



High School Course Description Book

International School of Aruba

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International School of Aruba

2009 – 20010

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INTERNATIONAL SCHOOL OF ARUBA

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Dear High School Students,

We believe it is important for each graduate to have the option to attend a four year college / university somewhere in the world. While we understand that every student may not choose to pursue post high school studies immediately after graduating, ISA is committed to providing opportunities that will keep the door open to our departing students.

Therefore, the ISA high school academic program is designed to qualify all ISA high school students for admission and success in a four-year university. One way we meet that goal is to provide a comprehensive academic program combined with offerings in the arts, athletics, and activities.

This course catalog describes all the classes available to students returning for the 2009-2010 school year as well as the necessary pre-requisites for each one. This catalog also contains information about graduation requirements and college planning. It is recommended that it be read carefully and used as a reference as classes are selected. The classes that students take now will determine their future options.

Please be aware, there is a difference between what ISA requires for graduation and what colleges require for admission. Students should research college admissions requirements carefully. In some cases, ISA requires more than a college might (foreign language for example). In other cases, ISA doesn't require as much as the colleges might (four years of science or math). Plan and check carefully. Are you going to Holland? United States? England? Canada? Korea? Each college within the different countries has its own requirements and distinct admissions process. Do your research. The ISA Counselor is also here to help you in the process.

No matter what classes students have, they should be ready to work hard to earn their grades beginning in the first year of high school. If a student is up to the challenge of more homework and a faster pace, he or she might consider applying for an Advanced Placement class. English, math, science, social studies, foreign language, and fine arts are all important curricular areas as one continues through high school. Keeping future planning in mind, your courses selections and level of success are what will open future doors.

If you have any questions, please feel free to contact me or the counselor, Mrs. Sibley.

Sincerely,

Paul D. Sibley
Headmaster

Minimum Graduation Requirements

The International School of Aruba high school diploma is awarded to individuals who have earned the minimum number of required high school credits. Credits are awarded for the successful completion of course work each semester.

To earn an ISA diploma, students graduating in 2010 must earn 25 credits and the class of 2011 must earn a minimum of 26.

	Class of 2010	Class of 2011+
English	4.0	4.0
Math	3.0	3.0
	w/ Algebra II	w Algebra II
Science	3.0	3.0
	w/ Biology	w/ Biology
Social Studies	3.0	3.0
	w/ US History	w/ US History
World Languages	3.0	3.0
	(*consecutive years)	(*consecutive years)
Computers	1.0	1.0
Fine Arts	1.0	1.0
Physical Education	1.0	1.0
Service	1.0	1.0
Electives	5.0	6.0
.....		
TOTAL	25	26

International School of Aruba

High School
Academic Program Outline

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade11</u>	<u>Grade 12</u>
Required Program (*)	Required Program (*)	Required Program(*)	Required Program
*English 9	*English 10	*English 11 Or AP Eng. Literature or AP Eng. Language	*English 12 Eng. Language
*Algebra I or Geometry	*Geometry or Algebra 2	*Algebra 2 or Pre-Calculus	Pre-Calculus or Advance Calculus AB
*Physical Science	*Biology	*Chemistry And Marine Bio/Ocean	Intro. to Anatomy / Intro. to Forensics And Physics
*Caribbean Hist. & Geog.	*Modern World History	*US History or *Comparative Government	
*Language: Dutch/Spanish	*Language: Dutch/Spanish	*Language: Dutch/Spanish	Language: Dutch/Spanish
*Art History	*Economics	*Service	*Service/Senior Skills
*Physical Education	*Computers	*Elective	*Elective
*Elective	*Elective	Elective	Elective
(*Required classes)			

Recommended High School Course Planning Guide for College/University

It is important for students to understand that the graduation requirements for the International School of Aruba may not meet admission requirements for all colleges and universities. Many schools will expect and want more. The following information is meant to be used as a guide for the selection of courses that BEST helps a student enter the different competitive levels of universities and colleges in the US and Canada. The more Advanced Placement (AP) classes a student takes and does well in, the better.

Most Difficult / Highly Competitive Universities

(Top 50-100 schools - Students in the top 10% of your class – SAT scores from 1800-2400)

Very Difficult / Very Competitive Universities

(Top 200+/- schools - Students in the top 15-20% of your class – SAT scores from 1500-1600)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English 9	English 10	English 11/ AP Eng. Lang.	English 12 / AP Eng. Lit
Alg. I/Geometry	Geometry /Alg. II	Pre-Calculus	Calculus-AB
Physical Science	Biology	Chemistry	Intro. to Anatomy/Intro. to Forensics and Physics
Caribbean History & Geog.	World History	US Hist./Compar. Gov't	US Hist./Compar. Gov't
World Lang. I (Spanish or Dutch for 3 – 4 years)	Economics	World Lang III	World Lang. IV (AP Spanish)
PE	World Lang. II	Computer and/or Fine Art	Yearbook / AP Art
Art History	Computer and/or Fine Art Elective	Elective	Elective

Moderately Difficult / Competitive Universities

(Next 1000 +/- top schools)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English 9	English 10	English 11	English 12
Algebra I	Geometry	Alg. II	Pre-Calculus (optional)
Physical Sci.	Biology	Chemistry	Intro. to Anatomy/Intro. to Forensics and Marine Bio. Or Physics
Caribbean History	Mod. World History	US History/Comp. Gov't.	US History/ Comp. Gov't.
World Lang. I	Economics	World Lang III	World Lang IV (optional but recommended)
PE	World Lang. II	Computer or Fine Art	Electives
Art History	Computer or Fine Art Elective	Elective	Elective

Students are advised to take the most challenging academic program of studies they can successfully complete. Often the academic classes and program a student takes can mean more to the colleges & universities than some of the other admissions requirements colleges ask for, such as the SAT I & II, teacher/school recommendations, essays and the TOEFL test.

I.S.A. High School Academic Procedures

Entrance Requirements:

ISA accepts students whose:

- ❖ admission test scores meet the minimum standards established
- ❖ official records indicate that they are in good academic standing
- ❖ official records indicate they have studied equivalent courses

In some cases, the admissions test may be waived by the Academic Dean or Headmaster if a student's official records and transcripts demonstrate a high level of success at a school accredited by one of the seven US regional Accreditation Boards or the European Council of International Schools (ECIS).

Enrollment:

New students should enroll in school within the first fifteen school days. Students who do not enroll within the first fifteen school days of each semester will be required to provide “grades to date” from their previous school. Those grades will be averaged into grades earned at ISA to determine quarter and semester grades. Students from other schools in Aruba may enter only within the first fifteen days at the start of each semester. After the first fifteen days of school, admissions applications will only be considered for students whose families are relocating to Aruba from another country.

Grade Placement and Transfer Credits:

A student’s grade placement upon entering ISA will depend upon the number of high school credits he or she has earned at the time of enrollment and the student's age. Students are not admitted as seniors unless they can graduate at the end of the school year in which they enroll. A student coming from a school not accredited by one of the seven US regional Accreditation Boards or the European Council of International Schools (ECIS) must earn a minimum of 12 credits at ISA and may transfer in a maximum of 6.5 credits per year. Beginning 2009-2010, students transferring from an accredited school may transfer up to 7.0 credits per year.

Credit Deficiencies/Failed classes:

Students who are deficient in credit for graduation because of failed classes taken during the regular school year may make up the credit during the summer immediately following the school year in which the classes were failed. If a student chooses not to enroll in **an accredited summer program immediately following the school year a class failure has occurred**, the student’s schedule may be changed for the following school year and the opportunity to re-take the class in the future may no longer be available. **These courses must be pre-approved by the counselor and headmaster prior to enrollment.** The original failing grade will remain on the school’s transcript and only a grade of “P” (pass) or “F” (fail) will be recorded for the make-up summer class.

Correspondence classes and internet classes are not acceptable methods to make up credits and will not be pre-approved.

Students who choose to participate in courses outside of the regular ISA high school program are solely responsible for successfully enrolling in and successfully completing the programs. Arrangements must be made for final grades to be sent directly to ISA. Students intending to receive credits during a pre-approved summer course must earn a minimum grade of a “C” (73%) in any classes they take for credit retrieval.

A maximum of 2.0 credits from outside ISA, including summer school, can be counted toward graduation over the course of four years. This is the equivalent of one semester course per year enrolled at ISA. No more than two classes can be taken at any one time outside of ISA.

Summer School Policy:

Credit will only be given for summer school classes when a student has failed a particular class during the normal school year and is repeating the class for credit retrieval purposes. Credits will not be given for enrichment classes. **Only pre-approved classes will receive credit.** The appropriate forms for pre-approval of summer school programs are located in the Counseling Office.

Repeating a Class for Credit:

Students are permitted to re-take a class in order to improve their grade if the master schedule allows for it. However, credit cannot be earned twice for the same course. The original grades must stay on the official record. Grades earned for the repeated class will be recorded on the official transcript.

Advanced Placement Program

To provide students with an increased academic rigor and challenge and the opportunity to earn college credit while in high school, ISA offers, if there is sufficient enrollment and staffing, the following Advanced Placement (AP) courses:

- AP English Literature (2009-2010) (every other school year)
- AP English Language and Composition (2010-2011) (every other school year)
- AP Spanish Language
- AP Spanish Literature
- AP Studio Art - A.P Art Portfolio

The following guidelines for the Advanced Placement program are recommended. Advanced Placement classes are college-level; students must meet minimum entrance pre-requisites to qualify to take these classes. Students must have a minimum overall grade point average of 3.0 in the particular subject and the approval of the AP Committee to enroll in an AP course, due to the accelerated pace and extra demands of the course. The committee consisting of the counselor, headmaster, and Advanced Placement teachers will make the final recommendation as to which AP classes and the number of AP courses that a student may take. Students must fill out a request form and submit it to the counselor.

Taking an AP class is a commitment and students should expect to take the class for the year. Students should also expect to attend extra class sessions throughout the year and complete summer assignments as required prior to the start of the school year. Students will take the AP Exams in May. Depending on the scores they earn on the exams, a student may earn college credit upon matriculation to college/university.

If a student is having difficulty in an AP class and he/she wants to drop that class after the designated period for adding/dropping classes at the beginning of the semester, he/she must stay in the class for the remainder of the first semester. Changes for AP classes can only be made at the beginning of each semester with permission of the headmaster and counselor. If a student requests to drop the class during the year, the grades earned for the semester will remain on the transcript.

Students are not allowed to add an Advanced Placement class once the school year has begun except if they are recommended for the class by the teacher, are willing to make up any work already completed, (including summer requirements) or have transferred in from a school where they were enrolled in an equivalent class.

The class instructor can make a recommendation to the administration that a student be asked to leave the class at the semester if the student is doing poorly (effort and/or achievement) in the Advanced Placement class during the first semester.

English

English 9:

Full Year

Grade: 9 (1/2 credit earned each semester)

Pre-requisite: None

Course Description:

This course focuses on English language skills and academic writing skills. During this course students will be introduced to the analysis and interpretation of literature. Students will learn to examine character development, theme and plot; support a thesis with text-based proofs; and, design a logical argument in writing. Students will also learn to interpret literature through independent and group projects, composition, and art. Speaking and listening skills will be reinforced through group discussions, oral presentations and partner work. Professional writers know that the writing process helps guide their writing and several drafts are common. Students are encouraged to “think like a writer” and use the writing process – pre-write, draft, revise, edit and publish. Regular vocabulary study will increase students' word power.

Resources: Elements of Literature, Third Course, Holt, Rinehart and Winston; additional novels will be selected; New Generation Write Source Grade 9, Houghton Mifflin, 2007

English 10:

Full Year

Grade: 10 (1/2 credit earned each semester)

Pre-requisite: Successful completion of grades 9 English class.

Course Description:

This course features a thematic approach to the analysis and appreciation of world literature. The theme for Grade 10 English is “*Perspectives: Our view of ourselves and the world.*” The literature selected for the year focuses on how characters determine their place within the society in which they live and the consequences of their actions on the society. Students will be required to actively read and respond to the literature and discuss their responses in literature discussion groups. Students further develop their ability to critically analyze, interpret, judge and respond to works of literature through essays, presentations, and projects. Students are encouraged to “think like a writer” and use the writing process – pre-write, draft, revise, edit and publish.

Resources: Elements of Literature, Fourth Course, Holt, Rinehart and Winston; additional novels will be selected; New Generation Write Source Grade 10, Houghton Mifflin, 2007

English 11:

Full Year

Grade: 11 (1/2 credit earned each semester)

Pre-requisite: Successful completion of grades 9, and 10 English classes.

Course Description:

This course analyzes the literary movements of American Literature from the Colonial Period to the Modern Ages. Students achieve mastery of literary analysis, focusing on critical essays, poetry, personal memoirs, short fiction, the novel, and non-fiction. Students will write analytical essays, lead class discussions, keep a reading response journal, and make presentations to share their ideas. Students’ critical academic writing skills are reinforced through MLA research. Students will learn to review internet and library research to use for future college research assignments. Students incorporate rhetorical devices in their writing and verbal debates of issues inherent in American Literature.

Resources: Elements of Literature – American Literature, Fifth Course, Holt, Rinehart and Winston; additional novels will be selected; New Generation Write Source Grade 11, Houghton Mifflin, 2007

English 12

Full Year

Grade: 12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of grades 9, 10, and 11 English classes.

Course Description:

This course is designed to prepare students for the demands of a college or university level environment. Writing assignments of a creative and analytical nature are emphasized. The selections of readings are drawn from the British canon and provide contemporary issues. Students demonstrate mastery of MLA format writing through literary analysis and research essays; in addition, students exhibit writing and communication skills developed through university admission essays, formal debates, and a Senior Independent Project.

Resources: Elements of Literature, Sixth Course, Holt, Rinehart and Winston; additional novels will be selected; New Generation Write Source Grade 12, Houghton Mifflin, 2007

Advanced Placement (AP) English Literature and Composition:

Full Year

Grade: 11/12 - Offered every other school year. To be taught in 2009-2010 (1/2 credit earned each semester)

Pre-requisite: Recommendation of previous English Instructor; completion of summer assignment is required. Students must apply to take this class through the AP application process.

Course Description:

This Advanced Placement course in English Literature engages students in the careful reading and critical analysis of various genres of literature, primarily in the Western canon. The course emphasizes extensive writing about excerpts of prose and poetry selections, as well as writing about entire novels and plays. Writing instruction in the course guides students toward developing and organizing ideas in clear, coherent, and persuasive language.

The culmination of this course is taking the Advanced Placement English Literature exam in May.

Resources: The Bedford Introduction to Literature, Sixth Edition, Michael Meyer, Bedford/St. Martins; The Elements of Literature, Holt, Rinehart, and Winston

Advanced Placement (AP) English Language and Composition:

Full Year

Grades: 11/12 - Offered every other school year. To be taught in 2010-2011 (1/2 credit earned each semester)

Pre-requisite: Recommendation of previous English Instructor and completion of summer assignment is required. This course is recommended for strong grade 11/ 12 students. Students must apply to take this class through the AP application process.

Course Description:

This course is designed to prepare students for the Advanced Placement Language and Composition exam. This advanced placement course in English Language engages students in becoming skilled readers of prose written in a variety of periods, discipline, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both writing and reading should make students aware of the intentions among generic conventions and the resources of language contribute to effectiveness in writing.

The culmination of this course is taking the Advanced Placement English Language and Composition exam in May.

Resources: 50 Essays: A Portable Anthology, Samuel Cohen, Bedford/ St. Martin's

Mathematics

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013
Grade 8	Pre-Algebra	Algebra I	Geometry	Algebra II	Pre-Calculus
	Algebra I (No HS credit)	Geometry	Algebra II	Pre-Calculus	Calculus-AB
Grade 9		Algebra I	Geometry	Algebra II	Pre-Calculus
Grade 9		Geometry	Algebra II	Pre-Calculus	Calculus-AB
Grade 10		Geometry	Algebra II	Pre-Calculus	
Grade 10		Algebra II	Pre-Calculus	Calculus-AB	
Grade 11		Algebra II	Pre-Calculus		
Grade 11		Pre-Calculus	Calculus-AB		
Grade 12		Pre-Calculus			
Grade 12		Calculus-AB			

Algebra I:

Full Year

Grades: 9 (1/2 credit earned each semester)

Pre-requisite: Successful completion of Pre-Algebra

Course Description:

This course is the first year of study of generalized or abstract arithmetic. This curriculum covers the following components, equations, inequalities and expressions, properties of real numbers, solving, graphing, writing linear equations and functions, and linear inequalities, systems of linear equations and inequalities, exponents and exponential function, quadratic equations and functions, polynomials and factoring, rational equations and functions, and radicals with connections to Geometry.

Each component involves the use of a variety of mathematical skills which include but are not limited to the following: basic computation, problem solving, solving different types of equations, organizing and displaying mathematical data, graphing, applying the laws of exponents and using math concepts and principles to solve real life problems.

Resources: Algebra, Prentice Hall, 1998.

Geometry:

Full Year

Grades: 9 or 10 (1/2 credit earned each semester)

Pre-requisite: Successful completion of Algebra I

Course Description:

Geometry is the application of algebra as related to geometric concepts. Specific cases are studied using geometric figures and construction to establish geometric language and logic. Emphasis is placed on a core curriculum that leads to the development of a precise geometric language and the operational skills needed to enhance geometric measures, problem solving skills and geometric proofs.

Resources: Geometry: Tools For a Changing World, Prentice Hall.

Algebra II:

Full Year

Grades: 10 or 11 (1/2 credit earned each semester)

Pre-requisite: Successful completion of Algebra I and current teacher recommendation.

Course Description:

Algebra II is the continuation of Algebra I and is designed and is strongly recommended for any student who plans to go to a four-year university or college. It is a comprehensive study of Algebra. Topics include complex numbers, polynomial functions, and the study of trigonometry functions, graphs, identities, and the Law of Sines and Cosines.

Resources: Advanced Algebra, Prentice Hall.

Pre-Calculus:

Full Year

Grades: 11 or 12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of Algebra II with a year average of C- (70%) or higher and teacher recommendation. Students need to purchase a graphing calculator. (Preferably a Texas Instrument TI 83 Plus or higher model)

Course Description:

This course is designed for college bound students with above average ability in math. This will strengthen students' understanding of concepts in algebra and they will learn to operate graphing calculators. Topics include relations, functions and graphs, systems of equations and inequalities, the nature of graphs, polynomial and rational functions, trigonometry, graphs and inverse functions, trigonometric identities and equations, exponential and logarithmic functions. An introduction to calculus is the final topic.

Resources: Advanced Mathematical Concepts Pre Calculus with Applications, Merrill, McGraw Hill.

Advanced Calculus-AB:

Full Year

Grades: 12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of Pre-Calculus with a final grade of C- or better (70%), and teacher recommendation. Students need to purchase a graphing calculator. (Preferably a Texas Instrument TI 83 Plus or higher model) Students must apply to take this class through the AP application process.

Course Description:

This course is an introduction to topics in college calculus and it places students at an advantage having been introduced to calculus concepts. Emphasis is on skill development, applications, and using the graphing calculators. Topics include the following: evaluating limits graphically, numerically, infinite rates, optimization, differentials, differential equations and slope fields, anti-derivatives, Reimann sums, the Fundamental Theorems of Calculus, average value of a function, techniques of integration, area between two curves, volume and solids of revolutions. Topics covered in this course follow the themes for the Advanced Placement exam that is taken in May. **Students may take the Advanced Placement Calculus-AB exam in May.**

Resources: Calculus, Seventh Edition, Houghton Mifflin, 2002.

Science

Physical Science 9:

Full Year

Grade: 9 (1/2 credit earned each semester)

Course Description:

This course builds a foundation for future chemistry and physic courses. Students are taught the following topics: motion, forces, energy, electricity, magnetism, sound, light, matter, elements/compounds, atomic structure, ionic/covalent bonding, and chemical reactions. This course will deal with physical and chemical theory, physically and chemically oriented labs and applications of those theories.

Resources: Physical Science Series, Prentice Hall

Biology I:

Full Year

Grade: 10-12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of Physical Science

Course Description:

The purpose of this course is to explore the amazing and wondrous web of life. It also will build more of a foundation for biology II or upper level biology courses. Topics include areas of ecology, biochemistry, cells, DNA, cell reproduction, evolution, genetics, microorganisms, and plants. This course will deal with biological theory, biologically oriented labs, and applications of those theories.

Resources: Modern Biology, Holt McDougal, 2009

Chemistry I:

Full Year

*Grades: 11-12 (1/2 credit earned each semester)**Pre-requisite: Successful completion of Algebra I and physical science****Course Description:***

Students will be able to learn how to think like a chemist, to solve problems using logic, trial and error, intuition, and patience. It also will build more of a foundation for Chemistry II or upper level chemistry courses. Topics include areas of measurements, matter, elements/compounds, atomic structure, space orbital's/electron behavior, periodic law, ionic/covalent bonding, shapes/polarity, nomenclature/molarity, stoichiometry / reactions and titrations. This course will deal with chemical theory, chemically oriented labs, and applications of those theories.

*Resource: Modern Chemistry; Holt McDougal; 2009***Physics:**

Full Year

*Grades: 11-12 (1/2 credit earned each semester)**Pre-requisites: Successful completion of Biology I. Students must have attained a C (73%) or higher in Algebra I and II. Students must either have completed Pre-calculus or be taking this concurrently with the physics course.****Course Description:***

This course serves as an introduction to physics and emphasizes physical concepts by illustrating the relationship between theory and practice. The primary objective is that students will develop both a scientific way of thinking and a working knowledge of scientific principles. Demonstrations, laboratory exercises and presentations contribute greatly to the effectiveness of this course. Topics covered include vectors, kinematics, motion, freefall, equilibrium, mechanics, dynamics, energy, momentum, gravity, electricity, magnetism, waves, optics, electromagnetism and nuclear physics. The internet will be used as a tool to echo the topics presented in the course text by browsing the web for related content.

*Resources: Physics: Principles and Problems, Glencoe & McGraw Hill, 2008***Marine Biology:**

One semester

*Grades: 10-12 (1/2 credit earned each semester)**Pre-requisites: Concurrent enrollment in biology I or successful completion of biology I****Course Description:***

Topics include areas of marine microorganisms, plants, and animals of the ocean. REEF training, which is surveying Caribbean fish, will also be done. This is a semester course. This course will deal with marine biological theory, marine biology oriented labs, and applications of those theories.

*Resources: Introduction to Marine Biology, Karleskint, 2008***Oceanography:**

One semester

*Grades: 10-12 (1/2 credit earned each semester)**Pre-requisites: Successful completion of Earth science and physical science****Course Description:***

Topics include areas of geology, chemistry, physics, and history of the ocean. REEF CHECK training will also be done. This is a semester course. This course will deal with oceanography theories, oceanography oriented labs, and applications of those theories.

Resources: Introductory Oceanography, Thurman

Introduction to Human Anatomy and Physiology – Semester One:

Semester One

*Grade: 12 (1/2 credit earned each semester)**Pre-requisite: Successful completion of Biology I****Course Description:***

During the first semester students will study Human Anatomy and Physiology. The purpose of this course is to prepare students for pursuing a medical career in college. Topics include areas of the following systems: skeletal, muscular, integument, respiratory, cardiovascular, digestive, urinary/excretory, nervous, endocrine, immunity/lymphatic and reproduction. This course will deal with human anatomy and physiological theories, human anatomy and physiological oriented labs, and applications of those theories.

*Resources: Essentials of Human Anatomy & Physiology, 8th Edition, Marieb, Pearson, 2006***Introduction to Forensics Science– Semester Two:**

Semester Two

*Grade: 12 (1/2 credit earned each semester)**Pre-requisite: Successful completion of Biology I****Course Description:***

During the second semester students will study forensics science. The class is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics and social studies.

*Resources: Forensic Science: An Introduction; Saferstein, Pearson, 2008, Forensic Science: An Introduction to Criminalistics, Pearson, 2008***Social Studies****Caribbean History and Geography:**

Full Year

*Grade: 9 (1/2 credit earned each semester)**Pre-requisites: None****Course Description:***

Caribbean History/Geography is a course that is offered to the ninth grade students. The course content helps students understand the history, the importance, and the role of the Caribbean region in a global community. Within the Caribbean region, there are several different cultures at work. Each culture enhances the development of the other. This fosters and promotes a society that recognizes the need to work together to be better able to face the challenges with which it is confronted as a region with a colonially divided past.

This curriculum focuses on the history of the Caribbean from the coming of the indigenous peoples of the region to present date. It also examines the political and geographical groupings of the area. Students will examine the key aspects of the Caribbean culture and its development, and will interpret the factors that have helped to shape the region as a community. In addition, students will present historical data and arguments in a variety of ways to show their understanding of the general concepts of Caribbean history.

*Resources: Caribbean Story Book 1 and Caribbean Story Book 2***Modern World History:**

Full Year

*Grade: 10 (1/2 credit earned each semester)**Pre-requisites: Successful completion of Caribbean History and Geography.****Course Description:***

This course is a chronological presentation of Modern World History in which students will investigate the

major events and factors that have influenced world development of the Nineteenth, Twentieth, and Twenty-First Centuries. There will be particular focus on international affairs, imperialism and other '-isms', conflict, and political geography. Text materials and note taking exercises will be supplemented by library and media research projects, emphasizing the writing traits of ideas/content, organization, and conventions (particularly grammar and spelling).

Resource: World History: The Modern Era, Prentice Hall

Economics:

Full Year

Grade: 10 (1/2 credit earned each semester)

Pre-requisites: None

Course Description:

This course provides a student's first contact with the field of economics. This course provides an overview of micro- and macro- economic concepts and terminology. Students will be introduced to the elements of demand, supply, and market structures, as well as the synthesis and analysis of economic concepts as practiced in different systems (e.g. socialism, communism, fascism, and free market).

Resources: Economics Principles in Action, Prentice Hall, 2007

Comparative Government:

Full Year

Grade: 11-12 – Offered every other year-offered in 2009-2010 (1/2 credit earned each semester)

Pre-requisites: None – REQUIRED For Graduation

Course Description:

Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking.

Resources: TBA

Psychology and Sociology

Full Year

Grades: 11-12 Offered every other year-2009-2010 (1/2 credit earned each semester)

Pre-requisite: None

Course Description:

This course focuses on the study of the mind and behavior, beginning with a brief history of psychology and a look at the work of its principal theorists. Because technological innovations have made the structure and work of the mind more accessible in the past decade, some time is spent addressing recent findings in articles and documentaries as well as the text. Principal units include The Brain, Learning and Conditioning, Memory and Thought, Altered States of Consciousness, Intelligence, Personality Theory, Abnormal Psychology, and Nature or Nurture.

Resources: TBD

****Depending on the interest and student sign-up, either Psychology/Sociology or AP World History will be taught in 2009-2010***

Advanced Placement (AP) World History:

Full Year

Grades: 11-12 (1/2 credit earned each semester)

Pre-requisite: Students must have a minimum of a 3.0 cumulative grade point average in English and Social Studies classes. Students must apply for entrance into the class through the AP application process.

Course Description:

This Advanced Placement course will develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced

through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as makes comparisons among major societies. Focused primarily on the past thousand years of global experiences, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 CE. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from the past to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

The culmination of this course is taking the Advanced Placement World History exam in May.

****A minimum enrollment is necessary for this class to run in 2008-09.**

Resources: The Earth and Its People: A Global History, Houghton Mifflin

***Depending on the interest and student sign-up, either Psychology/Sociology or AP World History will be taught in 2009-2010**

Classes to be offered again in 2010-2011

United States History:

Full Year

Grade: 11-12 – Offered every other year-Next in 2010-2011 (1/2 credit earned each semester)

Pre-requisites: None – REQUIRED For Graduation

Course Description:

This course provides a comprehensive examination of modern U.S. History in the Twentieth and Twenty-First Centuries, with particular focus on international affairs, constitutional governance, Federal-level politics, and America's role as a post-World War Two 'superpower'. A variety of social sciences are examined in the lessons, particularly economics, comparative government, and political geography. Text lessons are supplemented with film and other media resources; research projects will be centered on the significant writing traits of ideas and content, organization, and grammar and spelling.

Resources: United States History, Prentice Hall, 2008

Speech and Debate:

Full Year

Grades: 11-12 Offered every other year-Next in 2010-2011 (1/2 credit earned each semester)

Pre-requisite: None

Course Description:

This class is designed to acquaint students with the skills of public speaking, principles and practices of oral interpretation, competitive speech writing, presentation and debate. It covers oral performing techniques, decision-making practices, formulation, and implementation of effective argumentation. Students will use these skills in presenting various types of speeches: informative, persuasive, humorous and impromptu. Students will utilize the critical thinking process, delivery techniques, research strategies, listening skills, note taking, and hands-on debate experience. This class will also be involved in formal/informal public performances. Students must be ready to actively participate.

Resources: 38 Basic Speech Experiences

Physical Education

Physical Education 9:

Full Year

Grades: 9 (1/2 credit earned each semester)

Pre-requisite: Required for all grade 9 students

Course Description:

This class is required for graduation. Students will learn basic skills and games. Students will maintain/develop their personal fitness throughout the year. Active, daily, cooperative participation is expected. Sportsmanship and friendly competition will be stressed during all units of instruction.

Physical Education- Fitness & Sport:

Full Year

*Grades: 10-12 (1/2 credit earned each semester)**Pre-requisite: Successful completion of grade 9 PE class****Course Description:***

This class is an elective. Students will learn more advanced physical skills and games. Students will maintain/develop their personal fitness throughout the year. This course is designed to expose students to a variety of team and individual sports. Fitness and sportsmanship are emphasized as well as friendly competition. Active participation and proper dress are required.

World Languages**Dutch – As a Foreign Language for Beginners:**

Full Year

*Grades: 9-12 (1/2 credit earned each semester)****Course Description:***

This course is designed for students with little or no prior knowledge of Dutch language. This first year of Dutch aims to provide students with basic communication skills in Dutch. Students will work on their ability to read and understand limited text. Students will write simple compositions. Students will work on listening, speaking, reading and writing skills. Through practical interactive activities students will explore the Dutch culture as well as develop basic language acquisition skills.

*Resources: Zebra 1, Thieme Meulenhoff, 2002***Dutch – As a Foreign Language – Intermediate level:**

Full Year

*Grades: 9-12 (1/2 credit earned each semester)****Course Description:***

This second year class will build on the beginner level concepts and skills. The four skills of listening, speaking, reading and writing will continue to be developed. The second year will complete the introduction of essential grammatical structures as well as basic vocabulary. This course aims to familiarize students with aspects of the Dutch culture through meaningful activities and experiences.

*Resources: Zebra 2, Thieme Meulenhoff, 2002***Dutch - Mavo:***Grades: 9-12 (1/2 Credit earned each semester)*

Full Year

*Pre-requisite: Teacher approved placement****Course Description:***

In this lower level native Dutch class, students will study oral, reading and writing skills. Mavo students will read short reading and write essays. Students in level 4 will begin to prepare a literature list. Students will be exposed to cultural, political and social aspects of Dutch speaking countries. Student will prepare for the final Dutch exam that will be taken. The oral exam will take place in April and the written exam will occur in May. The official exams will be taken at the Examenbureau (Ex. Office) in Aruba.

*Resources: Op Niveau vmbo 3, Thieme Meulenhoff, 2009***Dutch – Havo:**

Full Year

*Grades: 9-12 (1/2 Credit earned each semester)**Pre-requisite: Teacher approved placement****Course Description:***

This higher level native Dutch class, will continue to develop the student's basic oral and writing skills. Havo students will read longer more complex literature. Classic books and literature by Proza will be studied. Additional works, by Poëzie will be included. Havo students will read long, difficult texts. They

will answer open and closed questions, prepare arguments, and learn about signal words as they read. Students in Havo will study a literature book list in preparation to take the final Havo exam.

Resources: Op Nieuw Niveau 3 havo, Thieme Meulenhoff, 2004

Dutch – V.W.O.

Full Year

Grades: 9-12 (1/2 Credit earned each semester)

Pre-requisite: Teacher approved placement

Course Description:

This highest level native Dutch class, will continue to develop the student's oral and writing skills. VWO students will read long, difficult and challenging books. Classic books and literature by *Proza* will be studied in addition to other authors. VWO students will read long, difficult texts. They will answer open and closed questions, prepare arguments, and learn about signal words as they read in Dutch. Students in the VWO class will study a 16 books list of literature in preparation to take the final VWO exam. The advance Dutch classes will learn first hand about Dutch culture while actively participating in a number of special events, such as, attending theater shows, watching films, and attending fieldtrips. In addition, the advance Dutch students will be expected to help organize the Queens birthday celebration, Sinterklaas, the Aruban flag day and other special events as they occur.

Resources: Kiliaan, Thieme Meulenhoff, 2004

Dutch – Exam Class

Full Year

Grades: 9-12 (1/2 Credit earned each semester)

Pre-requisite: Teacher approved placement

Course Description:

Beginning in the 2009-2010 school year, this exam class will be introduced at ISA. Students in this class will prepare for the Mavo, Havo and VWO exams together. One of the purposes of putting these students together is to do peer teaching, stimulate each other, give personal feedback to others in order to improve the skills required for the exam such as oral presentation, literature list and text analysis.

Resources: Resources depending on level Mavo, Havo, VWO, Exam preparation books, Thieme Meulenhoff (2005-2008); Mavo: Op Niveau vmbo 3, Thieme Meulenhoff, 2009; Havo: Op Niveau havo 4, Thieme Meulenhoff, 2007; VWO: Kiliaan, Thieme Meulenhoff, 2004

Spanish I:

Full Year

Grades: 9-11 (1/2 credit earned each semester)

Course Description:

This beginning-level Spanish I course will focus on developing core language acquisition skills; listening, reading, speaking, writing, emphasizing the cultural component of the learning process by dedicating a special section per unit to a different Spanish speaking country, contrasting it with the United States, and occasionally other Anglo Saxon cultures. The presentation of the cultural aspects is done via a contextual frame closely linked to the grammar expressions and new vocabulary learned.

Resources: Ven Conmigo, level I,

Spanish II:

Full Year

Grades: 9-12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of FL – Spanish I or completion of equivalent coursework with a C (73%) or better average or teacher recommendation

Course Description:

This course builds upon Spanish I concepts. Spanish II curriculum concentrates on developing the four skills of listening, speaking, reading, and writing. There are three major culture features to help students develop an appreciation and understanding of the culture of Spanish-speaking countries: 1) Every two units

a new country is introduced, 2) authentic interviews are presented to motivate students to become familiar with the richness of the Spanish-speaking world, 3) Every chapter contains cultural notes for the students to gain knowledge and understanding of other Spanish speaking cultures.

Resources: Ven Conmigo, level II,

Spanish III:

Full Year

Grades: 9-12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of FL - Spanish II or completion of equivalent coursework with a C (73%) or better average or teacher recommendation

Course Description:

This Spanish 3 course will stress, improve, and/or strengthen the language acquisition skills through a comprehensive coverage of listening, speaking, reading, and writing skill-developmental activities. The method used for this course emphasizes the cultural component of a language learning process by dedicating a special section per unit to a different Spanish-speaking country, presenting cultural aspects to a deeper level. Poetry and literature are introduced as a basis to a more advanced study of the language. Oral expression and oral reading are given priority at this level.

Resources: Ven Conmigo, level III,

Spanish IV:

Full Year

Grades: 9-12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of FL - Spanish III or completion of equivalent coursework with a C (73%) or better average or teacher recommendation

Course Description:

The purpose of this course is to guide the students in discovering modern Hispanic literature while giving them tools to realize self-expression, both orally and in writing, through immersion in the use of correct grammar and syntax. Texts and excerpts from works by modern authors are used so that students may have the occasion to use analytical expression and be in contact with the current trends of literary compositions. The literary works of well-known writers such as Juan Ramón Jiménez, Rigoberta Menchú, Ana María Shua, Antonio Landauro, Ciro Alegría, Serafín y Joaquín Álvarez Quintero, Isabel Allende, José Martí, Antonio Caban, Alfonso Quijada, Pablo Neruda, Sabine R. Ulibarri, Jorge Manrique, Antonio Machado, Alejandro Balaguer, Jordi Sierra I Fabra, Federico García Lorca, among others, will be critically read, analyzed, and studied contrasting the situations presented, when possible, with the current world scenario and context.

Resources: ¡Ven Conmigo! – Nuevas Vistas, Holt, Rinehart and Winston; Encuentros Maravillosos, by Aby Kanter

Advanced Placement Spanish Language:

Full Year

Grades: 9-12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of Spanish III/IV with a C (73%) or better average and teacher approval.

Course Description:

The course is based on the requirements outlined in the College Board AP Spanish Language Course Description. An AP student candidate is expected to comprehend and produce language that is equivalent to that which is used in 3rd- year college level course. Therefore candidates must not only be well prepared, but they must also have a high level of motivation and interest, as well as a sufficient time to prepare out of class reading and writing assignments.

This gives the students multiple opportunities to listen to authentic language use. The fundamental objectives of the program are for students to receive multiple opportunities to achieve a high level of proficiency in all four skills: ***listening, reading, speaking and writing***. Students are required to use

Spanish throughout the class.

Resources: Encuentros Maravillosos, Abby Kanter; ¡Ven Conmigo! Nuevas Vistas, Holt Rinehart; Barron's AP Spanish; Nuevas Vistas Curso avanzado uno; AP Language Prep Student Workbook, 2007 edition, Holt Rinehart; Ad Hoc handouts prepared by instructor.

Advanced Placement Spanish Literature:

Full Year

Grades: 9-12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of Spanish III/IV with a C (73%) or better average and teacher approval.

Course Description:

The course is based on the requirements outlined in the College Board AP Spanish Language Course Description. An AP Literature student candidate is expected to comprehend and produce language that is equivalent to that which is used in 3rd-year college level course. Therefore candidates must not only be well prepared, but they must also have a high level of motivation and interest, as well as a sufficient time to prepare out of class reading and writing assignments.

This gives the occasion to listen to authentic language use. The fundamental objectives of the program are for students to receive multiple opportunities to achieve a high level of proficiency in Hispanic and Latin American narrative (novels, and stories), poetry, and drama; as well as analysis and mastering of vocabulary leading to a deep literary analysis, and essay writing.

Resources: Abriendo Puertas -Antología de la Literatura en Español, Tomos I y II.

Momentos Cumbres de la Literaturas Hispánicas – Introducción al Análisis Literario, by Rodney T. Rodríguez.

Websites: www.cvc.cervantes.es/obref/rimas/rimas;

www.ensayo.rom.uga.edu/filosofos/cuba/marti/index.htm

Computer Studies - Information Technology

Computer Applications:

Full Year

Grades: 9-12 This computer class is required. (1/2 credit earned per semester)

Pre-requisite: None, anyone who has not taken the minimum computer requirement for graduation

Course Description:

This course is designed to prepare students for the future. The students will study basic computer theory. A review of keyboarding skills will be assessed and reinforced. Students will learn the advanced features of MS Office: Microsoft Word, Power Point, Excel spreadsheets, Access database. Students will be introduced to web usage, hardware, software and web blogging.

Yearbook:

Full Year

Grades: 10 –12 (1/2 credit earned each semester)

Pre-requisite: Successful completion of English I and required computer applications classes and permission of the Yearbook instructor.

Course Description:

The yearbook course is a practical course designed to produce the official yearbook for the school. Students in this course will learn the skills of Journalism, Layout & Design, Marketing, Sales & Advertising, Photography, and Graphic Design. Students will photograph people, places, and events important to the school year, lay out pages, and care for all financial aspects of yearbook production. Classroom activities are closely related to the real world of interviewing, reporting, meeting deadlines and producing a widely viewed publication.

Fine & Performing Arts

Art History:

Full Year

Grades: 9 (1/2 credit earned per semester) required for Grade 9 students

Course Description:

This Art History course presents the major themes, styles and subject matter of two-dimensional art, sculpture and architecture from prehistory to the present, focusing on Western civilization. The artworks of each culture and historical period are examined in the context of visual art projects. Students enjoy recognizing works by specific artists and trying to understand why the works were created in a certain way. Class discussions about their own work and that of others help students to develop an aesthetic awareness. Regular visits to the library and computer room for research are part of the curriculum. Slide show presentations, films and fieldtrips are also part of this full year course. Students are requested to have a folder to hold handouts and a sketchbook.

Resources: Art History & Appreciation by Helen Hume; Studio projects in Art History by William Reid; Gardner's Art through the Ages; Art History by Stokstad;

Studio Art I & II – Design and Drawing:

Full Year

Grades: 9-12 (1/2 credit earned per semester)

Course Description:

This course is a basic introduction to the visual arts. Through hands-on projects and visual problems students will explore the vocabulary of 2-dimensional design and begin to create and recognize strong visual statements. Students in this class will explore technical, perceptual, aesthetic, and conceptual skills in a variety of media. Elements of art and principles of design will be emphasized. Students are expected to explore art techniques and develop technical skills. Reflection on artist work and in art historical periods will be used as an introduction for altering student art work. Fieldtrips and computer research will be part of the course. Students are required to keep a visual journal to keep track of their thinking process.

Advanced Placement Studio Art - A.P Art Portfolio:

Full Year

Grades: 11 & 12 (1/2 credit earned per semester)

Pre-requisite: Students must apply for entrance into this class through the AP application process and receive permission from the instructor.

Course Description:

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Students are expected to develop mastery in concept, composition, and execution of ideas.

The AP Studio Art program sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. Each year the thousands of portfolios that are submitted in AP Studio Art are reviewed by college, university, and secondary school art instructors using rigorous standards.

The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Students need to work on many different projects to encourage and ensure the individuality of their portfolio. In the **Concentration** section, students are expected to develop a body of art that demonstrates and shows a depth of investigation of an individually chosen theme or an idea. In the **Breadth** section, the student is asked to demonstrate a serious grounding in problem solving, ideation, visual principles and material techniques. The **Quality** section permits the student to select the works that best exhibit a synthesis of form, technique,

and content. Critiques are a required part of this class's participation. Students are expected to discuss their own work, the work of other students and the work of artists in written and verbal form.

This is an advanced, accelerated, studio-focused, college level art class for students who want to refine their technical skills and clarify an artistic direction with intent. The year long class will be a combination of prescribed and self-directed study based on the guidelines set forth by the National Advanced Placement College Board (AP). Through the utilization of an extensive range of 2- or 3-D materials and techniques, students will develop personal visual expression and will produce a body of 15-18 works that can be applied to the AP portfolios. Students are expected to work daily outside of class on studio projects and are encouraged to take advantage of open studio sessions. Student production of a slide portfolio is mandatory. Submission of the AP portfolio constitutes this course's final exam.

***There will be a studio art fee for this course of 200 AFL due the first day of this class.*

The culmination of this course is submitting the Advanced Placement Studio Art-AP Portfolio in May.

Service

School Service:

One Year

Grades: 11 (1/2 Credit earned for the year)

Pre-requisite: Only open to juniors and seniors. Student must be responsible, reliable and trustworthy.

Confidentiality is a must. Placement will be determined by the.

Course Description:

This class is a pass/fail opportunity for students to assist various school personnel while earning the service credit necessary to meet graduation requirements. Some of the locations a student can be assigned to help are: the office, library, computer lab and a variety of classrooms. Students will be asked to help with many different tasks and skills from creating bulletin boards, research, to delivering messages and retrieving students, to organizational task. Students are asked to come each day ready to help and on the rare occasion when there is nothing assigned, students can do their own class assignments.

Senior Skills and Service:

One Year

Grades: 12 (1/2 Credit earned for the year)

Pre-requisite: Required for seniors.

Course Description:

This class is a pass/fail opportunity to assist seniors in developing their leadership, character and community service skills further. There are three major components to this class: Service Project, College/University planning and School Service/Senior Privilege.

1. Seniors will meet periodically to plan and prepare a service project each semester for ISA and the community.
2. Seniors will meet periodically during the first semester to develop and implement their post secondary school plans. During the second semester, seniors will work with the administration planning and preparing for graduation.
3. School service will be arranged for the first quarter for three days out of five. At the end of first quarter, seniors who have fulfilled the service requirement for graduation will be considered for Senior Privilege Status. Those students earning a grade point average of 3.0 and are making good progress in the service project and college/university preparation may acquire Senior Privilege Status. This status allows some on-campus options not available to any other students. The following areas on campus are open to seniors who have earned this privilege: MPR, library, Gazebo's, and computer lab. Senior privilege will be evaluated quarterly for each senior.