

English

TIS follows Virginia standards of English. The goals of the English Standards of Learning are to teach students to read, write, and communicate.

They should be prepared to participate in society as literate citizens, equipped with the ability to Communicate effectively in their communities, in the workplace, and in postsecondary education. As students' progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies. Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all subjects. Students in high school become familiar with a wide variety of authors and classic literary works.

Mathematics

Virginia standards of learning in mathematics prepare students to pursue higher education, to compete in a global workforce, and to be informed citizens requires rigorous mathematical knowledge and skills. Students must gain an understanding of fundamental ideas in number sense, computation, measurement, geometry, probability, data analysis and statistics, and algebra and functions, and they must develop proficiency in mathematical skills.

Social studies

TIS follows Virginia standards of social studies .The study of history and social science is vital in promoting a civic-minded, democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The History and Social Science Standards of Learning were developed with the assistance of educators, parents, business leaders, and others who have an interest in public education and a civil society.

The Computer Technology

The Educational Technology Plan for Virginia: 2016 focuses primarily on one specific component of 21st century skills—information and communications technology (ICT) literacy., is using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society.”

The Computer Technology Standards of Learning define the essential knowledge and skills necessary for students to access, manage, evaluate, use, and create information responsibly using technology and digital resources. , Teachers can use these standards as guidelines for planning technology-based activities in which students achieve success in learning and communication—preparing them to meet the challenges of today’s knowledge-based society.

French

TLS follows Virginia standards of French .The course provides a very organized format for each lesson through which students are able to learn the everyday French they want to learn. It include a systematic approach to grammar progression, with clear explanations and extensive practice. it contains interesting topics ,set in authentic contexts, from France and other French speaking countries ,clear and attractively designed pages, with humorous and stimulating artwork, user friendly vocabulary and grammar reference sections to encourage independent learning ,and end of unit summaries to provide a clear learning framework.

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Visual Arts Course

TLS follows Virginia standards of visual Arts Course. Visual arts education, course content is organized into four specific content strands or topics: Visual Communication and Production, Cultural Context and Art History, Judgment and Criticism, and Aesthetics. It is through the acquisition of the concepts, content, and skills that the goals for visual arts education can be realized. A comprehensive visual arts education program provides students with multiple means of expression as well as with analytical skills to evaluate information that is conveyed by images and symbols.

The standards are not intended to encompass the entire curriculum for a given grade

level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students..

Exhibiting Student Art

Students at all grade levels should have opportunities to exhibit their artwork throughout the school year in different contexts and venues and for various purposes. Exhibiting their own art is particularly beneficial to students when they participate directly in the exhibition process.

The exhibition process has the following five phases:

- Theme development and selection criteria;
- Exhibition design (physical design, artist statements, signage);
- Exhibition installation;
- Publicity (e.g., announcements, invitations, reviews); and
- Event (assessment and reflection).

Simple displays may focus on just one or two of these phases, but as students gain experience, their exhibitions can become more complex and sophisticated. The exhibition process encompasses many skills, concepts, and abilities that reflect aesthetic, critical, contextual, and technical decisions that directly complement the comprehensive visual arts education curriculum

Music

The Music curriculum of Virginia Standards of Learning identifies the essential knowledge and skills required in the music curriculum for each grade level or course. The standards outline the minimum criteria for a sequential course of study within a comprehensive music education program. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through several sequences of high school courses.

A comprehensive music program provides students with the ability to understand their own responses and the responses of others to the many forms of musical experience. Through individualized instruction and multiple group educational opportunities, students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Physical Education

Physical education is an academic discipline that involves the study of human movement and its impact on health and quality of life. Physical education and physical activity have short- and long-term influences on the physical, cognitive, and psychosocial health and development of children and adolescents. Physical education in schools provides all students access to standards-based instruction that promotes health literacy, and the motivation to engage in the health-enhancing physical activity needed to achieve and maintain a balanced, healthy life. Physical education areas of study include human anatomy, physiology, exercise science, and kinesiology needed to apply discipline-specific biomechanical concepts critical to the development of physically literate individuals; psychology and socio-cultural analysis of functional fitness and sport; and other health-related fields in kinesiology.

The Physical Education Standards of Learning for Virginia Public Schools identify the academic content for the essential concepts, processes, and skills for physical education in kindergarten through grade twelve. These standards provide school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education to help students understand the benefits of achieving and maintaining a physically active lifestyle and learn the skills necessary for performing a variety of physical activities.

Physics

The Physics standards emphasize a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra and trigonometry, is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the standards include force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, electricity, fields, and non-Newtonian physics. The standards stress the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics on our world are investigated through the study of critical, contemporary global topics.

Chemistry

The Chemistry standards are designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the use of laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with current practical applications that should include examples from environmental, nuclear, organic, and biochemistry content areas.

Technology, including graphing calculators, computers, and probe ware, are employed where feasible. Students will understand and use safety precautions with chemicals and equipment. The standards emphasize qualitative and quantitative study of substances and the changes that occur in them. In meeting the chemistry standards, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively.

Biology

The Biology standards are designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. All students are expected to achieve the content of the biology standards.

History

History should be the integrative core of the curriculum, in which both the humanities (such as art and literature) and the social sciences (political science, economics, and geography) come to life. Through the study of history, students can better understand their own society as well as others. Students will understand chronological thinking and the connections between causes and effects and between continuity and change. History enables students to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, understand that ideas have real consequences, and realize that events are shaped by ideas and the actions of individuals. History shows the relationship among past, current, and future issues.

Geography

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the Earth's places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student's home community are affected by conditions and events in distant places. Geographic themes include location, place, human-environment interaction, movement, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; interpret graphs, tables, diagrams, and pictures; observe and record information; and assess information from various sources.

Civics

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of good citizenship. It should instill relevant skills so that students can assess political resources, deal intelligently with controversy, and understand the consequences of policy decisions. Students should develop an understanding of the values and principles of American constitutional democracy and of some of the key issues in the functioning of a democratic republic. They should be aware of their rights; be willing to fulfill their responsibilities; be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable. They should understand the consequences of political and policy decisions at the local, state, national, and international levels.

Economics

Virginia Standards of Learning for Economics and Personal Finance present economic concepts that help students interpret the daily news, understand how interdependent the world's economies are, and anticipate how events will impact their lives. On a personal level,

students learn that their own human capital (knowledge and skills) is their most valuable resource and that investing in education and training improves the likelihood of their future economic success. The standards also help students develop thinking skills that include analyzing real-world situations, economic reasoning, decision making, and problem solving.

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