HIGH SCHOOL PROGRAM OF STUDIES
2016 - 2017 SCHOOL YEAR
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ASD’s Mission, Vision &amp; Objectives</td>
</tr>
<tr>
<td>3</td>
<td>General Information</td>
</tr>
<tr>
<td>8</td>
<td>The Advanced Placement Program</td>
</tr>
<tr>
<td>9</td>
<td>The International Baccalaureate Program</td>
</tr>
<tr>
<td>11</td>
<td>Independent Study</td>
</tr>
<tr>
<td>13</td>
<td>English Department</td>
</tr>
<tr>
<td>15</td>
<td>Mathematics Department</td>
</tr>
<tr>
<td>19</td>
<td>Science Department</td>
</tr>
<tr>
<td>23</td>
<td>Social Studies Department</td>
</tr>
<tr>
<td>27</td>
<td>Technology Department</td>
</tr>
<tr>
<td>29</td>
<td>Visual and Performing Arts Department</td>
</tr>
<tr>
<td>36</td>
<td>World Language Department</td>
</tr>
<tr>
<td>41</td>
<td>Health and Physical Education Department</td>
</tr>
<tr>
<td>43</td>
<td>Other Courses</td>
</tr>
<tr>
<td>44</td>
<td>Course Selection Form</td>
</tr>
</tbody>
</table>

Photo Credit: G. Al-Kuwari
Dear Students and Parents,

Welcome to the American School of Doha’s (ASD) Program of Studies 2016-2017. This document is an essential tool in assisting you to create and develop an individualized academic program. The Program of Study contains descriptions of ASD’s high school course offerings, course entrance criteria and graduation requirements.

Planning a program of study is extremely important and we ask students to take time to reflect upon what they would like to accomplish, where their interests lie and in which areas they need development and growth. Students should focus on; subject strengths, subjects that are suitable for their individual skill sets and always maintain a balance.

As you review this publication thoroughly please consider the following:

- 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, IB/AP Coordinator and Counselor as you make your class choices. Please check specific university and college application requirements as you select your short-range plans for the 2016-2017 school year and your longer-range plans for the culmination of high school and beyond. Remember, ASD’s high school faculty and administration are here to support, guide and offer advice.

Keep as many future doors open as possible. Take full advantage of the diverse and varied academic programs offered at ASD and maximize your chances of getting into the university or college of your choice. Ideally, your high school education should be challenging, wide-ranging and ultimately stimulating.

I wish you success in this process and hope you find the Program of Study an invaluable source of information. Please feel free to contact me if you need any further assistance.

Best regards,

Michael Roberts
High School Principal

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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.

**General information**

**The Academic Day**
The school day runs from 7:55 a.m., first bell, until 3:00pm. Students are expected to be in their first period class and seated by the time the second bell rings at 8:00 a.m. Students attend four 85-minute classes per day. Classes meet every other day. Most students have one study period every other day, giving them the opportunity to complete homework, to use the library, to conference with teachers, or to study. Students are released at 12:30pm on Tuesdays when there is a full five-day week. These afternoons are used for professional collaboration among faculty and staff.

**Grade Level Placement**
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>Freshman (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>

A student who does not meet these credit requirements will remain in the same grade placement until the necessary credits are earned to advance to the next grade.

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 16 credits, and be placed in Grade 11.
Guidance Committee
The Guidance Committee is comprised of the Principal, Associate Principals, Guidance Counselors, Teacher Representatives, the Learning Support teachers, the IB/AP Coordinator. This group meets weekly to:

- Consider special requests brought before this group for review
- Review and evaluate high school policies
- Review students’ academic and emotional development
- Formulate plans to assist those students in need.

Reporting Progress and Achievement
Academic progress and achievement at ASD is reported as dispositions and letter grades. The dispositional marks for Responsibility, Reflection, and Collaboration are indicative of learning behaviors that promote academic achievement. Dispositions are reported as follows: Meets (M), Approaching (A) and Concerned (C). Academic achievement is reported using letter grades and is based on a percentage. These grades may be weighted in some courses and are used in the calculation of student GPA. Both dispositional marks and letter grades are used to determine eligibility for activities participation and senior privileges.

Credits
Credits are the units by which academic progress is measured. Twenty-five credits are required for graduation from ASD. Students typically earn seven credits per year. Credit will be given only for courses taken while students are enrolled at the ninth through twelfth grade levels or as approved by Guidance Committee. (See Non-Traditional Credit Options below.) A student will gain one credit (1.0) after successfully completing a course for a full year. A student will gain one-half credit (0.5) after successfully completing a course for a half year.

Non-Traditional Credit Options
ASD does its best to place students appropriately in high school courses but there may be times when students can gain high school credit outside of the typical high school class format. A student may not receive more than one credit through non-traditional means during their enrollment at ASD.

Middle School Credit Option
Students enrolled in an ASD high school course while in middle school can gain high school credit, if:

1. The equivalent course is NOT offered in Middle School;
2. The student meets all the necessary pre-requisites for the high school course AND obtains an appropriate teacher recommendation;

High school credits earned in middle school may count toward graduation requirements but must get approval through the Guidance Committee.

Summer School Credit Option
Students interested in attending summer school for high school credit can do so, if:

- Prior permission is granted through the counseling office or the Guidance Committee;
- The student has completed at least two semesters of high school at ASD;
- The student provides an official transcript to ASD upon completion of the course prior to September 1 of that academic year;
- The course is taken from an accredited institution AND meets the course credit hour requirements at ASD;
- The course is, generally, not available at ASD.
- The student may not receive more than 1.0 credit in their ASD career without the approval of the Guidance Committee.
- Transfer credits from summer school may count towards graduation requirements but must get approval through the Guidance Committee.

Distance and Online Learning
Given the increasing influence of technology on high school programs, ASD is receptive to requests for distance or online learning opportunities within a managed and cooperative environment. Students may enroll in distance and online learning courses for credit recovery, concurrent study within one subject area, enrichment, or as part of an independent study. Students are responsible for paying all additional fees for the course.

Students may pursue this option for high school credit, if:

- Prior permission is granted through the Guidance Committee;
- The student completes an independent study plan;
- The course is taken from an accredited institution AND meets the course credit hour requirements at ASD;
- The student provides an official transcript for the course.

Course Load
Every student is required to carry a minimum of seven courses (seven 85-minute blocks or a combination equal to seven blocks). Seniors may be permitted to take a minimum of six courses as long as four of them are core courses, and the six courses must not include a Teaching Assistant course or Astrolab.

Students may take eight courses upon consultation with their counselor.

Course Changes
The teacher may recommend that a student be changed to another course if the teacher has determined the student has been misplaced.
Student-initiated requests for course changes take place within the first three weeks of the scheduled course. After the initial three week period, parent-teacher-counselor communication is required to request withdrawal from the course. Any requests following the three-week course change date require that students have attended tutoring with the teacher, established and followed through on an improvement plan, and obtained approval from the AP/IB coordinator and/or counselor.

The necessary steps to follow when requesting a course change are:

1. Student obtains petition form from counselor for the course change.
2. Parent, current teacher, or receiving teacher recommends the change.
3. Counselor makes a recommendation.
4. A final decision will be made by the Guidance Committee, taking all recommendations into account.

Course Withdrawal
In order to withdraw from a course after the first three weeks of classes, you must follow the following guidelines.

Students may not withdraw from a course after 3 weeks of classes without the approval of the Guidance Committee. Any changes after the first 3 weeks of school will result in a withdrawal, with the grade at the time of withdrawal included on the student’s official transcript, but not included in the GPA.

The necessary steps to follow when requesting a course withdrawal are:

1. Student obtains petition form from counselor for the course withdrawal.
2. Parent and current teacher explain reason for the withdrawal.
3. Counselor documents his/her thoughts concerning the withdrawal.
4. A final decision will be made by the HS Guidance Committee, taking all recommendations into account.

Recommended Course Repetition
Students receiving a ‘D’ or an ‘F’ grade in a course may be recommended to either repeat the course during the following school year or retake the course during the summer to prepare to take a placement test upon their return to school in order to move up to the next level.

A student may repeat a class at the recommendation of his/her teacher and/or counselor. Both grades will appear on the transcript but only the higher grade will be counted in the GPA calculation and for credit.

Attendance
Regular attendance and punctuality are emphasized at ASD. Because performance in class through collaborative activities is an essential element of student learning and assessment, students must be present and absences must be minimized. To receive course credit, students may not miss more than 6 classes per course per semester. Students exceeding this absence limit will receive the grade on their final transcript but will not be granted credit. Four tardies are equal to one unexcused absence.

Withdrawal from School
Students planning to transfer to another school must present a written request from a parent to the Admissions Office at least two weeks prior to withdrawal. The preferred method is completion of the form online. Students must also report to the office manager to receive a withdrawal form for 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 and laptops, paid all school fees, and returned all library materials.

Graduation Requirements
Students must earn twenty-five units of credit in Grades 9 - 12 to qualify for an ASD diploma. Any exemptions to these requirements must be petitioned to the Guidance Committee.

*See table on the following page.

Other graduation requirements/recommendations

1. 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. U.S. History may be taken in Grades 11 or 12. U.S. citizens who are IB Diploma candidates will have this requirement waived.
2. Students must be in attendance at ASD for two consecutive semesters immediately prior to receiving an ASD diploma.
3. **Non-IB Diploma students are required to submit reflections on and verification of 10 hours of community service each year that they are in high school at ASD. IB Diploma students will need to complete the Creativity, Activity, Service (CAS) component of the IB Program, but should have a minimum of 20 hours submitted for grades 9 & 10 prior to starting the IB Diploma Program.
### Homework and Related Expectations

“Homework” is defined as any authentic task that a student is expected to complete outside of scheduled class time, whether or not it is formally assessed. This definition includes, but is not limited to: research, writing assignments, pre-class readings, practice/review questions, summarizing documents, preparing presentations, and reviewing for assessments (tests and quizzes). The work is designed to be quality time spent exploring connections to the curriculum and to engage students in learning.

Homework should help students learn. The major functions/goals of homework at ASD serve as:

- Review and reinforcement of recently-acquired knowledge and/or skills;
- Practice of applying recently-acquired knowledge and/or skills;
- Preparation for upcoming classes (e.g. by reading or researching);
- Preparation for upcoming summative assessment tasks;
- Continuation of ongoing tasks (e.g. research, essays, lab reports, presentations).

### The Amount of Homework

In the case of homework, more is not always better. The small body of research exploring effectiveness of homework at the high school level indicates that two to three hours of homework per night is most effective (Cooper 1989, 2006). Obviously, homework may take considerably longer (and be less effective) if students are distracted. These homework time limits are intended to allow all students some discretionary study time on weekends, beyond their formally assigned homework. Some students — especially those enrolled in the full IB Diploma — will need that time for additional tasks such as their Extended Essays and CAS planning and reflection. No additional homework (i.e. above the normal maximum for a block) will be assigned over long weekends or school vacations.

#### Homework Guidelines

Each course description includes a statement about the amount of time students can expect to spend on homework. The following is a guideline for an average number of minutes per class meeting.

- **Light** 0-30 minutes
- **Moderate** 30-45 minutes
- **Heavy** 45-60 minutes

Note that these are averages and may vary. Some students will be able to complete an assignment in 30 minutes, while the same assignment may take another student 60 minutes. Assigned reading is especially variable.

AP and IB HL courses will usually require more homework than other courses. In general, AP and IB students need to expect some work over holidays. IB diploma students will also have CAS and extended essay work.

Teachers are expected to:

- Specify details of the homework task(s) before the end of the class and allow time for clarification; confirm the homework task(s) and required resources on course NVS pages by 3:30 on the day work is assigned and (preferably before the end of the class);
- Make it clear what the students is intended to learn;
- Provide guidance about how to complete the homework task;

### Required courses

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Minimum requirements</th>
<th>Minimum recommended for college</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
<td>3.0 - 4.0</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0</td>
<td>3.0 - 4.0</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Physical Education for Health</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Speech (or Theory of Knowledge I)</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Senior Seminar (or Theory of Knowledge II)</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>Minimum total credits</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>Community Service</td>
<td>10 per year of enrollment in ASD High School to be submitted yearly. Included in CAS hours.</td>
<td></td>
</tr>
</tbody>
</table>
• Provide an estimate of how long the homework should take to complete;
• Specify the due date and assessment criteria (if it will be assessed);
• Respect the times above and avoid adding additional tasks to ongoing assignments;
• Communicate with colleagues and students about the timing of major assignments and assessments to avoid periods of unreasonable workloads.
• Differentiate homework for SL and HL students who are enrolled in mixed SL/HL courses;
• Carefully consider the justification for any assigned summer work. If summer work is assigned it is to be directly related to course curriculum;
• Take time during each subsequent class to explore what was learned and address questions and misconceptions. Homework is most effective when accompanied by teacher feedback.

Students are expected to:

• Use study time effectively – in class, during study periods, and at home – by focusing on the tasks without distraction;
• Actively engage with the work through reflecting on questions including:
  o Is there anything that needs to be practiced that will make you feel more confident about the current learning?
  o Is there anything you find particularly interesting that you would like to spend more time on?
  o Is there anything you need to prepare to be able to continue to learn the next class period?
  o What have you learned today? Bring any questions or new ideas to the next class.
• Communicate proactively with teachers to ensure that assignments are understood and progress is made prior to the due date;
• Review course material regularly, rather than “cramming” for tests at the last minute;
• Plan ahead: certain periods (e.g. the end of a semester, the week before a holiday) may be busier than others so students must plan ahead and manage time effectively;
• Make steady progress on major assignments, including communicating progress to teachers, rather than leaving them to the night before they are due;
• Commit to their own wellness in the form of good diet, regular exercise, and adequate sleep.

Students who repeatedly fail to meet these expectations may, at the discretion of the high school counselors, forfeit their unsupervised study period and instead be scheduled to a supervised study period where they will be coached in effective study habits.

Parents are expected to:

• Show interest and support homework assignments (both the degree of progress and the learning goals). Parents are not expected to be homework police;
• Support their children’s studies at home, both emotionally (encouragement) and practically (providing a suitable location for focused study, helping ensure that their children can study effectively);
• Support realistic academic goals and recognize that success in school is not directly proportional to the amount of time spent on homework;
• Recognize that ASD high school commitments alone – academic demands, after-school activities, and commuting – contribute to very busy lives for our students. Additional expectations, such as outside tutoring or language classes, inevitably reduce the amount of time that a student can focus effectively on their ASD commitments.
• Let children make mistakes and experience “successful failures”. Recognize that a missed assignment or poorly done homework assignment every now and then is not going to hurt your child in the long run. Parents can help students organize their time or prioritize assignments, but when parents regularly deliver forgotten assignments to school or step in to rescue a child at the last minute, they may be denying the student the opportunity to develop resilience and fortitude.
The Advanced Placement Program

Advanced Placement (AP) courses offer ASD students the opportunity to do college-level work while still in high school. The courses are available to qualified, motivated students primarily in Grades 11 and 12. Listing AP courses on a student transcript, earning a GPA boost and receiving any potential university credit are contingent upon taking the AP examination for any course in which the student is enrolled.

ASD does not offer AP exams to students outside of AP courses in which they are enrolled or which are a part of an Independent Study.

Current Advanced Placement Courses at ASD:

- Biology
- Chemistry
- Physics 1
- Physics 2
- Environmental Science
- Computer Science
- Calculus AB
- Calculus BC
- Statistics
- US History
- European History
- World History
- Comparative Government
- English Language and Composition
- English Literature and Composition

Online AP Courses

If an AP course is not available at ASD, a student may enroll in the AP course online if it is offered by an accredited agency. If a student wishes to pursue this option, they must follow the guidelines for Independent Study (page 11). The fees for the online course will be in addition to the ASD tuition.

AP Exam Registration and Fees

AP exam registration begins in January and is completed by mid-February. Students who are sitting for an AP exam are obliged to pay the exam fees. At the present time the exam fee is 500 Qatari riyals per exam. These fees are subject to change due to increases by the College Board.

Advanced Placement Recognitions

During commencement each year, ASD recognizes AP excellence through its AP Recognition of Merit awards. Any student who has taken five AP courses in grades 10 through 12 and has achieved a C or better in those courses is eligible for the award.

In addition, College Board recognizes AP achievement in the following ways:

- AP Scholar – Scores of 3 or higher on three Advanced Placement exams.
- AP Scholar with Honors – An average score of 3.25 on all Advanced Placement exams taken and scores of 3 or higher on 4 or more exams.
- AP Scholar with Distinction – An average score of 3.5 on all Advanced Placement exams taken and scores of 3 or higher on 5 or more exams.
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, which 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 also 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. By the conclusion of the IB diploma program, the candidate should be able to demonstrate:

- 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 personal qualities of intellectual curiosity, perseverance, honesty and objective self-criticism.

IB Full Diploma and IB Diploma Courses

The IB Diploma consists of six subjects plus the “core” (see next page). 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 or a combination of IB certificates and AP courses is one that should be discussed with your counselor, your teachers, your parents, and the AP/IB Coordinator.

The Six Subject Choices

(These courses are open to all students meeting prerequisites and can be taken individually or as part of an IB Diploma.)

Students choosing the full diploma must select one course from Groups 1 - 5 and a sixth choice from Groups 1 - 4 or Group 6. Diploma students choose three Higher Level (HL) and three Standard Level (SL) subjects. Certificate students can choose any number and any combination of courses.

Group 1: Studies in Language and Literature
- English Literature (SL/HL)
- English Language and Literature (SL/HL)
- Arabic Language and Literature (SL/HL)
- French Language and Literature (SL/HL)
- Spanish Language and Literature (SL/HL)

Group 2: Language Acquisition
- French B, Spanish B and Arabic B (SL/HL) and ab initio (SL)

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

Group 4: Experimental Sciences
- Biology, Chemistry, Physics and Computer (Science all at SL/HL)

Group 5: Mathematics
- Math HL, Math SL and Math Studies SL

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

IB Bilingual Diploma

IB will award a bilingual diploma to any student who completes all requirements for full IB diploma and on or both of the following criteria:

- Completion of two languages selected from Group 1 with the award of a grade 3 or higher in both.
- Completion of one of the subjects from Group 3 or Group 4 in a language that is not the same as the candidate’s nominated Group 1 language.

Costs

Students are responsible for paying their IB examination fees. For a full diploma, the fee is approximately 3000 Qatari riyals.

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. This course replaces Speech as a graduation requirement.
Creativity, Activity and Service (CAS)
A requirement that develops the whole individual with involvement in creative, physical and service activities within the local community. The CAS requirement encourages students to gain real life experience beyond the classroom.

Extended Essay (EE)
An externally assessed independent research assignment of 3,000-4,000 words on a specific topic chosen by the student. The topic chosen is usually from one of the six subjects being studied. This will replace Senior Seminar as a graduation requirement for IB students.
Independent Study

Independent Study is an opportunity for students to create and complete coursework outside of the regular course offerings at ASD. A program of Independent Study usually covers material that is not offered in ASD courses. However, Independent Study can cover ASD course material if the student cannot take the ASD course due to a scheduling conflict.

Independent Study is part of the overall high school curriculum and is designed through a partnership of students, parents, and teachers or mentors. Independent Study may involve any area of interest for the student, either connected to current coursework or outside schoolwork entirely. The deadline for starting an Independent Study course is by the end of the first 8-day cycle of the semester. Students may have a maximum of one Independent Study course per semester.

Initiating Independent Study

- Any high school student can initiate an Independent Study course.
- A student must identify faculty supervisor.
- The student contacts his/her counselor to present the idea.
- Student completes independent study proposal.
- Proposals need to be approved by the Guidance Committee.

Guidelines for the Proposal

All written Independent Study proposals must include the following elements:

- A specific, clearly stated goal for the plan which identifies the supporting faculty member.
- A clear statement of why this plan is important and necessary to the student.
- A specific step-by-step time line indicating exactly how the student will accomplish the goal of the plan and how often he or she will meet with the supporting faculty member.
- A clear listing or explanation of the resources needed to accomplish the goal.
- Identification of a specific ASD faculty member to work with the student in completing the Independent Study coursework.
- Registration for online course if an IB or AP independent study.

Approval

All programs of Independent Study must have signed approval from a parent, teacher, the counselor, and the Guidance Committee. Depending on individual circumstances, a student may also need written approval from a department head.

Grading or Credit

Courses completed through Independent Study will be graded on a pass/fail basis and will receive elective credit only.
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 & Credit:** 1 year / 1.0 credit
**Grade:** 9

This is a literature-based course with emphasis on analysis, 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. We believe reading is the single most important factor in determining a student’s language capacity, as it is a significant factor in improving oral and written communication skills. To this end, independent reading is an important aspect of the English 9 curriculum. Writing activities are structured in response to the ideas and analysis generated by the literature. Language usage, punctuation and grammar instruction focus on the problems evident in the students’ writing and the correct and effective use of spoken and written language. Research and presentation skills, as well as group work, are integral parts of the course.

**English 10**
**Length & Credit:** 1 year / 1.0 credit
**Grade:** 10
**Prerequisite:** Completion of English 9

This course extends the range of analytic reading, writing, oral communication, and thinking skills started in the English 9 course. Students will study and interpret challenging texts from contemporary and historical periods, including novels, short stories, plays, poems, and non-fiction selections. 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. Students are introduced to modified AP and IB rubrics and expectations as they prepare for their 11th and 12th English course selections. Independent reading is an expectation of the English 10 curriculum.

**English 11**
**Length & Credit:** 1 year / 1.0 credit
**Grade:** 11
**Prerequisite:** Completion of English 10

English 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 non-fiction. Students will write responses to literature, reflective compositions, analysis of rhetorical techniques, and persuasive essays.

**English 12**
**Length & Credit:** 1 year / 1.0 credit
**Grade:** 12
**Prerequisite:** Completion of English 11 or AP Language or IB Language and Literature HL/SL1

The general focus of the senior program is the study and comparison of the various philosophical, psychological, cultural, and political perceptions of world literature. The historical, philosophical, and psychological relationship of writers to one another and to types of literary criticism is examined along with their work. A close reading of selected literary works, combined with oral discussion and analytical essays, will help students deepen their understanding and enhance their ability to derive meaning from literature. Using literary analytical skills learned in the previous three years, the twelfth grade emphasizes both written and oral critical responses to a wide variety of world literature. The further refinement of these literary skills will better prepare the student for post-secondary education.

**AP English Language & Composition**
**Length & Credit:** 1 year / 1.0 credit
**Grade:** 11 & 12
**Prerequisite:** B or higher in previous English and Social Studies class, or teacher recommendation
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 the ways 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 & Composition**

**Length & Credit:** 1 year / 1.0 credit  
**Grade:** 12  
**Prerequisite:** B or higher in previous English and Social Studies class, or teacher recommendation

The purpose of 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 (including prose, poetry, and drama). A close reading of selected literary works from American, British, and World literature texts, combined with oral discussion and writing analytical essays, will help students deepen their understanding and enhance their ability to derive meaning from literature. Students in this college-level course will have previously demonstrated both strong writing ability and analytical skills. They will combine their skills with their interest in reading to better prepare them for the AP exam.

**IB English A Language & Literature SL**  
**Length & Credit:** 1 year / 1.0 credit  
**Grade:** 11 & 12  
**Prerequisite:** Completion of English 10

English Language and Literature Standard Level is a two-year course designed for students with strong writing and speaking abilities. The essential skills taught in SL Language and Literature are the same as those taught in Higher Level Language and Literature, and the course description fundamentally matches the HL explanation above. The differences are that the HL course is conducted at a faster pace with more reading and writing, and the assessment standards are more rigorous. SL students study a total of 4 literary works. Additionally, SL students are not required to complete the critical responses HL students write. Students are expected to sit the IB examination at the end of the 2-year course of study.

**IB English A Literature HL**  
**Length & Credit:** 2 years / 2.0 credit  
**Grade:** 11 & 12  
**Prerequisite:** B or higher in previous English course or teacher recommendation

English Language and Literature Higher Level is a two-year course designed for students with strong writing and speaking abilities. Students taking this course develop skills in reading, writing, speaking, listening and critical thinking through the analysis of a variety of literary and non-literary texts. Literary study focuses on cultural, contextual elements of both authors’ production of works and readers’ responses to them as well as on close reading. Study of non-literary texts, which include advertisements, editorials, and social media, is oriented on significant topics such as textual bias, gender, social constructs, identity, and “language and power.” The course provides a strong, broad base of language arts competence in preparation for university study in a variety of fields. Assessment is through written and oral analyses, literary commentaries, and creative portfolios of “imaginative pieces.” The essential skills taught in HL Language and Literature are the same as those taught in Standard Level Language and Literature. The differences are that the HL course is conducted at a faster pace with more reading and writing. HL students study a total of 6 literary works. They also complete several written critical responses to a variety of texts based on material studied. Students are expected to sit the IB examination at the end of the 2-year course of study.
IB English A Literature SL

Length & Credit: 2 years / 2.0 credit
Grade: 11 & 12
Prerequisite: Completion of English 10

English Standard Level is a two-year literature course that aims to promote that appreciation of the subtleties of the English language, and to strengthen an awareness of linguistic structures. It seeks to facilitate the clear expression of ideas, to aid precise presentation of an argument, and to assist in the understanding of, and connections between texts studied, providing a strong basis for university study. Over the two years of the course, the class studies ten works of literature from varying genres, authors, and cultural contexts and will be assessed on literary criticism, effective writing and speaking. Students are expected to sit the IB examination at the end of the two-year course of study.

Speech

Length & Credit: 1 semester / 0.5 credit
Grades: 10, 11 & 12

Speech provides ample opportunity for students to gain experience and confidence in their own speaking ability to a variety of audiences through a variety of purposes including demonstration, informative, persuasive and group presentations. Students will critique themselves and others to work towards continuous improvements in their speaking and listening skills. 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 an audience.

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

Writer’s Lab 1

Length & Credit: 1 year / 1.0 credit
Grade: 9
Prerequisite: Teacher recommendation

An elective course that focuses on increasing students’ skills in writing. For the first semester, specific attention is given to vocabulary building, grammatical structures and paragraph writing and editing. Second semester continues with grammar, punctuation and vocabulary building, while also focusing on essay writing and research. (Writer’s Lab does not meet English graduation requirement.)
Mathematics Department

The American School of Doha believes that the study of mathematics is an essential part of every student’s education. Through an integrated and spiraling curriculum, our students have an opportunity to achieve a thorough understanding of complex mathematical concepts. We emphasize the conceptual connections of mathematics rather than simple memorization of rules and formulas. We believe that success is a key to developing a life-long love of learning in mathematics and we strive every day to build confidence in the abilities of our students. Our focus is to spark an interest and enthusiasm for mathematics in all of our students. Our philosophy is centered about the belief that all students will benefit from high level mathematics and we encourage all students to challenge themselves when choosing their course of study.

Calculator Policy

A key component of the mathematics curriculum is the development of skills, competency, and efficiency in technology aided problem solving. A calculator from the TI-84 FAMILY is recommended for all math courses at ASD.

Algebra I A/B
Length & Credit: 1 year / 1.0 credit
Grade: Varies by placement

Algebra I A/B is a first year, 1-credit algebra course in which students will learn to reason symbolically. The key content involves writing, solving, and graphing linear equations, including systems of two linear equations in two unknowns. The course also includes study of monomial and polynomial expressions, inequalities, exponents, basic functions, rational expressions, ratio, and proportion. Algebraic skills are applied in a wide variety of problem-solving situations. The course meets five days a week for 50% of the block each day.

Algebra I
Length & Credit: 1 year / 1.0 credit
Grade: 9, 10 & 11
Prerequisite: Completion of Algebra I A/B or a recommendation from the current Math teacher

This course is for students who have a solid foundation in the algebra concepts such as addition, subtraction, multiplication, division; 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 focuses on algebra skills and conceptual understanding.

Concepts of the course include: writing variable equations and inequalities, linear and nonlinear functions, exponents and powers, quadratic relationships, polynomials, linear and quadratic systems, factoring, radicals, solving equations, statistics, and algebraic modeling. There will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically to solve complex problems. A calculator from the TI-84 family is required.

Geometry
Length & Credit: 1 year / 1.0 credit
Grade: 9, 10, 11 & 12
Prerequisite: Completion of Algebra I or a recommendation from current Math teacher.

This course will have an active approach that will provide students many opportunities to apply geometric concepts to mathematical and real life situations. Students will be engaged learning the tools of geometry in the investigative approach, allowing them to discover the properties of geometry, apply critical thinking skills and to 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 and synthesizing the solutions to various problems. A calculator from the TI-84 family is required.

Algebra II
Length & Credit: 1 year / 1.0 credit
Grade: 10, 11 & 12
Prerequisite: Completion of Geometry or a recommendation from current Math teacher

Algebra II reinforces and expands on the concepts of algebra and geometry. Algebraic expressions and functions are used to model real-world phenomena, and applications are provided to develop connections within the math curriculum and across other curricular areas. There will be focus on both calculator-aided and calculator-unaided exploration and problem-solving, and there will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically.

Concepts of the course include: Algebraic language, expressions, equations and symbols (including all number systems), functions, direct and indirect variation, linear relations, graphs and systems, quadratic equations, parabolas and polynomials, powers and roots, rational expressions, exponents, and logarithms. 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. A calculator from the TI-84 family is required.

Concepts of the course include: Algebraic language, expressions, equations and symbols (including all number systems), functions, direct and indirect variation, linear
relations, graphs and systems, quadratic equations, parabolas and polynomials, powers and roots, rational expressions, exponents, and logarithms. 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. A calculator from the TI-84 family is required.

Algebra II with Trigonometry

Length & Credit: 1 year / 1.0 credit
Grade: 9,10,11 & 12
Prerequisite: B or higher in Geometry and a B or higher in Algebra I or a recommendation from current Math teacher

Algebra II reinforces and expands on the concepts of algebra and geometry. Algebraic expressions and functions are used to model real-world phenomena, and applications are provided to develop connections within the math curriculum and across other curricular areas. There will be focus on both calculator-aided and calculator-unaided exploration and problem-solving, and there will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically.

Concepts of the course include: Algebraic language and symbols (including all number systems), functions, direct and indirect variation, linear relations, graphs and systems, quadratic equations, parabolas and polynomials, powers and roots, rational expressions, exponents, logarithms, and trigonometry. Students will generalize results by working with parameters and proofs, and are expected to be able to make connections and synthesize their knowledge from different units to solve both familiar and unfamiliar problems. This course is highly recommended for students that are continuing to Precalculus with Limits, IB Math HL1 or IB Math SL1. A calculator from the TI-84 family is required.

Precalculus

Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisite: Completion of Algebra II or Algebra II with Trigonometry, or a recommendation from the current Math teacher.

The primary objectives of this course are to help students truly understand the fundamental concepts of algebra, trigonometry and analytical geometry. It foreshadows the important concepts of calculus and shows how algebra and trigonometry can be used to model and predict solutions to real-life problems. There will be a focus on both calculator aided and calculator unaided exploration and problem solving. Concepts of the course include: the properties and graphs of the 12 basic functions, transformations and modeling of a variety of functions; including polynomial, power, parametric, exponential, logarithmic, trigonometric and rational functions. Additional topics will include complex number solutions, polar coordinates, sequences and series, conic sections and discrete mathematics. A calculator from the TI-84 family is required.

Precalculus with Limits

Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisite: Completion of Algebra II with Trigonometry or a recommendation from the current Math teacher

The objective of this course is to connect the fundamental concepts of algebra, trigonometry and analytical geometry. It is a challenging fast-paced course intended for serious students who enjoy pure mathematics. There will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically. This foreshadows the important “Rule of Four” methodology used in AP Calculus.

Students will be expected to transform and model a wide variety of functions. The characteristics and graphs of functional relationships such as; polynomial, power, parametric, rational, exponential, logarithmic, and logistical functions will be discussed and modeled in great depth. Trigonometric and inverse trigonometric functions, their graphs and characteristics are investigated at great length and comprise a considerable amount of the course. Polar graphs, conic sections, vectors, complex numbers, basic sequences and series concepts, basic discrete mathematics, and limits are introduced in the latter half of the course. All of these expectations and concepts are done without the aid of a calculator first and then reinforced later with computer and calculator aids. A calculator from the TI-84 family is required.

Calculus

Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisite: Completion of Precalculus or Honors

Precalculus, or a recommendation from current Math teacher. The primary academic goal of this course is to provide students with a basic understanding of differential and integral calculus. This course is intended to be a great preparation for the first year of university calculus.

The three main areas of study are:

1. Limits and continuity of a wide variety of functions.
2. Differential calculus and its many applications.
3. Integral calculus.

All three topics will be taught in terms of one variable calculus only. Students will be assessed on calculator aided and unaided problem solving processes and solutions. TI-84 graphing calculator is required for this class.
AP Calculus AB 🟢🟢🟢
**Length & Credit:** 1 year / 1.0 credit
**Grade:** 11 & 12
**Prerequisite:** Completion of Honors Precalculus or a recommendation from current Math teacher

AP Calculus is a demanding, challenging and rewarding course. It is a serious mathematical course and is intended for students who wish to pursue a career in pure mathematics, pure science, or the many applied disciplines such as engineering, architecture, genetics, geophysics, et cetera. Students will be expected to work hard to master the content material and should allocate extra time in their schedule to be successful in this course.

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. As such, a calculator from the TI-84 family is required.

AP Calculus BC 🟢🟢🟢
**Length & Credit:** 1 year / 1.0 credit
**Grade:** 11 & 12
**Prerequisite:** Completion of AP Calculus AB or a recommendation from current Math teacher

*Note: If fewer than 10 students enroll in this course, it may not be offered.*

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. Explore the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series.

The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. As such, a calculator from the TI-84 family is required.

Statistics 🟢🟢🟢
**Length & Credit:** 1 year / 1.0 credit
**Grade:** 11 & 12
**Prerequisite:** Completion of Algebra II or Algebra II with Trigonometry, or a recommendation from the 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 include the use of technology, projects, cooperative group problem solving and writing, as a part of concept-oriented instruction and assessment. In addition to statistical analysis, students will complete a unit of financial concepts: Basic banking, credit card usage, car loan process, and student loans. A calculator from the TI-84 family is required.

AP Statistics 🟢🟢🟢
**Length & Credit:** 1 year / 1.0 credit
**Grade:** 9, 10, 11 & 12
**Prerequisite:** Completion of Algebra II or Algebra II with Trigonometry, or a recommendation from 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 include the use of technology, projects, 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 calculator from the TI-84 family is required.

IB Mathematical Studies SL 🟢🟢🟢
**Length & Credit:** 2 years / 2.0 credits
**Grade:** 11 & 12
**Prerequisite:** Completion of Algebra I or a recommendation from current Math teacher

This is a two-year course designed for students whose primary interests lie outside mathematics and the physical sciences. Core topics include functions, approximations, algorithms, sequences and series, sets, logic, applications involving compound interest, introduction to probability, statistics, trigonometry, two and three dimensional geometry, differential calculus, and applications to finance. In year two, the students will complete a mathematics related project.
and, at the end of year 2, take the external IB examination. A calculator from the TI-84 family is required.

**IB Mathematics SL 📚 📚 📚**

**Length & Credit:** 2 years / 2.0 credits  
**Grade:** 11 & 12  
**Prerequisite:** Completion of Algebra II or a recommendation from current Math teacher

This is a two-year course designed for students with a sound background in mathematics. The course aims to prepare students for the IB Mathematics Standard Level external exam at the end of year 2. The course offers an in-depth review and extension of algebraic and geometric concepts. Core topics covered include linear, quadratic and higher order functions, sequences and series, logarithms and exponential functions, trigonometry, differential and basic integral calculus, two and three dimensional vectors, probability, probability distributions and statistics. IB Diploma candidates will be required to complete a mathematical exploration as part of the IB internal assessment. A calculator from the TI-84 family is required.

**IB Mathematics HL 📚 📚 📚**

**Length & Credit:** 2 years / 2.0 credits  
**Grade:** 11 & 12  
**Prerequisite:** B or higher in Algebra II with Trigonometry or B in Honors Precalculus, or a recommendation from current Math teacher

This two-year course is for mathematically gifted students. Topics covered in Mathematics SL are extended and additional topics such as complex numbers, combinations and permutations, mathematical induction, and advanced statistics and probability are included. Only students with strong motivation and the ability to grasp complex mathematical concepts should consider taking this course. A calculator from the TI-84 family is required.
Science Department

Science is for all students, and all students should have the opportunity to develop scientific literacy. The scientifically literate student gains an under- standing 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.

Chemistry and Physics Fundamentals

Length & Credit: 1 year / 1.0 credit
Grade: 9 & 10
Prerequisite: Completion of or concurrent enrollment in Algebra I

This is a laboratory-based 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 & 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

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

This course is intended to give students a firm grounding in the principles of biology. Scientific inquiry is an important part of this course and will include laboratory work and research projects. Students will engage with many science and engineering practices, such as designing and conducting scientific investigations, manipulating and interpreting data, and communicating the results of their investigations. Throughout this course, students will be introduced to the fundamental concepts of topics such as the biochemistry of life, the structure and function of cells, DNA structure and protein synthesis, genetics, ecology and evolution.

Honors Biology

Length & Credit: 1 year / 1.0 credit
Grade: 9, 10, 11 & 12
Prerequisite: B or higher in previous science course, completion of or concurrent enrollment in Geometry, or recommendation of current Science teacher

This course is intended for students interested in pursuing biology in greater depth. This course will prepare students interested in more advanced courses in Biology and is designed as a prerequisite course for AP Biology, but is equally useful to students interested in taking IB HL Biology. Students will engage with many science and engineering practices that strengthen their inquiry skills and ability to communicate effectively about scientific investigations. Honors Biology is a rigorous and academically challenging course that builds a strong foundational understanding of more advanced biological concepts in the areas of biochemistry, cellular biology, molecular biology, biotechnology, genetics, ecology and evolution. A firm understanding of basic chemistry is strongly recommended for students taking this course.

Environmental Science

Honors Biology

Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisite: Two Science credits including Chemistry and Physics Fundamentals or Earth Science. This class is not open to students who have taken or are concurrently enrolled in a Honors/AP/IB Science Course

Environmental Science provides an opportunity to learn about the “real world” firsthand through comprehensive laboratory investigations. This course includes many areas of scientific study, such as geology, ecology, chemistry, physics, meteorology and oceanography.

Chemistry

Length & Credit: 1 year / 1.0 credit
Grade: 10, 11 & 12
Prerequisite: Completion of Algebra I

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 [3] [3] [3]
Length & Credit: 1 year / 1.0 credit
Grade: 10, 11 & 12
Prerequisite: B or higher in previous Science course, completion of Geometry, completion of or concurrent enrollment in Algebra II, or recommendation from current Science teacher

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 first year of AP Chemistry.

Physics [3] [3]
Length & Credit: 1 year / 1.0 credit
Grade: 10, 11 & 12
Prerequisite: Completion of Algebra I

Students will explore the principles of Newtonian mechanics; work, energy, and power; mechanical waves and sound; light and optics; and introductory, simple electric circuits. Communication and reasoning skills, active participation, critical thinking; and problem solving skills are emphasized and it is assumed that the student is familiar with algebra. Significant instructional time is devoted to hands-on laboratory work that provides students with opportunities to apply the science practices. This course offers the essential foundation in physics for the student in preparation for science-related courses in college.

AP Physics I [3] [3] [3]
Length & Credit: 1 year / 1.0 credit
Grade: 10, 11 & 12
Prerequisite: B or higher in current Science course, completion of Geometry, completion of or concurrent enrollment in Algebra II, or recommendation from current Science teacher

Students will explore the principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple electric circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Problem solving, communication and reasoning skills, active participation, and critical thinking are emphasized. Approximately 25% of the instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations that provides students with opportunities to apply the science practices. AP Physics 1 is intended to be equivalent of the first semester of an algebra-based introductory college course. Students are expected to take the AP Physics 1 exam after completing the course.

AP Physics 2 [3] [3] [3]
Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisite: B or higher in AP Physics I or a comparable introductory course, completion of or concurrent enrollment in Precalculus or an equivalent course, or recommendation from AP Physics teacher

Students will explore the topics of fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Problem solving, communication and reasoning skills, active participation, and critical thinking are emphasized. Approximately 25% of the instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations that provides students with opportunities to apply the science practices. AP Physics 2 is intended to be equivalent of the second semester of an algebra-based introductory college course. Students are expected to take the AP Physics 2 exam after completing the course.

AP Biology [3] [3] [3]
Length & Credit: 1 year / 1.0 credit
Grade: 10, 11 & 12
Prerequisite: Completion of or concurrent enrollment in Chemistry or Honors Chemistry, B or higher in Honors Biology, or AP Biology teacher recommendation

AP Biology is equivalent to a first year university biology course. The course stresses the importance of building towards an understanding of functions, processes, and principles of biology. Students will use the skills and knowledge that they developed in their Honors Biology course to further deepen their knowledge of biological concepts. A strong foundation of basic chemistry is highly recommended for success in AP Biology. Students should expect a fast paced, rigorous course that requires a significant amount of time for reading, free response essay writing, and preparing for tests and inquiry based lab investigations. Students are required to take the AP Biology Exam at the end of the course.

AP Chemistry [3] [3] [3]
Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisite: B or higher in Honors Chemistry, completion of Algebra II or AP Chemistry teacher recommendation

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 and inquiry, with numerous
opportunities to extend lab skills in both quantitative and qualitative analyses. Students are required to take the AP Chemistry Exam at the end of the course.

**AP Environmental Science**

**Length & Credit:** 1 year / 1.0 credit  
**Grade:** 12  
**Prerequisite:** B or higher in previous Science course, B or higher in Earth or AP Environmental Science teacher recommendation

This course is not recommended for former environmental science students.

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.

**IB Biology HL**

**Length & Credit:** 1 year / 1.0 credit  
**Grade:** 10, 11 & 12  
**Prerequisite:** B or higher in previous Science course or teacher recommendation for Year 1

Biology HL is the study of living organisms. In the Biology course, students study life at both the micro and macro level. Students will explore topics such as molecular biology, cells, photosynthesis, cellular respiration, genetics, evolution, ecology, and human physiology. In this course, students will have the opportunity to formulate critical questions and transform these questions into testable hypotheses. They will also learn how to statistically analyze data to allow them to reach valid conclusions from experimental data. In year one, the emphasis is placed on obtaining the skills necessary to complete the IB internal assessment. In year 2, students will work on an independent experimental study that will serve as their IB internal assessment for the course.

HL Biology is equivalent to a college-level course. It covers topics at a greater depth and breadth than the SL course. The course is suited for students interested in a two-year commitment to a biology course in preparation for any science-related college major or career. Students are required to hand-in an internal assessment (10-hour lab) worth 20% and take the IB exams at the completion of Year 2 worth 80% of their IB grade.

**IB Biology SL**

**Length & Credit:** 2 years / 2.0 credits  
**Grade:** 11 & 12

Biology is the study of living organisms. In the Biology SL course, students study life at both the micro and macro levels. Students will explore topics such as molecular biology, cells, photosynthesis, cellular respiration, genetics, evolution, ecology, and human physiology. In this course, students will have the opportunity to formulate critical questions and transform these questions into testable hypotheses. They will also learn how to statistically analyze data to allow them to reach valid conclusions from experimental data. In year one, the emphasis is placed on obtaining the skills necessary to complete the IB internal assessment. In year 2, students will work on an independent experimental study that will serve as their IB internal assessment for the course.

SL Biology is equivalent to an introductory college biology course. The course is suited for students interested in a two-year commitment to a biology course in preparation for university as a non-science major. Students are required to hand-in an internal assessment (10-hour lab) worth 20% and take the IB exams at the completion of Year 2 worth 80% of their IB grade.

**IB Chemistry HL**

**Length & Credit:** 2 years / 2.0 credits  
**Grade:** 11 & 12  
**Prerequisite:** B or higher in previous Science course, concurrent placement in Math SL or higher or equivalent. Completion of Geometry or recommendation of current Science teacher.

Chemistry HL is a two-year course satisfying the requirements for an IB diploma. The IB course syllabus describes chemistry “as the central science, as chemical principles underpin both the physical environment in which we live and all biological systems”. In Year One, the curriculum will focus on quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics and equilibrium. In Year Two, the curriculum will focus on acids and bases, oxidation and reduction, organic chemistry and one option. The option typically studied is human biochemistry. Laboratory skills, problem solving, communication skills, active participation and critical thinking are emphasized.

Chemistry HL is equivalent to a college-level course. The course is suited for students interested in a two-year commitment to a chemistry course in preparation for any science-related college major or career. Students are required to hand-in an internal assessment (10-hour lab) worth 20% and take the IB exams at the completion of Year Two worth 80% of their IB grade.
IB Chemistry SL 📚 📚
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12
Prerequisite: Completion of Geometry, concurrent placement in Math Studies, Algebra II, or higher

Chemistry SL1 is the first half of a two-year sequence of courses satisfying the requirements for an IB diploma. The IB course syllabus describes chemistry “as the central science, as chemical principles underpin both the physical environment in which we live and all biological systems”. In Year One, the curriculum will focus on quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium and acids and bases. Laboratory skills, problem solving, communication skills, active participation and critical thinking are emphasized. The course is suited for students interested in a two-year commitment to a chemistry course.

Chemistry SL2 is the second half of a two-year sequence of courses satisfying the requirements for an IB diploma. In Year Two, the curriculum will focus on acids and bases, oxidation and reduction, organic chemistry and one option. The option typically studied is human biochemistry. Students are required to take the IB exam at the completion of Year 2. Students are required to hand-in an internal assessment (10-hour lab) worth 20% and take the IB exams at the completion of Year Two worth 80% of their IB grade.

IB Physics HL 📚 📚 📚
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12
Prerequisite: B or higher in previous Science course or recommendation of current Science teacher. Concurrent placement in SL/HL Math or its equivalent

This course is intended to develop student’s understanding and application of the concepts and skills of fundamental physics. The focus is on the major principles of mechanics, gravitation, motion in fields, oscillations and waves, wave phenomena, and electromagnetic waves, light, and optics. Laboratory and measurement skills, problem solving, communication skills, and active participation are emphasized. A high level of algebraic and vector analyses is incorporated into the problem solving process. This course is suited for students who have an interest in a non-calculus based physics course in preparation for an applied science or engineering related college major or career. Problem solving, communication and reasoning skills, active participation, and critical thinking are emphasized. Significant time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations that provides students with opportunities to apply the science practices.

The Year 2 course is the second half of a two-year sequence of courses satisfying the requirements for an IB Diploma and only available to students who have successfully completed Year 1. Students are required to hand-in an internal assessment (10-hour lab) worth 20% and take the IB exams at the completion of Year 2 worth 80% of their IB grade.

IB Physics SL 📚 📚
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12
Prerequisite: Completion of Geometry, concurrent placement in Math Studies, Algebra II, or higher

Physics SL1 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 and students will explore the principles of Newtonian mechanics; work, energy, and power; mechanical waves and vibrations; thermal physics; and simple electric circuits. Problem solving, communication and reasoning skills, active participation, and critical thinking are emphasized. Significant time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations that provides students with opportunities to apply the science practices. This course is suited for students who have an interest in algebra-based physics in preparation for a general science related college major or career.

Physics SL2 is the second half of a two-year sequence of courses satisfying the requirements for an IB diploma. Students will explore the principles of electric and magnetic fields and force; atomic and nuclear physics; energy, power, and climate change; wave behavior; and electromagnetic waves. Students are required to hand-in an internal assessment (10-hour lab) worth 20% and take the IB exams at the completion of Year 2 worth 80% of their IB grade.
Social Studies Department

The Social Studies department at ASD believes that courses should be taught with an emphasis on critical thinking, integration, striving for understanding, and undertaking positive community actions. Social Studies will be taught as an integrated subject in the scope and sequence of the discipline. Students are encouraged to play an active role in their study of social sciences. A variety of assessments will be used to demonstrate proficiency, including self-assessment, projects, presentations, and research papers, in addition to tests and homework.

World Geography

Length & Credit: 1 year / 1.0 credit
Grade: 9

This course is an examination of the relationships between humans and their environment. The course introduces students to basic concepts in human geography relating to ideas such as: economic activities, landscapes, culture, migrations, nations, and regions. Students will learn to understand spatial organization by using maps, globes, and images. Students will also compare and contrast the physical and human characteristics of place; along with identifying the concepts of regions and ecosystems. Students will analyze demographic information to determine population trends. The course offers students a solid foundation in research, writing and note-taking skills, which will be built upon in subsequent years.

World History

Length & Credit: 1 year / 1.0 credit
Grade: 10

World History is a survey course that focuses on key thematic ideas and concepts that combine to build a foundation for understanding the development of human societies across different cultures and civilizations in both Western and non-Western societies. The interaction among world cultures, the linking of the past and present, along with ideas and concepts that link the classical and the modern world will be developed. 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.

AP World History

Length & Credit: 1 year / 1.0 credit
Grade: 10, 11 & 12
Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation

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, learn to write essays in three formats, and further develop their critical thinking skills. The course follows the development of civilizations along the thematic lines of Social, Political, Religious, Intellectual, Economic, and Technological development. This course is designed for the highly self-motivated students, desiring to challenge themselves academically. A strong work ethic, solid writing skills, good school attendance, and an average reading level are necessary for success in this course.

AP European History

Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation

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 late Middle Ages to the fall of Communism. 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, free response essays, document based questions as well as unit tests, which consist of objective and subjective questions. All areas of history are covered, including social, political, economic, intellectual, religious, and art history. Emphasis is placed on analytical writing, class discussion, use of primary sources, and critical reading.

AP U.S. History

Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation

AP U.S. History or U.S. History will be waived for American students if completing a full IB Diploma Program. This course follows the recommendations out-lined 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 is interpretation and analysis of primary historical documents.

AP Comparative Government

Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation

This course is designed to cover material and content for TWO separate semester long Advanced Placement
IB History HL is two-year course designed to instill an understanding of world history and an appreciation of how this subject 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. The course stresses the importance of factual knowledge as well as historical skills, including those of critical thinking and the evaluation of multiple historical perspectives. The course culminates in the IB exam, which all students are expected to complete. This exam consists of document-based questions (Paper 1), essay responses to a thematic topic (Paper 2) and essay responses to in-depth regional topics (Paper 3). Students will also prepare a historical investigation research paper (Internal Assessment).

IB Economics HL ☑ ☑ ☑
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12
Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation

This course spends two years covering the syllabus of 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 IB SL Economics course is divided into four topic areas: Macroeconomics, Microeconomics, International Trade, and Development. Students will be required to produce an internal assessment portfolio. The expectation is that students will complete the two-year course culminating with an external examination in May of their senior year. During year 1, students will focus primarily on Macro and Microeconomics. During year 2 students will have the opportunity to apply the facts, data, and information learned in Micro and Macro to the final two topics, International Trade and Development.

IB Economics SL ☑ ☑
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12

This course spends two years covering the syllabus of United States History. IB History is a year course, which at the end of the school year students will sit BOTH AP exams. The course design introduces students to the use of the comparative approach to examine political structures; policies; and the political economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, China, Iran, and Nigeria. Additionally students examine how different governments solve similar problems by comparing the effectiveness of approaches to global issues. The section of the course introduces students to the key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. In both courses students learn to apply social science disciplinary reasoning to assess causes and consequences of political events and interpret data to develop evidence-based arguments.

United States History ☑
Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12

Students will study aspects of the political, social, economic and diplomatic history of the United States. The course begins with the study of Colonial America and continues through revolution and independence, the new nation and the Constitution, western expansion, sectional division, 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.

IB History SL ☑ ☑
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12

IB History SL is a two-year course designed to instill an understanding of world history and an appreciation of how this subject 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. The course stresses the importance of factual knowledge as well as historical skills, including those of critical thinking and the evaluation of multiple historical perspectives. The course culminates in the IB exam, which all students are expected to complete. This exam consists of document-based questions (Paper 1) and essay responses to a thematic topic (Paper 2). Students will also prepare a historical investigation research paper (Internal Assessment).

IB History HL ☑ ☑ ☑
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12
Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation

IB Economics HL ☑ ☑ ☑
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12
Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation and completion of Geometry

IB History HL is two-year course designed to instill an understanding of world history and an appreciation of how this subject 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. The course stresses the importance of factual knowledge as well as historical skills, including those of critical thinking and the evaluation of multiple historical perspectives. The course culminates in the IB exam, which all students are expected to complete. This exam consists of document-based questions (Paper 1) and essay responses to a thematic topic (Paper 2). Students will also prepare a historical investigation research paper (Internal Assessment).
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 IB SL Economics course is divided into four topic areas: Macroeconomics, Microeconomics, International Trade, and Development. Students will be required to produce an internal assessment portfolio. The expectation is that students will complete the two-year course culminating with an external examination in May of their senior year. During year 1, students will focus primarily on Macro and Micro- economics. During year 2 students will have the opportunity to apply the facts, data, and information learned in Micro and Macro to the final two topics, International Trade and Development. In addition to diving into the theory of the four topics above HL students will display their understanding of the concepts in these areas mathematically and will also tackle an advanced Microeconomic unit, the Theory of the Firm.

IB Psychology SL

Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12

IB Psychology Standard Level is a 2-year survey of the variety of perspectives that contribute to the study of human behavior. This course, in the first year, focuses on the Biological, Cognitive, and Sociocultural levels of analysis. Topics within each level of analysis will include, but are not limited to, principles that define the level of analysis, influence of environment on psychological and physiological processes, and methodological and ethical considerations in research. The intent of the course in the first year is to critically examine concepts and key studies within each level of analysis, and to build skills for evaluation quantitative and qualitative research. Students will complete a simple experiment (the IA) of their own design, practicing collection and analysis of data. Students will use the core curriculum to explore specialty areas of psychology, choosing from Abnormal Behavior, Health Psychology or Sport Psychology. Standard Level students will explore one of these options. Emphasis in IB Psychology is placed on the development of focused and precise analytical writing skills, application skills, and critical reasoning.

IB Psychology HL

Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12
Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation

IB Psychology Higher Level is a 2-year survey of the variety of perspectives that contribute to the study of human behavior. This course, in the first year, focuses on the Biological,
UN intervention in South Sudan, and the 2015 Syrian refugee crisis through varying levels of analysis in order to understand the relevance and significance issues of global politics play in today’s world.

**American Government**

**Length & Credit:** 1 semester / 0.5 credit  
**Grade:** 11 & 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. This is a current events discussion-based class but also works with the philosophical foundations of governance, the branches of government, civil rights, and foreign policy.

**Philosophy**

**Length & Credit:** 1 semester / 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. In addition, an overview of the history of Western philosophy will be embedded in the course.

**Psychology**

**Length & Credit:** 1 semester / 0.5 credit  
**Grade:** 11 & 12

Students will study topics which may include 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.

**Economics**

**Length & Credit:** 1 semester / 0.5 credit  
**Grade:** 11 & 12

This introductory course is intended to equip students with the basic tools to understand how modern economies operate. It will cover basic concepts of economic theory: the origin and role of prices and markets, the allocation of goods and services, and factors that influence economic decision making. The course will include selected topics from microeconomics and macroeconomics, and will attempt to turn theoretical learning into an awareness of how economics can help students to better understand the world around them.
Technology Department

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.

Technology for Everyone

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

We live in a technology infused and dependent world, but is technology for everyone? This class focuses on digital technology - how it impacts our lives today, how it developed, how it is changing us, and where it is taking us. Topics include understanding basic hardware, software and networking; Internet and data security; the Digital Divide and the push toward Open Source software and hardware development; basic communication applications use fluency; and managing your online identity.

Animation and Game-making

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

Ever wondered how computer programs or computer games are 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 and Greenfoot Java. The course also provides a basic foundation in object-oriented programming concepts.

Web Design

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

This is an introduction to web site design. In this course students will investigate various facets of web design. Students will explore the design process and develop web sites written in HTML 5 code, CSS 3 (cascading style sheets), Bootstrap 3, and other web development tools as determined by the instructor. Opportunities for personal exploration are available and encouraged so that students may learn to develop increasingly sophisticated web sites that suit their purposes.

Robotics

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

In this computer science course, students build robots using LEGO® robotics equipment and programming software. 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 the culminating project, students design, build and program robots that compete in a battle-bot challenge. By working together to build the system students gain a foundation in problem solving that will be increasingly important in the highly technical 21st century.

Advanced Robotics

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

**Prerequisites:** Completion of Robotics, instructor approval

In this computer science course, students build robots using LEGO® robotics equipment but will also use variants of C, Java and other programming languages to program and control their robots. Students develop more refined skills in computer science concepts such as algorithms, sequential control flow, and the use of Boolean operators, decision-making capability and interaction with the surrounding environment. The complexity of projects is increased as compared to the introductory course and students will be focusing on creating autonomously functioning robots.

IB Computer Science HL

**Length & Credit:** 2 years / 2.0 credits (satisfies IB Group IV requirements)  
**Grade:** 11 & 12

**Suggested preparation:** Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD.

This is a two-year course. Year one of the IB Computer Science HL course is comparable to the introduction to programming course for computer science majors offered by college and university computer science departments. It is not expected, however, that all students in an IB Computer Science course will major in computer science at the university level. Year one of the course focuses on the fundamentals of computer programming and computational thinking. Students will strengthen their analytic, critical, and creative thinking skills and learn the skills necessary to create computer programs using the Java programming language. Year two of the course is designed to provide students with an opportunity to apply...
and extend the Java object oriented programming knowledge and skills they acquired in year one, and each student will spend substantial time designing and implementing a software development project which constitutes their sole moderated IB internal assessment. A number of non-programming topics will also be covered including the basics of computer hardware, networking, embedded computer systems, and data input/output, and the students will do personal research in a case study area as determined by the IB. Students will sit for IB external examination at the end of year two.

**IB Computer Science SL**

**Length & Credit:** 2 years / 2.0 credits (satisfies IB Group IV requirements)

**Grade:** 11

**Suggested preparation:** Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses.

This is a two year course. Year one of the IB Computer Science SL course is comparable to the introduction to programming course for computer science majors offered by college and university computer science departments. It is not expected, however, that all students in an IB Computer Science course will major in computer science at the university level. Year one of the course focuses on the fundamentals of computer programming and computational thinking. Students will strengthen their analytic, critical, and creative thinking skills and learn the skills necessary to create computer programs using the Java programming language. It differs from the IB Computer Science HL course in that SL students are not exposed to a number of higher-level foundational programming concepts such as recursion, and abstract data structures. Year two of the course is designed to provide students with an opportunity to apply and extend the Java object oriented programming knowledge and skills they acquired in year one, and each student will spend substantial time designing and implementing a software development project which constitutes their sole moderated IB internal assessment. A number of non-programming topics will also be covered including the basics of computer hardware, networking, embedded computer systems, and data input/output, but often at a lower level than in the HL course. Unlike the HL course, there is no case study component. Students will sit for IB external examination at the end of year two.

**AP Computer Science**

**Length & Credit:** 1 years / 1.0 credit

**Grade:** 10, 11 & 12

**Prerequisites:** Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD

The AP Computer Science course is comparable to the introduction to programming course for computer science majors offered by college and university computer science departments. It is not expected, however, that all students in an AP Computer Science course will major in computer science at the university level. This is primarily a course in the fundamentals of computer programming and computational thinking. Students will strengthen their analytic, critical, and creative thinking skills and learn the skills necessary to create computer programs using the Java programming language.

All AP Computer Science students are required to take the AP Computer Science external exam at the end of the school year.

**Computer Science**

**Length & Credit:** 1 years / 1.0 credit

**Grade:** 10, 11 & 12

**Prerequisites:** Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD.

This course is primarily a course in the fundamentals of computer programming and computational thinking. Students will strengthen their analytic, critical, and creative thinking skills and learn the skills necessary to create computer programs using the Java programming language. Computer Science students may take, but are not required to take, the AP Computer Science external exam at the end of the school year.

**Computer Science II**

**Length & Credit:** 1 years / 1.0 credit

**Grade:** 11 & 12

**Prerequisites:** Completion AP Computer Science, IB Computer Science Year 1 (HL or SL), or Computer Science, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD.

The Computer Science II course is designed to provide students the opportunity to apply and extend the Java object oriented programming knowledge and skills they acquired in AP Computer Science or Computer Science. The bulk of course time will be spent in designing and implementing two programs - an individual development project and a development team based project. There is no external exam for this course.
Visual and Performing Arts Department

The Visual and Performing Arts program at ASD is fundamental to all students and is intended to establish an aesthetic awareness and appreciation of music, drama, and visual arts. Through the study of Visual and Performing Arts, students will enrich their lives by creating, listening to, and performing in different art fields. As they continue to study and gain experience, each student’s vocabulary, value judgment, perception and critical thinking skills will likewise sharpen. These experiences will encourage the development of self-discipline and instill a desire for lifelong learning.

General Art
Length & Credit: 1 semester / 0.5 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; however, General Art is a prerequisite for both Painting and Drawing classes. The General Art 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 will be times when students are responsible for research and written elements within the assignments. Projects include both 2-D and 3-D assignments and will cover a wide range of media, which may include pencil, paint, metal, printmaking, paper mache, colored pencils, charcoal, etc. This basic High School studio art course may be taken for one additional semester at a higher level. A sketchbook is required.

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

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. This course may be taken one additional semester at a higher level. A sketchbook is required.

Drawing
Length & Credit: 1 semester / 0.5 credit
Grade: 9, 10, 11 & 12
Prerequisite: 1 semester General Art or Ceramics

This is a one-semester course designed to strengthen and refine the drawing skills of each student. Assignments will be 2-dimensional in nature with a strong focus on development of the hand-eye coordination that is necessary to do fine detailed drawings. Development of skill will be strongly pushed during the beginning of the semester and focus will gradually become more creative in nature as students learn to expand from realism into the imaginary with their creations. Students will learn how to create realistic drawings that appear 3-dimensional by developing a deep understanding of light and shadow and the parts they play in composition. The course will incorporate the use of pencil, charcoal, colored pencil, ink and other 2-dimensional tools to more strongly develop student skill levels and increase the range of their portfolio. Prior to taking the Drawing course, students must have completed at least one semester of either General Art or Ceramics. Drawing may be taken a second semester at a higher level. Sketchbook is required.

Painting
Length & Credit: 1 semester / 0.5 credit
Grade: 10, 11 & 12
Prerequisite: One semester of General Art or Ceramics

This one-semester course is designed to introduce the art of painting in many of its different aspects. Beginning with simple ideas and concepts, the class will lay a foundation for student development in several different media including watercolor, colored pencil, ink, acrylic and some tempera.

Ideally, students taking this course will have already students taking this course will have already completed Drawing and feel comfortable with the elements of art that were introduced and taught there. In Painting, these same drawing skills will be used in liquid based media and expanded from paper into both canvas and mixed media pieces. Students will be encouraged to bring depth and emotion to their work, using it to express their inner feelings. Students will learn how to incorporate different media, textures and techniques to create finished works of art. One semester of either General Art or Ceramics is required prior to taking Painting. It is also preferable for students to take a semester of Drawing prior to taking Painting class. Painting may be repeated once at a higher level for credit. Sketchbook is required.

IB Art SL / HL
Length & Credit: 1 year / 1.0 credit
Grade: 11 & 12
Prerequisites: One full year of high school Art in Grades 9 or 10 and recommendation from IB Art teacher. Please note: When meeting with IB Art Teacher, you will need to show 3-5 artworks or a recent sketchbook.

Year 1 consists of open-ended design problems in various media that strengthen and refine the processes of idea development and divergent thinking, creating works of breadth with a variety of techniques. Artworks are based on personal experiences, cultural, social and historical themes.
Year 2 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 internally and externally examined IB Art Exhibition (40%), a Process Portfolio/Visual Journal (40%) and a Comparative Study (20%). After the Exam Exhibition, IB Year Two students work on a “Legacy Artwork” that will become part of the ASD permanent collection.

SL students are required fewer hours outside of class, may work on a smaller scale, and are assessed on three less artworks than HL. The Comparative Study for HL requires 3-5 additional slides along with an artwork that is inspired from that research.

Digital Photography and Editing
Length & Credit: 1 semester / 0.5 credit
Grade: 9, 10, 11 & 12

This class is an introduction to digital photography and editing. Students will explore elements and principles of art as they relate to how we see, compose and create photographs. Through practical exercises and hands on experience, students will gain an understanding of the technical requirements for correct exposure, and will photograph in aperture, shutter speed and fully manual modes using their digital SLR cameras. Students will also learn basic editing techniques using Adobe Photoshop, converting images from color to black and white and adjusting levels to get the most out of their images. Students will be expected to complete numerous creative and focused projects throughout the course, each demonstrating an increased level of sophistication and understanding. Students should anticipate attendance at school and community events, both during and after school hours, as a means of gaining practice and collecting photographs for use in class. Each student will have access to a Nikon DLSR camera and related accessories throughout the semester.

Graphic Design
Length & Credit: 1 semester / 0.5 credit
Grade: 9, 10, 11 & 12

This class is an introduction to graphic design. Through the study of the elements and principles of art, students gain an understanding of how to conceptualize and create effective design. Adobe Illustrator, Photoshop and InDesign will all be employed toward a wide variety of projects and assignments. Students will have opportunities to gain authentic design experience by completing a number of design tasks for members of the school community. Past community projects have included posters, t-shirts, logos and brochure and pamphlet design. Throughout the semester, students are expected to create a wide variety of designs for a number of purposes, with each project demonstrating an increased level of sophistication.

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

Drama 1 encourages students to refine and develop their performance and presentation skills, applicable to any discipline and any career in life. Through 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. The course may be taken for either semester, or for the entire year.

Drama 2
Length & Credit: 1 semester / 0.5 credit; 1 year / 1.0 credit
Grade: 10, 11 & 12
Prerequisite: One credit in high school drama subjects

Drama 2 focuses on the development of acting skills through the study of the Stanislavski method. 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. The theatre styles of Realism and Naturalism are used to create and analyze original and scripted works. The course may be taken for either semester or for the entire year.

Advanced Drama Year 1, 2
Length & Credit: 1 semester / 0.5 credit; 1 year / 1.0 credit
Grade: 11 & 12
Prerequisites: Audition/Teacher Approval; Students may only enroll in Year 2 if they have completed Year 1.

Advanced Drama focuses on the development and extension of both acting and other theatre production skills. Students in this class will perform in a play and also be involved in developing original work. Performances will be presented to an outside audience. Stages of the production process will include planning, rehearsal, performance and analysis of the theatre works performed. Major theatrical movements, works and playwrights will be studied in this course. The course may be taken for either semester or for the entire year. The course may be repeated more than once (grade 11 and grade 12).

IB Theatre SL
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12
Prerequisites: Teacher approval and IB Theatre 1 for the IB Theatre 2 course

The IB Theatre core syllabus at SL consists of three interrelated areas: Theatre in Context, Theatre Processes and Presenting Theatre.
Theatre in Context
Students set their theatre work, explorations and development within personal, theoretical, and cultural contexts. Contexts provide a lens through which perspectives, theories, and cultures can be studied.

Theatre Processes
Students’ acquisition of skills, techniques, understandings and processes are represented in this section. Students reflect on creating, rehearsing, directing, performing, and designing.

Presenting Theatre
This represents the staging of theatre as well as presentation of ideas, research and discoveries through a range of presentation modes, practical and written.

Students are expected to look at these areas from four perspectives: as Director, Designer, Actor, and Spectator. Students examine play texts, create original theatre, explore performance practices from around the world, Students are assessed through their in class production work, presentations, performances, projects, dialogues, and assigned work.

The second year of SL IB Theatre includes three major assessment tasks. Each of these tasks is connected to the areas of study from IB Theatre 1.

Students have the option to travel on TAPS. The last three trips have been to London.

Assessments
Director’s Notebook (35% SL)
Students choose a published play text and develop ideas of how it could be staged. 20 pages. Sources.

Research Presentation (30% SL)
Students perform a recorded oral presentation lasting 15 minutes.

Internal Assessment
Collaborative Project (35% SL)

IB Theatre HL  🌐  🌐
Length & Credit: 2 years / 2.0 credits
Grade: 11 & 12
Prerequisites: Teacher approval and IB Theatre 1 for the IB Theatre 2 course

The IB Theatre core syllabus at HL consists of three interrelated areas: Theatre in Context, Theatre Processes and Presenting Theatre.

Theatre in Context
Students set their theatre work, explorations and development within personal, theoretical, and cultural contexts. Contexts provide a lens through which perspectives, theories, and cultures can be studied.

Theatre Processes
Students’ acquisition of skills, techniques, understandings and processes are represented in this section. Students reflect on creating, rehearsing, directing, performing, and designing.

Presenting Theatre
This represents the staging of theatre as well as presentation of ideas, research and discoveries through a range of presentation modes, practical and written.

Students are expected to look at these areas from four perspectives: as Director, Designer, Actor, and Spectator. Students examine play texts, create original theatre, explore performance practices from around the world. Students are assessed through their in class production work, presentations, performances, projects, dialogues, and assigned work.

The second year of IB Theatre HL includes four major assessment tasks. Three of these are externally assessed by the IBO and one is internally assessed. Each of these tasks is connected to the areas of study from IB Theatre 1.

Students have the option to travel on TAPS. The last three trips have been to London.

External Assessment
Director’s Notebook (20% HL)
Students choose a published play text and develop ideas of how it could be staged. 20 pages. Sources.

Research Presentation (20% HL)
Students perform a recorded oral presentation lasting 15 minutes.

Collaborative Project (25%HL)

Solo Theatre Piece (HL only)(35%)
Students at HL research a theatre theorist, create and present a solo theatre piece 4-8 min. 3000 word report to accompany. Sources.

Technical Theater 🌐
Length & Credit: 1 semester / 0.5 credit; 1 year / 1.0 credit
Grade: 10, 11 & 12

The focus of the course is on the theory and practical application of technical theater, including theater design, scenery design and construction, costumes, props, stage lighting, and sound/audio techniques. Students in this course are an integral part of the theater program at ASD. Students
will be trained in the safe operation of theater equipment and will be responsible for the technical support for main stage shows and other functions which take place in the theater. The course may be taken for either semester or for the entire year.

Please note: This course will require some time after school and/or on certain weekends. All students will be required to work a certain amount of hours for at least one production during the course of the semester unless otherwise notified by the teacher.

High School Instrumental Music (HSIM)

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

High School Instrumental Music is a Visual and Performing Arts elective for high school students that have not had basic experience playing an instrument that is part of the standard concert band. Students may also take HSIM if they have had previous but limited experience learning an instrument standard to the concert band. These instruments include flute, oboe, bassoon, clarinet, bass clarinet, saxophone (alto, tenor and baritone), trumpet, French horn, trombone, baritone horn/euphonium, tuba and electric bass guitar.

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.

The school will attempt as best as possible to provide students with the instrument that they wish to learn to play 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 an annual fee of QR 600.

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.

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

Advanced Percussion Study (APS)

Length & Credit: 1 year / 1.0 credit
Grade: 9, 10 11 & 12
Prerequisite: Teacher recommendation

Advanced Percussion Study is a class for students who have a trained and developed a background playing standard concert band percussion instruments. These instruments include snare drum, xylophone, timpani and drum set. Students will be expected to apply themselves diligently on all of these instruments.

High School students wanting to participate in APS must have prior approval from the instrumental music director. 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.
- Students in APS must have both a practice pad and a xylophone. The school will provide pads either for sale or rental based upon availability. Students will need to purchased specialized drumsticks from the school or acquire their own. Xylophones (with mallets) will be available for an annual rental fee of QR 300. Practice pads will be rented for an annual fee of QR 50.

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 Wind Ensemble (HSWE)

Length & Credit: 1 year / 1.0 credit
Grade: 9, 10 11 & 12
Prerequisites: Prior instrumental experience and teacher recommendation

High School Wind Ensemble is a Visual and Performing Arts elective subject. Most students in HSWE will have had at least one year of playing experience on at least one of the brass or woodwind instruments standard to the concert band.

These instruments include flute, oboe, bassoon, clarinet, bass clarinet, saxophone (alto, tenor and baritone), trumpet, French
horn, trombone, baritone horn/euphonium, tuba and electric bass guitar.

High School students wanting 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 ensemble 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.

Most students participating in HSWE will be required to have their own instrument. Students that play oboe, bassoon, bass clarinet, tenor saxophone, baritone saxophone, French horn, baritone horn/euphonium or tuba will (in most instances) 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 600.

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, 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.

**Treble Choir**

**Length & Credit:** 1 year / 1.0 credit  
**Grade:** 9, 10 11 & 12  
**Prerequisite:** Open enrollment, but meeting with choir director required

The Treble Choir is a female voice choir open to all female high school students who are interested in learning how to sing and develop their musicianship. Students do not need prior singing experience as 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 vocal exercises and performance of music in many different styles. Assessment is based on in-class performance tests, written tests, and projects. Attendance at various performances is required for credit. The Treble Choir will perform several times a year and may be combined with other choirs for performances.

**Mixed Chorus**

**Length & Credit:** 1 year / 1.0 credit  
**Grade:** 9, 10 11 & 12  
**Prerequisite:** Open enrollment, but meeting with choir director required

The Mixed Choir is a mixed voice choir open to all high school students who are interested in learning how to sing and develop their musicianship. Students do not need prior singing experience as 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 vocal exercises and performance of music in many different styles. Assessment is based on in-class performance tests, written tests, and projects. Attendance at various performances is required for credit. The Mixed Choir will perform several times a year and may be combined with other choirs for performances.

**Guitar**

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

No audition with a class maximum of 25 students. Available for both semesters.

This class is for the beginner 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. Students will learn basic music production skills. Assessment is based on performance tests, written tests, in class rehearsal skills, and concert performances.

**Introduction to Music Production**

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

Available for both semesters.

Students will explore various aspects of the digital music world. Using music software, students will arrange and compose pieces, score short films, and create playlists and albums for various occasions. Along with the creation of student work, we will study the history of electronic music, copyright law, and music careers outside of the performance arena. Computers are necessary in every lesson.
**Music Production 2**

**Guitar**

**Length & Credit:** 1 year / 1.0 credit  
**Grade:** 10 11 & 12  
**Prerequisite:** Introduction to Music Production

Students will continue to explore digital music in a more focused and in-depth manner with more advanced equipment. Units may include film scoring, DJ-ing, live audio engineering, stage sound, and mixing. Computers and headphones are required for every lesson.

**Videography**

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

This class is an introduction to videography and video production. In this course students explore various techniques and styles of video recording and editing. Genres explored include documentary, advertising, short film, title sequences and others as determined by the teacher, student interest and community needs.

Core concepts include screenwriting, sound engineering, camera operation, cinematography and editing. Students are expected to complete numerous projects throughout the course, each demonstrating an increased level of sophistication. Post-production focus will be on using Adobe Premiere and Adobe After Effects. Students should anticipate attendance at school and community events, both during and after school hours as a means of gaining practice and collecting footage for use in class. Each student will have access to a Canon HD video camera and related sound recording equipment throughout the semester.

**IB Film HL**

**Length & Credit:** 2 years / 2.0 credits  
**Grade:** 11 & 12  
**Prerequisites:** Completion of Digital Photography & Editing, Videography teacher approval

Through the study and analysis of film texts and exercises in filmmaking, this course explores film history, theory and socio-economic background. The course develops students’ critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

At the core of the IB Film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

The IB Film syllabus contains three components:

- **Textual Analysis:** The detailed study of film sequences  
- **Film Theory and History:** The study of films and filmmaking traditions from more than one country  
- **Creative Process/Techniques and Organization of Production:** The development of creative, analytical and production skills within filmmaking.

In year two, IB Film HL students undergo three major assessment tasks:

**Presentation (25%)**: Oral presentation (max. 15 minutes) of a detailed critical analysis of a continuous extract from a prescribed film.

**Independent Study (25%)**: Script for a short documentary of 12-15 pages on an aspect of film theory/history, based on a minimum of four films.

**Production Portfolio (50%)**: 6-7 minute film, 40-60 second associated trailer, accompanying production journal (1750 words max.)

**IB Film SL**

**Length & Credit:** 2 years / 2.0 credits  
**Grade:** 11 & 12  
**Prerequisites:** Completion of Digital Photography & Editing, Videography teacher approval

Through the study and analysis of film texts and exercises in filmmaking, this course explores film history, theory and socio-economic background. The course develops students’ critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

At the core of the IB Film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

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- **Textual Analysis:** The detailed study of film sequences  
- **Film Theory and History:** The study of films and filmmaking traditions from more than one country  
- **Creative Process/Techniques and Organization of Production:** The development of creative, analytical and production skills within filmmaking.

In year two, IB Film SL students undergo three major assessment tasks:
Presentation (25%): Oral presentation (max. 10 minutes) of a detailed critical analysis of a continuous extract from a prescribed film.

Independent Study (25%): Script for a short documentary of 8-10 pages on an aspect of film theory/history, based on a minimum of two films.

Production Portfolio (50%): 4-5 minute film, accompanying production journal (1200 words max.)
World Language Department

The high school World Language program is designed for students who are continuing or beginning their study of Arabic as another language, Modern Standard Arabic, French or Spanish. The high school student brings greater maturity and cognitive skills to the language learning process. These strengths allow the student to acquire the language at a faster rate. One year of language study is generally equivalent to two years of language study in the middle school. Cultural components and all four language skills: listening, speaking, reading and writing are emphasized and developed at each level.

Arabic as a Foreign Language I
Length & Credit: 1 years / 1.0 credit
Prerequisite: No prior knowledge of Arabic

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

Course material: Prepared by teacher and the Textbook Ya Hala for non-Arabic speakers

Arabic as a Foreign Language II
Length & Credit: 1 years / 1.0 credit
Prerequisite: Completion of AFL I and teacher recommendation

This course is designed for students who completed AFL 1 or who have adequate background in Arabic. The aim of the course is to further develop communication skills and authentic use of the language. Students engage authentic documents in a number of media (written, recorded, video) to acquire comprehension skills, and as a basis for building vocabulary and grammatical concepts. By the end of this course, students are expected to compose paragraphs on familiar topics in a variety of culturally authentic formats.

Course material: Prepared by teacher and the Textbook Ya Hala for non-Arabic speakers

Arabic as a Foreign Language III/IB Arabic Ab Initio 1
Length & Credit: 1 years / 1.0 credit
Prerequisite: Completion of AFL II and teacher recommendation

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 and the Textbooks Ya Hala and Hayaa Binaa for non-Arabic speakers. To register for this course, you must have studied Arabic for at least two years at ASD or pass an entrance test.

Arabic as a Foreign Language IV/IB Arabic Ab Initio 2
Length & Credit: 1 years / 1.0 credit
Prerequisite: Completion of AFL III/Ab Initio I and teacher recommendation

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 and the Textbooks Ya Hala and Hayaa Binaa for non-Arabic speakers. Please note that you may not take the IB Ab Initio examination, without prior completion of level 1.

Modern Standard Arabic I
Length & Credit: 1 years / 1.0 credit
Prerequisite: Teacher recommendation

This course is designed for students who already speak an Arabic dialect or have a family connection with an Arabic-speaking country. You will be studying Modern Standard Arabic across all four skills (listening/speaking/reading and writing). You will start by consolidating your knowledge of the alphabet, to help you begin to read authentic texts. You will also study grammar formally in order to develop your written skills. By the end of this course you will be able to speak fluently for more than two minutes and write a text of more than 100 words in M.S.A.

Modern Standard Arabic II
Length & Credit: 1 years / 1.0 credit
Prerequisite: Completion of MSA I and teacher recommendation

This course aims to consolidate and further develop the skills acquired in level one and to prepare you to study IB Arabic Language B. Throughout the course, you will study and use a range of written and spoken material, including adverts, letters, biographies and newspaper articles. You will continue to study grammar formally, in order to develop your written and spoken fluency and accuracy. By the end of this course you will be able to speak fluently for three to four minutes and write a text of more than 200 words in M.S.A on a given topic.
Modern Standard Arabic III (Non-IB course)
Length & Credit: 1 years / 1.0 credit
Prerequisite: Completion of MSA II and teacher recommendation

This course builds on levels 1 & 2 and is designed to allow students to explore current issues in Arabic-speaking countries. The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern texts and with classmates. All summative assessments are authentic-production activities designed to demonstrate your ability to communicate.

Modern Standard Arabic III (IB Language B SL1/HL1)
Length & Credit: 1 years / 1.0 credit
Prerequisite: Teacher recommendation

This course builds on levels 1 & 2 and is designed to allow students to explore current issues in Arabic-speaking countries. This course prepares students for the International Baccalaureate exams that you will take in your second year. The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern texts and with classmates. All summative assessments are authentic-production activities designed to demonstrate your ability to communicate and are modeled on IB assessment practices.

Modern Standard Arabic IV (IB Language B SL2/HL2)
Length & Credit: 1 years / 1.0 credit
Prerequisite: Teacher recommendation

This course builds on levels 1 & 2 and is designed to allow students to explore current issues in Arabic-speaking countries. This course prepares students for the International Baccalaureate exams that you will take in your second year. The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern texts and with classmates. All summative assessments are authentic-production activities designed to demonstrate your ability to communicate and are modeled on IB assessment practices. This course differs from BSL in that you will read two works of literature and your written assignment will be based on these works.

Arabic Language and Literature I
Length & Credit: 1 years / 1.0 credit
Prerequisite: Teacher recommendation from Middle School

This course is designed for students who have adequate knowledge of Arabic language structure. In this course, you will be engaged in reading and writing activities that expose you to various types and styles of written text, including literature and poetry. You will be involved in activities that will further develop your language through the formal study of grammar.

You will read at least one novel and several short stories during this course. By the end of this course you will be able to speak fluently for 3-4 minutes on a topic of current affairs and write an analysis of a poem or a piece of literature.

Arabic Language and Literature II
Length & Credit: 1 years / 1.0 credit
Prerequisite: Completion of Arabic Language and Literature I and Teacher recommendation

This course builds on skills learned in level 1 and in this course, you will continue to be engaged in reading and writing activities that expose you to various types and styles of written text, including literature and poetry. Our aim is to prepare you to study IB Arabic Language and Literature Language A. You will be involved in activities that will further develop your language through the formal study of grammar. You will read at least one novel and several more short stories during this course. By the end of this course you will be able to speak fluently for 4-5 minutes on a topic of current affairs and write a detailed analysis of a poem or a piece of literature.

Arabic Language and Literature III/IV (IB Arabic A: Language and Literature)
Length & Credit: 1 years / 1.0 credit
Prerequisite: Teacher recommendation

The IB Language A/Language and Literature SL course is a two-year program that aims to introduce students to a range of texts from different periods, styles and genres, develop the ability to engage in close, detailed analysis of individual texts and make relevant connections. It also aims to develop powers of expression, both in oral and written communication and recognize the importance of the contexts in which texts are written and received. Through the study of texts you will develop an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning. You will learn to appreciate the formal, stylistic and aesthetic qualities of texts, and to develop an enjoyment of, and lifelong interest in, language and literature. You will be encouraged to think critically about the different interactions between text, audience and purpose.

French I
Length & Credit: 1 years / 1.0 credit
Prerequisite: No previous study of French

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 creative conversational and narrative compositions. Activities practice all four skills, including listening and speaking activities,
reinforced by reading and writing. Grammar is taught explicitly and in context, and the course introduces the culture, geography and history of France. This course is designed to prepare students for French II.

**French II**

**Length & Credit:** 1 years / 1.0 credit  
**Prerequisite:** Completion of French 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 students with aspects of French culture in France and other Francophone countries. This course is designed to prepare students for French III.

**French III**

**Length & Credit:** 1 years / 1.0 credit  
**Prerequisite:** Completion of 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 students with aspects of French culture in France and other Francophone countries. This course is designed to prepare students for High School French IB SL1/IB HL1.

**IB French Ab Initio**

**Length & Credit:** 1 years / 1.0 credit  
**Prerequisite:** No previous study of French

This two-year course is designed to introduce older students with no formal background to the French language and will lead to certification in IB Ab Initio French, which fulfills the IB Diploma language requirement. The course aims to provide the student with communication skills in French in many contexts, the ability to comprehend a variety of texts and to write both creative and factual texts across a number of tenses. The course also introduces the student to the culture, geography and history of France and the French-speaking world. Daily commitment is required to succeed in this course.

**IB French B SL**

**Length & Credit:** 1 years / 1.0 credit  
**Prerequisite:** Completion of French III or its equivalent or teacher recommendation

This course is designed to allow students to explore current issues in France and the Francophone world at a higher communicative level after French III. The course prepares students for the International Baccalaureate exams that will occur in the second year of a two-year cycle. The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern documents and with classmates. All summative assessments are authentic production activities designed to demonstrate modern language communication ability and are modeled on IB assessment practices. All work is assessed using official IB rubrics.

**IB French B HL**

**Length & Credit:** 1 years / 1.0 credit  
**Prerequisite:** B or higher in French III or its equivalent or teacher recommendation

This course is designed to allow students to explore current issues in France and the Francophone world at a higher communicative level after French III. The course prepares students for the International Baccalaureate exams that will occur in the second year of a two-year cycle. The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern documents and with classmates. All summative assessments are authentic production activities designed to demonstrate modern language communication ability and are modeled on IB assessment practices. All assigned work in the HL course is assessed at a higher level of expected mastery compared to the same tasks at Standard Level. The HL course also includes the extra task of reading at least two literary works upon which the Written Assignment will be based. The HL Year 2 course may include a third literary work upon which the Written Assignment will be based. All work is assessed using official IB rubrics.

**IB French A: Language and Literature**

**Length & Credit:** 1 years / 1.0 credit  
**Prerequisite:** Grade 11 student with Teacher recommendation

This course is the first year of a two-year IB Language A program. It is designed for Grade 11 students with native or near-native language skills in some of the four language proficiencies - reading, writing, speaking, and listening – of the target language. The student profile of this course includes heritage learners of French who have not benefited from an education delivered in their mother tongue or students who have had the privilege of extensive immersion in this language that is not their mother tongue.

The course aims to develop in student's skills of textual analysis and understanding of both literary and nonliterary French texts. The course encourages students to question the meaning generated by language and texts, which is often ambiguous and indirect. This course is designed to prepare
students for the Year 2 IB Language and Literature course that leads to IB certification.

Spanish I
Length & Credit: 1 years / 1.0 credit
Prerequisite: No previous study of Spanish

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 creative conversational and narrative compositions. Activities practice all four skills, including listening and speaking activities, reinforced by reading and writing. Grammar is taught explicitly and in context. 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 Spanish II.

Spanish II
Length & Credit: 1 years / 1.0 credit
Prerequisite: Completion of 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 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 Spanish III.

Spanish III
Length & Credit: 1 years / 1.0 credit
Prerequisite: Completion of Spanish II

This course provides a review of structures developed in the first two years, widening their application to a variety of texts and situations and adding details to the basics, including several new tenses. 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. This course is designed to prepare students for further study at IB level.

IB Spanish Ab Initio
Length & Credit: 1 years / 1.0 credit
Prerequisite: No previous study of Spanish

This two-year course is designed to introduce older students with no formal background to the Spanish language and will lead to certification in IB Ab Initio Spanish, which fulfils the IB language requirement. The course aims to provide the student with communication skills in Spanish in many contexts, the ability to comprehend a variety of texts and to write both creative and factual texts across a number of tenses. The course also introduces the student to the culture, geography and history of Spain and the Spanish-speaking world. This is a very demanding course which aims to teach four years of Spanish in two years, both vocabulary and grammar. You will need to study extensively at home and should only sign up for this course with a clear commitment to learning a language intensively.

IB Spanish B SL
Length & Credit: 1 years / 1.0 credit
Prerequisite: Completion of Spanish III or teacher approval

This course is designed to allow students to explore current issues in Spanish speaking countries at a higher communicative level after Spanish III. The course prepares students for the International Baccalaureate examinations that will occur in the second year of a two-year cycle. The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern documents and with classmates. All summative assessments are authentic production activities designed to demonstrate modern language communication ability and are modeled on IB assessments practices.

IB Spanish B HL
Length & Credit: 1 years / 1.0 credit
Prerequisites: B or higher in Spanish III or teacher approval

This course builds on all the competencies already established through Spanish III/HL1. It allows students to explore current issues in Spain and 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, and the mastery and refinement of grammar are all learned through a personal dialogue with the authentic documents and with each other. All assigned work in the HL course is assessed at a higher level of expected mastery compared to the same tasks at Standard Level. The HL Year 2 course may include a second or third literary work upon which the Written Assignment will be based.

IB Spanish A: Language and Literature
Length & Credit: 1 years / 1.0 credit
Prerequisite: Grade 11 with teacher recommendation

This course is a two-year IB Language A program. It is designed for Grade 11-12 students with native or near-native language skills in all of the four language proficiencies, reading, writing, speaking, and listening of the target language. The profile of this course includes heritage learners of Spanish who have not
benefited from an education delivered in their mother tongue or students who have had the privilege of extensive immersion in this language that is not their mother tongue. The course aims to develop in students skills of textual analysis and understanding of both literary and nonliterary Spanish texts. The course encourages students to question the meaning generated by language and texts, which is often ambiguous and indirect. This course is designed to prepare students for the Year 2 IB Language and Literature course that leads to certification within the International Baccalaureate.

**IB World Languages**

**Length & Credit:** 1 years / 1.0 credit

**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. Tutors are arranged by the parents and payment for tutoring is the family’s responsibility. Contact the IB Coordinator for more information.
Health and Physical Education Department

The high school health and physical education department allows time for students to learn components of fitness and health in order to develop healthy lifestyle habits. Students will understand concepts, develop and apply motor skills and enjoy the benefits of being physically active. The program features physical fitness and strength training, a variety of individual and team sports and the opportunity to develop and nurture interpersonal skills. The emphasis of the program is on participation and students understanding the benefits of participating in physical activity for life.

Physical Education & Health 9 📖
Length & 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 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 will learn to apply their knowledge acquired in health to real life situations.

Physical Education & Health 10 📖
Length & Credit: 1 year / 1.0 credit
Grade: 10
Prerequisite: Completion of Physical Education 9 or equivalent

The physical education program in Grade 10 is designed to provide each student with experiences in fitness, aquatics, and a variety of team 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 in a responsible and healthy manner. Students will learn to apply their knowledge acquired in health to real life situations.

Sports for Life 📖
Length & Credit: 1 semester / 0.5 credit
Grade: 11 & 12
Prerequisite: Completion of Physical Education 10 or equivalent

Sports for Life is an elective class for Grades 11 and 12. Students must be self-motivated to actively participate in a variety of sports. This class is designed for students to further develop their physical skills and increase their understanding of lifetime fitness components. A combination of team 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 help students to further understand the rules and how to participate in tournament settings.

Fitness for Life, Level I
Length & Credit: 1 semester / 0.5 credit
Grade: 10, 11 & 12
Prerequisite: Completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit

This course will focus on the basic principles of strength training and conditioning. Topics will include cardiovascular fitness, muscular strength and endurance, and flexibility. Students will participate in rigorous workouts which will be prescribed by the teacher. The focus of the course will be to give students both the knowledge and the physical skills to develop lifelong fitness practices and programs, challenging each individual at their own level. This is a semester course and students have the option to move into Fitness for Life-Level II in the following semesters.

Fitness for Life, Level II
Length & Credit: 1 semester / 0.5 credit
Grade: 10, 11 & 12
Prerequisite: Completion of or concurrent enrollment in Fitness for Life, Level I. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit

This course is open to any students who have taken a semester course of Fitness for Life-Level I. Students in this course will research and develop personalized physical fitness programs of their own with the guidance of the teacher. Individual program development will be based on the student’s personal goals and fitness activities that appeal to that individual. The teacher will facilitate, give feedback and teach new skills during this course to make it a real-life process. This is a semester course and students may take it for as many semesters as they wish after completing Fitness for Life-Level I.

Strength and Conditioning for Athletic Development, Level I
Length & Credit: 1 semester / 0.5 credit
Grade: 10, 11 & 12
Prerequisite: Completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit

This course is open to all students who have completed grade 10 PE. Regardless if students play or do not play on a sports team they are encouraged to take this course if they would like
to emphasize the areas listed below in their fitness.

Students in this course will focus on specialized strength and conditioning skill development to raise athletic performance for both men and women. The weight-training program is designed to increase strength, speed, endurance, flexibility, agility and power, to condition the total body to perform the explosive and repetitive tasks encountered in practice and competition. Injury prevention is a by-product of this course. If the student plays on an athletic team, the course teacher will also work in conjunction with the coaches to develop and emphasize specific areas the team or individuals need to prioritize to be more successful on the court or field. This is a semester course and students will see results within this time frame. If possible, it is recommended that students take two semesters for optimal results.

**Strength and Conditioning for Athletic Development, Level II**

**Length & Credit:** 1 semester / 0.5 credit  
**Grade:** 10, 11 & 12  
**Prerequisite:** Completion of or concurrent enrollment in Strength and Conditioning for Athletic Development, Level I. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit

This course is open to any students who have taken S&C for Athletic Development- Level 1. Students in this course will focus on specialized strength and conditioning skill development to raise athletic performance for both men and women. Students will learn advanced techniques and be challenged to the next level in their programming. The weight-training program is designed to increase strength, speed, endurance, flexibility, agility and power, to condition the total body to perform the explosive and repetitive tasks encountered in practice and competition. Injury prevention is a by-product of this course. If the student plays on an athletic team, the course teacher will also work in conjunction with the coaches to develop and emphasize specific areas the team or individuals need to prioritize to be more successful on the court or field. This is a semester course and students will see results within this time frame. If possible, it is recommended that students take two semesters for optimal results.

**Women’s Health and Well-being, Level I**

**Length & Credit:** 1 semester / 0.5 credit  
**Grade:** 10, 11 & 12  
**Prerequisite:** Female student, completion of or concurrent enrollment in Women’s Health and Well-being Level I. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit

This is a health and well-being course for females, taught by females. Students will experience a variety of activities including but not limited to; yoga, dance, pilates, cardiovascular and weights workouts to explore what constitutes well-being and what role exercise can play in a healthy lifestyle. Utilizing a holistic approach we will include topics such as self-esteem, nutrition, stress management and time management. This course aims to encourage females to engage in attitudes and behaviors that enhance quality of life and maximize personal potential.

Students who complete the Level 1 course will have the option of continuing on into the Level 2 course in the second semester.

**Women’s Health and Well-being, Level II**

**Length & Credit:** 1 semester / 0.5 credit  
**Grade:** 10, 11 & 12  
**Prerequisite:** Female student, completion of or concurrent enrollment in Women’s Health and Well-being Level I. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit

In this course, students will build on knowledge and skills gained in the Level 1 course to design and follow their own individualized programs with the guidance of the teacher. Individual program development will be based on the student’s individual goals and well-being activities that appeal to that individual. The teacher will facilitate, give feedback and teach new skills during this course to make it a real life process.
Other Courses

Theory of Knowledge (TOK)

**Length & Credit:** 1 year / 1.0 credit  
**Grade:** 11 & 12  
**Prerequisite:** IB diploma candidate

Theory of Knowledge (TOK) is a two-semester interdisciplinary course that challenges students to explore how knowledge is constructed, critically examined, evaluated and renewed by communities and individuals. Its core content considers questions such as: “What counts as knowledge?”, “How do we know in different areas of knowledge?”, and “How does knowledge grow, and what are its limits?”. By the end of the course, students will be able to: identify and understand knowledge questions, seeing links between areas of knowledge and the ways of knowing; reflectively explore knowledge questions from a personal and independent perspective; seriously consider a variety of points of view on a knowledge question; and analyze knowledge questions with insight and depth while exploring and evaluating assumptions and implications.

The Counselors’ Course

The Counselors’ Course will take place once a week during a student’s study period. All sessions will take place on either Sunday or Monday. Each quarter the counseling office will deliver a structured curriculum to a specific grade level. While attending these sessions is mandatory, students will not receive a grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quarter</th>
<th>Curriculum Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>Preparing College Applications</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>Transition &amp; Success in High School</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>College Research</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>Career Exploration</td>
</tr>
</tbody>
</table>

**Yearbook**

**Length & Credit:** 1 year / 1.0 credit  
**Grade:** 11 & 12  
**Prerequisite:** Yearbook teacher approval

Class size maximum of 12 students.

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 & Credit:** 1 semester / 0.5 credit  
**Grade:** 12

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 – community service hours only. Must be approved by teacher and counselor.
Before filling in the form, please review the graduation requirements in the High School Program of Studies handbook. Students must register for 7 credits per year. They may register for an 8th credit with approval.

<table>
<thead>
<tr>
<th>Course selections for 2016-2017</th>
<th>Length / Credits</th>
<th>Open to Grades</th>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 9</td>
<td>1yr/1.0</td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>English 10</td>
<td>1yr/1.0</td>
<td>10</td>
<td>Completion of English 9</td>
</tr>
<tr>
<td>English 11</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Completion of English 10</td>
</tr>
<tr>
<td>English 12</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of English 11 or AP Language or IB Language or IB Literature HL/SL1</td>
</tr>
<tr>
<td>AP English Language &amp; Composition</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>B or higher in previous English course or teacher recommendation</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition</td>
<td>1yr/1.0</td>
<td>12</td>
<td>B or higher in previous English course or teacher recommendation</td>
</tr>
<tr>
<td>IB English A Language and Literature SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Completion of IB English A Language and Literature SL1 or English teacher recommendation</td>
</tr>
<tr>
<td>IB English Language and Literature SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB English Language and Literature SL2 or English teacher recommendation</td>
</tr>
<tr>
<td>IB English A Language and Literature HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in previous English course or teacher recommendation</td>
</tr>
<tr>
<td>IB English A Language and Literature HL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB English A Language and Literature HL2 or English teacher recommendation</td>
</tr>
<tr>
<td>IB English Literature SL1</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of English 10</td>
</tr>
<tr>
<td>IB English Literature SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB English Literature SL1 or English teacher recommendation</td>
</tr>
<tr>
<td>Speech</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Writer’s Lab 1</td>
<td>1yr/1.0</td>
<td>9</td>
<td>Teacher recommendation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MATH</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I A/B</td>
<td>1yr/1.0</td>
<td>Varies by Placement</td>
<td>None</td>
</tr>
<tr>
<td>Algebra I</td>
<td>1yr/1.0</td>
<td>9,10,11</td>
<td>Completion of Algebra I A/B or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>Geometry</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>Completion of Algebra I or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>Algebra II</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>Completion of Geometry or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>Algebra II with Trigonometry</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>B or higher in Geometry and a B or higher in Algebra II or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>Precalculus</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Completion of Algebra II or Algebra II with Trigonometry, or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>Precalculus with Limits</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Completion of Algebra II with Trigonometry or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>Calculus</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Completion of Precalculus or Honors Precalculus, or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Completion of Honors Precalculus (or a recommendation from current Math teacher)</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Completion of AP Calculus AB or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>Statistics</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Completion of Algebra II or Algebra II with Trigonometry, or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Completion of Algebra II or Algebra II with Trigonometry, or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>IB Mathematical Studies SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Completion of Algebra I or a recommendation from current Math teacher</td>
</tr>
<tr>
<td>IB Mathematical Studies SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Mathematical Studies SL1 or teacher approval</td>
</tr>
<tr>
<td>IB Mathematics SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Completion of IB Mathematics SL1 or teacher approval</td>
</tr>
<tr>
<td>IB Mathematics SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>B in Algebra II or an equivalent course, or recommendation from current Math teacher</td>
</tr>
<tr>
<td>IB Mathematics HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Completion of IB Mathematics HL1 or teacher approval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SCIENCE</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry &amp; Physics Fundamentals</td>
<td>1yr/1.0</td>
<td>9,10</td>
<td>Completion of or concurrent enrollment in Algebra I</td>
</tr>
<tr>
<td>Earth Science</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Biology</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>B or higher in previous science course, completion of or concurrent enrollment in Geometry or recommendation of current Science teacher</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Two science credits including Chemistry and Physics Fundamentals or Earth Science. This class is not open to students who have taken or are concurrently enrolled in a Honors/AP/IB Science course.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>B or higher in previous Science course, completion of Geometry, completion of or concurrent enrollment in Algebra II, or recommendation from current Science teacher</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>B or higher in previous Science course, completion of Geometry, completion of or concurrent enrollment in Algebra II or an equivalent course, or recommendation from current Science teacher</td>
</tr>
<tr>
<td>Physics</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>Completion of Algebra I</td>
</tr>
<tr>
<td>AP Physics 1</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>B or higher in previous Science course, completion of Geometry, completion of or concurrent enrollment in Algebra II or recommendation of current Science teacher</td>
</tr>
<tr>
<td>AP Physics 2</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>B or higher in AP Physics I or a comparable introductory course, completion of or concurrent enrollment in Precalculus or an equivalent course, or recommendation from AP Physics teacher.</td>
</tr>
</tbody>
</table>
### Course selections for 2016-2017

<table>
<thead>
<tr>
<th>Course</th>
<th>Length / Credits</th>
<th>Open to Grades</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCIENCE (Continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Biology</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>Completion of or concurrent enrollment in Chemistry or Honors Chemistry, B or higher in Honors Biology or AP Biology teacher recommendation</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>B or higher in Honors Chemistry and Algebra II or AP Chemistry teacher recommendation</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>1yr/1.0</td>
<td>12</td>
<td>B or higher in previous Science course, B or higher in Earth Science, or AP Environmental Science teacher recommendation.</td>
</tr>
<tr>
<td>IB Biology SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>None</td>
</tr>
<tr>
<td>IB Biology SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Biology SL1 or IB Biology SL2 teacher approval</td>
</tr>
<tr>
<td>IB Biology HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in previous Science course or recommendation of current Science teacher</td>
</tr>
<tr>
<td>IB Biology HL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Biology HL1 or IB Biology HL2 teacher approval</td>
</tr>
<tr>
<td>IB Chemistry SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Completion of Geometry, concurrent placement in Math Studies, Algebra II or higher</td>
</tr>
<tr>
<td>IB Chemistry SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Chemistry SL1 or IB Chemistry SL2 teacher approval</td>
</tr>
<tr>
<td>IB Chemistry HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in previous Science course or recommendation of current Science teacher</td>
</tr>
<tr>
<td>IB Physics SL1</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Physics SL1 or IB Physics SL2 teacher approval</td>
</tr>
<tr>
<td>IB Physics HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in previous science course or recommendation of current Science teacher.</td>
</tr>
<tr>
<td>IB Physics HL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Physics HL1 or IB Physics HL2 teacher approval</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
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<td></td>
<td></td>
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<tr>
<td>World Geography</td>
<td>1yr/1.0</td>
<td>9</td>
<td>Completion of World Geography</td>
</tr>
<tr>
<td>World History</td>
<td>1yr/1.0</td>
<td>10</td>
<td>Completion of Social Studies course or current Social Studies teacher recommendation</td>
</tr>
<tr>
<td>AP World History</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>B or higher in current Social Studies course or current Social Studies teacher recommendation</td>
</tr>
<tr>
<td>AP European History</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>B or higher in current Social Studies course or current Social Studies teacher recommendation</td>
</tr>
<tr>
<td>AP United States History</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>B or higher in current Social Studies course or current Social Studies teacher recommendation</td>
</tr>
<tr>
<td>AP Comparative Government</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>B or higher in current Social Studies course or current Social Studies teacher recommendation</td>
</tr>
<tr>
<td>United States History</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>IB History SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>None</td>
</tr>
<tr>
<td>IB History SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB History SL1 or teacher approval</td>
</tr>
<tr>
<td>IB History HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in current Social Studies course or current Social Studies teacher recommendation</td>
</tr>
<tr>
<td>IB History HL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB History HL1 or teacher approval</td>
</tr>
<tr>
<td>IB Economics SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>None</td>
</tr>
<tr>
<td>IB Economics SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Economics SL1 or teacher approval</td>
</tr>
<tr>
<td>IB Economics HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in current Social Studies course or current Social Studies teacher recommendation</td>
</tr>
<tr>
<td>IB Economics HL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Economics HL1 or teacher approval</td>
</tr>
<tr>
<td>IB Psychology SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>None</td>
</tr>
<tr>
<td>IB Psychology SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Psychology SL1 or teacher approval</td>
</tr>
<tr>
<td>IB Psychology HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in current Social Studies course or current Social Studies teacher recommendation</td>
</tr>
<tr>
<td>IB Psychology HL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Psychology HL1 or teacher approval</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>1sem/0.5</td>
<td>12</td>
<td>Completion of Speech</td>
</tr>
<tr>
<td>Global Politics</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>American Government</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
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<tr>
<td>Philosophy</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
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<tr>
<td>Psychology</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
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<tr>
<td>Economics</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
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<tr>
<td>Middle Eastern Studies</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
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<tr>
<td><strong>TECHNOLOGY</strong></td>
<td></td>
<td></td>
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<tr>
<td>Technology for Everyone</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD</td>
</tr>
<tr>
<td>Animation and Game-making</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD</td>
</tr>
<tr>
<td>Web Design</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD</td>
</tr>
<tr>
<td>Robotics</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD</td>
</tr>
<tr>
<td>Advanced Robotics</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD</td>
</tr>
<tr>
<td>IB Computer Science SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD</td>
</tr>
<tr>
<td>IB Computer Science SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Completion of IB Computer Science SL2</td>
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<tr>
<td>AP Computer Science</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>Completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD</td>
</tr>
<tr>
<td>Computer Science II</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Completion of AP Computer Science, IB Computer Science Year 1 (HL or SL), or Computer Science, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD</td>
</tr>
</tbody>
</table>
## Visual and Performing Arts

### General Art
- **Drawing**: 1 yr/1.0 credits
- **Ceramics**: 1 yr/1.0 credits
- **Painting**: 1 yr/1.0 credits
- **IB Art SL1**: 1 yr/1.0 credits
  - Prerequisite: Full year of high school art in Grades 9 or 10 and recommendation from IB Art teacher. Please note: When meeting with IB Art teacher you will need to show three – five artworks or a recent sketchbook.
- **IB Art SL2**: 1 yr/1.0 credits
  - Prerequisite: Completion of IB Art SL1
- **IB Art HL1**: 1 yr/1.0 credits
  - Prerequisite: Full year of high school art in Grades 9 or 10 and recommendation from IB Art teacher. Please note: When meeting with IB Art teacher you will need to show three – five artworks or a recent sketchbook.

### Drama
- **Drama 1 (semester long)**: 1 yr/1.0 credits
- **Drama 1 (year long)**: 1 yr/1.0 credits
- **Drama 2 (semester long)**: 1 yr/1.0 credits
- **Drama 2 (year long)**: 1 yr/1.0 credits
- **Technical Theater**: 1 yr/1.0 credits
- **Advanced Drama Year 1 and 2**: 1 yr/1.0 credits
  - Prerequisite: 1 full year of high school drama subject in Grades 9 or 10 and recommendation from IB Art teacher or approval.

### World Languages

#### Arabic as Foreign Language
- **Arabic as Foreign Language I**: 1 yr/1.0 credits
- **Arabic as Foreign Language II**: 1 yr/1.0 credits
- **Arabic as Foreign Language III/IB Arabic Ab Initio 1**: 1 yr/1.0 credits
- **Arabic as Foreign Language IV/IB Arabic Ab Initio 2**: 1 yr/1.0 credits
- **Modern Standard Arabic I**: 1 yr/1.0 credits
- **Modern Standard Arabic II**: 1 yr/1.0 credits
- **Modern Standard Arabic III (IB Language B SL1)**: 1 yr/1.0 credits
- **Modern Standard Arabic IV (IB Language B SL2)**: 1 yr/1.0 credits
- **Modern Standard Arabic III (IB Language B HL1)**: 1 yr/1.0 credits
- **Modern Standard Arabic IV (IB Language B HL2)**: 1 yr/1.0 credits
- **Arabic Language and Literature I**: 1 yr/1.0 credits
- **Arabic Language and Literature II**: 1 yr/1.0 credits
- **Arabic Language and Literature III (IB Arabic A: Language and Literature Year 1)**: 1 yr/1.0 credits
- **Arabic Language and Literature IV (IB Arabic A: Language and Literature Year 2)**: 1 yr/1.0 credits

### French
- **French I**: 1 yr/1.0 credits
- **French II**: 1 yr/1.0 credits
- **IB French Ab Initio 1**: 1 yr/1.0 credits
- **IB French Ab Initio 2**: 1 yr/1.0 credits
- **French III**: 1 yr/1.0 credits
- **IB French B SL1**: 1 yr/1.0 credits
- **IB French B SL2**: 1 yr/1.0 credits
- **French IB HL1**: 1 yr/1.0 credits
- **IB French A: Language and Literature**: 1 yr/1.0 credits

## World Languages (Placement level determined by teacher and subject to change based on student skill and performance level.)

- No prior knowledge of Arabic
- Completion of AFL I and teacher recommendation
- Completion of AFL II and teacher recommendation
- Completion of AFL III/Ab Initio I and teacher recommendation
- Teacher Recommendation
- Completion of MSA I and teacher recommendation
- Completion of MSA II and teacher recommendation
- Teacher recommendation
- Completion of Modern Standard Arabic III (IB Language B SL1) or teacher approval
- B or higher in Modern Standard Arabic II and teacher recommendation
- Completion of Modern Standard Arabic III (IB Language B HL1) and teacher approval
- Teacher recommendation from Middle School
- Completion of Arabic Language and Literature I and Teacher Recommendation
- Completion of Arabic Language and Literature III (IB Arabic A: Language and Literature Year 1)
- Completion of Arabic Language and Literature III (IB Language and Literature Year 1) or teacher approval
- No previous study of French required
- Completion of French I
- No previous study of French required
- Completion of IB French Ab Initio I or teacher approval
- Completion of French II
- Completion of French III or its equivalent or teacher recommendation
- Completion of IB French SL1 or teacher approval
- B or higher in French III or its equivalent or teacher recommendation
- Completion of IB French HL1 or teacher approval
- Grade 11 student with Teacher recommendation
### Course selections for 2016-2017

<table>
<thead>
<tr>
<th>Course</th>
<th>Length / Credits</th>
<th>Open to Grades</th>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish I</td>
<td>1yr/1.0</td>
<td></td>
<td>No previous study of Spanish required</td>
</tr>
<tr>
<td>Spanish II</td>
<td>1yr/1.0</td>
<td></td>
<td>Completion of Spanish I/IB Spanish Ab Initio 1</td>
</tr>
<tr>
<td>IB Spanish Ab Initio 1</td>
<td>1yr/1.0</td>
<td></td>
<td>No previous study of Spanish required</td>
</tr>
<tr>
<td>IB Spanish Ab Initio 2</td>
<td>1yr/1.0</td>
<td></td>
<td>Completion of IB Spanish Ab Initio 1 or teacher approval</td>
</tr>
<tr>
<td>Spanish III</td>
<td>1yr/1.0</td>
<td></td>
<td>Completion of Spanish II</td>
</tr>
<tr>
<td>IB Spanish SL1</td>
<td>1yr/1.0</td>
<td></td>
<td>Completion of Spanish III or teacher recommendation</td>
</tr>
<tr>
<td>IB Spanish SL2</td>
<td>1yr/1.0</td>
<td></td>
<td>Completion of IB Spanish SL1 or teacher approval</td>
</tr>
<tr>
<td>IB Spanish HL1</td>
<td>1yr/1.0</td>
<td></td>
<td>B or higher in Spanish III or teacher recommendation</td>
</tr>
<tr>
<td>IB Spanish HL2</td>
<td>1yr/1.0</td>
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<td>Completion of IB Spanish HL1 or teacher approval</td>
</tr>
<tr>
<td>IB Spanish A Language and Literature Yr1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Grade 11 student with Teacher recommendation</td>
</tr>
<tr>
<td>IB World Languages</td>
<td>1yr/1.0</td>
<td></td>
<td>IB Diploma Candidate and permission of IB Coordinator</td>
</tr>
</tbody>
</table>

### PHYSICAL EDUCATION & HEALTH

<table>
<thead>
<tr>
<th>Course</th>
<th>Length / Credits</th>
<th>Open to Grades</th>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education &amp; Health 9</td>
<td>1yr/1.0</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Physical Education &amp; Health 10</td>
<td>1yr/1.0</td>
<td>10</td>
<td>Completion of PE 9 or equivalent</td>
</tr>
<tr>
<td>Sports for Life</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>Completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit</td>
</tr>
<tr>
<td>Fitness for Life, Level 1</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>Completion of or concurrent enrollment in Fitness for Life, Level 1. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit</td>
</tr>
<tr>
<td>Strength &amp; Cond. for Athletic Dev. 1</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>Completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit</td>
</tr>
<tr>
<td>Strength &amp; Cond. for Athletic Dev. 2</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>Completion of or concurrent enrollment in Strength and Conditioning for Athletic Development, Level 1. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit</td>
</tr>
<tr>
<td>Women’s Health and Well-being, Level 1</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>Female student, completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit</td>
</tr>
<tr>
<td>Women’s Health and Well-being, Level 2</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>Female student, completion of or concurrent enrollment in Women’s Health and Well-being Level 1. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit</td>
</tr>
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</table>

### OTHER COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Length / Credits</th>
<th>Open to Grades</th>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearbook</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Yearbook teacher approval</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>IB Diploma Candidate</td>
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