MIDDLE SCHOOL PROGRAM OF STUDIES
2016 - 2017 SCHOOL YEAR
The Program of Studies booklet is provided for all students and parents to help each student select the best possible course of study.

Students, with their parents and counselors, will have the opportunity to select the program that best meets their ability and needs. After the courses are selected, students and parents will be able to review course selections through PowerSchool. If there are any changes on the selection sheet you would like to discuss, please contact your middle school counselor. The deadline for course change requests is April 10, 2016.

We hope parents and students will read this Program of Studies booklet carefully and discuss the possible selections prior to the selection process. We are looking forward to answering your questions through our annual course selection process for parents and students.

**ASD’s Mission, Vision & Objectives**

**Mission**
The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.

**Vision**

ASD is a future focused community where learning is...
- collaborative
- fun and engaging
- extended beyond walls
- creative to foster innovation
- data-informed and evidence based
- authentic, solving real-world problems
- encouraged in a technology-enhanced environment

ASD is...where students are encouraged to extend their own learning.

Our Middle School is deeply committed to ASD’s Mission, as well as to creating ASD’s Vision of learning. In our teaching, we place emphasis on the 5Cs (Creativity, Critical Thinking, Communication, Collaboration and Citizenship) in all of our courses. The Middle School program is designed to deepen student scholarship in core subjects while offering a breath of opportunities for student exploration. Finally, student reflection plays a large role in our student growth as they develop into 21st century leaders.

We at the ASD Middle School are intensely proud of how we help shape the intellectual and personal development of our students, and are proud of how they are developing into positive, active global citizens.

**The Course Selection Process**

The ability, achievement and interest of the student all have a significant bearing on academic performance in classes such as language arts, mathematics, social studies, science, and world languages. Students will be assigned to the class in which they can best succeed and maximize their potential. Decisions are made in consultation with various forms of data, the student, and parents.

**Scheduling Timeline: 2016 - 2017 School Year**

- **March 9-10, 2016**
  - Parent-Teacher Conferences.
- **March 9, 2016**
  - Student Elective Presentation during SWAT
- **March 10, 2016**
  - Parent Scheduling: Grade 7 & 8 Screencast published.
- **March 10-17, 2016**
  - Parent and Student fill out Course Requests online.
- **March 20, 2016**
  - Course Request sheets due in SWAT class.
- **April 10, 2016**
  - No further changes to Course Requests without Administrative approval.

The completed online course request form, which will be printed and signed by a parent, represents firm course selections. Changes at a later time will not be accepted, unless the change is deemed necessary by the principal. Requests for changes after the school year has begun will not be approved, and the student shall remain in the originally requested class. Exceptions to this policy will be considered only in the case of irresolvable conflicts, scheduling errors, or upon the recommendation of the administration. Please make your decisions with care and thought.

**Required Courses**

A required course is one that must be taken by all students at a specific grade level. Language Arts is an example of a required course that must be taken by all students in every grade. Required courses provide all students with the skills and knowledge to progress from one grade to the next. Exploratory blocks are also considered required for all students to take.
Sixth Grade Required Courses
Language Arts
Social Studies
Math or Accelerated Math
Science
Physical/Health Education
World Language
Music/Core Enrichment

Sixth Grade Exploratory Courses
Students select four out of five
Computer
Drama
Art
Robotics
Service Learning

Seventh Grade Required Courses
Language Arts
Social Studies
Math or Accelerated Math
Science
Physical/Health Education
Two Elective Courses*

*Elective Courses - Each student selects elective courses from the available list of electives.

Seventh Grade Exploratory Courses
Career Exploration (required)
Students select three out of four
Drama
Computer
Art
Service Learning

Eighth Grade Required Courses
Language Arts
Social Studies (U.S. History)
Math or Algebra I
Science
Physical Education/Health
Two Elective Courses *

*Elective Courses - Each student selects elective courses from the available list of electives.

Eighth Grade Exploratory Courses
Service Exploration
Leadership Service (by application only)
Yearbook (by application only)
Computer Integration

*Elective Courses - Each student selects elective courses from the available list of electives.
Course Descriptions

Language Arts

Language Arts: Sixth Grade
Sixth grade Language Arts focuses on formally introducing the structure and analysis of reading and writing via a standards-based and student-centered approach. In the reading strand, students learn the key elements of literature by reading and analyzing a variety of short stories and novels. Vocabulary development takes place in the context of this reading and may be supplemented by stand-alone vocabulary lessons. The writing strand emphasizes using a process in a variety of modes, with the main focus on paragraph organization and development. Instruction in grammar, mechanics, and usage supports instruction in the writing strand. Students develop listening and speaking skills through small and large group discussions.

Language Arts: Seventh Grade
Seventh grade Language Arts focuses on a standards-based and student-centered approach to reading, writing, speaking, and listening. Students apply skills, strategies, and concepts from mini-lessons into their own literary work. Teachers model reading and writing analysis through exemplary mentor texts and help students to incorporate this higher level thinking into their own independent reading and writing. Formal writing tasks focus on narrative, expository, and persuasive compositions with student choice and formative feedback at their core. Units are also infused with authentic grammar instruction and vocabulary development. Throughout the year, students develop listening and speaking skills through oral presentations and collaborative conversations as well. By the end of seventh grade, students will have tackled a high volume and variety of both fiction and non-fiction texts, written on a range of topics, and developed critical thinking skills that will prepare them for eighth grade and beyond.

Language Arts: Eighth Grade
Eighth grade Language Arts focuses on building reading and writing skills by the analysis and evaluation of texts and looking at writing as a forum for developing and organizing ideas. In the reading strand, students extend previous learning by approaching texts with an emphasis on looking beyond the literal. Students are taught to use evidence from the text to support their answers, insights, and predictions. Inductive thinking is emphasized and students move on to comprehending figurative language, theme, and making connections to the real world through literature. The writing strand is organized around the writing workshop model. The main focus is on writing in response to literature and developing multi-paragraph compositions from original ideas. The expository writing, particularly the essay, is practiced throughout the year. Creative writing is generally focused on poetry, developing original approaches to literature, and journal writing. Instruction in grammar, mechanics, and usage supports instruction in the writing strand. The use of language is an emphasis throughout the year. The instruction ranges from word choice in personal writing to the use of language in propaganda. Students develop listening and speaking skills through oral presentations with a focus on oral interpretation. Unit planning begins with standard based assessments and supports the development of proficient and advanced performance on specific standard based benchmarks.

Mathematics

ASD takes placement in mathematics seriously in our Middle School. We believe that student ability level is something that is dynamic as he or she grows and learns and we want our students to be continually challenged. ASD seeks to have our placements be both appropriate and flexible enough to provide the greatest amount of support for our students to help assure their success. We seek to utilize data that is collected throughout a student’s time in our school to better inform the student, their parents and teachers of the educational growth and academic attainment that our students experience.

To initially place students in a math course that matches their developmental and academic level in our school, we use three primary instruments to identify student strengths and gaps in their knowledge. The current academic performance of students is weighed along with their performance on Measure of Academic Progress (MAP) assessments and learning habits to help determine course placement. If data from these three measures is conflicting, a fourth instrument may also be used to help to provide additional data on the current level of academic achievement. This will support the decision for placement for the following school year.

1. Current Academic Performance. The current placement of students, and their attainment of standards and goals at that level, will be considered when students are being placed for the next school year. Academic performance represents an aggregate of separate factors that are examined when attempting to ascertain the degree of students’ understanding and proficiency. The number of standards met or achieved compared to the number of standards still in development will factor into student placement.

2. Learning Habits. We also evaluate how students work towards their academic goals. Habits considered include a student’s readiness to learn, his/her ability to work hard and persevere as well as collaboration skills.

3. Measure of Academic Progress Assessments (MAP). The Northwest Evaluation Association’s Measure of Academic Progress (MAP) is administered throughout the school year to our students in sixth, seventh and eighth grades. This normative data allows us to compare the achievement of our students to that of thousands of other students in the United States and in international schools.
Steady growth and performance is monitored and factors into the decision for placement in ASD math classes.

4. Course Readiness Test. If necessary a test measuring the mathematical skills necessary to succeed in the next appropriate course will be administered. Results from the readiness test will be another factor determining math placement.

The school will use these forms of data to make an informed decision for mathematics placement based on student mastery of concepts, standards and content. Even after placements have been made, it is the goal of the Middle School to monitor and adjust placements as needed, in consultation with students, teachers, and parents.

Mathematics: Sixth Grade
The sixth grade math course is the first standard level math course in the middle school math sequence. Students focus on the basic building blocks for higher-level mathematics. Students will be connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems. Students will complete their understanding of division of fractions and extend the notion of number to the system of rational numbers, including negative numbers. Students will be writing, interpreting, and using expressions and equations. Students will develop a deeper understanding of statistical thinking.

Math will be offered at an accelerated level in addition to the standard level. Students in accelerated mathematics will be expected to approach these topics at a more rapid pace and develop concepts to a more intense depth. The expectation for accelerated mathematics is that students will demonstrate mastery over all sixth grade standards and a portion of seventh grade standards.

Mathematics: Seventh Grade
Students will build upon mathematics concepts from sixth grade with more depth and will extend their mathematical knowledge by conjecturing, verifying, thinking critically, and applying more complex mathematical concepts. Students will develop a deeper understanding of proportional relationships and apply that knowledge to solve problems. Students will develop an understanding of operations with rational numbers while working with expressions and linear equations. Students will solve problems involving scale drawings and informal geometric constructions. They will work with two and three-dimensional shapes to solve problems involving area, surface area, and volume. They will also draw inferences about populations based on samples.

Seventh grade math will be offered at an accelerated level in addition to the standard level. Students in accelerated mathematics will be expected to approach these topics at a more rapid pace and develop concepts to a more intense depth. The expectation for accelerated mathematics is that students will demonstrate mastery over all seventh and eighth grade standards. While it is expected that most students from our accelerated mathematics courses will advance to Algebra I in eighth grade, placement will be based on the criteria aforementioned.

Mathematics: Eighth Grade
This course prepares students for Algebra in the ninth grade. Students in eighth grade math continue with the mathematics they learned in sixth and seventh grade. The emphasis in eighth grade is the study of proportional thinking and solving problems algebraically and graphically. Proficiency and understanding mathematical operations are stressed. Students will formulate expressions and equations, and reason with those expressions and equations while modeling an association with linear equations with two variables. They will solve linear equations and systems of equations. Students will understand the concept of a function and use functions to describe quantitative relationships. They will analyze two and three-dimensional space and figures using distance, angle, similarity, and congruence. They will develop an understanding of the Pythagorean theorem and apply that understanding to solve problems. The study of probability and statistics will be included.

Algebra I
This is a complete Algebra 1 (high school equivalent) course that is offered to students who were successfully working at an accelerated level of math in seventh grade. Students will learn both the skills and concepts of the Algebra I math curriculum. In this course students learn to reason symbolically. The key content involves understanding, writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns, representing a function with a graph, table, and rule, collecting and analyzing data and making predictions, symbolically manipulating expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, reducing rational expressions, expanding exponential expressions, solving simple and complex equations and inequalities using a variety of strategies, solving contextual word problems using multiple strategies, analyzing the slope of a line multiple ways, and solving a system of two linear or non-linear equations and inequalities with two variables using a variety of strategies, both graphically and algebraically. Understanding mathematical concepts and developing problem solving strategies are also stressed.

Physical Education
All students receive two four-week units of health education at each Middle School grade level. This course is designed to be age appropriate and assist students in obtaining accurate information, developing lifelong positive attitudes.
and behaviors, and making healthy decisions related to their personal health. The health program aims to be holistic in its approach and will include physical, mental, emotional and social dimensions throughout all the units.

Physical Education: Sixth Grade

Health Units of Study
• Exercise and My Body
• Puberty
• Tricky Situations
• Nutrition

This course provides students the opportunity to learn through a developmentally appropriate, physical education program aligned with the ASD content standards. In sixth grade, the standards emphasize working cooperatively to achieve a common goal. The focus of this course is the development of movement skill combinations and movement skill knowledge, the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies, and the development and application of social skills and concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Skills and activities may include: aquatics, physical fitness (activities and assessment, concepts, development and maintenance), track and field skills, cooperative activities; throwing and catching skills; racket skills and lead-up games (indoor tennis, pickle ball), dribbling skills (hand dribble and foot dribble) and lead-up games (3-on-3 basketball and small-sided soccer games), gymnastics, stunts and tumbling.

Physical Education: Seventh Grade

Health Units of Study
• Coping with Change and Loss
• Keeping Myself and Others Well
• Tobacco and Alcohol
• First Aid

This course provides students the continuing opportunity to learn through a developmentally appropriate, physical education program aligned with the ASD content standards. In seventh grade, the content standards emphasize meeting challenges and making decisions. The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities, the assessment and maintenance of physical fitness to improve health and performance, the requisite knowledge of physical fitness concepts, principles and strategies to improve health and performance, and the development and application of social skills and concepts, including self-responsibility, positive social interaction, and group dynamics in the learning and performance of physical activity. Skills and activities may include: aquatics, physical fitness (activities, assessment, concepts, development and maintenance), track and field skills (including long jump, shot put, high jump, sprints, and relays), cooperative activities, movement skills and strategies applied in modified games of: soccer or volleyball, basketball or floor hockey, soccer, softball and badminton.

Social Studies

Social Studies: Sixth Grade

This course is designed to introduce students to various ancient civilizations throughout human history. The main teaching program is from the Teachers’ Curriculum Institute - History Alive: The Ancient World. The program is divided into five units of concentration:

• Introduction to Social Studies
• Cultural Case Studies: Ancient Civilizations
• Cultural Case Studies: Qatar History
• Introduction to Religion
• Judaism, Christianity and Islam
• Buddhism and Hinduism

Using a standard-based approach, students will study how
modern religions evolved, the ways of life of early people throughout the world, and how early people adapted to and changed their environment.

Social Studies: Seventh Grade
The focus of seventh grade social studies is a study of political and economic systems. The history, culture, geography and contributions of ancient peoples including the Ancient Greeks and Roman Empire will be utilized. The main teaching resource is from the Teachers’ Curriculum Institute - The Ancient World. The program is divided into seven units of concentration:

- Economic Systems (traditional/Barter/Capitalism/Mixed Systems)
- Monarchies - Including Qatar History/Government
- Dictatorships
- Democracy and Republicanism
- Geography and Global Issues
- Socialism and Communism
- Current Events

Using a standard-based approach, students will study how modern political and economic systems evolved, the ways of life of early people throughout the world, and how early people adapted to and changed their environment.

Social Studies: Eighth Grade (US History)
The emphasis of eighth grade social studies is on modern history. Specifically, students will study those individuals and movements, which changed the course of history. The main teaching resource is from the Teachers’ Curriculum Institute - History Alive: The United States Through Industrialism. The program is divided into the following units of concentration:

- American Revolution
- Early Industrialization and Slavery
- American Civil War and Reconstruction
- The Civil Rights Movement
- Qatar History - 150 years through Primary Source Documents

Using a standard-based approach; the overall theme of the course is “Revolution” and will include many comparisons and contrasts to present-day global issues. Students will use the Thinking Like a Historian approach whereby they dissect primary sources to answer historical questions.

Science
Science at ASD Middle School is based on the Next Generation Science Standards. The objective of these standards is to explore the world through the eyes of a scientist and engineer. Students learn content by applying these practices to problem-based situations, that challenge their understanding of science and engineering practices.
Electives

Philosophy

The electives program is designed to offer each ASD student a personal journey where they are encouraged to be responsible for their own learning. Students design an electives program that allows for discovery of new interests, passions, talents, and skills. Each class in our electives schedule has been developed to offer students the opportunity to grow as citizen leaders, critical thinkers, and creative personalities. Through their coursework, students will be introduced to innovative ways of thinking, authentic problem-solving, and engaging opportunities that serve to enhance their growth.

During the seventh and eighth grade years, a student will have the opportunity to take elective and exploratory courses. Exploratory courses are a rotation of courses all students take to expose them to a wide range of topics, resulting in a well-rounded student. An elective course is one that is not specifically required for grade level promotion to the next level. An elective is usually selected on the basis of a student’s area of interest and may last either a semester or the entire year. It is the belief of the ASD Middle School that students of this age should be exposed to many different learning opportunities and situations. Elective courses offer a wide variety of knowledge, skill, and understanding. Each student should give considerable thought in choosing these courses. Such selection requires the student to discuss his/her concerns with counselors, teachers, and parents. Be careful in your selection of these courses as some of these are year-long and some are semester long.

World Languages and Music are both considered electives during seventh and eighth grades, but all sixth graders, as a part of our mandatory requirements, take both.

Middle School Elective and Exploratory Offerings

Sixth Grade
- Art
- Computer
- Service Exploration
- Robotics
- Drama
- select four

Seventh Grade
- Career Exploration required
- Art
- Computer
- Service Exploration
- Drama
- select three

Eighth Grade
- Required Courses (Semester): Learning Service Computer Integration

Full Year Courses:
- Vocal Music
- Concert Band
- World Language

Semester Courses:
- Advanced Robotics
- Art of Fused Glass
- Art 2D
- Cultural Arts
- Drama
- Drama for the Screen
- Engineering Exploration
- Middle School Yearbook
- Model United Nations
- Money & Markets
- Outdoor Education
- Photography I & II
- Skills for Life
- Speaking with Purpose
- The Amazing Brain
- Video Production

World Language required

Music required

Electives from right
World Languages (Year-long)

Middle School World Language

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High School World Language Entry Points

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Arabic

Arabic as Foreign Language A
AFL A is a year-long course designed for sixth grade students with little or no background in Arabic. The course introduces the students to the Arabic language and culture. The main emphasis of this course is oral communication and the ability to use simple conversational skills. In addition basic vocabulary and grammar will be introduced. By the end of the course, students will develop an ability to read and compose simple sentences. Students will be actively engaged in hands-on activities related to themes discussed throughout the year. The course is designed to prepare students for Middle School AFL B.

Arabic as Foreign Language B
AFL B is a year-long course designed for seventh and eighth grade students who have taken AFL A or its equivalent. The main emphasis of this course is oral communication and the ability to use simple conversational skills in the completion of basic “survival tasks”. Students will continue to learn basic vocabulary, grammar and simple language structures. They will also develop the ability to read and compose simple paragraphs. The course is designed to prepare students for Middle School AFL C or High School AFL Level II.

Arabic as Foreign Language C
AFL C is a year-long course designed mainly designed for eighth grade students who have successfully completed AFL B or its equivalent. The course combines a thematic approach with a stronger emphasis on grammatical progression than in earlier levels. Oral communication continues to be emphasized and reading comprehension is developed. Writing is used to help with the learning process and to provide essential practice of key structures, vocabulary and grammar. The course is designed to prepare students for High School AFL Level II or other based on teacher recommendation.

Modern Standard Arabic A
MSA A is a year-long course designed for native Arabic-speaking sixth grade students. This course aims at strengthening reading, writing, speaking and comprehension skills through exposing the students to various types of texts: descriptive, narrative and informative. Throughout the course, students will participate in interactive learning activities that enhance both their written and oral skills. At the end of the course students are expected to be able to write coherent paragraphs on familiar topics. The course is designed to prepare students for Modern Standard Arabic B.

Modern Standard Arabic B
MSA B is a year-long course designed for seventh grade students who have successfully completed MSA A or its equivalent. This course aims at strengthening reading, writing and comprehension skills. Throughout the course, students will read several types of texts and engage in various activities that help the students to function with increasing proficiency in all four skills. Emphasis in this course is placed on cohesive writing. At the end of this course students are expected to compose well-written
paragraphs on familiar topics. The course is designed to prepare students for Modern Standard Arabic C.

**Modern Standard Arabic C**

MSA C is a year-long course mainly designed for eighth grade students who have successfully completed MSA B or its equivalent. This course aims to further develop students’ Arabic language proficiency while reviewing and broadening the language foundations they have acquired in previous courses. Emphasis on cohesive writing continues to be a major component of this course. Throughout the year, students will engage in several activities that strengthen their oral and writing skills. At the end of this course students are expected to compose well-written essays on various topics. The course is designed to prepare students for High School Modern Standard Arabic II or Arabic Language and Literature I upon teacher recommendation.

**Arabic Enrichment**

Arabic Enrichment is a semester-long elective with the objective of improving MSA students’ language skills. This course includes a variety of learning activities that enhance the student’s oral language, reading, and writing skills. Reading texts will include fiction and nonfiction passages selected by the teacher to be used for instruction, guided practice and assessment. Students will also independently read a book of their choice during the semester and practice applying strategies to this text. This class will include individual silent reading, guided reading and group reading. This course also includes a combination of targeted interventions focused on grammar, elements of quality writing, and stages of the writing process.

**French**

**French A**

French A is a year-long course created for sixth grade students with little or no background in French. The units are designed around fun and engaging topics, imaginative activities and projects, and interactive technology presentations that show how to use language in cultural context. Students learn basic grammar structures and develop an ability to communicate in French. Although the main emphasis is on oral communication, students will strengthen their skills in writing, listening and reading. The course is designed to prepare students for Middle School French B.

**French B**

French B is a year-long course created for seventh and eighth grade students that have taken French A or its equivalent. The main emphasis of this course is oral communication and the ability to use simple conversational skills. Students will continue to learn basic vocabulary, grammar and simple language structures. They will begin to develop the ability to read and compose simple paragraphs.

The course is designed to prepare students for Middle School French C, D or High School French Level II.

**French C**

French C is a year-long course mainly designed for eighth grade students who have successfully completed French B or its equivalent. The course combines a thematic approach with a stronger emphasis on grammatical progression than in earlier levels. Listening and speaking skills continue to be emphasized but reading comprehension is strongly developed. Writing is used to help with the learning process and to provide essential practice of key structures and vocabulary. The course is designed to prepare students for High School French II.

**French D**

French D is a year-long course designed for eighth grade students who have demonstrated exceptional skills and knowledge in French B while in seventh grade. The course combines a thematic approach with a strong emphasis on grammatical progression and vocabulary acquisition at a faster pace than in preceding levels. Students will continue to develop all communication skills. The course prepares students for High School French III. Recommendation to this level is based upon a student’s performance.

**Spanish**

**Spanish A1**

Spanish A1 is a year-long introductory course created for sixth grade students with little or no background in Spanish. The unit course is designed around fun and engaging cross-cultural explorations, imaginative activities and projects, and interactive technology presentations that show how to use language in cultural context. Students learn basic grammar structures and begin to develop an ability to communicate in Spanish. Although, the main emphasis is on oral communication, students will strengthen their skills in writing, listening and reading. The course moves at a slower pace than Spanish A2. The course is designed to prepare students for Middle School Spanish B1. Students who meet the standard may be considered for Spanish B2. This is determined by teacher recommendation, student performance, and learning habits.

**Spanish A2**

Spanish A2 is a year-long course mainly designed for sixth grade students who have had previous exposure to Spanish. The unit course is designed around fun and engaging cross-cultural explorations, imaginative activities and projects, and interactive technology presentations that show how to use language in cultural context. Students learn basic grammar structures and develop an ability to communicate in Spanish. Although, the main emphasis is on oral communication, students will strengthen their skills in writing, listening and reading. The course is designed to prepare students for Middle School Spanish B2.
Spanish B1
Spanish B1 is a year-long course created for seventh grade students that have taken Spanish A1 or its equivalent. The main emphasis of this course is oral communication and the ability to use simple conversational skills. Students will continue to learn basic vocabulary, grammar and simple language structures. They will begin to develop the ability to read and compose simple paragraphs. The course moves at a slower pace than Spanish B2. The course is designed to prepare students for Middle School Spanish C.

Spanish B2
Spanish B2 is a year-long course created for seventh grade students that have taken Spanish A2 or its equivalent, and in some cases, Spanish A1 or its equivalent. The main emphasis of this course is oral communication and the ability to use simple conversational skills. Students will continue to learn basic vocabulary, grammar and simple language structures. They will begin to develop the ability to read and compose simple paragraphs. The pace of this class requires high student interest and investment. The course is designed to prepare motivated students for Middle School Spanish D.

Spanish C
Spanish C is a year-long course mainly designed for eighth grade students who have successfully completed Spanish B or its equivalent. The course combines a topic and situation-based approach with a more conventional structural and grammatical progression. Listening and speaking skills continue to be emphasized but reading to illicit information and for personal enjoyment is developed. Writing is used to help with the learning process and to provide essential practice of key structures and vocabulary. Creative writing is primarily on real life, personal themes, and some narratives that incorporate grammar learned. The course is designed to prepare students for High School Spanish II.

Spanish D
Spanish D is a year-long course designed for eighth grade students who have demonstrated exceptional skills and knowledge in Spanish B while in seventh grade. The course combines a thematic approach with a strong emphasis on grammatical progression and vocabulary acquisition at a faster pace than in preceding levels. Students will continue to develop all communication skills. The course prepares students for High School Spanish III. Recommendation to this level is based upon a student’s performance.

Fine Arts Electives

Middle School Brass Ensemble (MSBE)
Middle School Brass Ensemble is a Fine Arts elective for seventh and eighth grade students who have had experience playing or who have a strong desire to learn a brass instrument. The brass instruments taught are part of the standard concert band. These instruments include trumpet, horn, trombone, baritone horn/euphonium and tuba. The school will attempt as best as possible to provide seventh grade students with the instrument that he or she will use in MSBE. All students, especially eighth grade 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 QAR 600. Students will be issued a band method book at no charge.

MSBE will only include those instruments listed above. Those students interested in learning to sing in choir or play a woodwind or percussion instrument should choose the appropriate other group.

Middle School Woodwind Ensemble (MSWW)
This is an elective for seventh and eighth grade students who have had experience playing or who have a strong desire to learn a woodwind instrument. The woodwind instruments taught are part of the standard concert band. These instruments include flute, clarinet, oboe, bassoon, and alto/tenor/baritone saxophone. The school will attempt as best as possible to provide seventh grade students with the instrument that he or she will use in MSWW. All students, especially eighth grade 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 QAR 600. Students will be issued a band method book at no charge.

MSWW will only include those instruments listed above. Those students interested in learning to sing in choir or play a brass or percussion instrument should choose the appropriate other group.

Middle School Percussion Ensemble (MSPE)
This elective is for seventh and eighth grade students who have had experience playing or a strong desire to learn a percussion instrument and have had prior keyboard/piano experience. The percussion instruments taught are part of the standard concert band. These instruments include xylophone/marimba/bells, snare drum, bass drum, timpani and accessory percussion (tambourine, maracas, guiro, etc.). Strong emphasis will be placed on learning mallet percussion_KEYBOARD/keyboard that will include reading from the treble clef and bass clef staves. Daily practice on correct sticking/technique on snare drum and drum pads is also required. Students will rent a keyboard/mallet instrument from the school as well as a drum pad and stand for a fee of QAR 350. Students will be issued a pair of drumsticks and a method book at no charge.

MSPE will only include those instruments listed above and will not include drum set practice. Those students interested in learning to sing in choir or play a woodwind or brass instrument should choose the appropriate other group.
Music in Our Lives
Music in Our Lives will cover many aspects of music. Students will perform on rhythm instruments, compose using technology, research and present on a chosen artist, and synthesize gathered inspirations to create their own music. There will be no after school performances. All work will be given ample classroom time, but if a project is not finished, the student may need to complete work at home. Students will need to bring a computer to class. They will be responsible for a weekly digital music journal.

Middle School Concert Choir
The Middle School Concert Choir is an advanced choral ensemble for 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. The MSCC is available based on audition to students in seventh and eighth grade.

Other Electives (Semester-long)

Advanced Robotics
The objective for this elective is to use Lego Mindstorms programming to develop the 21st Century skills of problem solving, critical thinking and collaboration. This is an introductory level session that uses NXT-G (Graphic Programming) as performed on the Lego Viewlab that will be developed later in high school. Students will master the programming aspect of the Common Pallet and demonstrate this mastery through various exercises.

General Robotics is a prerequisite for this class.

The Amazing Brain
The Amazing Brain is a journey into the mechanics of learning; emotions and brain care for middle school students. In this intriguing class you will learn about the parts of your brain and how your brain works (we will dissect brains to find out!). We will examine brain-body connections, memory and how it can be strengthened, the key elements of brain care, links between emotion, behavior and attitude, how to lessen and manage stress and how your brain learns. You will learn how to become a better learner by understanding what is going on inside your head!

The Art of Fused Glass
In this course, students will learn the art of glass fusing. Projects will be based on research and new skills. Mixing new skills and the inspiration picked up during their research, students will create works of art that display their talent as an artist as well as their personal interpretation of the projects given. Fused glass is a term used to describe glass that has been fired or heat processed in a kiln at extremely high temperatures. Students will explore the basics of cutting, designing, fusing and slumping glass in a kiln. Fused glass can be used to make jewelry, decorative tiles and functional or sculptural objects, such as bowls, plates, etc.

Art 2D
In this course, students will explore a variety of mediums, which may include graphite, cut paper, acrylic, pastel and water color as well as the printing process. Projects will begin with a teacher-led study of an art style or art movement. Mixing new skills and the inspiration picked up during their research, students will create works of art that display their talent as an artist as well as their personal interpretation of the projects given.

Cultural Arts
In this course, a wide variety of art and culture from countries around the world will be explored. Students design and create their own artwork based on these explorations. This is a ‘craft-based’ course, which may include the following projects:

- Chinese New Year: Dragons, Chinese fan art.
- African Artifacts: jewelry, baskets, pottery
- Cultural Corners in Clay
- Pop-Culture Heroes: Silk-screen printed t-shirts
- Indonesia Batik: melted wax and dyes on fabric
- Japanese Origami: Kimono with Haiku
- Ukrainian: Egg Design
- Native American: Totems
- Pueblo/Navajo: Pottery
- Romanesque Facades
- Peruvian or Guatemalan: Weaving
- Panama Mola: colorful felt art of plants and animals
- Mexico (Dia de los Muertos): skeletons with humor
- Cultural Masks: clay and mixed media

Drama
This is a performance-based course that focuses on the acquisition of acting skills. It is the aim of this course that students be exposed to many forms of stimuli and be encouraged to explore a range of techniques to heighten their development as a performer. Students will be performing improvisational scenes as well as scripted scenes. All students are encouraged to work cooperatively and meaningfully with others and to respond and evaluate their own work.

Drama for the Screen
In this class both acting techniques and film techniques will be taught. All students will learn how to work both in front of and behind the camera. For the tech side, students will demonstrate understanding camera shot sizes and the dramatic effects each provides, properly set up lighting for a scene, manage the sound on the set, learn editing theory and how it affects shooting a scene, use computer editing software and state of the art video editing software, and will learn to
add special effects using special effects software. While in front of the camera, all students will also learn to analyze the similarities and differences between stage and screen acting, learn and utilize basic screen techniques and will create short films. All students will storyboard and perform in the short films they create.

Drama and Video Production are prerequisites for this class.

Engineering Exploration
Here is a course that allows you to do projects where you will solve problems, design, and build things. You can fail and try again until you finally succeed. Sometimes you will be given a problem or a challenge, while at other times you will get to choose to your own project - something you are interested in doing. You could end up: building a bridge, a crane, a flashlight, growing plants using hydroponics, 3D printing something you design, or learning how to code so you can design a website or make a game. Come with ideas, so you can explore, create, make and innovate!

Model United Nations
This course will focus on a question that is important to all middle school students: How can I become a better citizen of the world? Students will look at the United Nations and how this organization tries to solve problems. An important part to the course will be a simulated United Nations conference.

Money and Markets (Economics & Personal Finance)
The course's goal is to promote economic and financial literacy. This will include a study of basic economic/financial concepts (supply and demand, trade, graphing, budgeting, credit, etc...) through interactive, hands-on activities.

Outdoor Education
Students will be introduced to the sports of kayaking, orienteering, archery and rock climbing during class time. Students will also work in team building groups to solve problems and learn skills necessary to participate in outdoor activities. Skills include: first aid, camping, equipment and clothing selection, mapping skills, fire building, and wilderness survival.

Photography I
Students will learn the difference between taking a snapshot and creating a photograph. This course will inspire students to view the world through the lens of a camera. Student will go from pointing & shooting, to capturing the moment. By learning the camera inside and out, students will understand the technical side of how a camera works and help them to appreciate how aperture, shutter speed, and ISO can effectively create a work of art. Students will develop a critical eye to compose shots that contain structure and balance as well as texture, line, shape, light, perspective and point of departure.

Photography II
This class will push you towards extending and refining the skills and techniques introduced in Photography I. This class will challenge you to develop a higher-level of thinking, both technically and aesthetically to accomplish your visual goal through the lens.

Middle School Photography I is a prerequisite for this class.

Skills for Life
Whether you want to be an architect, an actress, a baker or a filmmaker, this class is for you. Learn some savvy skills that will help you impress your neighbors, flabbergast your friends and astonish your parents. We will learn how to tie a tie, how to read a recipe, and how to sew. We'll practice modern etiquette, survival skills, and keyboarding. Be brave and extend your knowledge. Sign up for this class to learn some savvy Skills for Life!

Speaking with Purpose
This introductory course is designed to provide students with public speaking experiences, so that they gain the skills and the confidence required to speak in front of an audience, no matter what the size or purpose. Students will develop an understanding of basic communication and presentation principles of public speaking through a variety of speaking assignments.

Video Production
Today, millions of people from all around the world enjoy creating and sharing their videos, and the numbers are growing larger every day. In this course students will be shown what is needed to plan, shoot and edit better videos. We hope this fun and friendly environment fuels the creativity of students and inspires them to make original and entertaining videos that tell stories visually. If you ever enjoyed making videos, this is the course for you.

Exploratory Blocks (Mandatory)

Core Enrichment 6
Core Enrichment is a year-long course for sixth graders that helps students build the skills and habits necessary for success in Middle School. Part of the time in each class is dedicated to sustained silent reading, where students select and read books that match their own reading level, with the goal of reading a million words by the end of the year. The other portion of the class is spent developing strong learning habits and offering extra support for students to work closely with our learning support, math, and reading teachers. Over the course of the year, students are taught and have the opportunity to practice organizational and study skills that will help them become more independent learners in Middle School.

Sixth Grade Exploratory Blocks
(Each course is nine weeks long and students select four of
the five blocks listed
Part of the Middle School ethos is to introduce students to new experiences, while empowering them to follow their passions and develop their interests. All sixth grade students are asked to select four exploratory blocks of the five offered.

Art
Art is a quarter long class during which students will explore a variety of media and subjects. Mediums will include, but are not limited to, graphite, clay, pastels, watercolor and acrylic. Students will explore artists and movements of art, explore new skills and build on old skills, all in attempts to further their development of self-expression through visual form. An A4 sized sketchbook will be needed for this course along with a small pencil case including three pencils, an eraser, a pencil sharpener, a glue stick and three plastic bags.

Drama
Drama is improvisation-based (spontaneous and rehearsed) and deliberately does not incorporate script work, focusing instead on the development of expressive skills. It is the aim of these units that students be exposed to many forms of stimuli and be encouraged to explore a range of theatrical and dramatic conventions to heighten their development as a performer. All students are encouraged to work cooperatively and meaningfully with others and to respond to and evaluate their own work. The skills that form the basis of this course will be refined and developed in future Drama units.

These units are designed to develop student ability in the following areas:

- Performance Skills (acting and performance creation)
- Interpersonal Skills
- Individual Confidence and Focus
- Performance Analysis (own and others)

Computers
This course is to help the student improve their computer skills and explore aspects of technology that foster creative expression through digital communication. Students will have an in-depth study into various multi-media application and communication programs.

Robotics
Robotics requires students to answer the essential question: “How do short and long term goals lead to a solution?” The question is answered through a research paper that focuses on the history of robotics. Using NXT Mindstorms, students are introduced to the use of servos and a simple flow chart. The four formative tasks are graded based on the students ability to demonstrate a good use of time, being productive, thinking critically, and making connections. The class culminates with a summative challenge that requires students to use short and long term goals to navigate through a robotics course.

Service Exploration
Discovering A World Outside Yourself is a class that will investigate the question “What do you care about?” You will discover your interests and create a way to educate and inform the community. What issues do you see going on in the world? Why do you think this is happening? Do you hear people discuss topics that you don’t understand but would like to learn more? What are the points of views on these subjects? Where do you stand and why? What are the things you care most about, animals, humans and/or environment? This class will provide an opportunity to investigate, discover, and question your assumptions with an option to act.

Seventh Grade Exploratory Blocks
(Each course is nine weeks long and students are required to take Careers Exploration and select three of the four blocks remaining)

Part of the Middle School ethos is to introduce students to new experiences, while empowering them to follow their passions and develop their interests.

Art
Art is a quarter long class during which students will explore a variety of media and subjects. Mediums will include, but are not limited to, graphite, clay, pastels, watercolor and acrylic. Students will explore artists and movements of art, explore new skills and build on old skills, all in attempts to further their development of self-expression through visual form. An A4 sized sketchbook will be needed for this course along with a small pencil case including three pencils, an eraser, a pencil sharpener, a glue stick and three plastic bags.

Drama
Drama is improvisation-based (spontaneous and rehearsed) and deliberately does not incorporate script work, focusing instead on the development of expressive skills. It is the aim of these units that students be exposed to many forms of stimuli and be encouraged to explore a range of theatrical and dramatic conventions to heighten their development as a performer. All students are encouraged to work cooperatively and meaningfully with others and to respond to and evaluate their own work. The skills that form the basis of this course will be refined and developed in future drama units.

Drama students are required to:

- Develop more sustained narratives and characters in performance.
- Integrate more specific uses of stagecraft and technology.
- Create more complex and detailed performances.
- Respond to more sophisticated stimuli for performance.
- Learn and utilize a broader range of drama specific skills and terminology.
Computers
This course is to help the student improve their computer skills and explore some aspects of technology that are indirectly related to academic class work. Students will learn how to use various application programs to creatively express and manipulate information for future classes.

Careers (Required)
Careers is a quarter long class where students explore the questions:

• Who do I want to be when I “grow up”?
• What is success and how do I achieve it?
• What skills and opportunities can I explore and develop now that will help me reach my short term and long-term goals?

Topics that are discussed and explored include success, identifying personality traits, learning styles, niche (roles in different communities), work environments, taking calculated risks, overcoming obstacles, communication styles, setting and achieving goals, developing positive employment traits, decision making and career options/innovations.

Service Exploration
This class designed to support you with the steps needed to Find Your Voice; Champion Your Cause. What does it take to make a change? How do I get my cause out to others? How do I organize and present my ideas so others will follow me on the road to change? What organizations are working that I can support?

Eighth Grade Exploratory Blocks
(Each course is a semester long)

Computer Integration
This course is designed to integrate computer usage into the student’s academic setting. It aims to deliver lessons in technology that can be put to direct use in all their classes. By doing this, students will be able to enrich their learning and enhance technology skills through meaningful application into all their subject areas.

Learning Service
This class is designed for students to examine an issue that addresses our school values of respect, responsibility, honesty, or compassion. This semester long class will begin with a sharing of a variety of cultural values with an emphasis on understanding different perspectives in the world and within our community. Global issues are identified through a brainstorming process which begins by looking at current and future challenges.

Individual interests in connection to the global issues will be identified and where possible students will engage in collaborative group work. From this point forward, research will be focused on gaining understanding of root causes with an eye on proposing possible “solutionary” solutions. This course will culminate in a presentation of the students learning and their proposed solution. As the capstone to their Middle School experience, students will draw on their learning from all content areas and learning habits in order to build a successful proposal and team.

Middle School Yearbook
Yearbook is a year-long class designed to challenge interested and responsible students in upper middle school. Students would become part of a yearbook team, working together to actually create the yearbooks that are sold and distributed at the end of the year. For effective performance, students would be expected to become familiar with Adobe Photoshop and InDesign software and be able to manipulate data and photos within them. Students will also gain experience developing layouts, writing effective captions, selecting and shooting the best photos for use in the yearbook. The main function of the class is to create interesting and informative finished yearbook pages ready for publication. Students would need to have a digital camera available for their use.

This elective is by application only. Sign-up and applications are available with the yearbook teacher. This course will not appear as an elective offering during online scheduling.

Leadership Service
In this service class, students will learn how to be strong student leaders. We will explore leadership qualities and styles, presentation skills, meeting facilitation, A/V production, learn and practice collaboration skills, conflict resolution and teamwork.

These students will be the executive members of our MS House Council (Student Council). They will plan and create Middle School assembly presentations, brainstorm ideas for intramurals & house activities, assist with activity preparation and field day/House Extravaganza planning and execution. They must also complete 20 hours of volunteer work outside of regular school hours and attend a leadership retreat.

This class is by application only! Full Year course in place of Service and Computer Integration.

Middle School Support Classes
Support classes are taken in the place of elective courses (with the exception of Learning Support)

English as an Additional Language (EAL)
The EAL program is designed for students who are in the process of acquiring a competent level of fluency in the English language in order to succeed in their core content classes. Throughout the year, students in the program will develop and
improve on skills in the following areas: listening, speaking, reading, writing, grammar use, vocabulary building, the writing process, daily oral exercise, and comprehension. Students will acquire the skills through both independent EAL units and assistance with core class work when needed (as requested by students and teachers). The emphasis of the EAL program is on helping students feel and be successful by gaining an operative command of the English language for use in participation in academic activities, as well as for use in socialization. Students are eligible to exit the program when they have achieved the required results on the EAL assessment test that is given at the end of the year, and when their core content teachers agree that the student is ready to successfully continue the following year without additional EAL support.

**Learning Support**
Learning Support provides services to students who have been identified as having mild disabilities and who are able to meet ASD’s academic performance standards. Short term/temporary Learning Support services are offered to any student desiring to improve academic performance with learning skills and strategies. The goal for all students is independence through academic self-management and self-advocacy. Learning Support services are provided through several options: Learning Support class, pull-out during Core Enrichment or SWAT, before or after school appointments, Study Club, workshops, informational displays and handouts.

**Reading Enrichment**
Based on student and class needs, students will be explicitly instructed in reading strategies, practice applying these and be assessed on their ability to apply the strategies. Students will independently read a book of their choice at their level during the semester and practice applying strategies to this text. Other texts will include fiction and nonfiction passages selected by the teacher to be used for instruction, guided practice and assessment. This class will include individual silent reading, partner reading and group reading.

**Writing Enrichment**
Writing Enrichment is a semester-long elective with the twin objectives of improving students’ writing skills and building interest within this subject area. This course includes a combination of targeted interventions focused on grammar, elements of quality written communication, and stages of the writing process. Students are then able to apply learning gains in these areas through authentic writing tasks such as creating newsletters, literary journals, non-fiction books, and other publications. The ultimate goal of Writing Enrichment is to help students become stronger writers, build confidence in their abilities, and have fun while growing academically!

**Math Enrichment**
These courses allow students to continue with their grade level coursework in mathematics; supporting and strengthening basic mathematical skills. This intervention course is designed for students who are in need of additional support or those who may have gaps in their math backgrounds.

**Study Skills**
Study Skills is a course for seventh and eighth grade students who have shown an interest in developing their work habits. Students will work in a variety of organizational and study habits, which can be used across their courses. Great emphasis will be placed on graphic organizers, use of the daily planner, and reading comprehension. Admission into this class is highly selective and requires input from the student, parents, counselor, and principal.

**Middle School to High School Transitions**
The middle school program is designed to do many things including educating the whole child, getting students to focus on learning and not grades, and being full and active participants in their education. At the end of three years, we matriculate our students to our high school program that has similar goals. We prepare students for successful high school careers and they continue that process to prepare them for successful college careers. For this reason, it is not too soon to begin thinking about high school transitions once students enter the middle school. Decisions that are made along the way, have a tendency to affect long term planning and the best thing that we can do is have our parents and students be as informed as possible of how various tracks affect them as they move through our school. In transitioning to the high school, students need to be on the completion end of the process of becoming a self-directed learner. Students need to learn to advocate for themselves academically. This means asking for help and clarification when needed. It means fewer supports from the school and more habits of mind that result in strong academic performance. It means learning and practicing problem solving in a multitude of areas. This is what the middle school is attempting to teach for three years, and the expectation edges continually towards greater independence of the student. By the time a student reaches high school, there is an assumption that they will have this facet of their learning under control.

**Math Transitions**
These pieces of data are considered for math placement:
- Proficiency in math standards and benchmarks
- Work ethic (learning habits)
- Longitudinal math MAP scores
- Score on an algebra-readiness assessment
- Score on final standards-based assessment (Algebra I)

**High School Class Options**
- Algebra I A/B for students who have taken Math, but have not mastered standards and benchmark criteria to be placed in Algebra I. This course is intended for students who need an introduction to Algebraic concepts in order to be prepared for Algebra I.
• Algebra I for students who have taken Math 8 and have mastered standards and benchmark criteria to advance to Algebra I.
• Students who have taken Algebra I, but have not mastered standards and benchmark criteria at the Algebra I Level.
• Geometry for students who have taken Algebra I and have mastered standards and benchmark criteria to advance to Geometry.

Students exiting Algebra I with at least a ‘B’ average have the option of taking both Geometry and an Algebra 2 math class concurrently.

Science Transitions
Chemistry and Physics Fundamentals (CPF) is the course in which the majority of ninth graders will be placed. CPF is a continuation of the integrated science courses taken in the middle school. CPF has an emphasis on mathematical concepts, and therefore most students will need to have met the standards and benchmarks covered in Math. Students who exit CPF will have a solid foundation to move through the sequence of Biology, Chemistry and Physics.

Earth Science
This course is for students who have been challenged in Math. Earth Science does not depend on strong mathematical skills for student success.

Honors Biology
This course is only recommended to a small number of particularly strong math and science students that have already completed Algebra I. Only highly motivated and self-directed students will be recommended for Honors Biology. Without strong mathematical and scientific skills coming into Honors Biology, students will need to move on to Honors Chemistry in tenth grade without the benefit of Chemistry and Physics background that others have received in CPF. Ninth grade students who take Honors Biology are in the track to advance to AP Biology, AP Chemistry and AP Physics in their four years in the high school. This is an extremely small number of students.

High School Transition Timeline
Eighth grade students typically begin to look at course selection at the beginning of March and select their ninth grade courses by the third week of March. Students and parents will have the spring conferences to discuss placement issues pertaining to the high school courses that are under consideration. High school students typically receive their schedule for the following year prior to leaving for the summer after eighth grade.

Recommendations and Parental Response
The middle school will make recommendations for placement based on a variety of factors including classroom performance, learning habits, standardized test performance, teacher recommendation and standards-based assessments. Because placements are recommended during the third quarter, if there is a question of placement, the middle school will opt for the lower placement. If a student continues to show growth, hard work and determination, the middle school may revisit the placement recommendation, at the discretion of the Middle School Principal. If a parent or students disagrees with the placement at the end of the year, they may appeal to the principals of both the middle school and high school together and they will arrive at a determination of what the final placement will be based on the demonstrated mastery of standards, past classroom performance, learning habits, and a longitudinal study of performance on Measures of Academic Progress (MAP).

Graduation Requirements
Students must earn twenty-five units of credit in Grades 9 - 12 to qualify for an American School of Doha diploma.

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<th>Required courses</th>
<th>Minimum requirements</th>
<th>Minimum recommended for college</th>
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<td>English</td>
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<td>Mathematics</td>
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<td>Minimum total credits</td>
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<td>Community Service</td>
<td>10 per year of enrollment in ASD High School to be submitted yearly. Included in CAS hours.</td>
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