

# Secondary Course Catalogue

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2022 - 2023



Uruguayan  
American  
School

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# Introduction

The Uruguayan American School is a rigorous college preparatory day school in Montevideo. With over 320 students K-12, UAS provides a world-class education to students representing over thirty countries speaking over 15 different languages.

Our 180+ secondary students can earn three different diplomas during their time at UAS, including a United States Diploma, accredited by NEASC (New England Association of Schools & Colleges), the local Uruguayan Diploma, and the International Baccalaureate (IB) Diploma.

We designed this course catalogue to give students, parents, and other stakeholders a better understanding of our graduation requirements, diploma offerings, and an 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 promote success. Integrity and a solid 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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# Core Program

## Definitions and Requirements

We dedicate the first portion of the UAS Course Catalogue to defining our core and Pre-IB programming. It is intended to define terms that may be unique to an U.S. education program to UAS specifically. We describe the IB Diploma and Uruguayan Diploma programs and their courses in separate sections of this Catalogue.

### *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 access to three diplomas. All UAS students are on the "U.S. Diploma" track to earn a diploma accredited by NEASC. Students who successfully complete the requirements set forth by the IBO (International Baccalaureate Organization) may earn an IB or Bilingual IB diploma. Students may also complete extra coursework to get 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.

**Grade Point Average (GPA):** A grade point average is a number representing the average value of the accumulated final grades earned in courses. More commonly called a GPA, a student's grade point average is calculated by adding up all accumulated final grades and dividing that figure by the number of grades awarded. This calculation results in a mathematical mean—or average—of all final grades. Note that a GPA is only calculated for high school students.

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

**Semester:** We divide the school year into two semesters. August to December and February to June. A student will take 8 courses each semester.



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

**Term:** A "Term" refers to a semester of work. We divide each term or semester 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:** The official record of a student's academic progress is reflected on the official UAS transcript. Only High School courses (Grades 9 to 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 a U.S. 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 earn 28 total credits in order to receive their U.S. Diploma. We list more detailed graduation requirements below.



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## Credits

Credit is based on the time enrolled in the class. A half-credit (.5) is awarded for each subject per semester when a student gets a minimum grade of 60 percent out of 100. Sometimes, 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.

We tabulate graduation credits from Grade 9 onward. A student absent from more than 25% of the classes per semester for any 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 semester 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 Language/Spanish UP	4 Credits
Technology/Computer Science	1 Credit
Fine/Performing Arts	1 Credit
Physical Education	1.5 Credit
Health	0.5 Credit
Electives	6 Credits



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## ***Non-credit assessments: (Grades 11 and 12)***

UAS students may take part 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. We administer it 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 in the United States require scores from a standardized test, such as the SAT as part of their admission 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):**

We do not administer the Test of English as a Foreign Language 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.



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# Course Descriptions

## English Department

### ***English 6***

The study of English focuses on the four basic areas of the language: Reading, writing, speaking, and listening. The aim of the course is to build a solid foundation in each of these 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 studies 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, gradually working toward the ability to read independently and analyze texts. Students also use the writing process: writing, revising, editing, and rewriting. There are also opportunities to improve their technology skills through the regular use of various digital resources. When possible, we teach integrated units with other Middle School subjects.

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 further develop their use of the writing process: writing, revising, editing, and rewriting. When possible, we teach integrated units with other Middle School subjects.



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Credit Granted: Full Year

Prerequisite: English 7

### ***English 9***

We designed this course to give students an understanding of a broad range of literary skills. Students will learn to define and apply literary concepts to literature and the media; to use the writing process effectively, and to use a wide variety of language skills. In addition, students can increase their understanding of our world and show responsibility for independent and cooperative tasks. This is a foundational class. We will learn about high school foundations that will help prepare students for a more challenging and rigorous curriculum.

Credit Granted: Full Year

Prerequisite Course: English 8

### ***English 10***

We designed this course to use the foundational skills from Grade 9 and develop them for IB English in junior and senior years. We will work with challenging texts at an in-depth pace to focus on critical thinking, literary analysis and reading, and communication skills (writing and oral). Assessments will be heavily focused on oral and written communication and aimed toward preparing for IB English. Units will comprise an in-depth analysis of rhetoric, poetry, drama, and prose fiction. Besides these skills, students will increase their understanding of their world and show responsibility in both independent and cooperative tasks. Students will use 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



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## 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 the acquisition of the skills and knowledge necessary for students to communicate, read and write in the target language. Units of study will include reading and writing projects and 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 Middle School Portuguese course focuses on writing skills, reading, and oral comprehension. Foremost, we emphasize speaking and pronunciation. The courses incorporate Brazilian and Portuguese culture, including writers and literature.

Credits Granted: Full Year

Prerequisites: None

### ***High School Portuguese***

The High School Portuguese course develops the linguistic competence necessary for the student to communicate in situations that require a basic to intermediate use of the language. We incorporate many writers from Brazil into literature, such as chronicles, poems, and poetry.

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 in Uruguay. We work on the language through the study of examples of different linguistic varieties and the production of texts. The course incorporates vocabulary, spelling, writing, and grammar to train experts in the language. Regarding the order of the contents to be worked on, we follow the order proposed by the



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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. There is a classification of genres and the texts that are to be studied based on contemporary Uruguayan and Latin American literature. Our focus is on reading comprehension and writing 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***

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

Credit Granted: Full Year

Prerequisites: Spanish Literature



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## 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 European explorers, the English colonies, and the growth of the nation 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. We will emphasize 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. The first thing we do is to study how humans progressed from hunter-gatherers to the great civilization of the ancient world. We then study world religions, which is an underlying theme in the topics the students study over the course of the year. We split this 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. Afterward, we look at the Gunpowder Empires & Expansion and Isolationism in Eurasia before moving towards a global economy. In the



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1800s & 1900s, 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 historical thinking skills. We particularly focus on integrating past events with present world events. This process/approach helps to create globally aware and critically thinking students.

Credit Granted: Full Year

Prerequisite: None



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## Mathematics Department

### ***Math 6***

We intend this course to help students merge mathematical concepts and techniques gained during their elementary years. The focus will be on problem solving and creativity. We will encourage students to freely explore different applications of mathematical concepts in a variety of situations; by doing this, we expect students will not only achieve mastery of mathematical skills but also 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 take the course, students need to be confident in the usage of the four basic operations (addition, subtraction, multiplication, and division) with whole numbers and decimals.

Credit Granted: Full Year

Prerequisites: None

### ***Pre-Algebra***

We designed this course to strengthen students' previously gained 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. We cover a wide range of numbers (natural, integers, rational), different representations, 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 variables, the solving of simple equations, and the 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. We teach complex algebraic and geometrical concepts, 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



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background for the later introduction of advanced probability concepts. The demands on students rise steadily. They put their maturity 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 to finding lines parallel or perpendicular to a 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: 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. The course also builds on the trigonometry learned in Geometry and Statistics by exploring non-right triangle trigonometry and unit circles (using degrees to measure an angle). There is also a more formal treatment of the probability learned in Geometry and Statistics.

Credit Granted: Full Year

Prerequisite: Algebra

### ***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



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required. This course will provide many opportunities for project work, to help students express themselves mathematically. From an academic point of view, this is a pre-IB Mathematics course, and we teach it with the IB Math options in mind. The Algebra II course gives students the skills to succeed in either SL Math course - SL Applications and Interpretation or SL Analysis and Approaches. For students considering HL Math Analysis and Approaches, the Extended course provides opportunities for enrichment and advancement beyond core requirements. Students who are considering IB HL Math AA as an option should therefore take the Extended course: only students who have passed the Extended course will be eligible to take IB HL Mathematics AA.

Credit Granted: Full Year

Prerequisite: Algebra 1 and Geometry or Geometry concurrent



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## 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 by looking at Science and develop observations and measurement skills to continue the exploration of Earth and Space. The class will focus on exploring the interconnections between the land, ocean, and atmosphere. It will provide opportunities for students to take climate action to change 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, they will undertake activities to practice scientific methods, 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 scientific study. Students will also conduct their own investigation of their choosing that will be presented at the Innovation Fair at the end of the school year.

Credit Granted: Full Year

Prerequisite: 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 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 scientific methods and scientific thought. Students will also conduct their own investigation of their choosing that will be presented at the Innovation Fair at the end of the school year.

Credit Granted: Full year

Prerequisite: None



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## ***Science 8 - Physical Science 1***

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 regularly. Besides homework, quizzes, laboratory notebooks, and exams, students will 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 at 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 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 regularly. Besides homework, quizzes, laboratory notebooks, 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: 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



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metallic bonding, and Stoichiometry. Grade 10 Physical Science has a strong laboratory component and students can expect to be engaged in hands-on activities regularly. Besides homework, quizzes, laboratory notebooks, 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 a fun, hands-on approach to getting the students ready for the practical requirements of the IB Group 4: Experimental Science Programs.

Credit Granted: Semester (.5)

Prerequisite: Prior lab science course



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## Arts Department

### ***MS/HS Music***

Students that attend Secondary Music mainly learn concepts related to harmony, music writing/reading, rhythm understanding, and listening /singing. Students will also record and/or perform several pieces of music. The idea is to raise them to the next level in musical knowledge, acquire an appropriate language, and develop 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 provide students with an introduction to acting skills and techniques, theater history, and theater 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 take part 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 theater, history, and culture can impact the performance and reception of a dramatic piece.

Credit Granted: 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: Semester (.5 Credit)

Prerequisite: None



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### ***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 Semester (1.0 or .5 credit)

Prerequisite: None



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## Technology Department

### ***MS/HS Robotics***

The class is a foundation and exploration class, potentially leading to advanced studies in technical and engineering courses. The course focuses on problem-solving activities involved with sensors, controls, and outputs. Students will learn basic computer programming and engineering design that involve critical and creative thinking, planning, prototyping, manufacturing, and operation.

Credit Granted: Semester (.5 Credit)

Prerequisite: None

### ***MS/HS DTM (Design Technology Media)***

This course introduces students to the Design Thinking process as it relates to team-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: Semester (.5 Credit)

Prerequisite: None

### ***Web Development***

This introductory course explores the creation of Web pages using HTML and CSS concepts. Topics covered in these classes 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: Semester (.5 Credit)

Prerequisite: None

### ***Computer Science 1***

We aim this course 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 helps you become skillful at making the



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computer do what you want it to do. Once you gain 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 course is about learning to solve problems, not learning facts.

Credit Granted: 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 Computer Science 1. 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.

Credit Granted: Semester (.5 Credit)

Prerequisite: Computer Science 1



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## **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: Semester (.5 Credit)

Prerequisite: None

### ***HS Health and Wellness***

Course units provide 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 holistically, gain awareness of their own wellbeing, and recognize and establish their own health habits.

Credit Granted: Semester (.5 Credit)

Prerequisite: None

### ***MS/HS Physical Education and Fitness***

Students will learn the basic skills and fundamental movements of a variety of sports during the year. Students will have time to apply and practice these skills during the units. Also, the students must attain and show the best individual performance in four physical domains in the physical fitness test: strength, endurance, speed, and flexibility. Physical Education strongly contributes to developing long-life skills and building positive character traits. That is the reason for the high percentage given to the student's attitude in class and in the total grade makeup.

Credit Granted: Semester (.5 Credit)

Prerequisite: None



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## Specialized Learning and Language Support

### ***ELL (English Language Learner)***

English language development (ELD) is a pullout program designed to meet the needs of Non-English Speakers and 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 give 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 are already competent across all language areas and are just starting their immersion in the grade level classes. The ELL teacher joins subjects such as English and Science to help 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 a curriculum that is below grade level in a subject. This occurs when a student cannot access the curriculum at grade level and learns the content using a modified set of standards. The content classroom teacher typically leads this class and is monitored and changed 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 identifying the differentiated course.

Credit Granted: Full Year or Semester

Prerequisite: None



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# International Baccalaureate



The International Baccalaureate Diploma Programme (IBDP) is a two-year educational program primarily aimed at 16-to-19-year-olds in 140 countries around the world. The program 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 for 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 to 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 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 at any subject and level.

### **Internal Assessment (IA)**

The individual student evaluation 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.



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Oral exams, portfolios, lab books, and essays all comprise parts of the internal assessment.

### **Moderation**

The process by which an external assessor appointed by IB evaluates the internal assessment (which is graded by the teacher). After a teacher submits internal assessment samples, representing high to low grades, IB will compare that teacher and group of students with others, and re-assign all the teacher's candidates with higher or lower grades, or maintain them. 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 IB 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 their thinking is in line with the International Baccalaureate Organization.

### **Oral Commentary**

In English and second languages, we record an oral presentation by each student for internal assessment. The teacher sends samples of the resulting recording for the 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. By teacher recommendation, students who take English B must be placed in this course.



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## ***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 Bilingual 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. We emphasize form and content.

### ***Creativity, Action & Service (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 are 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



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- The Arts

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

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

Each student takes at least three (but not over four) subjects at a higher level, and the remaining at a 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, showing 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](#).



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## Group 1: Studies in Language and Literature

### ***SL/HL English Literature***

We organize the course 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: 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, reflecting on the experience, and shaping the world. Students will also learn about their 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 affect meaning. With its focus on a wide variety of communicative acts, the course develops sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

Credit Granted: Full Year

Prerequisite: English 10

### ***SL/HL Spanish Literature***

This course covers three areas of exploration, which contemplate the study in depth and detail of a series of literary works, belonging to literary genres, styles, periods, currents and different cultural contexts. Students will develop written and oral activities 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, Henrik Ibsen, José Bellán and Federico García Lorca

**AREA 2:** Time and space. Authors: Sor Juana de la Cruz, Juana De Ibarbourou, Roca, Arthur Miller, and Franz Kafka.

**AREA 3:** Intertextuality: connection of texts. Authors: Mario Benedetti, Ernesto Sábato, Mario Vargas Llosa and Gabriel García Márquez.

Credit Granted: Full Year

Prerequisite: Advanced Spanish Literature 10 is preferred



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## 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 we expect students to extend the range and complexity of the language they use and understand to communicate.

Credit Granted: Full Year

Prerequisite: Basic command of the Spanish language

### ***SL/HL English B***

English B is a language acquisition course designed for students to 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: Basic command of the English 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 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: None



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## 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 and gain 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. Six key concepts have particular prominence throughout the DP history course: perspectives, change, continuity, causation, consequence, and significance.

Credit Granted: Full Year

Prerequisite: None

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

Unlike more familiar school subjects ITGS is inherently interdisciplinary, emphasizing social/ethical issues, and requiring 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: 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: None



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## Group 4: Experimental Sciences

### ***SL/HL Biology***

Biologists investigate the living world at all levels using many approaches and techniques. At one end of the scale are the cell, its molecular construction, and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make entire ecosystems function. By studying a science subject students should notice 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 databases. Students develop the skills to work independently on their own design, but also collegiately, including in collaboration with schools in different regions, to mirror how 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: 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: Science 10, enrollment in Math: Analysis & Approaches SL or Math: Application & Interpretation SL



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## ***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. We developed models 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: Science 10, enrollment in Math: Analysis & Approaches SL or Math: Application & Interpretation SL

## ***SL/HL Computer Science***

The IB DP computer science course requires an understanding of the fundamental concepts of computational thinking and 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 culture, society and individual and societal behavior, and ethics. 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: Science 10, enrollment in Math: Analysis & Approaches SL or Math: Application & Interpretation SL.



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## 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: Algebra II Core or Extended

### ***Analysis and Approaches SL***

This course caters to students who already possess a knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. Most 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 and problem-solving related to those topics.

Credit Granted: Full Year

Prerequisite: Algebra II Core or Extended

### ***Analysis and Approaches HL***

We intend the Math HL Analysis and Approaches course 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 for the course is very high, as well as the expectations about student achievement. We will encourage students to integrate previous



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knowledge into new complex concepts and relationships; for example, the course includes 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). We will introduce calculus concepts demanding advanced mathematical thinking, 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. Responsibility, commitment, and determination are essential for success in such a demanding course, so students must be actively involved in their learning process. The pace of the course must be maintained; as time will not cover all topics in the syllabus, students will need to conduct an independent study on a few topics.

Credit Granted: Full Year

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



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## 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 shows a solid understanding of the vocabulary of the artist. Through their journal, we expect students 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. We link the academic travel program to the course, while we encouraged students to use the opportunity for weekend travel to further their experiences of art and culture.

Credit Granted: Full Year

Prerequisite: none



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# 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 fluently present and dialogue about ideas, opinions, and arguments. They will master and use reading strategies for various reading texts. Students will write in different genres, demonstrating the use of writing strategies, spelling rules, and basic grammatical structures of the Spanish Language.

Credit Granted: Full Year

Prerequisite: None. A native level Spanish

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### ***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. This course also includes required and recreational readings that comprise 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: None. A 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 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: 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 by genres. 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's foundation and objectives. We also consider that "the immediate goal is to work in 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 aim of this course is to train good critical readers who appreciate literature as a source of enrichment, pleasure, and character development.

Credit Granted: Full Year

Prerequisite: None. A native level Spanish

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## ***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, 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: None. Spanish Literature preferred

## **UP Historia (History)**

### ***UP History and Geography (6th Grade)***

In this course, students will gain a 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 their ties with Uruguay.

Credit Granted: Full Year

Prerequisite: None

### ***UP History I (6th Grade)***

History I is the first course of Secondary Education for the Uruguayan Program. It covers 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 developing their empathy, tolerance, and solidarity.

Credit Granted: Full Year

Prerequisite: None

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### ***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; Artigas' Regulation of Lands, Montevideo's development, Rivalry between Ports. Juntista Movement in Spain and its repercussions in America. The Hispano-American and "Rioplatense" Revolution. The Week of May. José Gervasio Artigas, philosophy and ideas; The Eastern Independence; Portugal and Brazil at the beginning of the 19th Century; and Simón 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 developing their empathy, tolerance, and solidarity.

Credit Granted: Full Year

Prerequisite: 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 the following units: The colonial legacy, The disintegration and emergence of nationalities, The pastoral, *caudillos*, and commercial Uruguay, The Confederation of 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.

Credit Granted: Full Year

Prerequisite: None

### ***UP Civics (8th Grade)***

Students will focus on the theoretical, political and practical aspects of citizenship, as well as its rights and duties. Human Attachés, the State, the Government, Citizenship and Suffrage, the Executive Power, Legislative and Judicial Departments, and Human Rights are all part of our work. Students will learn the tools to develop a civic conscience and a critical spirit toward society.

Credit Granted: Full Year

Prerequisite: None

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### ***UP History 4 (9th Grade)***

History IV continues what we addressed in History III. The History of Uruguay, Argentina, Brazil, and Paraguay. The Construction of Modern Uruguay. The Consolidation of Modern Argentina. Brazil and the last 50 years of the Empire and, 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 developing their empathy, tolerance, and solidarity.

Credit Granted: Full Year

Prerequisite: None

### ***UP Sociology (9th Grade)***

Students will focus on the study of human social relationships and institutions. Sociology's subject is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in entire societies. Unifying the study of these diverse subjects of study is sociology's purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures. Sociology is an exciting and illuminating field of study that analyzes and explains important matters in our personal lives, our communities, and the world.

Credit Granted: Full Year

Prerequisite: 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. Populism in the region, and Alfredo Stroessner's Government in 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 developing their empathy, tolerance, and solidarity.

**Credit Granted:** Full Year

**Prerequisite:** None

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### ***UP History 6 (11th Grade)***

The students will learn how the democracies of the region evolved in the second half of the 20th century, leading to crisis, conflicts, guerrillas, authoritarianism, and dictatorship. Our research focuses on Uruguay between 1959-1973. The decade 1970 in Uruguay and the region (Argentina, Brazil, and Paraguay), the re-democratization of the region, and the Latin American integration process. The MERCOSUR, and Uruguay after democratization. There is a transversal connection between all the subjects, from Spanish Language to Literature to Social and Civic Education to Sociology and Law, allowing students to achieve a more comprehensive understanding of the contents, especially procedural and attitudinal, which promotes their personal growth and comprehension of the world around them.

Credit Granted: Full Year

Prerequisite: None

### ***UP Law (11th Grade)***

Through the course, students will examine Law from different points of view. Among the topics we cover are the Law from an Objective and Subjective perspective, The Subjects of Law, The Sources of Law, The Legal Order, The Application of Law, Government Bodies, National Governments, Constitutional Bodies, Human Rights, and the International Community. This allows students to know their rights and duties as citizens and develop the tools to interact in society. Through oral participation, dialogue and debate are promoted, as well as the completion of written and oral group projects. Students will gain a more globalized knowledge and connect from all the perspectives assimilated in the different courses by participating in the Uruguayan Integration Program's transversal approach, which combines History, Literature, and Spanish Language.

Credit Granted: Full Year

Prerequisite: None