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INTRODUCTION

MYP

The MYP is a program developed for grades 6 to 10 students, with an established framework that motivates academics, personal development, and social and emotional well-being. The curriculum framework of the MYP allows students to embrace and solve challenges in many disciplines, achieving their potential, taking risks, strengthening and reflecting on personal identity in differentiated ways, while providing a perfect transition from the Lower School into the Upper School. It develops what we call the “IB Learner Profile” attributes, supporting the students on becoming communicators, knowledgeable, inquirers, principled, open-minded, and reflective -among other important traits- to flourish in academics and in life.

The Middle Years Programme encourages students to make connections between their studies in traditional subjects and the real world, through conceptual understanding and an interdisciplinary approach. It fosters the development of communication, intercultural understanding, and global engagement -skills and qualities essential to succeed in the world we live in.

The program also focuses on an inquiry cycle, emphasizing action, and working towards reflection. In every class, teachers work with students on a set of unifying skills that leads the approach to every subject: communication, research, self-management, social, and thinking skills (Approaching to Teaching and Learning skills, or ATL's) These skills allow students to take risks, and transfer their knowledge to unfamiliar contexts, too.



INTRODUCTION

COURSES

The courses described below are offered as long as staffing and student interest allows for it. Some courses listed below may not be available every year.

COURSE CREDITS

In general, full-year courses earn 1.0 credit and semester courses earn 0.5 credits.

SCHEDULING

The comprehensive master schedule is created by balancing student interest and staffing considerations to create the optimum schedule for the most number of students. At times, students may not be able to get their first choices and should be prepared to be flexible and work with their counselor/assistant principal to develop a course schedule that meets their needs.

GRADUATION REQUIREMENTS

EABH is accredited by Cognia, the International Baccalaureate, and the Brazilian Ministry of Education. Our school follows a college preparatory curriculum that is designed to empower compassionate agents for a better future.

In high school, all students are required to complete a course of studies that leads to an American High School diploma and a Brazilian “Certificado de Conclusão do Ensino Médio”.



AMERICAN HIGH SCHOOL DIPLOMA

The EABH American High School Diploma is earned by successfully completing the following requirements in grades 9-12:

- . English (4 credits)
- . Mathematics (3 credits)
- . Social Studies (3 credits)
- . Science (3 credits)
- . Global Languages (3 credits)
- . Physical Education (2 credits)
- . Fine Arts (2 credits)
- . Elective and/or Brazilian Program Requirements (4 credits)

Total credits required: 24 credits

BRAZILIAN DIPLOMA

In order to earn the Brazilian Diploma, students must satisfactorily complete the aforementioned requirements for the American diploma from grades 10-12. In addition, students must complete:

- . 3 years following grade 9
- . Portuguese Language in each year of high school
- . 3 years of Mathematics
- . 3 years of Science, including Physics, Chemistry and Biology in Grades 10-12

ADVANCED PLACEMENT (AP) SUBJECTS AT EABH

AP courses offered at EABH include:

- . AP Human Geography (grade 9)
- . AP Biology (grade 10)
- . AP World History (grade 10)
- . AP Spanish Language and Culture (grade 10)
- . AP US History (grade 11)
- . AP English Language and Composition (grade 11)
- . AP Psychology (grade 11)
- . AP Seminar (grade 11)
- . AP Comparative Government (grade 12)
- . AP English Literature and Composition (grade 12)
- . AP Calculus AB (grade 12)
- . AP Research (grade 12)
- . AP 2-D Art (grade 12)

K-12 AP COURSES

Students at EABH may choose to enroll in an AP course that is not offered on campus, but is instead offered through an approved online provider. Currently, our school uses K12 Education and VHS as our preferred partners.

If you decide to enroll in a course that is offered via K12 Education, parents will be responsible for all fees associated with the course. Please see your counselor or the AP coordinator for more information. The following is a list of courses that can be taken via K12 Education:

- . AP Macroeconomics
- . AP Microeconomics
- . AP Chemistry
- . AP Statistics
- . AP French Language and Culture
- . AP Computer Science A
- . AP Computer Science Principles
- . AP Physics C

AP FEES

Students can choose to take AP courses beginning as early as Grade 9. The expectation when enrolled in an AP course is that the student sits for the corresponding course exam. All fees associated with taking the AP exam are additional and the cost will be borne by the parent.





**COURSE
DESCRIPTIONS**

MYP ENGLISH LANGUAGE & LITERATURE (YEAR 1)

GRADE 6

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

Through our MYP language and literature program, students will learn to write effectively, read critically, speak coherently, and engage their world imaginatively through a variety of texts. The program is designed to cultivate intellectual curiosity and a lifelong love of language. Students in MYP Year 1 will explore poetry, nonfiction, and world literature texts.

MYP ENGLISH LANGUAGE ACQUISITION

GRADE 6

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

Grade 6 is the introductory year for the Middle Years Program (MYP), English language acquisition. This course provides students with the opportunity to develop insights into the language's features, processes, and craft. The course aims to develop students' communicative proficiency in English and promote intercultural understanding of the English language. Students will engage in various activities, tasks, and projects as collaboration groups and individuals that will prompt extensive study and usage of English in personal, social, academic, and global contexts. Consequently, students will build foundational grammatical, textual, functional, sociolinguistic, and strategic communicative knowledge. In addition to language learning and communication, the course will delve into interdisciplinary themes about the English language and culture to develop the thinking skills and conceptual understanding required for success in the mainstream English class and Grade Seven English Language acquisition class.

MYP ENGLISH LANGUAGE & LITERATURE (YEAR 2)

GRADE 7

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

The MYP language and literature course Year 2 equips students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others. The MYP language and literature Year 2 course includes a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning. The aims of MYP language and literature are to encourage and enable students to use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction; develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts; develop critical, creative and personal approaches to studying and analysing literary and non-literary texts; engage with text from different historical periods and a variety of cultures; explore and analyse aspects of personal, host and other cultures through literary and non-literary texts; explore language through a variety of media and modes; develop a lifelong interest in reading; and apply linguistic and literary concepts and skills in a variety of authentic contexts. The difference between Year 1 and Year 2 courses is the complexity of the texts that are used.

MYP ENGLISH LANGUAGE ACQUISITION**GRADE 7****LENGTH: 1 YEAR, 5 PERIODS PER WEEK**

The Grade Seven English language acquisition class builds on the skills gained from grade 6. Students focus on developing their speaking, reading, writing, and listening skills through reviewing multiple texts and engaging in-class activities that require them to practice the skills acquired. They will be facilitated with class texts and external material to help their pace of acquisition of language skills necessary for the mainstream Grade 8 English class. The content will be differentiated in the context of weather, environment, self-reflection, and global issues. Students will develop vocabulary, comprehension, and grammar that will facilitate their communication and creative writing. Multimedia tools, textbooks, and graphic novels will be practical tools students will use to practice their skills in groups and as individuals continuously.

MYP ENGLISH LANGUAGE & LITERATURE (YEAR 3)**GRADE 8****LENGTH: 1 YEAR, 5 PERIODS PER WEEK**

MYP language and literature incorporates the creative process and encourages the development of imagination and creativity through self-expression. Students will analyze and discuss a variety of texts in order to help their critical thinking, reading, writing, speaking, and listening skills. Students in MYP Year 1 will explore dramatic, nonfiction, graphic novels, and science fiction texts.

MYP ENGLISH LANGUAGE ACQUISITION**GRADE 8****LENGTH: 1 YEAR, 5 PERIODS PER WEEK**

This course aims to develop students' communicative proficiency in English and promote intercultural understanding of the language. Building on the skills gained from the Grade 7 English Language acquisition class, students will engage in various activities, tasks, and projects that will prompt extensive study both individually and collaboratively. They will develop language skills to use English in personal, social, academic, and global contexts. The content in this class is differentiated according to the individual student's reading, writing, speaking, and listening levels in the context of self, family, friends, Free time, leisure, festivals, and the global context. Depending on the level of skills acquired, they will be prepared to join the mainstream grade 9 English class and Grade 9 English language acquisition class.

MYP ENGLISH LANGUAGE & LITERATURE**GRADE 9****LENGTH: 1 YEAR, 5 PERIODS PER WEEK****CREDIT: 1.0**

In Grade 9 MYP English Language and Literature, students will develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature will incorporate creative processes and encourage the development of imagination and creativity through self-expression. In this course, students will develop skills in analyzing both fiction and nonfiction for connecting rhetorical characteristics to authorial purpose. Through this process, students will explore moral, social, economic, political, cultural and environmental issues and further develop the attributes of an IB learner.

Grade 9 builds on the concepts of previous MYP ELL courses by introducing further complexity in the texts explored.

MYP ENGLISH LANGUAGE & LITERATURE HONORS**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 9****CREDIT: 1.0**

In Grade 9 MYP English Language and Literature, students will develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature will incorporate creative processes and encourage the development of imagination and creativity through self-expression. In this course, students will develop skills in analyzing both fiction and nonfiction for connecting rhetorical characteristics to authorial purpose. Through this process, students will explore moral, social, economic, political, cultural and environmental issues and further develop the attributes of an IB learner.

Grade 9 builds on the concepts of previous MYP ELL courses by introducing further complexity in the texts explored. In Honors, students are challenged to explore the content and skills even further through supplementary texts and more rigorous assignments.

MYP ENGLISH LANGUAGE ACQUISITION**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 9****CREDIT: 1.0**

This course is a continuation of language skills building from Grade 8. Students will improve their writing, speaking, reading, and writing by using a range of learning tools such as multimedia and various modes of communication. This will enable the student to appreciate a variety of literary and non-literary texts and develop critical and creative techniques for comprehension and creative writing. The content for this course varies according to individual student needs in the context of identity and culture, education, the world of work, and the world view in general. They will be prepared to join the mainstream Grade Ten class and Grade Ten English language acquisition class depending on the pace and application of gained skills.

MYP ENGLISH LANGUAGE & LITERATURE**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 10****CREDIT: 1.0**

In Grade 10 MYP English Language and Literature, students will develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature will incorporate creative processes and encourage the development of imagination and creativity through self-expression. In this course, students will develop skills in analyzing both fiction and nonfiction for connecting rhetorical characteristics to authorial purpose. Author's style will be explored in depth and compared across genres. Through this process, students will explore moral, social, economic, political, cultural and environmental issues and further develop the attributes of an IB learner.

Grade 10 builds on the concepts of previous MYP ELL courses by introducing further complexity in the texts explored.

MYP ENGLISH LANGUAGE & LITERATURE HONORS**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 10****CREDIT: 1.0**

In Grade 10 MYP English Language and Literature, students will develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature will incorporate creative processes and encourage the development of imagination and creativity through self-expression. In this course, students will develop skills in analyzing both fiction and nonfiction for connecting rhetorical characteristics to authorial purpose. Author's style will be explored in depth and compared across genres. Through this process, students will explore moral, social, economic, political, cultural and environmental issues and further develop the attributes of an IB learner.

Grade 10 builds on the concepts of previous MYP ELL courses by introducing further complexity in the texts explored. In Honors, students are challenged to explore the content and skills even further through supplementary texts and more rigorous assignments.

MYP ENGLISH LANGUAGE ACQUISITION**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 10****CREDIT: 1.0**

This course is designed to help students develop the language skills required for the English Language and Literature and AP English in Grade 11, the mainstream class. Students build on the skills acquired from the Grade nine English language acquisition class and apply them in the four core areas: Reading, Writing, Speaking, and Listening, with a higher level of complexity that aligns with Tenth grade-level standards. Students will engage in various activities, tasks, and projects that will prompt extensive study and usage of English in personal, social, academic, and global contexts. This will help them build strong foundational grammatical, textual, functional, sociolinguistic, and strategic communicative knowledge.

ENGLISH LANGUAGE & LITERATURE**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 11****CREDIT: 1.0**

The G11 English Language and Literature course will focus on reading, analyzing, and writing about fiction and non-fiction, but primarily the former, texts from various periods. Students will engage in close reading and critical analysis of literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students will also develop skills in analyzing both fiction and nonfiction for connecting rhetorical characteristics to authorial purpose. Author's style will be explored in depth and compared across genres. Through this process, students will explore moral, social, economic, political, cultural and environmental issues.



AP ENGLISH LANGUAGE AND COMPOSITION

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 11

CREDIT 1.0

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing a combination of non-fiction and fiction, but mainly the former, texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. The class requires writing assignments that will focus on analytical (rhetorical analysis), argumentative, and synthesis writing in addition to daily journal writing, reflection, and analysis.

ENGLISH LANGUAGE & LITERATURE

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 12

CREDIT: 1.0

The G12 English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods as well as non-fiction literature from various periods.. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments focus on analytical essays that require students to analyze and interpret both works of non-fiction and fiction; creative writing assignments reflecting on their own lives; and essay writing for the college application essay for international study as well as preparation for the Brazilian national examinations.

AP ENGLISH LITERATURE & COMPOSITION

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 12

CREDIT: 1.0

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students will engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students will consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include focus on analytical essays that require students to analyze and interpret literary works.



PORTUGUESE LANGUAGE AND LITERATURE

GRADE 6

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

In Grade 6, the Language and Literature course equips students with tools and skills to perform using language in various contexts, with a focus on narratives. Students are put in contact with different genres to experience different ways to narrate stories, in order to analyze how fiction works and the devices which make us keep telling stories, reading into an author’s intention and conscient use of creative/technical/poetical devices focusing also on how to form and justify opinions on what they read, beginning to develop a personal approach to texts. Throughout the course students will learn the different mechanisms which storytellers use to convey meaning and expression, intertwining reading, writing and basic grammar in service of expression. Building on that, students will also apply different reading comprehension strategies to improve their analytical and thinking skills.

PORTUGUESE LANGUAGE AND LITERATURE

GRADE 7

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

In 7th Grade (MYP Year 2), building on the skills developed in the year before, students will now move from analyzing the narrative structure into working and playing with it. Through the reading strategies studied in the previous grade, students will be able to infer meaning and “read between the lines” of the narrative works they encounter. Moreover, they will be able to “see behind the curtains” and delve into the intentions and audience imperatives which can greatly influence the writing process and, in turn, what is explicit and what is left unsaid in a text. They will also express this analysis through different genres, being those written and/or spoken. Parallel to the analytical work, students will have, throughout the entire year, a weekly creative writing workshop, not only to apply their recently acquired/developed skills, but also to exercise their writing skills and further extend their grapple on the portuguese language.

PORTUGUESE LANGUAGE AND LITERATURE

GRADE 8

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

Grade 8 focuses on a transition from narrative genres into texts that circulate in the public sphere, with a special journalistic focus on journalistic genres - both informative and persuasive. In that sense, students are encouraged to develop different reading practices, that best suit each communicative situation: from the proper approach to a diversity of literary genres and styles that requires open mindedness and acquired tastes to new critical, strategic and ethical ways to deal with news, fake news, reliability of information, and manipulation of facts and opinions. Abilities such as critical thinking, and the exercise of curatorship, and the comprehension of the current reading is more interactive will lead to a different sense of responsibility in the student’s formation.



PORTUGUESE LANGUAGE AND LITERATURE**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 9****CREDIT: 1.0**

Grade 9 deepens the study of genres of the public sphere, especially in the journalistic-media field, in which the work with informative, argumentative and advertising texts is prioritized. The course seeks to improve the student's reading and communication skills, focusing on linguistic and discourse strategies of persuasion and argumentation. The course also builds on the issues of reliability of information, spreading of fake news and manipulation of facts and opinions, to further enable students to research properly and more effectively. Through this research, students will be able to exercise the curatorship of sources, articles, and other materials. Topics that involve dealing with and respecting differences will be addressed, working on ethical, respectful and responsible participation in debates and discussions of ideas, both in fiction, nonfiction and argumentative texts also focusing on the work with oral textual genres.

PORTUGUESE LANGUAGE AND LITERATURE**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 10****CREDIT: 1.0**

10th grade is the beginning of the Brazilian "Ensino Médio". Therefore, it is the first step of a three year long metacognitive reflection on the importance of language and literature. Starting this year, the students deepen the analysis of language and its functioning, intensifying the analytical and critical perspective on reading, listening and writing verbal and multisemiotic texts, thus broadening the aesthetic, ethical and political references surrounding the production and reception of texts, specially argumentative and persuasive genres and strategies. In the study of Literature, students will practice their public speaking skills through a small version of Poetry Out Loud, alongside other non-verbal presentation techniques, thus aligning poetic devices with audience perception and intentionality.

PORTUGUESE LANGUAGE AND LITERATURE**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 11****CREDIT: 1.0**

In 11th grade students will read important Brazilian authors from different phases of our literary history, comparing and contrasting themes considered universal. This comparison will lead to the analysis of short story as a genre and its specificities. In the second half of the year students will experience different social realities through language practices in different media, which propel their own cultural enrichment and reflection on citizenship through reading, writing and presenting. Situations in which students must make and sustain decisions, make choices and take a stand in a reflective and conscious way will be expanded, deepening the continuous exercise of discursive practices in different contexts and languages. Throughout the course, writing and reading contexts will engage students in situations which involve articulation of knowledge, action planning, self-organization and negotiation.

PORTUGUESE LANGUAGE AND LITERATURE**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 12****CREDIT: 1.0**

In 11th grade students will read important Brazilian authors from different phases of our literary history, comparing and contrasting themes considered universal. This comparison will lead to the analysis of short story as a genre and its specificities. In the second half of the year students will experience different social realities through language practices in different media, which propel their own cultural enrichment and reflection on citizenship through reading, writing and presenting. Situations in which students must make and sustain decisions, make choices and take a stand in a reflective and conscious way will be expanded, deepening the continuous exercise of discursive practices in different contexts and languages. Throughout the course, writing and reading contexts will engage students in situations which involve articulation of knowledge, action planning, self-organization and negotiation.

VISUAL ARTS

GRADE 6

LENGTH: 1 SEMESTER OR 1 YEAR, 2 PERIODS PER WEEK

The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context.

In 6th Grade Visual Arts students will explore outdoor projects such as Mandalas, one-point perspective drawing with watercolor painting and Alebrije Sculptures. Students will investigate artists and reflect on their artwork and development as an artist.

VISUAL ARTS

GRADE 7

LENGTH: 1 SEMESTER OR 1 YEAR, 2 PERIODS PER WEEK

The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context.

In 7th Grade Visual Arts students will explore realistic drawing and shading. They will develop their own unique artworks inspired by other artists and apply the skills learned. They will also engage in Cultural art by design and sewing Molas.

VISUAL ARTS

GRADE 8

LENGTH: 1 SEMESTER OR 1 YEAR, 2 PERIODS PER WEEK

The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context.

In 8th Grade Visual Arts students will create sculptures using paper mache to create original works of art based on themselves. They will explore landscapes through collage, acrylic and watercolor painting. They will learn to draw landscapes from looking at the world around them, investigate artists and use appropriate vocabulary to discuss art. Students will also create artwork from recycled materials in a variety of formats.

VISUAL ARTS

GRADE 9

LENGTH: 1 YEAR, 2 PERIODS PER WEEK

The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context.

In 9th Grade Art students will explore portraits artwork by studying Andy Warhol and Chuck Close. They will learn how to use watercolor, oil pastels, paper cutting, realistic drawing and acrylic paint to create portraits. They create a Live Mural in collaborative projects with the Spanish, Music and Drama. Additionally, they will explore figure sculpture and create complete compositions with their sculptures as the focal point.

VISUAL ARTS

GRADE 10

LENGTH: 1 YEAR, 2 PERIODS PER WEEK

The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context.

In 10th Grade Visual Arts students will create collaborative mini installations inspired by Abstract Expressionism and Expressionism. Students will begin to identify themselves as artists and design and create 3-D and 2-D artworks that represent their style. They will explore acrylic painting, found object artwork, paper mache, watercolor and drawing with a variety of materials.

VISUAL ARTS

GRADES 11 - 12

LENGTH: 1 YEAR, 2 PERIODS PER WEEK

Visual Arts in the 11th and 12th Grade seeks to hone the artistic skills acquired in the MYP program and facilitate the development of a personal style. Students will revisit different mediums such as acrylic, water color, sculpture, oil pastel, pen, pencil and digital tools to help them identify which materials appeal to them most. They develop a series of artworks that are designed to communicate what is on their minds. Additionally, students create public art work by participating in the mural projects on campus that represent who we are as a school. In their final work for the year students will create a series of 3 artworks in the style they like the most and write an artistic intention for each. As a group they will create an exhibition for the EABH community on a Thursday afternoon in May.

AP 2-D ART AND DESIGN

GRADES 11 - 12

LENGTH: 1 YEAR, 2 PERIODS PER WEEK

AP 2-D Art and Design is a college level course designed for the enthusiastic art student. Develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, painting and others. You'll create artwork that reflects your own ideas and skills and what you've learned.

This course is broken up into three parts: 1. Investigation Materials, Processes and Idea, 2. Making Art and Designs and 3. Presenting Art and Designs

At the end of this course students will submit a digital portfolio to the AP Board that includes 15-20 images. The images are divided into two categories 15 images are the sustained investigation 60% of the score and demonstrate exploration of ideas and skills. The other images are the selected works. 40% of the score are the artworks that demonstrate the skills in the areas explored. The images may overlap but don't have to.

DRAMA - INTRO DO DRAMA

GRADE: 6

LENGTH: 1 TRIMESTER, 3 PERIODS PER WEEK

Students will learn the basics of acting, including how to project their voices, use body language, and express emotions through their faces. They'll also create their own scripts and practice memorizing their lines. By the end of the trimester, students will perform their play for their classmates. This class is all about building confidence and enjoying the process of making and acting in a play.

Students will learn the basic elements of drama and how to apply them in their performances. In addition, students will have the opportunity to create and perform, in collaboration with other students, a performance project that creatively demonstrates material learned over the semester.



MYP MUSIC

GRADE 6, 7, 8

LENGTH: 1 YEAR OR 1 SEMESTER, 2 PERIODS PER WEEK

The study of music involves aspects of performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students learn to relate to each other through group practices and reflect upon music from their own background and those of others.

MYP MUSIC

GRADE 9

LENGTH: 1 YEAR OR 1 SEMESTER, 2 PERIODS PER WEEK

The study of music involves aspects of composition and performance, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students learn to relate to each other through group practices and reflect upon music from their own background and those of others. They explore their identities and further develop their personal styles and preferences through musical expression.

MYP MUSIC

GRADE 10

LENGTH: 1 YEAR OR 1 SEMESTER, 2 PERIODS PER WEEK

The study of music involves aspects of composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students learn to relate to each other through group practices and reflect upon music from their own background and those of others. They explore their identities and further develop their personal styles and preferences composing an original piece.



MYP MATHEMATICS**GRADE 6****LENGTH: 1 YEAR, 5 PERIODS PER WEEK**

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Key topics in grade 6 mathematics include number sense with fractions, decimals, and integers; introduction to algebraic expressions and equations; proportional reasoning; perimeter, area, volume, and surface area of geometric figures; basic probability and statistics.

MYP PRE-ALGEBRA**GRADE 7****LENGTH: 1 YEAR, 5 PERIODS PER WEEK**

Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students. In Pre-Algebra, students will learn about formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

MYP ALGEBRA I**GRADE 8****LENGTH: 1 YEAR, 5 PERIODS PER WEEK**

During Algebra I, students will understand and investigate relationships between quantities and reasoning with equations; understand and apply linear and exponential relationships; perform arithmetic operations on polynomial expressions, solve equations, inequalities, and systems of equations; use properties of rational and irrational numbers to develop an understanding of quadratic functions; and investigate trends and models with descriptive statistics.

MYP GEOMETRY**GRADE 9****LENGTH: 1 YEAR, 5 PERIODS PER WEEK****CREDIT 1.0**

In Geometry, students will focus on the development of transformational, Euclidean, and coordinate geometry with extensive real-world application. Students work with rigid motions, dilations, and constructions of geometric figures to establish criteria for determining if two figures are similar and/ or congruent. Student will prove and use theorems, definitions, and postulates to explain mathematical conjectures for various geometric figures and angle concepts. Students also explore probability of compound events, and an introduction to trigonometry.

ALGEBRA II/TRIG**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 10****CREDIT: 1.0**

Algebra II expands on topics introduced in Algebra I and Geometry with emphasis on simplifying and solving equations, transforming graphs, interpreting key features of functions, and modeling real-life scenarios. Students will make connections between the various mathematical representations of polynomial, exponential, absolute value, logarithmic, radical, rational, and trigonometric functions. Additionally, students will analyze descriptive statistics, and properties of the unit circle. In order to be successful in this course, students are expected to have mastered key Algebra I concepts. Students who are successful in this course will be prepared to take Pre-Calculus or Advanced Pre-Calculus. A TI-83 or TI-84 calculator is required for this course.

HONORS ALGEBRA II/TRIG**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 10****CREDIT: 1.0**

Algebra II honors, expands on topics introduced in Algebra I and Geometry but with a more rigorous emphasis on simplifying and solving equations, transforming graphs, interpreting key features of functions, and modeling real-life scenarios. It also includes independent studies on topics such as but not limited to:

- . Matrices
- . Conic sections
- . Analytic Trigonometry
- . Probability and Statistics

In order to be successful in this course, students are expected to have mastered key Algebra I and Geometry concepts. Students who are successful in this course will be prepared to take Advanced Pre-Calculus or AP Calculus. A TI-83 or TI-84 calculator is required for this course.



HS PRECALCULUS

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 11
CREDIT: 1.0

Precalculus deepens and develops the concepts learned in Algebra II preparing students for the transition into AP Calculus: polynomial, rational, radical, exponential, and trigonometric functions, as their transformations.

Problem-solving skills in real-life situations are emphasized throughout the course. A TI-83 calculator is recommended for this course.

HS PRECALCULUS HONORS

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 11
CREDIT: 1.0

Precalculus deepens and develops the concepts learned in Algebra II preparing students for the transition into AP Calculus: polynomial, rational, radical, exponential, and trigonometric functions, as their transformations and compositions, the unit circle and analytical trigonometry. Problem-solving skills in real-life situations are emphasized throughout the course. A TI-83 calculator is recommended for this course.

AP CALCULUS AB

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 12
CREDIT: 1.0

AP Calculus AB is a full-year, college level course studying single variable calculus. The course is an examination of limits, derivatives, and antiderivatives through the lens of tables, graphs, and algebra. Students will look at the application of derivatives and antiderivatives using physics and other real life examples. Calculus requires strong algebra skills and basic trigonometry knowledge (including radians and the unit circle), as it uses algebra to solve problems with calculus. Students in this course will strengthen their algebra skills as they solve limits, derivatives, and antiderivatives and make connections from previous math to calculus.

HS STATISTICS

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 12
CREDIT: 1.0

This course is a full year, nonmathematical approach to Statistics. The topics covered will include describing, exploring and comparing data; probability and distribution; estimates and sample size, correlation and simple linear regression, normal distributions, as well as hypothesis testing. There is a connection to scientific data analysis, therefore students will be required to think critically and apply their knowledge in various contexts. The projects and activities also look at interpreting published statistics, bias and misinformation, sampling and population, variability and applying statistical tests and concepts. The required materials are a laptop and an operating statistical system, for example, google sheets or excel.

MYP PHE

LENGTH: 1 YEAR, 2 PERIODS PER WEEK

GRADE 6-10

CREDIT: 0.5

MYP physical and health education courses engage students in physical education activities for at least half of the total teaching time allocated to the subject group.

Physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student’s balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills.

This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.



MYP EARTH SCIENCE

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 6

CREDIT: 1.0

This course introduces students to science starting with the Scientific Method and key concepts and steps to produce science, such as developing a hypothesis, determining variables, writing materials and procedures, collecting data, represent data visually and analyse results using evidence and reasoning. The remainder of the year covers topics such as the Universe, Plate Tectonics, and Weather and Climate Change. Students will be assessed both on the acquisition and explanation of scientific concepts and in showing scientific skills such as usage of academic vocabulary, graphing and interpretation of data, and describing the applications of science.

MYP LIFE SCIENCE

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 7

CREDIT: 1.0

The Life Science course focuses on the study of everything that is living and life processes. It aims to develop in students critical thinking through observation of science and experimentation. During the year students will start exploring Life Sciences by investigating the life processes which take place within the cell, and as the year progresses, zoom out to look at ways by which organisms grow and develop, reproduce and pass on traits, adapt to their environment and interact with each other in the ecosystems.

MYP PHYSICAL SCIENCE

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 8

CREDIT: 1.0

The Physical Science course consists of an introduction to the fundamentals of Physics and Chemistry, while further exploring scientific inquiry. Students will review the scientific method and how it can be applied to designing and performing scientific investigations. They will be introduced to basic kinematics and to Newton's Law of Motion, to the periodic table of elements, classification systems based on physical properties and will end the semester with an interdisciplinary project that will introduce them to cosmology and astrophysics in the context of science fiction.

MYP INTEGRATED SCIENCE

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 9

CREDIT: 1.0

This course will provide an opportunity to explore Physics, Chemistry, Biology, and Environmental Science. A strong emphasis will be placed on scientific investigation skills including planning, data collection, data processing and presentation, evaluation, and the scientific research process.. Individual project investigations are an integral part of every unit. Students will be assessed on these skills as well as the content of the topics addressed.

HS BIOLOGY (MYP FOR G 10)

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE: 10 OR 12
CREDIT: 1.0

Biology is a course designed to bring the main fields of Science together in a theoretical and practical way. Focus will be given towards using the scientific method to analyze problems that are current in our world. The overall goal of the course is to allow students to use their knowledge of Science and critical thinking skills to better understand how interconnected we are to the different components of the world. The course is organized into the following topics of instruction: Ecology, Cellular Biology, History of biological diversity and Genetics.

AP BIOLOGY

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 10
CREDIT: 1.0

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations by studying the core scientific principles, theories and processes that govern living organisms and biological systems. They will explore topics like the chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, as well as natural selection and ecology.

HS PHYSICS

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 11
CREDIT: 1.0

Physics is the study of the way the natural world works. This course will focus on developing an understanding of the scientific process in general as well as exploring the fundamental concepts of physics. The student will also develop the ability to communicate effectively using scientific language. Content covered includes introductory kinematics, the laws of Newton, the atomic model, an introduction to nuclear reactions, heat and temperature, waves and their applications and an introduction to electromagnetism.

AP PHYSICS

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 11
CREDIT: 1.0

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. The student will also develop the ability to communicate effectively using scientific language.



WORLD HISTORY

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 6

CREDIT: 1.0

In this course, we will study the emergence of the major civilizations of the ancient world, beginning with the Paleolithic Era (about 2.5 million years ago) and finishing just before the emergence of the Mongols 1200 A.D. We will pay special attention to how societies evolved across this expanse of time—from fragmented and primitive agricultural communities to more advanced and consolidated civilizations. To do this, we will rely upon textbook readings to provide historical overviews of particular civilizations and then utilize primary-source documents to illuminate the unique features of these individual societies. By the end of the course, you will possess a thorough understanding of important overarching social, political, religious, and economic themes in the ancient world, ranging from the emergence of Confucian philosophy in Asia to the fall of imperial Rome. You will also understand how many aspects of these ancient civilizations continue to remain relevant in today's world.

ANCIENT WORLD GEOGRAPHY

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 7

CREDIT: 1.0

MYP individuals and societies encourage learners to respect and understand the world around them. In World Geography, students engage in an inquiry-based course centered around the five themes of geography: location, place, movement, regions, and human-environment interaction. Through this course, students will learn to look beyond themselves and to feel empowered to engage thoughtfully and empathetically with their world as citizens and individuals. S

MODERN WORLD HISTORY

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 8

CREDIT: 1.0

Modern World History continues to examine the major historical and social trends of the modern era from the emergence of the Mongols around 1200 AD and is a continuation of Ancient World History. The primary focus is to gain context for understanding the nature and origins of the 21st century world. A primary emphasis of the course is on considering those historical events and processes that have had a lasting impact on our present reality in order to help students make sense of the rapidly-changing world in which they live. Topics of emphasis include the political, social and economic revolutions of the modern era and their impact on the 21st century.

AP HUMAN GEOGRAPHY

LENGTH: 1 YEAR, 5 PERIOD PER WEEK

GRADE 9

CREDIT: 1.0

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. Students also learn about the methods and tools geographers use in their research and applications.

HUMAN GEOGRAPHY

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 9
CREDIT: 1.0

Human Geography introduces high school students to introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

AP WORLD HISTORY

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 10
CREDIT: 1.0

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

MODERN WORLD HISTORY

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 10
CREDIT: 1.0

In Modern World History, students investigate significant events, individuals, developments, and processes thematically. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP PSYCHOLOGY

LENGTH: 1 YEAR, 4 PERIODS PER WEEK

GRADE 11
CREDIT: 1.0

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

AP US HISTORY/US HISTORY
LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 11
CREDIT: 1.0

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP COMPARATIVE GOVERNMENT AND POLITICS
LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 12
CREDIT: 1.0

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

COMPARATIVE GOVERNMENT AND POLITICS
LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 12
CREDIT: 1.0

Comparative Government and Politics introduces students to the rich diversity of modern political life. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students also study modern political trends such as the rise of authoritarianism and nationalism throughout the world. Students compare the effectiveness of approaches by examining how different governments solve similar problems.



PORTUGUESE LANGUAGE ACQUISITION

The Portuguese Language Acquisition courses are divided into phases, which range from beginner to advanced level (1-2; 3-4; 5-6) according to the IB parameters. Since students from the same grade may be at different proficiency levels, the Portuguese Language Acquisition content offered will also be differentiated according to each student's level.

PORTUGUESE LANGUAGE ACQUISITION LENGTH: 1 YEAR, 5 PERIODS PER WEEK

1-2

GRADE 6-12
CREDIT: 1.0

Phases 1-2 of the Portuguese Language Acquisition course provide the foundation for learning the Brazilian language and culture. Students will gain knowledge of the structure of the Portuguese language through interactions in the classroom and with the school community, promoting the oral practice of the language. The simple verb tenses “present”, “past” and “future” are studied, as well as forms of the gerund and imperative, in order to prepare them for everyday communicative interactions.

PORTUGUESE LANGUAGE ACQUISITION LENGTH: 1 YEAR, 5 PERIODS PER WEEK

3-4

GRADE 6-12
CREDIT: 1.0

Phases 3-4 of the Portuguese Language Acquisition course provide deeper knowledge of the language structure. Students will read multimodal texts such as movies, news reports, comic books, and short stories. In addition, they will produce descriptive and simple narrative texts. In this phase, the conjugations of the subjunctive mode and the most complex structures of the language are presented, so that students are able to interact and expose opinions on different subjects. The themes worked are variable and are according to the interests of the students and their age group.

PORTUGUESE LANGUAGE ACQUISITION LENGTH: 1 YEAR, 5 PERIODS PER WEEK

5-6

GRADE 6-12
CREDIT: 1.0

At EABH, students in level 5-6 are encouraged to participate in regular classes, being assigned to the same projects as the Portuguese Language and Literature (PLL) class, while being graded with Language Acquisition criteria. During the year, if a student demonstrates high proficiency in the language, teachers can promote him/her to PLL class, and start to assess using PLL criteria.



In this course the students will be able to use Spanish as a language tool in our surroundings by learning grammar, an introduction to the pronunciation and functional vocabulary for everyday communication. Students will be able to understand the differences in the Spanish speaking countries, families and communities, and they will also develop curiosity, respect and tolerance for their different cultures. Spanish will provide the students opportunities to listen, speak, read, and write in different contexts. Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. Students will learn how to introduce themselves and others in Spanish. They will practice greetings, farewells, and asking basic questions about personal information. Students will also learn about Spanish culture and customs related to introductions and social interactions. They will practice vocabulary related to family members, relationships, and personal descriptions. Students will learn how to talk about healthy eating habits and lifestyle in Spanish. They will practice vocabulary related to food, nutrition, and physical activity. Students will learn how to describe their neighborhood and community in Spanish. They will practice vocabulary related to buildings, transportation, and local places.

Students will be assessed through a variety of formative and summative assessments, including oral presentations, written assignments, group projects, and quizzes. They will also receive feedback and guidance on their language proficiency and cultural awareness. At the end of the course, students will have the opportunity to demonstrate their language skills and cultural knowledge through a final project or exam.



MYP SPANISH LANGUAGE ACQUISITION**3****GRADE 6 - 10****LENGTH: 1 YEAR, 2 PERIODS PER WEEK****CREDIT: 0.5**

The phase 3 Spanish language course develops Spanish language proficiency, understanding and empathy for the Hispanic culture. Students interact with others to meet their needs in a variety of familiar and everyday situations using a variety of language structures. They make presentations, expressing their points of view on familiar, social and current world affairs, using appropriate vocabulary. They use digital media to research topics of personal interest such as technology and community issues such as economics or social issues. When speaking and writing they use connected sentences.

As they read, they identify main and secondary ideas in different types of texts. Students can discuss culture, family, studies, and personal interests in present, past, and future actions.

MYP SPANISH LANGUAGE ACQUISITION**4****GRADE 6 - 10****LENGTH: 1 YEAR, 2 PERIODS PER WEEK****CREDIT: 0.5**

The phase 4 Spanish language course develops Spanish proficiency, understanding and empathy for the Hispanic culture. Students interact with others to meet their needs in a variety of familiar and everyday situations using a variety of language structures. They make presentations, expressing their points of view on familiar, social and current world affairs, using appropriate vocabulary. They use digital media to research topics of personal interest such as technology and community issues such as economics or social issues. When speaking and writing they use connected sentences. As they read, they identify main and secondary ideas in different types of texts. Students can discuss culture, family, studies, and personal interests in present, past, and future actions.

MYP SPANISH LANGUAGE AND LITERATURE**5-6****GRADE 6-9****LENGTH: 1-3 YEAR, 2 PERIODS PER WEEK****CREDIT: 0.5**

The phase 4 Spanish language course develops Spanish proficiency to accredits the ability of the language user to understand the main points of oral and written texts in standard varieties of the language and that are not excessively localized, as long as they deal with known issues, be they related to work, study or daily life; to function in most the situations and contexts in which these areas of use are inscribed and to also produce simple and coherent texts on topics that are familiar or of personal interest, such as the description of experiences, events, desires, plans and aspirations or the expression of opinions.

The Spanish Program seeks to develop and enhance the language skills of reading, writing and speaking through literary and non-literary texts. For this, the course is implemented through the study of the Spanish language. The course will pay special attention to reflect on the problems of the human being raised in the works. Language: the specific content of each school year will be studied in detail.

AP SPANISH LANGUAGE AND CULTURE**GRADE 10****LENGTH: 1 YEAR, 2 PERIODS PER WEEK****CREDIT: 0.5**

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

MYP DESIGN CODING

LENGTH: 1 YEAR, 4 PERIODS PER WEEK

GRADE 6

CREDIT: 1.0

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought, design thinking, prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

This course follows the design cycle, starting with an investigation about the problem at hand, then the planning for a solution, to finally get to create a solution and further evaluate the whole process. By the end of Design Coding, students will have learned the basics of block programming, understood coding structure and developed a mobile game and app based on their personal interests.

MYP DESIGN ENTREPRENEURSHIP

LENGTH: 1 YEAR, 2 PERIODS PER WEEK

GRADE 7

CREDIT: 1.0

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought, design thinking, prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

This course follows the design cycle, starting with an investigation about the problem at hand, then the planning for a solution, to finally get to create a solution and further evaluate the whole process. By the end of Design Entrepreneurship, students will have learned the basics of marketing and demand, understood how business works and taken a glance at finances. They will also have simulated a company and developed a product based on their personal interests.

MYP DESIGN ROBOTICS

LENGTH: 1 YEAR, 4 PERIODS PER WEEK

GRADE 8

CREDIT: 1.0

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought, design thinking, prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

This course follows the design cycle, starting with an investigation about the problem at hand, then the planning for a solution, to finally get to create a solution and further evaluate the whole process. By the end of Design Robotics, students will have learned about automation and robotics, understood how electric circuits work and experimented with computer control systems. They will also have developed a robotic vault and a bluetooth controlled vehicle, with characteristics based on their personal interests.

BRAZILIAN COLLEGE PREP**LENGTH: 1 YEAR, 4 PERIODS PER WEEK (1 PERIOD PER SUBJECT)****GRADE 11****CREDIT: PASS/FAIL**

In Brazilian College Preparation, students are directed to learn more about the different admission systems in Brazilian colleges and universities. In addition, they are prepared for the tests themselves, through guided studies and test practicing.

Students will have a one semester review on Mathematics and a one semester review on Physics, focusing on the topics most likely to be required in Brazilian college admission exams, particularly ENEM. The topics covered are updated each year according to recent exams.

COLLEGE PREP SCIENCE:

The course is based on the document called “Matriz de Referência- Enem ” and covers the topics that are required in ENEM and other Brazilian college admission exams. The focus is on solving problems and exercises that are mostly likely to be in the tests, such as “Ecologia e Ciências Ambientais”, “Origem e evolução da vida”, “Qualidade de vida das populações humanas”, “Moléculas, células e tecidos”, “Hereditariedade e diversidade da vida”, etc.

In College Prep Language and Literature classes, throughout the year, students will get in touch with all the different requirements for essays and multiple choice questions for different Brazilian universities’ admission tests, especially ENEM. Grammar, the history of Brazilian literature, and literary concepts for poetry and narrative genres will be addressed in the class while the students do practice tests.

INTERNATIONAL COLLEGE PREP**LENGTH: 1 YEAR, 4 PERIODS PER WEEK****GRADE 11****CREDIT: PASS/FAIL**

The G11 International College Prep Course is designed to prepare students for applying to postsecondary institutions outside of Brazil. Throughout the year, students will engage in reflecting and learning about themselves, possible career pathways, requirements for studying outside of Brazil, SAT/ACT testing preparation, and finally, beginning the actual process of applying to international schools. The class meets four times a week where guest speakers, college admissions officers, former students, and the College Counseling Team will aid students (and parents) in making one of the most formative decisions in their lives.

BRAZILIAN COLLEGE PREP**LENGTH: 1 YEAR, 1 PERIOD PER WEEK****GRADE 12****CREDIT: PASS/FAIL**

In Brazilian College Preparation, students are directed to learn more about the different admission systems in Brazilian colleges and universities. Students will have a one semester review on Mathematics and a one semester review on Physics, focusing on the topics most likely to be required in Brazilian college admission exams, particularly Enem. The topics covered are updated each year according to recent exams.

MYP DESIGN PHYSICS

LENGTH: 1 YEAR, 3 PERIODS PER WEEK

GRADE 9

CREDIT: 1.0

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought, design thinking, prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

This course follows the design cycle, starting with an investigation about the problem at hand, then the planning for a solution, to finally get to create a solution and further evaluate the whole process. By the end of Design Physics, students will have learned classical mechanics concepts, such as acceleration, forces, free fall, the air drag force, pressure, torque and their applications. They will have developed a safe deployment system for an egg and assembled a bridge with simple materials to learn and understand the physics concepts.

MYP DESIGN CHEMISTRY

LENGTH: 1 YEAR, 2 PERIODS PER WEEK

GRADE 10

CREDIT: 1.0

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought, design thinking, prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

This course follows the design cycle, starting with an investigation about the problem at hand, then the planning for a solution, to finally get to create a solution and further evaluate the whole process. By the end of Design Chemistry, students will have learned concepts connected to chemical reactions, their types, conditions, volume, acid and bases, pH, and expected behavior or chemicals, as well as how to identify and prevent incidents. In order to learn, they will have modeled a volcano and a prevention system for its eruption and developed a beverage product, considering the chemicals, based on their personal interests.



FINANCIAL LITERACY

GRADE 12

LENGTH: 1 YEAR, 2 PERIODS PER WEEK

This course is designed to equip students with the knowledge and skills necessary to make informed financial decisions and manage their personal finances effectively. Through a combination of theoretical concepts and practical applications, students will explore various aspects of personal finance, including budgeting, banking, saving, investing, borrowing, and managing debt. Emphasis will be placed on developing financial literacy, understanding financial institutions and products, and adopting responsible financial behaviors.

There are no formal prerequisites for this course, but a basic understanding of mathematics and fundamental economic concepts is beneficial.

By the end of this course, students will have developed the knowledge, skills, and confidence to navigate the complex world of personal finance effectively, enabling them to make informed decisions, achieve financial independence, and build a secure financial future.

BRAZILIAN HISTORY

GRADE 6

LENGTH: 1 YEAR, 3 PERIODS PER WEEK

“All knowledge about the past is also knowledge of the present, elaborated by different subjects. The historian inquires with a view to identifying, analyzing and understanding the meanings of different objects, places, circumstances, temporalities, movements of people, things and knowledge. The questions and the elaborations of varied hypotheses found not only the memory marks, but also the diverse narrative forms, both expressions of time, of the social character and of the practice of the production of historical knowledge.” In grade 6, students begin by learning about the basics of historical knowledge, understanding, for example, what a historical source is. Then, they study the native peoples of Brazil, their encounter with the Portuguese and how Portuguese colonization was established during the sugar and gold periods. In addition, they also learn about African slavery in Brazil.

BRAZILIAN HISTORY

GRADE 9

LENGTH: 1 YEAR, 4 PERIODS PER WEEK

CREDIT: 0.5

According to BNCC, the Brazilian Common Curriculum, “the relationship past/present isn’t automatic, for it demands knowledge of theoretic references which are able to bring understanding to selected historical objects. (...) Therefore, what interests us about historical knowledge is to realize the way individuals built, with different languages, their narratives about the world in which they lived and live, their institutions and social organizations.” In 9th grade students learn and discuss about the way both the Brazilian monarchy and republic were established, solidified and defied. Past and present are counterposed and critical thinking encouraged and developed.



BRAZILIAN HISTORY

LENGTH: 1 YEAR, 1 PERIOD PER WEEK

GRADE 10
CREDIT: 0.5

BNCC, the Brazilian Common Curriculum, proposes an enlargement and deepening of essential learning from middle school to high school. Human and Social Sciences should be oriented towards an ethical education. According to BNCC, “the development of skills like observation, memory and abstraction allow a more accurate perception of reality and more complex reasoning, besides a better use of different languages, which favors the processes of symbolization and abstraction.” In 10th grade, students revisit the colonization topic in Brazilian History deepening concepts like identity construction, indigenist policy, patriarchy and racism.

BRAZILIAN HISTORY

LENGTH: 1 SEMESTER, 3 PERIODS PER WEEK

GRADE 12
CREDIT: 0.5

“Learning to inquire, a starting point for critical reflection’, is one of the essential contributions of Applied Human and Social Sciences for the education of high school students. A well-prepared question and systematic doubt equally contribute to the construction and appreciation of judgments about human conduct, subject to different qualifications. They also contribute to the development of the subjects’ autonomy in face of their decision-making in everyday life, in the society in which they live and in the world in which they live”. In the 12th grade, students learn about the monarchic and republican phases of Brazil, seeking to understand not only the main events of these periods, but mainly the impacts they still generate today.

BRAZILIAN GEOGRAPHY

LENGTH: 1 SEMESTER, 3 PERIODS PER WEEK

GRADE 6

According to BNCC, the Brazilian Common Curriculum, “Studying Geography is an opportunity to understand the world since it studies human actions in different societies on the planet. At the same time, geographical education contributes to the formation of the identity concept expressed in different ways: perceiving landscapes, places, customs, cultures, etc.” In 6th grade, students learn about Brazilian climates, biomes, hydrography, topography, demography, culture and the five official regions of Brazil.



INTERNATIONAL COLLEGE PREP

LENGTH: 1 YEAR, 1 PERIOD PER WEEK

GRADE 12

CREDIT: PASS/FAIL

The G12 International College Prep Course is designed to aid students in the actual international college application process and then transition into postsecondary education studies and life. Students will further develop their reflection skills, communication skills, and decision-making skills as they finalize their educational pathways. Students will work on applications, college essays, scholarship applications/essays, and finalizing their ultimate decision of where to study. Through their class sessions, guest speakers, college admissions officers, former students, and the College Counseling Team will aid students (and parents) in closing the chapter on high school and beginning the chapter of postsecondary education at an international college or university.

ADVISORY

LENGTH: 1 YEAR, 1 PERIOD PER WEEK

GRADE 6-12

CREDIT: PASS/FAIL

EABH provides an advisor and advisory time once a week to all students every year of their upper school enrollment. These advisory classes meet once a week learning a similar, but needs-based curriculum from an advisor that follows the students through the course of their upper school experience. The intent of these classes is to provide first, social and emotional support, then to aid students in academic progress, advise their other choices regarding their overall well-being, as well as alert them to the consequences that these choices (digital, physical, social, emotional, environmental) have on their IB Learner profile, ATL skills, and holistic wellness. All of this is done to empower a student capable of agency and compassion in bettering the future. Students will, again, have similar lessons to their contemporaries (G6-G12) ranging from “netiquette” lessons, to ATL skill themed lessons, to college counseling lessons that scaffold each year in addition to the needs-based lessons that respective advisors find essential to the growth of a particular group of students at any given time of the year.



BRAZILIAN GEOGRAPHY

GRADE 8

LENGTH: 1 YEAR, 3 PERIODS PER WEEK

According to BNCC, the Brazilian Common Curriculum, “in order to read the world in which they live, based on geographical learning, students need to be encouraged to think spatially, developing geographical reasoning. Spatial reasoning is connected with intellectual development, which comprehends different areas of study. That interaction aims to solve problems which involve change in scale, orientation and direction of objects on Earth, distance effects, hierarchic relations, tendencies of centralization and dispersion, etc.” In 8th grade students learn about the usage of Brazilian rural and urban spaces, the secondary and tertiary sectors, besides the infrastructure needed for the economy including energy, transportation and telecommunications.

BRAZILIAN GEOGRAPHY

GRADE 10

LENGTH: 1 YEAR, 2 PERIODS PER WEEK

CREDIT: 0.5

In Human and Social Sciences for High School, according to BNCC, the Brazilian Common Curriculum, “the definition of competences and skills intends to teach concepts, data and information which allow students to understand geographical knowledge and use it intentionally as they read, question and face daily challenges in certain groups and in society in general. In 10th grade, students review the origins of Geography as a science and Cartography as an important branch, the formation of the Brazilian territory, its natural resources and environmental problems, besides the relationship between demographics and economics.

BRAZILIAN GEOGRAPHY

GRADE 12

LENGTH: 1 SEMESTER, 3 PERIODS PER WEEK

CREDIT: 0.5

“Considering challenges and objectives surrounding guaranteeing learning to students in High School, BNCC Human and Social Sciences is organized in a way as to thematize and problematize some geographical categories: time and space, territories and borders, individuals, nature, society, culture and ethics, politics and work. In 12th grade students learn about Geopolitics, globalization, diplomatic relations, trading blocs and Brazilian contemporary challenges.



AP CAPSTONE DIPLOMA

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research.

In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

Over the course of the two-year program, students are required to:

- . Analyze topics through multiple lenses to construct meaning or gain understanding.
- . Plan and conduct a study or investigation.
- . Propose solutions to real-world problems.
- . Plan and produce communication in various forms.
- . Collaborate to solve a problem.
- . Integrate, synthesize, and make cross-curricular connections.

If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choice, you'll receive the AP Capstone Diploma™.

If you earn scores of 3 or higher in AP Seminar and AP Research, you'll receive the AP Seminar and Research Certificate™.

AP SEMINAR

LENGTH: 1 YEAR, 5 PERIODS PER WEEK

GRADE 11

CREDIT: 1 CREDIT

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This is a prerequisite course for AP Research, and it is a requirement for earning the AP Capstone Certificate or Diploma.

AP RESEARCH**LENGTH: 1 YEAR, 5 PERIODS PER WEEK****GRADE 12****CREDIT: 1 CREDIT**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

HEALTH**LENGTH: 1 YEAR, 2 PERIODS PER WEEK****GRADE: 7 AND 10****CREDIT: PASS/FAIL**

In the Middle Years Programme (MYP), Health education empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices. Health education focuses on both learning about and learning through reflective activities, planning for healthy choices, and gaining knowledge about one’s well-being. All dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Health education courses foster the development of knowledge, skills and attitudes that will contribute to a student’s balanced and healthy lifestyle. Through opportunities for active learning, units in this subject group embody and promote the holistic nature of well-being.

Students will have the opportunity to learn how to appreciate and respect themselves first, the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive intra and interpersonal relationships that can help students to develop a sense of social responsibility. This class culminates in a health portfolio that contains knowledge and reflections over all aspects of physical, emotional, social, academic, and sexual wellbeing

MYP PERSONAL PROJECT**LENGTH: 1 YEAR, 1 PERIOD PER WEEK****GRADE 10**

“The personal project provides an opportunity for students to undertake an independent and age appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills. The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.”

From: MYP Personal Project Guide 2021

STAY CONNECTED!



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The American School of Belo Horizonte is proud to be an International Baccalaureate World School. Visit www.ibo.org to learn more about this world-renowned educational program.

During the course of the school year, updates or modifications to this handbook will be made as necessary.

NOTE: The EABH Student/Parent Handbook may not reflect the current circumstances and the school responses related to the Pandemic.