



**Uruguayan
American
School**

6-12

2020-2021 School Year

Secondary Course Catalogue



Introduction

The Uruguayan American School is a rigorous college preparatory day school, situated in Montevideo. With over 300 students K-12, UAS provides a world class education to students representing over thirty countries speaking over 15 different languages .

Our 180+ secondary students have the opportunity to earn three different diplomas during their time at UAS, including an American Diploma, accredited by NEASC, the local Uruguayan Diploma and the World IB Diploma.

This course catalog is designed to give students, parents and other stakeholders a better understanding of our graduation requirements, diploma offerings and a overview of the variety of courses available to our students.

UAS VISION STATEMENT

UAS is a multicultural community committed to global citizenship and providing a premier education.

UAS MISSION STATEMENT

The Uruguayan American School is a multicultural, academically challenging learning community that prepares students to be responsible global citizens and lifelong learners through U.S., international and Uruguayan curricula.

UAS BELIEFS

Respect and acceptance are vital to a thriving community. Everyone has the responsibility to make decisions that reflect positive global citizenship.

Pursuing one's dreams, hard work, persistence, and willingness to learn from experiences promotes success. Integrity and a strong moral character promote trust within a community.

Taking responsibility for one's own decisions is essential for a positive learning environment.

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The first portion of the UAS Course Catalog is dedicated to defining our core and Pre-IB programming. It is intended to define terms which may be unique to an American education program to UAS specifically. The IB Diploma and Uruguayan Diploma programs and their courses are described in separate sections of this catalog.

Definitions:

Credit: A credit value of 1.0 is granted upon successfully completing a one year course with a score of 60% or higher.

Diploma: UAS students have the opportunity to earn up to three diplomas. All UAS students are on the "US Diploma" track to earn a US diploma accredited by NEASC (Northeast Association of Schools and Colleges). Students who successfully complete the requirements set forth by the IBO (International Baccalaureate Organization) may earn an IB or Bi-Lingual IB diploma. Students may also complete extra coursework to obtain their Uruguayan Diploma, as offered by the Ministry of Education in Uruguay.

Examinations: Students may write an examination, which tests their knowledge on the entire course work, at the end of the semester in a formal exam week. Each teacher will decide the content and weight of the exam per the UAS Student Handbook.

Prerequisite Course: Refers to a specific course you must successfully complete before taking another course at the next grade level.

Semester: The school year is divided into two semesters. August to December and February to June. A student will take 8 courses in each semester.

Timetable: A timetable, sometimes referred to as the Master Schedule, outlines the course name, time(s) offered, and semester in which courses are offered.

Term: A "Term" refers to a semester of work. Each term, or semester is divided into two quarters. Though the quarter grades do not appear on a student transcript, quarter grades are used to note progress towards a term grade. Only term grades from grades 9-12 appear on a student's official UAS transcript.

Transcript: Official record of a student's academic progress is reflected on the official UAS transcript. Only High School courses (grades 9-12) are included on the official transcript. Transcripts are available upon request by contacting the Secondary Division Secretary.

Requirements:

Secondary Requirements:

Students are expected to follow UAS requirements and policies available in the "[Student/Parent Handbook](#)", which is disseminated to families each year and can also be found on the UAS website.

Graduation Requirements:

High School students study an American curriculum in Grades 9 and 10 and the International Baccalaureate Diploma Programme in Grades 11 and 12. Each class meets 240 minutes a week, 180 days a year, split into 2 semesters. All students are required to successfully earn 28 total credits in order to receive their American Diploma. More detailed graduation requirements are listed below.

Credits

Credit is based on time enrolled in the class. A half-credit (.5) is awarded for each subject per semester when a student obtains a minimum grade of 60 percent out of 100. In some cases, a student who earned a failing grade in semester one can earn a full credit through demonstration of proficiency to the satisfaction of the instructor at the conclusion of the full-year course.

Graduation credits are tabulated from grade 9 onward. A student absent from more than 25% of the classes per semester for any particular course will not receive credit for the course. Students (such as transfer or late enrollees) who arrive with less than 20 school days left in a given semester may may not receive credit for the course.

No credits for work completed in 6th - 8th grade (or its host country equivalent as determined by UAS) will be accepted and such courses will not be a part of the UAS high school transcript. High school students must complete the following requirements in order to earn their UAS diploma.

English	4 Credits
Social Studies	3 Credits
Mathematics	4 Credits
Sciences	3 Credits
Foreign Lang./Spanish UP	4 Credits
Technology/Computer Science	1 Credit
Fine/Performing Arts	1 Credit
Physical Education	1.5 Credits
Health	0.5 Credits
Electives	6 Credits

Non-credit Assesements: (Grades 11 and 12)

UAS students may have the opportunity to participate in one or more of the following optional assessments.

PSAT (Preliminary Scholastic Aptitude Test):

This test measures verbal and mathematical abilities and serves as a preview of the SAT. It is administered on a specific school day in October of a student's Sophomore and/or Junior year.

SAT (Scholastic Aptitude Test):

The SAT is a test that measures verbal, written, and mathematical reasoning abilities, which are important for academic performance in college. Many colleges require scores from a standardized test such as the SAT as part of their admissions process.

ACT (American College Test):

The American College Test is similar to the SAT but tests the following areas: English Usage, Mathematics Usage, Social Studies Reading, and Natural Sciences Reading.

TOEFL (Test of English as a Foreign Language):

The Test of English as a Foreign Language is not administered at UAS but the Guidance Office provides registration materials and guidance.

IB Diploma Program:

The International Baccalaureate Diploma Program is a rigorous, multifaceted program with multiple requirements. Students and parents should visit the [IB Section](#) for detailed information.

English Department

English 6

The study of English focuses on the four basic areas of the language: Reading, writing, speaking and listening. The objective of the course is to build a solid foundation in each of these four areas. Students will have structured time to read and write independently, and or with guidance. They will learn to use various strategies to enhance their skills in writing, word study, note taking, test taking, comprehension and other skills. Literature units will include writing projects, critical reading exercises and formal and informal public speaking. Novel students will investigate the themes of survival, basic needs and relationships, transitions and growing and changing.

Credit Granted: Full Year

Prerequisite: None

English 7

The study of English in 7th grade focuses on the four basic areas of the language: reading, writing, speaking, and listening. We examine various forms of writing such as poems, short stories, novels, letters, etc. Students discuss and write about the literature read in class and the goal is to achieve this when reading independently. Students also write, revise, edit, and rewrite what they have written. There are also opportunities to improve their technological skills through the regular use of various digital resources. When possible, integrated units are taught in conjunction with other subjects of the curriculum.

Credit Granted: Full Year

Prerequisite: English 6

English 8:

The purpose of the course is to support a solid foundation in reading, writing, speaking, and listening. Students will examine essays, poems, short stories, novels, letters, anecdotes, and articles. Unit studies will explore various themes including race, society and cultures, gender, power, human rights, and freedom. Students will discuss, debate, and write about the literature they read. Students will also write, revise, edit, and rewrite what they have written. When possible, integrated units are taught in conjunction with other subjects of the curriculum.

Credit Granted: Full Year

Prerequisite: English 7

English 9:

This course is designed to give students an understanding of a broad range of literary skills including: being able to define and apply literary concepts to literature and the media, being able to effectively use the writing process, and to employ a wide variety of language skills. In addition to these skills, students will be able to increase their understanding of our world and demonstrate responsibility in both independent and cooperative tasks. This is a foundational class. We will learn high school foundations that will help prepare you for more challenging and rigorous curriculum. This year will be centered around a theme. As a class we will spend the year exploring the concept of The freedom to be me: A study of how a person's identity is shaped through outside cultural influences. We will use the following questions to frame our conversations: How do childhood experiences shape and impact identity? How does the past shape and inform the future?

Credit Granted: Full Year

Prerequisite Course: English 8

English 10

This course is designed to use the foundational skills from ninth grade and transition those skills into IB skills. We will be working with challenging texts at an in-depth pace in order to focus critical thinking, literary analysis and reading, and communication skills (writing and oral). Assessments will be heavily focused around oral and written communication and aimed toward pre-IB. Units will consist of in-depth analysis of rhetoric, poetry, drama, and prose fiction. In addition to these skills, students will be able to increase their understanding of their world and demonstrate responsibility in both independent and cooperative tasks. Students will utilize literature, current news events, and several forms of media to understand the importance of being proactive as local, national, and global citizens.

Credit Granted: Full Year

Prerequisite Course: English 9

World Languages Department

Spanish Language Learner (SLL):

The study of Spanish as a second language focuses on the four basic areas of the language: reading, writing, speaking and listening. The goal of the course is to facilitate acquisition of the skills and knowledge at their level and necessary to communicate, read and write in the target language. Units of study will include reading and writing projects, vocabulary development through activities in which students will read, write, listen and converse in Spanish. Units of study in grammar and spelling will strengthen the written language. The curriculum immerses the students in the traditions, customs, and culture of Uruguay and the Spanish-Speaking world.

Credit Granted: Full Year

Prerequisite: None

Middle School Portuguese:

The Portuguese course MS is developed to work on writing skills, reading and oral comprehension. First and foremost, we are looking for an emphasis on orality and pronunciation. The cultural aspect is incorporated from daily situations to Brazilian writers.

Credits Granted: Full Year

Prerequisites: None

High School Portuguese:

The Portuguese HS course is developed to observe the linguistic competence necessary for the student to be able to communicate in situations that require a basic to intermediate use of the language. Many writers from Brazil are incorporated into literature such as chronicles, poems, poetry. The cultural aspect is incorporated from daily situations to Brazilian writers.

Credits Granted: Full Year

Prerequisites: Basic Portuguese is preferred

Spanish 2:

The Spanish 2 course follows the guidelines established for the second-year Spanish Language course of the basic cycle of the subject in Uruguay. We work on the reflection of the language, through the study of examples of different linguistic varieties and the production of texts. Vocabulary, spelling, writing and grammar are areas of work that are interconnected with the aim of training expert users of the language. Regarding the order of the contents to be worked on, we have chosen to follow the order proposed by the textbook *Nuevo Mundo de Palabras*, by the authors: Ivanna Centanino, Anna Rosselli and Andrea Savio, edited by Editorial Fin de Siglo.

Credit Granted: Full Year

Prerequisite: 6th Grade Spanish

Spanish Literature:

The Spanish Literature course follows the general guidelines established for the third year of the Basic Cycle of the subject in Uruguay. It is structured in basic nuclei that contemplate the traditional division into genres and the texts to be studied correspond to contemporary Uruguayan and Latin American literature, with the idea of "recovering a reading mass that is gradually being lost", according to the program in its foundation and objectives. An emphasis is placed on reading comprehension and written expression. The fundamental goal that guides this course is to train good critical readers who are enthusiastic about literature.

Credit Granted: Full Year

Prerequisite: Spanish 2

Advanced Spanish Literature:

The course "Advanced Literature in Spanish" is a course for students who have already studied literature. An in-depth, detailed and increasingly independent study of literary works is proposed here. The study combines classic, modern and contemporary texts. The three classical literary genres are covered, with the possibility of a fourth genre. A wide range of vocabulary, academic writing, recognition of literary resources and creative production are four mainstays of this course, which aims for the student to be able to reliably analyze text independently.

Credit Granted: Full Year

Prerequisites: Spanish 2

Social Sciences Department

World History 6 - Ancient Civilizations:

Students study the early River Valley Civilizations from Mesopotamia, Egypt, India, China, Greece, & Rome. This course combines geography, history, religion, culture and other facets of civilization that create the cultures and societies studied.

Credit Granted: Full Year

Prerequisites: None

World History 7 - Global History and Anthropology:

Students will dive deeper into various countries, cultures and geographic regions to learn more about a variety of challenges facing the world. They will focus on different countries from each continent as they learn to understand unique challenges, cultures and perspectives. This is done with an emphasis on anthropology and geography.

Credit Granted: Full Year

Prerequisites: None

United States History 8:

Students will learn about U.S. history beginning with indigenous people, moving into the arrival of European explorers, the English colonies and their journey up until the Civil War. Students will learn that the history of the US is really a series of events that center on conflict and compromise. Emphasis will be placed on cause-and-effect scenarios as they relate to the social and political growth of the nation.

Credit Granted: Full Year

Prerequisite: None

World History 9:

Students learn to understand the challenges that historians face as they interpret events from the past, using a thematic approach to help make sense of world history. Starting off with how humans progressed from a band of hunter-gatherers into developing the great civilizations of the ancient world. This leads to the study of world religions which is an underlying theme in the topics the students study over the course of the year. This is split into time periods such as pre-1750 which includes the decline of feudalism, the Byzantine Empire and the achievements of the Maya, Aztecs and Incas. Then progressing into the Gunpowder Empires & Expansion and Isolationism in Eurasia before moving towards a global economy. In the 1800's & 1900's students learn about The Industrial Revolution and Imperialism around the world and then study the two world wars, plus explore international development post World War II such as The Cold War.

Credit Granted: Full Year

Prerequisite: None

United States History 10:

This course is a continuation of 8th grade world history, picking up where 8th grade history left off; post-civil war reconstruction through World War II and into current events. The course looks to develop students' understanding of learning and processing historical thinking skills. A particular focus is on integrating past events with present world events in many ways. This process/approach helps to create globally aware and critically thinking students

Credit Granted: Full Year

Prerequisite: None

Mathematics Department

Math 6:

This course is intended to help students consolidate mathematical concepts and techniques acquired during their elementary years. Emphasis will be put on problem solving and creativity. Students will be encouraged to freely explore different applications of mathematical concepts to a variety of situations; by doing this, it is expected that students will not only achieve mastery of mathematical skills, but also that they will develop confidence in their own ability to do math. The aim is to go beyond paper-and-pencil calculations, to use different techniques of mental calculation, and when appropriate, estimate answers. To be able to take the course, students need to be confident in the usage of the four basic operations (addition, subtraction, multiplication, division) with whole numbers and decimals.

Credit Granted: Full Year

Prerequisites: None

Pre-Algebra:

This course is designed to strengthen students' previously acquired numerical and geometrical skills, and to add to their repertoire of concepts and strategies to empower them to be successful in Algebra courses in the future. This is why it is important to include a wide coverage of different kinds of numbers (natural, integers, rational), different ways of representation, operations, and relationships. Geometry is essential as a context within which algebraic ideas are comfortably experienced. In addition, the PreAlgebra course will introduce students to algebraic thought and reasoning: the course will include an exploration of the idea of variable, the solving of simple equations, and basic manipulation of simple algebraic expressions.

Credit Granted: Full Year

Prerequisite: None

Algebra I:

This course is a key stage in the mathematical preparation for high school. Complex algebraic and geometrical concepts are taught which will be the basis of more advanced mathematical work in the future. It will include coverage of properties of exponents in depth, and it will aim at developing advanced skills in algebraic manipulation: special binomial products, polynomial multiplication, and simultaneous equations are part of the required contents. A complete discussion of equations and graphs of lines will also be included, and the study of properties of sets will lay the background for the later introduction of advanced probability concepts. The demands on students rise steadily: their maturity is put to the test by increasing demands of independent work, critical reflection, and academic discussion and collaboration.

Credit Granted: Full Year

Prerequisite: None

Geometry:

This course deepens students' understanding of shape, position, chance, and data. Geometry concepts include perimeters and areas of 2-dimensional figures, surface areas and volumes of 3-dimensional figures, distances and midpoints on the Cartesian plane, transformations, right triangle trigonometry, and vectors. There is also a review of linear functions from Algebra I, with the addition of finding lines parallel or perpendicular to a given line. Statistics concepts include representations and types of data, measures of center and spread, correlation, finding and interpreting an approximate line of best fit, counting problems, sample spaces and events, experimental vs. theoretical probability, representations of chance processes and conditional probability.

Credit Granted: Full Year

Prerequisite Course: Algebra 1

Algebra II Core:

This course aims to deepen students' understanding of the relationships between quantities in both applied and abstract settings, particularly as a preparation for IB Mathematics. Algebra concepts include an introduction to functions, quadratic functions and equations, exponential functions, sequences, and modeling using regression. This course also builds on the trigonometry learned in Geometry and Statistics by exploring non-right triangle trigonometry and the unit circle (using degrees as the measure of an angle). There is also a more formal treatment of the probability learned in Geometry and Statistics.

Credit Granted: Full Year

Prerequisite Course: Algebra I

Algebra II Extended:

This course covers a considerable amount of algebraic skills, trigonometry, probability, vector geometry, and problem solving. Students will need to draw on previously learned mathematical concepts and skills to be successful; in addition, strong academic and personal skills will be required. Furthermore, this course will provide many opportunities for project work, with the aim to help students express themselves mathematically.

From an academic point of view, this is a pre-IB Mathematics course, and it is taught with the IB Math options in mind. The Algebra II course is meant to give students the necessary skills to succeed in the Math SL course. For students considering the Math HL option, the Extended course provides opportunities for enrichment and advancement beyond Core requirements. Students who are considering the HL Math option should therefore take the Extended course: only students who have passed the Extended course will be eligible to take [IB Math HL](#).

Credit Granted: Full Year

Prerequisite: Algebra 1 and Geometry or Geometry concurrent

Sciences Department

Science 6 - Earth Science:

This is the beginning of the secondary science curriculum with a focus on developing students' questioning skills, fostering curiosity, and expanding upon the inherent enthusiasm of young children. Students will begin their journey looking at the Nature of Science and develop observations and measurement skills to continue exploration of Earth and Space. The class will focus on exploring the interconnections between the land, ocean, atmosphere. It will provide opportunities for students to take climate action to make individual changes to their lives and encourage others to do the same. Students will also explore the origins of the Universe and the Solar system through the exploration of Astronomy. Guided by purposeful instruction to inform safe lab practices, activities will be undertaken to practice scientific method, inquiry and feed curiosity. Through our emphasis on research, hands-on activities, labs, presentations and group activities, students will better acquire the essential skills needed for continued science study. Students will also conduct their own investigation of their choosing that will be presented in the Innovation Fair at the end of the school year.

Credit Granted: Full Year

Prerequisite Course: None

Science 7 - Life Science I:

This course prepares students for future work in the sciences by continuing to build the students' overall body of knowledge, as well as laboratory, problem solving, and critical thinking skills. Building on the Earth Science of grade 6 we focus more on the Life Science. We use a systems approach to examine and define life, cells, microbes, disease, natural selection, classifying and differentiating life forms. We also examine human organs and body systems. Application of scientific method, measurement and recording observations and data will be incorporated to develop science methods and scientific thought. Students will also conduct their own investigation of their choosing that will be presented in the Innovation Fair at the end of the school year.

Credit Granted: Full year

Prerequisite: None

Science 8 - Physical Science 1:

Course description: This course prepares students for future work in the sciences by continuing to build the student's overall body of knowledge, as well as laboratory, problem solving, and critical thinking skills. One semester focuses on topics of physics: simple machines, work and power, energy, waves, and thermal physics. The other semester focuses on chemistry: matter, atoms, the periodic table, compounds and chemical reactions. Grade 8 Physical Science has a strong laboratory component and students can expect to be engaged in hands-on activities on a regular basis. In addition to homework, quizzes, laboratory notebook and exams, students can expect to be involved in individual or team projects to build on communication skills and cross curricular connections. Students will also conduct their own investigation of their choosing that will be presented in the Innovation Fair at the end of the school year.

Credit Granted: Full year

Prerequisite: None

Science 9 - Life Science II:

This course prepares students for future work in the sciences by continuing to build the student's overall body of knowledge, as well as laboratory, problem solving, and critical thinking skills. The year begins with a unit on the nature and history of science, then moves on to an in-depth and detailed study of biochemistry and macromolecules, cells and cellular processes, genetics and biotechnology, ecology and conservation and finishing with human anatomy and physiology looking at the nervous, reproductive, endocrine and excretory systems. Grade 9 Life Science has a strong laboratory component and students can expect to be engaged in hands-on activities on a regular basis. In addition to homework, quizzes, laboratory notebook and exams, students can expect to be involved in individual or team projects to build on communication skills and cross curricular connections.

Credit Granted: Full year

Prerequisite Course: Life Science 1

Science 10 Chemical and Physical Science 2:

This course prepares students for future work in the sciences by continuing to build the student's overall body of knowledge, as well as laboratory, problem solving, and critical thinking skills. One semester focuses on topics of physics: forces, motion, energy, and electricity. The other semester focuses on chemistry: atomic structure, periodic trends, ionic, covalent and metallic bonding and Stoichiometry. Grade 10 Physical Science has a strong laboratory component and students can expect to be engaged in hands-on activities on a regular basis. In addition to homework, quizzes, laboratory notebook and exams, students can expect to be involved in individual or team projects to build on communication skills and cross curricular connections.

Credit Granted: Full year

Prerequisite: Physical Science I

Science 10 Experimental Science

The Experimental Science Course is an interdisciplinary project-based lab class that addresses the skills and knowledge required for carrying out a thorough, independent investigation. During the course, students will carry out multiple experiments to develop their practices in five key areas; research and exploration, experimental method and procedures, data processing and analysis, experimental evaluation, and communication of science. The course is designed to be a fun, hands-on approach to getting the students ready for the practical requirements of the IB Group 4: Experimental Science Programs.

Credit Granted: One semester (.5)

Pre-requisite: Prior lab science course

Arts Department

MS/HS Music:

Students that attend Secondary Music mainly learn concepts related to different aspects of the subject, such as: harmony, music writing/reading, rhythm understanding, listening /singing and finally recording or performing several pieces of music. The idea is to raise them to the next level in musical knowledge, acquiring an appropriate language, and developing new skills by experiencing a music-in-action class that makes them more sensitive individuals.

Credit Granted: Semester

Prerequisite: None

MS/HS Drama:

Middle School Drama classes are designed to provide students with an introduction to acting skills and techniques, theatre history, and theatre production. By researching, planning, scripting, and producing a performance, students develop communication, critical thinking, and collaborative problem solving and acting skills.

In High School, Drama students participate in the creative processes of performance and production. Students learn to incorporate originality, flexibility, and imagination into their repertoire of acting skills. They critically evaluate their work and the work of others and learn to appreciate how the elements of theatre, history and culture can impact the performance and reception of a dramatic piece.

Credit Granted: One Semester (.5 credit)

Elective Course

MS/HS Visual Art:

The students will learn how to identify and use the Elements of Art. Color, Lines, Shape, Form, Value, Space and Texture as well as Principles of Pattern, Unity, Contrast, Movement, Balance, Emphasis and Rhythm. The students will also be able to use a variety of media such as painting, mixed media, printmaking, ceramics and digital work to visually express a variety of themes and concepts. By the end of the course they should be able to discuss their work and the work of artists both historical and contemporary.

Credit Granted: One Semester (.5 Credit)

Prerequisite: None

Pre-IB Art:

This is an honors class where students create a portfolio of quality studio work, as well as maintain an investigation workbook that documents their artistic journey, interests and experiments. The role of the teacher is to educate students on a variety of techniques and media, to help them remain on task and focused, to act as a resource for the students to reference, and to prepare students to ultimately pass the IB Art Exam.

Credit Granted: Full Year or One Semester (1.0 or .5 credit)

Prerequisite: None

Technology Department

MS/HS Robotics:

The class is designed to be a foundation and exploration class potentially leading to advanced studies in technical and engineering courses. Typical follow up courses are Electronics, Auto, Computer Science, Drafting and Design, and Physics. The LEGO Mindstorms kits (with the white EV3 computer brick) are the learning platform we use alongside LEGO® MINDSTORMS® Education EV3 Software for coding programs to run the robots. The course is focused on problem solving activities involved with sensors, controls and outputs.

Credit Granted: One Semester (.5 Credit)

Prerequisite: None

MS/HS DTM (Design Technology Media):

This course introduces students to the Design Thinking process as it relates to teamwork generated projects that use emerging technologies and media. We will rely heavily on the design method created at the Institute of Design at Stanford University. Empathy building, problem-solving, rapid prototyping, and collaboration are the essential features that will guide our approach to the course. Students will create a Tinkercad account which will be used throughout the semester to design/build 3D objects.

Credit Granted: One Semester (.5 Credit)

Prerequisite: None

Web Development:

This introductory course explores the creation of Web pages using HTML and CSS concepts. Topics covered in this class include basic HTML concepts, Cascading Style Sheets (CSS), links, lists, images, and layouts. This is a challenging course, but through effort and a willingness to learn, students will experience the satisfaction of developing web-pages while gaining an understanding of the career field of web development.

Credit Granted: One Semester (.5 Credit)

Prerequisite: None

Computer Science 1:

This course is aimed at students with little or no prior programming experience. It is an introduction to computational approaches to problem solving. Since computer programming involves computational modes of thinking, it will help to have some mathematical and logical aptitude. Computer Science is designed to help you become skillful at making the computer do what you want it to do. Once you acquire this skill, you will be confronted with many tasks and will have to write a program to do the task for you. The language used will be Python. This means that the primary knowl-edge students will take away from this course is the art of computational problem solving. This course is about learning to solve problems, not learning facts.

Credit Granted: One Semester (.5 Credit)

Prerequisite: None

Computer Science 2:

This course provides an expanding study of programming concepts, good style, algorithms, documentation, and elementary data structures introduced in CS 01. A high-level language - currently PYTHON- will be used as a vehicle for the further development of these concepts. Laboratory use of the computer in designing, coding, debugging, and executing programs is an integral part of the course. Options: Applied Computing, Hardware Programming with Raspberry PIs, Hardware Programming with Arduino Boards, Programming apps, Data Science.

Credit Granted: One Semester (.5 Credit)

Prerequisite: Computer Science 1

Health/Physical Education and Wellness Department

MS Healthy Living

The Healthy Living class's purpose is to provide a safe environment for students to reflect on their health status, lifestyle, and relationships. Class content, skills, and discussions aspire to help students build meaningful, compassionate relationships with themselves, other people, and the wider world.

Credit Granted: One Semester (.5 Credit)

Prerequisite: None

HS Health and Wellness:

Course units are designed to equip students with content and also involve them in reflective processes about the important role they can play in their own wellness. Students will learn to understand health in a holistic way, gain awareness of their own health and recognize and establish their own health habits.

Credit Granted: One Semester (.5 Credit)

Prerequisite: None

MS/HS Physical Education and Fitness:

Students will demonstrate basic skills presented in the sports and fitness units during the year. These skills are re-ferred to the fundamental movements of each sport instruction, application and transfer time will be given for learn-ing evaluation. Also, the students must attain and demonstrate the best individual performance regarding four physi-cal values: strength, endurance, speed and flexibility in the physical fitness test. Physical Education strongly contributes in transferring and achieving long-life skills and build positive character traits. That is the reason of the high percentage given to the students' attitude in class and in the total grade make up.

Credit Granted: One Semester (.5 Credit)

Prerequisite: None

Specialized Learning and Language Support

ELL:

English language development (ELD) is a pullout program designed to meet the needs of Non English Speakers as well as Low Limited Speakers. Classes are taught by an ELL teacher and students are pulled out of the classroom up to 3 times a week to concentrate on vocabulary, basic grammar skills and confidence. The small class sizes allow students varied opportunities to use the English language in a low risk environment. When students have mastered basic interpersonal skills (BICS) they are ready to be mainstreamed in content areas for more demanding academic tasks. Students usually complete this level in 1 or 2 years.

Credit Granted: Full Year or Semester

Prerequisite Course: None

ELL Push In:

This modality of ELL is a push in program designed to meet the needs of high intermediate students who already scored competent across all language areas, and that are just starting their immersion in the grade level classes. The ELL teacher joins subjects such as English and Science to help out in the transitions and if needed adapt materials and assignments. The mainstream teacher and the ELL teacher plan together according to students needs.

Credit Granted: Full Year or Semester

Prerequisite Course: None

Learning Support Subject:

Occasionally a UAS student may need to experience a subject in a curriculum that is below grade level. This occurs when a student cannot access the curriculum at grade level and learns the content using a modified set of standards. This class is typically led by the content classroom teacher and monitored and modified by the school Learning Specialists. Students in this course will receive credit for the class accompanied by a designation on the transcript and report card identify the differentiated course.

Credit Granted: Full Year or Semester

Prerequisite Course: None

International Baccalaureate



The International Baccalaureate Diploma Programme (IBDP) is a two-year educational programme primarily aimed at 16-to-19-year-olds in 140 countries around the world. The programme provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide.

Definitions:

Higher Level (HL) :

This is an IB course offered over two years and the exams are only available to high school seniors. HL courses require a minimum of 240 hours of instruction. HL credit with good grades can often be submitted to colleges and universities for transfer credit.

Standard Level (SL):

An IB course that must be taught over a minimum of 150 hours of instruction. Standard Level exams are usually a little shorter or less conceptual or analytical than Higher Level exams, but the standard level is generally still challenging and rigorous. An SL level course may be examined at the end of Grade 11, if the school chooses.

Certificate:

The name of the document that a student earns after successfully completing an IB class along with the attendant work and exams. Exams and coursework for both Diploma and Certificate candidates are the same in any given subject and level.

Internal Assessment(IA):

The individual student evaluation done by the teacher of a subject on pieces of work and communicated to the IB Curriculum and Assessment office. Internal assessments are criterion-based. In addition, samples of candidates' work, representing a range of performances, are also submitted. Oral exams, portfolios, lab books and essays all comprise parts of the internal assessment.

Moderation:

The process by which the internal assessment (which is graded by the teacher) is evaluated by an external assessor appointed by IBA. After a teacher submits internal assessment samples, representing high to low grades, IBA will compare that teacher and group of students with others, and re-assign all the teacher's candidates higher or lower grades, or keep them where they are. The purpose of moderation is to see how closely the school matches the external standard, and to determine an accurate evaluation of the student's work. This is the process whereby the IB Organization maintains high standards and uniformity throughout the world.

Predicted grades:

Teachers submit scores to IBA that they think students will ultimately earn from their total IB assessment. This is another way in which the teacher can see, when actual scores arrive, whether or not their thinking is in line with the International Baccalaureate Organization.

Oral Commentary:

In English and second languages, an oral presentation by each student is recorded for internal assessment. Samples of the resulting recording are sent by the teacher for moderation of all scores.

Language A:

This is one's first language. It has a literature based syllabus and covers authors from around the world.

Language B:

This is a learned language. The aim of this course is to develop listening, reading and writing skills. Students at UAS may choose from Spanish or Portuguese. Students who take English B must be placed in this course by teacher recommendation.

IB Diploma Requirements

Students will obtain the IB diploma after completing and passing the following requirements: six exams taken in six different academic areas, three at the Higher Level and three at the Standard Level; an Extended Essay; CAS activities fulfilling eight different objectives; and completion of Theory of Knowledge (TOK) course. Students who successfully pass two A Level languages will be awarded the IB Bi-Lingual Diploma. The Diploma is the highest level of IB achievement.

Extended Essay:

A 4000-word independent research paper due in the senior year, chosen and undertaken by the student in one of the IB disciplines. The student chooses a school or community-based mentor for guidance in research and writing. The Extended Essay is sent to moderators around the world to be graded. Form is emphasized as well as content.

CAS:

This is an acronym standing for Creativity, Action, and Service. CAS is the non-school portion of the requirements for the Diploma, in which eight learning outcomes related to community service and activity in the arts and athletics is expected. The learning outcomes include increased awareness of strengths and areas for growth, undertaking of new challenges, activity implementation, collaboration, showing of perseverance and commitment in their activities, engagement with issues of global importance, consideration of the ethical implications of actions, and development of new skills.

Theory of Knowledge (TOK):

A course required of Diploma candidates in every school in the world, in which the concept of knowledge -- its worth, veracity, and forms -- is considered. One essay is required for outside assessment; the class teacher assesses the other assignments or projects.

Students must complete one course in each of the following IB Diploma Subject Groups:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

Note: A Student may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Diploma candidates must accumulate a minimum of 24 points, out of a possible 45 points, to earn the diploma. A "1" is low; a "7" is high, indicating excellent or exceptional work. To earn the IB Diploma, a student must score higher than a "1" in all courses.

For more information, visit the official IB website (www.ibo.org).

Group 1: Studies in Language and Literature

SL/HL English Literature:

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

Credit Granted: Full Year

Prerequisite Course: English 10

SL/HL English Language and Literature:

Language and Literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, re-flecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

Credit Granted: Full Year

Prerequisite Course: English 10

SL/HL Spanish Literature:

This course is characterized by being structured in three areas of exploration, which contemplate the study in depth and in detail of a series of literary works belonging to literary genres, styles, periods, currents and different cultural contexts, assumed from the development of written activities and oral that contemplate the knowledge, interpretation and criticism of literature, in all its literary, linguistic, social, historical and playful aspects.

AREA 1: Readers, writers and texts. Authors: Sophocles, Ibsen, Bellán and García Lorca

AREA 2: Time and space. Authors: De la Cruz, De Ibarbourou, Roca, Miller and Kafka.

AREA 3: Intertextuality: connection of texts. Authors: Benedetti, Sábato, Llosa and Márquez.

Credit Granted: Full Year

Prerequisite Course: Advanced Spanish Literature 10 is preferred

Group 2: Language Acquisition

SL/HL Spanish B:

Spanish B is a language acquisition course designed for students with some previous experience of the target language. In the Spanish B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. Both Spanish B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between Spanish B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate.

Credit Granted: Full Year

Prerequisite Course: Basic command of the Spanish language

SL/HL English B

English B is a language acquisition course designed for students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio).

Credit Granted: Full Year

Prerequisite Course: Basic command of the Spanish language

Spanish Ab Initio:

The language ab initio course is a language acquisition course for students with no prior experience of the target language, or for those students with very limited previous experience. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

Credit Granted: Full Year

Prerequisite Course: None

Group 3: Individuals and Society

SL/HL History:

The IB Diploma Program (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

There are six key concepts that have particular prominence throughout the DP history course are perspectives, change, continuity, causation, consequence, and significance.

Credit Granted: Full Year

Prerequisite Course: None

SL/HL ITGS (Information Technology in a Global Society):

Unlike more familiar school subjects it is inherently interdisciplinary, emphasizes social/ethical issues, and yet re-quires enough technical knowledge to make judgments about the use of the technology. This multi-faceted focus on critical 21st century issues makes ITGS relevant and exciting for students.

ITGS focuses on the systematic and critical study of human experience and behavior relating to the relationship between human beings and information and communication technologies (IT systems).

Credit Granted: Full Year

Prerequisite Course: None

SL/HL Economics:

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

Credit Granted: Full Year

Prerequisite Course: None

Group 4: Experimental Sciences

SL/HL Biology:

Biologists investigate the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Through studying a science subject students should become aware of how scientists work and communicate with each other. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community. Brief Syllabus: Core Topics: Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, Human Physiology. Additional Higher Level Topics: Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution, Animal Physiology. Analytical Techniques. Data Analysis.

Credit Granted: Full Year

Prerequisite Course: Science 10

SL/HL Chemistry:

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Brief Syllabus: Stoichiometry, Atomic Theory, Periodic Properties, Bonding, Thermochemistry, Chemical Kinetics, Chemical Equilibrium, Acid/Base, Redox Reactions, Organic Chemistry, Analytical Techniques. Data analysis.

Credit Granted: Full Year

Prerequisite Course: Science 10, enrollment in Math: Analysis & Approaches SL or Math: Application & Interpretation SL

SL/HL Physics:

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Brief Syllabus: Core Topics: Measurements & Uncertainties, Mechanics, Thermal Physics, Oscillations & Waves, Electricity & Magnetism, Circular Motion & Gravitation, Nuclear Physics, and Energy Production. Additional Higher Level Topics: Wave Phenomena, Fields, Electromagnetic Induction, and Quantum Physics.

Credit Granted: Full Year

Prerequisite Course: Science 10, enrollment in Math: Analysis & Approaches SL or Math: Application & Interpretation SL

SL Computer Science:

The IB DP computer science course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions. This will involve the ability to identify a problem or unanswered question, design, prototype and test a proposed solution, liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Credit Granted: Full Year

Prerequisite Course: Science 10, enrollment in Math: Analysis & Approaches SL or Math: Application & Interpretation SL

Group 5: Mathematics

Applications and Interpretations SL:

This is the standard level version of the IB Math: Applications and Interpretation course, and therefore has an emphasis on applications of mathematics, especially using statistics. Concepts from Statistics, Calculus, Trigonometry, and Algebra are covered, including quadratic and exponential functions and equations, laws of logarithms and exponents, sequences and series, general triangle trigonometry, coordinate geometry in 2 and 3 dimensions, descriptive statistics for datasets of one and two variables, probability, discrete random variables and expected value, hypothesis testing with t-tests and chi-squared tests, polynomial derivative rules and applications, polynomial integration rules and applications, and Voronoi diagrams.

Credit Granted: Full Year

Prerequisite Course: Algebra II Core or Extended

Analysis and Approaches SL:

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology, and business administration. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. This two-year IB course covers a considerable amount of algebraic skills, linear functions, quadratics, exponentials, trigonometry, geometry, probability, statistics and differential calculus as well as problem solving related to those topics.

Credit Granted: Full Year

Prerequisite Course: Algebra II Core or Extended

Analysis and Approaches HL:

The Math HL AA course is intended for just a few mathematically gifted students. These students are self-motivated, demonstrate high levels of independent thought, and grasp mathematical concepts with ease. This course covers a wide variety of topics and it is taught with the IB Math HL examination in view. Therefore, the level of demand of the course is very high, as well as the expectations about student achievement. Students will be encouraged to integrate previous knowledge into new complex concepts and relationships; for example, the course includes an extensive coverage of the concept of function which will draw on previously studied examples (such as lines, quadratics and exponential functions) and will move on to introduce new relationships and concepts (such as inverse function or function transformations). Calculus concepts demanding advanced mathematical thinking will be introduced, as well as detailed coverage of advanced topics in probability, and a description of discrete and continuous probability distributions. In addition, the course will include detailed coverage of 3D Vector Geometry and Complex Numbers. The Calculus Option, which is taught during the last semester, will explore advanced Calculus concepts such as series, Taylor polynomials, improper integrals, and differential equations. Students must take an active role in their own learning process if they are to succeed in such a demanding course, so responsibility, commitment, and determination are crucial to success. Keeping the pace of the course is essential; since time will be barely sufficient to cover all required topics, students will be required to carry out independent study for a few of the topics in the syllabus.

Credit Granted: Full Year

Prerequisite Course: Algebra II Extended (with teacher's approval)

Group 6: Arts

SL/HL Visual Arts:

IB Visual Arts is a demanding, two-year course of study in which students create a body of work that demonstrates a solid understanding of the vocabulary of the artist. Through their journal, students are expected to read, write, think, and question what they do as artists, showing evidence of systematic research and investigation. Art appreciation and history are essential components of these programs. As a part of the course students visit art galleries, attend museums and workshops, and listen to lectures by visiting artists. The academic travel program is linked to the course, while students are encouraged to use the opportunity for weekend travel to further their experiences of art and culture.

Credit Granted: Full Year

Prerequisite Course: none



The Uruguayan Diploma Program

Requirements:

For those students intending to pursue university studies in Uruguay or South America, UAS also offers the Secondary Uruguayan Program (UP) from Grades 6 through 12. The UP is accredited by the Uruguayan Ministry of Education's Secondary School Education Council (ANEP-CODICEN) and can be studied jointly with both the U.S. and IB programs of study. UP Math, Science, Social Studies and English Literature courses are taught in English. History, Spanish Literature, Sociology, Law and Civics are taught in Spanish.

Although the Uruguayan Program is optional, Uruguayan families, South American families, or families planning to move to another South American country are encouraged to enroll their children. Students graduating with the Uruguayan Program diploma are exempt from Uruguayan university admissions examinations.



Español (Spanish)

UP Advanced Spanish 6 Grade:

This course is for students who are native Spanish speakers or those who speak at, or near, a native Spanish level. Students in this course will achieve skills to present and dialogue fluently: ideas, opinions and arguments, master and use reading strategies various reading texts. Students will write different genres, demonstrating the use of: writing strategies, spelling rules and basic grammatical structures of the Spanish Language.

Credit Granted: Full Year

Prerequisite Course: None. Native level Spanish

Spanish 1 (7th Grade):

The Spanish 1 course follows the general guidelines established by the Council of Secondary Education (of Uruguay) for the Spanish Language course for the first year of the Basic Cycle. The course also includes required and recreational readings that consist of the student choosing a book appropriate for their age and level, thus encouraging a taste for reading. The student will develop an awareness of spelling by exercising and systematizing these rules in writing.

Credit Granted: Full Year

Prerequisite Course: None. Native level Spanish

Spanish 2 (8th Grade):

The Spanish 2 course follows the guidelines established for the second-year Spanish Language course of the basic cycle of the subject in Uruguay. We work on the reflection of the language, through the study of examples of different linguistic varieties and production Vocabulary, spelling, writing and grammar are areas of work that are interconnected with the aim of training expert users of the language. Regarding the order of the contents to be worked on, we have chosen to follow the order proposed by the textbook *Nuevo Mundo de Palabras*, by the authors: Ivanna Centanino, Anna Rosselli and Andrea Savio, edited by Editorial Fin de Siglo. "

Credit Granted: Full Year

Prerequisite Course: None. Native level Spanish

Spanish Literature (9th Grade):

The Spanish Literature course follows the general guidelines established for the third year of the Basic Cycle of the subject in Uruguay. It is structured in basic nuclei that contemplate the traditional division into genres and the texts to be studied correspond to contemporary Uruguayan and Latin American literature, with the idea of "recovering a reading mass that is gradually being lost", according to the program in its foundation and objectives. We also consider that "the immediate goal is to work in the area of reading comprehension and the choice and written expression of adolescents", as the program says in its rationale and objectives. For that reason, we incorporate the creative workshop from the comprehensive and critical readings of selected texts. Finally, the fundamental desire that guides us in this course is to train good critical readers who are enthusiastic about literature, who do not consider it a heavy burden or a subject to save exams, but rather discover in it a source of enriching and enriching pleasure. personality builder.

Credit Granted: Full Year

Prerequisite Course: None. Native level Spanish

Advanced Spanish Literature (10th Grade):

The course "Advanced Literature in Spanish" is a course for students who have already studied literature. An in-depth, detailed and increasingly independent study of literary works is proposed here. The study combines classic, modern and contemporary texts. The three classical literary genres are covered and the existence of the fourth genre is problematized. Amplitude of vocabulary, academic writing, recognition of literary resources and creative production are four mainstays of this course, which aims for the student to be able to reliably analyze on their own a text not given in class.

Credit Granted: Full Year

Prerequisite Course: None. Spanish Literature preferred



UP Historia (History)

UP History and Geography (6th Grade):

In this course students will acquire knowledge of the interaction of man with his environment, know the different biomes in relation to human activities, understand globalization and multiculturalism, relate the stages of the Independent life of Uruguay with the most significant world events of the XIX, XX and XXI centuries and understand the different international organizations and ties with Uruguay.

Credit Granted: Full Year

Prerequisite Course: None

UP History I (6th Grade):

History I is the first course of Secondary Education for the Uruguayan Program. It works on the History of Uruguay, Argentina, Brazil and Paraguay, organized into the following units: Introduction to the study of History, The Prehistory of America and Uruguay, American civilizations, The Iberian Kingdoms, The conquest of America and the Spanish Colonial System, The Portuguese colonization of America and The process of conquest and colonization in the Río de la Plata. Through these contents, it is sought to generate critical students and protagonists of their learning process, who develop important skills such as comprehension and production of texts, the use of maps and historical vocabulary, as well as that they develop their empathy, tolerance and solidarity.

Credit Granted: Full Year

Prerequisite Course: None

UP History 2 (7th Grade):

History II of UP continues the course of History I, around the following themes: Latin America at the end of the 18th century; the arrangement of the fields, development of Montevideo and the struggle of ports; Juntista Movement in Spain and its repercussions in America; Hispano-American Revolution and especially Rioplatense; The Week of May and its repercussions in the region; The figure of Artigas and his ideas; The Eastern Independence; Portugal and Brazil at the beginning of the 19th century; and finally, Bolívar and the Congress of Panama. Through these contents, it is sought to generate critical students and protagonists of their learning process, who develop important skills such as comprehension and production of texts, the use of maps and historical vocabulary, as well as that they develop their empathy, tolerance and solidarity.

Credit Granted: Full Year

Prerequisite Course: None

UP History 3 (8th Grade):

Through the course, students will learn about the history of the MERCOSUR countries from their origins to the present moment. We work with The colonial legacy, The disintegration and emergence of nationalities, The pastoral, caudilles and commercial Uruguay, The Confederation Argentina, The Empire of Brazil and Paraguay after independence. Students will develop new skills in terms of different study techniques, activity planning, making and interpreting graphs, text analysis, making and handling maps, acquisition and development of adequate historical vocabulary. All the topics will have a transversal vision through the coordination with Spanish Language, Literature, Social and Civic Education so that the student achieves a more unified vision of contents, especially procedural and attitudinal, that I collaborated in their personal growth and in the understanding of the world you live in.

Credit Granted: Full Year

Prerequisite Course: None

UP Civics (8th Grade):

Students study the human being in relation to the different norms. We work with human Attachés, the State, the Government, the citizenship and suffrage, the Executive Power, Legislative and Judicial, Departmental Governments, Human Rights and the Legal Order. Students will find the necessary tools to be able to develop a civic conscience and a critical spirit towards society as a whole, whatever they choose to develop their projects of life.

Credit Granted: Full Year

Prerequisite Course: None



UP History 4 (9th Grade):

History IV of UP continues what was addressed in History III, around the History of Uruguay, Argentina, Brazil and Paraguay, organized into the following units: The construction of Modern Uruguay, The consolidation of Modern Argentina, Brazil and the last 50 years of the Empire, Paraguay and the end of splendor. Through these contents it is sought to generate critical students and protagonists of their learning process, who developed important skills such as the comprehension and production of texts, the use of maps and historical vocabulary, as well as that they develop their empathy, tolerance and solidarity.

Credit Granted: Full Year

Prerequisite Course: None

UP Sociology (9th Grade):

Students will learn new knowledge about a social science whose object of study is the human being as a social being in relation to other human beings immersed in a society. And to see the society in which they are in a way critical, becoming aware that it is part of a whole, that it is the structure and social stratification, determined by different factors, economic, cultural, etc. We work with the object of study of sociology, classical sociological thought, the factors that influence the social structure, The Social Structure, The Social Differentiation, The Social Stratification, The Social Change and the Rural and Urban Society.

Credit Granted: Full Year

Prerequisite Course: None

UP History 5 (10th Grade):

This continues the course of History IV, around the following units: Uruguay at the beginning of the 20th century; Argentina and the conservative restoration; the Brazilian Republic; Uruguay and Neo-Batllism; Populisms in the region; and lastly, Stroessner's Paraguay. Through these contents, it is sought to generate critical students and protagonists of their learning process, who develop important skills such as comprehension and production of texts, the use of maps and historical vocabulary, as well as that they develop their empathy, tolerance and solidarity.

Credit Granted: Full Year

Prerequisite: None

UP History 6 (11th Grade):

Students will learn new knowledge about a social science whose object of study is the human being in relation to the different norms, that what they learn is not a fiction found only in texts, but is part of the social context in which they find themselves. They will understand how the democracies of the region evolved in the second half of the 20th century, leading to a crisis, conflicts, guerrillas, authoritarianism and dictatorial regimes. We worked with Uruguay between 1959-1973, the decade 1970 in Uruguay and the region (Argentina, Brazil and Paraguay), the re-democratization of the region, the Latin American integration process with the formation of MERCOSUR and Uruguay from democratization onwards. All the works have the transversal connection of the other subjects such as Spanish Language, Literature, Social and Civic Education, Sociology and Law, which allows the student to achieve a more complete vision of the contents, especially procedural and attitudinal, that collaborate in their personal growth and in understanding the world you live in.

Credit Granted: Full Year

Prerequisite: None

UP Law (11th Grade):

Through the course, students will be able to deepen their acquired knowledge and will learn to link them to Law from different points of view, taking into account the subject in relation to legal norms. We work with The Law from the Objective and Subjective point of view, The Subjects of Law, The Sources of Law, The Legal Order, The Application of Law, Government Bodies, The National Government, Constitutional Bodies, Human Rights and the International Community. This allows students to know the rights and duties as citizens and develop the necessary tools to interact in society. Active learning is stimulated where dialogue and debate are promoted with oral participation, through questions formulated by the teacher or by the students; Students complete written group projects and oral exams. All the topics covered will have a transversal vision taking into account the other subjects of the Uruguayan Integration Program through coordination with History, Literature and Spanish Language, which will allow the student to reach a more globalized knowledge and connect from all the perspectives assimilated in the different courses.

Credit Granted: Full Year

Prerequisite: None

