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**MISSION STATEMENT**

The American School of Doha is an independent, U.S. accredited, college preparatory school, committed to providing the highest standard of educational excellence through an enriched American curriculum. We draw from, and build upon, the uniqueness of our multicultural student body while preparing students for the challenges of a rapidly changing global society.

The school will accomplish this by providing a positive, safe and supportive environment, high measurable standards, and a clearly defined, integrated curriculum implemented by a highly qualified and motivated staff. In partnership with parents, and in an atmosphere of open communication, the school will enable each student to reach his or her full potential and to develop a lifelong love of learning.

Dear Students and Parents,

The American School of Doha’s Program of Studies booklet is an essential tool to assist you in developing your academic program.

This booklet contains descriptions of all of the high school course offerings, course entrance criteria and graduation requirements.

Please review this publication thoroughly, and carefully select your courses for the 2009-2010 school year. Consider the following as you make these choices:

- Your long-range college or career plans
- Your commitment to a challenging high school program
- Your academic interests
- Your outside interests and responsibilities

It is important for you to meet with your teachers and counselor as you make your class choices. Please check specific university application requirements as you select your short-range plans for the 2009-2010 school year and your long-range plans for high school and beyond.

Keep as many future doors open as possible. Don’t reduce your chances of getting into the university or college of your choice because you have not taken full advantage of the academic programs offered at ASD. Ideally, your high school education should be challenging, diverse and rewarding.

If I can be of assistance to you as you select courses for next year and plan for your future, please feel free to contact me.

I am looking forward to working with all of you in 2009-2010.

Sincerely,

Michael Shahen
High School Principal
Using This Guide

One of the more important decisions students are called upon to make is the selection of classes which will best meet their abilities, needs and future plans. The purpose of this booklet is to acquaint students with the classes at ASD and to enable them to wisely plan an individualized program of studies that also incorporates specific requirements.

1) The American School of Doha requires that students earn 25 credits for graduation.

2) Make sure you pay close attention to the graduation requirements outlined and explained on page 6. Make a plan that includes all graduation requirements.

3) Are you choosing classes that are appropriate to your abilities, interests, and career interests?

4) When selecting electives, consider elective subjects carefully and select alternative choices in case there is a conflict in scheduling, or in the event that we are unable to offer the course due to insufficient enrollment.

5) Have you taken into consideration your homework load, activities, and out of school responsibilities?

6) Will your course choices allow you to qualify for admission to the post secondary institution of your choice?

7) Prepare your course selections carefully. Schedule changes after registration will be extremely difficult to make because courses are staffed on student registration data. Changes are generally only allowed in the event that a student is placed in the wrong course level.
The Semester Calendar
ASD High School uses a semester system of scheduling. The school day runs from 7:55 a.m., first bell, until 3:00 p.m. All students are expected to be seated and prepared for their first period class by the time the second bell rings at 8:00 a.m. Students will attend 4 classes per day, 85 minutes each. Classes meet every other day. Most students have one planning period every other day giving them the opportunity to study, engage in enrichment opportunities, use the library or access the computer center.

Credits
Credits are the units by which academic progress is measured. 25 credits are required for graduation from ASD. Students have the potential to earn 7 credits per year. **Credit will be given only for courses taken while students are enrolled at the ninth through twelfth grade levels.**

Class Attendance
Regular attendance and punctuality are critical lifelong skills which are emphasized at ASD. Because performance in class through collaborative activities is an essential element of student learning and assessment, and because students must be present to achieve these outcomes, student absences must be minimized. **To receive course credit, students may not miss more than 6 classes per course per semester.**

Withdrawal From School
Students planning to transfer to another school must present a written request from a parent to the high school office secretary. The secretary will issue a withdrawal form to the student to present to teachers (on the last days of attendance) in order to receive grades and return books. Transcripts will be sent to the student’s new school upon request. Official documents from ASD may not be hand-carried, but will be sent to your next school upon request. School records will not be sent until the student has completed the checkout process by returning all textbooks, paying all school fees, and returning all library materials.

Class Placement
Students who transfer to ASD during the school year will be placed in classes that most closely match the courses they were attending in their previous school. Transfer grades from a student’s previous school may be considered in determining the student’s semester grade at ASD. Students who successfully complete the British GCSE “O” level examinations or an equivalent examination system may receive two credits for each examination, up to a maximum of 12 credits, and be placed in grade 11.

The following number of credits will be used to determine a student’s grade placement.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (Grade 9)</td>
<td>1-4 Credits</td>
</tr>
<tr>
<td>Sophomore (Grade 10)</td>
<td>5-11 Credits</td>
</tr>
<tr>
<td>Junior (Grade 11)</td>
<td>12-18 Credits</td>
</tr>
<tr>
<td>Senior (Grade 12)</td>
<td>19-25 Credits</td>
</tr>
</tbody>
</table>
Repeating a Course
A student may repeat a class at the recommendation of his/her teacher and/or counselor. Credit is earned for the repeated class and both grades will appear on the transcript. However, only the class with the highest grade will receive credit.

Honors, AP and IB Courses
Honors, AP and IB courses are designed to challenge highly capable students. These academically rigorous courses require students to delve deeply into issues and concepts, both at the abstract and concrete level.

It is recommended that students not enroll in more than 2 Honors level courses per semester.

Grading
Class grades are reported as letter grades on the report card using the following equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Honors/IBHL1</th>
<th>Honors/IBHL2</th>
<th>AP/IBHL1</th>
<th>AP/IBHL2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.3</td>
<td>4.6</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>4.0</td>
<td>4.3</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
<td>4.0</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
<td>3.6</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
<td>3.3</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
<td>3.0</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
<td>2.6</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
<td>2.3</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
<td>2.0</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
<td>1.6</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
<td>1.3</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.7</td>
<td>1.0</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

Course Failure
Students receiving a ‘D’ or an ‘F’ grade in a course, in particular courses that build upon one another like World Languages and Math, or where it is deemed necessary by the administration or teacher, may be required to retake the course during the summer or double-up the following year.

Changing a Course
Any request for a schedule change should be made within the first two weeks of school and only under one of the following circumstances:
1) The change is necessary to meet graduation requirements.
2) A prerequisite for the course in question is missing.
3) There is a medical reason for a class change.
4) An error occurred in course placement or course registration.

Student Placement
Student placement in Advanced Placement, International Baccalaureate or Honors level classes will be based on present classroom work, past performance, test scores, other criteria related to the student’s ability and potential, and instructor approval. Close attention should be paid to the Program of Studies to identify classes that require instructor approval.

Summer School Credit Option
Students interested in attending summer school for credit must meet the following criteria:
a) Must have completed two semesters of high school.
b) Must get prior approval from counselor and principal.
c) May not receive more than half credit in any curricular area.
d) Must provide official transcript to ASD upon completion of course.
e) Course must be taken from an accredited institution.

Independent Study
Students entering grade 12 may develop an independent study proposal if they have interests or needs that are not met within our formal course offerings. The expectation is that the study will be the equivalent of a class. Independent Study programs are graded as pass/fail and are not calculated into a student’s GPA.

The requirements for independent study or a correspondence course are:
1) No course will be accepted that is offered at ASD.
2) No credit will be accepted from an unaccredited school.
3) A proposal must be made to the counselor which includes time requirements, curriculum outline, and testing format.

Course Failure
Students receiving a ‘D’ or an ‘F’ grade in a course, in particular courses that build upon one another like World Languages and Math, or where it is deemed necessary by the administration or teacher, may be required to retake the course during the summer or double-up the following year.

Changing a Course
Any request for a schedule change should be made within the first two weeks of school and only under one of the following circumstances:
1) The change is necessary to meet graduation requirements.
2) A prerequisite for the course in question is missing.
3) There is a medical reason for a class change.
4) An error occurred in course placement or course registration.
Graduation Requirements

Students must earn twenty-five units of credit in grades 9-12 to qualify for an ASD diploma.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Minimum Requirements for non-IB Diploma Students</th>
<th>Minimum Requirements for IB Diploma Students</th>
<th>Minimum Recommended for College</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>4.0</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
<td>3.0</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>3.0</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
<td>3.0</td>
<td>3/4</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0</td>
<td>2.0</td>
<td>3/4</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>1.0</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education &amp; Health</td>
<td>2.0</td>
<td>2.0</td>
<td>2</td>
</tr>
<tr>
<td>Speech (or Theory of Knowledge)</td>
<td>0.5</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Senior Seminar (or Theory of Knowledge)</td>
<td>0.5</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6.0</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Minimum Total Credits</td>
<td>25.0</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td><strong>Community Service</strong></td>
<td>40 hours/10 per year of enrollment in HS</td>
<td>Included in CAS</td>
<td></td>
</tr>
</tbody>
</table>

Other graduation requirements:

1. Algebra II is highly recommended for college bound students.
2. U.S. History is required for all U.S. citizens and is strongly recommended for non-Americans who intend to attend U.S. colleges/universities. May be taken in grades 11 or 12. IB Diploma candidates may apply to take U.S. History in grade 10. Class of 2011 U.S. IB candidates should see the IB coordinator about this requirement.
3. Students must be in attendance at ASD for two consecutive semesters immediately prior to receiving an ASD diploma.
4. Students are required to enroll in a minimum of seven classes each semester.
5. **Non-IB Diploma students are required to submit reflections on and verification of 10 hours of community service for each year that they are in high school at ASD. IB Diploma students will need to complete the Creativity, Action, Service (CAS) component of the IB Program.**
The International Baccalaureate Program

ASD offers its students the opportunity to receive a second diploma, the International Baccalaureate (IB) Diploma. The International Baccalaureate (IB) Diploma is a rigorous pre-university course of studies, leading to external examination, that meets the needs of motivated secondary students between the ages of 16 and 19 years old. Designed as a comprehensive two-year curriculum (grades 11 and 12), it allows its graduates to fulfill requirements of various national education systems.

The student who satisfies the demands of an IB Diploma demonstrates a strong commitment to learning. This commitment is evidenced not only in terms of the mastery of subject content but also in terms of the development of the skills and discipline necessary for success in a competitive world. Although the IB is known for its academic rigor, average students with strong motivation are able to complete an IB diploma program.

There are currently nearly 2,000 Diploma authorized IB World Schools, both public and private in more than 120 countries.

By the conclusion of the IB diploma program, the candidate should be able to demonstrate:
- self-confidence and humility
- a broad base of knowledge across the disciplines, and in-depth knowledge of specific subjects
- a critical capacity to identify, analyze, synthesize, and evaluate beliefs and knowledge claims
- the ability to communicate effectively in more than one language
- a willingness to help others
- research skills and the ability to learn how to learn
- the capacity to make and justify informed aesthetic judgements
- personal qualities of intellectual curiosity, honesty, and objective self-criticism
- ownership of thoughts and speech, and the ability to defend a personal stance, rationally and objectively, in the face of opposition

IB Diploma and IB Certificates

The IB Diploma consists of six subjects plus the “core”. (see below) Students may also take IB examinations and receive certificates in single subjects. Universities have independent policies on recognizing certificates for credit, but generally recognize scores of 5, 6 and 7 on higher level exam certificates (much like AP recognition), and are beginning to recognize standard level exam certificates as well. The decision of whether to pursue the full diploma, IB certificates, or AP courses is one that should be discussed with your counselor, your teachers, your parents, and the IB Coordinator.

Benefits of the IB Diploma Program

Universities recognize the outstanding qualities of IB Diploma students. Typically, diploma holders are ready to debate real-world issues from an international perspective and to provide leadership and support in the local and global community. They demonstrate a capacity for in-depth study while maintaining a broad perspective of the different subject areas. They are able to ask challenging questions but also know how to research a topic and express their opinions. They have a strong sense of their own culture and identity, as well as the ability to communicate in two or more languages with people who have different perspectives of world.
The IB Core (these options are available to full diploma candidates only)

Theory of Knowledge (TOK) - an internally and externally assessed interdisciplinary component that explores the different concepts of knowledge found in the subject areas. Because the Diploma students study six subjects simultaneously, TOK teachers can, for example, ask their students to compare a historian’s approach to problem-solving with that of a scientist or an artist.

Extended Essay (EE) - an externally assessed independent research assignment of 4,000 words on a specific topic chosen from a list set by IB. The topic chosen need not be from the six subjects being studied. This will replace Senior Seminar as a graduation requirement for IB students.

Creativity, Action and Service (CAS) - requirement that develops the whole individual with involvement in creative, physical and service activities within the local community. The CAS requirement allows students to gain real life experience beyond the classroom.

The Six Subject (“Hexagon”) Choices: Students choosing the full diploma choose one from each group. Certificate students can choose any number and any combination of courses.

**Group 1:** Language A1 (First/best language)
- English (SL/HL)
- Self-taught Languages

**Group 2:** Language A2, B or ab initio (Second modern language)
- French and Spanish B (SL/HL) and ab initio (SL)
- Arabic levels are being determined (See the IB Coordinator if interested.)

**Group 3:** Individuals and Societies
- History (SL/HL)
- Economics (SL/HL)

**Group 4:** Experimental Sciences
- Biology, Chemistry and Physics all at SL/HL

**Group 5:** Mathematics
- Math HL; Math SL and Math Studies SL

**Group 6:** Arts (or a second choice from Groups 1-4)
- Visual Arts (SL/HL)
- Theater (SL/HL)

ASD reserves the right not to offer courses with low student enrollment.

For more information about the IB Program at ASD, contact Sharon Boyle-Woods, IB Coordinator, at: sbolvewoods@asd.edu.qa or visit the IB website: www.ibo.org.
Introduction: English Department

The aim of the English Department is to enable students to effectively use language for communication, knowledge, and personal satisfaction. Through the study of literature from different cultures, students strengthen their ability to use both the written and spoken word as a communication tool. Instruction must be flexible in order to ensure that students with differing abilities and interests will be challenged and stimulated.

At ASD, we believe that writing is recursive rather than linear. Writers move back and forth among the stages of planning, drafting, revising, editing, and publishing. Using this process, students discover and refine ideas, thereby composing and revising with increasing confidence and skill.

English 9

Length and Credit: ....................1 year/1.0 credit
Grade: ......................................................... 9

This is a literature-based course with emphasis on analytical reading, six-trait writing, oral communication, and thinking skills. Students will study and interpret selections of American, European, and world literature from contemporary and historical periods—including plays, short stories, novels, poems, and short essays. Writing activities are structured in response to the ideas and analysis generated by the literature. Language usage, punctuation and grammar instruction focuses on the problems evident in the student’s writing and the correct and effective use of spoken and written language. Research and presentation skills, as well as group work are an integral part of the course.

English 10

Length and Credit: ....................1 year/1.0 credit
Grade: ......................................................... 10
Prerequisites................................. English 9

This course extends the range of analytic reading, writing, oral communication and thinking skills. Students will study and interpret challenging texts from contemporary and historical periods, including novels, short stories, plays, poems, and opinion pieces. An important focus will be the clear and coherent use of spoken and written language. Through the study of literature in a variety of forms, students will strengthen their own ability to use language as an effective tool for thought expression and communication.

English 11 (ENG 11)

Length and Credit: ....................1 year/1.0 credit
Grade: ......................................................... 11
Prerequisites................................. English 9 & English 10

English 11, an integrated English course based on The American School of Doha’s Academic Standards and Benchmarks for English/Language
Arts in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes and genres. This class will also examine the application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students use literary interpretation, analysis, comparisons and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature of the Americas, balanced with nonfiction. Students will write, responses to literature, reflective compositions, analysis of rhetorical techniques, historical investigations reports, persuasive essays and technical documents incorporating other forms of media/expression. Students may write fictional narratives, short stories and creative pieces. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

English 12 (ENG 12)

Length and Credit: .................. 1 year/1.0 credit
Grade: .............................................. 12
Prerequisites ................... English 9, 10 and 11

English 12, an integrated English course based on The American School of Doha’s Academic Standards and Benchmarks for English/Language Arts for Grade 12, is a study of language, literature, composition, and oral communication, focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for young adults in classic and contemporary British and World literature balanced with nonfiction. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written. Students will write analytical responses to literature, reflective compositions, comparative evaluation of texts fictional narratives, short stories and creative pieces. Students may write historical investigation reports and technical documents incorporating visual information. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

AP English Language and Composition

Length and Credit: .................. 1 year/1.0 credit
Grade: ................................. II, 12
Prerequisites ........................................
“B” or higher in English 10 and Social Studies & recommendation of current English teacher

The Advanced Placement Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Students will read and carefully analyze a broad and challenging range of prose selections and develop their awareness of how language works. Through close reading and frequent writing, students will strengthen their ability to work with language and prose with a greater awareness of purpose and strategy. Students in this college-level course will have previously demonstrated strong writing and analytical skills.

AP English Literature and Composition

Length and Credit: ............ 1 year/1.0 credit
Grade: .............................. 12
Prerequisites .................. “B” or higher in previous English and Social Studies class & recommendation of current English teacher

The purpose of the Advanced Placement English Literature and Composition is the written and oral comparison of various literary, philosophical, psychological, cultural, and political perceptions of the world’s great literature at the college level. The AP English Literature course engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected literary works, students will deepen their understanding and enhance their ability to derive meaning from literature with an emphasis on British and American literature.

IB English A1 HL 1

Length and Credit: ....... 1 year; 1.0 credit
Grade: ................................. 11
Prerequisites............ English Teacher Approval

English Higher Level is a two year course designed for students with strong writing and speaking abilities. Students taking the course develop skills in reading, writing, speaking and critical thinking through the analysis of a variety of literary works. Assessment is through written and oral essays, commentaries and creative writing. The essential skills taught in Higher
Level English are the same as those taught in Standard Level English. The differences are that Higher Level is conducted at a faster pace with more reading and writing and the assessment standards are more rigorous. Students are expected to sit the IB examination at the end of the 2-year course of study.

**IB English A1 SL 1**

*Length and Credit:* ........ 1 year/1.0 credit  
*Grade:* .................................................. 11  
*Prerequisite:* ......................... Teacher approval

English Standard Level 1 is intended for students who are pursuing higher level courses in other subject areas. Over the two years of the course, the class studies eleven works of literature from varying genres, authors, and cultural contexts. The course emphasizes literary criticism, the ability to write effective analytical essays, speak critically about texts and develop critical thinking skills. Students are expected to sit the IB examination at the end of the 2-year course of study.

**Speech**  
(Does not meet English graduation requirement )  
*Length and Credit:* ........ 1 sem/0.5 credit  
*Grade:* .............................................. 9, 10, 11, 12  
*Prerequisite:* ................... English 10

In this course, students will learn the skills of public speaking for various occasions and for different audiences and purposes. They will develop presentations for instruction, for persuasion, and for argumentation, as well as speeches for entertainment and special events. Emphasis is on learning to analyze listening and speaking skills as well as audience interaction with others through spoken language, and on teaching the use of elements of effective speech writing and delivery. Students will develop an awareness of themselves as communicators, build self-confidence and poise, and learn to organize their thoughts clearly and succinctly and present them effectively to a listening audience.  

This course is required for Senior Seminar. It is recommended that students enroll in Speech in grade 9 or 10.

**Film Studies**  
(Does not meet English graduation requirement )  
*Length and Credit:* ........ 1 sem/0.5 credit  
*Grade:* .................................................. 11, 12  
*Prerequisites:* ......................... English 10

In this course students will study the ways in which film makers use different techniques to communicate meaning to their audience. A range of films will be viewed and analyzed for their uses of camera angles, framing, editing, acting, lighting and color, set and location design, costume, makeup and sound. Students will discuss how the uses of these techniques affect the communication of narrative and themes in film.

**Journalism**  
(Does not meet English graduation requirement )  
*Length and Credit:* ........ 1 year/1 credit  
*Grade:* .............................................. 11, 12  
*Prerequisites:* ................... English 10

Journalism is designed to introduce students to all facets of the print journalist’s craft. The classroom will take place in the computer laboratory in a workshop-like atmosphere. Students will be learning to be sensitive to journalistic ethics and press law. They will write specialty, entertainment, sports and feature articles and editorials in the journalistic style. They will also learn design and layout of newspapers and newsmagazines to maximize impact and visual appeal. Students will also learn to develop and edit their own writing, to format, to cite sources, to prepare graphics, and to take appropriate photos. During the second semester, the production will also be focused more on the up and coming art of online journalism--and less on paper-based production.  
(Can be repeated)

**Current Issues/ Debate**  
*Length and Credit:* ........ 1 sem/0.5 credit  
*Grade:* .................................................. 11, 12  
*Prerequisites:* ......................... Speech

The Current Issues/Debate course is an elective designed to combine the study of important issues of the day both in the United States and on the international scene, with the study and practice in the skills of debate.
Writing Lab

(Writing Lab is a support course. No credit is earned.)

Length ........................................... 1 year
Grade: ............................................. 9. 10

Prerequisites .. Teacher Recommendation

A tutorial based lab that will focus on increasing the student’s ability and confidence as writers. This tutorial is designed to provide support for writing assignments from the student’s regular courses. The importance of following the writing and the editing process will be emphasized. Work will not be edited and proofread by the teacher; instead students will learn how to improve assignments through peer and teacher conferences, with the ultimate goal that students become more self-analytical about their writing. (Can be repeated)
The Mathematics Department believes that the study of mathematics is an essential part of every student’s education. We aim to spark an interest and enthusiasm for mathematics in all of our students. A life-long love of learning in mathematics will come more easily as students develop confidence in their abilities. Through an integrated and spiraling curriculum, we aim to achieve a thorough understanding of concepts and thought processes rather than simple memorization of rules and formulas. In addition to direct instruction, strategies will include individual work, cooperative group work with manipulatives, and explorations to facilitate the student’s learning. Our assessment methods are ongoing and varied and include written and oral evaluation as well as teacher observation of student’s progress.

### Mathematics Department Calculator Policy

A key component of the mathematics curriculum is the development of skills, competency, and efficiency in technology-aided problem solving. This required calculator in IB math and science courses is TI-84+; all other classes will use TI-89 Titanium Graphing Calculator.

### All Math Class Enrollments Require Current Math Teacher Approval/Recommendation.

#### Pre-Algebra

**Length and Credit:** 1 year/1.0 credit  
**Grade:** 9, 10

This course will be the first part of a two-year course. It is intended for students who have not taken an introduction to Algebra or pre-Algebra course. Consideration for all math placements will be subject to a math placement test administered by ASD.

Concepts that will be addressed will be as follows: order of operations, integers, fraction, absolute values, basic properties of Algebra, writing algebraic expressions, working with percents, ratios and rates, solving equations and inequalities, introduction to basic functions, sequences, introduction to graphing and direct variation basic strategies for problem solving, RxT=D, and making connections to the real world.

A TI-89 graphing calculator is required for this course (see calculator policy). A list of other required supplies is available on the school website and from the mathematics department.

#### Algebra I

**Length and Credit:** 1 year/1.0 credit  
**Grade:** 9, 10, 11  
**Prerequisite:** C or higher in pre-Algebra

This course is for students who have a solid foundation in the Pre-Algebra concepts such as +, -, x, fractions, percentages, ratios, rates, proportions, order of operations, number patterns, like terms, distributive property and working with real numbers. Students will be expected to be proficient in these areas upon entry into the course. The course is very fast paced and gets into a deeper understanding of essential algebra concepts.

Some of the topics that will be covered are: writing variable equations, linear and nonlinear functions, exponents and powers, quadratic relationships, polynomials, linear systems, factoring, radicals, and solving the quadratic formula. There will be a strong emphasis on looking at things graphically, algebraically, verbally, and numerically.

A TI-89 graphing calculator is required for this course (see calculator policy). A list of other required supplies is available on the school website and from the mathematics department.
Honors students will generalize results by working with parameters and proofs, with a particular intent to foreshadow the concepts that will be revisited and mastered in precalculus and calculus. Honors students will write any math contests in which ASD participates. A TI-89 graphing calculator is required for this course (see calculator policy). A list of other required supplies is available on the school web site and from the mathematics department.

Functions & Trigonometry

Length and Credit: ........ 1 year/1.0 credit
Grade: ........................................ 11,12
Prerequisites.......................... Algebra II
Honors: B+ in prior math. Recommendation/approval from current math teacher required for both.

Functions and Trigonometry extends the range of topics from Algebra II and focuses on their real world applications. This course will help prepare students for either Pre-calculus or for college Algebra. The topics include quadratic functions, polynomial functions, exponential and logarithmic functions, series and sequences, triangle trigonometry and trigonometric functions. Additional topics include probability theory, and introductory statistics.

Geometry/ Honors Geometry

Length and Credit:......... 1 year/1.0 credit
Grade:.......................... 9,10,11, 12
Prerequisites.................Geometry: Algebra I;
Honors: B+ in prior math. Recommendation/approval from current math teacher required for both.

This course will have a hands on active approach that will provide students many opportunities to apply geometrical concepts to mathematical and real life situations. Students will be actively engaged learning the tools of geometry in the investigative approach allowing them to discover the properties of geometry, apply critical thinking skills and work collaboratively to find solutions.

Throughout the course students will develop direct and indirect forms of reasoning and logic, as well as the concept of a formal mathematical proof in a geometry setting. There will be a continual emphasis on reviewing Algebra skills by applying the concepts to geometry problems. All students will need a ruler, compass and protractor. A TI-89 graphing calculator is required for this course (see calculator policy). A list of other required supplies is available on the school web site and from the mathematics department.

Algebra II/Honors Algebra II

Length & Credit.......... 1 year/1.0 credit...
Grade:................................. 10, 11
Prerequisites.............. Algebra II: Geometry;
Honors: B+ in prior math. Recommendation/approval from current math teacher required for both.

Algebra II continues and reinforces the concepts of algebra and geometry. Algebraic expressions and functions are used to model real-world phenomena, and abundant applications are provided to develop connections within the math curriculum and across other curricular areas. The graphing calculator is used as a tool for exploring relationships graphically and algebraically, and for solving problems from real-life applications. There will be focus on both calculator aided and calculator unaided process and problem solving.

During the course the following concepts are studied: Algebraic language and symbols (including all numbers systems), functions, direct and indirect variation, linear relations, graphs and systems, quadratic equations, parabolas and polynomials, powers and roots, rational expressions, exponents, logarithms, trigonometry, and conic sections.

Precalculus/Honors Precalculus

Length and Credit: ........ 1 year/1.0 credit
Grade: .... 11,12
Prerequisites.... Precalculus: Algebra II;
Honors: B+ in prior math. Recommendation/approval from current math teacher required for both.

The primary objectives of this course are to help students truly understand the fundamental concepts of algebra, trigonometry and analytic geometry, to foreshadow the important concepts of calculus and to show how algebra and trigonometry can be used to model and predict solutions to real-life problems. Several representations will be used to motivate the topics: algebraic, graphical, numerical, verbal and analytical, and there will be a focus on both calculator aided and calculator unaided processes and problem solving. Formal mathematical proof will also be used in this course.

Topics from precalculus are the properties of functions and their graphs and transformations, including polynomial, power, rational, exponential, logistic, logarithmic and trigonometric functions. Further topics in the honors course include vectors and their operations, sequences and series, conic sections and an introduction to the calculus (limits, derivatives: the tangent problem and integrals: the area problem).
Honors students will write any math contests in which ASD participates.

A TI-89 Titanium graphing calculator is required for this course (see calculator policy). A list of required supplies is available on the school web site and from the mathematics department.

**Calculus**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11, 12  
Prerequisites: Precalculus and recommendation of current math teacher

The primary academic goal of this course is to provide students with an understanding of algebra and graphing presentations of differential and integral calculus. The three main areas of study to be covered are:

1) Limits and Continuity of Functions  
2) Differentiation  
3) Integration.

These last two topics will be taught in one real variable only, and various applications of all concepts will be taught as well. There will not be a great emphasis on theorem in this course. It will prepare students for college and university programs requiring a calculus credit. Students will be assessed on calculator aided and unaided problem solving process and solution. A TI-89 graphing calculator is required for this course (see calculator policy). A list of other required supplies is available on the school web site and from the mathematics department.

**AP Calculus AB**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11, 12  
Prerequisites: Precalculus and recommendation of current math teacher

The primary academic goal of this course is to provide students with an understanding of first-year calculus sufficient to score well on the Advanced Placement Examination for AB-level Calculus in May. The course is designed to be equivalent to a first-year college calculus course at most colleges or universities. The three main areas of study to be covered are:

1) Limits and Continuity of Functions  
2) Differentiation  
3) Integration.

These last two topics will be taught in one real variable only, and various applications of all concepts will be taught as well. Students will be assessed on calculator aided and unaided problem solving process and solution. AP Calculus is a very demanding, challenging and rewarding course, and students will be expected to work hard to master the material. Every student enrolled in the course will be encouraged to take the AP exam and pay the corresponding registration fee. AP Calculus students will write any math contests in which ASD participates.

A TI-89 graphing calculator is required for this course (see calculator policy). A list of other required supplies is available on the school web site and from the mathematics department.

**AP Statistics**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11, 12  
Prerequisites: 'B' or higher in Algebra II; 'B' or higher in most writing English courses; and recommendation of current math teacher

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major themes are exploring data, planning a study, anticipating patterns, and statistical inference. The important components of the course should include the use of technology, projects and laboratories, cooperative group problem solving, and writing, as a part of concept-oriented instruction and assessment.

Students planning to take an AP Science course in grade 12 will benefit greatly from taking this course in grade 11. Students who wish to take calculus in college, may wish to take AP Statistics in high school. For students who would otherwise take no math course in grade 12, AP Statistics allows them to continue to develop their quantitative skills. A TI-89 graphing calculator is required for this course (see calculator policy). A list of other required supplies is available on the school web site and from the mathematics department.

**IB Mathematical Studies**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11, 12  
Prerequisites: Algebra I, Geometry recommended

This course is the first in a two year sequence, designed for students whose primary interests lie outside mathematics and the physical sciences. Core topics include functions, approximation, algorithms, sequences and series, sets, logic, applications involving compound interest, introduction to probability, statistics, trigonometry, graphs of sine and cosine functions, linear programming, geometry in three dimensions, dif-
ferential calculus, and applications to finance. The expectation is that students will complete year 2 of this course and sit an external examination in May of their Senior year.

All students are required to purchase a TI-84+ calculator. The TI-89 Titanium is not appropriate for IB Math Classes.

IB Mathematics SL 1

Length and Credit: .......... 1 year/1.0 credit
Grade: ............................................. 11,12
Prerequisites.............................. Algebra II

This course, year one of a two year sequence, is designed for students with a sound background in mathematics. Core topics covered include linear, quadratic and higher order functions, sequences and series, logarithms, matrices, arcs and sectors, trigonometry, differential and basic integral calculus, two and three dimensional vectors, and probability and statistics. The expectation is that students will complete year 2 of this course and sit an external examination in May of their Senior year.

All students are required to purchase a TI-84+ calculator. The TI-89 Titanium is not appropriate for IB Math Classes.

IB Mathematics HL 1

Length and Credit: .......... 1 year/1.0 credit
Grade: ............................................. 11,12
Prerequisites........Honors Algebra II and math department recommendation.

This course, year one of a 2 year sequence, is designed for serious mathematics students possessing a strong background in mathematics and a strong interest in mathematics and physical sciences. It is recommended for students who plan to pursue an advanced field of study at a university requiring the highest level of mathematics, (physics, engineering, or mathematics). Core topics include: Algebra (sequences/series, logarithms, complex numbers), Functions and Equations (transformations, inequalities), Circular Functions and Trigonometry (identities, inverses), Matrices (determinants, systems), Vectors (3-D, scalar/vector product, lines, planes), Statistics and Probability (discrete/continuous probability distributions), and calculus (differential, integral, applications). One additional topic is selected according to the students’ interests. The expectation is that students will complete year 2 of this course and sit an external examination in May of their Senior year.

All students are required to purchase a TI-84+ cal-
Science Department

Science is for all students, and all students should have the opportunity to develop scientific literacy. The scientifically literate student gains an understanding and appreciation of the interrelationships of science, technology, and society. Science education at ASD develops and builds on students’ sense of wonder about the world around them and makes science relevant to daily experiences inside and outside the classroom. Students will develop through inquiry, the process skills that encourage and enable continuous learning and critical thinking. Science activities that involve students working cooperatively and collaboratively are desirable. It is recommended that a student seek as diverse a science program as possible, one that includes a study in the life, physical, and earth/environmental sciences.

Integrated Chemistry and Physics

Length and Credit: 1 year/1.0 credit
Grade: 9, 10

This is a laboratory-oriented course that develops a basic understanding of Physical Science. One half of the course will focus on the theoretical and practical applications of Chemistry and will include measurement and laboratory skills, atomic theory, nomenclature, chemical reactions, and biochemistry connections. The other half of the course will focus on the Physics principles underlying forces and motion, work and energy, and wave properties and behavior. The concepts and skills developed are essential for basic science literacy and further science study.

Earth Science

Length and Credit: 1 year/1.0 credit
Grade: 9, 10, 11, 12

Earth Science is a laboratory-based course, studying the broad spectrum of geologic, oceanic, atmospheric, and space related events that occur on and around our planet. Emphasis will be placed on problem solving, laboratory skills, writing skills, as well as the physical and chemical aspects of Earth Science.

Biology/Honors Biology

Length and Credit: 1 year/1.0 credit
Grade: 9, 10, 11
Prerequisites: Biology: Integrated Chemistry and Physics or Earth Science
Honors Biology: Integrated Chemistry and Physics or Earth Science strongly recommended. Grade 9 students wanting to enrol in Honors Biology must have teacher recommendation/approval.

This course is intended to give students a firm grounding in the principles of biology and the scientific method. This is an inquiry based course with emphasis on hands-on laboratory work and research based assignments and assessments. The emphasis of this course is on basic anatomical and taxonomic principles at the microscopic and macroscopic levels. The molecular and chemical workings of physiological processes will be discussed, as these concepts form the fundamentals of basic biological knowledge and understanding. Proficiency of basic chemistry is a key asset for this course.

The Honors Biology course at ASD is designed to prepare students who are intending to take AP Biology, but is not limited to those who are intending to pursue further study in biology. A very firm grounding in basic chemistry is strongly recommended for this course.
Environmental Science

*Length and Credit:* 1 year/1.0 credit

*Grade:* 11,12

*Prerequisites:* 2 Science credits including Integrated Chemistry and Physics or Earth Science

Environmental Science provides an opportunity to learn about the “real world” firsthand through very comprehensive laboratory investigations. This course includes many areas of scientific study, such as geology, ecology, chemistry, physics, meteorology and oceanography. The focus includes such topics as the interdependence of Earth’s systems, renewable and nonrenewable resources, environmental quality, human population dynamics, global changes and their consequences, and trade-offs in decision-making by various societies.

Chemistry/Honors Chemistry

*Length and Credit:* 1 year/1.0 credit

*Grade:* 10,11,12

*Prerequisites:* Successful completion of Algebra I and Geometry, and recommendation by current Science Teacher; Honors Chemistry: Successful completion of Geometry and successful completion of or concurrent enrollment in Algebra II and recommendation by current science teacher

This course is structured to give students a broad, basic background in chemistry. Theoretical concepts are taught as much as possible by “hands-on” activities, thus lab practicals constitute a large proportion of class time. Students will learn to think critically, solve problems and develop an awareness of the environment in which they live. They will also develop written communication and applied math skills.

Honors Chemistry is for the student who wants to develop a strong background in chemistry. Topics are covered in-depth, with the goal of understanding how each area of chemistry is interrelated. A good deal of time is spent in lab developing lab techniques as well as applying theories learned in class. Honors Chemistry is the suggested lead-in to AP Chemistry.

Physics/Honors Physics

*Length and Credit:* 1 year/1.0 credit

*Grade:* 11,12

*Prerequisites:* Completion of or concurrent enrollment in Algebra II and recommendation of current science teacher

This course is intended to further develop students’ understanding and application of fundamental Physics concepts and skills. The focus is on the major principles of kinematics, dynamics, mechanical energy, circular motion, impulse and momentum, mechanical waves, the nature and behavior of light, and electricity and circuits. Laboratory skills, problem solving, communication skills, active participation and critical thinking are also emphasized.

Note: Honors Physics will incorporate a high level of algebraic and vector analyses into the problem solving process.

AP Physics B

*Length and Credit:* 1 year/1.0 credit

*Grade:* 11,12

*Prerequisites:* Honors Physics, Algebra II and recommendation by current science teacher

This course is designed to be the equivalent of the general Physics course usually taken during the first college year. The goal of this course is to build on concepts from previous science courses and further prepare students for future study in science and/or engineering in a university or college system. It includes topics in both classical and modern Physics, including Newtonian Mechanics, Fluid Dynamics and Thermal Physics, Electricity and Magnetism, Waves and Optics, and Atomic and Nuclear Physics. Physics B is algebra and trigonometry based, however the basic ideas of calculus may be introduced in connection with physical concepts. Significant time will be spent in the laboratory and problem solving and communication skills will be emphasized.
**AP Biology**

Length and Credit: .......... 1 year/1.0 credit
Grade: ........................................ 11,12
Prerequisites: Successful completion of or concurrent enrollment in Chemistry. Successful completion of Honors Biology (B+ or higher) and recommendation of current science teacher.

AP Biology is a college-level survey of the study of life. It is a rigorous academic course that requires students to be diligent and self-motivated. Biology seems to have gained a reputation for being a course that requires massive amounts of memorization and little else. To be sure, there is plenty of knowledge that the student must master, but this AP Biology course stresses understanding of functions, processes and principles over rote memorization. Successful completion of the class should prepare a student to do his/her best on the AP Biology exam. Practical/laboratory experiences are emphasized, as they are expected to make up 25% of the course content. Students are given a few written homework assignments but are expected to spend a significant amount of time, reading, preparing for quizzes, tests, and labs, interpreting experimental results and writing lab reports.

**AP Chemistry**

Length and Credit: .......... 1 year/1.0 credit
Grade: ........................................ 11,12
Prerequisites: Successful completion of Honors Chemistry, Algebra II and recommendation of current science teacher.

AP Chemistry is equivalent to a first year university chemistry course. Students should expect a fast-paced, rigorous course, with emphasis on critical thinking skills. Lab work involves a good deal of problem solving, with numerous opportunities to extend lab skills in both quantitative and qualitative analyses.

**AP Environmental Science**

Length and Credit: .......... 1 year/1.0 credit
Grade: ........................................ 12
Prerequisites: 3 credits in high school science from at least two different fields and including at least one class at the honors or AP level or Earth Science and AP Environmental Science Instructor approval required.

This class is equivalent to a one semester college environmental science course. The course is interdisciplinary, involving topics from chemistry, physics, biology, and earth science. The goal of the course is to provide students with the science principles, concepts and methodologies required to understand the interrelationships of the natural world. Environmental problems, their relative risks and possible solutions for their resolution are the basis of the course. Students are required to take the AP exam upon completion of the course.

**IBSL/HL Biology 1**

Length and Credit: .......... 1 year/1.0 credit
Grade: ........................................ 11
Prerequisites: Recommendation of current Science Teacher.

Biology students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature. The distinction between SL and HL is one of breadth and depth. The HL course entails 240 hours of course work while the SL course entails 150 hours.

IBSL/HL Biology Year 1 is the first half of a two-year sequence of courses satisfying the requirements for an IB diploma. The field of Biology contains a vast amount of information about organisms and the environment in which they live. This course will expose students to a reasonable amount of factual information while attempting to develop a broad understanding of biological concepts and scientific methodology. Core concepts from the syllabus covered include: Cells, Chemistry of Life, Genetics, Ecology, and Human Health and Physiology. Students are required to take the IB exam at the completion of year 2.

Note: IBSL/HL Biology year 2 will be introduced in 2010-2011.
IBSL/HL Chemistry 1

Length and Credit: 1 year/1.0 credit
Grade: 11
Prerequisites: Concurrent placement in Math SL or higher or equivalent for HL study and Math Studies or higher or equivalent for SL study. Both levels require completion of Geometry.

Chemistry students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. While the skills and activities of Group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature. The distinction between SL and HL is one of breadth and depth. The HL course entails 240 hours of course work while the SL course entails 150 hours.

IBSL/HL Chemistry Year 1 is the first half of a two-year sequence of courses satisfying the requirements for an IB diploma. In addition to studying the three main branches of chemistry: inorganic, physical, and organic, students will also study two options which will further enrich a student’s exposure to the multi-faceted branches of chemistry. About 25% of class time is devoted to experimental practice. Students are required to sit the IB exam at the completion of year two.

Note: IBSL/HL Chemistry year 2 will be introduced in 2010-2011.

IBSL/HL Physics 1

Length and Credit: 1 year/1.0 credit
Grade: 11
Prerequisites: Concurrent placement in Math SL or higher or equivalent for HL study and Math Studies or higher or equivalent for SL study. Both levels require completion of Geometry.

Physics students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. While the skills and activities of Group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and the distinction between SL and HL is one of breadth and depth. The HL course entails 240 hours of course work while the SL course entails 150 hours.

IBSL/HL Physics 1 is the first half of a two-year sequence of courses satisfying the requirements for an IB diploma. The IB course syllabus describes physics as being 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. The Diploma Program also allows students to develop traditional practical skills and techniques and increased facility in the use of mathematics. The focus is on the major principles of Mechanics; Thermal Physics; Energy, Power and Climate Change; and Oscillations and Waves. Laboratory skills, problem solving, communications skills, active participation and critical thinking are all emphasized. The course is suited for students interested in a two-year commitment to a non-calculus based physics course in preparation for any science-related college major or career. Students are required to take the IB exam at the completion of year 2.

Note: IBSL/HL Physics year 2 will be introduced in 2010-2011.
World History I

*Length and Credit:* 1 year/1.0 credit
*Grade:* 9
*Prerequisites:* None

World History I is a survey course covering the themes of Geography and a broad overview of the history of the earth and the progress of human civilization from the late Middle Ages to the end of Napoleonic rule. Students will gain an understanding of broad historical trends, focusing on interactions of cultures, and the social, political, religious, intellectual, technological, and economic webs that bind them together. Students will develop the Seven Habits of Mind that accompany any rigorous social studies course. An emphasis is placed on critical thinking skills, as well as learning to write historical analysis essays. In addition to the textbook, students will work with a variety of primary source documents, excerpts from other works on history, and historical atlases, as well as learn research skills.

World History II

*Length and Credit:* 1 year/1.0 credit
*Grade:* 10
*Prerequisites:* World History I

World History II is a survey course that builds on key ideas and concepts learned in World History I. Course coverage includes the Congress of Vienna through modern times. Students will gain an understanding of broad historical trends, focusing on interactions of cultures, and the social, political, religious, intellectual, technological, and economic webs that bind them together. Students will develop the Seven Habits of Mind that accompany any rigorous Social Studies course. An emphasis is placed on critical thinking and essay composition skills. In addition to the textbook, students will work with a variety of primary source documents, excerpts from other works on history, and historical atlases, as well as learn research skills.

AP World History

*Length and Credit:* 1 year/1.0 credit
*Grade:* 10, 11, 12
*Prerequisites:* “B+” or better in previous Social Studies and English class and recommendation of Social Science teacher

This course is designed as an introductory college level survey of World History covering the past 10,000 years of human development. Students will utilize a college level textbook, work with primary source documents, develop “Seven Habits of Mind” associated with any rigorous social studies course, learn to write essays in three formats, and further develop their critical thinking skills.

AP World History is for the highly self-motivated student,
desiring to challenge themselves academically. A strong work ethic, solid writing skills, good school attendance and an above average reading level are necessary for success in this course. A summer reading assignment is necessary. (The Human Web by JR and William McNeil.)

**United States History**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11, 12  
*Prerequisites:* World History

Students will study aspects of the political, social, economic and diplomatic history of the United States. The course begins with the study of the age of exploration, and continues through revolution and independence, the new nation and the Constitution, western expansion, sectional rivalry, the civil war and reconstruction, and the twentieth century. Emphasis will be given to the main themes and critical issues in the development of the American nation.

**AP U.S. History**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11, 12  
*Prerequisites:* "B+" or better in previous Social Studies and English class and recommendation of current Social Science teacher

This course follows the recommendations outlined by the College Board for the Advanced Placement Examination in United States history. The course is a college level introductory course in United States history from the colonial period to the present. Analysis of major historical trends and events is stressed as well as interpretation and analysis of primary historical documents.

**American Government**

*Length and Credit:* 1 sem/0.5 credit  
*Grade:* 12

This course is designed to guide students in critically examining the role and function of government. While this course focuses on American government, there is also substantial comparative study between governments to make this course more meaningful in an international setting. Students will consider the philosophical foundations of governance, the branches of government, civil rights, and foreign policy, and current events.

**Senior Seminar**

*Length and Credit:* 1 sem/0.5 credit  
*Grade:* 12  
*Prerequisites:* Speech

Senior Seminar is required for graduation and is designed to improve upon students’ skills in research, writing, and documentation. The focus of the course is to prepare students for the many papers and presentations required in college. Students will complete intensive research, develop thesis statements, and write two major papers synthesizing and analyzing information to support their arguments. Emphasis is placed on the development of skills in paraphrasing, note taking, and the proper documentation of sources. The course culminates in public oral presentations of the students’ research.

**AP European History**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11, 12  
*Prerequisite:* "B+" or better in previous Social Studies and English class and recommendation of current Social Science teacher

AP European History is an academic year long course that is meant to be the equivalent of a freshman college course and can earn students college credit. This course covers the history of Europe from the Renaissance to the reunification of Germany. Students are expected to do a considerable amount of reading in both the major text and supplementary sources. Evidence of this reading is shown in class discussions, questions asked of the teacher, and answers to the teacher’s questions, as well as unit tests, which consist of objective and essay-type questions. All areas of history are covered, including social, political, economic, intellectual, cultural, and art history. Emphasis is placed on analytical writing, class discussion, use of primary sources, and critical reading.

**International Relations/Model United Nations**

*Length and Credit:* 1 sem/0.5 credit  
*Grade:* 10, 11, 12

The aim of this course is to provide an overview of the mechanics of international relations - how and why nations interact with each other the way they do. The course will broadly explore both
the principles of international relations and the reality that exists. Students’ understanding will be enhanced through the examination of current issues. Parliamentary procedure and the writing of resolutions will be key components. Model United Nations (MUN) is an integral part of this course and students are encouraged to take part in the MUN.

Philosophy

*Length and Credit:* 1 sem/0.5 credit  
*Grade:* 11, 12

This course will provide a general introduction to philosophy. The emphasis will be on student engagement with ideas, and therefore a willingness to participate in purposeful discussion is key for success in this course. Students will actually “do” philosophy while examining many issues of relevance to them through discussion. An overview of the history of Western philosophy will be embedded in the course. Examination of Eastern philosophies will provide a counterpoint. Although many areas of philosophy will be touched upon, theories of knowledge and ethics will receive more careful consideration.

Psychology

*Length and Credit:* 1 sem/0.5 credit  
*Grade:* 11, 12

Students will study the following Standard Areas: (a) Introduction and Research Methods; (b) Sensation and Perception; (c) Motivation and emotion; (d) Stress, Coping and Health; (e) Lifespan Development; (f) Learning; (g) Memory; (h) Thinking and Language: (i) States of Consciousness; (j) Individual Differences; Personality and Assessment; (k) Psychological Disorders; and (l) Social and Cultural Dimensions of Behavior. The students will explore theories, controversies, and accumulated knowledge that are relevant to contemporary progress. Students will become acquainted with important schools of thought, renowned theorists, and methods of procedure.

Middle Eastern Studies

*Length and Credit:* 1 sem/0.5 credit  
*Grade:* 10, 11, 12

This course will investigate the social, economic and political realities of today’s Middle East through primary and secondary source analyses, film clips, and other resources. Specific focus will be placed on the (mis)perceptions and practice of Islam, the scope of socio-economic development regionally, and the causes and course of the Israeli-Palestinian conflict. Throughout, students will hone their ability to think, read and write critically by engaging regularly in substantive text-based discussions and essay compositions.

IB History SL/HL 1

*Length and Credit:* 1 year/1.0 credit  
*Grade:* Grade 11  
*Prerequisites:* Current Social Science Teacher recommendation

IB History SL/HL 1 is the first year of a two-year course that culminates in the IB exam, which students are expected to complete. The course is designed to instill an understanding of 20th century world history and an appreciation of how this historical era can only be fully understood when viewed through a global context. By exploring multiple events connected by common themes, students will gain an understanding of how humans have created a variety of solutions to universal problems. Students will become exposed to, practice, and learn a wide variety of the understandings and skills a historian and world-citizen should possess, including the abilities to critically use primary and secondary sources of information, to evaluate the validity and reliability of those sources, and to analyze and synthesize the information the sources contain. Specific topics of study include the Arab-Israeli conflict from 1945-1979; the causes, practices, and effects of 20th Century warfare; and the Cold War. In addition, HL students will take part in an in-depth study of the history of the Middle East during the 20th Century.

IB Economics SL/HL 1

*Length and Credit:* 1 year/1.0 credit  
*Grade:* Grade 11 (Open to Grade 12 with IB Coordinator approval)  
*Prerequisites:* Current Social Science Teacher Recommendation

This course is the first year of a two-year sequence in International Baccalaureate Economics. IB Economics is a dynamic social science, forming part of the study of individuals and societies. The study of
economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context. The scientific approach characterizes the standard methodology of economics. This methodology can be summarized as a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion. Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions. Encouraging students to explore such questions forms the central focus of the economics course. The IB HL/SL Economics course is divided into four topic areas: Macroeconomics, Microeconomics, International Trade, and Development. The entire syllabus will be covered in the HL course but there are sections in all four areas that are not required of the SL student. Thus, the SL students will not have the same workload as that of the HL student. The Higher and Standard Level student (HL & SL) will be required to present an internal assessment paper in the form of a portfolio covering 3 published works in Economics and critique and assess these articles. The expectation is that students will complete the two-year course culminating with external examination in May of their Senior year.
Students must acquire the technological skills and knowledge required to participate in a competitive, global economy. They must become critical and innovative thinkers, be able to question, understand, and respond to the implications of technological innovations, as well as be able to find solutions and develop products. Technological education focuses on developing students’ ability to work creatively and competently with technologies that are central to their lives. Their development as technologically literate individuals throughout high school enhances their success in post-secondary studies and in the workplace.

**Computer Applications**  
*Length and Credit: ..........1 sem/0.5 credit*  
*Grade: .................................. 9, 10*

Computer Applications is primarily directed toward 9th and 10th grade students. In this course students will be familiarized with essential technology skills and concepts, including appropriate internet usage; hardware, software, and networking basics; word processing; spreadsheets; presentations; and introductory web design. Students will explore the various capabilities of the Microsoft Office Suite with emphasis on the Word, Excel and PowerPoint modules and their interoperability. Adobe Dreamweaver CS3 will be used to provide an introduction to web design skills. Students will choose a project topic that they will pursue throughout the semester. They will complete various tasks in each unit toward the completion of a publication-ready web site on their chosen topic.

**Broadcasting & Multimedia**  
*Length and Credit: ..........1 sem/0.5 credit*  
*Grade: .................................. 11, 12*

Multimedia and Broadcasting is a class primarily directed toward 11th and 12th grade students. In this course students will engage in hands-on activities in digital photography and image manipulation/correction, digital video recording and production, podcast production, and DVD production. Students will create original works in each unit. The course will culminate in the completion of a final project with the topic of the student’s choosing in the form of a DVD that exemplifies their creative and technical abilities with Adobe Photoshop CS3, iMovie, GarageBand, and iDVD.

**Introduction to Programming**  
*Length and Credit: ..........1 sem/0.5 credit*  
*Grade: .................................. 10, 11, 12*

Ever wondered how computer programs or computer games were made? Are you interested in learning how? In this course, students will learn basic programming concepts through the creation of animations and simple video games using Scratch, Alice, and Java. A focus of the course will be object-oriented programming.

**Robotics**  
*Length and Credit: ..........1 sem/0.5 credit*  
*Grade: .................................. 9, 10, 11*

In this computer science course, students build robots using LEGO® robotics equipment. Students develop familiarity with foundational concepts in computer science, such as algorithms, sequential control flow, and the use of Boolean operators, as they learn to program and control their robots. For their culminating project, students design, build, and program robots that work to complete a task. By working together to build the system, students gain a foundation in computer programming that will be increasingly important in the highly technical 21st Century.
AP Computer Science

Length and Credit: ............. 1 year/1.0 credit
Grade: .................................................11, 12
Prerequisites: Successful completion of Introduction to Programming, and successful completion of, or concurrent enrollment in Algebra II, and Teacher approval

Students learn to design and develop computer software systems for solving problems. Topics covered include syntax/errors/debugging, control statements, classes, arrays, recursion, searching and sorting. This course is equivalent to a first semester college computer science course. Students are prepared for the ‘A’ level of the required AP Computer Science exam.
**Intro to High School Art**

*Length and Credit:* .................. 1 year/1.0 credit  
*Grade:* ............................................. 9, 10, 11, 12

This is a general art course that encompasses a broad spectrum of artistic experiences and information. There are no prerequisites to enter this class and it may be repeated multiple times for credit. The class focuses on developing an understanding and appreciation of the many forms and techniques used to develop art. The class is primarily project-based; however, there may be times when students will also be responsible for research as well as presentations to the class. Assignments include both 2- and 3-dimensional projects and cover a wide range of media which may include drawing, painting, print making, sculpting, collage, paper mache and others. Students participate in art displays throughout the school year. This course is a prerequisite for Ceramics, Drawing and Painting, Print making and IB Art.

**Advanced Art**

*Length and Credit:* .................. 1 year/1.0 credit  
*Grade:* ............................................ 10, 11, 12  
*Prerequisites:* General Art, teacher permission and a strong desire to develop as an artist.

This class is a self-paced, self-directed art class that allows serious art students time to work on their own portfolios and areas of interest. THERE ARE NO ASSIGNMENTS GIVEN. The first semester is spent in exploration of media and topic with each student completing a minimum of six works of art. Second semester is devoted to creating a body of work concentrated around one common theme or element. The requirements for this class are much more demanding than for the General Art class. Students must be self-disciplined and desire the time to work on their own ideas and portfolios. The teacher functions as a facilitator/mentor. Each student designs their own course of study and projects. A minimum of six completed pieces are required each semester for a total of twelve (minimum) completed projects in the course of the year; of these two must be framed.

**Drawing and Painting**

*Length and Credit:* .................. 1 sem /0.5 credit  
*Grade:* ............................................. 10, 11, 12  
*Prerequisites:* ... Intro to High School Art or Teacher Recommendation

This is a one semester course designed to strengthen a student’s drawing and painting skills. All assignments will be 2-dimensional and focused on the development of hand-eye coordination and basic drawing and painting techniques. Line, value, proportion, color and composition will be thoroughly explored during the course of the semester. Materials used may include pencil, ink, charcoal, pastels, watercolor, tempera and acrylic. Students participate in art displays throughout the school year.
Print making

Length and Credit: 1 semester/0.5 credit
Grade: 10, 11, 12
Prerequisites: Intro to High School Art

This is a one semester course that will be taught opposite the drawing class. It will focus on the many and varied techniques available within the printing venue.

Ceramics

Length and Credit: 1 semester/0.5 credit
Grade: 10, 11, 12
Prerequisites: Intro to High School Art or Teacher Recommendation

This course will explore numerous techniques used in Clay Art, both functional and sculptural. The work may include coiling, slab construction, pinching/forming/modeling processes, tile work, and molded pieces. Surface design, texture and form will be stressed through various themes open to personal interpretation. Fired works shall be completed with paints, stains and ceramic glazes. Students participate in art displays throughout the school year.

IB Art SL/HL 1

Length and Credit: 1 year/1.0 credit
Grade: 11, 12
Prerequisites: Intro to High School Art; A “B” average or above in Art. Recommendation from current Art teacher OR acceptable portfolio of 3-5 artworks or a recent sketchbook.

Year one consists of open-ended design problems in all media that strengthen and refine the processes of idea development and divergent thinking. Year two (to be offered in 2010-2011) becomes very personalized as the student develops a series of in-depth works that focus on a single concept toward which they feel passionately. The two-year program culminates with an externally examined IB Art exhibition in which each student displays their accomplishments for assessment. The Research Workbook counts 40% and the Exhibition counts 60% of the final IB grade.

Drama 1

Length & Credit: 1 semester 0.5 credit/
1 year 1.0 credit
Grade: 9, 10, 11, 12

Drama 1 encourages students to refine and develop their performance skills. Through extended improvisation and scripted work students will continue to acquire sophistication in the content and style of their performances. Students will also complete a series of analytical tasks, encouraging them to think critically about the construction and execution of their own work.

Drama 2

Length & Credit: 1 semester 0.5 credit/
1 year 1.0 credit
Grade: 10, 11, 12
Prerequisites: 1.0 credit in High School drama subjects

Drama 2 focuses on the development of acting skills. Students devise and rehearse their own work for presentation and also acquire skills in the realization of text for performance. Students are involved in the development and application of stagecraft design for performance. Students will also complete analytical tasks relating to their own and others’ performance work.

Advanced Drama/IB Theatre SL/HL

Length and Credit: 1 year/1.0 credit
Grade: 11, 12
Prerequisites: Audition/Teacher Approval

Advanced Drama focuses on the development and extension of both acting and other stagecraft skills. Students in this class will perform in a full length play and also be involved in developing and performing an original work. Performances will be presented to an outside audience. Attention will be paid to all four stages of the production process with students documenting the planning, rehearsal, performance and analysis of their theatre. Major theatrical movements, works and playwrights will be studied in this course.

High School Instrumental Music (HSIM)

Length & Credit: 1 semester 0.5 credit/
1 year 1.0 credit
Grade: 9, 10, 11, 12
Prerequisites: teacher recommendation

High School Instrumental Music is a Fine Arts elective for high school students who have had basic experience.
playing an instrument that is part of the standard concert band. These instruments include flute, clarinet, alto, tenor and baritone saxophone, trumpet, French horn, trombone, baritone horn/euphonium, tuba and electric bass guitar. The school will attempt as best as possible to provide a student with the instrument that he or she will use in HSIM. Students are encouraged to personally own the instruments that they use in the class. Students using a band instrument supplied by the school will be required to pay a fee of QR 200.

Note: HSIM will not include stringed instruments or keyboard instruments such as violin, guitar or piano. Students may also study concert percussion in HSIM, however students wanting to study percussion must understand that this includes the study of xylophone and timpani.

Note: Percussion study in HSIM will not place a large focus on the drum set.

The primary aim of HSIM is to develop musicianship and playing skills of students to a level that would enable them to eventually be part of the ASD Concert Band.

High School students who want to participate in HSWE must have prior approval from the instrumental music director. A student that has not had previous experience playing a band instrument may join the class provided that he or she has had consultation with the band director. Students with no background playing a band instrument must demonstrate the ability to learn quickly and work hard to catch up to the level of the rest of the class.

High School Wind Ensemble (HSWE)

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<th>Length and Credit:</th>
<th>1 year/1.0 credit</th>
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<tr>
<td>Grade:</td>
<td>9, 10,11,12</td>
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<tr>
<td>Prerequisites:</td>
<td>Prior instrumental experience and teacher recommendation</td>
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High School Wind Ensemble is a Fine Arts elective subject. Most students in HSWE have had at least one year of playing experience on at least one of the standard brass or woodwind band instruments. Electric bass guitar and acoustic string bass are also included in this instrumentation. Note that other stringed instruments (violin, guitar, etc.) as well as keyboard instruments (piano) are not instruments provided for in HSWE. Within the mixed instrument setting as described, students will work together with the aim of furthering their playing skills and performance techniques as well as enhancing their musical knowledge and awareness.

Students in HSWE are required to participate in the ASD Concert Band. The ASD Concert Band is comprised of students in both HSWE and Advanced Percussion Studies. The ASD Concert Band performs in public, both on and off campus, on a number of occasions throughout the year. Students in HSWE must be willing to be a part of all of these public performances. Preparation for these performances takes place after school. Students in HSWE and APS are required to participate in these rehearsals when announced. Ordinarily, there will not be any more than two after school rehearsals prior to a concert.

Note: Individual assessments are based significantly on public performances and participation in the after school rehearsals to prepare them.

High School students who want to participate in HSWE must have prior approval from the instrumental music director. Most students participating in HSWE will be required to have their own instrument. Students that play bass clarinet, tenor saxophone, baritone saxophone, French horn, baritone horn/euphonium or tuba will have their instrument supplied by the school. Students using any instrument with the intention of using that instrument for practice at home will be required to pay an annual rental fee of QR 200.

Advanced Percussion Study (APS)

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<tr>
<td>Grade:</td>
<td>9, 10,11,12</td>
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<td>Prerequisites:</td>
<td>Teacher recommendation</td>
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Advanced Percussion Study is a class for students who have a trained and developed a background playing standard concert band percussion instruments. These instruments will include snare drum, xylophone, timpani and drum set. Students will be expected to apply themselves diligently on all of these instruments.

Note: To be able to participate in APS, students must be able to demonstrate a basic ability to read and play standard rhythmic and melodic notation.

Students in APS must be willing to:
- take a rigorous and demanding approach towards the advancement of their reading and playing skills on various percussion
instruments;
- develop high level playing skills that will require true dedication, determination and daily practice outside of class.

APS will function like a successful, well-organized team. *APS will be a high profile organization performing on several occasions both on and off campus.*

In addition, students in APS are required to participate in the ASD Concert Band. The ASD Concert Band is comprised of students in both High School Wind Ensemble and APS. The *ASD Concert Band performs in public, both on and off campus, on a number of occasions throughout the year.* Students in APS must be willing to be a part of all of these public performances. Preparation for these performances takes place after school. Students in High School Wind Ensemble and APS are required to participate in these rehearsals when announced. Ordinarily, there will not be any more than two after school rehearsals prior to a concert.

High School students who want to participate in APS must have prior approval from the instrumental music director. Students in APS should have a practice pad. Specialized drum sticks will be supplied. Mallet instruments will be available for all students in APS.

**Ladies’ Choir**

*Length and Credit....... 1 year/ 1.0 credit*

*Grade: .......................... 9, 10,11,12*

*No audition; 40 student maximum*

The Ladies Choir is an all female choir open to all high school students. The course is designed to provide students of any level, skills and confidence in singing. Students will learn music fundamentals, sight-reading, vocal health, and performance skills through performance of music of many different styles. Assessment is based on in-class performance tests, written tests, and performance at rehearsals and concerts. The Ladies Choir will perform several times a year and may be combined with other choirs for performances.

**Mens’ Choir**

*Length and Credit....... 1 year/ 1.0 credit*

*Grade: .......................... 9, 10,11,12*

*No audition; 20 student maximum*

The Mens’ Choir is an all male choir open to all high school students. The course is designed to provide students of any level, skills and confidence in singing. Students will learn music fundamentals, sight-reading, vocal health, and performance skills through performance of music of many different styles. Assessment is based on in-class performance tests, written tests, and performance at rehearsals and concerts. The Mens’ Choir will perform several times a year and may be combined with other choirs for performances.

**Chamber Singers**

*Length and Credit....... 1 year/ 1.0 credit*

*Maximum enrollment - 16*

*Prerequisite: ............Audition is required*

Chamber Singers is advanced, auditioned choral ensemble for experienced vocalists interested in studying more advanced vocal techniques and learning to sing ensemble harmony. Students will perform music in a wide variety of styles including jazz, pop, classical, and world music. This group performs several times during the year. Assessment is based on in-class performance, ability to sing advanced harmony, sight reading skills, and performance at rehearsals and concerts.

**Guitar**

*Length and Credit....... 1 year/ 1.0 credit*

*Grade: .......................... 9, 10,11,12*

*No audition; 20 student maximum*

This class is for the beginner to intermediate level guitarists. Students learn the basics of tuning, string names, chords, and music theory/note/TAB reading. More advanced chords and theory will be introduced based on individual ability. The class will also cover finger style and pick techniques. Many different musical styles will be explored. Assessment is based on performance tests, written tests, in class rehearsal skills, and concert performances.
Arabic as a Foreign Language I (AFL-I)

Length and Credit: ...... 1 year/1.0 credit
Grade: ............................... 9, 10, 11, 12

This course is designed for students with no prior knowledge of the Arabic Language. The main aim of this course is to develop students’ ability to use the language authentically. Students are engaged in motivating activities that introduces them to basic language structures. By the end of this course, students will be able to write and read simple sentences and engage in daily “survival” conversations.

Course material: Prepared by teacher

Arabic as a Foreign Language II (AFL-II)

Length and Credit: ...... 1 year/1.0 credit
Grade: ............................... 9, 10, 11, 12
Prerequisites: AFL I

This course is designed for students who completed AFL I or have adequate background in Arabic. The main aim of the course is to further develop communication skills and authentic use of the language. Students are required to engage in activities that help them comprehend written passages and extract specific information. By the end of this course, students are expected to compose simple paragraphs on familiar topics.

Course material: Prepared by teacher

Arabic as a Foreign Language III (AFL-III)

Length and Credit: ...... 1 year/1.0 credit
Grade: ............................... 9, 10, 11, 12
Prerequisites: AFL II

This course is designed for students with a good command of Arabic language. The main aim of this course is to increase the students’ proficiency in reading, writing and speaking. During the course, students explore a variety of themes and produce a variety of written assignments. By the end of the course, students are expected to compose well written paragraphs on familiar topics.

Course material: Prepared by teacher

Arabic as a Foreign Language IV (AFL-IV)

Length and Credit: ...... 1 year/1.0 credit
Grade: ............................... 9, 10, 11, 12
Prerequisites: AFL III

This course is designed for students with an advanced command of the Arabic language. The aim of this course is to develop students’ ability to function with increasing proficiency in all four skills. Throughout the course, students will read authentic materials and engage in writing activities.

Course material: Prepared by teacher
Modern Standard Arabic I

Length and Credit: ........1 year/1.0 credit
Grade: ...............................9, 10, 11, 12
This course is designed for students who have adequate knowledge of Arabic language structure. In this course students will be engaged in reading and writing activities that expose them to various types and styles of written texts. Throughout the course, students will be involved in activities that will further develop their language skills. By the end of this course, students will be able to write cohesive paragraphs and read and comprehend various styles of written texts.
Course material: Prepared by teacher.

Modern Standard Arabic II

Length and Credit: ........1 year/1.0 credit
Grade: ...............................9, 10, 11, 12
Prerequisites..........................MSA I
This course aims at consolidating and further developing skills acquired in previous years. Throughout the course, students study and use a range of written and spoken material. Such material extends from everyday oral exchanges to literary texts. The material is chosen to enable students to develop mastery of language skills. By the end of this course, students are expected to demonstrate competence in handling language systems accurately.
Course material: Prepared by teacher.

Modern Standard Arabic III

Length and Credit: ........1 year/1.0 credit
Grade: ...............................9, 10, 11, 12
Prerequisites..........................MSA II
The main aim of this course is to develop the learner’s ability to provide an in-depth study of style and register of written texts. Throughout the year, students will be involved in reading and writing activities that further develop their analytical skills. Oral as well as writing skills are highly emphasized. By the end of this course, students are expected to express their opinion about issues of public concern orally and in writing.
Course material: Prepared by teacher.

Modern Standard Arabic IV

Length and Credit: ... 1 year/1.0 credit
Grade: ...............................10, 11, 12
Prerequisites..........................MSA III
This course is designed for students with an already high level of competence in Arabic language. It is based on the study of both language and literature. The main focus of this course is on the reinforcement and refinement of language skills. Students are given the opportunity to explore the culture of the language and to make connections between other languages and cultures they are familiar with. They will thus be able to use the language for purposes and in situations involving sophisticated discussion, argument and debate.
Course material: Prepared by teacher.

IB Arabic Language

Students interested in pursuing Arabic at an IB level, need to see the IB Coordinator to arrange an entrance interview/test to determine levels. Levels B and A2 are likely to be offered.

French I/IB Ab initio Year 1

Length and Credit: 1 year/1.0 credit
This course is designed to introduce high school students with no formal background in French to the French language. The course aims to provide the student with basic communication skills in French, the ability to read and understand limited types of text and the skills to write simple but creatively both conversational and narrative compositions. Priority is given to listening and speaking activities, reinforced by reading and writing. Grammar is used in context before being made explicit in grammatical terminology. The course also introduces the student to French culture, geography and history of France and the French-speaking world. This course is designed to prepare students for High School French II as well as IB Ab initio 2.

French II/IB Ab initio Year 2

Length and Credit: 1 year/1.0 credit
Prerequisites....French I/Ab initio I
This course expands on each of the four skills of listening, speaking, reading and writing
developed in French I, with a continuing emphasis on using the language in interesting, meaningful ways. The second year continues the introduction to the essential grammatical structures and tenses of French as well as the basic vocabulary. The reading program serves to reinforce these structures and vocabulary as well as to develop comprehension skills. The course also aims to familiarize the student with aspects of French culture in France and other Francophone countries. This course is designed to prepare students for continued higher studies or sitting for the Ab initio exam for the IB diploma/certificate.

French III

Length and Credit: 1 year/1.0 credit
Prerequisites:.................French II
This course continues to expand on each of the four skills of listening, speaking, reading and writing developed in French II, with a continuing emphasis on using the language in interesting, meaningful ways. The third year course completes the introduction to the essential grammatical structures and tenses of French verbs as well as the basic vocabulary. The reading program serves to reinforce these structures and vocabulary as well as to develop comprehension skills. The course also aims to familiarize the student with aspects of French culture in France and other Francophone countries. This course is designed to prepare students for High School French IV.

French IV/IBSL and IBHL Year 1

Length and Credit: 1 year/1.0 credit
Prerequisite:Satisfactory completion of French III and/or its equivalent.
This course is designed to allow students to explore current issues in France and the Francophone world through the exclusive use of authentic, modern documents. Thematic units change with the particular interest of the students but example topics could be terrorism, cinema and the arts, social problems, science and technology, sports, racism, the environment, family life, etc. The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal dialogue with these documents and with each other. All student assessments are authentic production activities designed to demonstrate modern language communication ability.

AP French Language

Length and Credit: .... 1 year/1.0 credit
Grade:.............................................. 12
Prerequisites:........... Recommendation of current language teacher
This Advanced Placement French Language course seeks to develop advanced language skills that can be used in various activities rather than to cover any specific body of subject matter. This course is designed to be comparable in content and difficulty to a course in French Composition at the third-year college level. As the course is designed to prepare students to sit the Advanced Placement French Language examination at the end of the year, extensive training in the organization and writing of essays is emphasized.

Spanish I or (optional) IB Ab Initio Year 1

Length and Credit: .... 1 year/1.0 credit
This course is designed to introduce high school students with no formal background in Spanish to the Spanish language. The course aims to provide the student with basic communication skills in Spanish, the ability to read and understand limited types of text and the skills to write simple but creatively both conversational and narrative compositions. Priority is given to listening and speaking activities, reinforced by reading and writing. Grammar is used in context before being made explicit in grammatical terminology. The course also introduces the student to the culture, geography and history of Spain and the Spanish-speaking world. This course is designed to prepare students for High School Spanish II as well as IB Ab initio 2.

Spanish II or (optional) IB Ab Initio Year 2

Length and Credit: .... 1 year/1.0 credit
Prerequisites:..........................Spanish I
This course expands on each of the four skills of listening, speaking, reading and writing developed in Spanish I, with a continuing emphasis on using the language in interesting, meaningful ways. The second year completes the introduction to the essential grammatical structures and tenses of Spanish as well as the
basic vocabulary. The reading program serves to reinforce these structures and vocabulary as well as to develop comprehension skills. Students continue their study of culture around the Spanish-speaking world. This course is designed to prepare students for continued higher studies or sitting for the *Ab initio* exam for the IB diploma/certificate.

**Spanish III**

Length and Credit: ....1 year/1.0 credit
Grade: ........................................ 10,11.
Prerequisites:..................Spanish II

This course provides a review of structures developed in the first two years, widening their application to a variety of tests and situations and adding details to the basics. Emphasis is given to vocabulary building through reading authentic Spanish texts and through using Spanish as creatively as possible. Spanish culture as manifested in the various Spanish-speaking countries is also an important part of this course.

**Spanish IV or (optional) IBSL/IBHL Year 1**

Length and Credit: .....1 year/1.0 credit
Prerequisites .................. Spanish III

This course is designed to allow students to explore current issues in Spanish speaking countries through the exclusive use of authentic, modern documents. Thematic units change with the particular interest of the students but ensure a wide range of topics that constitute communicative ability in the modern Spanish speaking world. The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal dialogue with the authentic documents and with each other. All student assessments are authentic production activities designed to demonstrate modern language communication ability. Students should be prepared to sit for the IBSL or IBHL exams.

**AP Spanish Language**

Length and Credit: .....1 year/1.0 credit
Grade: ................................. 12.
Prerequisites ............. Recommendation of current language teacher

This Advanced Placement Spanish Language course seeks to develop advanced language skills that can be used in various activities rather than to cover any specific body of subject matter. This course is designed to be comparable in content and difficulty to a course in Spanish composition at the third year college level. As the course is designed to prepare students to sit the Advanced Placement Spanish Language examination at the end of the year, extensive training in the organization and writing of essays is emphasized. A good Spanish dictionary is required for this class.

**IB World Languages A Year 1**

Length and Credit: .....1 year/1.0 credit
Grade ................................. 11
Prerequisite ....... IB diploma candidate and permission of IB Coordinator

IB diploma candidates are offered the opportunity to continue study of their home language through a school-supported self-study option. This opens the opportunity to study in any of more than 100 world languages if the student is already fluent and literate in the language. This course will be graded pass/fail, but will be scheduled into the student’s timetable. Contact the IB Coordinator for more information.
Physical Education & Health 9

Length and Credit: ...................... 1 year/1.0 credit
Grade: ........................................ 9

The physical education program in grade 9 is designed to provide each student with experiences in fitness, aquatics, and a variety of team, dual, and individual sports. The program emphasizes team concepts and strategies as well as developing and improving fundamental motor skills. Students will develop social and personal responsibilities associated with participation in activity, exercise, and sport. Students will also learn how to monitor and maintain a healthy level of physical fitness.

All grade 9 physical education classes include health instruction as part of the class. The health content will assist students in managing their lives and relationships in a responsible and healthy manner. Students learn to apply their knowledge acquired in health to real life situations.

Physical Education & Health 10

Length and Credit: ...................... 1 year/1.0 credit
Grade: ........................................ 10
Prerequisites........................................ PE 9

The physical education program in grade 10 is designed to provide each student with experiences in fitness, aquatics, and a variety of team, dual, and individual sports. Students will learn how to maintain an active lifestyle based on a background of knowledge and experiences acquired in the physical education program.

All grade 10 physical education classes will include health instruction as part of the class. The health content will assist students in managing their lives and relationships in a responsible and healthy manner. Students will learn to apply their knowledge acquired in health to real life situations.

Sports for Life

Length and Credit: ................. 1 sem / 0.5 credit
Grade: ........................................ 11, 12
Prerequisites........................................ PE 10

“Sports for Life” is an elective class for grades 11 and 12. Students must be self motivated to actively participate. This class is designed for students to further develop their physical skills, and increase their understanding of lifetime fitness components. A combination of team, dual, and individual sports will be offered for those students wishing to continue their enjoyment of fitness, activity and sport. The class is also designed to allow students to select specific sports or activities in which they wish to participate.

Strength & Conditioning - Introduction

Length & Credit: ...................... 1 sem / 0.5 credit
Grade: ........................................ 11, 12
Prerequisites ........................................ PE 10

Students in this course will focus on the basic principles of strength training and conditioning. Topics will include cardiovascular fitness, muscular strength and endurance, flexibility, and agility/speed/
quickness. Students will follow and participate in rigorous workouts. The focus of the course will be to understand life long fitness practices challenging each individual, regardless of athletic ability. This is a semester course and students have the option to move into Advanced Strength and Conditioning in the following semester.

**Strength & Conditioning - Intermediate/Advanced**

*Length & Credit* .................. 1 sem / 0.5 credit; 1 year / 1.0 credit  
*Grade:* ............................................. 11, 12  

Prerequisite: Intro to Strength & Conditioning  
Introduction to strength and conditioning is a prerequisite for this course. Students in this course will focus on the intermediate and advanced principles of strength training and conditioning. This course will involve more self directed individual program set up and personal training guidance based on fitness interests and personal goals. Students must be independent, self motivated and responsible.

**Sports Leadership**

*Length and Credit* .................. 1.0 sem / 0.5 credit  
*Grade:* ............................................. 11, 12  

The Sports Leadership course is an elective for Grades 11 and 12. The aim of the course is to develop leadership and teaching skills using a sporting context. Students will develop and apply communication, decision making, organizational, and interpersonal skills, and their knowledge of motor skill learning principles in sport leadership roles. Students will work with elementary students to create a mutually valuable learning experience for all.

**Universal Sports**

*Length and Credit* .................. 1.0 sem / 0.5 credit  
*Grade:* ............................................. 11, 12  

Prerequisite: ........................................ PE 10

Universal Sports is an elective class for Grade 11 and 12. Students must be self-motivated to actively participate. This class is designed to introduce students to some ‘alternative’ sports that they may not necessarily have experienced. These sports can include netball, rugby, cricket, Aussie rules, handball, water polo, underwater hockey, lacrosse and more. Students may also be able to select specific sports or activities in which they wish to participate.
### Theory of Knowledge

*Length*: 3 semesters/1.5 credits  
*Grade*: 11/12  
*Prerequisites*: IB Diploma Candidates

This required course for all IB diploma candidates focuses on the core of the diploma program: understanding and improving in the dispositions of the Learner Profile, Creativity, Action, and Service, the Extended Essay and Theory of Knowledge. Skills of thoughtful reflection and application of abstract ideas to concrete situations will be practiced. Research skills necessary for university level work will be explained and used for the required extended essay. In addition, students will become more aware of the bases of knowledge in the various subject areas and the roles of belief, knowledge, and truth in academic pursuits. In general, students should become stronger critical thinkers and more self-aware learners through the activities of this course.

### Yearbook

*Length and Credit*: 1 year/1.0 credit  
*Grade*: 11, 12  
*Prerequisites*: Yearbook Teacher Approval  
*Maximum Enrollment*: 12

The specific purpose of the yearbook course is the creation of a quality yearbook. Students will develop specific writing and cooperative learning skills required in other secondary disciplines through specific instruction in the techniques of organizing and developing tactics necessary for the creation of the ASD yearbook.

### Teacher Assistant

*Length and Credit*: 1 semester/0.5 credit  
*Grade*: 12  
*Prerequisite*: none

A non-graded class for pass/fail. Class may be taken for credit or community service. If taken for community service, no credit will be given--only hours. Must be approved by teacher and Counselor.