



**ST. STEPHEN'S**  
**SCHOOL** *Rome, Italy*

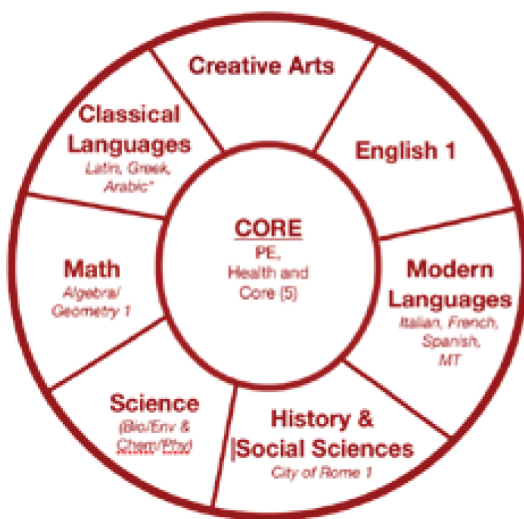
## **COURSE DESCRIPTIONS**

St. Stephen's provides a demanding academic program taking full advantage of its location in the historic center of Rome. In developing and nurturing the whole student, St. Stephen's provides a rigorous college preparatory curriculum, which is balanced by a diverse co-curricular program that fulfills the requirements for the full International Baccalaureate Diploma Programme and a US high school diploma.

Our education model in grades 9 and 10 encourages students to excel and gain confidence in their academic choices. This two-year academic plan provides an excellent segue to the IB coursework students will carry out in grades 11 and 12.

Specialized classes such as City of Rome 1 and 2, Classical Greek & Roman Studies, Latin, Greek, Arabic, Italian Language, and Art History that fully exploit the local context add to the richness and diversity of a St. Stephen's education.

Our proud tradition of academic excellence brings all the best elements of American and international education traditions to our students. In 1975, St. Stephen's was the first school in Italy to offer the International Baccalaureate Programme to students in grades 11 and 12. As a leading IB World School, our graduates have consistently ranked in the top percentile of IB exams, including perfect scores of 42 and the highest IB scores in the history of the School in recent years. Our average IB score is 36.



<b>English 1</b>
<b>Science 1:</b> (Bio/Env - Chem/Phy)
<b>Math:</b> Alg/Geo 1 (3 levels)
<b>History &amp; SS:</b> City of Rome 1
<b>2nd Language:</b> (ITA/FRE/SPA/MT)
<b>Classical Language:</b> (LAT/GRE/ARA)*
<b>Creative Arts</b>
<b>CORE:</b> (PE, Health, IT, Critical Thinking & Study Skills)

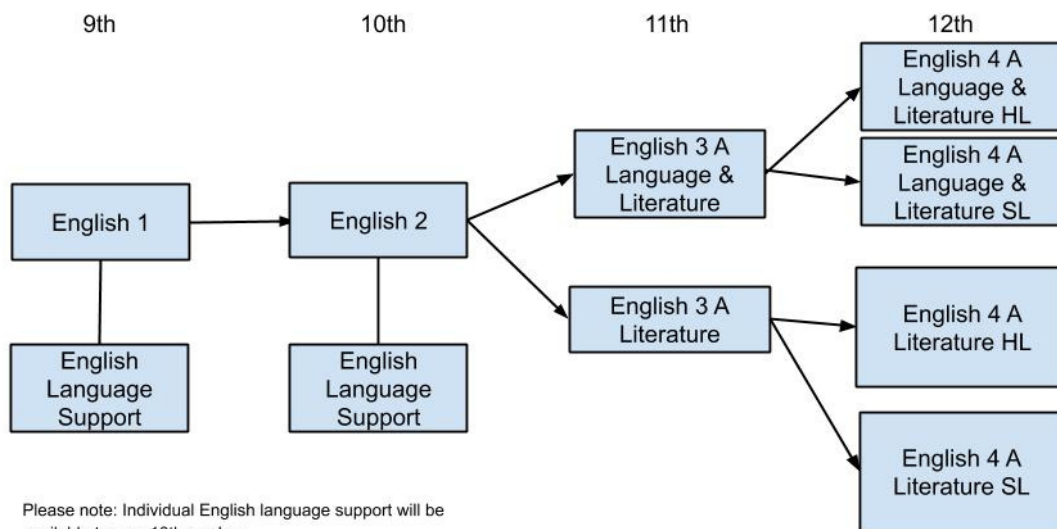
<b>English 2</b>
<b>Science 2:</b> (choice of 2)
<b>Math 2:</b> Alg/Geo 2 (2 or 3 levels)
<b>History &amp; SS:</b> City of Rome 2
2nd or classical Language
<b>OPTIONAL: 3rd language:</b> (ITA/FRE/SPA)
<b>Creative Arts:</b> (including pre-IB Art)
<b>CORE &amp; Holistic Project</b>

# ENGLISH

The St. Stephen's English department creates an inquiry-- based, student--centered learning environment, where instruction encourages critical thinking, reading and writing. Through active discourse, students develop an appreciation of how the texts they study connect to other texts, their lives and the world around them. We nurture an appreciation of language and cultivate student confidence.

St. Stephen's English classes aim to:

- foster an appreciation of craft in a variety of genres
- develop critical reading strategies that allow students to interpret, evaluate and appreciate challenging texts
- inspire students, through their writing, to assimilate their critical reading experiences with the world around them
- study texts from a wide range of places and time periods
- encourage students to be articulate speakers who use language and register that is appropriate for different audiences and purposes.



## **ENGLISH 1**

### **GRADE 9**

This course is designed to enhance students' appreciation of the wealth and subtleties of language, to promote an enjoyment of and interest in literature, to emphasize the writing process in its various stages, to develop skills in written and oral expression, and to encourage independent thought and academic rigor. Above all, the course encourages a lifelong appreciation of literature. A major theme of English 1 is Coming of Age and students will look at the definition of gender and how it shapes notions of self and the world. They will learn to identify key overarching themes of global and literary interest, as well as draw critical connections between texts of different origins. They will also learn the significance of historical context in defining an author's approach to a genre and the foundational elements of the major genres.

## **ENGLISH 2**

### **GRADE 10**

The grade 10 English course continues genre study with a greater focus on language skills development and sentence fluency. Vocabulary and grammar are taught through the study of literature, and students experiment with developing their own written style. Reasoning and oral skills are strengthened through class discussion, debate, presentations and dramatic interpretation as well as formal essay writing. Literature in this course is drawn from the American and British traditions. Students also read a selection of non-fiction and news publications.

## **ENGLISH 3 LITERATURE**

### **GRADE 11, IB ENGLISH LITERATURE HIGHER/STANDARD LEVEL YEAR 1**

This course serves as the first year of the IB English Literature program and includes the study of texts recommended by the International Baccalaureate. In keeping with the philosophy of the English Department, the literature is drawn from various cultures, periods and genres providing a rich background of knowledge for students. Student coursework includes oral presentations, creative writing assignments, analytical essays and commentaries. Students are assessed according to IB criteria and standards.

## **ENGLISH 3 LANGUAGE AND LITERATURE**

### **GRADE 11, IB ENGLISH LANGUAGE AND LITERATURE HIGHER/STANDARD LEVEL YEAR 1**

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across different literary forms and textual types alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

## **ENGLISH 4 LITERATURE**

### **GRADE 12, IB ENGLISH LITERATURE HIGHER/STANDARD LEVEL YEAR 2**

This course continues the study of literature initiated in English 3 Literature and an additional six to eight texts are studied. Students preparing for the IB Literature examinations complete coursework for both internal and external assessments. The components and assignments in this course focus on enabling students to engage in close, detailed and critical examination of written text by way of commentary and essay. Students are assessed according to IB criteria and standards.

## **ENGLISH 4 LANGUAGE AND LITERATURE**

### **GRADE 12, IB ENGLISH LANGUAGE AND LITERATURE HIGHER/STANDARD LEVEL YEAR 2**

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across different literary forms and textual types alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

## **ENGLISH LANGUAGE SUPPORT (EAP)**

### **GRADE 9,10**

This is a supplementary course for non-native English speakers who need extra support in the basic English language skills of reading, writing, listening and speaking. There is an emphasis on vocabulary acquisition, grammar practice and oral participation.

# MODERN LANGUAGES

St. Stephen's Modern Language department believes that knowledge of other languages is an essential requirement for any individual in today's world. We also believe that knowledge and study of a second language broaden students' horizons and their outlook on other cultures, and consequently enhances the capacity for self-expression, understanding and interaction between individuals from a variety of backgrounds and nationalities. Language courses are divided into two strands: 1) first language and literature and 2) foreign language.

First language and literature courses at St. Stephen's aim to:

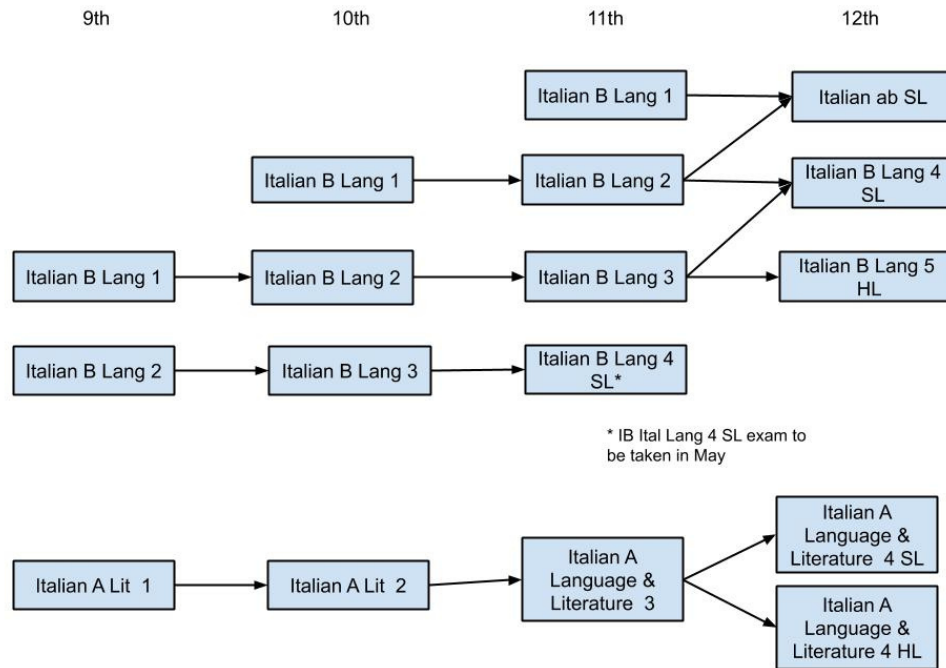
- study texts from a wide range of places and time periods
- foster an appreciation of craft in a variety of genres develop critical reading strategies that allow students to interpret, evaluate and appreciate challenging texts
- inspire students, through their writing, to assimilate their critical reading experiences with the world around them encourage students to be articulate speakers who use language and register that is appropriate for different audiences and purposes

Foreign Language courses at St. Stephen's aim to:

- promote an appreciation of the wealth and subtleties of language
- heighten awareness of language as a means of expression and communication and enhance students' capacity for expression
- encourage students to engage freely in conversation and to explore the culture(s) connected to the language studied broaden outlooks on other cultures by studying original language texts covering an extensive range of topics promote enjoyment of, and interest in, the literature and cinema of different cultures

**Placement of new students in the appropriate level is determined through interview and a writing sample, where applicable.**

# ITALIAN



## ITALIAN LANGUAGE 1

### ALL GRADES, IB LANGUAGE AB INITIO YEAR 1 (GRADE 11 ONLY)

The goals of Italian 1 are to instruct the absolute beginner in vocabulary, grammar and idiomatic expressions so that he or she may begin to speak correctly and develop an awareness of Italian culture. Oral and written expression of Italian is approached through a series of graded exercises and simple conversations. Field trips to historical sites in Rome are taken regularly in order to acquaint the student with the city and its people.

## ITALIAN LANGUAGE 2

### ALL GRADES, IB LANGUAGE AB INITIO YEAR 2 (GRADE 12 ONLY)

Italian 2 continues the work of Italian 1 by reinforcing the student's knowledge of the language as an expression of Italian civilization. Grammar, vocabulary and syntax are reviewed and students begin to prepare for upper level courses as they gain a wider and deeper sense of Italian culture through Italian movies, field trips, and the study of 20th century Italian history.

### **ITALIAN LANGUAGE 3**

#### **GRADES 10/11, IB LANGUAGE B STANDARD LEVEL YEAR 1**

This course is designed for intermediate level students whose first language is not Italian. Students are asked to concentrate on listening, reading and writing in order to strengthen their grammar and syntax. Special emphasis is placed upon the use of the subjunctive and conditional and on the use of prepositions. Class discussion will be encouraged through the use of a variety of supports: articles from Italian newspapers and magazines; TV news, movies, photographs. The goal is to increase students' fluency by exposing them to Italian culture and language, making them able to self-organize the rules within the learning process. A crucial role will be played by the Italian books they'll read during the year, in the classroom or at home, to enrich the comprehension of written texts. Their writing skills will be improved through exercises and writing short essays and letters. This course is the first year preparation for the IB ILanguage B Standard level exam.

### **ITALIAN LANGUAGE 4**

#### **GRADE 11/12, IB LANGUAGE B HIGHER LEVEL YEAR 1/STANDARD LEVEL YEAR 2**

This course is designed for upper-intermediate students whose first language is not Italian, who intend to continue their study of the Italian language and to take the IB Language B exam. Students are asked to deepen their knowledge of Italian society and culture of the 20th century. Texts include novels by contemporary authors, newspaper articles and extracts from magazines.

### **ITALIAN LANGUAGE 5**

#### **GRADE 12, IB LANGUAGE B HIGHER LEVEL YEAR 2**

This course is designed for advanced students of Italian who intend to take the IB Language B Higher level exam. Students are required to prepare for both oral and written IB exams by reading books of modern and postmodern authors, as well as extracts from magazines and newspapers. Students will acquire a basic knowledge of Italian history and culture. They will write essays on contemporary events and answer questions on assigned readings.



## **ITALIAN LITERATURE 1**

### **GRADE 9**

This course is designed for native or bilingual speakers who have studied Italian as a primary language. This course builds a foundation for reading literature, writing literary analysis, and understanding Italian culture and history. Students work on reading comprehension at a sophisticated level, and learn to write analyses of texts. Through frequent compositions and essays, they will improve their grasp of written grammar. Students are required to participate in class discussions, which then forms the basis for more structured oral presentations. In addition, the exposure to newspaper articles, political cartoons, and movies inspires and guides discussions about Italian history and civilization.

## **ITALIAN LITERATURE 2**

### **GRADE 10**

This course is designed for native or bilingual speakers of Italian who intend to continue their study of the Italian language at the IB level and who aim to strengthen both their oral and written expression. The main objectives of the course are to consolidate syntax, refine vocabulary, and improve students' knowledge of 19th century Italian literature, history and culture. Texts include Italian literary masterpieces, as well as contemporary reading material.

## **ITALIAN LANGUAGE & LITERATURE 3**

### **GRADE 11, IB ITALIAN A LANGUAGE AND LITERATURE HIGHER/STANDARD LEVEL YEAR 1**

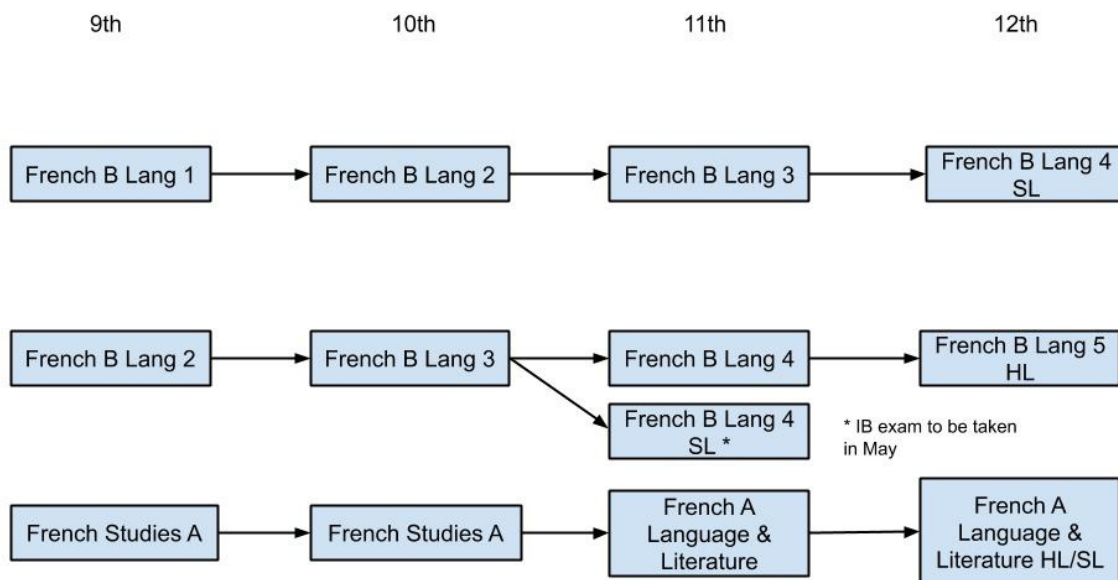
This course is designed for native speakers of Italian (or students who have a similar level of fluency). The course assumes both a sound degree of linguistic precision and coherence and a mastery of the language appropriate for the study of literature. This course aims to help students express themselves with clarity and accuracy, both orally and in writing. Students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts.

## **ITALIAN LANGUAGE & LITERATURE 4**

### **GRADE 12, IB ITALIAN A LANGUAGE AND LITERATURE HIGHER/STANDARD LEVEL YEAR 2**

This course is designed for native speakers of Italian (or students who have a similar level of fluency). The course continues the development of the student's linguistic skills and it pursues a thorough ability in critical analysis. Students are engaged in appreciating similarities and differences between literary works from different eras. Students develop a sound knowledge of Italian culture.

# FRENCH



## FRENCH LANGUAGE 1 ALL GRADES

This course teaches the basic structure of the French language with the aim of developing the student's reading, writing and speaking skills. Oral expression is approached through reading aloud, pronunciation exercises and simple conversation.

## FRENCH LANGUAGE 2 ALL GRADES

French 2 continues the development and mastery of fundamental reading, writing and speaking skills in French. The vocabulary learned in French 1 is extended and increased, and one begins to approach civilization topics through the use of videos and movies as a means of further introducing the student to a wider knowledge of the French language and culture.

## FRENCH LANGUAGE 3 GRADES 10/11, IB LANGUAGE B YEAR 1

This course provides a general reinforcement of the grammar covered in the first two years. Students start to read about current events and engage in classroom discussion. A variety of topics are covered through the use of: movies, documentaries, songs, photographs, TV news, internet and articles from newspapers. The goal is to increase students' fluency exposing them to Francophone culture and language.

## **FRENCH LANGUAGE 4**

### **GRADE 11/12, IB FRENCH LANGUAGE B STANDARD YEAR 2/HIGHER LEVEL YEAR 1**

This is a language acquisition course for students with a good level and background in the French language. While improving their knowledge of the language, students also explore the culture(s) connected to it. During this course the students will develop receptive, productive, and interactive skills. Students read about current events and engage in classroom discussion. Discussion will be stimulated through the use of: movies, documentaries, songs, TV news, photographs, newspaper articles, websites and internet resources. The goal is to increase students' fluency exposing them to Francophone culture and language.

## **FRENCH LANGUAGE 5**

### **GRADE 12, IB LANGUAGE B HIGHER LEVEL YEAR 2**

Fluent knowledge of the French language, both oral and written, is taken for granted. As in French 4, texts from a variety of genres are studied as well as topics relating to French civilization. Particular attention is given to interactive communication. This course prepares students to take the French B HL examination.. In literature students will read and study novels, poetry and theatre. They will read and study newspaper articles on a regular basis. With regards to grammar there will be a review of the main challenges of the French language. Many of the grammar exercises assigned will be taken from previous IB exams.

## **FRENCH STUDIES**

### **GRADE 9/10**

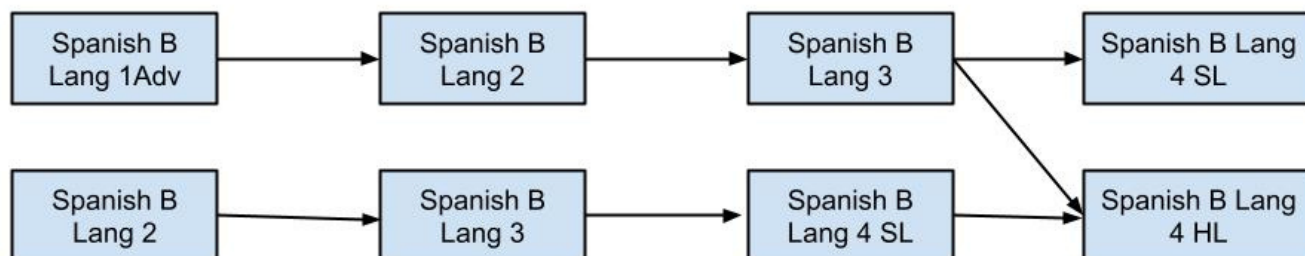
This course is designed for native speakers and bilingual French students. Poems, songs and movies enrich the revision of basic grammar. Emphasis is placed on French culture, literature and history. Students will be asked to do research, make oral presentations and read French literary works.

## **FRENCH LANGUAGE AND LITERATURE**

### **GRADES 11/12, IB FRENCH A LANGUAGE AND LITERATURE HL/SL**

This course is designed for native speakers and for bilingual French students. Emphasis is placed on elements of French culture, literature and history. The preparation for the IB French A Language & Literature examination is spread over two years.

# SPANISH



## SPANISH LANGUAGE 1 ADVANCED GRADE 9, 10

This course is designed for students of Spanish as a Foreign Language who have some previous knowledge of basic grammar: verbs, moods, tenses. Emphasis is given to interaction to improve fluency in the use of the language. The students read and make summaries on articles at the advanced basic level.

## SPANISH LANGUAGE 2 GRADE 9, 10

This course is designed for students of Spanish as a Foreign Language who have attended a formal basic grammar program. They should know regular and irregular verbs, all of the moods and tenses and have a fair command of the spoken language. The students read and summarize articles from advanced intermediate level texts and analyze excerpts from Spanish and Latin American literary works. By the end of the year, the students should be able to read short stories and handle brief summaries and analyzes.

### **SPANISH LANGUAGE 3**

#### **GRADES 10/11, IB LANGUAGE B YEAR 1**

This upper level Spanish course is designed for advanced students of Spanish as a foreign language. Students will reinforce their grammar and syntax: the verb, the moods: indicative, conditional and subjunctive, imperative. They will read and comment on articles from Spanish and Latin American magazines and newspapers and will be introduced to formal text analysis on works of classic and contemporary literature from the Spanish speaking world, both from excerpts and complete novels, theatre and poetry.

### **SPANISH LANGUAGE 4**

#### **GRADES 12, IB SPANISH B SL YEAR 2, HL YEAR 2**

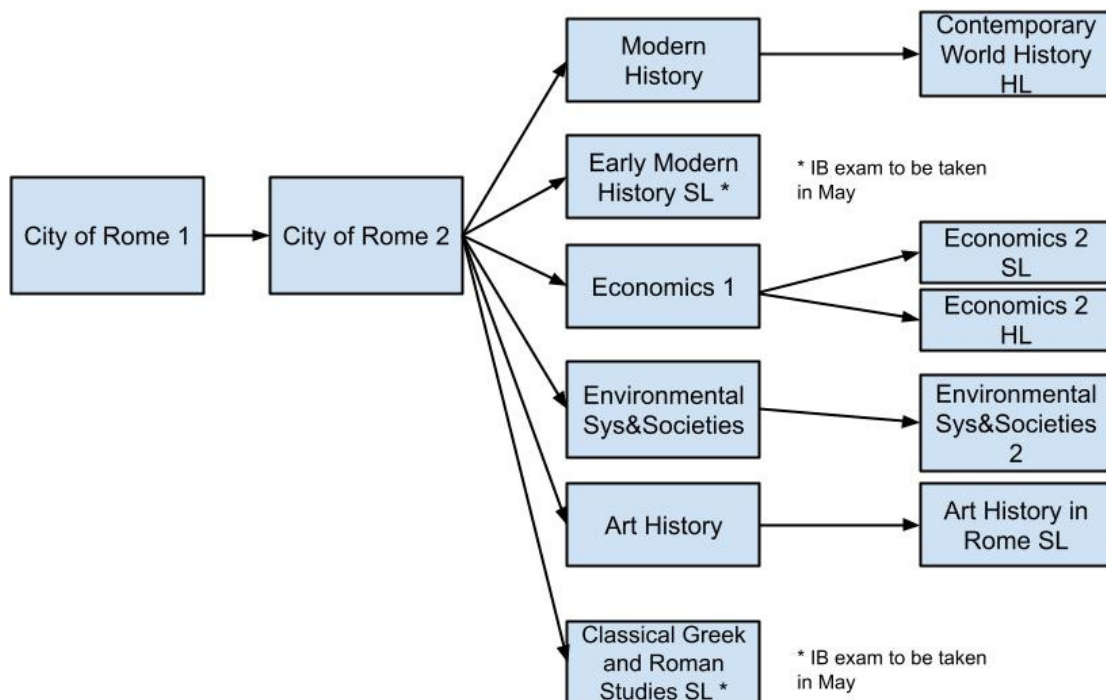
At this level, students should have consolidated syntax and grammar, obtained a good command of their vocabulary and fluency. Students will read and discuss articles on current affairs from the Spanish speaking world. Complete works from Spanish and Latin American authors will be analyzed. These include classic and contemporary novels, theatre, and poetry.

# HISTORY

History at St. Stephen's is a four-year program that instills a lasting love of the fundamental political, cultural, and socioeconomic forces that have shaped our world. Using one of the world's great museums of history – the city of Rome – students interact and explore on a personal level while teachers assist their growth, encouraging open-mindedness and critical thinking.

St. Stephen's History classes aim to:

- focus on the nature of history as a course of study in order to emphasize critical thinking about issues in the modern world
- introduce students to the fundamentals of historical writing and research while developing a critical approach to sources
- deliver a cohesive, coherent program of study that spans from the classical period to the modern era and maintains a local focus while placing these histories in context of our world.



## **CITY OF ROME 1**

### **GRADE 9**

Rome was, for more than 1000 years, one of the most important cities in the ancient world, and it remains today a uniquely rich and fascinating city. How do we look at the city we live in, so we can understand and appreciate her monuments and interpret them as reflections of ancient Roman life- political, religious, social and artistic? This course, unique to St Stephen's School, gives students the opportunity to study ancient Rome in a multi-disciplinary way: its origins, political systems, art, archaeology, economics, geography and environment.

Students will study Roman history, culture and society through direct study of the monuments and museums of Rome and through ancient sources, both written and material. Students will learn to look at Roman archaeology, art and architecture as reflections of the social, political, economic, religious and artistic life of the time. St Stephen's central location allows regular weekly field trips, which form the basis of the course. Through the direct study and interpretation of sources, students learn about Roman history, culture and society in all its facets while, at the same time, making connections with the contemporary world. Students will participate in the Medusa Mythology Exam in April and take part in several interdisciplinary projects about Cultural Heritage.

## **CITY OF ROME 2**

### **GRADE 10**

Between 1400 and 1700, Rome was reborn as one of the most important cities in the world, center of a growing world empire, like in antiquity. The city today owes much of its unique richness and fascination to this, the Early Modern Age, to which the artistic and architectural achievements of the Renaissance and Baroque belong, as well as the scientific and geographical discoveries that mark the advent of the modern world. Moreover, in this period Europeans first began to engage self-consciously with the traces of the city's glorious ancient past visible around them - drawing inspiration, but also positioning themselves with respect to the past in such a way that Historiography, as we know today, was born. This course, the second part in the City of Rome sequence, gives St Stephen's students the unique opportunity to study Early Modern Rome in a first hand and multi-disciplinary way: its political systems, art, religious life, economics, geography and environment. Building upon their study of the ancient city in grade 9, students develop a more critical awareness of how the city's modern history has been framed in dialogue with its ancient past, drawing explicit connections with the city we live in today.

**UNITED STATES HISTORY**  
**GRADES 11/12**  
**(ONLY OFFERED IN SECOND SEMESTER UPON SUFFICIENT**  
**DEMAND)**

Emphasis is placed on the evolution and development of American political, social, economic and cultural traditions from colonial times to the present. Attention is given to the ways in which American society evolved from its European roots and to the major stages in the development of its unique political and social values. Special concern will be placed on analyzing primary and secondary source materials as well as on the development of writing skills.

**ART HISTORY**  
**GRADES 11, IB ART HISTORY STANDARD LEVEL YEAR 1**  
**(SCHOOL BASED SYLLABUS)**

Art history is the study of the rich heritage of visual arts produced by human societies. This production, ranging from painting, sculpture, architecture, design, photography and applied arts, to installation, conceptual and body art, has found expression in human cultures from the earliest times, and has fulfilled a range of functions. The art historian is concerned with the formal appreciation of these works and the understanding of their meaning and function within the culture that produced them, as well as the relationships between one culture and another. Visual literacy is particularly relevant in an age when we have unprecedented access and exposure to images.

**THE BAROQUE AGE (ART AND ARCHITECTURE OF 17TH**  
**CENTURY EUROPE) AND 19TH AND 20TH CENTURY ARTISTIC**  
**MOVEMENTS**

**GRADE 12, IB ART HISTORY STANDARD LEVEL YEAR 2**

In the first semester, we study the Baroque Age, concentrating on major seventeenth-century works in Europe. In the second semester, we examine 19th and 20th century artistic movements in Europe and the United States. Throughout, we will evaluate works in their social, historical and political context, and consider their role and place in the wider picture of global art history. To complement class-based study, we will regularly explore artistic monuments in Rome as well as the city's urban environment.



## **MODERN HISTORY**

### **GRADES 11, IB HISTORY HIGHER/STANDARD LEVEL YEAR 1**

This course explores the roots of nationalism in Europe from the unification of Italy and Germany in the nineteenth-century to the outbreak of the First and Second World Wars in the twentieth. Particular attention is given to the rise of authoritarian states during the inter-war years in Italy and Germany. The course is the first part of a two-year sequence, the second of which will explore case studies from Asia, especially China and Japan. Our aim is to move beyond the key events or actors involved to the processes behind them - the causes and consequences, practices and methods, aims and responses of war and authoritarian rule.

## **EARLY MODERN HISTORY, 1492-1699**

### **GRADES 11, 12 IB STANDARD LEVEL (ONE YEAR COURSE)**

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## **CONTEMPORARY WORLD HISTORY**

### **GRADES 12, IB HIGHER/STANDARD LEVEL YEAR 2**

This course covers major world historical events since 1871. The topics covered are the main ones emphasized in the IB History Examination. Particular emphasis is placed on the First and Second World Wars and developments in the inter-war period with focus centered on, but not limited to, Europe including Russia. The scope of the class includes attention to political, economic and social factors in both international and domestic arenas. Students sitting Higher Level IB Exam cover additional material from this period at greater depth.

Prerequisite: Modern History

# ECONOMICS

Economics at St. Stephen's awakens students' sense of the broader modern world and the forces that shape current events. Over two years, students explore the fundamental principles of the discipline and a wide range of economic interpretations -- orthodox and alternative -- that help them answer questions about the world around them.

St. Stephen's Economics classes aim to:

- encourage the systematic and critical study of: human experience and behavior; physical, political, economic and social environments; the history and development of social and cultural institutions
- develop students' capacity to identify, to analyze critically and to evaluate theories, concepts and arguments regarding the nature and activities of the individual and society
- enable students to collect, describe, analyze and interpret complex data and source material and to test hypotheses illustrate that the knowledge and methodologies of the subjects across the social sciences are contestable and that their study requires the acceptance of uncertainty
- develop an awareness that human attitudes and beliefs are widely diverse and that an understanding of social structures and systems requires an appreciation of such diversity.

## **ECONOMICS 1** **GRADE 11, IB HIGHER/STANDARD LEVEL YEAR 1**

In addition to preparing students to meet the requirements of the IB program successfully, the course aims to help students develop essential economic concepts and apply them to real-life situations. Over the academic year, the class cements the concepts of Micro and Macro and as time permits, explore the remaining two areas of International Economics and Developmental Economics. Students will learn how to structure and create two IA's (internal assessments) in Micro and Macro, that they may use for their portfolio.

## **ECONOMICS 2** **GRADE 12, IB HIGHER/STANDARD LEVEL YEAR 2**

This course is the continuation of the Economics 1 course. In addition to preparing students to meet the requirements of the IB program successfully, the course aims to help students develop essential economic concepts and apply them to real-life situations. Over the academic year, the class completes the work started in their first year by reviewing Micro and Macroeconomics and focusing in detail on the final two sections of International and Developmental Economics. Additional topics for HL: Theory of the Firm, mathematical calculations of Price Levels, GDP deflator, elasticities, Keynesian Multiplier, and marginal tax rates. HL students will also master advanced concepts such as the Marshall-Lerner condition, J-Curve and Terms of Trade.

Prerequisite: Economics 1

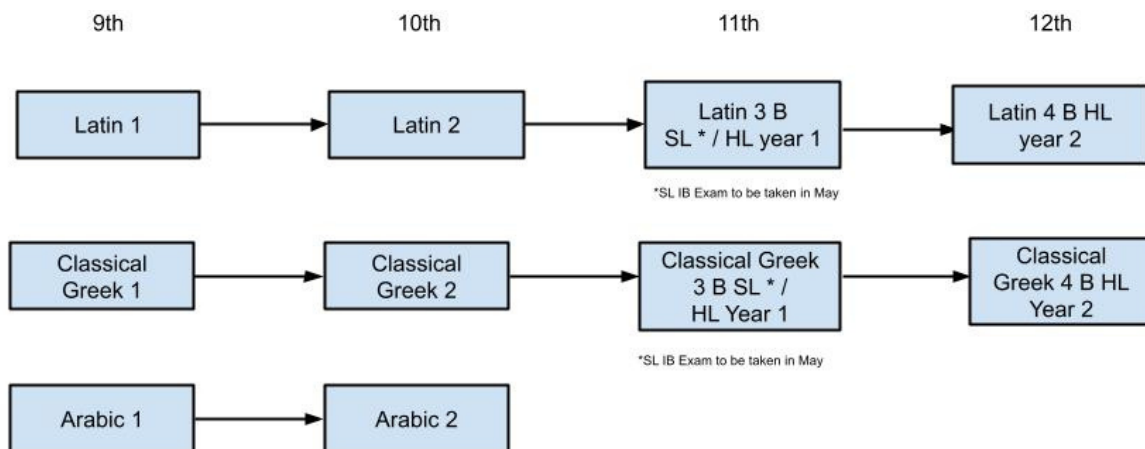
# CLASSICAL STUDIES

St. Stephen's location in the heart of ancient Rome offers a unique dimension to the study of Classics, for the city inevitably becomes an extension of the classroom, both in the history (City of Rome, Classical Greek and Roman Studies) and the language (Latin and Greek) courses.

Field trips form the basis of the City of Rome course, and are also undertaken, when appropriate, in Latin. Greek and in the Roman semester of Classical Greek and Roman Studies.

Classical Studies classes at St. Stephen's aim to:

- encourage students to comprehend and appreciate the rich legacy of the Greco-Roman world through a study of the literature, art and architecture, language and history
- develop language skills and the awareness of language as an integral part of culture
- promote critical/analytical reading of primary sources, both literary and historical
- challenge students to make connections between the ancient world and other worlds, including their own.



See Classics Chair for further information.

## **CITY OF ROME 1**

### **GRADE 9**

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Students will study Roman history, culture and society through direct study of the monuments and museums of Rome and through ancient sources, both written and material. Students will learn to look at Roman archaeology, art and architecture as reflections of the social, political, economic, religious and artistic life of the time. St Stephen's central location allows regular weekly field trips, which form the basis of the course. Through the direct study and interpretation of sources, students learn about Roman history, culture and society in all its facets while, at the same time, making connections with the contemporary world. Students will participate in the Medusa Mythology Exam in April and take part in several interdisciplinary projects about Cultural Heritage.

## **CITY OF ROME 2**

### **GRADE 10**

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## **CLASSICAL GREEK AND ROMAN STUDIES (CGRS)**

### **GRADES 11, 12 IB STANDARD LEVEL (SCHOOL BASED SYLLABUS; ONE YEAR COURSE)**

Classical Greek and Roman Studies is a standard-level subject that introduces students to the history and culture of ancient Greece and Rome, and, through these, to a wider study of individuals and societies. Students explore different kinds of evidence for these two cultures: the literary record, thought to be representative of the best of the creative and political achievements of these societies, as well as an archaeological record that is often suggestive of wider contexts for investigation. Students study four topics in detail and undertake an individual assignment in an area of their choice related to Classical Greek and Roman studies, which may directly reflect their own interests and/or cultural background.

## **LATIN 1**

### **GRADE 9**

This course provides an introduction to the language and culture of ancient Rome and her empire. Modern approaches are used to develop, rapidly and effectively, the ability of the students to read Latin texts. Grammar and vocabulary are introduced inductively through readings rather than as isolated elements of the language. In this course, Latin is taught with a recently developed methodology that applies the same elements of modern 2nd language acquisition to the classical languages, shifting the focus to understanding both spoken Latin and texts (instead of translating). The four linguistic skills of communicative competence - listening, speaking, reading and writing - are practiced in each class to stimulate a fast language proficiency and to enhance students' confidence. There is considerable background material on religious, social, artistic and political life, and our unique location in the heart of ancient Rome makes field trips to relevant sites a valuable component of the course. Students participate in two international exams: the National Latin Exam in March and the Medusa Mythology Exam in April.

## **LATIN 2**

### **GRADE 9/10**

Latin 2 aims to further students' understanding of Latin language, vocabulary and grammar, to continue studies of various aspects of Roman culture and literature, and to provide more rigorous preparation for the IB Diploma Program. The stories in the text focus more and more on the historical context of the civil war following the assassination of Julius Caesar, the rise of Octavian, and the establishment of Empire under Augustus. Horace's poetry is introduced early in the year and studied within its historical context. Students participate in two international exams: the Medusa Mythology Exam in December and the National Latin Exam in March.

Prerequisite: Latin 1 or equivalent

## **LATIN 3**

### **GRADE 11, IB STANDARD LEVEL (ONE YEAR COURSE), IB HIGHER LEVEL YEAR 1**

In Latin 3 students will continue to develop their skills in reading and translating Latin literature through specific studies of passages from Book 12 of Vergil's Aeneid, and from a selection of Love Poetry: Catullus and Horace. Students read selections from Ovid's Metamorphoses, both in order to improve their skills at translation and to enrich their knowledge of classical mythology. The works are examined in relation to the genres of epic poetry and love poetry. They are studied within their historical and cultural contexts, thus enabling students to expand their understanding of the world in which they were created. Appreciation of the literary qualities of the poetry and is achieved through close critical analysis. Students have the opportunity to pursue an aspect of Roman civilization that particularly interests them through an independent research project. Students participate in the Medusa Mythology Exam in December and the National Latin Exam in March.

Prerequisite: Latin 2 or equivalent

## **LATIN 4**

### **GRADE 12, IB HIGHER LEVEL YEAR 2**

Latin 4 continues with readings from Vergil's Eclogues, Ovid's Amores, and Ovid's Metamorphoses, thus deepening and extending the students' knowledge, understanding and appreciation of the works of these major Latin poets. Students have the opportunity to pursue an aspect of Roman civilization that particularly interests them through an independent research project, a research dossier. Students participate in the Medusa Mythology Exam in December and the National Latin Exam in March.

Prerequisite: Latin 3

## **CLASSICAL GREEK 1**

### **GRADE 9**

This course introduces students to the Ancient Greek language. After having mastered the alphabet and pronunciation, the basics of the grammar of Classical Greek are covered, while building the vocabulary necessary for reading short texts. The Athenaze textbook focuses upon frequent and early reading of continuous Greek. The texts offered as the course progresses - from Classical prose and poetry to the Greek of the New Testament -, will provide the students by the end of the academic year with an ability to approach the works of a variety of simple Classical Greek texts in the original language. The Greek language opens up to students a wealth of thought, culture, history, and literature, all of which they can read about in the essays provided in the book and reflect upon in class discussions, research projects and presentations. Students participate in two international exams: the National Greek Exam in February and the Medusa Mythology Exam in April.

## **CLASSICAL GREEK 2**

### **GRADE 10**

After the introductory year of Classical Greek 1, this course continues to follow part II of the Athenaze textbook. More advanced aspects of the grammar of Classical Greek, like complex syntactic structures and many verb tenses and moods (e.g. aorist tense, subjunctive and optative mood) are studied while continuing to build the vocabulary necessary for reading comprehension and velocity. The texts and essays cover various periods of Ancient Greek history, focusing on the Persian and Peloponnesian wars, and aim at enhancing an appreciation of Greek cultural and historical thought through passages of Herodotus and Aristophanes. As the students' ability to read texts in Classical Greek grows, the anthology Εφοιδιον offers a wide range of authentic texts such as Aesop's Fables, the Romance of Alexander the Great, the New Testament and various excerpts of ancient Greek wise men and philosophers. The Greek language opens up to students a wealth of thought, culture, history, and literature, all of which they can read about in the essays provided in the book and reflect upon in class discussions, presentations and research projects. Students participate in two international exams: the National Greek Exam in February and the Medusa Mythology Exam in April.

Prerequisite: Greek 1 or equivalent

## **CLASSICAL GREEK 3**

### **GRADE 11, IB STANDARD LEVEL YEAR 1 (ONE YEAR COURSE)/IB HIGHER LEVEL YEAR 1**

In Classical Greek 3 students continue to develop their skills in reading and translating Ancient Greek literature through the study of Homer Odyssey book 22, 178 - 501, and through a selection of passages grouped around the theme of Women: Euripides, Iphigenia in Aulis, Plato's Republic and Plutarch's Lycurgus. The works are examined in relation to the genres of epic poetry, tragedy (drama), prose and philosophy. They are studied within their historical and cultural contexts, thus enabling students to expand their understanding of the world in which they were created. Appreciation of the literary qualities of the texts is achieved through close critical analysis. Students also read different works of Xenophon, both in order to improve their translation skills and to deepen and extend their knowledge on ancient Greek history and philosophy. Students have the opportunity to pursue an aspect of Greek civilization that particularly interests them through an independent research project, a research dossier. Students participate in two international exams: the National Greek Exam in February and the Medusa Mythology Exam in April.

Prerequisite: Greek 2 or equivalent



## **CLASSICAL GREEK 4**

### **GRADE 12, IB HIGHER LEVEL YEAR 2**

In Classical Greek 4 students continue to develop their skills in reading and translating Ancient Greek literature through the study of Homer, Odyssey 19.100-34 and Euripides, Medea 214-356. Students review the texts studied in Classical Greek 3: Homer Odyssey book 22,178 - 501 and a selection of passages grouped around the theme of Women - Euripides, Iphigenia in Aulis, Plato's Republic and Plutarch's Lycurgus. The works are examined in relation to the genres of epic poetry, tragedy (drama), prose and philosophy. They are studied within their historical and cultural contexts, thus enabling students to expand their understanding of the world in which they were created. Appreciation of the literary qualities of the texts is achieved through close critical analysis. Students also read different works of Xenophon, both in order to improve their translation skills and to deepen and extend their knowledge on ancient Greek history and philosophy. Students have the opportunity to pursue an aspect of Greek civilization that particularly interests them through an independent research project, a research dossier. Students participate in two international exams: the National Greek Exam in February and the Medusa Mythology Exam in April.

Prerequisite: Greek 3 or equivalent

## **ARABIC 1**

### **GRADE 9**

This course introduces modern standard Arabic and focuses on developing proficiency in the standard written Arabic as well as formal spoken Arabic. It begins with learning the script and the sound system using 'Alif Baa Book'. The book simultaneously introduces vocabulary so students can begin performing dialogues and other activities. After the Alphabet is covered, more grammar and vocabulary are introduced at a faster rate to build the foundation for general communicative competence, and greater cultural awareness.

## **ARABIC 2**

### **GRADE 10**

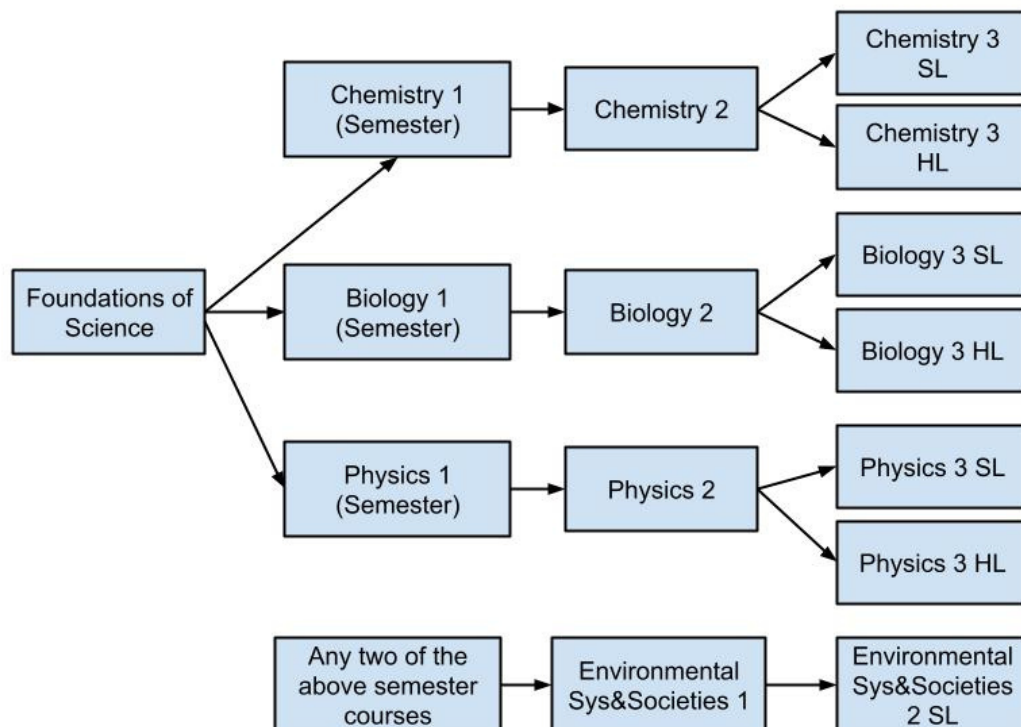
The Arabic 2 course continues to build upon the language skills acquired in Arabic 1 and introduces two varieties of spoken Arabic in addition to the formal one. Students will benefit from an inclusive view of understanding the varieties of spoken Arabic in the modern world. The increased presence and integration of spoken Arabic is the goal of this course, presenting and teaching language forms that reflect the linguistic behavior of native speakers.

# SCIENCE

The St. Stephen's Science department provides our students with a solid foundation in all areas of science, offering courses in Biology, Chemistry, Physics, and Environmental Systems and Societies. Students are prepared for a world that is forever changing and advancing in the areas of medicine, technology, and biochemical engineering. The science curriculum offers students a variety of opportunities to engage with the world around them - in the classroom, in the laboratory, and through field work.

Courses in the Experimental Sciences at St Stephen's have the following aims:

- to foster critical thinking and inquiry skills
- to allow students to engage in individualized scientific research and design their own laboratory investigations
- to promote an appreciation of the principles of science in an increasingly scientific and technological society
- to understand how to work successfully and safely in a laboratory setting, using a wide variety of laboratory equipment, data logging apparatus, and analytical techniques
- to teach students how to collect, process, and present scientific data and effectively develop hypotheses, research questions and the necessary precision in the use of language, both oral and written, to report their findings.



## **FOUNDATIONS OF SCIENCE**

### **GRADE 9**

Foundations of Science is the first year of a dynamic, rigorous IB preparatory course in which students will learn the fundamental concepts of biology, environmental sciences, physics, and chemistry. Students will explore the basic elements of what constitutes matter, how energy passes through systems allowing life to evolve and lead to complex organisms and their interactions with their environment. Important contributions of biology, chemistry, physics, and ecology to the understanding of the natural world and man's relationship with it are investigated. The laboratory component complements theoretical study and students learn the importance of the scientific method by engaging in weekly investigative practical work. Group projects allow self-directed student learning and the opportunity to present work to fellow students. This course provides a basic understanding of some of the central principles of science. By the end of the course, students should have developed a good level of scientific literacy and should be able to make informed decisions about further studies in science.

## **SCIENCE COURSES**

### **GRADE 10**

*These courses build upon the ninth grade science course as part of the dynamic, rigorous IB preparatory course. The students can choose between three semester courses for each science with the obligation to choose two courses.*

## **BIOLOGY 1**

Prerequisite course for IB Biology SL and HL. It continues seamlessly the introductory Biology work done in the Foundations of Science course completed in grade 9. The course is taught through a combination of guided independent study, group work and class lecture. Many didactic tools are employed such as bespoke videos, presentations, award winning computer simulations, animations, engaging online tools, and hands on experiments. Students continue to master the skills of independent study, reflection, self management with opportunities to design their own creative experiments, push their intellectual horizons and hone their analytical skills. The course content has been carefully chosen to prepare students for further studies in Biology, but also to give students who cannot continue with Biology due to other subject commitments, a solid knowledge base that will compliment the other science that they have chosen to study. The course also includes a unit on environmental science so essential for the guardianship of our planet. The topics will include: The cell cycle, The chemistry of life, Enzymes, DNA and Heredity, Eutrophication and Biological Oxygen Demand. Each student will also complete an inquiry based experiment using the techniques of genetic engineering which was developed in collaboration with the organization Adamas Scienza and sponsored by St Stephen's trustee Prof. Fred Gage, President of the Salk Institute for Biological Studies in California.

## **CHEMISTRY 1**

Prerequisite course for IB Chemistry SL and HL. It continues seamlessly the introductory Chemistry work done in the Foundations of Science course completed in grade 9. The course is taught through a combination of guided independent study, group work and class lecture. Many didactic tools are employed such as bespoke videos, presentations, award winning computer simulations, animations, engaging online tools, and hands on experiments. Students continue to master the skills of independent study, reflection, self management with opportunities to design their own creative experiments, push their intellectual horizons and hone their analytical skills. The course content has been carefully chosen to prepare students for further studies in Chemistry but also to give students who cannot continue with Chemistry, due to other subject commitments, a solid knowledge base that will compliment the other science that they have chosen to study. The course also includes a unit on environmental science, so essential for the guardianship of our planet. The topics will include: Bonding, Stoichiometry, Acids and Bases with a look at Acid Rain, Rates of reaction, Energy changes including calculating Carbon Footprints, Oxidation and Reduction and Organic Chemistry. The course concludes with an inquiry based experiment developed by each student.

## **PHYSICS 1**

Prerequisite course for IB Physics SL and HL. It continues seamlessly the introductory Physics work done in the Foundations of Science course completed in grade 9. The course is taught through a combination of guided independent study, group work and class lecture. Many didactic tools are employed such as bespoke videos, presentations, award winning computer simulations, animations, engaging online tools, and hands on experiments. Students continue to master the skills of independent study, reflection, self management with opportunities to design their own creative experiments, push their intellectual horizons and hone their analytical skills. The course content has been carefully chosen to prepare students for further studies in Physics, but also to give students who cannot continue with Physics due to other subject commitments, a solid knowledge base that will compliment the other science that they have chosen to study. The course also includes a unit on environmental science so essential for the guardianship of our planet. The topics will include: Forces, Motion, Energy sources and Conservation of Energy, The Greenhouse effect and the Solar System. The course concludes with an inquiry based experiment developed by each student.

# **ENVIRONMENTAL SYSTEMS AND SOCIETIES**

*A two year interdisciplinary course, it combines the techniques and knowledge of experimental science with those of social sciences. Students gain a coherent perspective of the interrelationships between environmental systems and societies and will formulate an informed personal response to a variety of environmental issues.*

## **ENVIRONMENTAL SYSTEMS AND SOCIETIES 1** **GRADE 11, IB STANDARD LEVEL YEAR 1**

The first year of the course focuses primarily on the biological and cultural dynamics of environmental systems. The topics covered include ecosystems, animal population dynamics, environmental viewpoints, energy resources and water, food and land resources. The course includes experiments and fieldwork aimed at investigating environmental systems and their impact on society.

Prerequisite: Two of the following Biology 1, Chemistry 1, or Physics 1 or equivalent

## **ENVIRONMENTAL SYSTEMS AND SOCIETIES 2** **GRADE 12, IB STANDARD LEVEL YEAR 2**

The second year is focused primarily on environmental issues/political aspects and the human impact on the environment. The topics covered include conservation and biodiversity, human population dynamics, resource use, pollution, and global warming. The course includes further experiments and fieldwork aimed at investigating environmental systems and their impact on society.

Prerequisite: Environmental Systems and Societies 1

## **BIOLOGY**

*Biology is a vast subject; the two year program aims to develop a broad understanding of the principles of the subject, including: structure and function, universality versus diversity, equilibrium within systems and evolution.*

### **BIOLOGY 2**

#### **GRADE 11, IB HIGHER/STANDARD LEVEL YEAR 1**

Biology 2 is the first in a two-year program that aims to develop a broad understanding of the principles of the subject, including structure and function, universality versus diversity, equilibrium within systems, and evolution. During the first semester, students study cell biology, molecular biology, and genetics. In the second semester, they study ecology, biodiversity, and human anatomy and physiology. There is a regular program of assessed portfolios and laboratory work.

Prerequisite: Foundations of Science and Biology 1

### **BIOLOGY 3**

#### **GRADE 12, IB HIGHER/STANDARD LEVEL YEAR 2**

This course is a continuation of the material from IB Biology 2 and proper revision of the IB Biology 2 course is essential for moving forward into the IB Biology 3 course. Students interested in studying biological sciences further at the university level will benefit from the topics studied in both the SL and HL courses. Topics include neurobiology, nucleic Acids, metabolism, cell respiration, photosynthesis, plant science, advanced genetics, and animal physiology. The course is designed to prepare students for both the IB examinations at the Higher and Standard Levels.

Prerequisite: Biology 2

## **CHEMISTRY**

*Chemical principles underpin both the physical environment in which we live and all biological sciences, as such it is often called the central science. This two year course is a rigorous pre-university course that includes the principles of the subject as well as applied topics that place chemistry in the real world.*

## **CHEMISTRY 2**

### **GRADE 11, IB HIGHER/STANDARD LEVEL YEAR 1**

The topics studied are atomic structure, periodicity, bonding, quantitative chemistry, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction. Laboratory experiments are an integral part of the course and are graded for IB internal assessment.

Prerequisite: Foundations of Science and Chemistry 1

## **CHEMISTRY 3**

### **GRADE 12, IB HIGHER/STANDARD LEVEL YEAR 2**

This course completes the preparation of students for the International Baccalaureate Higher Level (HL) and Standard Level (SL) examinations. The topics covered are organic chemistry, human biochemistry, and medicines and drugs, and the remainder of the HL core material. Towards the end of the second semester of the course, the material covered in Chemistry 2 is reviewed and in March students sit mock IB exams. Laboratory experiments are an integral part of the course and are graded for IB internal assessment.

Prerequisite: Chemistry 2

## **PHYSICS**

*Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself from the very smallest known particles-- quarks to distances between galaxies. As well as addressing classical physics, the two year course looks to the historical context of the development of the subject.*

## **PHYSICS 2**

### **GRADE 11, IB HIGHER/STANDARD LEVEL YEAR 1**

The topics studied include measurement, mechanics, thermal physics and properties of matter, waves, electricity and magnetism, atomic and nuclear physics. There is a regular program of laboratory work with internal assessment.

Prerequisite: Physics 1

## **PHYSICS 3**

### **GRADE 12, IB HIGHER/STANDARD LEVEL YEAR 2**

The second year of the IB HL/SL picks up the topics covered in Physics 2 with extension work in historical physics and optics. Towards the end of the second semester of the course, the material covered in physics 2 is reviewed, and in March students sit mock IB exams. Assessed laboratory practical work continues and is graded for the IB internal assessment.

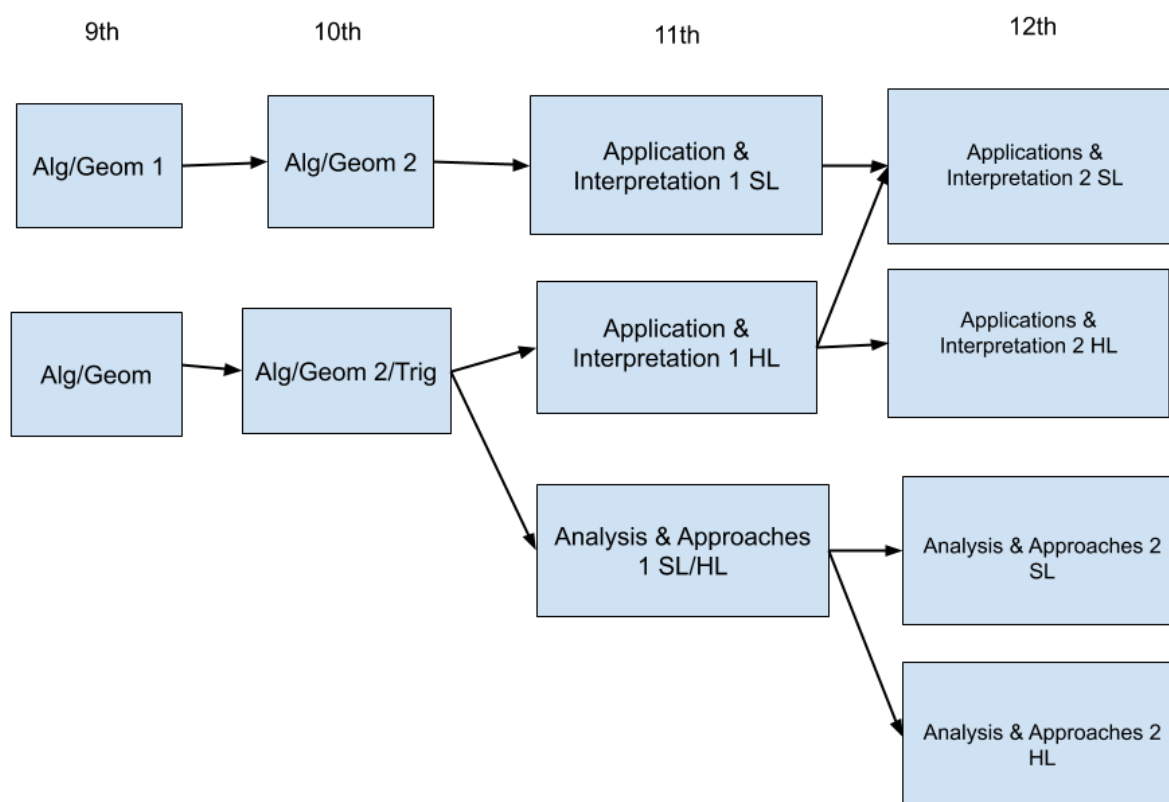
Prerequisite: Physics 2

# MATHEMATICS

Through inquiry-based instruction and integrated technology, the mathematics classes at St. Stephen's challenge students to reach their full potential while engaging them in a demanding program of study. We train students to think logically and critically and to use the language of mathematics with precision both orally and in writing. Through the study of algebra, geometry, trigonometry, statistics, probability and calculus, students appreciate the important role mathematics plays in a modern society. To further support and challenge their understandings, we also utilize a range of resources, including peer tutoring, math laboratory, and math competition activities.

St. Stephen's Mathematics classes aim to:

- encourage students' persistence and creativity in problem solving
- teach students to use technology, allowing a multiple representation of concepts and enhancing their understanding and knowledge of mathematics
- develop students' confidence in mathematics and encourage them to take responsibility for their own learning
- increase students' awareness of the structures that unify the branches of mathematics
- foster an appreciation of mathematics from an historical perspective





## **ALGEBRA/GEOMETRY**

### **GRADE 9**

This course provides students with the skills and concepts in order to progress to the Algebra/Geometry 2 or Algebra/Geometry2/Trigonometry course in grade 10. Calculators and laptops will be integrated into the course as learning tools. Students require an approved graphic display calculator. The course is designed to:

- Prepare students to be proficient in using mathematics in their daily lives
- Develop a positive attitude towards the role of mathematics in everyday life
- Develop logical, critical and creative thinking, as well as patience and persistence in problem-solving
- Employ and refine their powers of abstraction and generalization
- Communicate mathematical concepts in a comprehensible, coherent and rigorous way.

In order to offer the best learning experience, grade 9 students will be placed in three levels according to their proven academic records in mathematics and their admission testing results. The curriculum taught in Algebra/Geometry is the same for all the three levels.

#### **Algebra/Geometry 1**

##### **Basic Level**

This level is for students who need to reinforce their basic math skills while learning the new curriculum.

#### **Algebra/Geometry**

##### **Intermediate Level**

This level is for students who have a solid background in mathematics.

#### **Algebra/Geometry**

##### **Extended Level**

This level is for students who have an excellent background in mathematics and eventually want to be part of our math teams for international competitions.

## **ALGEBRA/GEOMETRY 2**

### **GRADE 10**

This course is the natural progression of the first-year course Algebra/Geometry 1. Students will cover statistics and probability as well as further develop their algebraic and geometric skills in preparation for the IB Applications and Interpretations SL. Their technological skills and understanding of concepts will be enhanced through the use of graphic display calculators and mathematical software as tools in the solution of numerical and modeling problems.

Prerequisite: Algebra/Geometry 1 Basic Level

## **ALGEBRA/GEOMETRY2/TRIGONOMETRY**

### **GRADE 10**

Algebra/Geometry2/Trigonometry Grade 10 This course is the second of an integrated four-year mathematics sequence. Students must have successfully completed the fast-tracked course in 9th grade in order to take this class. In addition to furthering their understanding of algebraic and geometric concepts, students will cover topics related to statistics, probability and trigonometry. Their technological skills and understanding of concepts will be enhanced through the use of graphic display calculators and mathematical software as tools in the solution of numerical, modeling and trigonometric problems. This course will prepare students for Applications and Interpretations HL and Analysis and Approaches HL/SL.

Prerequisite: Algebra/Geometry Intermediate/Extended Level and teacher's recommendation

## **MATHEMATICS APPLICATIONS AND INTERPRETATIONS SL**

### **GRADES 11/12, IB STANDARD LEVEL YEAR 1**

This course is the first year of the two year course which prepares for the International Baccalaureate Mathematics: Applications and Interpretation SL examination. As per the IB guide, the course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

**Topics:** Representing space, Measuring space, Representing data, Coordinate plane in 2-space and 3 space, Modelling change, Modelling relationships with functions, Modelling rates of change.

Prerequisites: Algebra/Geometry 2.

## **MATHEMATICAL APPLICATIONS AND INTERPRETATIONS SL** **GRADES 11/12, IB STANDARD LEVEL YEAR 2**

This is the second year of the two year International Baccalaureate Mathematical Applications and Interpretations SL program. See year 1 course for general description.

Prerequisite: Mathematical Applications and Interpretations SL year 1

## **APPLICATIONS AND INTERPRETATIONS HL** **GRADE 11, IB MATHEMATICS HIGHER LEVEL YEAR 1**

This course is the first year of the two year International Baccalaureate Mathematics: Applications and Interpretation HL program. As per the IB guide, the course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Prerequisite: Algebra-Geometry 2/Trigonometry and teacher recommendation

## **APPLICATIONS AND INTERPRETATIONS HL** **GRADE 12, IB MATHEMATICS HIGHER LEVEL YEAR 2**

This is the second year of the two year International Baccalaureate Mathematical Applications and Interpretations HL program. See year one for general description of course.

Prerequisite: Applications and Interpretations HL year 1

## **ANALYSIS AND APPROACHES SL** **GRADES 11/12, IB MATHEMATICS STANDARD LEVEL YEAR 1**

This course is the first year of the two-year IB SL mathematics program. This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course as well as topics that are amenable to investigation, conjecture and proof.

Prerequisite: Algebra Geometry2/Trigonometry course and teacher recommendation

## **ANALYSIS AND APPROACHES SL**

### **GRADE 12, IB MATHEMATICS STANDARD LEVEL YEAR 2**

This course is the second year of the two-year IB HL mathematics program. This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course as well as topics that are amenable to investigation, conjecture and proof.

Prerequisite: Analysis and Approaches SL year 1

## **ANALYSIS AND APPROACHES HL**

### **GRADE 11, IB MATHEMATICS HIGHER LEVEL YEAR 1**

This course is the first year of the two-year IB Analysis and Approaches HL. This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course as well as topics that are amenable to investigation, conjecture and proof.

Prerequisite: Algebra/Geometry 2 and grade requirement

## **ANALYSIS AND APPROACHES HL**

### **GRADE 12, IB MATHEMATICS HIGHER LEVEL YEAR 2**

This course is the second year of the International Baccalaureate course of Mathematics: Applications and Interpretation HL. As per the IB guide, the course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Prerequisite: Analysis & Approaches HL year 1

# REQUIRED GRADE LEVEL COURSES

## CORE 1/2 GRADE 9/10

Core class uses academic and societal concepts and global issues as a framework to teach students how to actively learn and to use the skills necessary for their work throughout high school and the IBDP (IB Diploma Program). Core classes are central to increasing students' self-awareness of their own learning, and are aimed at mastering skills such as communication, critical thinking, research, self-management and social skills. Teaching and learning focuses on an interdisciplinary approach and project-based learning. Throughout the course the students do units on Health, Digital Citizenship and IT.

By the end of the two years, students should have created a portfolio of activities and reflections that help them understand themselves as learners and the process of “learning to learn”. At the end of the year 2 students complete a holistic project in which they are able to demonstrate their personal interests and skills acquired. Assessments throughout two years includes a variety of in person and video presentations, research essays and collaborative projects.

## PHYSICAL EDUCATION GRADE 9/10

We believe that healthy students make excellent learners. Physical activity, whether team or individual sports, impacts learning, overall growth, well-being, and academic performance. St. Stephen's physical education and sports program introduces students to a wide variety of physical activities that allow them to practice different sports all year round.

The objectives of the program are to:

- improve physical coordination and advance talentcreate individual self-assurance and general good health
- promote critical and strategic thinking
- develop social skills and interpersonal relationships

Students participate in soccer, basketball and volleyball tournaments throughout the year either at St. Stephen's or other area private schools, and at international sporting events in Milan, Spain, and Portugal.

# **COMPUTER AND ILAB OFFERINGS**

## **GRADES 9/10**

### **ROBOTICS AND ARTIFICIAL INTELLIGENCE**

This semester course is an introduction to Computer Science and Programming using the laThis fall 9th and 10th graders will be offered a semester-long course to explore, design, build, and program various robotics and AI projects. We will work with Arduino, chatbots, Machine Learning, and other tools and applications of technology and intelligences, computational and design thinking processes, and explore the pros and cons of the future of these fields.

Offered first semester in period H.

### **3-D DESIGN AND MIXED REALITIES**

Using SketchPad, Fusion 360, Unity, and a variety of VR and AR tools, students will study the world of 3 dimensionalities and augmented and virtual realities. No previous experience needed, just a desire to explore and learn. Apps compatible with Windows and Macs will be provided, but a small graphics tablet with a stylus would be helpful to have (iPad, Android, Wacom, or a hybrid laptop).

Offered in second semester in period H.

## **COMPUTER SCIENCE**

### **GRADE 10 REQUIREMENT**

This semester course is an introduction to Computer Science and Programming using the language Python. The course is designed for students with no prior exposure to computer science or programming and aims to prepare on how to think computationally and write programs to tackle useful problems. It also contains elements of Computational Thinking and Data Science. Students will learn how to analyze various problems and break them down into simple instructions creating algorithms. Students will then convert algorithms into coding language using the main data structures and coding instructions for sequences, selections, iterations, and functions. It is a project-based course that will require students to produce various weekly projects and a final project on graphical interactive animations.

Offered in first and second semester in H and I periods.

## **THEORY OF KNOWLEDGE**

### **GRADES 11/12 IB REQUIREMENT**

This is a required course for the IB Diploma. Class meets twice weekly for 70 minutes and covers six main areas of knowledge, including Natural Science, Mathematics, Human Science, History, Aesthetics and Ethics. Students examine philosophical questions regarding the ways of knowing and the problems of knowledge. IB diploma candidates take TOK 1 in their first year and TOK 2 in semester one of their second year.

# FINE AND PERFORMING ARTS

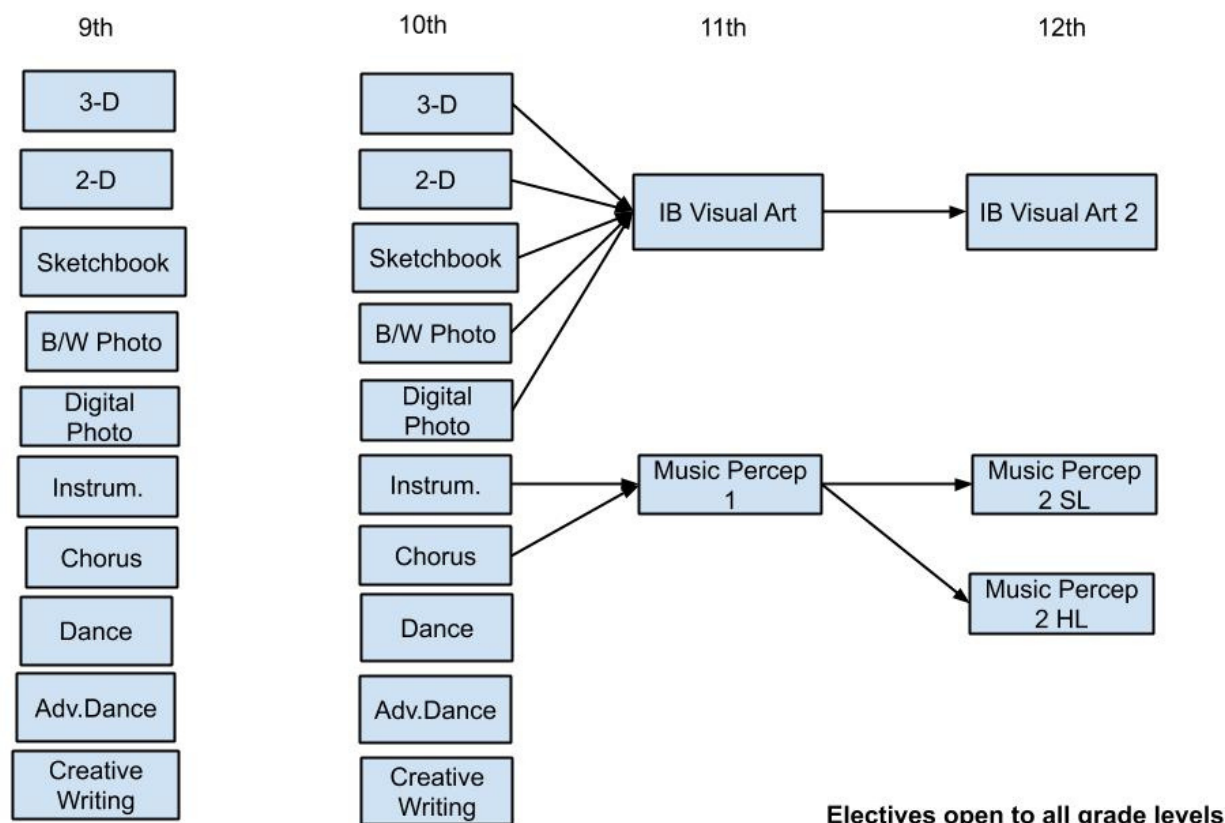
With Ancient, Medieval, Renaissance, Baroque and contemporary Rome omnipresent, Arts classes at St. Stephen's stimulate and nurture the student's aesthetic sense. Placing contemporary artistic trends in a long-term historical, social and aesthetic perspective comes naturally to students whose everyday experience, though constantly connected to the present day world of computers and the internet, nevertheless contains persistent visible reminders of more than 2000 years of artistic accomplishment - of the attention humanity has paid to form and detail in its eternal quest to express the contemporary spirit.

The aims of the Arts courses at St. Stephen's are:

- to promote the student's aesthetic sense; to develop each student's familiarity with and confidence in his or her own artistic ability;
- to foster the student's acquisition of the fundamental skills and experience necessary for artistic expression;
- to stimulate the student to think "outside the box" while combining technique and control with a personal voice or vision; to encourage the student's appreciation of both the pursuit of perfection - the "job well done" - and of the personal patience and perseverance such a goal requires.

Courses in this area of St. Stephen's curriculum include a variety of electives in the fine arts (visual arts and creative writing) and performing arts (dance, drama and music). One credit unit in the Arts is required for graduation. Each course is offered as a semester course which meets twice a week and is awarded 1/4 credit per semester.





## **SKETCHBOOK: DRAWING AND PAINTING**

This course will be held predominantly outside at different locations close to school for various levels of students who want to explore drawing and water based paints in a sketchbook by practices related to the two dimensional representation and expressive interpretation of reality. The focus of the class will be learning to capture the outside setting of the location by observing and practicing with quick studies made with various degrees of materials. The class will prepare students with a firm foundation who wish to continue their studies at a higher level, or acquire some artistic skills and ways to record a daily moment.

## **DRAWING AND PAINTING (2-D)**

This course is designed to develop the student's creative and technical abilities in a variety of two-dimensional media. This is a mixed level course for students who wish to learn about the visual, aesthetic and historic ideas and practices related to the graphic representation and expressive interpretation of reality through drawing and painting. Problems in composition, perspective, figure ground, volume, tone and color will be explored. Pencil, charcoal, pen and ink, pastels, tempera, acrylic paint, and collage will be utilized. Students will have the opportunity to work from direct observation both in the studio as well as outdoors. Some of the subjects covered in the studio will be still-life, landscape, the portrait and the figure.

## **SCULPTURE (3-D)**

The fundamentals of sculpture techniques are introduced and developed in this semester course. Students learn to manipulate clay, creating vessels from the "coil and slab" method, as well as using the electric wheel. They prepare mixed media projects, which provide the technical and visual basis from which they will then explore sculpture making with traditional non-traditional materials. The projects all evolve from resources available in Rome (museums, exhibits, competitions). Mold making in plaster, paper mache, metal sculptures, glazing and firing techniques are studied and applied.

## **BLACK AND WHITE PHOTOGRAPHY**

This semester course focuses on photography as an art form and as an expression of individual creativity. Students learn about its history, including the life and work of celebrated artists. Students apply design elements and principles to create their own compositions using a variety of photographic techniques, both modern and traditional. They learn the basics of the contemporary SLR camera as well as black and white film processing in the darkroom. Visits to current exhibitions are also organized. Students will capture, through the lens, the architectural splendor and unique lighting offered in Rome.

## **DIGITAL PHOTOGRAPHY**

This semester course is designed for students who want to learn about photography in general and digital photography in particular. Part of the activity will be devoted to examining photos made by the students and by other artists. The purpose of this is to get new ideas and to develop a critical but constructive approach to the images viewed. Students will learn the technical aspects of photography through both direct experience and a theoretical introduction into the different ways of using a camera. Subsequently a large part of the class will be dedicated to the use of the camera to create small pieces of arts, so that photography becomes a tool for self expression. Photoshop and similar computer programs will be studied and used to manipulate the digital image according to the student's esthetic intentions.

## **CHORUS**

The chorus is a four part, SATB, chorus. The music the chorus sings is drawn primarily from the popular music repertoire of the past 50 years with a strong emphasis on contemporary works as requested by the students. The chorus performs at concerts held at the end of each semester as well as at various other occasions – within or outside the school. In concert the chorus is frequently accompanied by the school's instrumental ensemble. Smaller vocal groups and soloists drawn from the chorus also perform during these shows. Previous musical experience is helpful, but is not required for participation in chorus.

## **INSTRUMENTAL**

The instrumental ensemble is divided into two units: an Electric Guitar group that performs music from the Blues/Rock tradition, and an Acoustic Instrument group that performs a Classical/Jazz repertoire. These groups meet separately, but also perform together (often with the chorus) in larger ensemble works. During the first month of the course, attention is given both to developing general musicianship – sight reading abilities (meter, rhythm, pitch) and rehearsal technique - and to deciding the repertoire to be performed. The selected music is then arranged for the instrumentation available and for the level of the participating musicians. Rehearsals begin in the second month of the course. Concerts are given at the end of each semester.

## **CREATIVE WRITING**

The Creative Writing class is structured on the traditional workshop model, in which students bring in their own creative pieces for discussion among peers and the teacher. Contemporary and canonical works of poetry and fiction are also used as models for the students' own writing. The class covers poetic strategies including rhyme, meter, metaphor, sonic effects, and imagery; introduction to poetic forms such as sonnet, villanelle, sestina, syllabics, etc.; introduction to fiction, featuring elements such as character, plot, setting, structure, voice, as well as step-by-step story writing. At the end of term, students will compile a portfolio or chapbook of their own writing, and participate in readings or collaborative performances with other disciplines from the Arts Department.

## **DRAMA**

For this course, students spend three to four hours a week at the beginning of the year doing body awareness exercises and vocal exercises as well as improvisation. Preparation of a show to be performed before the Winter Break begins at the onset of the course. This show can be improvised or published material. In the spring, the students perform a full length play. In both cases, the students are responsible for the entire production (costumes, lights, sets, posters, and publicity) under the guidance of the instructor.

## **MODERN DANCE**

This course offers both physical activity and creativity through movement. Simple modern dance techniques are used for warm ups and then problem-solving improvisations are proposed. From these improvisations the students' original approach to movement emerges. The final result is choreographed and performed at the end of each semester. This course fulfills the physical education requirement.

## **VISUAL ARTS**

### **GRADES 11/12, IB HIGHER/STANDARD LEVEL**

This course offers both physical activity and creativity through movement. Simple modern dance techniques are used for warm ups and then problem-solving improvisations are proposed. From these improvisations the students' original approach to movement emerges. The final result is choreographed and performed at the end of each semester. This course fulfills the physical education requirement.

## **MUSICAL PERCEPTION 1**

### **GRADE 10\*/11, IB STANDARD/HIGHER LEVEL YEAR 1**

Musical Perception 1, taken in addition to the performing ensemble courses – Instrumental or Choral (SLS or SLG). The Musical Perception 1 course begins with a detailed study of the rudiments of music theory. This acquaints students practically with the elements of music, musical terminology and common practice tonality through Grade 5 of the Associated Board of the Royal Schools of Music (ABRSM) Music Theory syllabus and prepares the basis for original composition. Following this preparation, the course covers Western Art music from Plainchant through the Romantic period. This panoramic study introduces the student to a wide variety of music, which is analyzed technically, compared stylistically and placed within a chronological, geographical and cultural perspective. These pieces also serve as examples for composition exercises.

\*NB: The SL course may be anticipated with IB examination at the end of the 11th year. The HL exam, however, can only be taken at the end of Grade 12.

## **MUSICAL PERCEPTION**

### **GRADE 12, IB HIGHER LEVEL YEAR 2**

Musical Perception 2, covers the remainder of the two year IB Music program including Classical and Popular Music developments in the 20th century; selected areas of World Music; the analytical preparation of the IB prescribed compositions for the 2019 Listening Paper (Bach: Brandenburg Concerto N. 2, Kodaly: Galanta); the completion of a 2000 word "Musical Links Investigation" paper; and the preparation of the internally assessed performance program (20 minutes) and composition requirement (3 submissions. The compositions can be of various types: original compositions, music technology composing, arranging, improvising and/or stylistic exercises. These pieces are each accompanied by a Reflective Statement of no more than 300 words.)

## **SIGN-UP FOR YOUR COURSES**

**GRADE 10** [HERE](#)

**GRADE 11** [HERE](#)

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