

Contact Information

I can be reached by email at metcalfe.timothy@istrieste.org
Office Hours: Thurs. 10:15-11:00 by appointment
Google Classroom code: td26qaf

Course Description

This course will give you an experience similar to a first year undergraduate. It is designed to stretch your abilities. You'll read poems, novels and plays very closely, working out a range of possible meanings and questions they raise about the wider world. We will analyse texts for style and structure, diction and syntax, imagery, figurative language, rhetorical and a host of other strategies. You'll find that vocabulary is very important. As with all courses focussed on preparation for university, writing well is a key component. You will develop both your creative and analytical writing.

Along with reading the key texts which will be analysed in class, you should be **reading quality English texts outside of class**. (*Guide: min 1 per half-trimester=6 literary works a year*)

The Course

Unit 1: Essays and Essayists

Unit 2: *King Lear* William Shakespeare

Unit 3: Satire and *Candide* by Voltaire

Unit 4: British Romantic Poets

Student Outcomes

By the end of the course you should be able to:

- identify and interpret the key aspects of theme, symbol, character and structure within the texts covered.
- identify and interpret the use of a wide range of different literary/rhetorical techniques and evaluate their success within a range of different literary texts including short form non-fiction text, Shakespearean drama and poetry.
- analyse a range of different texts for meaning within specific context including aspects of critical theory
- identify and interpret aspects of author voice through choices including syntax, structure and diction
- understand and interpret the key aspects of Shakespearean tragedy including the nature of the Shakespearean tragic hero and the cultural context in which the plays were produced
- develop their own voice as a writer through a range of different writing briefs including opportunity to develop narrative, expository and most importantly for this course, argumentative (analytical) writing
- to analyse and express, both in written form and orally, nuanced arguments about specific aspects of the text covered with detailed reference to specific examples

Grading / Assessment

The assessments are in place to see how well you have been able to develop the knowledge and skills taught in the lessons. These assessments may be summative but are also formative in nature - both allowing you to learn from your mistakes and errors. However, given the high level of this class and the demand for places there will not be the opportunity to retake any assignments. The quality of the produced work will need to be very high from the start.

There is a focus on writing in this course which means the majority of assessments will be written essays. There are two forms of essay which will be demanded (in class and submitted). An **in-class essay** will be written in a limited time frame on computer and is demanding in terms of limited time to plan and execute, however planning is a vital component and will be graded.

There will normally be about two in class essays during a trimester. A **submitted essay** is one which is researched, planned, written and re-drafted outside of class over a significant time period. As such, it is generally longer and thoroughly polished before final submission. The grades for a submitted essay are awarded with this in mind. Clear rubrics will be posted to alert you to where grades will be gained.

As this is a course for those interested in English Literature at an advanced level, there is also an expectation that **you will read for enjoyment outside of school**. This will be assessed through multiple **book reports** over the course of the year (min. 1 per trimester)

- Submitted work (essays) - 40% (at **least** two per trimester)
- In-class essays and presentations - 40% (at **least** two per trimester)
- Engagement - 10%
- Quizzes/Homework - 10% (if not a quiz, this is a submitted grade and is used to assess student's adherence to deadlines)

All submitted work should be returned in ONLY electronic copy using the Google Classroom platform (classcode **td26qaf**) work will be assessed and returned to you online using the google classroom.

Classroom and Online Expectations

Students must respect the teacher and each other. Each student is expected to participate in the class discussions and will speak only when given permission by the teacher. Students must appropriately use all classroom materials, including both books and permanent features of the room. Absolutely no speaking is allowed during tests, in-class essays or quizzes. Any evidence of dishonest work, including plagiarism of any kind, will face immediate disciplinary consequences, and will have an impact on the overall grade.

Academic Honesty and Integrity

Submitting work that is not your own or improperly referenced is plagiarism. This includes using the work of other students. The student will receive a grade of ZERO, including (if applicable) any student(s) who shared their work, and the family will be contacted. If a teacher suspects a student of cheating they may require the student to take an alternative assessment. Should academic dishonesty occur on more than one occasion, the student will be referred to the Head of High School.

Late Submissions

Students should submit work on time. If students are not able to make a deadline they should speak to a teacher in advance of that deadline. Work submitted late will lose 10% per day for four days. After four days the assignment will be graded out of 60%. In addition, parents will be informed. Should a student fail to hand in anything by the end of the trimester, the grade will be recorded as a ZERO.

*It is the student's responsibility to communicate to their teacher the reason for not having their assignment complete and when they will hand in their work.

Required Materials

- Black/blue pens
- Pencils
- Ring Binder (2 or 4 holes)
- 4 Dividers for the units and returned essays
- A4 lined paper

A **computer** or tablet is NOT needed for in-class notes, but it **will be needed** for the writing of all essays (inclass and submitted). Students will be notified ahead of time if they will be using computers in class. Many of the materials will be viewed and studied prior to the arrival in class and as such students will need to have a computer at home and an internet connection which can cope with video. These materials may be used daily.

Contact Information

I can be reached by email at metcalfe.timothy@istrieste.org

Office Hours: Thurs. 10:15-11:00 by appointment

Google Classroom code: lcibrij

Course Description

English Literature Honours 2 will consist of writing, reading, researching, note taking and participating in class discussions as we cover a number of important prose and poetry pieces.

Literature covered within the Honours English Literature 2 programme will include: **Essays and Essayist** (an examination of short form non-fiction texts which include the work of Ta-Nehisi Coates, Gretel Ehrlich, George Orwell, Mark Twain, Luis Alberto Urrea, Binyavanga Wainaina, E.B. White, Virginia Woolf amongst others), **King Lear** by William Shakespeare, **Candide** by Voltaire, **English Romantic Poets** including the work of Percy Shelley, William Blake, Samuel Taylor Coleridge, William Wordsworth John Keats, Charlotte Smith and Mary Robinson.

The teacher will provide all texts and poems (these will be made available through the Google Classroom) as well as a copy of each novel covered. If you are assigned a book to take home, it is **required that you bring the book to school each time we have class**. We will be studying these works in depth and you will need to have the book with you in order to benefit from the lesson. **You will also need to read a substantial amount at home and be ready with questions, notes and comments** based on the reading you've already completed.

Student Outcomes

By the end of the course you should have:

- developed your analytical skills and critical reasoning related specifically to how meaning is created through multiple fiction and non-fiction texts.
- an understanding of a wide range of literary techniques and be able to identify and explain their uses within given texts.
- developed your narrative, expository and analytical/argumentative writing to a good academic standard in preparation for university.
- an understanding of thematic expression through the works covered in this year.
- an understanding of characterization within *King Lear* and *Candide* and how development of character impacts on interpreted meaning.
- engaged with and discussed literary criticism based on the works studied.

Grading / Assessment

The assessments are in place to see the development of the knowledge and skills taught in the lessons. These assessments may be summative and formative in nature. There is a focus on writing in this course. The majority of assessments will be written essays. There are two forms of essay which will be demanded (**in class essay** and **submitted essay**). An in class essay will be written in class, but on computer using Google Docs. This will be demanding in terms of limited time to plan

and execute, however planning is a vital component and will be graded. There will normally be about two in class essays during a trimester. A submitted essay is one which is researched, planned, written and re-drafted outside of class with significant time to undertake. As such it is generally longer and far more thoroughly polished before final submission. The grades for a submitted essay are awarded with this expectation.

All essays must be submitted via Google Classroom as either Google Document or as a Pdf. Presentations may need to be recorded.

- In Class Essays and Presentations 40% (approx 2 per trimester)
- Submitted Essays/Projects 40% (approx 2 per trimester)
- Engagement 10%
- Homework/Quizzes 10%

Classroom and Online Expectations

The focus of Honors Literature 2 is for you to improve your written, oral and interpretation skills and to mature as writers and communicators. This is in preparation for success at University. It is not as demanding as the Advanced Honors 2 course and the given assessments and grading is undertaken with this in mind.

As with all subjects at this level, there is a **considerable quantity of reading, writing and research**, which will need to be completed during the course of the year. Improvement only comes through practice.

Classroom expectations

Students must respect the teacher and each other. Each student is expected to participate in the class discussions and will speak only when given permission by the teacher. Students must appropriately use all classroom materials, including both books and permanent features of the room. **Absolutely no speaking is allowed during tests, in-class essays or quizzes. Any evidence of dishonest work, including plagiarism of any kind, will face immediate disciplinary consequences, and will have an impact on the overall grade.**

Online expectations

All assignments must be submitted via the Google Classroom virtual learning environment. Any classes which are conducted online via Google Meet or Zoom as subject to the same expectations of behaviour and professionalism as would be expected in class.

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Required Materials

Black/blue pens
Pencils
Ring Binder (2 or 4 holes)
5 Dividers
A4 lined paper

A computer or tablet is NOT needed for in-class notes, but it **will be needed** for the writing of all essays (inclass and submitted). Students will be notified ahead of time if they will be using computers in class. Many of the materials will be viewed and studied prior to the

arrival in class and as such students will need to have a computer at home and an internet connection which can cope with video. These materials may be used daily.

Gr.13

Google Classroom code: op3jiwx

LINGUA E LETTERATURA ITALIANA

Insegnante: Sabrina Vermigli

(laurea in lettere presso Università degli Studi di Trieste)

anno scolastico 2020/2021

Obiettivi dell'educazione letteraria

- 1) Saper individuare i concetti fondamentali espressi in un testo.
- 2) Individuare le relazioni tra fatti storici, correnti filosofiche ed espressioni artistiche e letterarie.
- 3) Ricavare dai testi le idee e i principi di poetica dei vari autori.
- 4) Saper contestualizzare un autore e un testo.
- 5) Cogliere le particolari caratteristiche di stile e di linguaggio dei movimenti letterari e delle singole personalità poetiche.
- 6) Gestire in modo autonomo le presentazioni orali di autori studiati e romanzi letti.

Corso letterario sulla Divina Commedia (Paradiso)

Per la quinta classe del liceo è prevista inoltre la lettura di canti scelti dalla terza cantica della "Divina Commedia", da svolgere nel corso di tutto l'anno, con esercizi di comprensione, analisi e approfondimento.

1 Trimestre: Romanticismo, autori/Positivismo e realismo con riferimento a naturalismo francese e verismo italiano

2 Trimestre: le avanguardie del primo '900; il Decadentismo, autori

3 Trimestre: principali tendenze della narrativa del '900

Valutazione: gli studenti saranno valutati sulla base di un compito in classe (tema), una verifica scritta di letteratura, e 2/3 interrogazioni orali a trimestre.

Compiti svolti a casa: verranno assegnati regolarmente composizioni scritte relative all'analisi del testo, letture e temi.

Materiale: 1 quaderno grande a righe per letteratura e 1 per Divina Commedia, 1 quaderno piccolo a righe per i temi.

Aspettative: lo studente deve seguire con attenzione la lezione, essere in grado di prendere appunti ed intervenire in modo appropriato. Particolare attenzione sarà data all'esposizione orale e all'elaborazione di un pensiero critico.

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- 7) *It is the student's responsibility to communicate to their teacher the reason for not having their assignment complete and when they will hand in their work.

Per ogni comunicazione l'insegnante può essere contattata:

- all'indirizzo email vermigli.sabrina@istrieste.org
- durante l'orario di ricevimento (lunedì 9:30/10:10)

BSc Zoology and PGCE with eight years of international teaching experience

Office hours: Tuesday 13:40 - 14:20

Introduction

Chemistry is the central science. From chemistry we can study health and nutrition and research ecosystems. We can connect chemistry to physics and engineering and design devices to study problems and possible solutions. Our work in class, labs and projects will make connections to everyday life, real world situations, problems and solutions.

Course Content

This course is structured around 4 **Big Ideas** in Chemistry as outlined by the College Board. The big ideas serve as the foundation of the course and allow students to create meaningful connections among concepts. The 4 big ideas are thread through the 9 Units which consist of the course content for AP Chemistry (available for free download on the college board website). Each unit is further broken down into teachable segments called topics.

Big Idea 1 - Scale, Proportion and Quantity (SPQ)

Big Idea 2: Structure and Properties (SAP).

Big Idea 3: Transformations (TRA)

Big Idea 4: Energy (ENE)

Textbook Alignment

The Big Ideas and Units align with our new textbook according to the table below. The students will be given a study guide which contains condensed versions of what they will learn in class. This should make it easier during revision and be more manageable for students.

Oxford IB Study Guides: *Chemistry for the IB Diploma*, Neuss, 2014

AP Unit	Big Idea	Textbook Chapter
Atomic Structure & Properties	SPQ & SAP	1 & 2
Molecular and Ionic Compound Structure & Properties	SAP	3
Intermolecular Forces & Properties	SPQ & SAP	4
Chemical Reactions	SPQ & TRA	4
Kinetics	TRA & ENE	6
Thermodynamics	ENE	5
Equilibrium	TRA	7
Acids & Bases	SPA	8
Applications of thermodynamics	SPQ, SPA & ENE	9

In addition to the Big Ideas, there are 6 **Science Practices** that describe the knowledge and skills that students should learn and demonstrate to reach a goal or complete a learning activity. These will be accomplished through a variety of methods such as in-class discussion, homework and lab simulations.

Practice 1: *Models and Representations* Describe models and representations, including across scales

Practice 2: *Question and Method* Determine scientific questions and methods

Practice 3: *Representing Data and Phenomena* Create representations or models of chemical phenomena

Practice 4: *Model Analysis* Analyse and interpret models and representations on a single scale or across multiple scales

Practice 5: *Mathematical Routines* Solve problems using mathematical relationships

Practice 6: *Argumentation* Develop an explanation or scientific argument

Grading

60% Tests

25% Labs

10% Daily Engagement

5% Homework

At the end of the year there will be a comprehensive final that covers all material from the year. The final exam counts for 20% of your grade, while the rest of the year's work counts for 80%.

Classroom Expectations

1. As valued members of a learning community, you will be expected to adhere to these simple but broad expectations: **Be prepared, Be polite, Be present**
2. Plagiarism/Cheating in any form will NOT be tolerated. It will result in a zero score for all students involved and disciplinary action. See special note below.
3. Put equipment away and leave the lab and desk areas neat and orderly.
4. No food is allowed in class or lab. Water in a closed container is acceptable outside of lab times.
5. No cell phones or backpacks allowed in the classroom or lab unless permitted by the classroom teacher for learning purposes.
6. Laptops will be required for electronic assessments, research, simulations and projects. If you forget your laptop or are otherwise unable to use it, your grade will be affected. You may not borrow/share laptops from/with classmates. Outside of these uses, laptops may not be used without explicit prior agreement.
7. No headsets, earbuds or other remote devices. Inappropriate use of devices include listening to music, playing games, watching movies or viewing websites other than those listed in the class lessons. Devices being used inappropriately will be confiscated. Students may reclaim their devices at the end of the day from the school office.

Required Materials

A bound (2 or 4-ring) notebook (not spiral) used only for chemistry, laptop, sharpened pencils or mechanical pencil, colored pencils, scientific calculator, pencil sharpener, ruler, textbook in print and provided handouts. **Students are required to maintain a lab notebook or portfolio (hard-copy or electronic) that includes all their lab reports.**

Safety in the lab

Any inappropriate actions cannot and will not be tolerated. Accidents happen, but most can be prevented. Follow all lab procedures very carefully. They are designed for your safety and to maximize learning. Goggles must be worn at all times while in the laboratory. Always wear closed-toe shoes in the lab. No unauthorized experiments or misuse of chemicals or laboratory equipment. If a violation occurs, students will be removed from the lab and given a zero for that activity.

Academic Honesty and Integrity

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BSc Zoology and PGCE with eight years of international teaching experience

Office hours: Tuesday 13:40 - 14:20

Introduction

Chemistry is the central science. From chemistry we can study health and nutrition and research ecosystems. We can connect chemistry to physics and engineering and design devices to study problems and possible solutions. Much of chemistry is abstract. Our work in class, labs and projects will make connections to everyday life, real world situations, problems and solutions.

Course Description

The following topics will be covered in this course.

Stoichiometric relationships	Chemical kinetics
Atomic structure	Equilibrium
Periodicity	Acids & Bases
Chemical bonding and structure	Redox processes
Energetics	Organic chemistry

There are 6 **Science Practices** that describe the knowledge and skills that students should learn and demonstrate to reach a goal or complete a learning activity. These will be accomplished through a variety of methods such as in-class discussion, homework and lab simulations.

Practice 1: Models and Representations Describe models and representations, including across scales

Practice 2: Question and Method Determine scientific questions and methods

Practice 3: Representing Data and Phenomena Create representations or models of chemical phenomena

Practice 4: Model Analysis Analyse and interpret models and representations on a single scale or across multiple scales

Practice 5: Mathematical Routines Solve problems using mathematical relationships

Practice 6: Argumentation Develop an explanation or scientific argument

Textbook: Oxford IB Study Guides: *Chemistry for the IB Diploma*, Neuss, 2014

Grading

60% Tests

25% Labs

10% Daily Engagement

5% Homework

Comprehensive Final Exam and Course Grade

At the end of the year there will be a comprehensive final that covers all material from the year. The final exam counts for 20% of your grade, while the rest of the year's work counts for 80%.

Classroom Expectations

1. As valued members of a learning community, you will be expected to adhere to these simple but broad expectations: **Be prepared, Be polite, Be present**
2. Plagiarism/Cheating in any form will NOT be tolerated. It will result in a zero score for all students involved and disciplinary action. See special note below.
3. Put equipment away and leave the lab and desk areas neat and orderly.
4. No food is allowed in class or lab. Water in a closed container is acceptable outside of lab times.
5. No cell phones or backpacks allowed in the classroom or lab unless permitted by the classroom teacher for learning purposes.
6. Laptops will be required for electronic assessments, research, simulations and projects. If you forget your laptop or are otherwise unable to use it, your grade will be affected. You may not borrow/share laptops from/with classmates. Outside of these uses, laptops may not be used without explicit prior agreement.
7. No headsets, earbuds or other remote devices. Inappropriate use of devices include listening to music, playing games, watching movies or viewing websites other than those listed in the class lessons. Devices being used inappropriately will be confiscated. Students may reclaim their devices at the end of the day from the school office.

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Safety in the lab

Any inappropriate actions cannot and will not be tolerated. Accidents happen, but most can be prevented. Follow all lab procedures very carefully. They are designed for your safety and to maximize learning. Goggles must be worn at all times while in the laboratory. Always wear closed-toe shoes in the lab. No unauthorized experiments or misuse of chemicals or laboratory equipment. If a violation occurs, students will be removed from the lab and given a zero for that activity.

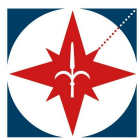
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THE
INTERNATIONAL
SCHOOL
OF TRIESTE

Grade 12-13
Adv. Honors Statistics
Course Outline and
Expectations

Mr. Dmytro Korposh,
B.S., M.S. Mathematics Uzhgorod National University
Ph.D. Knowledge/Technology Management Chunghua University

Email: dmytro.korposh@istrieste.org
Office Hours: Wednesday 13:40-14:20
Google Classroom code: zkixyea

Course Description

This class is an advanced course to understanding Statistics at a university level. This class is to prepare a student for the AP Statistics exam in May 2021. It answers the questions: How do we understand the world that we live in? How can we use the past to make predictions for the present and the future? We will cover data, graphs, linear regressions, probabilities, sampling, and inference for proportions, means counts, and regressions.

Textbook: *Stats: Modeling the World (Pearson)*. You will be assigned a textbook at the beginning of the year.

Student Outcomes

At the end of the course students will be able to: understand and display various types of data, explore relationships between bivariate data, be able to gather unbiased data through observations, experiments and surveys, calculate probability using rules and models, and make simple inferences with proportions. Students will display all their skills with their own statistical project at the end of the course.

Grading / Assessment

Tests: 40%

Quizzes: 30%

Projects: 20%

Homework: 10%

Classroom and Online Expectations

- **Be Prepared:**
 - Bring all your materials every day!
 - Graphing Calculator: TI-84 Plus or TI-Nspire. If other models are used, students will be responsible for researching usage.
 - Separate folder for mathematics work.
 - Charged laptop (and laptop charger).

- Positive attitude and an open mind.
- **Be Organized:**

Students will need a method to keep mathematics work organized (physical and online). This may include a binder or folders, with a designated location for homework; properly organized Google Drive.
- **Be Present:**
 - Students are expected to attend class and be on time. If absent, the topic and homework assignment will be provided on Google Classroom. You are responsible for learning the missed information, either using the textbook, online materials, Khan Academy, etc.
 - When in class, students are expected to be actively engaged in their learning.
 - Be sure to look for or ask for help for any concepts not understood. It is important that students assume responsibility for and take ownership of their learning!
- **Be Responsible:**
 - Phone, tablet, and computer use in class is only permitted with the permission of the teacher. Otherwise, it should be out of sight.
 - Times for completing missed quizzes and unit assessments will be determined.
- **Be Respectful:**

Treat yourselves, fellow students, the teacher, the classroom, and the school with respect.
- **Be Honest:**

If you can't explain what you wrote down then you are considered to be cheating. See the academic honesty and integrity statement below.

Academic Honesty and Integrity

Submitting work that is not your own or improperly referenced is plagiarism. This includes using the work of other students. The student will receive a grade of ZERO, including (if applicable) any student(s) who shared their work, and the family will be contacted. If a teacher suspects a student of cheating they may require the student to take an alternative assessment. Should academic dishonesty occur on more than one occasion, the student will be referred to the Head of High School.

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Required Materials:

- Pencil
- Eraser
- Ruler
- Math notebook
- Binder or folder to keep handouts organized
- Graphing Calculator
- Laptop

Course Description

This class is an introductory course to understanding Statistics. It answers the questions: How do we understand the world that we live in? How can we use the past to make predictions for the present and the future? We will cover data, graphs, linear regressions, probabilities, sampling, and basic inference.

Textbook: *Stats: Modeling the World (Pearson)*. You will be assigned a textbook at the beginning of the year.

Student Outcomes

At the end of the course students will be able to: understand and display various types of data, explore relationships between bivariate data, be able to gather unbiased data through observations, experiments and surveys, calculate probability using rules and models, and make simple inferences with proportions. Students will display all their skills with their own statistical project at the end of the course.

Grading / Assessment

Tests: 40%

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Projects: 20%

Homework: 10%

Classroom and Online Expectations

- **Be Prepared:**
 - Bring all your materials every day!
 - Graphing Calculator: TI-84 Plus or TI-Nspire. If other models are used, students will be responsible for researching usage.
 - Separate folder for mathematics work.
 - Charged laptop (and laptop charger).
 - Positive attitude and an open mind.

- **Be Organized:**

Students will need a method to keep mathematics work organized (physical and online). This may include a binder or folders, with a designated location for homework; properly organized Google Drive.

- **Be Present:**

- Students are expected to attend class and be on time. If absent, the topic and homework assignment will be provided on Google Classroom. You are responsible for learning the missed information, either using the textbook, online materials, Khan Academy, etc.
- When in class, students are expected to be actively engaged in their learning.
- Be sure to look for or ask for help for any concepts not understood. It is important that students assume responsibility for and take ownership of their learning!

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*It is the student's responsibility to communicate to their teacher the reason for not having their assignment complete and when they will hand in their work.

Required Materials:

- Pencil
- Eraser
- Ruler
- Math notebook
- Binder or folder to keep handouts organized
- Graphing Calculator
- Laptop

Grade 12/13 Social Studies 2020-2021

Mr. Joseph Anthony Feor
Bachelor of Arts Geography
Master of Science in Education

Advanced Honours European History

Google Classroom Code: liyk26f

Since classical times the European continent has held an important position in world affairs. Arguably, Europe's most crucial period dates from the Renaissance to the middle of the twentieth century. *Advanced Honors Modern European History* examines the period from 1450 to 2001 with a view to completing the accompanying AP European History Course. The course broadly addresses three skill sets: historical thinking, thematic learning, and conceptual analysis. It is also important to understand that independent learning is emphasized in this course, which makes serious demands of students' organizational capacities.

Units of study include:

- High Renaissance and Reformation
- Thirty Years War
- Enlightenment
- Dual Revolutions
- nationalism in nineteenth-century Europe
- Second Thirty Years' War

Student Outcomes

Over the duration of this course students will acquire knowledge and skills in order to:

- recognize historical developments across states and peoples
- make horizontal and vertical curricular connections
- analyze sources of evidence for validity and reliability
- articulate thinking in a precise way orally and in written work

Classroom Expectations

A positive and invigorating learning atmosphere is crucial to developing good study habits. To establish these conditions students are:

- expected to attend class on time and with the correct equipment;
- expected to complete in-class and home-based tasks to the best of their ability;
- expected to produce work which is exclusively their own and cite external sources accordingly;
- expected to engage in class discussions in a respectful manner

In addition to the above, students are expected to prepare for the Advanced Placement exam to the best of their ability, and to address exam-related assignments with due care and attention.

Types of Assessments

Major Assessments (Test, Quiz, Interrogation, Essay)	Homework	Class Discussion
80%	10%	10%

Final Exam = 20%

Types of assessments may be subject to change throughout the school year

Academic Integrity

Submitting work that is not your own or improperly referenced is plagiarism. This includes using the work of other students. The student will receive a grade of ZERO, including (if applicable) any student(s) who shared their work, and the family will be contacted. If a teacher suspects a student of cheating they may require the student to take an alternative assessment. Should academic dishonesty occur on more than one occasion, the student will be referred to the Head of High School.

Late Assignments

Students should submit work on time. If students are not able to make a deadline they should speak to a teacher in advance of that deadline. Work submitted late will lose 10% per day for four days. After four days the assignment will be graded out of 60%. In addition, parents will be informed. Should a student fail to hand in anything by the end of the trimester, the grade will be recorded as a ZERO.

*It is the student's responsibility to communicate to their teacher the reason for not having their assignment complete and when they will hand in their work.

**The late policy will be applied to students who miss Major Assessments because of unexcused absences*

Technology Use

Students will be informed when it is necessary to use computers and tablets for classroom research. Any misuse of technology will result in losing technology privileges and a possible partial or entire grade for task or assignment.

For general enquiries and student-specific questions I may be contacted at: feor.joseph@istrieste.org
Office Hours: Tuesday 11:50 - 12:20 p.m

Student Signature:

Parent Signature:

Grade 12/13 Social Studies 2020-2021

Mr. Joseph Anthony Feor
Bachelor of Arts Geography
Master of Science in Education

Honours Modern European History

Google Classroom Code: dr5nzha

Since classical times the European continent has held a significant position in world affairs. Arguably, Europe's most crucial period dates from the Renaissance to the middle of the twentieth century. *Honors Modern European History* examines the period from 1450 to 2001 with specific emphasis on political and social history.

Units of study include:

- High Renaissance and Reformation
- Thirty Years War
- Enlightenment
- Dual Revolutions
- nationalism in nineteenth-century Europe
- Second Thirty Years' War

Student Outcomes

Over the duration of this course students will acquire knowledge and skills in order to:

- recognize historical developments across states and peoples
- make horizontal and vertical curricular connections
- analyze sources of evidence for validity and reliability
- articulate thinking in a precise way orally and in written work

Classroom Expectations

A positive and invigorating learning atmosphere is crucial to developing good study habits. To establish these conditions students are:

- expected to attend class on time and with the correct equipment;
- expected to complete in-class and home-based tasks to the best of their ability;
- expected to produce work which is exclusively their own and cite external sources accordingly;
- expected to engage in class discussions in a respectful manner

In addition to the above, students are expected to prepare for the Advanced Placement exam to the best of their ability, and to address exam-related assignments with due care and attention.

Types of Assessments

Major Assessments (Test, Quiz, Interrogation, Essay)	Homework	Class Discussion
80%	10%	10%

Final Exam = 20%

Types of assessments may be subject to change throughout the school year

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***It is the student's responsibility to communicate to their teacher the reason for not having their assignment complete and when they will hand in their work.**

**The late policy will be applied to students who miss Major Assessments because of unexcused absences*

Technology Use

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For general enquiries and student-specific questions I may be contacted at: feor.joseph@istrieste.org
Office Hours: Tuesday 11:50 - 12:20 p.m

Student Signature:

Parent Signature:



FREQUENCY: 4 periods per week

PROGRAM/TEXTBOOK: Método 4 (ANAYA)

CURRICULUM OUTLINE:

In the last year of Spanish, the students will close three year of research in the Spanish and Latin American culture. The skill and knowledge adquired during these year give them a strong tool to face the next educational stages.

In order to prepare for the external Spanish exam: DELE B2 or C1 and AP Spanish, the selection of readings material for this last year of Spanish will be focused on historical documents relating the most important XX and XXI Centuries events and on an accurate selection of journalist articles focusing on current happenings around the world.

During the scholastic year, students will have to read one book in Spanish from the prescribed author list (see attached 1). The teacher will provide students with the list of books at the beginning of the year. Students will be assessed on an oral commentary they will present during the Spanish final exam according with the SPANISH -FINAL EXAMS -ACTION AND EVALUATION PROTOCOL FOR ORAL EXAMS document .

Broadly speaking, "commentary" refers to a close detailed analysis of writing and requires students to demonstrate close knowledge and appreciation of elements such as theme, literary style and technique.

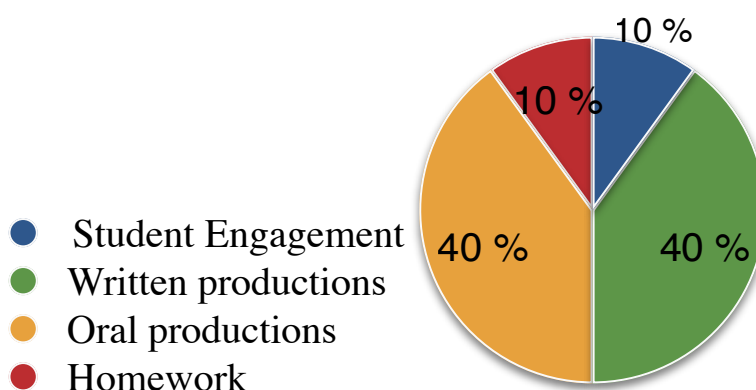
1ST TRIMESTER	2ND TRIMESTER	3RD TRIMESTER
<p>5. Queremos un pueblo: oraciones condicionales con diferentes nexos; oraciones concesivas: alternancia modal, uso de diferentes nexos concesivos, oraciones reduplicadas con valor concesivo, etc.</p>	<p>6. Cuando haya encontrado un trabajo (II) el futuro perfecto; el uso del artículo neutro; léxico relacionado con el mundo laboral; léxico relacionado con la organización del Estado; etc.</p>	<p>8. Toca cuidarse: futuro perfecto (II): probabilidad en el pasado cercano; condicional compuesto: probabilidad en el pasado; la expresión de probabilidad con indicativo y subjuntivo; marcadores de probabilidad; verbos de cambio: <i>ponerse, quedarse, hacerse, volverse</i>; léxico relacionado con la salud; etc.</p>
<p>6. Cuando haya encontrado un trabajo (I): oraciones temporales: anterioridad, posterioridad, inmediatez, simultaneidad, delimitación de la acción.</p>	<p>7.No solo de trabajo vive el hombre (I): oraciones consecutivas con indicativo: conectores consecutivos e intensificadores; pasivas de <i>ser</i> y <i>estar</i>: pasiva de acción/pasiva de resultado; perífrasis verbales de infinitivo, gerundio y participio; léxico relacionado con las actividades de ocio; léxico relacionado con las comprar; etc.</p>	<p>General review and preparation for Final Exam.</p> <p>DELE & AP preparation.</p>
<p>Focus on Spanish culture:</p> <ul style="list-style-type: none"> Spanish history: el franquismo y la postguerra española. <p>DELE & AP:</p> <p>Modelo de examen oral DELE B2/C1.</p>	<p>Focus on Spanish culture:</p> <ul style="list-style-type: none"> Spanish history: La transición española a la democracia. <p>DELE & AP:</p> <p>Expresión escrita DELE B2/C1 y AP.</p>	<p>DELE & AP:</p> <p>General review and preparation for Final Exam</p>

STUDENTS OUTCOMES

- * Learn grammar structures and vocabulary related with B2+/C1 level from *The Common European Framework of Reference for Languages*.
- * Be able to understand oral and written intermediate/advance Spanish productions related also with the Spanish culture.
- * Produce advance oral interactions and written productions related also with the Spanish culture.
- * Have knowledge of the most important historical events happened between 18th and 20th centuries.

TYPES OF ASSIGNMENTS AND GRADING SYSTEM:

- Student engagement & participation: 10%
- Homework: 10%
- Chapter exams:
 - Written productions (as grammar test, writing test, reading test, essays, etc.): 40%
 - Oral productions: (as speaking test, oral presentations, listening test, etc.): 40%



TEST RULES:

- 1.Students absent for a test must complete it the day they return to school unless agreed upon in writing with the teacher.
- 2.Students being absent are responsible for making up missing tests (they should inform Ms. Bernabé as soon as possible).
- 3.Be honest. Cheating means an automatic 0.
- 4.During tests utmost silence is mandatory: if you need to ask something you raise your hand and wait for the teacher to come to you.
- 5.Turn off your mobile and any other electronic device: otherwise items will be confiscated.
- 6.Tests are official documents and consequently cannot be taken home. Tests are available to parents during the teacher office hours or parent teacher evenings.
- 7.Oral test can be recorded to be stored as exam material.

ASSIGNMENTS RULES:

- Academic Honesty and Integrity:

Submitting work that is not your own or improperly referenced is plagiarism. This includes using the work of other students. The student will receive a grade of ZERO, including (if applicable) any student(s) who shared their work, and the family will be contacted. If a teacher suspects a student of cheating they may require the student to take an alternative assessment. Should academic dishonesty occur on more than one occasion, the student will be referred to the Head of High School.

- Late Submissions:

Students should submit work on time. If students are not able to make a deadline they should speak to a teacher in advance of that deadline. Work submitted late will lose 10% per day for four days. After four days the assignment will be graded out of 60%. In addition, parents will be informed. Should a student fail to hand in anything by the end of the trimester, the grade will be recorded as a ZERO. It is the student's responsibility to communicate to their teacher the reason for not having their assignment complete and when they will hand in their work.

CLASSROOM MATERIAL:

- Ring Binder + 4 dividers + Sleeves + A4 lined paper.
- A pocket dictionary: Spanish- English OR Spanish- Italian.

● **Textbooks** and workbooks are property of the school, therefore any damage or loss is the responsibility of the student.

● **Workbooks** are the property of the student, therefore any damage or loss is the responsibility of the student.

CLASSROOM AND ONLINE EXPECTATION

1. Students are expected to attend class on time and with the appropriate equipment.
2. Students are expected to have a good and positive attitude in class demonstrating ACADEMIC INTEGRITY/HONESTY, PRECISION and EMPATHY.
3. Cell phones are not allowed. Turn off your mobile before starting the lesson.
4. Laptops and tablets to be used only during class time if permitted by teacher.
5. Students are in accordance with the IST Upper School Discipline Plan.
6. Students should always check GOOGLE CLASSROOM to see assignments or other communications.

GOOGLE CLASSROOM

I'm using GOOGLE CLASSROOM in class with students and to keep parents informed! I'll use it to share important updates, assignments, and more.

SPANISH -FINAL EXAMS -
ACTION AND EVALUATION PROTOCOL FOR ORAL EXAMS

STUDENT COMMITMENTS

Point 1: >>>> the student receives in September with the list of books Syllabus and the document "Reading Guide" (see on GOOGLE CLASSROOM).

Point 2: >>>>> the first week of October the student communicates his/her chosen book to the teacher and signs the list of books next to the chosen name.

Point 3: >>> before Christmas the student buys the book and takes it to a class so the teacher can see it.

Point 4: >>> in February the student has a private meeting with the teacher to talk about how he/she is processing the reading of the book.

LINES OF CONTROL (BY THE TEACHER)

Control the 4 previous points.

Offer the option of an audio book for students with dyslexia problems.

Offer a reference edition to all the books.

TEST STRUCTURE

The test consists of a presentation of the book (task 1) with an interview phase (task 2). The qualification of both tasks corresponds to 50% (for each of the tasks).

The duration of the test will be approximately 15 minutes.

The student must arrive on the day of the exam with the book and the reading guide. If the student does not show up with these objects / documents, he/she will lose 1 point (for each). The penalty will affect the note of the **Theory**.

The Reading Guide as visual support not main document: is an auxiliary document, a "guide"

The test will be registered with the computer.

EVALUATION METHODOLOGY

12 points of **Use of the language** (structure, fluency, grammar, vocabulary) + 12 of **Theory** (see reading guide).

CONFLICTS

- In no case may the student refrain from reading the book (or hearing the audio-book). The viewings of films or adaptations belonging to another genre (comics, etc.) are not valid. Any format other than that indicated by the teacher will be evaluated as 0 out of 12 points in the Theory section.
- The student will not be able to change the book after having confirmed (in the February meeting -point 4-) his reading experience with it. Any book other than the chosen one will be evaluated as 0 out of 12 points in the Theory section.
- The partial or incomplete reading of the work will have a penalty related to the amount of work that has not been read. The penalty will be applied in proportion to the content not addressed in the reading.
- If the student does not take the exam for an unexcused reason, his/her grade will be equal to 0.

LIST BOOK (to choose just ONE)

See the document "Reading Guide" on GOOGLE CLASSROOM.

13	La casa de los espíritus	Isabel Allende
13	La ciudad de las bestias	Isabel Allende
13	Eva luna	Isabel Allende
13	Cronica de una muerte anunciada	Gabriel García Marquez
13	Cien años de soledad	Gabriel García Marquez
13	El amor en los tiempos del cólera	Gabriel García Marquez
13	Travesuras de la niña mala	Mario Vargas Llosa
13	La fiesta del chivo	Mario Vargas Llosa
13	Ines y la alegría	Almudena Grandes
13	El lector de Julio Verne	Almudena Grandes
13	Patria	Fernando Aramburu
13	La Reina del Sur	Arturo Pérez Reverte
13	El club Dumas	Arturo Pérez Reverte
13	La tabla de Flandes	Arturo Pérez Reverte
13	La maravillosa vida breve de Óscar Wao	Junot Diaz
13	Todo lo que era sólido	Antonio Muñoz Molina
13	Los enamoramientos	Javier Marías
13	Soldados de Salamina	Javier Cercas

GRADE 13 FRENCH 2020-2021

CURRICULUM OUTLINE

Teacher: Lucia Macaluso

Master Degree in Translation, I.S.T.I (Belgium)
Abilitazione all'insegnamento della Lingua Francese, Classe di concorso A24-A25
Postgraduate Certificate in Learning and Development of Foreign Language Teaching Methods
Postgraduate Certificate in French Civilization, Art and Language
28 years classroom teaching experience

Frequency: 4 periods per week

Classroom: C2

e-mail: macaluso.lucia@istrieste.org

Parent conference time: Thursday 12:50-13:20 in C2

PROGRAM and STUDENT OUTCOMES

During the scholastic year, Grade 13 students will work on **Exercices de Grammaire en contexte niveau avancé** (2nd part) and **B2 Le Delf 100% réussite/ Delf scolaire et junior B1** (2nd part) including B1/B2 level authentic materials with the objective of practicing, developing and consolidating their written and oral **B1/B2** communicative abilities in French.

1ST TRIMESTER:

- **Reflection on French language** : le passif, le discours rapporté
- **Reflection on French culture** : B2 level activities based on a selection of authentic materials focussed on **French society, French history** (*La Première Guerre Mondiale vue du côté français*) and **French literature** (*Proust ; Sartre ; Camus*)

2ND TRIMESTER:

- **Reflection on French language** : le participe présent et le gérondif, le temps
- **Reflection on French culture**: B2 level activities based on a selection of authentic materials focussed on **French society, French history** (*La France dans la Seconde Guerre Mondiale*) and **French literature** (*Prévert ; Ionesco*)

3RD TRIMESTER:

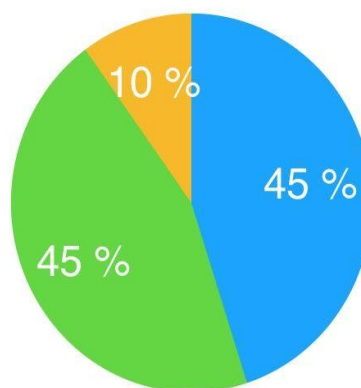
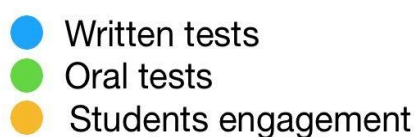
- **Reflection on French language** : la cause, la conséquence, le but, l'hypothèse et la condition
- **Reflection on French culture**: B2 level activities based on a selection of authentic materials focussed on **French society, French history** (*La France et le français dans le monde, la décolonisation*) and **French literature** (*le roman policier, Simenon*)

During the scholastic year students will have to read one book in French from the prescribed author list. The teacher will provide the students with the list of books at the beginning of the year. Students will be assessed through an oral commentary during the French oral final examination. Broadly speaking, "commentary" refers to a close detailed analysis of writing and requires students to demonstrate close detailed knowledge and appreciation of elements such as theme, literary style and technique.

ASSESSMENT and GRADING SYSTEM

Grades will be calculated as follows:

- **written tests and assignments 45%** aimed at assessing and evaluating written abilities
- **oral tests and assignments 45%** aimed at assessing and evaluating oral abilities
- **students engagement-participation-behaviour 10%**



Grades will be available to parents on **PARENT PLUSPORTAL**

CLASSROOM EXPECTATIONS and SCHOOL POLICY (valid for in-person and remote teaching/learning)

- Students are expected to attend class **on time** and with the **appropriate equipment (notebook, textbook, workbook, pencil case, MASK, AGENDA)**.
- Students are expected to have a **good and positive attitude** in class demonstrating **ACADEMIC INTEGRITY/HONESTY, PRECISION, EMPATHY, INNOVATION**.
- **Academic Honesty and Integrity:** Submitting work that is not your own or improperly referenced is plagiarism. This includes using the work of other students. The student will receive a grade of ZERO, including (if applicable) any student(s) who shared their work, and the family will be contacted. If a teacher suspects a student of cheating they may require the student to take an alternative assessment. Should academic dishonesty occur on more than one occasion, the student will be referred to the Head of High School.
- **Late Submissions:** Students should submit work on time. If students are not able to make a deadline they should speak to a teacher in advance of that deadline. Work submitted late will lose 10% per day for four days. After four days the assignment will be graded out of 60%. In addition, parents will be informed.

Should a student fail to hand in anything by the end of the trimester, the grade will be recorded as a ZERO. It is the student's responsibility to communicate to their teacher the reason for not having their assignment complete and when they will hand in their work.

- Students being absent are responsible for making up missing tests and/or assignments. If students are going to be absent, they should inform Ms Macaluso as soon as possible. Students should always check **GOOGLE CLASSROOM** to see assignments or other communications.
- **Cellphones** are not to be used in class.
- **Textbooks** are the **property of the school**, therefore any damage or loss is the responsibility of the student.
- **Workbooks** are the **property of the student**, therefore any damage or loss is the responsibility of the student.
- **Tests** are official documents and consequently cannot be taken home.

German 2020-2021

Grade 13

Curriculum Outline

Teacher: Petra Nagy
Mag. (Magister) Germanistik
West-H. Universität, Universität Wien
more than 17 years classrooms teaching experience

e-mail: nagy.petra@istrieste.org

1. GERMAN PROGRAM AND STUDENT OUTCOMES

Students will be enabled to use the German language in a culturally appropriate manner in everyday situations in a German-speaking environment.

The four skills (reading, writing, listening and speaking) are expanded along with grammar structures and vocabulary. The speaking competence is trained by leading interviews, argumentation and discussion about newspaper articles etc. To improve the writing competence the following tasks were accomplished: making reports about different interesting topics, writing essays (essay questions "How do you imagine the world to be in 100 years?") and keeping the course journal.

Reading competence is trained by working with authentic reading material, newspaper articles.

Over the duration of this course students will acquire knowledge and skills in order to:

- *The students will work with the following text books and corresponding work books and some internet materials:*
- *The lesson is based on the Common European Framework of Reference for Languages with an additional focus on conversation (leading interviews, stating opinion, talking about likes and dislikes, discussing), reading, and essential grammatical elements, given by the objectives of an B2 language level, the learners' needs and preferences.*

The students will work with the following text books and work books and some internet materials:

- **B2- Finale Neu (Klett Verlag)**
 - **B2 Test (Klett Verlag)**
 - **Grammatik Aktiv B2 – C1**
- **Fit für Zertifikat B1 (Klett Verlag)**
 - **Grammatik Aktiv B1**

The schedule can be revised in accordance with the results of the placement test and individual needs and interests of the students.

Themenkreise

1. Städte
2. Konsum
3. Trends
4. Gesund leben
5. Berufsfelder
6. Medien und Kommunikation
7. Generationen
8. Reisen

Argumentation, Beschwerdebrief
Blogbericht schreiben

Vorbereitung auf die B1 oder B2 ÖSD - Sprachprüfung

2. ASSIGNMENTS AND GRADING SYSTEM

Grades will be calculated as follows:

- **written assignments 45%** aimed at assessing and evaluating written abilities: quizzes end of unit written tests
- **oral tests 45%** aimed at assessing and evaluating oral abilities : interrogations and end of unit oral tests
- student engagement **10%** (homework, classwork, behaviour)

3. CLASSROOM EXPECTATIONS

- Students are expected to attend class on time and with the correct equipment (a blue pen, a pencil, a red pen, a green pen, a black pen, an eraser, a ruler, a pencil sharpener, scissors and glue, **a notebook (A4format), one plastic folder: for the photocopies. and a small notebook for vocabulary.**
- **For HS classes are allowed the using of laptop ONLY for dictionary or working on projects.**
- **If HS students dont bring laptop for lesson, so are pleased to have in the class GERMAN-ENGLISH/ ENGLISH-GERMAN dictionary for using during class. (Textanalyse or writing exercises)**
- **Students absent for an Assessment must complete it the day they return to school unless agreed upon in writing the teacher.**
- Students are expected to have a good and positive attitude in class. (raise their hand before saying something, no questions and no cheating during a test, talk with respect to their teacher and classmates).
- **The students must come to the lessons without cell-phone, they must leave it in their bag/ locker, if it will be found during class, will be given the the secretary until end of the schoolday.**

4. Academic Honesty and Integrity

Submitting work that is not your own or improperly referenced is plagiarism. This includes using the work of other students. The student will receive a grade of ZERO, including (if applicable) any student(s) who shared their work, and the family will be contacted. If a teacher suspects a student of cheating, they may require the student to take an alternative assessment. Should academic dishonesty occur on more than one occasion, the student will be referred to the Head of High School.

5. Late Submissions

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*It is the student's responsibility to communicate to their teacher the reason for not having their assignment complete and when they will hand in their work.

Student Name (in block letters, please) : _____

PARENT SIGNATURE: _____

Office Hours: Thursday 12.50-13.20