDARIN CHINESE 3 HONORS (GRADES 9-12) ●**

This course continues to build on the skills previously learned in the first two levels. The aim of this course is to enable learners to continue to strengthen the four language skills: reading, writing, speaking and listening. In addition, students will continue to build vocabulary by learning 300 additional characters and 400 additional vocabulary items. Students will immerse themselves in Chinese historical traditions. Students will be required to write in short essay form and gain deeper insight into Chinese philosophy and culture practices. This course is taught predominantly in Chinese. This course aims to achieve a proficiency level of Novice-High. *Prerequisites: Mandarin Chinese 2 Honors, Teacher Recommendation. Full year course.*

### **FOR1615 MANDARIN CHINESE 4 HONORS (GRADES 10-12) ●**

This course is designed for students who have completed Level 3 Mandarin. It aims to help solidify their knowledge of reading, writing, speaking and discussion of cultural related topics in Chinese. Increased use of authentic materials and resources are utilized as more sophisticated aspects of language and culture are explored. Students will be required to read and write, continuing to build vocabulary by learning 300 to 400 additional characters. The target proficiency level for this course is Intermediate-low to Mid. *Prerequisites: Mandarin Chinese 3 Honors, Teacher Recommendation. Full year course.*

### **FOR1650 MANDARIN CHINESE 5 ADVANCED (GRADES 11-12) ●**

Mandarin Chinese 5 deepens students' immersion into the language and culture of the Chinese-speaking world. The course provides students with opportunities to advance to higher-level tasks, and achieve high proficiencies in all aspects of the language. This course prepares students to demonstrate their level of Chinese proficiency across the three communicative skills (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. The target proficiency level for this course is Intermediate-Mid to High. *Prerequisites: Mandarin Chinese 4 Honors, Teacher Recommendation. Full year course.*

### **FOR1724 IB SL MANDARIN AB INITIO 1 (GRADE 11) ●**

At the ab initio level students develop receptive, productive, and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts. Students understand and respond clearly both orally and in writing to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations and learn strategies to negotiate meaning and foster communication. *Prerequisites: Teacher Recommendation. Full year course.*

### **FOR1725** IB SL MANDARIN AB INITIO 2 (GRADE 12) ●

This IB Standard Level course is aimed at developing intermediate skills towards linguistic proficiency in Chinese. Through an inquiry-based approach and an engaging thematic curriculum, students are motivated to evolve in their receptive, productive and interactive skills in the language. Students learn to communicate in the target language in familiar and unfamiliar contexts. Students understand and respond clearly both orally and in writing to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations and use strategies to negotiate meaning and foster communication. The minimum number of teaching hours is 240 and will include internally moderated assessments plus the written IB exam in May. *Prerequisites: IB SL Mandarin Ab Initio 1, Teacher Recommendation. Full year course.*

### **FOR1730** IB SL CHINESE B - MANDARIN (GRADE 12) ●

The main focus of this course is on language acquisition and development of language skills for students with a background in Mandarin Chinese. The aim of the course is to prepare students to use the language appropriately in a range of situations and a variety of purposes. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. 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. The minimum prescribed number of teaching hours is 150 and will include both externally and internally moderated assessments throughout the year. The student will sit for the IB exam in May. This course is taught in Mandarin Chinese. *Prerequisites: Teacher Recommendation. Full year course.*

### **FOR1651** MANDARIN CHINESE LANGUAGE AND CULTURE AP (GRADE 12) ●

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course. Students will be assessed for written and oral proficiency throughout the year; they will write both complex essays and other text types on a variety of topics, and for a variety of audiences and purposes. They will also read, analyze, discuss, and orally present a selection of authentic materials on a wide range of topics. Students will take the AP Chinese Language and Culture exam in May. *Prerequisites: Mandarin Chinese 5 Advanced, Teacher Recommendation. Full year course.*

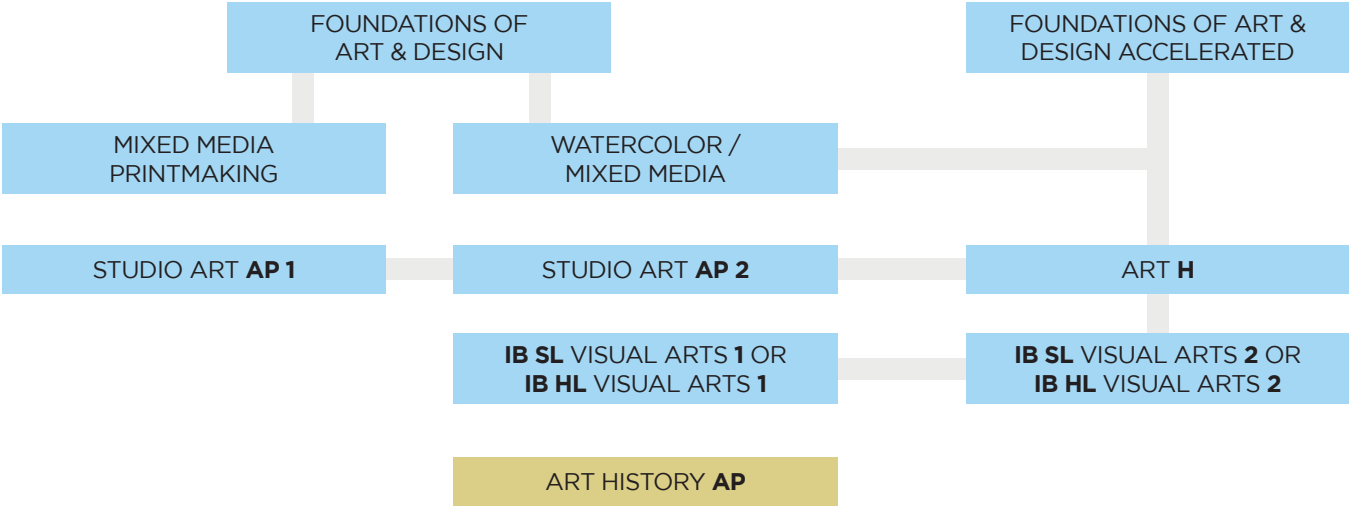


# VISUAL ARTS

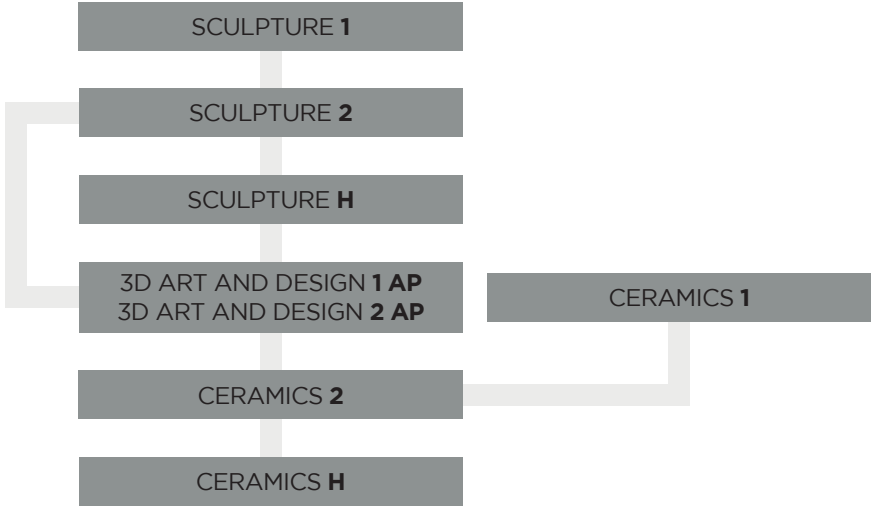
- An Academic Core course calculated in the GPA
- A Course calculated in the GPA but not considered an Academic Core course
- A course not calculated into the GPA
- ◇ Does not appear on Official Transcript

# VISUAL ARTS

## DRAWING/PAINTING



## SCULPTURE/CERAMICS



**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## **VISUAL ARTS**

Gulliver believes that all students can learn the necessary skills to create, enjoy and understand art and that, with proper instruction and nurturing, all students are able to compile a satisfactory body of work regardless of ability, learning style, or talent. Gulliver further believes that through our commitment, experience, and love for the arts, and with their patience and hard work, all students can acquire a new way to see the world that can enrich and transform their lives.

### **DRAWING AND PAINTING**

#### **VIS1190 WATERCOLORS (GRADES 9-12) □**

The purpose of this course is to give students a complete understanding of the art of watercolors through the investigation, development of skills, vocabulary, and examination of all aspects of the watercolor technique. This one-semester course will be structured around project related assignments, with emphasis on an individual exploratory approach to watercolor painting. No previous experience is required. *Semester course.*

#### **VIS0991 MIXED MEDIA ART (GRADES 9-12) □**

The purpose of this one-semester course is to introduce students to contemporary practices in mixed media art. This will be a workshop and experiment based course consisting of short term projects using a variety of mixed media approaches including but not limited to layering with acrylic paint and stencils, non-traditional watercolor, gel printing, collage, and assemblage. The focus of this course is on creative exploration while posing visual and aesthetic problems with unlimited solutions. This one semester course will be structured around process centered assignments, with emphasis on an individual creative growth. No previous experience is required. *Semester course.*

#### **VIS1091 PRINTMAKING (GRADES 9-12) □**

The purpose of this one-semester course is to help students acquire a basic knowledge of the art of printmaking techniques, both traditional and contemporary, through the experimentation, investigation, development of skills, vocabulary, and examination of all aspects of the medium. Different tools and materials will be explored and used throughout the course and different techniques will be learned and applied. Students will explore composition and aesthetics through understanding of the Elements of Art and Principles of Design. No previous art experience is required, but a basic knowledge of the arts will be useful. This one semester course will be project oriented and students will compile a personal body of work. *Semester course.*

#### **VIS0903 FOUNDATIONS OF ART AND DESIGN (GRADES 9-12) □**

This foundation level art course is recommended for those students who would like to acquire an understanding of all principles and elements of drawing, painting and design, as well as techniques and mediums. This course will provide motivated students a chance to acquire skills needed to produce works that show an in-depth understanding of the visual arts. No previous art experience is required, but a basic knowledge of the arts will be useful. *Full year course.*

### **VIS0913 FOUNDATIONS OF ART AND DESIGN ACCELERATED (GRADES 9-12) □**

The purpose of this accelerated course is to help students acquire knowledge of the principles and elements of drawing, painting, and design. This course will provide experienced, motivated students a chance to learn skills and techniques needed to produce works that show an in-depth understanding of two-dimensional methods and concepts. Students will work at an accelerated pace to acquire appropriate mastery of drawing and painting in graphite, colored pencil, pastel, acrylic, watercolors, oils, collage, and mixed mediums. Students will explore conceptual communication and creativity in their sketchbooks and practice writing about historical works of art throughout the year. *Prerequisites: Teacher Recommendation or Portfolio Review. Full year course.*

### **VIS1923 ART HONORS (GRADES 10-12) ■**

The purpose of this course is to give students an understanding of styles, techniques, and media, as well as critical analysis of visual solutions to individual art problems and questions. The course focuses on the production of paintings and drawings with expressive quality that are personal interpretations of subject matter, form, organization of visual elements, and advanced techniques. *Prerequisites: Teacher Recommendation or Portfolio Review. Full year course.*

### **VIS1170 ART HISTORY AP (GRADES 11-12) ●**

The purpose of this course is to provide students with a robust understanding of historic periods of Art History. The yearlong course will focus on Modern and Contemporary Art Movements and practices while making global connections to previous historical periods. Students will have a better understanding of the art world, its workings and feel more confident about becoming fully immersed in the art in general. This course will be rooted in research and analysis of the Visual Arts. *Prerequisites: AP, IB, or PreIB/AP Social Studies or English. Full year course.*

### **VIS1173 STUDIO DRAWING AP (GRADES 11-12) ●**

### **VIS1213 DRAWING 2 AP (GRADES 11-12) ●**

### **VIS1175 2-D ART AND DESIGN 1 AP (GRADES 11-12) ●**

### **VIS1215 2-D ART AND DESIGN 2 AP (GRADES 11-12) ●**

AP Art is a program in which the student prepares material for presentation and evaluation on the sections of sustained investigation and selected works. Both programs are two-year courses designed for the motivated student who is seriously interested in the practical experience, exploration and the process of making art and is aware of the rigorous demands of this college-level class. The course conforms to College Board topics for the Advanced Placement 2D Art and Design and AP Drawing portfolios. This course addresses a very broad interpretation of design and drawing issues and guides students in the creation of a portfolio consisting of a minimum of 15 projects. *Prerequisites: Art Honors or Portfolio Review. Full year course.*

### **VIS1102 IB SL VISUAL ARTS 1 (GRADES 11-12) ●**

### **VIS1202 IB SL VISUAL ARTS 2 (GRADES 11-12) ●**

### **VIS1103 IB HL VISUAL ARTS 1 (GRADES 11-12) ●**

### **VIS1203 IB HL VISUAL ARTS 2 (GRADES 11-12) ●**

This course is for students in the IB program. Both the HL and SL levels are two-year long courses. IB Visual Arts focuses on the following areas: Art Making, Theoretical Practice, and Curatorial Practice. Students will learn about artists from different times and cultures. Students will create works of art



in an unlimited variety of mediums including but not limited to drawing, painting, sculpture, collage, printmaking, stop-motion animation, film, fiber arts, and more. Students will develop aesthetic, imaginative, and creative facilities; stimulate and develop visual awareness, perception, and criticism; discover, develop, and enjoy means of creative visual expression; encourage the pursuit of quality through training, individual experimentation, and diligence; and encourage a lively, inquiring, and informed attitude toward art and design in all of its forms. At the Standard Level students will create at least 15 works of art and choose 7 for final IB assessment. At the Higher Level, students will create at least 15 works of art and choose 11 for IB assessment. Students will complete research, project planning, art analysis, media explorations, and observational drawings in their Visual Arts Journal over the course of the two years. The assessment components include a Comparative Study, Process Portfolio, and curated individual Exhibition. *Prerequisites: Art Honors or Portfolio Review. Full year course.*

## **SCULPTURE AND CERAMICS**

### **VIS0916 SCULPTURE 1 (GRADES 9-12) □**

The purpose of this course is to help students acquire a basic understanding of design theory as it relates to the three-dimensional world. It provides the technical and creative skills needed in order to create well designed and properly executed sculpture projects. Different tools and materials, such as heavy board, clay, plaster, and stone will be explored and used throughout the course and different techniques will be learned and applied. The function of space, volume, mass, plane, and line will be examined and emphasis will be placed on the development of critical thinking skills as they apply to three-dimensional art forms. No previous art experience required, but basic knowledge of the arts will be useful. *Full year course.*

### **VIS1016 SCULPTURE 2 (GRADES 10-12) □**

The purpose of this course is to help students acquire an understanding and mastery of design theory as it relates to depth, space, and the three-dimensional world. It focuses on the production of sculptural projects with creative, expressive quality that are personal interpretations of subject matter, form, organization of three-dimensional elements and advanced techniques. The function of space, volume, mass, plane, and line will be examined and emphasis will be placed on the development of critical thinking skills as they apply to three-dimensional art forms. In this second level course, students are expected to work at a faster pace than in previous levels. This one year, one credit course will be project oriented and students will be required to compile a presentation portfolio of all work produced. *Prerequisites: Sculpture 1. Full year course.*

### **VIS1917 SCULPTURE HONORS (GRADES 11-12) ■**

The purpose of this third level course is to help students expand on their knowledge and understanding of design theory as it relates to depth, space, and the three-dimensional world. It focuses on the production of higher level sculptural projects with creative, expressive quality that are personal interpretations of subject matter, form, organization of three-dimensional elements and advanced techniques. The function of space, volume, mass, plane, and line will be examined and emphasis will be placed on the development of higher order thinking skills as they apply to three-dimensional art forms, sculptures from art history, and the Elements and Principles of Art/Design. In this advanced level course, students are expected to work at a faster pace than in previous levels. This one year, one credit course will be project oriented and students will be required to compile a presentation portfolio of all work produced. *Prerequisites: Sculpture 2. Full year course.*

**VIS1174 3-D ART AND DESIGN 1 AP (GRADES 11-12) ●**

**VIS1214 3-D ART AND DESIGN 2 AP (GRADES 11-12) ●**

AP 3-D Art and Design is an individually designed program in which the student prepares material for a presentation and evaluation on the sections of sustained investigation and selected works. The program is designed for the motivated student who is seriously interested in the practical experience, exploration and the process of making art and is aware of the demands of this college-level class. The course conforms to College Board topics for the AP 3-D Art and Design Portfolio Examination. This course addresses a very broad interpretation of 3-D design issues and guides students in the creation of a portfolio. *Prerequisites: Sculpture Honors. Full year course.*

**VIS0915 CERAMICS 1 (GRADES 9-12) □**

The purpose of this first level ceramics course is to give students a basic understanding of the clay processes through investigation, development of skills, vocabulary, and examination of all aspects of the ceramicist's art form. This course includes beginning wheel throwing techniques as well as hand building techniques. *Full year course.*

**VIS1015 CERAMICS 2 (GRADES 10-12) □**

This course is designed for those students who have taken Ceramics I and would like to further acquire an in-depth understanding of schools of pottery and styles, techniques, and media as well as critical analysis of three dimensional solutions to art problems and questions. *Prerequisites: Ceramics 1. Full year course.*

**VIS1915 CERAMICS HONORS (GRADES 11-12) ■**

This course will focus on the production of ceramic works with creative expressive qualities that are personal interpretations of subject matter, form, organization of visual elements, and advanced techniques. In this course, the student will further develop skills and mastery of techniques. *Prerequisites: Ceramics 2. Full year course.*



# PERFORMING ARTS

- An Academic Core course calculated in the GPA
- A Course calculated in the GPA but not considered an Academic Core course
- A course not calculated into the GPA
- ◇ Does not appear on Official Transcript

## PERFORMING ARTS

### MUSIC

STRING/VOCAL/WIND/JAZZ

STRING/VOCAL/WIND/JAZZ **H**

STRING/VOCAL/WIND/JAZZ CONSERVATORY

MUSIC APPRECIATION

**AP** MUSIC THEORY

### DANCE

INTRO TO DANCE

DANCE INTERMEDIATE **1 & 2**

DANCE **H**

DANCE COMPOSITION **H**

DANCE REPERTORY

DANCE REPERTORY **H**

DANCE REPERTORY CONSERVATORY

DANCE REPERTORY CONSERVATORY & COMPOSITION

**IB SL** DANCE

### THEATRE

THEATRE BEGINNING

THEATRE INTERMEDIATE

THEATRE **H**

THEATRE CONSERVATORY

**IB SL** THEATRE

**IB HL** THEATRE **1 & 2**

**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## PERFORMING ARTS

In the words of David M. Rubenstein, the chairman of the Kennedy Center for the Performing Arts, “The world is a complicated place, and there’s a lot of division between people. The performing arts tend to unify people in a way nothing else does.” The arts foster compassion, creativity, critical thinking, collaboration, confidence, individuality and problem thinking while attaining competence in the students given art form. The route to competence involves many different layers of understanding. Competence means the ability to use an array of knowledge and skills. Terms often used to describe these include creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Competence means capabilities within these elements themselves and an understanding of their interdependence; it also means the ability to combine the content, perspectives, and techniques associated with the various elements to achieve specific artistic and analytical goals. Students work toward comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year. A conservatory-level curriculum is followed throughout all the performing arts classes. As a result, the joy of experiencing the arts is enriched and matured by the discipline of learning and the pride of accomplishment. Courses in the performing arts may, on occasion, be taken by the semester instead of the full year, with the approval of the instructor, the department chair, and the guidance counselor.

## MUSIC

The music curriculum provides a conservatory level program for talented students with important venues for their musical abilities. Jazz Ensemble, Wind Ensemble, Vocal Ensemble and String Ensemble are performing units with both Pep Band and Orchestra added when given the opportunity. Numerous opportunities for performance are afforded, including school functions and community, state, and national events. Students will also have multiple opportunities to participate in small ensembles as well as perform solos at the local, district, and state levels. Also offered with the music curriculum is AP Music Theory.

### PER1024 WIND ENSEMBLE (GRADES 9-12) □

The purpose of this course is to enhance the students’ understanding of the underlying principles of music. The course covers topics ranging from basic rhythm to modes of the minor scale. Students will explore music and develop talents and skills through concert music, pep band, and chamber music experiences in addition to study of music theory fundamentals and music history. In our daily rehearsals we will prepare music from a variety of genres, eras, and cultures for performance in public concert settings. Obligations include rehearsals after school and when necessary on weekends. *Prerequisites: Previous instrumental experience. Full year course.*

### PER1925 WIND ENSEMBLE HONORS (GRADES 10-12) ■

Requirements for students continue to increase dramatically from this level through the Conservatory level: more advanced skill level requirement via auditions, performance achievement tests, and mandatory personal repertoire, higher musical performance, and individual expectations, and increased extracurricular and leadership responsibilities. *Prerequisites: Wind Ensemble, Teacher Recommendation. Full year course.*

### **PER1226 WIND ENSEMBLE CONSERVATORY (GRADES 10-12) ■**

Requirements for students increase dramatically from the previous level: more advanced skill level requirement via auditions, performance achievement tests, and mandatory personal repertoire, higher musical performance and individual expectations, increased extracurricular and leadership responsibilities, and possible individual conducting performances. *Prerequisites: Wind Ensemble Honors, Teacher Recommendation. Full year course.*

### **PER1244 VOCAL ENSEMBLE (GRADES 9-12) □**

Performing and competing will be the primary objectives of this ensemble. Basics will include traveling to competitions (local, Orlando, etc.), collaborating with existing instrumental ensembles, and learning the skills of sight singing and music theory. Music will consist mostly of classical, pop, and jazz music sung in ranges from solo to six-part harmony. Entry into this ensemble is based upon audition. *Prerequisites: Previous vocal experience and audition. Full year course.*

### **PER1995 VOCAL ENSEMBLE HONORS (GRADES 10-12) ■**

Requirements of the student will increase dramatically from this level through the Conservatory level: more advanced skill level requirement via auditions, performance achievement tests, mandatory personal repertoire, higher musical performance, individual expectations, and increased extracurricular and leadership responsibilities. *Prerequisites: Vocal Ensemble, Teacher Recommendation. Full year course.*

### **PER1246 VOCAL ENSEMBLE CONSERVATORY (GRADES 10-12) ■**

This is the highest level of GVE following the advanced level. Requirements of the student will increase dramatically from the previous level: more advanced skill level requirement via auditions, performance achievement tests, mandatory personal repertoire, higher musical performance, individual expectations, and increased extracurricular and leadership responsibilities, and possible individual conducting performances. *Prerequisites: Vocal Ensemble, Teacher Recommendation. Full year course.*

### **PER1254 STRING ENSEMBLE (GRADES 9-12) □**

Any string player who has at least one year playing experience and is efficient in reading music is welcome into this ensemble. Violin, viola, cello, and contrabass will be the instrumentation. The repertoire of the course will be classical music. Obligations include rehearsals after school and attendance to all competitions and performances (local, Orlando, etc.), both during and after school and on weekends. *Prerequisites: Previous instrumental experience required. Full year course.*

### **PER1955 STRING ENSEMBLE HONORS (GRADES 10-12) ■**

Requirements of the student will increase from this level through the Conservatory level: more advanced skill level requirement via auditions, performance achievement tests, mandatory personal repertoire, and higher musical performance and individual expectations, and increased extracurricular and leadership responsibilities. *Prerequisites: String Ensemble, Teacher Recommendation. Full year course.*

### **PER1256 STRING ENSEMBLE CONSERVATORY (GRADES 10-12) ■**

This is the highest level of String Ensemble following the advanced level. Requirements of the student will increase dramatically from the previous level: more advanced skill level requirement via auditions, performance achievement tests, mandatory personal repertoire, higher musical performance and

individual expectations, increased extracurricular and leadership responsibilities, and possible individual conducting performances. *Prerequisite: String Ensemble Honors, Teacher Recommendation. Full year course.*

### **PER1230 MUSIC THEORY AP (GRADES 11-12) ●**

This full-year Music Theory Advanced Placement course is intended for advanced music students who plan on continuing their musical endeavors in college and is designed to prepare them for the AP Music Theory Exam administered in the spring. Students must have prior musical experience including participation for a minimum of two years in a performing ensemble and/or have taken a private or classroom music theory course within the past two years. The instructor may grant special permission. All topics covered in a first year college music theory course will be included, as well as the following: notational skills, scales and keys, chords, metric organization, rhythmic patterns, realization of Roman numeral chord progressions, repertoire identification and analysis, small musical forms, listening and dictation, and basic compositional techniques. *Full year course.*

### **PER1239 MUSIC APPRECIATION (GRADES 9-12) ●**

This course is designed to provide a basic understanding of the overall construct of music in the Western World. The course will cover topics ranging from learning how to read basic rhythms to understanding scales and roman numeral analysis. This course will also include lectures on the history of European classical music and American music. *Full year or semester course.*

### **PER1242 JAZZ BAND (GRADES 9-12) ■**

This is an audition ONLY ensemble designed for those students who have experience in various styles of jazz music. The course will focus on improvisation through chordal changes and alternative forms, including rhythm changes and blues form. Members of the jazz band will be required to participate in school performances, festivals, and competitions. Members will also be required to participate in ALL Wind Ensemble after-school rehearsals, school performances, festivals, and competitions. *Prerequisites: Entry via audition only. Full year course.*

### **PER1271 JAZZ BAND HONORS (GRADES 9-12) ■**

Requirements for the student will increase dramatically from the intermediate level: more advanced skill level requirements via auditions, performance achievement tests, mandatory personal repertoire, higher musical performance and individual expectations and increased extracurricular and leadership responsibilities. Members will also be required to participate in ALL Wind Ensemble after-school rehearsals, school performances, festivals, and competition. *Prerequisites: Jazz Band, Teacher Recommendation. Full year course.*

### **PER1272 JAZZ BAND CONSERVATORY (GRADES 9-12) ■**

This is the highest level of Jazz Band, following the advanced level. Requirements for the student will increase dramatically from previous level: more advanced skill level requirement via auditions, performance achievement tests, mandatory personal repertoire, higher musical performance and individual expectations and increased extracurricular and leadership responsibilities. Members will also be required to participate in ALL Wind Ensemble after-school rehearsals, school performances, festivals, and competitions. *Prerequisite: Jazz Band Honors, Teacher Recommendation. Full year course.*

## **THEATRE**

The Gulliver Preparatory School Theatre Arts program is designed to present students with opportunities for developing and increasing skill in the following areas: poise and confidence; self-expression; self-awareness and perception; knowledge of fundamental and advanced performance skills; familiarization with basic theatre concepts, both in theory and practice. The program includes developing skills in consecutive courses: Theatre Arts Beginning, Intermediate, Advanced, and Conservatory levels. Participation in productions, field trips, workshops, and competitions will assist the student in developing essential knowledge.

### **PER1912 THEATRE BEGINNING (GRADES 9-12) □**

This introductory course encompasses fundamental knowledge and experiences for students interested in the arts in all exploratory opportunities. Exercises and demonstrations, which allow the student to develop confidence, poise and self-awareness will be utilized, including the fundamentals of theatre performance. Performance assessment is based on both individual and ensemble work. Projects include monologues, pantomime, various sensory exercises, and class, public performances. This course is intended for students without production and competition experience. *Full year course.*

### **PER1914 THEATRE INTERMEDIATE (GRADES 9-12) □**

This course is intended for students who have completed Theatre Beginning in high school or advanced theatre classes at the middle school level. Students with both production and competition experience may audition or acquire a theatre teacher's recommendation to skip Theatre Arts Beginning and take the Intermediate level course. Students will participate in different exercises, scene study, workshops, and productions, both as performers and technicians. Students are required to audition for the International Thespian Society Festival's district level, and are required to either perform or hold a technical position in two productions a year. A more detailed study of theatre production is embraced. *Prerequisites: Theatre beginning in high school or teacher recommendation or audition for students entering from the middle school level. Full year course.*

### **PER1902 THEATRE HONORS (GRADES 9-12) ■**

Theatre Advanced is designed for students who are committed to developing their performance and technical theatre abilities both within class and through extra curricular opportunities. Students in Advanced are required to participate in the International Thespian Society Festivals (both at the district and state level) and are required to either perform or hold a technical position in the all-school production each a year, as well as other class performance and production opportunities. Various theories of performance and design will be studied and applied directly to performance projects. *Prerequisites: Theatre Intermediate and a contrasting monologue audition. Full year course.*

### **PER1913 THEATRE CONSERVATORY (GRADES 10-12) ■**

Conservatory, the highest level performance class offered in the theatre arts department at Gulliver, is by audition only. Prior to auditioning, the student must have performed or held a lead technical role in the all school production the previous year, and they must have attended the state festival the previous spring. Students must maintain their commitment to rehearsals and work both inside of class and in extracurricular opportunities and involvement in the all-school production. Students in the Conservatory level should not only be working independently on their artistic growth, but also



possess the mastery of skill to teach other artists: directing is a major component of this course and a requirement as part of the audition as well. *Prerequisite: Theatre Honors and a performance and directing audition. Full year course.*

#### **PER0904** IB SL THEATRE (GRADES 11-12) ●

By studying theatre, and engaging with it practically, students in this course will discover how fascinating and varied theatre can be. The IB programme theatre course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history, and culture of theatre, and will find expression through workshopping, devised work or scripted performance. The theatre course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. At the core of the IB theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis- all of which should be achieved through practical engagement in theatre. SL students have two external assessments and one internal assessment. There is no subject exam. *Full year course.*

#### **PER0905** IB HL THEATRE 1 (GRADE 11) ●

By studying theatre and engaging themselves practically, students in this course will discover how fascinating and varied theatre can be. The IB programme Higher Level Theatre course is designed to encourage students to examine theatre in all of its diverse forms around the world. This will be achieved through a critical study of the theory, history, and culture of theatre, and will find expression through workshops, devised work or scripted performance. The theatre course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. At the core of the IB theatre course is a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis - all of which should be achieved through practical engagement in theatre. *Full year course.*

#### **PER0906** IB HL THEATRE 2 (GRADE 12) ●

This course is the continuation and final year of Theatre IB HL and will complete the minimum number of 240 teaching hours. 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 will use the extra time available to develop their personal research and practice in theatre, and to extend their understanding of the ideas, practices and concepts encountered during the course. HL students have three external assessments and one internal assessment. There is no subject exam. *Full year course.*

## **DANCE**

Gulliver Preparatory prides itself in a superior education in academics and the arts. Through an intensive Performing Arts program, the dance department is open to students in grades 9-12 with training in five different components stemming from beginning through composition and repertoire. With a strong foundation in ballet, jazz, modern and tap styles, dancers gain positive self-esteem while attaining knowledge of their craft to make them strong performing artists and advocates for the arts. Creating a well-rounded dancer is part of our goal, therefore, along with daily classes in the development of technique and choreography, the dance student will further their training by gaining knowledge in terminology, history, dance artists and researching topics that relate to dance. Visiting artists supplement their education by providing positive learning experiences to enhance their abilities as dancers. The program offers students the opportunity to be showcased twice a year, while dancers in repertoire perform at school and community events as well as competitive venues.

### **PER1120 INTRODUCTION TO DANCE (GRADES 9-12) □**

A non-performing based class where students will focus on learning skills from the varied genres of dance. Students become actively engaged in production aspects of dance concerts, including but not limited to, promotion, costuming, music editing, organizational tolls, stage and production crew and wardrobe. *Full year or semester course.*

### **PER1124 DANCE INTERMEDIATE 1 (GRADES 9-12) □**

Students will need to develop their technical level while at the same time gaining a broader base of knowledge. Students at this level have the opportunity to participate in a variety of performances having met the required skills to perform. After-school rehearsals for dance concerts are required. *Prerequisites: Teacher Recommendation or audition. Full year course.*

### **PER1135 DANCE INTERMEDIATE 2 (GRADES 9-12) □**

Student expectations increase dramatically with the completion of the Intermediate I program. Students use movement to develop their ability to communicate in a way that is different from the spoken or written word. Execution of proper technique is emphasized while the connection to artistic expression is introduced to further the development of the student. Students will learn to develop higher order thinking skills through perception and problem solving as they participate in group activities. Students continue their studies in vocabulary, history, dance companies, choreography and reflection. Students at this level have the opportunity to participate in a variety of performances having met the required skills to perform. After-school rehearsals for dance concerts are required. *Prerequisites: Dance Technique Intermediate 1, Teacher Recommendation/audition. Full year course.*

### **PER1923 DANCE HONORS (GRADES 9-12) ■**

Designed for the serious dance student with emphasis placed on mastery of steps and artistry in execution. Students delve into the study of ballet and modern, learning classical and contemporary variations. In tap, dancers will explore multiple rhythms and styles. Students continue to broaden their appreciation and understanding of dance as an art form through dance history, theory, philosophy and its relationship to other academic areas both socially and culturally. Students are encouraged to explore the creative process in choreography as a means of expression by formulating and understanding abstract ideas and concepts. Students will create a portfolio, which contains written and visual examples of their work that can be a resource for use at the university level. Students will learn

to develop higher order thinking skills through perception and problem solving as they participate in group activities. Students at this level have the opportunity to participate in a variety of performances having met the required skills to perform. After-school rehearsals required. *Prerequisites: Dance Technique Intermediate 2, Teacher Recommendation/audition. Full year course.*

#### **PER1924 DANCE COMPOSITION HONORS (GRADES 11-12) ■**

Entry by Teacher Recommendation only. The aim of this course is to enable students to develop their knowledge and potential as dance makers. This is for the serious dancer who wants to explore movement through analysis and development of an idea. Develop and articulate criteria for use in critiquing dance, drawing on previous knowledge and personal experience. To show independence. The student will have the added responsibilities of an audition process, selection, composition, rehearsals, costuming and lighting of the conceptual piece. Further obligations include participation in advanced technique class to maintain and develop technique, class variations, after-school rehearsals, and a written journal documenting the choreographic process. Dance pieces from this student may be featured in various performances or competitions. *Prerequisites: Dance Technique Honors, Teacher Recommendation. Full year course.*

#### **PER1225 DANCE REPERTORY (GRADES 9-12) ■**

Entry through spring audition only for advanced students in grades 9-12. This competitive ensemble will focus on building strong technical skills, while mastering steps and artistry in execution by developing team unity. Students continue the study of ballet, modern, contemporary and hip hop technique with emphasis in broadening their appreciation and understanding of dance as an art form through direct contact with professionals. Obligations include after-school rehearsals and attendance at various athletic events, community performances and competitions at local, state and national levels. Obligations include after-school rehearsals and attendance at various athletic events, community performances and competitions at local, state and national levels. *Prerequisites: Audition. Full year course.*

#### **PER1927 DANCE REPERTORY HONORS (GRADES 10-12) ■**

Entry through spring audition only for advanced students in grades 10-12. Requirements for students increase at this level through the conservatory level. Students are encouraged to explore the creative process in choreography as a means of expression by formulating and developing ensemble, duet, trio and solo pieces to be used for performances and competition. Individual achievements, including higher personal standards and leadership responsibilities begin. Students will create a portfolio, which contains written and/or visual examples of their work that can be a resource for use at the university level. Obligations include after-school rehearsals and attendance at various athletic events, community performances and competitions at local, state and national levels. *Prerequisites: Dance Repertory and audition, Teacher Recommendation. Full year course.*

### **PER1228 DANCE REPERTORY CONSERVATORY (GRADES 11-12) ■**

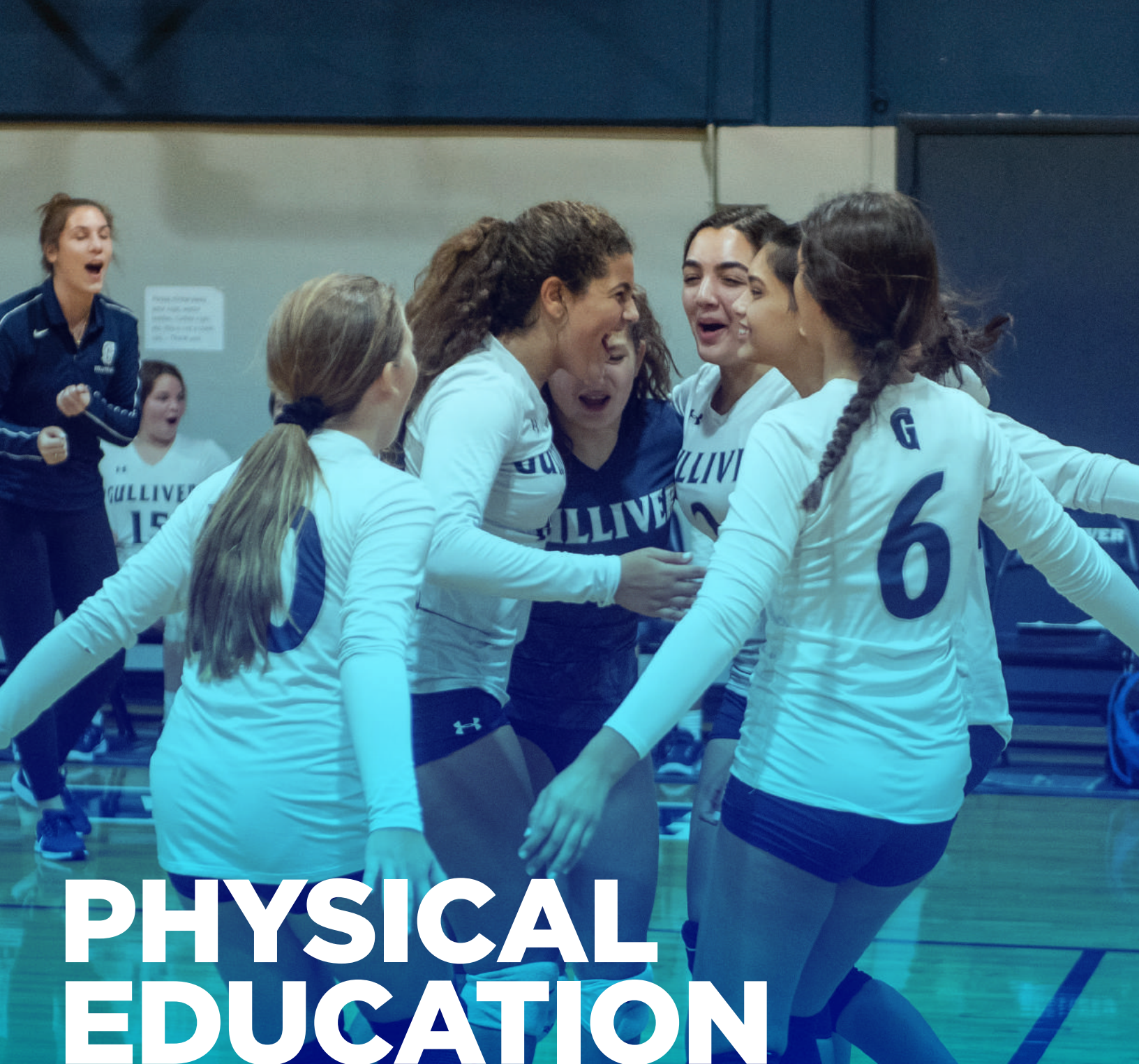
Entry through spring audition only for advanced students in grades 11-12. Requirements for students increase from the previous level. Advanced skills through performance tests are required, students take an active role in leadership opportunities and develop personal repertoire in solo and small ensemble areas to be used in competition and performances. Students will create a portfolio, which contains written and/ or visual examples of their work that can be a resource for use at the university level as well as opportunities to participate in team, small ensembles, duets/trios and solos at local, state and national competitive venues. Obligations include after-school rehearsals and attendance at various athletic events, community performances and competitions at local, state and national levels. *Prerequisites: Dance Repertory Honors and audition, Teacher Recommendation. Full year course.*

### **PER1229 DANCE REPERTORY CONSERVATORY AND COMPOSITION (GRADES 11-12) ■**

Entry through spring audition and Teacher Recommendation only for advanced students in grades 11-12. Requirements for students dramatically increase at this level for the serious dancer who has the ability to create dances and give them the opportunity to develop their potential as dance makers. Students will have added responsibility for the audition process, selection, composition, rehearsals, costuming and lighting of the conceptual group piece. Students will create a portfolio, which contains written and/ or visual examples of their work that can be a resource for use at the university level. Dance pieces created by this student may be featured in various performances and competitions. Obligations include after-school rehearsals and attendance at various athletic events, community performances and competitions at local, state and national levels. *Prerequisites: Dance Repertory Conservatory and audition, Teacher Recommendation. Full year course.*

### **PER 1400 IB SL DANCE (GRADES 11-12) ●**

Consistent with the educational philosophy of the IB, the Diploma Programme 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 whether the students are writing papers or creating/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. *Prerequisite: Teacher Recommendation. Full year course.*



# PHYSICAL EDUCATION

- An Academic Core course calculated in the GPA
- A Course calculated in the GPA but not considered an Academic Core course
- A course not calculated into the GPA
- ◇ Does not appear on Official Transcript

## PHYSICAL EDUCATION

The Physical Education program is designed to be an integral part of the overall Gulliver educational experience. All students are required to take one and a half semesters of Physical Education. A wide range of physical activity is offered in the hope that students will enjoy this experience and continue to practice mindfulness and be physically active throughout their lives. Students are offered three basic disciplines that they can choose from. The three disciplines are yoga, physical education and weight training. These classes will be offered in combination of two or more of these disciplines. Realizing that individuals have different capabilities and interests, the program attempts to offer all students the opportunity to improve their skills and pursue their interests. Student will be given the opportunity to learn and experience personal fitness assessment. Along with their physical involvement, the program is designed to broaden their knowledge and become more physical education literate.

### **PED0981/PED0991 HEALTH AND LIFE MANAGEMENT (GRADES 9-12) □**

The goal of this course is to explore the various aspects of health through classroom discussions, hands on activities and presentations. Some of these subject areas are relationships, stress, personality and self esteem, violence, nutrition, alcohol, tobacco, drugs, and sexually transmitted diseases. Through classroom discussions, students will gain a better understanding of the material, which will guide them into making better life decisions. *Semester course.*

### **PED1085/1095 ATHLETIC INJURY PREVENTION (GRADES 9-12) □**

This course's objective is to enable students to acquire the basic knowledge and skills in the care and prevention of athletic-related injuries. Anatomy and physiology forms the foundation of the course. It will further focus upon injury detection, first-aid treatment, prevention, and reconditioning. Students will further their knowledge of proper nutrition for athletes. Activities will include, but are not limited to, the following: standard first aid, taping and wrapping techniques, watch educational surgical procedures, discuss latest research in sports medicine, and proper conditioning methods. *This course does not satisfy the Physical Education requirement. It is a Physical Education elective. Semester course.*

### **PED1080/PED1090 PHYSICAL EDUCATION ATHLETIC CREDIT (GRADES 9-12) □**

Students who letter in two or more different sports seasons in a single school year will earn one Physical Education credit. Students who letter in only one sport in a single school year will earn 1/2 Physical Education credit. No more than one credit may be earned in one school year. After earning 1 1/2 Physical Education credit, no further credit may be earned by extra curricular athletics. *Semester course.*

### **PED0982/PED0992 YOGA/PHYSICAL EDUCATION (GRADES 9-12) □**

This class will combine physical education and yoga with the goal of exposing students to a wide variety of activities and prepare them for an active life. Students can expect to participate in both disciplines every day. In the Physical Education portion of the class, students will participate in team sports, individual sports, recreational activities, and physical fitness activities. As they experience this regimen of movement, Gulliver hopes to instill in them the useful qualities integral to physical education. A few of these qualities are sportsmanship, leadership, teamwork, cooperation, self-fitness assessment, respect for others as well as themselves, and good work ethics. In the yoga portion of the class, the Patanjali's Yoga Sutra, the eightfold path of yoga is described. These eight steps basically

act as guidelines on how to live a meaningful and purposeful life. They serve as a prescription for moral and ethical conduct and self-discipline; they direct attention toward one's health; and, they help us to acknowledge the spiritual aspects of our nature. The 8 limbs are ethical standards, self-discipline, physical practice, breath control, sensory transcendence, concentration, meditation, and bliss. This class will focus on the 8 limbs of Yoga as it unfolds in different styles of yoga from Anusara to Ashtanga to Iyengar to Vinyasa. Through regular use of Yoga and breathing techniques, students' minds become more focused and calm while their physical body becomes more balanced in strength and flexibility. *Semester course.*

### **PED1282/PED1292 PHYSICAL EDUCATION/WEIGHT TRAINING (GRADES 9-12) □**

This class will combine physical education and weight training with the goal of exposing students to a wide variety of activities and prepare them for an active life. Students can expect to participate in both disciplines every day. In the Physical Education portion of the class students will participate in team sports, individual sports, recreational activities, and physical fitness activities. As they experience this regimen of movement, Gulliver hopes to instill in them the useful qualities integral to physical education. A few of these qualities are sportsmanship, leadership, teamwork, cooperation, self-fitness assessment, respect for others as well as themselves, and good work ethics. The weight-training portion of this class will focus on teaching students the proven scientific methods and techniques of resistance training for both athletic and leisure pursuits. Students will learn different resistance exercises to train the muscular system, different phases of resistance training, and specific application in the achievement of individual goals. Students will have the opportunity to learn and practice self-assessment of their overall fitness level. *Semester course.*

### **PED1382/PED1392 YOGA/WEIGHT TRAINING (GRADES 9-12) □**

This class will combine yoga and weight training with the goal of exposing students to a wide variety of activities and prepare them for an active life. Students can expect to participate in both disciplines every day. In the yoga portion of the class, the Patanjali's Yoga Sutra, the eightfold path of yoga is described. These eight steps basically act as guidelines on how to live a meaningful and purposeful life. They serve as a prescription for moral and ethical conduct and self-discipline; they direct attention toward one's health; and, they help us to acknowledge the spiritual aspects of our nature. The 8 limbs are ethical standards, self discipline, physical practice, breath control, sensory transcendence, concentration, meditation, and bliss. This class will focus on the 8 limbs of Yoga as it unfolds in different styles of yoga from Anusara to Ashtanga to Iyengar to Vinyasa. Through regular use of Yoga and breathing techniques, students' minds become more focused and calm while their physical body becomes more balanced in strength and flexibility. The weight-training portion of this class will focus on teaching students the proven scientific methods and techniques of resistance training for both athletic and leisure pursuits. Students will learn different resistance exercises to train the muscular system, different phases of resistance training, and specific application in the achievement of individual goals. Students will have the opportunity to learn and practice self-assessment of their overall fitness level. *Semester course.*

## **PED1482/PED1492** YOGA/PHYSICAL EDUCATION/WEIGHT TRAINING (GRADES 9-12) □

This class will combine yoga, physical education and weight training with the goal of exposing students to a wide variety of activities and prepare them for an active life. Students can expect to participate in both disciplines every day. In the Physical Education portion of the class, students will participate in team sports, individual sports, recreational activities, and physical fitness activities. As they experience this regimen of movement, Gulliver hopes to instill in them the useful qualities integral to physical education. A few of these qualities are sportsmanship, leadership, teamwork, cooperation, self-fitness assessment, respect for others as well as themselves, and good work ethics. In the yoga portion of the class, the Patanjali's Yoga Sutra, the eightfold path of yoga is described. These eight steps basically act as guidelines on how to live a meaningful and purposeful life. They serve as a prescription for moral and ethical conduct and self discipline; they direct attention toward one's health; and, they help us to acknowledge the spiritual aspects of our nature. The 8 limbs are ethical standards, self discipline, physical practice, breath control, sensory transcendence, concentration, meditation, and bliss. This class will focus on the 8 limbs of Yoga as it unfolds in different styles of yoga from Anusara to Ashtanga to Iyengar to Vinyasa. Through regular use of Yoga and breathing techniques, students' minds become more focused and calm while their physical body becomes more balanced in strength and flexibility. The weight-training portion of this class will focus on teaching students the proven scientific methods and techniques of resistance training for both athletic and leisure pursuits. Students will learn different resistance exercises to train the muscular system, different phases of resistance training, and specific application in the achievement of individual goals. Students will have the opportunity to learn and practice self-assessment of their overall fitness level. In the Physical Education portion of the class students will participate in team sports, individual sports, recreational activities, and physical fitness activities. As they experience this regimen of movement, Gulliver hopes to instill in them the useful qualities integral to physical education. A few of these qualities are sportsmanship, leadership, teamwork, cooperation, self-fitness assessment, respect for others as well as themselves, and good work ethics. *Semester course.*



## INTERSCHOLASTIC SPORTS OFFERED FOR PHYSICAL EDUCATION CREDIT

### FALL SEASON

#### BOYS

**Bowling:** Varsity  
**Cross Country:** JV & Varsity  
**Football:** JV & Varsity  
**Golf:** JV & Varsity  
**Sailing:** Varsity  
**Swimming:** JV & Varsity

#### GIRLS

**Bowling:** Varsity  
**Cheerleading:** JV & Varsity (also open to boys)  
**Cross Country:** JV & Varsity  
**Golf:** Varsity  
**Sailing:** Varsity  
**Swimming:** JV & Varsity  
**Volleyball:** JV & Varsity

### WINTER SEASON

#### BOYS

**Basketball:** Freshman, JV & Varsity  
**Sailing:** Varsity  
**Soccer:** JV & Varsity

#### GIRLS

**Basketball:** JV & Varsity  
**Cheerleading:** JV & Varsity (also open to boys)  
**Sailing:** Varsity  
**Soccer:** JV & Varsity  
**Weight Lifting:** Varsity

### SPRING SEASON

#### BOYS

**Baseball:** JV & Varsity  
**Lacrosse:** JV & Varsity  
**Rowing:** Varsity  
**Sailing:** Varsity  
**Tennis:** Varsity  
**Track and Field:** Varsity  
**Volleyball:** JV & Varsity  
**Water Polo:** Varsity  
**Weight Lifting:** Varsity

#### GIRLS

**Rowing:** Varsity  
**Sailing:** Varsity  
**Softball:** JV & Varsity  
**Tennis:** Varsity  
**Track and Field:** Varsity  
**Water Polo:** Varsity



# MILLER CAMPUS COURSE OFFERINGS

- An Academic Core course calculated in the GPA
- A Course calculated in the GPA but not considered an Academic Core course
- A course not calculated into the GPA
- ◇ Does not appear on Official Transcript

## ENGLISH

The English program's goal is to help develop critical thinkers, perceptive readers, expressive writers, and articulate speakers. English classes focus on reading challenging literature and writing in a variety of forms, including description, narrative, analysis, argumentation, poetry, and prose fiction. Course instruction emphasizes discussion, so students routinely have the opportunity to present and support their own ideas. To broaden cultural and historical understanding, course offerings cover a wide range of classic and contemporary literature. The English program addresses major component skills of reading, writing, and speaking – such as grammar, syntax, vocabulary, and research techniques – as necessary tools of effective adult communication. Research papers are required each year, and progress in depth and complexity.

### **ENG2913** LITERATURE AND COMPOSITION (GRADE 9) ●

This course provides a broad instruction to literature through an examination of various cultures, time periods, genres, and rhetorical styles. Readings will include a combination of prose, poetry, and drama from a variety of sources – including mythology, poetry, novels and short stories. Writing will be taught using the process approach and will emphasize revision and editing skills. Essential writing issues include topic selection, paragraph development, essay writing, and research skills. In addition, substantial time will be devoted to grammar usage and mechanics, as well as vocabulary development. *Full year course.*

### **ENG2103** AMERICAN LITERATURE (GRADE 10) ●

Students will practice close readings of American Literature from the Colonial period through the present that includes documents, memoirs, poetry, short stories, novels, and drama. The selections will be representative of major literary movements and prominent American authors. There will be substantial time dedicated to direct instruction in the writing process of narrative, argument, and informational essays. Emphasis will be placed on revision and editing skills, and the production of longer-length papers. In addition, time will be devoted to grammar usage and mechanics, and vocabulary. Four major themes explored will be the American Dream, reactions, poetic expression, and identity. *Full year course.*

### **ENG2127** ENGLISH (GRADE 11) ●

This is a college prep course designed to challenge students through an in-depth study of literature and writing. Students complete a research-based paper and projects, poetry and drama study, literary analysis as well as expository, argument, informational and narrative writings. Students learn how to integrate research skills, writing skills, and oral presentation skills in order to present and defend an informed opinion. Vocabulary acquisition and grammar/usage skills are an integral part of the program. Students are expected to participate actively in class discussion, small group work, formal and informal presentations, and dramatic readings and performances. This is a year-long course that will replace The History of Mystery. *Full year course.*

### **ENG2128** CONTEMPORARY LITERATURE 1 (GRADE 11) ●

The course reinforces to students the basic concepts used in the analysis and interpretation of literary nonfiction as well as fictional narrative. We will develop this set of critical tools through close reading and class discussion of a series of novels, both classic and contemporary. 1 semester. This class is taken in conjunction with the Writer's Workshop. This course will replace one semester of The History of Mystery. *Prerequisites: Teacher Recommendation or 89% and above average in 10th grade English. Semester course.*

### **ENG2129 WRITER'S WORKSHOP (GRADE 11) ●**

As reading and writing shift from pages to screens, images and other visual elements are becoming increasingly important to successful writing. This course is designed to help students think critically about the role of the visual in written communication today. Using digital tools in combination with academic writing skills using a variety of genres, students will develop strategies and skills for blending images and words effectively in a range of genres and contexts, both digital and printed, academic and professional. 1 semester. This class is taken in conjunction with Contemporary Literature 1. This course will replace one semester of The History of Mystery. *Prerequisites: Teacher Recommendation or 89% and above average in 10th grade English. Semester course.*

### **ENG2130 ENGLISH (GRADE 12) ●**

This is a rigorous class for 12th-grade students enrolling in college-level English courses. The course emphasizes the development of critical reading skills through a wide and deep reading of literary and informational texts. Students will gain literary and cultural knowledge, references, and images as well as the ability to evaluate arguments and grapple with complex texts. They will complete a variety of writing assignments including journal writing, analytic writings, personal essays, literary analysis, and a research paper. The primary mode of instruction is discussion and students must participate actively. This course will replace one semester of World Literature and Welcome to the Dark Side. *Full year course.*

### **ENG2131 CONTEMPORARY LITERATURE 2 (GRADE 12) ●**

This course is a continuation of Contemporary Literature 1. This course will explore universal themes. Through the study of literature from authors of diverse backgrounds, students will grapple with understanding what makes us human. Students will read selected works of fiction and nonfiction while practicing close reading and reinforcing critical thinking skills. 1 semester. This class is taken in conjunction with Writing and Rhetoric. This course will replace one semester of World Literature and Welcome to the Dark Side. *Prerequisites: Teacher Recommendation or 89% and above average in 10th grade English. Semester course.*

### **ENG2132 WRITING AND RHETORIC (GRADE 12) ●**

The increasing complexity of popular culture makes it perfect for critical analysis. This course uses a variety of reading genres, such as blog posts, infographics, and academic essays to examine diverse cultural experiences as topics of inquiry. The goal of this course is to get students to read, think, and write critically about the world around them. 1 semester. This class is taken in conjunction with Contemporary Literature 2. This course will replace one semester of World Literature and Welcome to the Dark Side. *Prerequisites: Teacher Recommendation or 89% and above average in 10th grade English. Semester course.*

### **ENG2013 COLLEGE READING AND WRITING (GRADE 9) ●**

This course is intended for students to develop college level reading and writing skills. It is intended particularly for students who need further instruction in grammar, syntax, and usage of Standard Written English. The course will focus on reinforcing such writing skills as selecting a topic, writing a thesis, developing logical support, logically ordering paragraphs and information within the paragraphs, developing smooth transitions, using appropriate sentence variety, and writing clear, vivid, prose. There will be a strong focus on grammar proficiency and vocabulary development. The course will immerse students in practices critical to effective writing. *Full year course.*

### **ENG2003 COLLEGE TEST PREPARATION (GRADE 11) ●**

This course is designed to effectively prepare students for college standardized testing by focusing on the evidence-based reading, writing and language, and math tests of the PSAT, SAT, and ACT. Instruction in test-taking strategies, comprehensive content coverage, test deconstruction, and full-length diagnostics will enable students to maximize performance. Additionally, students will learn to interpret documents and prompts in order to compose successful responses for the essay test component, which closely mirror college writing assignments. The use of online programs will also provide personalized study resources to meet individual student needs. This course works in close collaboration with the guidance department in order to provide a thorough understanding of the processes involved in planning and preparing for college. *Full year course.*

## **WORLD LANGUAGES**

It is critical for individuals to be able to participate globally in a world that is rapidly becoming interdependent economically, culturally, politically, and technologically. The need for a working knowledge of world languages and cultures is paramount in this world. The World Languages program is based on the premise that our students must be able to interact and successfully compete within this global society using the language skills and cultural appreciation they have acquired from our diverse and comprehensive language program. The World Languages Program offers courses in French, French for Heritage Speakers, Italian, Mandarin Chinese, Portuguese, Spanish, and Spanish for Heritage Speakers. With the exception of the entry-level courses, prerequisites are the prior language courses. All language courses are taught in the target language.

### **FOR2500 SPANISH 1 (GRADES 9-10) ●**

This course is an integrated approach to language learning in order to build communicative skills in Spanish through activities that encompass listening, speaking, reading, and writing skills. Students will use and reinforce these skills while developing a realistic, current awareness of Hispanic culture. Classes are conducted mostly in Spanish and prepare students to develop a proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational. Authentic Spanish-language short movies, videos, and reading material are used in class in order to strengthen language skills. Students are encouraged to think critically and expand their vision of the world. *Full year course.*

### **FOR2505 SPANISH 2 (GRADES 9-11) ●**

This course is an integrated approach to language learning designed to continue to develop and strengthen the four language skills: listening, speaking, reading, and writing. Students will continue to develop language skills to be able to communicate effectively in a Spanish-speaking world. A majority of the class is conducted in Spanish and prepares students to build proficiency in the three communicative modes: Interpersonal, Interpretive, and Presentational. Students will progress from the introduction of basic grammar points to the inclusion of more advanced grammar such as additional complex verb tenses, verb moods, and complex sentence structures. The goal is to advance to the actual production of new structures, preparing them for open-ended communicative activities. Authentic Spanish-language movies, videos, and reading material will be used in class in order to strengthen student language skills. Students are encouraged to think critically and expand their vision of the world. *Prerequisites: Spanish 1, Teacher Recommendation. Full year course.*

## **SPANISH FOR HERITAGE SPEAKERS**

All courses are taught entirely in Spanish.

### **FOR2100 ESPAÑOL 1 (GRADE 9) ●**

This course is designed to develop the natural potential of US-born students who speak Spanish as a heritage language. Authentic texts and materials such as magazines, newspaper articles, short stories and movies are used to acquire language structures and vocabulary, in both written and oral expression as well as for reading and listening skills. Students are exposed to a variety of cultures in the Spanish speaking world in order to further enrich their learning experience and pride in their heritage. The main goal of this course is for students to develop their communicative competence in authentic real-life settings. The target proficiency level for this course is Intermediate Low. *Prerequisite: Teacher Recommendation. Full year course.*

### **FOR2005 ESPAÑOL 2 (GRADES 10-11) ●**

This course is designed for US-born students who speak Spanish as a heritage language. Instruction and materials build on the student's existing language competencies while addressing their particular language needs, developing their literacy skills, and fostering their bilingualism. The goal of the program is to establish the desire to communicate and provide a structure, which enables students to realize that desire. All literary themes have been selected not only for their linguistic accessibility, but also for their ability to promote meaningful conversations as well. A novel will be read in its entirety during the second semester. The target proficiency level for this course is Intermediate Mid. *Prerequisite: Español 1; Teacher Recommendation. Full year course.*

### **FOR2010 ESPAÑOL 3 HONORS (GRADES 11-12) ●**

This course is designed to expand and strengthen linguistic and critical skills in heritage Spanish speakers. In order to further enrich their learning experience and pride in their heritage, the class will be conducted in Spanish, and the students will learn to read, write and speak critically through a broad range of authentic literary texts from both, Spain and Hispanic America. At the conclusion of this course, the students will be prepared to advance to Literature of Spain Honors, Literature of Hispanic America Honors or Hispanic Cinema Honors. The target proficiency level for this course is Intermediate High. *Prerequisite: Español 2; Teacher Recommendation. Full year course.*

### **FOR2015 LITERATURE OF SPAIN HONORS (GRADES 10-12) ●**

This course is a historical survey of Spanish literature and language from the 12th century to the present, with a study of the main literary schools and tendencies providing a prospective of individual works. Students will thoroughly study the texts through close readings, analysis of texts, and written compositions. A university level text is used; authentic Spanish poetry, novels, plays and short stories selected from the Advanced Placement Spanish Literature required reading list, will be read and studied. Upon successful completion of the course, students may be recommended to continue with Literature of Hispanic America Honors, Hispanic Cinema Honors or Spanish Literature AP. The target proficiency level for this course is Advanced Mid. *Prerequisite: Teacher Recommendation. Full year course.*

## MATHEMATICS

The mathematics curriculum provides the opportunity for all students to develop an understanding of mathematical structures and models. Students will have experiences that encourage them to value mathematics, gain confidence in their own mathematical ability, be able to communicate and reason in mathematical terms, and become good problem solvers. The sequence of courses allows students to explore the relationships among different branches of mathematics, while demonstrating their application to the physical sciences. The range of topics is open for all to experience, but the depth to which a topic is explored is related to the level of abstraction at which the student is ready to learn. Therefore, courses are taught at various levels of difficulty ranging from IB/AP to college prep level. For truly outstanding mathematics students, the program culminates with the opportunity to take college-level mathematics courses at the University of Miami. Technology is an integral part of the mathematics curriculum. Students will explore, discover, and reinforce mathematical concepts through the use of computers and graphing calculators.

### **MAT2903 ALGEBRA REGULAR (GRADE 9) ●**

This course introduces all primary algebraic concepts that will be needed for the continuation of mathematical studies at the high-school level. This course includes the following: a review of pre-algebra concepts including order of operations; evaluating expressions, properties and operations with real numbers; solving first degree equations and inequalities including absolute value problems; writing and graphing linear equations and inequalities; operations with exponents; polynomials; solving and graphing quadratic equations including factoring and quadratic formula; and an introduction to functions. *Prerequisite: Teacher Recommendation. Full year course.*

### **MAT2913 GEOMETRY REGULAR (GRADE 10) ●**

This course introduces the theorems and concepts studied in a yearlong Euclidean geometry course. Utilizing an investigative approach, students will discover geometric properties by inductive and deductive reasoning. This course covers concepts of congruence, parallelism, measurement, perpendicularity, and similarity, as well as special right triangles, trigonometric ratios, the Pythagorean theorem, polygons, areas, and coordinate geometry, and circles. Students will be introduced to do some formal and informal proofs. Students will do some formal and informal proofs. *Prerequisites: Teacher Recommendation. Full year course.*

### **MAT2923 ALGEBRA 2 REGULAR (GRADE 12) ●**

This course is an extension and continuation of the algebraic concepts and skills learned in Algebra 1 Regular. Geometric concepts will be integrated during the year through problem solving. The course includes: solving expressions, equations, and inequalities, relations vs functions, library of functions and their graphs, solving linear systems through multiple methods, quadratic functions and equations, polynomial functions and operations with polynomials, problem solving. Students will use both problem solving skills, the graphing calculator, and current technology to explore, apply, and reinforce concepts studied during the course of the year. *Full year course.*

### **MAT2114 COLLEGE ALGEBRA (GRADE 12) ●**

This course develops the ability to utilize mathematical skills and technology to solve practical mathematical problems through various methods. Topics include applications of the to the percent, ratios and proportions, formulas, statistics, function functional notation linear functions and their graphs, probability, sampling techniques, scatter plots and modeling. Upon completion, students will be able to solve practical problems, reason and communicate with mathematics, and work confidently both collaboratively and independently. *Prerequisite: Teacher Recommendation. Full year course.*

### **MAT2904 ALGEBRA 1 (GRADE 9) ●**

This course introduces all primary algebraic concepts that will be needed for the continuation of mathematical studies at the high school level. This course includes the following: a review of pre-algebra concepts including order of operations; evaluating expressions, properties and operations with real numbers; solving first degree equations and inequalities including absolute value problems; writing and graphing linear equations and inequalities; operations with exponents; polynomials; solving and graphing quadratic equations including factoring and quadratic formula; simplifying rational expressions and solving rational equations; and, an introduction to functions. *Prerequisite: Teacher Recommendation. Full year course.*

### **MAT2104 ALGEBRA 2 (GRADE 11) ●**

This course is an extension and continuation of the algebraic concepts and skills learned in Algebra 1. Geometric concepts will be integrated during the year through problem solving. The course includes: operations with real numbers; solving linear equations and inequalities; coordinating geometry, systems of linear equations and inequalities; quadratic and rational functions; operations with exponents and radicals; polynomial functions; and exponential and logarithmic functions. Problem solving as well as the graphing calculator will be used to explore, apply, and reinforce concepts studied during the course of the year. *Prerequisites: Geometry, Teacher Recommendation. Full year course.*

### **MAT2914 GEOMETRY (GRADE 10) ●**

This course introduces the theorems and concepts studied in a yearlong Euclidean geometry course. Utilizing an investigative approach, students will discover geometric properties by inductive and deductive reasoning. This course covers concepts of congruence, parallelism, measurement, similarity, as well as special right triangles, trigonometric ratios, the Pythagorean theorem, polygons, areas, volumes, coordinate geometry, and circles. Additional investigations and discoveries are made using the computer-based Geometer's Sketchpad. Students will do some formal and informal proofs. *Prerequisites: Teacher Recommendation. Full year course.*

### **MAT2116 TOPICS OF PRE CALCULUS (GRADE 12) ●**

This course continues the study of advanced topics in algebra and a thorough study of trigonometry. The course includes a review of algebraic concepts: equations in the complex number system; polynomial and rational functions; exponential and logarithmic functions; systems of equations and inequalities; and probability. The study of trigonometric concepts includes functions and graphs, formulas, and solving equations. The graphing calculator is a required instrument used throughout the year. *Prerequisites: Algebra 2, Teacher Recommendation. Full year course.*



## SCIENCE

The science curriculum attempts to implement modern programs consistent with the changing nature of science in the contemporary world of evolving technology. All students need a basic understanding of science to interact successfully with their environment. Pertinent information is communicated to students by means of field trips, lectures, multimedia presentations, and a laboratory-centered approach. Gulliver requires that each student take a minimum of four years of laboratory sciences; the sequence is biology, chemistry, physics, and one other science course. To fulfill the needs of our highly motivated students, courses are offered from the International Baccalaureate Program and the Advanced Placement Program. Gulliver is able to tailor a program to meet each student's individual requirements.

### **SCI2903** BIOLOGY (GRADE 9) ●

This course covers the traditional content of the biology curriculum, but in less detail and depth than the Honors course. Students learn important biological facts and concepts. Particular attention is paid to life skills, so that students may use this information to enhance their lives and the quality of their environment. The course covers the basic core concepts in biology, such as processes, health, and genetics. Students are required to do a research paper at the end of the first semester. Each semester exam covers only information learned in one semester. *Full year course.*

### **SCI2105** ENVIRONMENTAL SCIENCE (GRADE 10) ●

This class is designed to provide students with an understanding of the world's natural systems and the human impact on these systems and their inhabitants. The first quarter begins with an overview of the tools scientists use to investigate the world around them and solve environmental problems. Students are then exposed to the issues that influence environmental decision making and how changes in our society over time have created new problems in the environment. The second quarter begins an examination of the natural cycles that occur within the biosphere and continues on to show how organisms relate to the living and nonliving components of the biosphere. The course continues third quarter with a study of specific biomes such as forests, grasslands, lakes and oceans. A supplemental section has been added to expose students to the uniquely fragile and interconnected aquatic ecosystems of Florida. This unit concludes with a field trip to Everglades National Park. During the fourth quarter students examine the sources of various types of environmental pollution caused by human activity and methods designed to reduce them. The year concludes with an examination of energy sources and the development and usage of alternative energy. Throughout the year the students will be exposed to various local and worldwide environmental issues presented in newspapers, periodicals and social media. *Prerequisite: Biology, Teacher Recommendation. Full year course.*

### **SCI2107** MARINE SCIENCE (GRADE 11) ●

This course is designed to expose students to various fields of oceanographic study. The first semester provides the background needed to understand marine organisms in the context of their environment. The course begins with geological oceanography focusing on plate tectonics, ocean basin formation, and creation of deep ocean structures such as mid-ocean ridges and trenches. This is followed by the synergistic effects of the ocean atmosphere system in creating modern day climate, including a study of how hurricanes are formed. Physical oceanography studies ocean currents and wave and tide formation. Chemical oceanography examines the constituents of seawater and the adaptation

of organisms to the marine environment. The first semester concludes with a review of biological concepts as we prepare for marine biology in the second semester. The main focus of the second semester is on marine organisms, beginning with microscopic organisms and moving through the phyla to marine mammals. This section includes many discovery labs and dissections of selected marine specimens. A study of various marine communities important to South Florida such as seagrass beds, mangrove forests and coral reefs follow. The year concludes with an examination of modern threats to marine life and international conventions which attempt to conserve and protect marine resources. *Prerequisites: Biology, Teacher Recommendation. Full year course.*

### **SCI1103 CHEMISTRY (GRADES 10-11) ●**

The purpose of this course is to provide students with knowledge of the scientific method of problem solving as well as the composition, properties, and changes, both physical and chemical, associated with matter. Topics covered include matter and energy, phases of matter, atomic structure, chemical formulas, chemical equation, and stoichiometry. Wherever possible, laboratory work will further clarify concepts. Students will be responsible for keeping records and writing up experiments. *Prerequisites: Biology, Teacher Recommendation. Corequisites: Geometry minimum, Algebra 2 and Trigonometry preferred. Full year course.*

### **SCI2223 PHYSICS (GRADES 11-12) ●**

This course introduces some of the basic principles of classical and modern physics, including the study of mechanics, thermodynamics, electricity and magnetism, wave phenomenon, sound, light, relativity, and elements of astronomy. The course places more emphasis on understanding and describing the physical world, and less on the use of complex mathematics; applications from Algebra 1 and Geometry will be used throughout the course and other necessary concepts will be developed in concert with their corequisite mathematics course. Heavy emphasis will be placed on laboratory activities to develop skills in the manipulation of apparatus and in the observation, description, and interpretation of physical events. All students will be required to compete in a bridge-building competition. *Prerequisites: Geometry. Corequisites: Algebra 2 or Intermediate Algebra. Full year course.*

### **SCI2012 OCEANOGRAPHY HONORS (GRADE 12) ●**

This course introduces students to the role of the world's oceans in society, beginning with exploration and navigation, and continuing with the technology for studying the oceans, from diving and undersea research through satellite data collection. Students will be introduced to the geological, chemical, and physical characteristics of the world's oceans. From the chemistry of seawater to the movement of water masses, students will learn how oceans function as a global system, influencing climate, life on land, and human society. Potential laboratory and project work may include experiments relating to ocean acidification, coping with marine plastic pollution, and basic monitoring of ocean conditions. *Semester course.*

### **SCI2001 MARINE BIOLOGY HONORS (GRADE 12) ●**

This course is a survey of marine organisms, from the smallest microbes to the great whales, and all life in between. The ecology and food webs of local marine ecosystems are highlighted, including coral reefs, seagrass meadows, and mangroves. Human interactions like fishing and aquaculture are included as we study the impact society has had on marine life. Project-based learning will include work on the aquarium and potentially small scale aquaculture experiments, study of local species, or profiles on environmental activism on behalf of marine species and environments. *Semester course.*

## **SOCIAL SCIENCES**

Gulliver's social sciences department is dedicated to studying humankind and its many activities. Its goal is to inspire in students an appreciation for life in this and other nations and, at the same time, build an understanding and appreciation of the global community. It encourages students to read, write, and speak the language of the social sciences, fostering an appreciation of cultural pluralism at all geographic levels. Social sciences studies ultimately lead students to realize the common nature and universality of the human experience by exploring the intricacies of the human mind, analyzing the physical evidence of archeology, discovering the roots of human interaction, and chronicling the efforts of people who are solving problems. Finally, the most fascinating aspect of the program is its focus on the most dynamic and diverse creature: the human being.

### **SOC2903 WORLD HISTORY (GRADE 9) ●**

This course emphasizes the global perspective of human history and surveys western civilizations beginning in medieval times, as well as those of Asia, Africa, the Middle East, and Latin America. While the focus is on the past, careful attention is given to connecting the past with the present. Students will increase their knowledge of history, while developing reading comprehension, essay writing skills, and improving vocabulary. Critical thinking skills will be reinforced so that students can become better analytical thinkers. *Full year course.*

### **SOC2003 UNITED STATES HISTORY (GRADE 10) ●**

This course is designed to provide students with a comprehensive overview of the history of the United States focusing on causes and effects of major events that shaped our nation, as well as connecting the relevance of the past to the present. Topics covered will include but are not limited to: demographic changes that resulted from immigration, industrialization, and urbanization; America's growth as a superpower; the consequences of participating in two world wars; post-war prosperity of the 1920s; hardships of the Great Depression; the role of the United States in global developments after World War II; and domestic reform movements in the 1950s and 60s. Students will understand the major contributions of individuals, women, and minorities from each historical period through research and examination of primary and secondary sources. *Full year course.*

### **SOC2183 UNITED STATES GOVERNMENT (GRADES 11-12) ●**

Essential preparation for active, knowledgeable citizens is the study of the political foundations of their own country. The purpose of this course is to enable students to gain an understanding of United States Government, both structure and function, as well as an awareness of political behavior. The relation between historical background and current application in modern politics will be stressed. Included in the course content will be the Constitutional underpinnings of American democracy, federalism, and the emergence of political parties. Political participation will be examined in relation to the interaction of interest groups and the three major branches of government. Moreover, the policy-making process will be explored through the bureaucracy, the media, civil rights and liberties, and contemporary issues on domestic and foreign fronts. Additional aspects of government may be added at the discretion of the teacher, but Florida state government will be studied. *Semester course.*

### **SOC2193 ECONOMICS (GRADES 11-12) ●**

Economics is a one-semester course required for juniors. Its primary goals are to assist students in becoming better decision makers, move economics beyond the classroom, and understand how it operates in students' daily roles as employees, employers, account savers, investors, consumers, and citizens. The course combines explanations of economic principles with applications of these principles to the real world of the United States economy. Topics include basic economic issues, economic systems, supply and demand, business organizations, competition and market structures, the labor force, gross national product, money and banking, the Federal Reserve System, fiscal and monetary policy, economic stability, and international trade. Finally, students are assigned current events weekly so that they can apply the economic concepts to real economic issues. *Semester course.*

### **SOC2911 LEADERSHIP AND LIFE SKILLS: LESSONS BEYOND THE CLASSROOM (GRADES 10-12) ●**

This course offers students a comprehensive perspective and practical application on leadership skills. Student will learn skills to help them be successful leaders in the 21st Century. Through practical, relevant activities, they will practice their ability to communicate and collaborate with others in order to practice being critical thinkers and problem solvers. The curriculum will immerse students in situations where they will have to shift perspective and negotiate points of view. There are several anchor texts that will compliment the practical application of leadership and life skills. The culmination of the class will have students choose a focus to make a compelling claim that inspires others into action by sharing their vision with a broad and authentic audience. *Full year course.*



# PROGRAMS

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## INTERNATIONAL BACCALAUREATE PROGRAMME

The International Baccalaureate (IB) Programme fosters the skills necessary for living in our interconnected, globalized world by imparting a curriculum that focuses on developing critical thinking, research and writing skills, while developing international mindedness. The International Baccalaureate Organization (IBO) captures this philosophy in its mission, which aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

The IB programme requires students in their junior and senior years to take six courses in the different areas (designated as “groups”) of human knowledge: Studies in language and literature (group 1), Language acquisition (group 2), Individuals and societies (group 3), Sciences (group 4), Mathematics (group 5) and the Arts (group 6). Diploma candidates must select one course from each of the six groups, although a second subject from groups 1-5 can be substituted for group 6. Courses designated as Higher Level (HL) require 240 teaching contact hours, whereas Standard Level (SL) courses require a minimum of 150 teaching contact hours. IB students must take at least three but no more than four of their six IB courses at the Higher Level. This distinction allows students to explore some subjects in depth and others more broadly. In addition to the six courses, students must also take the Theory of Knowledge course which is taught as a semester course in both junior and senior years, as well as Gulliver Preparatory’s course, Inquiry and Critical Writing, taught as a semester course in both junior and senior years. Students must also write an extended essay on a topic of their choice and complete the Creativity, Activity and Service requirement.

[The IB Diploma Programme:  
A broad and balanced education](#)



## IB DIPLOMA PROGRAMME CURRICULUM

GROUP	LEVEL	COURSES
GROUP 1 Studies in language and literature	HL	English A: Literature
	HL, SL	French A: Language and Literature
	HL, SL	Spanish A: Language and Literature
GROUP 2 Language Acquisition	HL, SL	French B
	SL	French ab initio
	SL	Chinese B - Mandarin
	SL	Mandarin ab initio
	SL	Italian ab initio
	HL, SL	Spanish B
	SL	Spanish ab initio
GROUP 3 Individuals and Societies	HL, SL	Global Politics
	HL	History of the Americas
	SL	Business Management
	HL, SL	Economics
	HL, SL	Anthropology
	HL, SL	Psychology
GROUP 4 Experimental Science	HL	Biology
	SL	Chemistry
	SL	Environmental Systems and Societies
	HL, SL	Physics
GROUP 5 Mathematics	HL, SL	Mathematics: Analysis and Approaches
	SL	Mathematics: Applications and Interpretations
GROUP 6 The Arts	HL, SL	Visual Arts
	HL	Theatre
	SL	Dance
CORE		Theory of Knowledge GP IB Inquiry and Critical Writing Extended Essay CAS

### CORE:

Please refer to individual departments for all IB course descriptions.

HL = Higher Level

SL = Standard Level

## THE ACADEMIC RESOURCE PROGRAM

The Academic Resource Program (ARP) serves students, in close partnership with teachers and parents, to design academic plans that are unique to their specific strengths and needs. The program is based on a five step clinical teaching model that allows for continuous progress monitoring. The main goal of the personalized interventions is to support students as they internalize essential executive functioning skills that yield greater academic independence. A high emphasis is placed on self-reliance, self advocacy, and metacognition to support students as they navigate the rigorous Gulliver curriculum, and serve them well in post-secondary education and throughout their professional lives.

The ARP offers the following two options:

1. ARP Directed Study (DS) with individual support provides direct, one-on-one guidance from a learning specialist during the student's directed study period. There is an extra fee for this service, which may include the following areas:

- Organizational skills and time management
- Study skills including note taking and outlining
- Test-taking and preparation strategies
- Digital and media literacy
- Research strategies and instruction of proper formatting guidelines
- Guidance in the application of higher order cognitive processing
- Direct support for students transitioning to Gulliver
- Diagnostic assessments are administered to guide program development and identify areas of strengths and needs in executive functioning

2. The ARP Guided Directed Study (DS) small group class is designed for students who require minimal support to achieve academic success across disciplines. The small group sessions focus on developing executive functioning and study skills, and students learn how to fully embrace the benefits of their independent study time. There is an extra fee for this service, which may include the following areas:

- Close monitoring of grades and assignments by the specialist
- One-to-one conferencing as needed between student and specialist
- Support in the development of digital and media literacy skills
- Support in the development of executive functioning skills
- Creating structured study calendars including academic and extra-curricular tasks
- Facilitation of student teacher conferences during tutorial
- Development of self-advocacy and communication skills
- Guidance for students transitioning to Gulliver



# SUMMER STUDIES PROGRAM

The Gulliver Upper School Summer Studies Program provides unique academic opportunities that combine intensive academics, small-group learning, and individual attention in a range of offerings from two to six-week courses beginning on June 7th and ending on July 16th of 2021. The program offers a broad spectrum of courses, whose levels range from honors, to readiness and enrichment. While some classes are designed to build the skills necessary for ninth grade students to meet with success as they transition into Gulliver’s rigorous academic programs, other courses are constructed to enrich students and prepare them to advance into higher-level classes in the Honors and IB tracks. Pursuing these courses during the College Summer enables students to accommodate more electives during the regular school year. Note: courses may be offered in-person, remotely, or a combination of both.

Upper School Summer Studies 2021 AT-A-GLANCE  
 \*No classes on July 5th in observance of Independence Day.

Sessions 1, June 7 – June 27 Full Sessions: June 7 – July 16  
 Sessions 2, June 28 – July 16 Mid-Sessions: otherwise



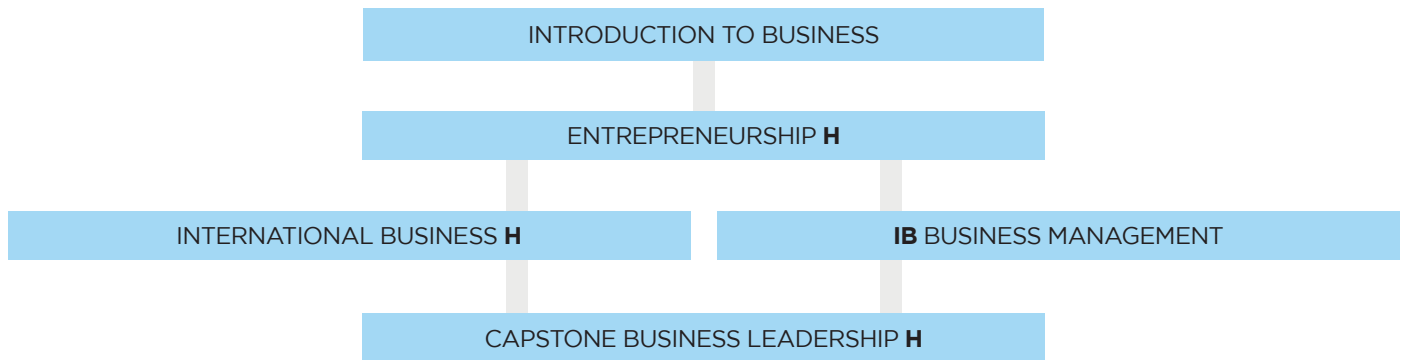
	Course	Times Offered	Credits	Price
English	College Application Essay Writing: *Honor 12 <sup>th</sup> grade only	Sessions 1 9 am - 11 am Sessions 2 11:00 pm - 2:00 pm	0	\$600
	Reading and Writing Lab	Sessions 1 or Sessions 2 9 am - 12 pm	0	\$1,200
	High School and College Based Writing and Analysis Workshop	Mid-Sessions: June 14 - July 2 10 am - 12 pm	0	\$600
	English Skills Recovery	Full Sessions 9 am - 12 pm	1	\$1,100
Mathematics	Algebra 1 Readiness	Sessions 1 or Sessions 2 11:30 pm - 2:00 pm	0	\$600
	Algebra 1 Recovery	Full Sessions 9 am - 12 pm	1	\$1,100
	Algebra 2 Readiness	Sessions 1 9:00 am - 10 am Sessions 2 12:30 pm - 2:00 pm	0	\$600
	Algebra 2 Recovery	Full Sessions 12:30 pm - 4:00 pm	1	\$1,100
	Algebra 2/4 Readiness	Sessions 1 or Sessions 2 9 am - 12 pm	0	\$1,200
	Algebra 2/4 Honors	Full Sessions 9 am - 12 pm	1	\$1,100
	Geometry Readiness	Sessions 1 9:00 am - 10 am Sessions 2 12:30 pm - 2:00 pm	0	\$600
	Geometry Recovery	Full Sessions 9 am - 12 pm	1	\$1,100
	Geometry Honors Readiness	Sessions 1 or Sessions 2 9 am - 12 pm	0	\$1,200
	Geometry Honors	Full Sessions 9 am - 12 pm	1	\$1,100
	Topics of Pre-Calculus Readiness	Sessions 1 or Sessions 2 11:30 pm - 2:00 pm	0	\$600
	Topics of Pre-Calculus Recovery	Full Sessions 11:30 pm - 4:00 pm	1	\$1,100
	Pre-Calculus Advanced	Full Sessions 12:30 pm - 4:00 pm	1	\$1,100
	Physical Education	Divide	Sessions 1 9 am - 12 pm or 12:30 pm - 4:00 pm Sessions 2 9 am - 12 pm	0.5
Fitness & Nutrition		Sessions 1 9 am - 12 pm Sessions 2 12:30 pm - 4:00 pm	0.5	\$1,000
Science	Biology of S. Florida Ecosystems *Honor option	Full Sessions 9 am - 11 pm	1	\$1,100
	Pathways in Chemistry	Sessions 1 or Sessions 2 11:30 pm - 2:00 pm	0	\$600
	Principles of Physics	Sessions 1 or Sessions 2 11:30 pm - 2:00 pm	0	\$600
Social Studies	American Foreign Policy & Model UN Advanced	Mid-Sessions: June 7 - July 2 9 am - 4 pm	1	\$1,100
	Government *Honor option	Sessions 1 9 am - 12 pm Sessions 2 12:30 pm - 4:00 pm	0.5	\$1,000
	Democracy *Honor option	Sessions 1 11:30 pm - 4:00 pm Sessions 2 9 am - 12 pm	0.5	\$1,000
	Philosophy: Leib's Big Questions *Honor option	Sessions 1 or Sessions 2 9 am - 12 pm	0.5	\$1,000
	Building Resilience: In an Age of Change Themes	Full Sessions 9 am - 12 pm	1.0	\$1,100
"Mr. Vice President, You Speaking" - Race, Gender, and Power in American Politics *Honor option	Sessions 1 11:30 pm - 4:00 pm	0.5	\$1,000	
World Language	Spanish Readiness	Sessions 1 or Sessions 2 12:30 pm - 2:00 pm	0	\$600
	Spanish Recovery	Full Sessions 9 am - 12 pm	1	\$1,100
Visual Art	Art Portfolio Development	Sessions 1 9 am - 12 pm	0	\$1,200
	Digital Photography	Sessions 2 9 am - 12 pm	0.5	\$1,000
Computer Science	Active, Certified American Business Program in Python: Pre	Mid-Sessions: June 14 - July 2 10 am - 12 pm	0.5	\$1,000
Test Preparation	ACT Bootcamp: *Honor 11 <sup>th</sup> and 12 <sup>th</sup> grades only	Sessions 1 11:30 pm - 1:00 pm Sessions 2 12:30 pm - 2:00 pm	0	\$600
	ACT Bootcamp: *Honor 11 <sup>th</sup> and 12 <sup>th</sup> grades only	Sessions 1 1:00 pm - 4:00 pm Sessions 2 2:30 pm - 4:00 pm	0	\$600
Executive Functioning	Executive Function and Mindfulness	Sessions 1 or Sessions 2 9 am - 12 pm	0	\$1,200



# SIGNATURE ACADEMIC PROGRAMS

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# INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP



**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## **INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP**

The International Business and Entrepreneurship Signature Academic Program is a sequence of courses and activities that grooms students at Gulliver Preparatory School to become highly competent business leaders of the future. Each participant engages in entrepreneurial, team-oriented activities and builds a set of fundamental analytical skills typically learned during collegiate study of business. Students supplement classroom lessons through a variety of co-curricular activities and a senior-year capstone course.

### **BUS1139 INTRODUCTION TO BUSINESS (GRADE 9-10) □**

Introduction to Business is the first course in the International Business and Entrepreneurship Signature Academic Program. It is a full-year course that helps students develop a broad understanding of economics, global business, entrepreneurship, management, marketing, accounting, corporate finance, and personal finance. The course also underscores the importance of ethical behavior and social responsibility by businesses, while helping students to draw conceptual connections by exploring business media and utilizing case studies. Introduction to Business students will go on to develop deeper understanding by enrolling in other courses on Entrepreneurship and International Business. *Prerequisites: Rising 9th graders will be required to complete an application. Full year course.*

### **BUS1240 ENTREPRENEURSHIP HONORS (GRADES 10-11) ●**

Entrepreneurship is the second course in the International Business and Entrepreneurship Signature Academic Program. It is a full-year honors-level course that helps students develop a detailed understanding of researching, planning, and running a for-profit entrepreneurial venture. Students in this course will work in small teams throughout the school year to create a detailed business plan. The course will also underscore the importance of ethical behavior and social responsibility by businesses, while helping students to draw conceptual connections by exploring business media and utilizing case studies. The course requires the ability of students to work independently under the guidance of the teacher. Entrepreneurship students will go on to develop deeper understanding by enrolling in a course on International Business. *Prerequisites for Sophomores: Introduction to Business. Full year course.*

### **BUS1140 INTERNATIONAL BUSINESS HONORS (GRADES 11-12) ●**

International Business is the third course in the International Business and Entrepreneurship Signature Academic Program. It is a full-year honors-level course that introduces students to the world of international business and management through the study of cultural influences, trade relations, legal agreements, international finance, labor relations, government, and business structures in our global economy. The course will also underscore the importance of ethical behavior and social responsibility by businesses, while helping students to draw conceptual connections by exploring business media and utilizing case studies. *Prerequisites for Juniors: Entrepreneurship Honors. Full year course.*

### **BUS1239 BUSINESS LEADERSHIP CAPSTONE HONORS (GRADE 12) ●**

This course will provide an opportunity for fourth-year business students to further explore concepts introduced during the first three business courses and other business topics of interest. The course will be hands-on and specifically focuses on helping students develop skills and gain early experience in (a) formulating marketing strategies, and (b) designing investment portfolios. Additionally, students may have the opportunity to learn through self-directed small projects, guest speakers, networking events, field trips, in-class discussions, and/or other activities. *Prerequisites: Introduction to Business, Entrepreneurship Honors, and International Business Honors. Full year course.*

### **SOC1400 IB SL BUSINESS MANAGEMENT (GRADES 11-12) ●**

The role of businesses is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations. Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. 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 analyze, 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. Students will complete an internal assessment and sit for the IB exam in May. *Prerequisites: Teacher Recommendation. For Juniors: Entrepreneurship Honors.*

# INTERNATIONAL DIPLOMACY AND LEGAL STUDIES

INTRODUCTION TO INTERNATIONAL POLITICS **ADVANCED**  
SP: 9<sup>TH</sup> E: 9<sup>TH</sup> & 10<sup>TH</sup>

ADVANCED INTERNATIONAL POLITICS **ADVANCED**  
SP: 10<sup>TH</sup> E: 10<sup>TH</sup> & 11<sup>TH</sup>

ADVANCED DIPLOMACY & LEGAL STUDIES **ADVANCED**  
SP: 11<sup>TH</sup> E: 10<sup>TH</sup> - 12<sup>TH</sup>

DIPLOMACY CAPSTONE **ADVANCED**  
SP: 12<sup>TH</sup> *No Elective Option*

INTERNATIONAL DIPLOMACY & LEGAL STUDIES CERTIFICATE

CERTIFICATE REQUIREMENTS: AT LEAST TWO  
PROGRAM COURSES + DIPLOMACY CAPSTONE

Students not working towards the Certificate may still take a course within the program as an elective.

All courses within the program are Advanced and will receive additional weighing within the GPA's calculation.

## KEY FOR GRADE LEVEL REQUIREMENTS

SP: on program track  
E: enrolled in course as  
an elective

**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## **INTERNATIONAL DIPLOMACY AND LEGAL STUDIES**

The International Diplomacy & Legal Studies is designed to provide Gulliver students with an advanced level curriculum that introduces them to careers in international diplomacy and law. This is a one track program that culminates with a senior year capstone course. However, classes may be taken as one-time electives according to available space. The International Diplomacy & Legal Studies program will also meet Gulliver's CORE (Community Outreach/Raider Experience) initiative by enforcing the idea that all politics is local. The program's main goal is to provide students with the skills and experience necessary to excel in a college level course while also helping them focus their academic interests before graduating high school. All courses will help advance the following skills: public speaking, critical thinking, and research.

### **IDL1050 INTRODUCTION TO INTERNATIONAL POLITICS ADVANCED (GRADES 9-10) ●**

The Introduction to International Politics class is structured to provide an orientation to the activities of the United Nations, as well as providing an understanding of the modalities of international diplomacy. The course will include current event discussions on pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. Students will participate in Model UN simulations. All of this will assist students in preparing for their role as student-diplomats at Model United Nations Conferences throughout the world. Prospective students should be aware that the course expectations include collaborative work and public-speaking. *(Enrollment for students not in ninth grade is subject to availability) Note: This course will receive additional weighting within the student's GPA calculation. Prerequisites: Teacher Recommendation. Full year course.*

### **IDL1010 INTERNATIONAL POLITICS ADVANCED (GRADES 10-11) ●**

This course will offer students an analysis of global affairs and prepare them for college courses in this field. They will receive a general overview of international political theory and learn the skills necessary to research and analyze information in order to make their own contributions to the discipline. Students will also participate in Model UN Crisis Simulations. Prospective students should be aware that the course expectations include collaborative work and public-speaking. *Note: This course will receive additional weighting within the student's GPA calculation. Prerequisites: Students new to the program that have taken Introduction to International Politics Advanced will be prioritize for placement. Full year course.*

### **IDL1020 DIPLOMACY & LEGAL STUDIES ADVANCED (GRADES 10-11) ●**

This course will provide students with an overview of the evolution of diplomacy and what its practice requires in the twenty-first century. Students will be introduced to the techniques of international negotiation. The legal studies component is designed to give students an in-depth understanding of the US legal system. Specifically, the program will introduce students to the fundamentals of the legal process by having them learn the methods of litigation. Students will litigate their own cases in the classroom and observe real cases being tried in federal court. As an added feature, IDLS students will have the option to compete at the annual Mock Trial Competition hosted by Miami Dade County Public Schools in Downtown, Miami. Prospective students should be aware that the course expectations include collaborative work and public-speaking. *(Students advancing to the next level receive enrollment priority / enrollment for students not in eleventh grade is subject to availability). Note: This course will receive additional weighting within the student's GPA calculation. Prerequisites: Students new to the program that have taken Introduction to International Politics Advanced or International Politics Advanced will be prioritize for placement. Full year course.*

## **IDL1040** DIPLOMACY CAPSTONE ADVANCED (GRADE 12) ●

This course is only available to students that have taken International Politics Advanced as well as International Diplomacy and Legal Studies. An IDLS Certificate is not possible without completion of this capstone. Skills acquired throughout the program will be further tested and refined during their senior year when students work through the final course of the program. Here they undertake the authorship of an extensive research paper or the equivalent on a topic that inspires them and fills in a gap in knowledge within their chosen field. Students will be invited to engage with local consulates throughout the program. Prospective students should be aware that the course expectations include collaborative work and public-speaking. *Note: This course will receive additional weighting within the student's GPA calculation. Prerequisites: Teacher Recommendation. Full year course.*



## DIGITAL MASS MEDIA

PRINCIPLES OF JOURNALISM, DESIGN  
AND MULTIMEDIA PRODUCTION **H**

PRINT MEDIA PRODUCTION AND  
GRAPHIC DESIGN **ADVANCED**  
(YEARBOOK)

MULTIMEDIA NEWS PRODUCTION **ADVANCED**  
(ONLINE NEWS SITE)

PRINCIPLES OF TELEVISION  
AND VIDEO PRODUCTION

INTERMEDIATE TELEVISION  
AND FILM PRODUCTION

BROADCAST JOURNALISM **H**

\*Students without prerequisites may enter this course with teacher recommendation or demonstration of prior knowledge/skills.

**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## DIGITAL MASS MEDIA

As we prepare students for today's interconnected, data-drive global economy, effective communication skills are ever more important. Our Digital Media courses provide application of real-world skills through student-driven experiences in the areas of print, video, broadcasting and online media platforms. This inter-disciplinary program offers students opportunities to work in fast-paced, team-oriented and deadline-driven environments. Student will take their experiences beyond the classroom as they work on projects for both internal and external clients. In addition, students completing the program in any of the program strands will have the opportunity to obtain professional industry certifications. *Note: All courses in the Digital Mass Media program satisfy the fine art credit. Full year course. \*9th grade students may be eligible to move on to the advanced class with teacher recommendation, especially if recommended by the teachers in the DMM program at Gulliver Prep Middle School.*

### **DMM1000** PRINCIPLES OF JOURNALISM, DESIGN AND MULTIMEDIA PRODUCTION HONORS (GRADES 9-12) ■

The Principles of Journalism, Design and Multimedia Production course will provide a comprehensive overview of the basics of communication arts and media production. Students will learn journalistic principles of writing for a variety of mass media outlets -- including print, television, web and radio. Students will practice interviewing and reporting skills, create stories in a variety of journalistic capacities to include news, features, sports, editorials, reviews, and press releases. Students will learn principles of visual storytelling and graphic design, and will learn to use a variety of Adobe platforms such as Adobe Photoshop, InDesign and Premiere Pro to create multimedia projects. During the second semester, students will conceptualize, manage and produce the school-wide literary and arts magazine, Reflections. *Full year course.*

### **DMM1100** PRINCIPLES OF TELEVISION AND VIDEO PRODUCTION (GRADES 9-12) □

The Principles of Television and Media Production course provides students with basic instruction on the technical aspects of television and video production both in studio and on the field. Students will learn how to use Adobe Final Cut and Premiere Pro, for video editing and effects. Students will also learn basic photography and photojournalism. As part of the course, students will cover "live" school events through photography and video. Students will also produce media packages to feature on the school's news broadcast, Raider Vision, or Online news site, The Raider Voice. *Full year course.*

### **DMM1011** MULTIMEDIA NEWS PRODUCTION ADVANCED (GRADES 9\*-12) ■

This course provides students with the opportunity to participate in a rigorous multimedia news-production environment. As part of this course, students will engage in various multimedia activities in the world of journalism and mass media by managing the school's Online and/or print newspaper, The Raider Voice. Skills include news-gathering, reporting, news, feature, sports and opinion writing, copy-editing, photography, and graphic design. Students are also expected to produce video news packages and weekly podcasts for the web, as well as producing content for the site's social media platforms. Students are also required to meet quarterly advertising quotas and manage the site's budget. Additional time after school is required. Students may complete a self-selected, specific design multimedia project for a local non-profit organization, in the areas of publications, marketing, advertising and public relations, or complete an internship at a local media-related organization. Students will also complete a comprehensive multimedia portfolio showcasing their work. Students will also participate in local, state and national student journalism competitions. *Prerequisites: Principles of Journalism, Design and Multimedia Production Honors, Teacher Recommendation. Full year course.*

### **DMM1030 PRINT MEDIA PRODUCTION AND GRAPHIC DESIGN ADVANCED (GRADES 9\*-12) ■**

This course provides students with the opportunity to participate in a rigorous deadline-driven environment. As part of the course, students will engage in various media-related activities including interviewing, reporting, editing, photojournalism, visual storytelling and graphic design using Adobe Creative Suite. Throughout this process, students will manage a strict production schedule, while maintaining a publication budget, and establishing quarterly sales quotas. The class will produce a 400-page magazine-style, yearbook publication, the Raider, capturing the year's events in a cohesive, professional quality publication. Additional time after school is required. Students may complete a self-selected, specific design multimedia project for a local non-profit organization, in the areas of publications, marketing, advertising and public relations, or complete an internship at a local media-related organization. Students will also complete a comprehensive design portfolio showcasing their work. Students will also participate in local, state and national student journalism competitions.

*Prerequisites: Principles of Journalism, Design and Multimedia Production Honors, Teacher Recommendation. Full year course.*

### **DMM1110 INTERMEDIATE TELEVISION AND FILM PRODUCTION (GRADES 9\*-12) □**

The students will be learning in a newsroom/production center environment. The emphasis will be placed on news writing, reporting, producing, and gathering. Advanced photography and audio techniques will be introduced in order to ensure a professional approach, look, and feel to electronic news gathering and field production. Emphasis will be placed on project organization strategies, interviewing techniques, principles of cinematography, and script writing and development. Students also will be exposed to professional level non-linear editing techniques on the industry standard Adobe and Final Cut Pro workstations. Working with Advanced Television classes, the students will work in the various crew positions required for a multi-camera studio or field production. Working in groups, the students will produce a series of short reports and show segments to be aired on the daily RaiderVision newscast, as well as short PSA and documentary films. *Prerequisites: Principles of Television and Video Production, Teacher Recommendation. Full year course.*

### **DMM1140 BROADCAST JOURNALISM HONORS (GRADES 9\*-12) ■**

This course enables students to further develop and hone the skills necessary for the live television experience. RaiderVision students broadcast an informative news program, in addition to creating news packages, public service announcements, advertising spots, and documentary or in-depth reporting feature pieces. Student producers, directors, set directors, B-roll operators, engineers, sound engineers, live graphics operators, camera persons, and on-camera announcers work together to plan, produce, and practice the RaiderVision program. Students are also required to complete a number of short subject projects. During non-broadcast sessions, the students will also be designing and maintaining the department digital news page, uploading the daily broadcasts and individual stories, in accordance with accepted communications department standards. The non-broadcast sessions will also have the opportunity to explore multi-disciplinary projects employing various film style and multi-camera broadcast techniques along with digital animation to produce stories for broadcast and short films to be posted on the department digital news page. Students may complete a self-selected, specific design multimedia project for a local non-profit organization, in the areas of publications, marketing, advertising and public relations. Alternatively, students may complete an internship at a local media-related organization, and complete a comprehensive experience portfolio. Additional time after school may be required. Students will also participate in local, state and national student journalism competitions. *Prerequisites: Intermediate Television Production, Teacher Recommendation. Full year course.*

## ENGINEERING

COMPUTER SCIENCE PRINCIPLES **H**

INTRODUCTION TO ENGINEERING DESIGN **H**

PRINCIPLES OF ENGINEERING **H**

ENGINEERING DESIGN AND DEVELOPMENT  
FIRST YEAR **H**

INTRODUCTION TO ENGINEERING DESIGN **H**

PRINCIPLES TO ENGINEERING **H**

ENGINEERING DESIGN AND DEVELOPMENT  
FIRST YEAR **H**

ENGINEERING DESIGN AND DEVELOPMENT  
SECOND YEAR **H**

## COMPUTER SCIENCES

COMPUTER SCIENCE PRINCIPLES **H**

INTRODUCTION TO C++ **H**

INTRODUCTION TO JAVA **H**

COMPUTER SCIENCE **A AP**

COMPUTER SCIENCE **ADVANCE**

**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **ADV** - ADVANCED

## ENGINEERING

The Engineering and Computer Sciences curriculum makes math and science relevant for students. By engaging in hands-on, real-world projects, students understand how the skills they are learning in the classroom can be applied in everyday life.

Gulliver's Project Lead The Way is designed to give students a broad understanding of the fields of engineering and engineering technology and to ready them for entrance to college and university schools of engineering. The breadth of engineering areas that are explored are mechanical engineering, industrial engineering, digital electronics, robotics, and manufacturing and production engineering. The program focuses on hands-on activities that explore how and why machines work by examining their operational performance. This project-based program, which requires curiosity of how things work, involves students working in groups for most of the time. Teamwork is central to many of the activities and courses culminate in group problem-solving experiences and presentations for critique among colleagues. The ultimate goal of the program is the broadening of students' understanding of the field of engineering and the opportunities available at the post-secondary level.

### **EGR1014** INTRODUCTION TO ENGINEERING DESIGN HONORS (GRADES 9-10) ●

This course emphasizes the development of a design. Students use computer software to produce, analyze, and evaluate models of project solutions. They study design concepts and then utilize state-of-the-art technology to translate conceptual design into reproducible products. This course teaches students to: understand the process of design to solve various problems in a team setting; apply adaptive design concepts in developing features, parts, and assemblies; understand mass property calculations such as volume, density, mass, surface area, inertia, and gyration; and, understand cost analysis, quality control, product marketing. Students are required to compile a portfolio of all work. *Full year course.*

### **EGR1012** PRINCIPLES OF ENGINEERING HONORS (GRADES 10-11) ●

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. The course of study includes: an overview of the engineering fields; the design process; communication and documentation; engineering systems; materials and materials testing; thermodynamics; engineering for quality and reliability; and, an introduction to linear and trajectory motion dynamics. Students are required to compile a portfolio of all work. Preference is given to upperclassmen. *Full year course.*

### **EGR1020** ENGINEERING DESIGN AND DEVELOPMENT 1 HONORS (YEAR 1) (GRADE 11) ●

In this course, students work together in teams of 2-5 members to develop solutions to some of the worlds' most complex problems in one of four categories: Aerospace and Aviation, Energy and Environment, Cyber Technology and Security, and Health and Nutrition. Students will produce their Investor Pitch by creating a Business Plan to support the further development of their innovative product/ service. In addition, students will submit their plan to the Spirit of Innovation Challenge and defend their solutions to a panel of outside reviewers at year's end. Students are required to compile a portfolio of all work. *Full year course.*

## **EGR9000 ENGINEERING DESIGN AND DEVELOPMENT 2 ADVANCED (YEAR 2) (GRADE 12) ●**

In this course, students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the three preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at year's end. Students are required to compile a portfolio of all work. *Full year course.*

## **COMPUTER SCIENCE**

The Computer Science curriculum provides the opportunity for all students to develop basic, intermediate, and advanced computer skills. The sequence of courses offered begins with those designed for proficiency in basic word processing, spreadsheets, and databases, and extends through courses focusing on programming and using advanced languages such as Visual Basic, C++, and Java. A lab fee for each class is required.

## **CMP1150 INTRODUCTION TO C++ HONORS (GRADES 9-10) ●**

The purpose of this course is not only to learn how to program using the C++ programming language, but also to understand it in the object-oriented paradigm. Concepts to be covered include structures such as loops, function, recursion, and classes, but programming will emphasize reusability and maintainability. Tools for rapid application development will be introduced in order to allow students to compile, test, and debug their programs. *Full year course.*

## **CMP1160 INTRODUCTION TO JAVA HONORS (GRADE 11) ●**

This course is designed to continue the development of programming skills using a high-level language (Java). Building on concepts introduced in the prior C++ course, the student will design algorithms as well as write computer programs using Java syntax. Upon successful completion of this course, the student should be able to: summarize the social and historical implications of computers; use vocabulary, source code, and data structures appropriate to the introductory level of the Java language; and develop object oriented programs to solve problems in mathematics, engineering, and other sciences. *Full year course.*

## **CMP1214 COMPUTER SCIENCE A AP (GRADE 12) ●**

Because the development of computer programs is a skill fundamental to the study of Computer Science, a large part of the Computer Science A AP course is built around the development of computer programs or parts of programs that utilize an algorithm to correctly solve a given problem. The programming language emphasized is Java, with official problem sets obtained from the College Board. The course also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. The level A course stresses material that is covered in an introductory college level course and culminates in the AP exam given in May. The course, therefore, also provides a mechanism for high school students to gain college credit and/or placement given appropriate mastery of the material. *Full year course.*

### **CMP1224** COMPUTER SCIENCE PRINCIPLES HONORS (GRADE 9) ●

Computational thinking and strategies used to solve open-ended, real-world problems provide the basis for the Computer Science Principles course, introduced by Project Lead The Way in 2014 to complement the list of courses in the Pathways To Engineering track. The course itself includes four main units – Computer Science and Graphics, Web Design and Information Technology, Data Mining, and Software Engineering. Classroom activities will involve projects making Android Applications on tablets, programming using Python and game development using Scratch and Pygame. The Web Design component will use tools such as Wordpress, PHP and MySQL. *Full year course.*

### **CMP1700** COMPUTER SCIENCE ADVANCED (GRADE 12) ●

This course furthers student learning in computational models through an advanced computer science curriculum to apply concepts learned in a vertically integrated project mentored by the instructor and a professional from the private sector or university. Students will choose from one of the following areas; machine learning, artificial intelligence, object-oriented programming, or media arts. The student’s service-learning project will need to meet a real need in the community and apply knowledge from the course to provide the student the opportunity to grow academically, professionally, personally, and civically. A significant component of the course will be an end of course presentation of their project and how it benefits the identified community need and shows evidence of applied knowledge and coursework. This course will provide a foundation for students for computer science coursework at the university level. *Full year course.*

## BIOMEDICAL SCIENCES

PRINCIPLES OF THE BIOMEDICAL SCIENCES **H**

HUMAN BODY SYSTEMS **ADVANCE**

MEDICAL INTERVENTIONS **ADVANCE**

BIOMEDICAL INNOVATION **H**

**H** - HONORS | **AP** - ADVANCED PLACEMENT | **IB** - INTERNATIONAL BACCALAUREATE  
**SL** - STANDARD LEVEL | **HL** - HIGHER LEVEL | **WLD** - WORLD | **ADV** - ADVANCED



## BIOMEDICAL SCIENCES

Gulliver's Biomedical Sciences curriculum is designed as a series of four courses that give students a broad understanding of the careers available in the medical field. This program prepares students for post-secondary studies in the biomedical and premedical fields, including: biology, chemistry, and physics. Additionally, biomedical and mechanical engineering fields are explored. Students are also exposed to medical professions, such as clinical medicine, psychiatry, nursing, forensics, health care management, pharmaceuticals, and laboratory science.

This program focuses on the operational performance of the human body as a machine. By exploring physiology, genetics, pathology, bioinformatics, and the scientific research process students are given an insight into how the human body works. The program is project based and students work in groups for the majority of the time; teamwork is central to many of the activities. In addition, there is a considerable amount of laboratory work to be performed in the program requiring a high level of student maturity. Courses culminate in group problem solving experiences and presentations for critique among colleagues. There is a consistent research and writing component to the program. Students will be expected to keep journals throughout the four-year program, documenting their research into the various medical fields.

The Gulliver Biomedical Sciences program contains a sequence of courses: Principles of Biomedical Sciences Honors; Human Body Systems Honors; Medical Interventions Honors; and Biomedical Innovations Honors. The last two courses may be taken concurrently. The ultimate goal is the broadening of students' knowledge about their post-secondary biomedical field career opportunities.

### **EGR1040** PRINCIPLES BIOMEDICAL SCIENCE HONORS (GRADES 9-10) ●

The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. The key biological concepts embedded in the curriculum include homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Where appropriate, engineering principles also are incorporated into the curriculum. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function. *Full year course.*

### **EGR1042** HUMAN BODY SYSTEMS ADVANCED (GRADES 10-11) ●

Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health. Using real-world cases, students take the role of biomedical professionals and work collaboratively to solve medical mysteries. Hands-on projects include designing experiments, investigating the structures and functions of body systems, and using data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Important concepts covered in the course are communication, transport of substances, locomotion, metabolic processes, defense, and protection. *Full year course.*

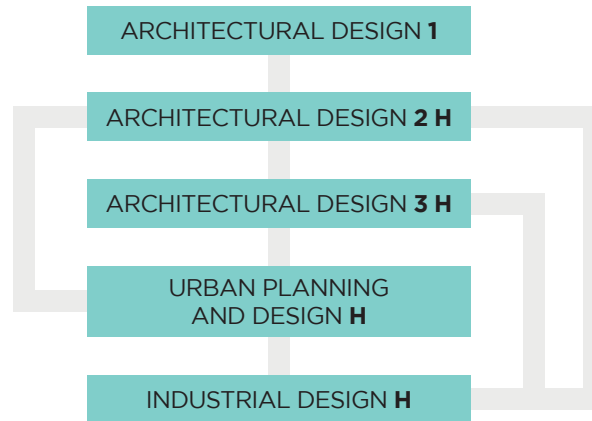
### **EGR1044** MEDICAL INTERVENTIONS ADVANCED (GRADE 11) ●

This third course uses student projects to investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. *Full year course.*

## **EGR1046** BIOMEDICAL INNOVATION HONORS (GRADE 12) ●

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. *Full year course.*

# ARCHITECTURE



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## ARCHITECTURE

The Architecture Signature Program is designed to provide Gulliver students with an advanced level architecture and design curriculum that introduces them to careers in architecture, urban design and industrial design. This is a four-year program, with Honors level courses in Architecture, Urban Design and Industrial Design - after the first year introductory course. The program's main goal is to provide students with the skills and experience necessary to excel in a college level architecture and design programs, while also helping them focus their academic interests before graduating high school. All courses will help expand students' knowledge of architectural history, architecture and construction, as well as advance the following skills: 3D modeling in physical and virtual space, traditional drafting and drawing, design and spatial skills, critical thinking, and design thinking. Gulliver's four-year architecture program is directed and taught by licensed architect and LEED accredited professional, Emily Wilson, AIA LEED.

### **VIS1033** ARCHITECTURAL DESIGN 1 (GRADES 9-12) □

Architectural Design 1 is an introduction to the techniques and standard practices of design, construction and technical drawing. Emphasis is placed on visual and verbal communication, organization and documentation of ideas. Instruction is given in the use of drafting instruments, application of scales, geometric construction, orthographic and isometric drawing, dimensioning, architectural design and presentations. Students will learn related vocabulary and research implementation. Throughout this course students will develop a better appreciation for the complexity of objects and architectural surroundings. Students will be introduced to basic CAD applications and will acquire hands-on experience 3D modeling and with two-dimensional drawing. Students are required to compile and present a portfolio of all work. *Full year course.*

### **VIS1135** ARCHITECTURAL DESIGN 2 HONORS (GRADES 10-12) ■

Architectural Design 2 Honors is intended to expand and build the necessary technical drawing skills to communicate architectural ideas in an understandable, and efficient manner. Emphasis is placed in preparing architectural working drawings using traditional as well as computer generated (CAD) drawing methods. Students will learn to develop original designs and implement ideas with accuracy; following intense research and structural specifications. Students are expected to use references and research possibilities to acquire a general knowledge of building materials. Instruction is given on the basic principles of surveys and topography, architectural structural elements, sections, details, plans, elevations, electrical layouts, and schedules. Students will be introduced to basic CAD applications and will acquire hands-on experience in 3D modeling and two-dimensional drawing. Students are provided the latest release of CAD. CAD instruction will focus on commands, settings, layers, drawing aids, shortcuts, problem solving, and drawing management. This course requires students to prepare a set of architectural working drawings as a final project. All final presentations must be CAD generated. Students are required to compile and present a portfolio of all work. *Prerequisites: Architectural Design 1. Full year course.*

### **VIS1233** ARCHITECTURAL DESIGN 3 HONORS (GRADES 11-12) ■

Architectural Design 3 Honors is designed to enhance drawing skills and the architectural design process. Emphasis is placed on research and documentation, architectural elements, architectural styles, pictorials and three-dimensional presentations. Students will be introduced to advanced CAD

applications and will acquire hands-on experience with the latest release of CAD's 3-D environment and applications. Students will also be provided with the latest release of CAD software, to further their design skills and building modeling techniques. Instruction will emphasize environmental and functional design. Students will create original presentations that are focused on existing or newly designed architectural elements. Students are also instructed in architectural presentations, perspective drawing, rendering, and landscaping. CAD instruction will include 3-D construction, materials, lighting, rendering applications, settings, layers, drawing aids, shortcuts, problem solving, and drawing management. Students will prepare architectural presentations using BIM applications and rendering techniques. All final presentations will require CAD generated models and renderings. Students are required to compile and present a portfolio of all work. *Prerequisites: Architectural Design 2 Honors. Full year course.*

### **VIS1230 INDUSTRIAL DESIGN HONORS (GRADES 11-12) ■**

Industrial Design Honors is a course for students interested in the aesthetics of mechanical objects. Emphasis is placed in the inventive process, materials, simplicity of assembly, and problem solving. Students are introduced to the principles of drawing and understanding mechanical working drawings. Instruction is based on the use of scales, advanced orthographic projection, isometrics, obliques, sections, and dimensioning. Students will be introduced to basic CAD applications and will acquire hands-on experience with two-dimensional drawing. Students are provided the latest release of CAD. CAD instruction will focus on commands, settings, layers, drawing aids, shortcuts, problem solving, and drawing management. This course requires students to engage in object observations (reversed engineering) and components. Object observations will culminate in CAD generated object study presentations incorporating; working drawings, assemblies and basic 3-D solid models in their final presentations. Students at this level create proposals to solve authentic problems that will provide a service and clarity of the solution. All projects and presentations are to be CAD generated. Students are required to compile and present a portfolio of all work. *Prerequisites: Architectural Design 2 Honors. Full year course.*

### **VIS1932 URBAN PLANNING AND DESIGN HONORS (GRADES 11-12) ■**

Urban Planning and Design Advanced Honors is a course designed for advanced students with interests in urban planning, environmental design, and civil engineering. Students engage in authentic community projects in collaboration with practicing architects, city planners and or local universities. Emphasis and instruction is focused on sustainability and environmental design. Students are required to be involved with research of current developments, policies, and codes. Implementation of sustainable practices is a requirement of all proposals. Students have the opportunity to design and introduce new structures within their proposals in addition to doing community analysis for the enhancement of public places. Students learn principles of drawing and understanding city plans, surveys, and topography. Students will use the latest release of CAD to work out problems and make advanced 3-D applications. Students will also be provided with the latest release of CAD software, to further their design skills and building modeling techniques. Students will generate advanced solid models, apply lighting and material aspects, generate renderings, and create raster images. Projects must be original in design. Paper Space layouts and PowerPoint presentations will be required as the final output. Students should be prepared to present proposals to public officials and/ or professional entities. Students are required to compile and present a portfolio of all work. *Prerequisites: Architectural Design 2 Honors. Full year course.*

# GulliverPrep

Find out more at [gulliverprep.org](https://gulliverprep.org)

