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Dear Students and Parents,

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

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

Please review this publication thoroughly, and carefully select your courses for the 2014-2015 school year. Consider the following as you make these choices:

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

It is important for you to meet with your teachers, IB/AP Coordinator and counselor as you make your class choices. Please check specific university application requirements as you select your short-range plans for the 2014-2015 school year and your long-range plans for high school and beyond.

Keep as many future doors open as possible. Maximize your chances of getting into the university or college of your choice by taking full advantage of the academic programs offered at ASD. Ideally, your high school education should be challenging, diverse and rewarding.

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

I am looking forward to working with all of you in 2014-2015.

Sincerely,

Colin Boudreau
High School Principal
The Academic Day
ASD High School uses a semester system of scheduling. The school day runs from 7:55 a.m., first bell, until 3:00 p.m. 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 12:30 p.m. on Tuesdays when there is a full five-day week. These afternoons are used for professional collaboration among faculty and staff.

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

- Freshman (Grade 9) 1-4 Credits
- Sophomore (Grade 10) 5-11 Credits
- Junior (Grade 11) 12-18 Credits
- Senior (Grade 12) 19-25 Credits

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. A grade placement review will be conducted at the end of each semester.

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

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 Principal, Guidance Counselors, teacher representatives, the Learning Support teacher, and the IB/AP Coordinator. This group meets weekly to review students’ academic and emotional development and to formulate plans to assist those students in need. Additionally, all special requests will be brought before this group for review.
Class grades are reported as letter grades on the report card using the following equivalents:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>%</th>
<th>Core</th>
<th>Honors/IB SL 1/2 IB HL I TOK II</th>
<th>AP/IB HL2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.00-100</td>
<td>4.3</td>
<td>4.6</td>
<td>4.8</td>
</tr>
<tr>
<td>A</td>
<td>93.00-96.99</td>
<td>4.0</td>
<td>4.3</td>
<td>4.5</td>
</tr>
<tr>
<td>A-</td>
<td>90.00-92.99</td>
<td>3.7</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>B+</td>
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<td>3.3</td>
<td>3.6</td>
<td>3.8</td>
</tr>
<tr>
<td>B</td>
<td>83.00-86.99</td>
<td>3.0</td>
<td>3.3</td>
<td>3.5</td>
</tr>
<tr>
<td>B-</td>
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<td>2.7</td>
<td>3.0</td>
<td>3.2</td>
</tr>
<tr>
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<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td>C</td>
<td>73.00-76.99</td>
<td>2.0</td>
<td>2.3</td>
<td>2.5</td>
</tr>
<tr>
<td>C-</td>
<td>70.00-72.99</td>
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</tr>
<tr>
<td>D+</td>
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<td>1.8</td>
</tr>
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</tr>
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<td>1.0</td>
<td>1.2</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
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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 Middle School Credit Option 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 full year.

Middle School Credit Option

The following procedure is for middle school students who wish to enroll in a high school class and gain high school credit.

1) Students at ASD cannot take courses in the high school or receive high school credit if the equivalent course is offered in middle school.
2) Students must meet all the necessary prerequisites to take the high school course and must obtain an appropriate teacher recommendation.
3) Students must meet all of the course requirements necessary to obtain credit.
4) Transfer credits from middle school may count toward graduation requirements but must get approval through Guidance Committee.
5) The credit will appear on the student’s high school transcript specifying that the course was taken while the student was enrolled in middle school.
6) Transfer credits may be reviewed by Guidance Committee.

Summer School Credit Option

Students interested in attending summer school for credit must meet the following criteria:

1) The student must have completed two semesters of high school.
2) The student must get prior written approval from the Guidance Committee.
3) The student may not receive more than 1.0 credit.
4) The student must provide official transcript to ASD upon completion of course prior to May 15 of that academic year.
5) Transfer credits from summer school may count towards graduation requirements but must get approval through Guidance Committee.

6) The course must be taken from an accredited institution.

7) The course must meet the credit hour requirements of ASD.

8) The course must generally not be available at ASD.

Course Load
Every student is required to carry a minimum of seven courses (seven 85-minute blocks or a combination equal to seven blocks).

Exceptions:
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. Students may take eight courses upon consultation with their counselor.

Obtaining a Course Waiver
Students requesting an exemption from a graduation requirement may petition the Guidance Committee for a waiver. Student/parent-initiated requests for waivers must follow the following procedure:

1) Submit a letter, signed by the parent and student, to the high school Guidance Committee explaining the reason(s) for the request for waiver. Waived core classes must be replaced with an equivalent number of core electives, and the student must meet the minimum requirement of 25 credits for graduation.

2) The student will be notified of the decision on the proposed waiver and a copy of it will be placed in the student’s file.

Students who believe they have a reason to have a requirement waived or take a course out of sequence may also follow the above procedures.

Changing a Course
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 two weeks of the scheduled course. After the initial two week period, parent-teacher-counselor communication is required to request withdrawal from the course. Any requests following the two-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. Any changes after the first month of school will result in a Withdrawal with the grade at 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 change are:
1) Student obtains petition form from counselor for the course change.
2) Parent recommends the change.
3) Current teacher recommends the change.
4) Teacher of the course into which the student is seeking entry into recommends the change.
5) Counselor recommends the change.
6) A final decision will be made by the HS Guidance Committee, taking all recommendations into account.

Course Advancement
Students receiving a ‘D’ (particularly in courses that build upon one another like World Languages or Math, or where it is deemed necessary by the administration or teacher) may be required to repeat the course or retake the course during the summer. Upon returning to school, students need to achieve a 70% or higher on the course placement test in order to move to the next level.

Repeating a Course
Any student receiving an ‘F’ may be required to repeat the class in order to fulfill graduation requirements. A student may repeat a class at the recommendation of his/her teacher and/or counselor. Both grades will appear on the transcript. However, only the class with the highest grade will count towards the grade point average and will receive credit.
Class Attendance
Regular attendance and punctuality are critical, lifelong skills that are emphasized at ASD. Because performance in class through collaborative activities is an essential element of student learning and assessment, students must be present to achieve these outcomes and student 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. Three unexcused tardies are equal to one unexcused absence.**

Withdrawal From School
Students withdrawing from ASD 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, paying all school fees, and returning all library materials.
GRADUATION REQUIREMENTS

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Minimum Requirements for non-IB Diploma Students</th>
<th>Minimum Requirements for IB Diploma Students</th>
<th>Minimum Recommended for College</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>4.0</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
<td>3.0</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>3.0</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
<td>3.0</td>
<td>3-4</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0</td>
<td>2.0</td>
<td>3-4</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>1.0</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>2.0</td>
<td>2.0</td>
<td>2</td>
</tr>
<tr>
<td>Speech (or Theory of Knowledge I)</td>
<td>0.5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Senior Seminar (or Theory of Knowledge II)</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6.0</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>Minimum Total Credits</td>
<td>25.0</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td><em>Community Service</em></td>
<td>10 per year of enrollment in ASD HS to be submitted yearly</td>
<td>Included in CAS</td>
<td></td>
</tr>
</tbody>
</table>

*Other graduation requirements/recommendations*

1) Algebra II or higher is highly recommended for college bound students.
2) U.S. History is required for all U.S. citizens and is strongly recommended for non-Americans who intend to attend U.S. colleges/universities. U.S. History may be taken in grades 11 or 12. However, IB Diploma students may apply to take U.S. History in grade 10. U.S. citizens who are IB candidates should see the IB coordinator about this requirement.
3) For Non-IB Diploma students, American Government and Economics are recommended for all U.S. Citizens or those students interested in studying in the United States.
4) Students must be in attendance at ASD for two consecutive semesters immediately prior to receiving an ASD diploma.
5) **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, Action, 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 Programme.**

**Homework and Related Expectations**
In keeping with its mission, vision and values, ASD advocates a balanced life for its students. A balanced life is comprised of academic work, meaningful participation in after-school activities, and relaxation with family and/or friends.

**The Nature and Function of Homework**
“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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Time Range</th>
<th>Icon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light</td>
<td>0-30 minutes</td>
<td>✰✰</td>
</tr>
<tr>
<td>Moderate</td>
<td>30-45 minutes</td>
<td>✰✰✰</td>
</tr>
<tr>
<td>Heavy</td>
<td>45-60 minutes</td>
<td>✰✰✰✰</td>
</tr>
</tbody>
</table>

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 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;
- 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
  - Is there anything that needs to be practiced that will make you feel more confident about the current learning?
  - Is there anything you find particularly interesting that you would like to spend more time on?
  - Is there anything you need to prepare to be able to continue to learn the next class period?
  - 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.
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 and passing the AP examination for any course in which the student is enrolled.

**Admission to AP classes at ASD requires meeting the following criteria**

1. A commitment to academic achievement.
2. An understanding and acceptance of the time the course involves.
3. Teacher and counselor recommendations.
4. Meeting the established course prerequisites.

ASD does not offer AP exams to students outside of AP courses in which they are enrolled.

**Current Advanced Placement Courses at ASD**

<table>
<thead>
<tr>
<th>AP Biology</th>
<th>AP US History</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Chemistry</td>
<td>AP European History</td>
</tr>
<tr>
<td>AP Physics 1</td>
<td>AP Comparative Government</td>
</tr>
<tr>
<td>AP Physics 2</td>
<td>AP World History</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>AP English Literature</td>
<td>AP Statistics</td>
</tr>
</tbody>
</table>

**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 450 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:

1. **AP Scholar** – Scores of 3 or higher on three Advanced Placement exams.
2. **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.
3. **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.
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 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 Diploma and IB Certificates**

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.

**Benefits of the IB Diploma Program**

A main benefit is that even the most prestigious universities see the IB Diploma as “enough.” Students do not advantage themselves by adding more courses or activities than the IB requirements. Universities recognize the outstanding qualities of IB Diploma students. Typically, diploma holders are ready to debate real-world issues from an international perspective and to provide leadership and support in the local and global community. They demonstrate a capacity for in-depth study while maintaining a broad perspective of the different subject areas. They are able to ask challenging questions and also know how to research a topic and express their opinions. They have a strong sense of their own culture and identity, as well as the ability to communicate in two or more languages with people who have different perspectives of the world.
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)
- Arabic Language and Literature (SL/HL)
- French Language and Literature (SL/HL)
- Spanish Language and Literature (SL/HL)

**Group 2:** Language Acquisition
- French, Spanish 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 and Physics all at SL/HL

**Group 5:** Mathematics (one of the following is required)
- 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)

**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 2700 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, Action 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 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. 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.
- The student contacts his/her counselor to present the idea.
- Proposals need to be approved by the Guidance Committee.

Creating an Independent Study Plan

To gain ASD approval, the student must write up an Independent Study proposal with help from the school and parents. Independent Study may involve any area of interest for the student, either connected to current course work or outside schoolwork entirely. If taking an AP or IB course as an independent study, the student is strongly recommended to enroll in an accredited online course. The first step is clearly articulating the goal of taking a course through Independent Study.

Guidelines for the Proposal

All written Independent Study proposals must include the following elements:

- A specific, clearly stated goal for the plan.
- 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.
- 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.
The aim of the English Department is to enable students to effectively use language for communication, knowledge, and personal satisfaction.

Through the study of literature from different cultures, students strengthen their ability to use both the written and spoken word as a communication tool. Instruction must be flexible in order to ensure that students with differing abilities and interests will be challenged and stimulated.

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

**English 9**

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

*Grade:* ......................................................................................... 9

This is a literature-based course with emphasis on 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 and Credit:* ................................................................. 1 year/1.0 credit

*Grade:* ......................................................................................... 10

*Prerequisite:* ........................................................................... 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 opinion pieces. An important focus will be the clear and coherent use of spoken and written language. Through the study of literature in a variety of forms, students will strengthen their own ability to use language as an effective tool for thought, expression, and communication. Independent reading is an important aspect of the English 10 curriculum, as we believe reading is the single most important factor in improving oral and written communication skills.

**English 11**

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

*Grade:* ......................................................................................... 11

*Prerequisites:* ........................................................................... English 10 or Honors 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 or 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, historical investigations reports, and persuasive essays. Research supports reading as the single most important factor in determining a student’s language capacity and is a significant factor in improving oral and written communication skills. To this end, independent reading is an important aspect of the English 11 curriculum.
English 12

Length and Credit: 1 year/1.0 credit
Grade: 12

Prerequisites: English 11 or AP Language

English 12 is a study of language, literature, composition, and oral communication, focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for young adults in classic and contemporary British and World literature balanced with nonfiction. Students analyze how the ideas and concepts presented in these works are both interconnected and distinctly reflective of the cultures and the countries in which they were written. Students will write analytical responses to literature, reflective compositions, comparative evaluation of texts, fictional narratives, short stories and creative pieces.

AP English Language and Composition

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

Prerequisites: B or higher in previous English and Social Studies class

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 and Composition

Length and Credit: 1 year/1.0 credit
Grade: 

Prerequisites: B or higher in previous English and Social Studies class

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. Through a close reading of selected literary works, combined with oral discussion and writing, students will deepen their understanding and enhance their ability to derive meaning from literature with an emphasis on British and American literature.

IB English A Literature HL 1

Length and Credit: 1 year/1.0 credit
Grade: 

Prerequisite: B or higher in previous English and English teacher approval

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

IB English A Literature HL 2

Length and Credit: 1 year/1.0 credit
Grade: 

Prerequisites: C- or higher in IB English A HL 1 or English teacher approval

This course continues to focus on and refine the skills detailed in the Year 1 description. Students polish skills of analysis and composition as they prepare for the May external exams.

IB English A Literature SL 1

Length and Credit: 1 year/1.0 credit
Grade: 

Prerequisite: B or higher in previous English or English teacher approval

English Standard Level 1 is a literature-based course, providing a strong base for university study. Over the two years of the course, the class studies eleven works of literature from varying genres, authors, and cultural contexts. The course emphasizes literary criticism, the
ability to write effective analytical essays, speak critically about texts and develop critical thinking skills. Students are expected to sit the IB examination at the end of the 2-year course of study.

**IB English A Literature SL 2**

*Length and Credit:* 1 year/1.0 credit

*Grade:* 11

*Prerequisites:* C- or higher IB English A SL1 or English teacher approval

This course continues to focus on and refine the skills detailed in the Year 1 description. Students polish skills of analysis & composition as they prepare for the May external exams.
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 lifelong 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.

Mathematics Department Calculator Policy

A key component of the mathematics curriculum is the development of skills, competency, and efficiency in technology aided problem solving. ASD is presently in a four year transition to one calculator for all classes. A calculator from the TI-84 FAMILY is recommended for all but two math courses at ASD. The recommended calculator in AP Calculus and Calculus is TI-89 Titanium graphing calculator. This will be the last year the TI-89 Titanium graphing calculator will be used for these courses.

Algebra Foundations

Length and Credit: ................................................................. 1 year/1.0 credit
Grade: ............................................................................... varies by placement

This course is intended for students who need an introduction to Algebraic concepts in order to be prepared for Algebra I. Consideration for all math placements will be subject to a math placement test administered by ASD. Concepts of the course include writing and simplifying algebraic expressions and equations involving working with order of operations, integers, fractions, percentages, proportional relationships, ratios and rates, solving equations and inequalities, introduction to basic functions, sequences, introduction to graphing, basic strategies for problem solving/real-world connections and basic properties of algebra.

Algebra I

Length and Credit: ................................................................. 1 year/1.0 credit
Grade: ................................................................. 9,10,11
Prerequisite: ................................................................. C- or higher in Algebra Foundations or a recommendation from the current Math teacher.

This course is for students who have a solid foundation in the Algebra Foundations 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 recommended.

Geometry

Length and Credit: ................................................................. 1 year/1.0 credit
Grade: ................................................................. 9,10,11,12
Prerequisites: ................................................................. C- or higher in 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 recommended.

**Algebra II**

Length & Credit:.....................1 year/1.0 credit
Grade:...........................................10,11,12
Prerequisites:.........................C- or higher
in Geometry or Honors 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 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, 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 recommended.

**Honors Algebra II**

Length & Credit:.....................1 year/1.0 credit
Grade:...........................................10,11,12
Prerequisites:.........................C- or higher
in Honors 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 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 Honors Precalculus, IB Math HL or IB Math SL1. A calculator from the TI-84 FAMILY is recommended.

**Precalculus**

Length and Credit:.....................1 year/1.0 credit
Grade:...........................................11,12
Prerequisites:.........................C- or higher
in Algebra II or Honors Algebra II 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 recommended.

**Honors Precalculus**

Length and Credit:.....................1 year/1.0 credit
Grade:...........................................11,12
Prerequisites:.........................C- or higher
in Honors Algebra II 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 recommended.

Calculus

Length and Credit: .................... 1 year/1.0 credit
Grade: ................................................. 11, 12
Prerequisites: .......................... C- or higher in Precalculus or a recommendation of 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. A TI-89 Titanium graphing calculator is recommended for this class.

AP (Advanced Placement) Calculus AB

Length and Credit: .................... 1 year/1.0 credit
Grade: ................................................. 11, 12
Prerequisites: .......................... C- or higher in Honors Precalculus or a recommendation of current Math teacher.

AP Calculus is a very demanding, challenging and rewarding course. It is a very serious mathematical course and is intended for students who wish to pursue a career in pure mathematics, pure science or their many disciplines such as engineering, architecture, genetics, geophysics… 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. The academic goal of this course is to provide the students with skills and knowledge equal to a university level calculus course. It is a university level course taught in secondary schools and is intended to replace the students first university calculus course. The three main areas of study are:
1) Continuity and limits of a variety functions.
2) Differential calculus and its many applications.
3) Integral calculus and its many applications.
To be consistent with the first calculus course at most universities, all three topics will be taught in terms of one variable calculus. The culmination of their study will be affirmed by the Advanced Placement Calculus (AB) Examination in May. Every student enrolled in the course will be expected to take the AP exam. This examination offers equivalency for the first calculus course at many universities. A TI-89 Titanium graphing calculator is recommended for this class.

Statistics

Length and Credit: .................... 1 year/1.0 credit
Grade: ................................................. 11, 12
Prerequisites: .......................... C- or higher in an Algebra II or Honors Algebra II 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. A calculator from the TI-84 FAMILY is recommended.
**AP (Advanced Placement) Statistics**

*Length and Credit:* 1 year/1.0 credit

*Grade:* 11, 12

*Prerequisites:* B- or higher in most recently completed English class and the successful completion of Algebra II.

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 recommended.

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**IB Mathematical Studies, 1 & 2**

*Length and Credit:* 1 year/1.0 credit

*Grade:* 11, 12

*Prerequisites:* A recommendation from current Math teacher.

This course is open to IB diploma candidates or by 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 recommended.

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**IB Mathematics SL1 & SL2**

*Length and Credit:* 1.0 credit/1 year

*Grade:* 11/12

*Prerequisites:* 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, arcs and sectors, trigonometry, differential and basic integral calculus, two and three dimensional vectors, and probability 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 recommended.
Chemistry and Physics Fundamentals
Length and Credit: 1 year/1.0 credit
Prerequisites: Successful completion of or concurrent enrollment in Algebra I

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

Earth Science
Length and Credit: 1 year/1.0 credit

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 and Credit: 1 year/1.0 credit

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

Honors Biology
Length and Credit: 1 year/1.0 credit

Prerequisites: 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. The course is designed to prepare students for Advanced Placement Biology and is structured as the first year of the AP Biology course. A firm grounding in basic chemistry is strongly recommended for this course. Honors Biology is a rigorous academic course that highlights and builds on the foundations of biological concepts such as basic cellular and molecular functions, genetics, and evolution. In Honors Biology students will develop and strengthen inquiry based skills that will teach them to design lab investigations. They will also learn to become better at scientific writing in the form of lab reports and free response essays.
Environmental Science

Length and Credit: .................. 1 year/1.0 credit
Grade: .................................................. 10, 11, 12
Prerequisites: .................. 2 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 very comprehensive laboratory investigations. This course includes many areas of scientific study, such as geology, ecology, chemistry, physics, meteorology and oceanography.

Chemistry

Length and Credit: .................. 1 year/1.0 credit
Grade: .................................................. 10, 11, 12
Prerequisites: .................. Successful completion of Algebra I, completion of or concurrent enrollment in Geometry.

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. This course serves as a prerequisite for IB SL Chemistry.

Honors Chemistry

Length and Credit: .................. 1 year/1.0 credit
Grade: .................................................. 10, 11, 12
Prerequisites: .................. B or higher in previous science course, successful completion of Geometry, successful completion of or concurrent enrollment in Algebra II, or recommendation of 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

Length and Credit: .................. 1 year/1.0 credit
Grade: .................................................. 10, 11, 12
Prerequisites: .................. Successful 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 1 (Formerly Honors Physics)

Length and Credit: .................. 1 year/1.0 credit
Grade: .................................................. 10, 11, 12
Prerequisites: .................. B or higher in previous science course, successful completion of Geometry, successful completion of or concurrent enrollment in Algebra II, or recommendation of 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 (Formerly AP Physics B)

Length and Credit: .................. 1 year/1.0 credit
Grade: .................................................. 10, 11, 12
Prerequisites: .................. AP Physics I or a comparable introductory course, successful completion of or concurrent enrollment in Precalculus or an equivalent course, and recommendation of 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
Length and Credit: 1 year/1.0 credit
Grade: 10,11,12
Prerequisites: Successful completion of Honors Biology and recommendation of AP Biology teacher.

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

AP Chemistry is equivalent to a first year university chemistry course. Students should expect a fast-paced, rigorous course, with emphasis on critical thinking skills. Lab work involves a good deal of problem solving 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 and Credit: 1 year/1.0 credit
Grade: 12
Prerequisites: 3 credits in high school science from at least two different fields and including at least one class at the honors or AP level or Earth Science. AP Environmental Science instructor approval is required for enrollment into this course.

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 Sciences**

IB science students at Standard Level (SL) and Higher Level (HL) undertake a common core syllabus and a common internal assessment (IA) scheme. The distinction between SL and HL is one of breadth and depth. HL students are required to study topics in greater depth and to study topics of a more demanding nature. The HL course entails 240 hours of course work with 60 hours of laboratory work whereas the SL course entails 150 hours of course work with 40 hours of laboratory work.

**IBSL Biology 1**

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

*Grade:* .....................................................11

Biology is the study of living organisms and in IBSL Biology students study life at both the micro and macro levels. Emphasis is placed on identifying how organisms are interrelated at many levels and how organisms interact with each other and their environment. The reduced content of the SL course allows a slower pace with more time being spent on each topic. IB curriculum topics covered in the first year will include; Topic 1 - Statistical Analysis, Topic 2 – Cells, Topic 3 – The Chemistry of Life and Topic 4 – Genetics. Students will increase their factual understanding of Biology but are also required to take this information and utilize it in a practical manner. In this course students will have the opportunity to formulate critical questions and transform these questions into testable hypotheses and using appropriate scientific methods and techniques answer their questions. In year one emphasis is placed on obtaining the skills necessary complete IB Internal Assessments. These skills will be utilized during the interdisciplinary Group 4 Project in semester two.

**IBHL Biology 1**

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

*Prerequisites:* B or higher in previous science course or recommendation of current science teacher

Biology is the study of living organisms and in IB HL Biology students study life at both the micro and macro levels. Emphasis is placed on identifying how organisms are interrelated at many levels and how organisms interact with each other and their environment. IB curriculum topics covered in the first year will include; Topic 1 - Statistical Analysis, Topic 2 – Cells, Topic 3 – The Chemistry of Life, Topics 4 and 10 – Genetics, Topic 7 Nucleic Acids and Proteins, Topic 8 – Cell Respiration and Photosynthesis and Topic 9 Plant Science. Students will increase their factual understanding of Biology but are also required to take this information and utilize it in a practical manner. In this course students will have the opportunity to formulate critical questions and transform these questions into testable hypotheses and using appropriate scientific methods and techniques answer their questions. In year one emphasis is placed on obtaining the skills necessary complete IB Internal Assessments. These skills will be utilized during the interdisciplinary Group 4 Project in semester two.

**IBSL Biology 2**

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

*Prerequisites:* C- or higher in HL Biology Year One or recommendation of current science teacher

This course is a direct continuation of the IB HL Biology Year One course. The course will include a brief review of year one topics then complete the following IB curriculum topics; Topic 5 – Ecology and Evolution, Topic 6 and Topic 11 - Human Health and Physiology. The two required Options will be determined towards the end of the first semester and completed in the second semester. During the year students are required to complete formalized Internal Assessments along with the external exam in May which will determine their IB grade. The course curriculum is designed to be completed mid-second semester to allow for review prior to the external IB exams which all students are required to write.

**IBHL Biology 2**

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

*Prerequisites:* C- or higher of IBSL Biology 1 or recommendation of current science teacher

This course is a direct continuation of the IB SL Biology Year One course. The course will include a review of year one topics then complete the following IB curriculum topics; Topic 5 – Ecology and Evolution, Topic 6 -
Human biochemistry. The two required Options will be determined towards the end of the first semester and completed in the second semester. During the year students are required to complete formalized Internal Assessments which align with the external exam in May will determine their IB grade. The course curriculum is designed to be completed mid-second semester to allow for review prior to the external IB exams which all students are required to write.

**IBHL Chemistry 1**

*Length and Credit:* 1 year/1.0 credit  
*Grade:*  
*Prerequisites:* $B$ or higher in previous science course, concurrent placement in Math SL, Precalculus or higher, successful completion of Geometry, or recommendation of current science teacher.

IBHL Chemistry 1 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 atomic structure, periodicity, bonding, quantitative chemistry, energetics and kinetics. Laboratory skills, problem solving, communication skills, active participation and critical thinking are also emphasized. About 30 hours are dedicated to laboratory work. 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. HL Chemistry is equivalent to a college-level course. Students are required to hand-in an internal assessment lab portfolio as well as take the IB exam at the completion of year two.

**IBHL Chemistry 2**

*Length and Credit:* 1 year/1.0 credit  
*Grade:*  
*Prerequisites:* C- or higher in IBHL Chemistry 1 or recommendation of current science teacher.

IBHL Chemistry 2 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. Year Two continues to require students at the HL level to study additional topics and additional extension material that goes beyond the common core curriculum that HL shares with the SL level. HL Chemistry is equivalent to a college-level course and students are expected to take the IB exam at the completion of Year 2.

**IBSL Chemistry 1**

*Length and Credit:* 1 year/1.0 credit  
*Grade:*  
*Prerequisites:* Successful completion of Geometry, concurrent placement in Math Studies, Algebra II, or higher.

IBSL Chemistry 1 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. Students are expected to take the IB exam at the completion of Year 2.

**IBSL Chemistry 2**

*Length and Credit:* 1 year/1.0 credit  
*Grade:*  
*Prerequisites:* C- or higher in IBSL Chemistry 1 or recommendation of current science teacher.

IBSL Chemistry 2 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.

**IBHL Physics 1**

*Length and Credit:* 1 year/1.0 credit  
*Grade:*  
*Prerequisites:* B or higher in previous science course or recommendation of current science teacher. A strong physical science background is recommended.
This course is intended to develop student’s understanding and application of the concepts and skills of fundamental physics. The focus is one the major principles of mechanics, gravitation, motion in fields, oscillations and waves, wave phenomena and sight, 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.

**IBHL Physics 2**

*Length and credit:* 1 year/1.0 credit

*Grade:* ...

*Prerequisites:* C- or higher in IBHL Physics 1 or recommendation of current science teacher.

This 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 expected to take the IB HL Physics exam near the end of year two.

**IBSL Physics 1**

*Length and credit:* 1 year/1.0 credit

*Grade:* ...

*Prerequisites:* Successful completion of Geometry, concurrent placement in Math Studies, Algebra II, or higher.

IBSL Physics 1 is the first half of a two-year sequence of courses satisfying the requirements for an IB diploma. The IB course syllabus describes physics as being the most fundamental of the experimental sciences 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.

**IBSL Physics 2**

*Length and credit:* 1 year/1.0 credit

*Grade:* ...

*Prerequisites:* C- or higher in IBSL Physics I, concurrent placement in Math Studies, Precalculus, or higher, or the recommendation of current science teacher.

IBSL Physics 2 is the second 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 electric and magnetic fields and force; atomic and nuclear physics; energy, power, and climate change; wave behavior; and electromagnetic waves. 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. Students are expected to take the IB Physics SL exam at the completion of the course.
World Geography

Length and 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. As well as comparing and contrasting the physical and human characteristics of place; along with the identifying the concepts of regions and ecosystems; and learning to explain the physical processes that shape patterns on the earth’s surface. Students will also analyze demographic information to determine population trends.

World History

Length and 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 and Credit: ................................................................. 1 year/1.0 credit
Grade: ...................................................................................... 10,11,12
Prerequisites: ................................................................. Recommendation of Social Science teacher

This course is designed as an introductory college level survey of World History covering the past 10,000 years of human development. Students will utilize a college level textbook, work with primary source documents, develop “Seven Habits of Mind” associated with any rigorous social studies course, learn to write essays in three formats, and further develop their critical thinking skills. 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 student, desiring to challenge themselves academically. A strong work ethic, solid writing skills, good school attendance and an above average reading level are necessary for success in this course.

United States History

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

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.
AP U.S. History

Length and Credit: ..................1 year/1.0 credit
Grade:.........................................................10, 11, 12
Prerequisites:................Recommendation of current Social Science teacher.
This course follows the recommendations outlined by the College Board for the Advanced Placement Examination in United States history. The course is a college level introductory course in United States history from the colonial period to the present. Analysis of major historical trends and events is stressed as is interpretation and analysis of primary historical documents.

American Government

Length and Credit: .................1 sem/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.

Senior Seminar

Length and Credit:......................1 sem/0.5 credit
Grade:.........................................................12
Prerequisite:..............................Speech
Senior Seminar is required for all seniors, except IB diploma candidates, for graduation and is designed to improve upon students’ skills in research, writing, presentation and documentation. The focus of the course is to prepare students for the many papers and presentations required in college. Students will complete intensive research, develop thesis statements, and write two major papers synthesizing and analyzing information to support their arguments. Emphasis is placed on the development of skills in paraphrasing, note taking, and the proper documentation of sources. The course culminates in public oral presentations of the students’ research.

AP European History

Length and Credit: ......................1 year/1.0 credit
Grade:.........................................................10, 11, 12
Prerequisites:................Recommendation of current Social Science teacher.
This course is a college level introductory course in European history 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 Comparative Government & Politics

Length and Credit:......................1 year/1.0 credit
Grade:.........................................................11, 12
Prerequisites:................Recommendation of current Social Science teacher.
The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse. It is helpful to compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, students begin to understand the political consequences
of economic well-being. Finally, course comparison assists explanation. Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents? In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course will cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. By using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

**Global Issues**

*Length and Credit:* 1 sem/0.5 credit
*Grade:* 9, 10, 11, 12

This course will examine social, political, economic and environmental issues facing today’s world, as well as challenge students to propose sustainable solutions that address those issues on local and international levels. Students will be expected to think critically and act collaboratively in a problem-solving environment. This course will serve as a continuation of the ASD Middle School’s *Global Issues* class.

**Speech**

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

In this course, students will learn the skills of public speaking for various occasions and for different audiences and purposes. They will develop presentations for instruction, for persuasion, and for argumentation, as well as speeches for entertainment. Emphasis is on learning to analyze listening and speaking 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.

**Current Issues/Debate**

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

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

**Intl. Relations/Model United Nations**

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

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

**Philosophy**

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

This course will provide a general introduction to philosophy. The emphasis will be on student engagement with ideas, and therefore a willingness to participate in purposeful discussion is key for success in this course. Students will actually “do” philosophy while examining many issues of relevance to them through discussion. In addition, an overview of the history of Western philosophy will be embedded in the course.

**Psychology**

*Length and Credit:* 1 sem/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.
Middle Eastern Studies

Length and Credit: ..................1 sem/0.5 credit
Grade:.....................................................10,11,12
This course will investigate the social, economic and political realities of today’s Middle East through primary and secondary source analyses, film clips, and personal interviews. Specific focus will be placed on understanding the historical roots of these realities in order to construct informed and evidence-based positions on current issues. Students will be challenged to examine and understand the issues, such as the Israeli-Palestinian conflict, from a variety of perspectives. Throughout, students will hone their ability to think, read, and write critically by engaging regularly in substantive text-based discussions and essay compositions.

Economics

Length and Credit: ..................1 sem/0.5 credit
Grade:.....................................................11,12
This introduction to economics course is intended to equip students with the basic tools to understand the operation of a modern economy and covers the basic concepts of economic theory: the origin and role of prices and markets, the allocation of goods and services, and the factors that enter into the determination of income, employment, and the price level. The course starts with the basic economic problem of scarcity and ends with unemployment and inflation. Specifically, both microeconomics, or the individual’s role in society, and macroeconomics, or the economy as a whole, are covered. The course utilizes real-world examples consistently throughout the course.

IB History SL 1/HL 1

Length and Credit: ..................1 year/1.0 credit
Grade:.....................................................11
Prerequisites:.........................Current Social Science teacher recommendation, B+ or higher recommended for IB HL History 1
IB History SL/HL 1 is the first year of a two-year course that culminates in the IB exam, which students are expected to complete. The course is designed to instill an understanding of how this historical era can only be fully understood when viewed through a global context. By exploring multiple events connected by common themes, students will gain an understanding of how humans have created a variety of solutions to universal problems. Students will become exposed to, practice, and learn a wide variety of the understandings and skills a historian and world-citizen should possess, including the abilities to critically use primary and secondary sources of information, to evaluate the validity and reliability of those sources, and to analyze and synthesize the information the sources contain. Specific topics of study include the Arab-Israeli conflict from 1945-1979; the causes, practices, and effects of 20th Century warfare; and the Cold War. In addition, HL students will take part in an in-depth study of the history of the Middle East during the 20th Century.

IB History SL 2/HL 2

Length and Credit: ..................1 year/1.0 credit
Grade:.....................................................12
Prerequisites:......................... C- or higher in IB SL/HL History 1
IB History SL/HL 2 is the second year of a two-year course that culminates in the IB exam, which students are expected to complete. The course is designed to instill an understanding of 20th century world history and an appreciation of how this historical era can only be fully understood when viewed through a global context. By exploring multiple events connected by common themes, students will gain an understanding of how humans have created a variety of solutions to universal problems. Students will become exposed to, practice, and learn a wide variety of the understandings and skills a historian and world-citizen should possess, including the abilities to critically use primary and secondary sources of information, to evaluate the validity and reliability of those sources, and to analyze and synthesize the information the sources contain. Specific topics of study include the Arab-Israeli conflict from 1945-1979; the causes, practices, and effects of 20th century warfare; and the Cold War. In addition, HL students will take part in an in-depth study of the history of the Middle East during the 20th century.

IB Economics SL/HL 1

Length and Credit: ..................1 year/1.0 credit
Grade:.....................................................11
Prerequisites:.........................For SL Study: current social science teacher recommendation; For HL Study: B+ or above in current social studies class and a B or higher in Algebra II.
Concurrent enrollment in IB Math SL1, Precalculus or higher.
This course is the first year of a two-year
sequence in International Baccalaureate Economics. IB Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject, economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context. The IB HL/SL Economics course is divided into four topic areas: Macroeconomics, Microeconomics, International Trade, and Development. The entire syllabus will be covered in the HL course but there are sections in all four areas that are not required of the SL student. Thus, the SL students will not have the same workload as that of the HL student. The Higher and Standard Level student (HL & SL) will be required to 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.

**IB Economics SL 2/C/HL 2/C/C**

*Length and Credit:* 1 year/1.0 credit

*Grade:* 12

*Prerequisites:* C- or higher in HL/SL 1 Economics course.

This is a continuation of the IB SL/HL Economics I course and gives students in their second year the opportunity to apply the facts, data, and information learned in Micro and Macro to the final two topics, International Trade and Development.

**IB Psychology SL 1/C/HL 1/C/C**

*Length and Credit:* 1 year/1.0 credit

*Grade:* 11/12

*Prerequisites:* Current Social Science teacher recommendation, B+ or higher recommended for IB HL Psychology I

IB Psychology 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 psychological analysis. Topics within each level of analysis will include, but are not limited to, principles that guide the level of analysis, environmental influence on cognitive 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, to build skills for evaluating quantitative and qualitative research, and to prepare the scientific and critical ground for the simple experimental study that will take place in the 2nd year of the course. Emphasis is placed on the development of focused and precise analytical writing skills, application skills, and critical reasoning.

**IB Psychology SL 2/C/HL 2/C/C**

*Length and Credit:* 1 year/1.0 credit

*Grade:* 12

*Prerequisites:* C- or higher in IB SL/HL Psychology I

IB Psychology 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 guide the
Technology for Everyone

Length and Credit: .................................................................1 sem/0.5 credit
Grade: ................................................................................9,10,11,12

People need technology skills now more than ever. This class is a survey of technology for educational and practical purposes with opportunities for and exploration of personal interests. Topics include basic hardware, software and networking; Internet and data security; Web 2.0 and the social aspects of technology; computer-based software; and cloud computing. The course will also include practical skills such as using YouTube and other social networking sites, Facebook privacy settings, and managing your online identity. This class is an updated and expanded version of the Computer Information Systems course and may be available in both classroom and online formats (periodic class meetings during break time required for online course).

Animation and Game-making

Length and Credit: .................................................................1 sem/0.5 credit
Grade: ................................................................................9,10,11,12

Ever wondered how computer programs or computer games were made? Are you interested in learning how? In this course, students will learn basic programming concepts through the creation of animations and simple video games using Scratch, Game Maker, and Java and other languages (subject to change). The course provides a foundation in object-oriented programming which is essential for students who wish to continue in any Computer Science course.

Robotics

Length and Credit: .................................................................1 sem/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 and Credit: .................................................................1 sem/0.5 credit
Grade: ................................................................................9,10,11,12
Prerequisites: .........................................................................Successful 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.
Web Design ✎
Length and Credit: 1 sem/0.5 credit
Grade: 9,10,11,12
This is an introduction to web 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 code, CSS (cascading style sheets), 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. Technical opportunities are also available for students who wish to learn to manage a web server.

Videography ✎
Length and Credit: 1 sem/0.5 credit
Grade: 9,10,11,12
This class is an introduction to videography and video production. In this course students will explore various techniques and styles of video recording and editing. Some genres that will be explored include documentary, advertising, short film, and others as determined by the instructor. Core concepts include screenwriting in conjunction with techniques including camera angle and lighting. Editing techniques include selection of footage, effects and transitions, audio editing, and others. Students will be expected to complete numerous projects throughout the course, each demonstrating an increased level of sophistication. Video editing will be completed using Adobe Premier or a similar professional video-editing software. 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 throughout the semester.
General Art

Length and Credit: ................................................................. 1 sem/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 and Credit: ................................................................. 1sem/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 and Credit: ................................................................. 1 sem/0.5 credit
Grade: ................................................................................................. 9,10,11,12

Prerequisite: ................................................................. 1 semester Gen.Art or Ceramics

This is a one-semester course design 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 and Credit: ................................................................. 1 sem/0.5 credit
Grade: ................................................................................................. 10,11,12

Prerequisite: ................................................................. 1 semester Gen.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 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 are 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 for credit at a higher level.

Sketchbook is required.

**IB Art SL 1, 2 ✎/HL 1, 2 ✎**

*Length and Credit:* 1 year/1.0 credit

*Grade:* 9, 10, 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 all media that strengthen and refine the processes of idea development and divergent thinking, creating works of breadth with a variety of techniques. 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 externally examined IB Art exhibition in which each student displays their accomplishments for assessment. The Research Workbook counts 40% and the Exhibition counts 60% of the final IB grade. After the Exam Exhibition, IB Year Two students work on a “Legacy Artwork” that will become part of the ASD permanent collection.

**Digital Photography and Editing ✎**

*Length and Credit:* 1 semester/0.5 credit

*Grade:* 9, 10, 11, 12

This class is an introduction to photography and digital art. In this course students will explore principles that guide aesthetics in order to take visually appealing photographs. In addition, the course will focus on technical skills pertaining to exposure with a goal to develop basic knowledge of manual DSLR functions. Students will learn creative applications of photography by incorporating them with illustrative work using Adobe Illustrator and Photoshop. Students will be expected to complete numerous projects throughout the course, each demonstrating an increased level of sophistication.

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 D90 camera throughout the semester.

**Graphic Design ✎**

*Length and Credit:* 1 semester/0.5 credit

*Grade:* 9, 10, 11, 12

This class is an introduction to graphic layout and design. In this course students will explore various techniques and styles of layout and design, including poster, magazine, and brochure style layout. Also, students will gain “real life” application to graphic design as they take on tasks as needed by the school community. The chosen designs will often be printed on t-shirts, posters, and be displayed to a large viewership around the school. Students will use Adobe Illustrator, Photoshop, and InDesign for layout and design programs to complete various projects over the course of the semester, each demonstrating an increased level of sophistication.

**Drama 1 ✎**

*Length & Credit:* 1 semester/0.5 credit; 1 year/1.0 credit

*Grade:* 9, 10, 11, 12

Drama 1 encourages students to refine and develop their performance 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.
Drama 2

Length & Credit: 1 sem/0.5 credit; 1 year/1.0 credit
Grade: 10, 11, 12
Prerequisites: 1.0 credit in high school drama subjects

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

Advanced Drama Year 1, 2

Length and 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.

IB Theatre SL/HL 1

Length and Credit: 1 year/1.0 credit
Grade: 11
Prerequisites: Teacher approval

The new 2014 IB Theatre core syllabus at HL and 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, and at the higher level, apply theatre theory to practice. Students are assessed through their in class production work, presentations, performances, projects, dialogues, and assigned work.

IB Theatre SL/HL 2

Length and Credit: 1 year/1.0 credit
Grade: 12
Prerequisites: IB Theatre 1 and teacher approval

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

Internal assessment

Research investigation (25%) Students produce a research investigation of 2,000 – 2,500 words (HL) or 1,500 -1750 words (SL) with supporting visual materials.

Practical performance proposal (25%) Students produce a proposal of 250 words with supporting visual materials (HL and SL), and a report of 1,000–1,250 words (HL only).

External assessment

Theatre performance and production presentation (25%) Students perform a recorded oral presentation lasting 30 minutes with 7–10 images (HL) or 20 minutes with 5-7 images (SL).

Independent project portfolio (25%) Students produce a portfolio of 3,000 words (HL) or 2,000 words (SL) based on their independent project and connections to their experiences in the IB Theatre syllabus.

High School Instrumental Music (HSIM)

Length & Credit: 1 year/1.0 credit; 1 sem/0.5 credit (First Semester Only)
Grade: 9, 10, 11, 12
Prerequisites: Teacher recommendation

High School Instrumental Music is a Fine 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.
Advanced Percussion Study (APS)

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

Prerequisites:............................Prior instrumental experience and 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 QR300. 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 and Credit:..................1 year/1.0 credit
Grade:........................................9,10,11,12

Prerequisites:............................Prior instrumental experience and teacher recommendation

High School Wind Ensemble is a Fine 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 500.

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.

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

No audition; 50 student maximum
The Concert Choir is a mixed voice choir open to all high school students who are interested in learning how to sing. 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 performance. Students are required to purchase a uniform. The Concert Choir will perform several times a year and may be combined with other choirs for performances.

**Chamber Singers**
*Length and Credit:* 1 year/1.0 credit
*Prerequisite:* 16 student maximum
Audition is required
Chamber Singers is advanced, auditioned choral ensemble for experienced vocalists interested in studying more advanced vocal techniques and learning to sing ensemble harmony. Students will perform music in a wide variety of styles including jazz, pop, classical, and world music. This group performs several times during the year. Students are required to purchase a uniform. Assessment is based on in-class performance, ability to sing advanced harmony, sight-reading, and performance.

**Guitar I**
*Length and Credit:* 1 year/1.0 credit
*Grade:* 9,10,11,12
No audition; 25 student maximum
This class is for the beginner to intermediate level guitarists. Students learn the basics of tuning, string names, chords, and music theory/note/TAB reading. More advanced chords and theory will be introduced based on individual ability. The class will also cover finger style and picking techniques. Many different musical styles will be explored. Assessment is based on performance tests, written tests, in class rehearsal skills, and concert performances.
Arabic as a Foreign Language I ☀️
Length and Credit: .......................................................... 1 year/1.0 credit
This course is designed for students with no prior knowledge of the Arabic Language. The main aim of this course is to develop students’ ability to use the language authentically. Students are engaged in motivating activities that 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
Suggestion: Juniors and Seniors just beginning Arabic may consider registering for the ab initio option. This option may be better suited to upper classmen learning styles and needs. If followed by ab initio 2, one has the opportunity to earn an IB Certificate toward college credit.

Arabic as a Foreign Language II ☀️
Length and Credit: .......................................................... 1 year/1.0 credit
Prerequisite: ..................................................................... C- or higher in AFL I
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.

Arabic as a Foreign Language III ☀️/ IB Arabic ab initio 1 ☀️
Length and Credit: .......................................................... 1 year/1.0 credit
Prerequisite: ..................................................................... C- or higher in AFL II
This course is designed for students with a good command of Arabic language. The main aim of this course is to increase the students’ proficiency in reading, writing and speaking. During the course, students explore a variety of themes and produce a variety of written assignments. By the end of the course, students are expected to compose well-written paragraphs on familiar topics.
Course material: Prepared by teacher.

Arabic as a Foreign Language IV ☀️/ IB Arabic ab initio 2 ☀️
Length and Credit: .......................................................... 1 year/1.0 credit
Prerequisite: ..................................................................... C- or higher in AFL III
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.

Modern Standard Arabic I ☀️
Length and Credit: .......................................................... 1 year/1.0 credit
This course is designed for students who have adequate knowledge of Arabic language structure. In this course, students will be engaged in reading and writing activities that expose them to various types and styles of written text. Throughout the course, students will be involved in activities that will further develop their language.
Modern Standard Arabic II

Length and Credit: 1 year/1.0 credit
Prerequisite: C- or higher in MSA I

This course aims at consolidating and further developing skills acquired in previous years. Throughout the course, students study and use a range of written and spoken material. Such material extends from everyday oral exchanges to literary texts. The material is chosen to enable students to develop mastery of language skills. By the end of this course, students are expected to demonstrate competence in handling language systems accurately. Course material: Prepared by teacher.

Modern Standard Arabic III

Length and Credit: 1 year/1.0 credit
Prerequisite: C- or higher in MSA II

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

Modern Standard Arabic IV

Length and Credit: 1 year/1.0 credit
Prerequisite: C- or higher in MSA III

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

Arabic B IBSL 1

Length and Credit: 1 year/1.0 credit
Prerequisite: Teacher approval

This course is designed to allow students to explore current issues in Arabic speaking countries. The course prepares students for the International Baccalaureate Diploma 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 assessments practices.

Arabic B IBSL 2

Length and Credit: 1 year/1.0 credit
Prerequisite: Teacher approval

This course is designed to enable students to fulfill their IB Language B requirements. We continue to explore issues in Arabic speaking countries through the use of authentic, modern documents as well as some literary selections. Students acquire vocabulary and grammar mastery through attention to and use of written and multimedia documents. All assessments activities are designed to demonstrate modern language communicative abilities and are modeled after IB assessment practices.

IB Language A: Language and Literature for Modern Standard Arabic, Year 1

Length and Credit: 1 year/1.0 credit
Prerequisite: Teacher approval

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 proficiencies - reading, writing, speaking, and listening - of the target language. The student profile of this course includes heritage learners of Arabic 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 Arabic 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 an IB diploma/certificate.
French I / IB French ab initio 1
Length and Credit: 1 year/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 students with basic communication skills in French, the ability to read and understand limited types of text and the skills to write simple but creatively both conversational and narrative compositions. Priority is given to listening and speaking activities, reinforced by reading and writing. Grammar is used in context before being made explicit in grammatical terminology. The course also introduces students to French culture, geography and history of France and the French-speaking world. This course is designed to prepare students for High School French II as well as IB ab initio 2. Suggestion: Juniors or Seniors beginning French may consider registering for the ab initio option. This option may be better suited to upperclassmen learning styles and needs. If followed by ab initio 2, one has the opportunity to earn an IB Certificate toward college credit.

French II / IB French ab initio 2
Length and Credit: 1 year/1.0 credit
Prerequisites: C- or higher in 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 continued higher studies or sitting for the ab initio exam for the IB diploma/certificate.

French III
Length and Credit: 1 year/1.0 credit
Prerequisite: C- or higher in 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 SL 1/IB HL 1.

French IB SL 1 / IB HL 1
Length and Credit: 1 year/1.0 credit
Prerequisite: For IB SL, C+ or higher in French III or its equivalent; For IB HL, B- or higher in French III or its equivalent.
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 Diploma 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 assessments practices.

French IB SL 2 / IB HL 2
Length and Credit: 1 year/1.0 credit
Prerequisite: Successful completion of IBSL-1 / IBHL 1 and/or its equivalent.
This course is designed to enable students to fulfill their IB Language B requirements. We continue to explore issues in France and the Francophone world through the use of authentic, modern documents as well as some literary selections. Students acquire vocabulary and grammar mastery through attention to and use of written and multimedia documents. All assessments activities are designed to demonstrate modern language communicative abilities and are modeled after IB assessment practices.
IB Language A: Language and Literature for Modern Standard French, Year 1

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

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 an IB diploma/certificate.

Spanish I / IB Spanish ab initio I

Length and Credit: .............. 1 year/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 creatively both conversational and narrative compositions. Priority is given to listening and speaking activities, reinforced by reading and writing. Grammar is used in context before being made explicit in grammatical terminology. The course also introduces the student to the culture, geography and history of Spain and the Spanish-speaking world. This course is designed to prepare students for Spanish II as well as IB ab initio 2.

Suggestion: Juniors or Seniors beginning Spanish may consider registering for the IB ab initio option. This option may be better suited to upper classman learning styles and needs. If followed by ab initio 2, one has the opportunity to earn an IB Certificate toward college credit.

Spanish II / IB Spanish ab initio 2

Length and Credit: .............. 1 year/1.0 credit
Prerequisite: ......................... C- or higher in Spanish I/IB Spanish ab initio I

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

Spanish III

Length and Credit: .............. 1 year/1.0 credit
Prerequisite: ......................... C- or higher in 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. Emphasis is given to vocabulary building through reading authentic Spanish texts and through using Spanish as creatively as possible. Spanish culture as manifested in the various Spanish-speaking countries is also an important part of this course.

Spanish IBSL 1 / IBHL 1

Length and Credit: .............. 1 year/1.0 credit
Prerequisite: ......................... C or higher in Spanish III and 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 Diploma 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 assessments practices.

**Spanish IB SL 2 / IB HL 2**

*Length and Credit:* 1 year/1.0 credit  
*Prerequisites:* C- or higher in Spanish IB SL/HL 1

This course builds on all the competencies already established through Spanish BSL/IBHL. 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 student assessments are authentic production activities designed to demonstrate modern language communication ability. Students should be prepared to sit for the IBSL or IBHL exams.

**IB Language A: Language and Literature for Modern Standard Spanish, Year 1**

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

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

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

The physical education program in grade 9 is designed to provide each student with experiences in fitness, aquatics, and a variety of team 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 and Credit: ................................................................. 1 year/1.0 credit
Grade: .................................................................................. 10

Prerequisite: .............................................................. PE 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 and Credit: ................................................................. 1 sem/0.5 credit
Grade: .................................................................................. 11, 12

Prerequisite: .............................................................. PE 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 and Credit: ................................................................. 1 sem/0.5 credit
Grade: .................................................................................. 11, 12

Prerequisite: .............................................................. PE 10 or equivalent

This course is open to all students who have completed grade 10 P.E. Students in 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 and Credit:..........................1 sem/0.5 credit
Grade:.........................................11,12
Prerequisite:...............................Fitness for Life – Level 1
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 process 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 and Credit:..........................1 sem/0.5 credit
Grade:.........................................11,12
Prerequisite:...............................PE 10 or equivalent
Level I: 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 and Credit:..........................1 sem/0.5 credit
Grade:.........................................11,12
Prerequisite:...............................S&C for Athletic Development, Level I.
Level II: This course is open to any students who have taken S&C for Athletic Development – Level I. 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.
Writer’s Lab 1
Length: ................................................................................................................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.)

Writer’s Lab 2
Length: .....................................................................................................................1 year/1.0 credit
Grade: ......................................................................................................................10, 11
Prerequisite: ...........................................................................................................Teacher recommendation
A tutorial based lab that will focus on increasing the student’s ability and confidence as writers and students of English. Students enrolled in Writing Lab will spend the first half of each tutorial receiving structured remediation for their English class. The remainder of the tutorial will be used to provide support for writing assignments in the student’s other courses. The importance of following the writing and editing process will be emphasized. Students will learn how to improve assignments through peer and teacher conferences, with the goal to become more self-analytical about their writing. (Writer’s Lab does not meet English graduation requirement.)

Theory of Knowledge
Length and Credit: ..................................................................................................1 years/1.0 credit
Grade: .......................................................................................................................11, 12
Prerequisite: ..........................................................................................................IB Diploma Candidate
This required course for all IB diploma candidates focuses on the core of the diploma program: understanding and improving in the dispositions of the Learner Profile, Creativity, Action, and Service, the Extended Essay and Theory of Knowledge. Skills of thoughtful reflection and application of abstract ideas to concrete situations will be practiced. Research skills necessary for university level work will be explained and used for the required extended essay. In addition, students will become more aware of the bases of knowledge in the various subject areas and the roles of belief, knowledge, and truth in academic pursuits. In general, students should become stronger critical thinkers and more self-aware learners through the activities of this course.

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

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

**NewsAction: 21st Century Journalism**

Length and Credit: 1 year/1.0 credit  
Grade: 10, 11, 12  
Prerequisites: Instructor approval  

This course is a student-led, hands-on study in media, its purpose, and contributing to an informed public. This course will provide students the opportunity to be curators of a news media outlet for the Middle East/Near Asia Region while gaining specific experience in print and video journalism, writing editorials, editing, and planning for publication. Students in this course must be self-motivated and willing to examine issues impacting the MENA Region from a variety of perspectives in the ongoing pursuit of truth. Students will be expected to think critically about current issues, work in a collaborative environment, and demonstrate a personal code of ethics with respect to information and organizational obligation to the public. There will be opportunities for direct interaction with professionals in various fields of journalism and authentic experiences within the field. There will also be the opportunity to collaborate with other student journalists from international schools around the world.

**Comparative World Religions**

Length and Credit: 1 semester/0.5 credit  
Grade: 10, 11, 12  
Prerequisites: Instructor approval  

The Comparative World Religions course is a survey course, introducing students to the major families of the world’s religions: Primal Faith; Semitic religions to include Judaism, Christianity, and Islam; West and South Asian religions to include Buddhism and Hinduism. Students will learn the fundamental beliefs, sources of knowledge and understanding, systems of organization, common practices, and cultural impact of each religion. This course will be Internet-based. Some common meetings may be periodically required. Participation in this course requires a great deal of independent responsibility, a sincere interest in the subject matter, and a desire to engage Internet communications technology on a high level.

**Teacher Assistant**

Length and 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 attached.

Students must register for 7 credits per year. They may register for an 8th credit with approval.

<table>
<thead>
<tr>
<th>Course selection for 2012-2013</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>English 9</td>
</tr>
<tr>
<td>English 11</td>
<td>1yr/1.0</td>
<td>11</td>
<td>English 10 or Honors English 10</td>
</tr>
<tr>
<td>English 12</td>
<td>1yr/1.0</td>
<td>12</td>
<td>English 11</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 &amp; Social Studies class</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 &amp; Social Studies class</td>
</tr>
<tr>
<td>IB English A Literature SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in previous English or English teacher approval</td>
</tr>
<tr>
<td>IB English A Literature HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in previous English &amp; English teacher approval</td>
</tr>
<tr>
<td>IB English A Literature SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>C- or higher in IB English A SL1 or English teacher approval</td>
</tr>
<tr>
<td>IB English A Literature HL 2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>C- or higher in IB English A H1 or English teacher approval</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra Foundations</td>
<td>1yr/1.0</td>
<td>Varies by Placement</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>1yr/1.0</td>
<td>9, 10, 11, 12</td>
<td>C- or higher in Algebra Foundations or recommendation from current Math Teacher</td>
</tr>
<tr>
<td>Geometry</td>
<td>1yr/1.0</td>
<td>9, 10, 11, 12</td>
<td>C- or higher in Algebra I or recommendation from current Math Teacher</td>
</tr>
<tr>
<td>Algebra II</td>
<td>1yr/1.0</td>
<td>10, 11, 12</td>
<td>C- or higher in Geometry or Honors Geometry or recommendation from current Math teacher</td>
</tr>
<tr>
<td>Honors Algebra II</td>
<td>1yr/1.0</td>
<td>10, 11, 12</td>
<td>C- or higher in Honors Geometry or recommendation from current Math teacher</td>
</tr>
<tr>
<td>Precalculus</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>C- or higher in Algebra II or Honors Algebra II or recommendation from current Math teacher</td>
</tr>
<tr>
<td>Honors Precalculus</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>C- or higher in Honors Algebra II or recommendation from current Math teacher</td>
</tr>
<tr>
<td>Calculus</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>C- or higher in Precalculus or Honors Precalculus or recommendation from current Math teacher</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>C- or higher in Honors Precalculus or recommendation from current Math teacher</td>
</tr>
<tr>
<td>Statistics</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>C- or higher in Algebra II or Honors Algebra II or recommendation from Math teacher</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>B- or higher in most recently completed English class &amp; successful completion of Algebra II</td>
</tr>
<tr>
<td>IB Mathematical Studies 1&amp;2</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>This course is open to IB Diploma candidates or by recommendation from current math teacher</td>
</tr>
<tr>
<td>IB Mathematics SL1/SL2</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>A recommendation from current math teacher.</td>
</tr>
<tr>
<td>IB Mathematics HL1/HL2</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>A recommendation from current math teacher</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry &amp; Physics Fundamentals</td>
<td>1yr/1.0</td>
<td>9, 10</td>
<td>Successful 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>B or higher in previous science course, completion of or concurrent enrollment in Geometry or recommendation of current science teacher</td>
</tr>
<tr>
<td>Biology</td>
<td>1yr/1.0</td>
<td>10, 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>Honors Biology</td>
<td>1yr/1.0</td>
<td>9, 10, 11, 12</td>
<td>Successful completion of Algebra I, completion of or concurrent enrollment in Geometry.</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>B or higher in previous science course, successful completion of Geometry &amp; successful completion of or concurrent enrollment in Algebra II, or recommendation of current science teacher</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1yr/1.0</td>
<td>10, 11, 12</td>
<td>A recommendation from current Math teacher.</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>1yr/1.0</td>
<td>10, 11, 12</td>
<td>A recommendation from current math teacher</td>
</tr>
<tr>
<td>Physics</td>
<td>1yr/1.0</td>
<td>10, 11, 12</td>
<td>Successful completion of Algebra I.</td>
</tr>
<tr>
<td>AP Physics 1(Formerly Honors Physics)</td>
<td>1yr/1.0</td>
<td>10, 11, 12</td>
<td>Successful completion of Algebra I or comparable introductory course, successful completion of or concurrent enrollment in Precalculus or an equivalent course, &amp; recommendation of AP Physics teacher.</td>
</tr>
<tr>
<td>AP Physics 2 (Formerly AP Physics B)</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>Successful completion of or concurrent enrollment in Chemistry or Honors Chemistry, successful completion of Honors Biology &amp; recommendation of AP Biology teacher</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>Successful completion of Honors Chemistry and Algebra II &amp; recommendation of AP Chemistry teacher.</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Three credits in high school science from at least 2 different fields and including at least one class at the Honors or AP level or Earth Science. AP Environmental Science instructor approval is required for enrollment into this course.</td>
</tr>
<tr>
<td>IB Biology SL1</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 HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>C- or higher in IB Biology SL1 or recommendation of current science teacher</td>
</tr>
<tr>
<td>IB Biology SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>C- or higher in IB Biology HL1 or recommendation of current science teacher</td>
</tr>
<tr>
<td>IB Biology HL2</td>
<td>1yr/1.0</td>
<td>11</td>
<td>B or higher in previous science course, concurrent placement in Math SL, Precalculus or higher, successful completion of Geometry, or recommendation of current science teacher</td>
</tr>
<tr>
<td>IB Chemistry SL1</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 Chemistry HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>C- or higher in Chemistry SL1 or recommendation of current science teacher</td>
</tr>
<tr>
<td>Course selections for 2014-2015</td>
<td>Length / Credits</td>
<td>Open to Grades</td>
<td>Prerequisites:</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>SCIENCE (Continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB Chemistry HL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>C- or higher in Chemistry HL1 or recommendation of current science teacher. Students who have completed Chemistry SLI are not eligible for this course</td>
</tr>
<tr>
<td>IB Physics SL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Successful completion of Geometry, concurrent placement in Math Studies, Algebra II or higher, and the recommendation of current science teacher. B or higher in previous science course or recommendation of current science teacher. A strong physical science background is recommended.</td>
</tr>
<tr>
<td>IB Physics HL1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>C- or higher in IB Physics SL1, concurrent placement in Math Studies, Precalculus or higher or recommendation of current science teacher</td>
</tr>
<tr>
<td>IB Physics SL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>C- or higher in IB Physics HL1 or recommendation of current science teacher.</td>
</tr>
<tr>
<td>IB Physics HL2</td>
<td>1yr/1.0</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>World Geography</td>
<td>1yr/1.0</td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>World History</td>
<td>1yr/1.0</td>
<td>10</td>
<td>None</td>
</tr>
<tr>
<td>AP World History</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>Recommendation of Social Science teacher</td>
</tr>
<tr>
<td>United States History</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>AP United States History</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>Recommendation of Social Science teacher</td>
</tr>
<tr>
<td>American Government</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>AP Comparative Government</td>
<td>1yr/1.0</td>
<td>11,12</td>
<td>Recommendation of current Social Studies teacher</td>
</tr>
<tr>
<td>International Relations/MUN</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Middle Eastern Studies</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Speech</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Current Issues &amp; Debate</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>Economics</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>IB History SL/HL 1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Current Social Sciences teacher recommendation, B+ or higher recommended for IB History HL.</td>
</tr>
<tr>
<td>IB History SL/HL 2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>C- or higher in IB History SL/HL 1</td>
</tr>
<tr>
<td>IB Economics SL/HL 1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>For SL study current social science teacher recommendation. For HL study: B+ or higher in current social studies class and a B or higher in Algebra II. Concurrent enrollment in IBSL1 Math, Precalculus or higher.</td>
</tr>
<tr>
<td>IB Economics SL/HL 2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>C- or higher in IB Economics SL/HL 1</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>Psychology</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>None</td>
</tr>
<tr>
<td>IB Psychology SL/HL 1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Current Social Studies teacher recommendation. B+ or higher recommended for IB Psychology HL.</td>
</tr>
<tr>
<td>IB Psychology SL/HL 2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>C- or higher in IB Psychology SL/HL 1</td>
</tr>
<tr>
<td>Global Issues</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>1sem/0.5</td>
<td>12</td>
<td>Speech</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Technology for Everyone</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Animation and Game-making</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Robotics</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Robotics</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>Successful completion of Robotics, instructor approval</td>
</tr>
<tr>
<td>Web Design</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Videography</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>FINE AND PERFORMING ARTS</td>
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<td></td>
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</tr>
<tr>
<td>General Art</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Drawing</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>1 semester General Art or Ceramics</td>
</tr>
<tr>
<td>Ceramics</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Painting</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>1 semester General Art or Ceramics</td>
</tr>
<tr>
<td>Digital Photography and Editing</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>IB Art SL/HL 1 &amp; SL/HL 2</td>
<td>1yr/1.0</td>
<td>11</td>
<td>1 full year of high school art in Grades 9 or 10 and recommendation from IB Art Teacher. Note: When meeting with IB Art Teacher you will need to show three – five artworks or a recent sketchbook.</td>
</tr>
<tr>
<td>Drama 1 (semester long)</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Drama 1 (year long)</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>Drama 2 (semester long)</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>1.0 credit in High School drama subject</td>
</tr>
<tr>
<td>Drama 2 (year long)</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>1.0 credit in High School drama subject</td>
</tr>
<tr>
<td>Advanced Drama Year 1 and 2</td>
<td>1yr/1.0</td>
<td>11</td>
<td>Audition/teacher approval. Students may only enroll in Yr 2 if they have completed Yr 1.</td>
</tr>
<tr>
<td>IB Theatre SL/HL 1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>IB Theatre SL/HL 1 and teacher approval</td>
</tr>
<tr>
<td>IB Theatre SL/HL 2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>Teacher approval</td>
</tr>
<tr>
<td>HS Instrumental Music (HSIM)</td>
<td>1sem/0.5</td>
<td>9,10,11,12</td>
<td>Teacher recommendation (First semester only)</td>
</tr>
<tr>
<td>HS Instrumental Music (HSIM)</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>Teacher recommendation</td>
</tr>
<tr>
<td>HS Wind Ensemble (HSWE)</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>Prior instrumental experience and teacher recommendation</td>
</tr>
<tr>
<td>Advanced Percussion Study (APS)</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>Teacher recommendation</td>
</tr>
<tr>
<td>Concert Choir</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>No audition, 50 students max</td>
</tr>
<tr>
<td>Chamber Singers</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>Audition is required. Maximum enrollment 16</td>
</tr>
<tr>
<td>Guitar</td>
<td>1yr/1.0</td>
<td>9,10,11,12</td>
<td>No audition, 25 students max</td>
</tr>
<tr>
<td>WORLD LANGUAGES (Placement level determined by teacher and subject to change based on student skill and performance level.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic I (AFL)</td>
<td>1yr/1.0</td>
<td>None</td>
<td>No previous study of Arabic</td>
</tr>
<tr>
<td>Arabic II (AFL)</td>
<td>1yr/1.0</td>
<td>C- or higher in AFL I</td>
<td></td>
</tr>
<tr>
<td>Arabic III (AFL/Ab initio I)</td>
<td>1yr/1.0</td>
<td>C- or higher in AFL II</td>
<td></td>
</tr>
<tr>
<td>Arabic IV (AFL/ Ab initio II)</td>
<td>1yr/1.0</td>
<td>C- or higher in AFL III</td>
<td></td>
</tr>
<tr>
<td>Modern Standard Arabic I</td>
<td>1yr/1.0</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Modern Standard Arabic II</td>
<td>1yr/1.0</td>
<td>C- or higher in Modern Standard Arabic I</td>
<td></td>
</tr>
<tr>
<td>Modern Standard Arabic III</td>
<td>1yr/1.0</td>
<td>C- or higher in Modern Standard Arabic II</td>
<td></td>
</tr>
<tr>
<td>Modern Standard Arabic IV</td>
<td>1yr/1.0</td>
<td>C- or higher in Modern Standard Arabic III</td>
<td></td>
</tr>
<tr>
<td>Arabic B IB SL/HL 1</td>
<td>1yr/1.0</td>
<td>Teacher approval</td>
<td></td>
</tr>
<tr>
<td>Arabic B IB SL/HL 2</td>
<td>1yr/1.0</td>
<td>Teacher approval</td>
<td></td>
</tr>
</tbody>
</table>
### WORLD LANGUAGES (Continued) (Placement level determined by teacher and subject to change based on student skill and performance level.)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Length</th>
<th>Open to Grades</th>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Lang A: Lang &amp; Lit for Arabic, Yr1</td>
<td>1yr/1.0</td>
<td></td>
<td>Teacher Approval</td>
</tr>
<tr>
<td>French I/IB ab initio 1</td>
<td>1yr/1.0</td>
<td></td>
<td>No previous study of French required</td>
</tr>
<tr>
<td>French II/IB ab initio 2</td>
<td>1yr/1.0</td>
<td></td>
<td>C- or higher in French I/French ab initio 1 and teacher approval</td>
</tr>
<tr>
<td>French III</td>
<td>1yr/1.0</td>
<td></td>
<td>C- or higher in French II</td>
</tr>
<tr>
<td>French IB SL/HL 1</td>
<td>1yr/1.0</td>
<td></td>
<td>C- or higher in French III or it’s equivalent. For IB HL: B- or higher in French III or it’s equivalent.</td>
</tr>
<tr>
<td>French IB SL/HL 2</td>
<td>1yr/1.0</td>
<td></td>
<td>Successful completion of IB SL/HL and/or it’s equivalent.</td>
</tr>
<tr>
<td>IB Lang A: Lang &amp; Lit for French, Yr1</td>
<td>1yr/1.0</td>
<td></td>
<td>Teacher Approval</td>
</tr>
<tr>
<td>Spanish I/IB ab initio 1</td>
<td>1yr/1.0</td>
<td></td>
<td>No previous study of Spanish required</td>
</tr>
<tr>
<td>Spanish II/IB ab initio 2</td>
<td>1yr/1.0</td>
<td></td>
<td>C- or higher in Spanish I/Spanish ab initio 1 and teacher approval</td>
</tr>
<tr>
<td>Spanish III</td>
<td>1yr/1.0</td>
<td></td>
<td>C- or higher in Spanish II</td>
</tr>
<tr>
<td>Spanish IB SL/HL 1</td>
<td>1yr/1.0</td>
<td></td>
<td>C or higher in Spanish III. HL requires teacher recommendation</td>
</tr>
<tr>
<td>Spanish IB SL/HL 2</td>
<td>1yr/1.0</td>
<td></td>
<td>C- or higher in Spanish IB SL/HL</td>
</tr>
<tr>
<td>IB Lang A: Lang &amp; Lit for Spanish, Yr1</td>
<td>1yr/1.0</td>
<td></td>
<td>Teacher Approval</td>
</tr>
<tr>
<td>IB World Languages 2</td>
<td>1yr/1.0</td>
<td></td>
<td>IB Diploma Candidate and permission of IB Coordinator</td>
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</tbody>
</table>

### PHYSICAL EDUCATION & HEALTH

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Length</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>9</td>
<td>None</td>
</tr>
<tr>
<td>Physical Education &amp; Health 10</td>
<td>1yr/1.0</td>
<td>10</td>
<td>PE 9 or equivalent</td>
</tr>
<tr>
<td>Sports for Life</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>PE 10 or equivalent</td>
</tr>
<tr>
<td>Fitness for Life, Level 1</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>PE 10 or equivalent</td>
</tr>
<tr>
<td>Fitness for Life, Level 2</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>Fitness for Life, Level 1</td>
</tr>
<tr>
<td>Strength &amp; Cond. for Athletic Dev. 1</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>PE 10 or equivalent</td>
</tr>
<tr>
<td>Strength &amp; Cond. for Athletic Dev. 2</td>
<td>1sem/0.5</td>
<td>11,12</td>
<td>Strength and Conditioning for Athletic Development, Level I</td>
</tr>
</tbody>
</table>

### OTHER COURSES

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Length</th>
<th>Open to Grades</th>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer's Lab 1</td>
<td>1yr/1.0</td>
<td>9</td>
<td>Teacher recommendation</td>
</tr>
<tr>
<td>Writer's Lab 2</td>
<td>1yr/1.0</td>
<td>10, 11</td>
<td>Teacher recommendation</td>
</tr>
<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>
</tr>
<tr>
<td>Comparative World Religions</td>
<td>1sem/0.5</td>
<td>10,11,12</td>
<td>Instructor approval – ONLINE COURSE (see course description for more details)</td>
</tr>
<tr>
<td>NewsAction: 21st Century Journalism</td>
<td>1yr/1.0</td>
<td>10,11,12</td>
<td>Instructor approval</td>
</tr>
</tbody>
</table>

**PROGRAM OF STUDIES AVAILABLE ON ASD WEBSITE:**