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Dear Students and Parents,

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

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

Please review this publication thoroughly, and carefully select your courses for the 2011-2012 school year. Consider the following as you make these choices:

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

It is important for you to meet with your teachers and counselor as you make your class choices. Please check specific university application requirements as you select your short-range plans for the 2011-2012 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 2011-2012.

Sincerely,

Colin Boudreau
High School Principal
The Semester Calendar
ASD High School uses a semester system of scheduling. The school day runs from 7:55 a.m., first bell, until 3:00 p.m. All students are expected to be seated and prepared for their first period class by the time the second bell rings at 8:00 a.m. Students will attend 4 classes per day, 85 minutes each. Classes meet every other day. Most students have one planning period every other day giving them the opportunity to study, engage in enrichment opportunities, use the library or access the computer center. The decision to place a student in an 8th class will be based upon previous grades, as well as teacher and counselor recommendations.

Credits
Credits are the units by which academic progress is measured. 25 credits are required for graduation from ASD. Students have the potential to earn 7 credits per year. Credit will be given only for courses taken while students are enrolled at the ninth through twelfth grade levels. A student will gain one credit (1.0) after successfully completing a course that has met every other day for 85 minutes for a full year. A student will gain one-half credit (0.5) after successfully completing a course that has met every other day for 85 minutes for one semester of the year.

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, and because students must be present to achieve these outcomes, student absences must be minimized. To receive course credit, students may not miss more than 6 classes per course per semester.

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

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

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (Grade 9)</td>
<td>1-4 Credits</td>
</tr>
<tr>
<td>Sophomore (Grade 10)</td>
<td>5-11 Credits</td>
</tr>
<tr>
<td>Junior (Grade 11)</td>
<td>12-18 Credits</td>
</tr>
<tr>
<td>Senior (Grade 12)</td>
<td>19-25 Credits</td>
</tr>
</tbody>
</table>
A student who does not meet these credit requirements will remain in the same grade placement until the necessary credits are earned to advance to the next grade. 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.

Guidance Committee
The Guidance Committee, which is composed of the Principal, Associate Principal, the Guidance Counselor, and the AP/IB Coordinator, is a group that meets weekly to review students’ academic and emotion development and to formulate plans to assist those students in need. Students having special requests, such as additional days beyond the absence policy limit or participation in extracurricular activities while on probation, may submit a written appeal, signed by their parents. The committee will review these special requests and give a written response.

Summer School Credit Option
Students interested in attending summer school for credit must meet the following criteria:
1) Must have completed two semesters of high school.
2) Must get prior written approval from the Guidance Committee.
3) May not receive more than 1.0 credit.
4) Must provide official transcript to ASD upon completion of course.
5) Course must be taken from an accredited institution.

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

In general, course changes will be considered the exception rather than the rule. Therefore, please plan your courses carefully. Remember that your choices will impact the building of the master schedule and your initial choices may make changes impossible.

Following are the necessary steps to follow when requesting a course change:
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 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

Any changes after the first month of school will result in a withdrawal P/F on your official transcript.

Repeating a Course
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 receive credit.

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

To be placed in an honors-designated course at ASD, students must demonstrate the following in their academic program:
• Independent initiative
• Sophisticated and articulated communication skills
• Superior study and evaluative research skills
• Deeper mastery of topics and concepts
• Critical analysis, interpretation and synthesis of material
• Additional work and time commitment
• Abstract reasoning
• Integrated thinking skills
The placement of all students into honors courses is contingent upon the recommendation of the department chair. In addition to the generic criteria required for honors courses, many honors courses also have discipline-specific requirements that must be met for honors-placement. In all disputes concerning placement of a student into an honors course, the HS Principal will make the final decision.

Grade Weighting
Honors, AP and IB courses are weighted (see the following chart). Students need to be aware that U.S. universities most often “unweight” GPA’s in the college admissions process.

Grading
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</th>
<th>IB HL I</th>
<th>TOK II</th>
<th>AP/IB HL2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.3</td>
<td>4.6</td>
<td></td>
<td></td>
<td>4.8</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>4.0</td>
<td>4.3</td>
<td></td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
<td>4.0</td>
<td></td>
<td></td>
<td>4.2</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
<td>3.6</td>
<td></td>
<td></td>
<td>3.8</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
<td>3.3</td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
<td>3.0</td>
<td></td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
<td>2.6</td>
<td></td>
<td></td>
<td>2.8</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
<td>2.3</td>
<td></td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
<td>2.0</td>
<td></td>
<td></td>
<td>2.2</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
<td>1.6</td>
<td></td>
<td></td>
<td>1.8</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
<td>1.3</td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.7</td>
<td>1.0</td>
<td></td>
<td></td>
<td>1.2</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

Course Failure
Students receiving a ‘D’ or an ‘F’ grade in a course (particularly in courses that build upon one another like World Languages or Math, or where it is deemed necessary by the administration or teacher) are recommended to repeat the course or retake the course during the summer to prepare to take a placement test upon their return to school in order to move up to the next level.

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 are permitted to take a minimum of six courses as long as four of them are core courses.

Students taking Performing or Visual Arts in grade 9 and 10 may take 8 blocks if one of the eight courses is either a Performing Arts/Visual Arts or an enrichment selection.

Enrichment classes are designed to encourage students to explore areas of interest without adding large amounts of extra work to their schedule. They do not have homework or a final exam; however they might include a final assessment.

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

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

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

AP and IB 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.

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
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.

### 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>40 hours/10 per year of enrollment in ASD HS</td>
<td>Included in CAS</td>
<td></td>
</tr>
</tbody>
</table>

**Other graduation requirements:**

1) Algebra II is highly recommended for college bound students.
2) U.S. History is required for all U.S. citizens and is strongly recommended for non-Americans who intend to attend U.S. colleges/universities. May be taken in grades 11 or 12. IB Diploma students may apply to take U.S. History in grade 10. U.S. IB candidates should see the IB coordinator about this requirement.
3) For Non-IB Diploma students, American Government is highly recommended for all US 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) Students are required to enroll in a minimum of seven classes each semester (seniors may enroll in six).
6) **Non-IB Diploma students are required to submit reflections on and verification of 10 hours of community service for each year that they are in high school at ASD. IB Diploma students will need to complete the Creativity, Action, Service (CAS) component of the IB Program.**
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. Students who desire to earn university credit must register and successfully pass the examinations administered in May. Registration for the tests is arranged through the AP/IB Coordinator.

The highest score on an AP test is 5. Some U.S. universities require a student to earn at least a 3 on the exam to receive college credit, and many require a 4 or a 5.

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

- A commitment to academic achievement
- An understanding and acceptance of the time the course involves in terms of homework
- Teacher and counselor recommendations
- Meeting the established course prerequisites

Students who will choose to take an AP exam in a course in which they are not enrolled, or a student who chooses not to take the exam for an AP course in which they are enrolled, need to get written permission from the high school principal.

Current Advanced Placement Courses at ASD

<table>
<thead>
<tr>
<th>AP Biology</th>
<th>AP US History</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus AB</td>
<td>AP European History</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>AP World History</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>AP French</td>
</tr>
<tr>
<td>AP Computer Science (online)</td>
<td>AP Spanish</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>AP English Literature</td>
</tr>
<tr>
<td>AP Physics B</td>
<td>AP English Language</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. An exception to this is the AP Computer Science course. These fees will be paid by ASD.

AP Exam Registration and Fees
Students who intend to take an AP exam must register for the exams in January of the school year in which they intend to sit for the exam. Students who are sitting for an AP exam are obliged to pay the exam fees. At the present time the exam fee is US $120 per exam. These fees are subject to change due to increases by the College Board.
Advanced Placement Recognitions

1. **AP Scholar** – Scores of 3 or higher on 3 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.

4. **The Advanced Placement International Diploma** - The Advanced Placement International Diploma (APID) is a credential that allows students to demonstrate academic achievement on AP Exams across several disciplines. It indicates to colleges and universities that the student has accepted challenges in multiple subject areas and has succeeded in a global perspectives course.

   The APID is an optional certificate that is available only to students attending secondary schools outside the United States and to students attending U.S. high schools who are applying to universities outside the U.S. The APID is not valid for university admission in any country. The APID is not a substitute for a high school diploma but rather provides additional certification of academic excellence.

   **APID Criteria**
   1. To earn an APID, a student must earn grades of 3 or higher on at least five AP Exams in the following content areas:
   2. Two AP Exams from two different languages selected from the English and world language areas
   3. One AP Exam designated as offering a global perspective: AP World History, AP Human Geography, or AP Comparative Government and Politics.
   4. One exam from the sciences or mathematical content areas.
   5. One additional exam from among any content area except English and world languages.

   For more information about the Advanced Placement Program at ASD, contact Sharon Boyle-Woods, AP/IB Coordinator, at: sboylewoods@asd.edu.qa
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.

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

By the conclusion of the IB diploma program, the candidate should be able to demonstrate:

- 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, IB certificates, and/or 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 world.
The Six Subject ("Hexagon") Choices:
(These options are open to all students, and can be taken individually or as part of an IB diploma)

Students choosing the full diploma choose one from each group. Certificate students can choose any number and any combination of courses.

Group 1: Language A1 (First/best language)
     English (SL/HL)
     Self-taught languages (open to IB diploma candidates)

Group 2: Language B or ab initio (Second modern language)
     French, Spanish and Arabic B (SL/HL) and ab initio (SL)

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

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

Group 5: Mathematics (one of the following is required)
     Math HL, Math SL and Math Studies SL

Group 6: Arts (or a second choice from Groups 1-4, for example many students take 2 sciences)
     Visual Arts (SL/HL)
     Theater (SL/HL)

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.

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 allows 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.

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

Costs:
Students are responsible for paying their IB examination fees. For a full diploma, the fee is approximately $700.

For more information about the IB Program at ASD, contact Sharon Boyle-Woods, AP/IB Coordinator, at: shboylewoods@asd.edu.qa or visit the IB website: www.ibo.org.
**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.

**Creating an Independent Study Plan**
To gain ASD approval, an Independent Study plan must be written up by the student 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. Taking an accredited online AP or IB course not offered at ASD could be an option for a course through Independent Study. The first step is clearly articulating the goal of taking a course through Independent Study.

**Guidelines for the Write-Up**
All written Independent Study proposals must include these 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.

**Approval**
All programs of Independent Study must have signed approval from a parent, teacher, the counselor, and the high school administration. 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 regular 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 analytical reading, Six-Trait writing, oral communication, and thinking skills. Students will study and interpret selections of American, European and world literature from contemporary and historical periods, including plays, short stories, novels, poems, and short essays. Writing activities are structured in response to the ideas and analysis generated by the literature. Language usage, punctuation and grammar instruction 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. 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.

**Honors English 10**

Length and Credit: ............................................. 1 year/1.0 credit
Grade: ................................................................. 10
Prerequisites: .......................................................... B+ or higher in English 9 and teacher recommendation

This course is designed to meet the needs of Grade 10 students who excelled in English 9; it is more challenging than English 10 because it extends the range, depth and frequency of tasks demanding analytic reading, writing, oral communication and thinking skills. Students will study and interpret challenging texts from contemporary and historical periods, including novels, short stories, plays, poems and opinion pieces. An important focus will be the clear and coherent use of spoken and written language. Through the study of literature in a variety of forms, students will strengthen their own abilities to use language as an effective tool for thought, expression, and communication.

**English 11**

Length and Credit: ............................................. 1 year/1.0 credit
Grade: ................................................................. 11
Prerequisites: .......................................................... English 9 & 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 nonfiction. Students will write responses to literature, reflective compositions, analysis of rhetorical techniques, historical investigations reports, and persuasive essays.
Students may write fictional narratives, short stories and creative pieces. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

**English 12**

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

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 the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written. Students will write analytical responses to literature, reflective compositions, comparative evaluation of texts fictional narratives, short stories and creative pieces.

**AP English Language and Composition**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11, 12  
*Prerequisites:* B or higher in English 10 and Social Studies & recommendation of current English teacher

The Advanced Placement Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and to become skilled writers who can compose for a variety of purposes. Students will read and carefully analyze a broad and challenging range of prose selections and develop their awareness of 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:* 12  
*Prerequisites:* B or higher in previous English and Social Studies classes & recommendation of current English teacher

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 analytical essays, students will deepen their understanding and enhance their ability to derive meaning from literature with an emphasis on British and American literature.

**IB English A1 HL 1**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11  
*Prerequisite:* English teacher approval

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

**IB English A1 HL 2**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11  
*Prerequisite:* IB English A1 HL 1 and English teacher approval

**IB English A1 SL 1**

*Length and Credit:* 1 year/1.0 credit  
*Grade:* 11  
*Prerequisite:* English teacher approval

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

**IB English A1 SL 2**

*Length and Credit:* 1 year/1.0 credit
*Grade:* IB English A1 SL1/English teacher approval

**Speech**
*(Does not meet English graduation requirement)*

*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.

**Journalism I**
*(Does not meet English graduation requirement)*

*Length and Credit:* 1 year/1 credit
*Grade:* 11, 12
*Prerequisite:* English 10

This elective course for upperclassmen is intended to build students’ analytical reading and writing skills in a specific genre: journalistic, non-fiction writing. The course offers extended exposure to and practice with the methods that good journalists use to find, create, and publish stories. Ultimately, students will work collaboratively to create a publication of their own, namely the *Doha Dispatch*, the student newspaper for the ASD community. Students will also regularly contribute to SNAN, the *Student News Action Network*, an online student journalism portal.

**Journalism II**
*(Does not meet English graduation requirement)*

*Length and Credit:* 1 year/1 credit
*Grade:* 12
*Prerequisite:* Journalism I

The Journalism II class devotes itself completely to the production of the *Doha Dispatch*, the student newspaper of the ASD community. Students comprise the editorial board and make decisions about story ideas, photos, advertising, and layout. The Journalism II class gives students the opportunity to hone leadership skills in a “real-life” setting.

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

*Length:* 1 year/0 credit
*Grade:* 9, 10

*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 9 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.
The American School of Doha believes that the study of mathematics is an essential part of every student’s education. We aim to spark an interest and enthusiasm for mathematics in all of our students. A life-long love of learning in mathematics will come more easily as students develop confidence in their abilities. Through an integrated and spiraling curriculum, we aim to achieve a thorough understanding of concepts and thought processes rather than simple memorization of rules and formulas. In addition to direct instruction, strategies will include individual work, cooperative group work with manipulatives, and explorations to facilitate the student’s learning. Our assessment methods are ongoing and varied and include written and oral evaluation as well as teacher observation of the student’s progress.

**MATHEMATICS DEPARTMENT**

A key component of the mathematics curriculum is the development of skills, competency, and efficiency in technology aided problem solving. All courses will use the TI-84 Platinum Graphing Calculator except for the IB courses. The required calculator in IB Math and Science courses is TI-84 Silver Plus.

**ALL MATH CLASS ENROLLMENTS REQUIRE CURRENT MATH TEACHER APPROVAL/RECOMMENDATION.**

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

This course is intended for students who have not taken an introduction to Algebra or pre-Algebra course. Consideration for all math placements will be subject to a math placement test administered by ASD. Concepts of the course include: order of operations, integers, fractions, absolute values, basic properties of algebra, writing algebraic expressions, working with percentages, ratios and rates, solving equations and inequalities, introduction to basic functions, sequences, introduction to graphing and direct variation, basic strategies for problem solving, RxT=D, and making connections to the real world.

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

This course is for students who have a solid foundation in the Pre-Algebra concepts such as +, -, x, ÷; fractions, percentages, ratios, rates, proportions; order of operations; number patterns; like terms; distributive property and working with real numbers. Students will be expected to be proficient in these areas upon entry into the course. The course focuses on algebra skills and conceptual understanding. Concepts of the course include: writing variable equations, linear and nonlinear functions, exponents and powers, quadratic relationships, polynomials, linear systems, factoring, radicals, and solving equations. There will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically.

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

This course will have a hands-on active approach that will provide students many opportunities to apply geometric concepts to mathematical and real life situations. Students will be actively engaged learning the tools of geometry in the investigative approach, allowing them to discover the properties of geometry, apply critical thinking skills and 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 the concepts to...
geometry problems.
All students will need a ruler, compass and protractor.

**Algebra II ★★/Honors Algebra II ★★★**

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

*Prerequisites:* for Algebra II: C- or higher in Geometry; for Honors Algebra II: B+ in Honors Geometry. Recommendation/approval from current Math teacher required for both.

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, trigonometry, and conic sections.

Honors students will generalize results by working with parameters and proofs, with a particular intent to foreshadow the concepts that will be revisited and mastered in precalculus and calculus.

A TI-89 graphing calculator is required for this course (see calculator policy).

**Precalculus ★★★/Honors Precalculus ★★★★**

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

*Prerequisites:* for Precalculus: C- or higher in Algebra II. For Honors Precalculus: B- or higher in Honors Algebra II. Recommendation/approval from current Math teacher required for both.

The primary objectives of this course are to help students truly understand the fundamental concepts of algebra, trigonometry and analytic geometry, to foreshadow the important concepts of calculus and to show how algebra and trigonometry can be used to model and predict solutions to real-life problems. Formal mathematical proof will also be used in this course. 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: properties of functions, graphs and transformations, (including polynomial, power, rational, exponential, logistic, logarithmic and trigonometric functions), modeling with functions and analyzing data. Further topics in the honors course include complex numbers, vectors and their operations, sequences and series, conic sections and an introduction to calculus (limits and derivatives).

A TI-89 Titanium graphing calculator is required for this course (see calculator policy).

**Calculus ★★★**

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

*Prerequisites:* for Calculus: C- or higher in Precalculus and 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 first year university calculus.

The three main areas of study to be covered are:
1) Limits and Continuity of Functions
2) Differentiation and applications of the derivative
3) Integration and applications of the integral

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 graphing calculator is required for this course (see calculator policy).

**AP (Advanced Placement) Calculus AB ★★★**

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

*Prerequisites:* for AP Calculus AB: B- or higher in Honors Precalculus and recommendation of current Math teacher

The primary academic goal of this course is to provide the students with a good understanding of first-year university level calculus. The secondary goal of this course is to prepare students for the Advanced Placement Calculus Examination (AB-level) in May. This examination offers equivalency for a first-year calculus course at many universities.
The three main areas of study to be covered are:
1) Limits and Continuity of Functions.
2) Differentiation and applications of the derivative
3) Integration and applications of the derivative

All three topics will be taught in one variable calculus only, which is consistent to most first year college courses. AP Calculus is a very demanding, challenging and rewarding course, and students will be expected to work hard to master the material. Every student enrolled in the course will be encouraged to take the AP exam and pay the corresponding registration fee. A TI-89 graphing calculator is required for this course (see calculator policy).

AP (Advanced Placement) Statistics

**Length and Credit:** 1 year/1.0 credit
**Grade:** 11, 12
**Prerequisites:** B- or higher in most recently completed math class.

Enrolled in or completed Precalculus and an AP English course; and recommendation of current Math teacher.

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major themes are exploring data, planning a study, anticipating patterns, and statistical inference. The important components of the course 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 TI-89 graphing calculator is required for this course (see calculator policy).

**IB Mathematical Studies, 1 & 2**

**Length and Credit:** 2 years/1.0 credit per year
**Grade:** 11, 12
**Prerequisites:** C- or higher in Algebra I and Geometry; Teacher recommendation

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, graphs of sine and cosine functions, linear programming, geometry in three dimensions, differential calculus, and applications to finance. In year two, the students will complete a mathematics related project and at the end of the year take the external IB examination.

**Students must have the TI-84 Silver Plus graphing calculator.**

**IB Mathematics SL, 1 & 2**

**Length and Credit:** 1.0 credit/1 year
**Grade:** 11/SL 1 and 12/SL 2
**Prerequisites:** B- or higher in Algebra II/Honors Algebra II and recommendation of 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 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, matrices, 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 portfolio as part of the IB internal assessment.

**Students must have the TI-84 Silver Plus graphing calculator.**
Science is for all students, and all students should have the opportunity to develop scientific literacy. The scientifically literate student gains an understanding and appreciation of the interrelationships of science, technology, and society. Science education at ASD develops and builds on students’ sense of wonder about the world around them and makes science relevant to daily experiences inside and outside the classroom. Students will develop through inquiry, the process skills that encourage and enable continuous learning and critical thinking. Science activities that involve students working cooperatively and collaboratively are desirable. It is recommended that a student seek as diverse a science program as possible, one that includes a study in the life, physical, and earth environmental sciences.

Chemistry and Physics Fundamentals

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<th>Length and Credit:</th>
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<td>Grade:</td>
<td>9, 10</td>
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<tr>
<td>Prerequisites:</td>
<td>Successful completion of or concurrent enrollment in Algebra I and recommendation of current science teacher.</td>
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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

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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

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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.

Honors Biology

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<td>Grade:</td>
<td>9, 10, 11</td>
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<tr>
<td>Prerequisites:</td>
<td>Completion of or concurrent enrollment in Geometry and recommendation of current science teacher</td>
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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 laboratory skills, scientific writing in the form of lab reports and free response essays, as well as work towards building an understanding of biological concepts.
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 and recommendation of current science teacher. This class is not open to students who have taken or are concurrently enrolled in an 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 and recommendation of current science teacher.

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

Honors Chemistry

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

The Physics program provides a systematic study of the principles of physics and emphasizes the development of critical thinking and problem-solving ability. It is assumed that the student is familiar with Algebra. This course offers the essential foundation in physics for the student in preparation for science-related courses in college.

Honors Physics

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

This course is intended to further develop students’ understanding and application of fundamental Physics’ concepts and skills. The focus is on the major principles of mechanics, waves and vibrations, and the nature and behavior of light. Laboratory skills, problem solving, communication skills, active participation, and critical thinking are emphasized and a high level of algebraic and vector analyses is incorporated into the problem solving process. Honors Physics is the first year of AP Physics B.

AP Physics B

Length and Credit:...........1 year/1.0 credit
Grade:.................................................10,11,12
Prerequisites:............Honors Physics, Algebra II and recommendation of current science teacher

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

AP Biology
or concurrent enrollment in Chemistry. Successful completion of Honors Biology and recommendation of current science 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 lab assignments. 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, Algebra II and recommendation of current science teacher.

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

AP Environmental Science ???

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

IBSL ???/HL ??? Biology, Year One

Length and Credit:........1 year/1.0 credit
Grade:.................................11
Prerequisite:......................Recommendation of current science teacher.

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

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

IBSL ???/HL ??? Biology, Year Two

Length and Credit:........1 year/1.0 credit
Grade:.................................12
Prerequisite:.........Completion of Year One at the HL or SL level and recommendation of current science teacher. Students who have completed Year One at SL are not eligible for Year Two at HL.

IBSL/HL Biology, Year Two is the second half of a two-year sequence of courses satisfying the requirements for an IB diploma. The field of Biology contains a vast amount of information about organisms and the environment in which they live. This course will expose students to a reasonable amount of factual information while attempting to develop a broad understanding of biological concepts and scientific methodology. Core concepts from the syllabus covered include: Cells, Chemistry of Life, Genetics, Ecology, and Human Health and Physiology. Students are required to take the IB exam at the
Completion of Year Two. Coverage of the HL topics, SL/HL Options and Internal Assessments will be the focus of IBSL/HL Biology, Year Two. In addition, approximately 4 weeks of the course will be dedicated to review and integration of Year One topics in preparation for the external exam.

**IBSL _IBSL/HL___ Chemistry, Year One**

*Length and Credit:* 1 year/1.0 credit

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

*Prerequisites:*  Concurrent placement in Math SL or higher or equivalent for HL study and Math Studies or higher or equivalent for SL study. Both levels require successful completion of Geometry and recommendation of current science teacher.

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

IB SL/HL Chemistry, Year One 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 also emphasized. About 20 hours (SL) and 30 hours (HL) 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 expected to take the IB exam at the completion of Year 2.

**IB SL ___/HL ___ Chemistry, Year Two**

*Length and Credit:* 1 year/1.0 credit

*Grade:* ................................. 12

Prerequisites:  Completion of Year One at the HL or SL level and recommendation of current science teacher. Students who have completed Year One at SL are not eligible for Year Two at HL.

IB SL/HL Chemistry, Year Two 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 two options. The options may include human biochemistry, environmental chemistry or industrial chemistry. HL Chemistry is equivalent to a college-level course. Students are required to take the IB exam at the completion of Year 2.

**IBSL _IBSL/HL___ Physics, Year One**

*Length and Credit:* 1 year/1.0 credit

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

*Prerequisites:*  Concurrent placement in Math SL or higher or equivalent for HL study and Math Studies or higher or equivalent for SL study. Requires successful completion of Geometry and recommendation of current science teacher.

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

IBSL/HL Physics 1 is the first half of a two-year sequence of courses satisfying the requirements for an IB diploma. The IB course syllabus describes physics as being the most fundamental of the experimental sciences as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. The Diploma Program also allows students to develop traditional practical skills and techniques and increased facility in the use of mathematics. The focus is on the major principles of Mechanics; Thermal Physics; Energy, Power and Climate Change; and Oscillations and Waves. Laboratory skills, problem solving, communication skills, active participation and critical thinking are also emphasized. The course is suited for students
interested in a two-year commitment to a non-calculus based physics course in preparation for any science-related college major or career. Students are expected to take the IB exam at the completion of Year 2.

**IBSL ✎/HL ✎✎✎ Physics, Year Two**

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

*Prerequisites:* Completion of Year One at the HL or SL levels and recommendation of current science teacher. Concurrent placement in Math Studies or higher or equivalent for SL Physics. Concurrent placement in Math SL or higher or equivalent for HL Physics. Students who have completed Year One at SL are not eligible for Year Two at HL.

Physics students at Standard Level (SL) and Higher Level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics, and the distinction between SL and HL is one of breadth and depth. The HL course entails 240 hours of course work while the SL course entails 150 hours. Students are expected to take the IB exam at the completion of Year Two.

IB SL/HL Physics Year Two 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 as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. The Diploma Program also allows students to develop traditional practical skills and techniques and increased facility in the use of mathematics. The focus of the year two course is on the major principles of thermal physics; electricity and magnetism; atomic and nuclear physics; energy, power and climate change; and the nature and behavior of light. Laboratory skills, problem solving, communication skills, active participation, vector analysis, and critical thinking are emphasized. The course is suited for students interested in a two-year commitment to a non-calculus based course in preparation for any science-related college major or career.
World History I ✎

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

World History I is a survey course covering the themes of geography and a broad overview of the history and progress of human civilization from the rise of Islam to the end of French Revolution. 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. An emphasis is placed on critical thinking skills and research skills, as well as learning to write historical analysis essays. In addition to the textbook, students will work with a variety of primary source documents, excerpts from other works on history, and historical atlases.

World History II ✎

Length and Credit: ........................................1 year/1.0 credit
Grade: ................................................................................. 10
Prerequisite: .......................................................... World History I

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

AP World History ✎✎✎

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

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

United States History ✎✎

Length and Credit: ........................................1 year/1.0 credit
Grade: ................................................................................. 11, 12
Prerequisite: .......................................................... World History

Students will study aspects of the political, social, economic and diplomatic history of the United States. The course begins with the study of 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
Prerequisite: B or better in previous Social Studies and English class and/or 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
Prerequisite: B or better in previous Social Studies and English class and/or recommendation of current Social Science teacher

AP European History is an academic year-long course that is meant to be the equivalent of a freshman college course and can earn students college credit. This course covers the history of Europe from the 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, cultural, and art history. Emphasis is placed on analytical writing, class discussion, use of primary sources, and critical reading.

Global Issues

Length and Credit: 1 sem/0.5 credit
Grade: 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.

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.

Int’l. Relations/Model United Nations

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

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

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

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

Psychology

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

Students will study 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: ........................................ 11, 12

This course will investigate the social, economic and political realities of today’s Middle East through primary and secondary source analyses, film clips, and other resources. Specific focus will be placed on understanding the historical roots of these realities in order to construct informed and evidence-based positions on current issues. Students will also be encouraged to examine and propose solutions to various challenges, such as the Israeli-Palestinian conflict. Throughout, students will hone their ability to think, read, and write critically by engaging regularly in substantive text-based discussions and essay compositions.

Economics

Length and Credit: ........................................ 1 sem/0.5 credit

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/HL 1

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

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

IB History SL/HL 2

Length and Credit: ........................................ 1 year/1.0 credit
Grade: ........................................ 11, 12
Prerequisites: ........................................ IB SL/HL History I, and teacher recommendation

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 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 (Open to Grade 12 with IB Coordinator approval)  
Prerequisites:.........................B- or above in previous social studies classes; current social science teacher recommendation;  
B- or above in Algebra II  
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, Inter-national 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 external examination in May of their senior year.

IB SL//HL Economics II

Length and Credit:..........1 year/1.0 credit  
Grade:.................................12  
Prerequisites:............IB SL/HL Economics I, and teacher recommendation  
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. Students writing the Extended Essay will also complete that paper in the first semester. Students will also complete the portfolio in the first semester. Students will continue to be differentiated in class between those students taking the HL and SL IB Economics course.

Theory of Knowledge I

Length and Credit:..........1 year/1 credit  
Grade:.................................11  
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.

Theory of Knowledge II

Length and Credit:...........1 sem/0.5 credit  
Grade:.................................12  
Prerequisite:............IB Diploma Candidate  
This is the continuation of Theory of Knowledge I. The focus is on writing the externally assessed essay.
Technology for Everyone (formerly Computer Information Systems)

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).

Animations and Game-making (formerly Intro to Programming)

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 to AP Computer Science.

Intro to 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.

AP Computer Science

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

Students learn to design and develop computer software systems for solving problems. Topics covered include syntax/errors/debugging, control statements,
classes, arrays, recursion, searching and sorting. This course is equivalent to a first semester college computer science course. Students are prepared for the required AP Computer Science exam. This course is offered in an online format only.

**Web Design**

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

This class 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 Cannon HD video camera throughout the semester.
FINE AND PERFORMING ARTS DEPARTMENT

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

General Art

Length 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. The class focuses on developing an understanding and appreciation of the many forms and techniques used to develop art. The class is primarily project-based; however, there may be times when students will also be responsible for research as well as presentations to the class. Assignments include both 2- and 3-dimensional projects and cover a wide range of media, which may include drawing, painting, printmaking, sculpting, collage, paper mache and others. Students participate in art displays throughout the school year. This course is recommended prior to taking Ceramics, Drawing and Painting, Printmaking or IB Art. This basic High School Studio Art course may be taken for one additional semester at a higher level. A sketchbook is required.

Drawing and Painting

Length and Credit: ................................................................. 1 sem / 0.5 credit
Grade: ........................................................................... 10, 11, 12
This is a one-semester course designed to strengthen a student’s drawing and painting skills. All assignments will be 2-dimensional and focused on the development of hand-eye coordination and basic drawing and painting techniques. Line, value, proportion, color and composition will be thoroughly explored during the course of the semester. Materials used may include pencil, ink, charcoal, pastels, watercolor, tempera and acrylic. Students participate in art displays throughout the school year. This course may be taken for one additional semester at a higher level. A sketchbook is required.

Printmaking

Length and Credit: ................................................................. 1 sem / 0.5 credit
Grade: ........................................................................... 10, 11, 12
This is a one-semester course that will cover several basic printmaking techniques. Students will learn to make prints (or copies of an original artwork) through Relief Printing, Lino Cuts, Dry Point Etching, Silk Screen, Collage, Embossing and Collagraphs. Students participate in the art displays throughout the school year. This course may be taken one additional semester at a higher level. A sketchbook is required.

Ceramics

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

IB Art SL %/HL 1, 2 % and IB Art SL %/HL 1, 2 %

Length and Credit: ................................................................. 1 year / 1.0 credit
Grade: ........................................................................... 11, 12
Prerequisites: ............................................. Year 1: B average or above in previous art class and recommendation from current Art teacher OR acceptable portfolio of 3 - 5 artworks or a recent sketchbook. Year 2: B or better in
Year 1 and teacher recommendation.

Year 1 consists of open-ended design problems in all media that strengthen and refine the processes of idea development and divergent thinking. 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.

Photography and Illustration

Length and Credit: ...........1 sem/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 sem/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 sem/0.5 credit/1 year/1.0 credit
Grade:............................9, 10, 11, 12
Drama 1 encourages students to refine and develop their performance skills. Through extended improvisation and scripted work students will continue to acquire sophistication in the content and style of their performances. Students will also complete a series of analytical tasks, encouraging them to think critically about the construction and execution of their own work.

Drama 2

Length & Credit:.............1 sem/0.5 credit/1 year/1.0 credit
Grade:............................10, 11, 12
Prerequisite:.....................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, Year 2

Length and Credit:.............1 year/1.0 credit
Grade:............................11, 12
Prerequisites:..................Auditon/Teacher Approval;
Maximum enrollment: 16
Advanced Drama focuses on the development and extension of both acting and other stagecraft skills. Students in this class will perform in a full-length play and also be involved in developing and performing an original work. Performances will be presented to an outside audience. Attention will be paid to all four stages of the production process with students documenting the planning, rehearsal, performance and analysis of their theatre. Major theatrical movements, works and playwrights will be studied in this course.

IB Theatre SL/HL 1

Length and Credit:.............1 year/1.0 credit
Grade:............................11
Prerequisites:..................Auditon and...
The IB Theatre The theatre core syllabus at HL and SL consists of three interrelated areas. Students are required to explore these three areas from the perspective of dramaturg, director, performer, group ensemble, production team and spectator.

**Theatre in the making**
The focus of theatre in the making is on the process of theatre making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to create, present and observe theatre. It is exploratory in nature.

**Theatre in performance**
The focus of theatre in performance is on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre, where their practical skills can be applied in different roles (as performers and as part of the production team), while also building upon the knowledge they have acquired in other areas.

**Theatre in the world**
The focus of theatre in the world is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.

**IB Theatre SL/HL 2**

*Length & Credit:...........1 year/1.0 credit
Grade:............................12
Prerequisites:...........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 1; Theatre in the making, Theatre in performance and Theatre in the world.

**Internal assessment**

*Theatre performance and production presentation (25%)*
Students are required to do an oral presentation lasting 30 minutes with 7–10 images. –HL or 20 minutes with 5-7 images – SL.

*Independent project portfolio (25%)*
Students are required to produce a portfolio of 3,000 words – HL or 2,000 words - SL on their independent project and its connection to their experiences in the core syllabus.

**High School Instrumental Music (HSIM)**

*Length & Credit:............1 sem/0.5 credit 1 year/1.0 credit
Grade:..................................9,10,11,12
Prerequisite:...........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 standard to the concert band.

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

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

The school will attempt as best as possible to provide students with the instrument that they wish to learn to play in HSIM. Students are encouraged to personally own the instruments that they use in the class. Students using a band instrument supplied by the school will be required to pay an annual fee of QR 500.

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

Note: Percussion study in HSIM will not place a large focus on the drum set.
High School Wind Ensemble (HSWE)

Length and Credit: .......... 1 year/1.0 credit; 1 sem/0.5 credit (first semester only)
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.

Note: Students in HSWE will be awarded significant assessment credit in Power School for public performances and participation in the after school rehearsals to prepare them.

Advanced Percussion Study (APS)

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

Advanced Percussion Study is a class for students who have a trained and developed a background playing standard concert band percussion instruments. These instruments include snare drum, xylophone, timpani and drum set. Students will be expected to apply themselves diligently on all of these instruments. High School students wanting to participate in APS must have prior approval from the instrumental music director.

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

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

Students in APS must have both a practice pad and a xylophone. The school will provide pads either for sale or rental based upon availability. Students will need to purchased specialized drumsticks from the school or acquire their own. Xylophones (with mallets) will be available for an annual rental fee of 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.

Note: Students in APS will be awarded significant assessment credit in Power School for public performances and participation in the after school rehearsals to prepare them.

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 at rehearsals and concerts. 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:.......Audition is required;
16 student maximum

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 skills, and performance at rehearsals and concerts.

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 pick techniques. Many different musical styles will be explored. Assessment is based on performance tests, written tests, in class rehearsal skills, and concert performances.

Guitar II

*Length and Credit:........1 year/1.0 credit
Grade:...........................9,10,11,12
Prerequisite: Guitar I (9th with teacher approval); 20 student maximum

This class is for intermediate level to advanced guitarists who have successfully completed Guitar One with at least a “B” and wish to further develop their skills. Students must be able to read basic notation to enter this class. Students learn more advanced concepts of tuning, finger technique, chords, and music theory/note/TAB reading. The class will also cover finger style, classical guitar style, jazz guitar, picking techniques, and improvisation. Practice outside of class is an expectation for success in this class. Assessment is based on performance tests, written tests, in class rehearsal skills, and concert performances.
World Language Department

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

Arabic as a Foreign Language I (AFL I Ab initio 1 )

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

This course is designed for students with no prior knowledge of the Arabic Language. The 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 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 (AFL II Ab initio 2 )

Length and Credit: ................................................................. 1 year/1.0 credit
Grade: ............................................................................... 9,10,11,12
Prerequisite: ........................................................................... C or higher in AFL I

This course is designed for students who completed AFL I 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 (AFL III)

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

Length and Credit: ................................................................. 1 year/1.0 credit
Grade: ............................................................................... 9,10,11,12
Prerequisite: ........................................................................... C or higher in AFL III

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

Modern Standard Arabic I

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

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

Modern Standard Arabic II

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

Modern Standard Arabic III

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

Modern Standard Arabic IV

Length and Credit: 1 year/1.0 credit
Grade: 10,11,12
Prerequisite: MSA III, teacher approval
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 / IBHL 1, 2

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

Prerequisite: Teacher approval
This course is designed to allow students to explore current issues in Arabic speaking countries through the exclusive use of authentic, modern documents. Thematic units change with the particular interest of the students but example topics could be terrorism, cinema and the arts, social problems, science and technology, sports, racism, the environment, family life, etc. The acquisition of vocabulary, and the mastery and refinement of grammar are all learned through a personal dialogue with these documents and with each other.

French I /IB 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 the student with basic communication skills in French, the ability to read and understand limited types of text and the skills to write simple but creatively both conversational and narrative compositions. Priority is given to listening and speaking activities, reinforced by reading and writing. Grammar is used in context before being made explicit in grammatical terminology. The course also introduces the student to French culture, geography and history of France and the French-speaking world. This course is designed to prepare students for High School French II as well as IB Ab initio 2.

Suggestion: Juniors or Seniors beginning French may consider registering for the 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.

French II /IB Ab initio 2

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

French III

Length and Credit: ..........1 year/1.0 credit
Prerequisite:.................C or higher in French II, teacher approval

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

French IV/IB/SL and IB/HL 1

Length and Credit: ..........1 year/1.0 credit
Prerequisite:.................C or higher in French III and/or its equivalent.

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

French IB/SL and IB/HL 2

Length and Credit: ..........1 year/1.0 credit
Prerequisite: Satisfactory completion of French IV/IBSL / 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 thoughtful 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.

AP French Language

Length and Credit: ..........1 year/1.0 credit
Grade:..................................................12
Prerequisite:.....................B or higher in French IV; recommendation of current language teacher

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

Spanish I /IB Ab Initio 1

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 Ab initio 2

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

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 III

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 IV /IBSL /HL 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 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.

**AP Spanish Language**

*Length and Credit:*........1 year/1.0 credit  
*Prerequisite:*..........................B or higher in Spanish IV/IB, teacher approval

This Advanced Placement Spanish Language course seeks to develop advanced language skills that can be used in various activities rather than to cover any specific body of subject matter. This course is designed to be comparable in content and difficulty to a course in Spanish composition at fifth semester college level. As the course is designed to prepare students to sit the Advanced Placement Spanish Language examination at the end of the year, extensive training in the organization and writing of essays is emphasized. All student assessments are authentic production activities designed to demonstrate modern language communication ability. Students should be prepared to sit for the AP Spanish Language exam.

**IB World Languages, 1 and 2**

*Length and Credit:*........1 year/1.0 credit  
*Grade:*.......................................................II, I2  
*Prerequisites:*.............................IB diploma candidate and permission of IB Coordinator

IB diploma candidates are offered the opportunity to continue study of their home language through a school-supported self-study option. This opens the opportunity to study in any of more than 100 world languages if the student is already fluent and literate in the language. This course will be graded pass/fail, but will be scheduled into the student’s timetable. Contact the IB Coordinator for more information.
The high school health and physical education department allows time for students to learn components of fitness and health in order to develop healthy lifestyle habits. Students will understand concepts, develop and apply motor skills and enjoy the benefits of being physically active. The program features physical fitness and strength training, a variety of individual and team sports and the opportunity to develop and nurture interpersonal skills. The emphasis of the program is on participation and students understanding the benefits of participating in physical activity for life.

Physical Education & Health 9

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

The physical education program in grade 9 is designed to provide each student with experiences in fitness, aquatics, and a variety of team, dual, and individual sports. The program emphasizes team concepts and strategies as well as developing and improving fundamental motor skills. Students will develop social and personal responsibilities associated with participation in activity, exercise, and sport. Students will also learn how to monitor and maintain a healthy level of physical fitness. All grade 9 physical education classes include health instruction as part of the class. The health content will assist students in managing their lives and relationships in a responsible and healthy manner. Students 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, dual, and individual sports. Students will learn how to maintain an active lifestyle based on a background of knowledge and experiences acquired in the physical education program. All grade 10 physical education classes will include health instruction as part of the class. The health content will assist students in managing their lives and relationships in a responsible and healthy manner. Students will learn to apply their knowledge acquired in health to real life situations.

Sports for Life

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

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. This class is designed for students to further develop their physical skills and increase their understanding of lifetime fitness components. A combination of team, dual, and individual sports will be offered for those students wishing to continue their enjoyment of fitness, activity and sport. The class is also designed to allow students to select specific sports or activities in which they wish to participate.

Strength & Conditioning - Introduction

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

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

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

Strength & Conditioning - Intermediate/Advanced

Length & Credit: .................................................. 1 sem/0.5 credit; 1 year/1.0 credit
Grade: ................................................................. 11,12
Prerequisite: .............................. Intro to Strength & Conditioning

Strength and Conditioning – Introduction is a prerequisite for this course. Students in this course will focus on the intermediate and advanced principles of strength training and conditioning. This course will involve more self-directed individual program set up and personal training guidance based on fitness interests and personal goals. Students can enroll in the Intro class in Semester 1 and the Advanced class in Semester 2 or multiple times in the future. Students must be independent, self-motivated and responsible.
**Yearbook**

*Length and Credit:* 1 year/1.0 credit

*Grade:* 11, 12

*Prerequisite:* Yearbook Teacher Approval

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

**Teacher Assistant**

*Length and Credit:* 1 semester/0.5 credit

*Grade:* 12

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.

**The Counselors’ Courses**

The Counselors’ Course will take place once a week during a student’s study period. All sessions will take place on Sundays and Mondays. 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>

A more detailed description of the curriculum can be found at www.asd.edu.qa.
Students must register for 7 credits per year. They may register for an 8th credit with approval.

### Course Selections for 2011-2012

<table>
<thead>
<tr>
<th>Course</th>
<th>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>Honors English 10</td>
<td>1yr/1.0</td>
<td>10</td>
<td>B+ in English 9 and teacher recommendation</td>
</tr>
<tr>
<td>English 11</td>
<td>1yr/1.0</td>
<td>11</td>
<td>English 9 and 10</td>
</tr>
<tr>
<td>English 12</td>
<td>1yr/1.0</td>
<td>12</td>
<td>English 9, 10 and 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 English 10 and social studies and recommendation of English teacher</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition</td>
<td>1yr/1.0</td>
<td>12</td>
<td>B in previous English and social studies and recommendation of English teacher</td>
</tr>
<tr>
<td>IB English A1 SL/HL 1</td>
<td>1yr/1.0</td>
<td>11</td>
<td>English teacher approval</td>
</tr>
<tr>
<td>IB English A1 SL/HL 2</td>
<td>1yr/1.0</td>
<td>12</td>
<td>IB English A1 teacher approval</td>
</tr>
<tr>
<td>Speech</td>
<td>1Sem/0.5</td>
<td>10, 11, 12</td>
<td>None</td>
</tr>
<tr>
<td>Journalism I</td>
<td>1yr/1.0</td>
<td>10*, 11, 12</td>
<td>English 10 (10th grade with instructor approval only)</td>
</tr>
<tr>
<td>Journalism II</td>
<td>1yr/1.0</td>
<td>11, 12</td>
<td>Journalism I</td>
</tr>
<tr>
<td>Writing Lab (non-credit support class)</td>
<td>1yr/NA</td>
<td>9</td>
<td>Teacher recommendation</td>
</tr>
</tbody>
</table>

### MATH (All Math courses require the recommendation of current math teacher)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Algebra</td>
<td>1yr/1.0</td>
<td>None</td>
</tr>
<tr>
<td>Algebra I</td>
<td>1yr/1.0</td>
<td>C- or higher in Pre-Algebra</td>
</tr>
<tr>
<td>Geometry</td>
<td>1yr/1.0</td>
<td>C- or higher in Algebra I and recommendation/approval from current math teacher</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>1yr/1.0</td>
<td>B+ or higher in Algebra I and recommendation/approval from current math teacher</td>
</tr>
<tr>
<td>Algebra II</td>
<td>1yr/1.0</td>
<td>C- or higher in Geometry and recommendation/approval from math teacher</td>
</tr>
<tr>
<td>Honors Algebra II</td>
<td>1yr/1.0</td>
<td>B- or higher in Honors Geometry and recommendation/approval from math teacher</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>1yr/1.0</td>
<td>B- or higher in Algebra II and recommendation/approval from math teacher</td>
</tr>
<tr>
<td>Honors Pre-Calculus</td>
<td>1yr/1.0</td>
<td>B- in Honors Algebra II and recommendation/approval from math teacher</td>
</tr>
<tr>
<td>Calculus</td>
<td>1yr/1.0</td>
<td>C- or higher in Pre-Calculus and recommendation of math teacher</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>1yr/1.0</td>
<td>B- or higher in Honors Pre-Calculus and recommendation of math teacher</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>1yr/1.0</td>
<td>B- or higher in most recently completed math; enrolled in or completed Pre-Calculus and an AP English course and recommendation of math teacher</td>
</tr>
<tr>
<td>IB Mathematical Studies SL 1</td>
<td>1yr/1.0</td>
<td>C- or higher in Algebra I and Geometry and/or teacher recommendation</td>
</tr>
<tr>
<td>IB Mathematical Studies SL 2</td>
<td>1yr/1.0</td>
<td>C- or higher in IB Mathematical Studies 1 and/or teacher recommendation</td>
</tr>
<tr>
<td>IB Mathematics SL 1</td>
<td>1yr/1.0</td>
<td>B- or higher in Algebra II</td>
</tr>
<tr>
<td>IB Mathematics HL 1</td>
<td>1yr/1.0</td>
<td>B- or higher in Honors Algebra II</td>
</tr>
<tr>
<td>IB Mathematics SL 2</td>
<td>1yr/1.0</td>
<td>B- or higher in IB Mathematics SL</td>
</tr>
<tr>
<td>IB Mathematics HL 2</td>
<td>1yr/1.0</td>
<td>B- or higher in IB Mathematics</td>
</tr>
</tbody>
</table>

### SCIENCE (All courses require the recommendation of current science teacher)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry &amp; Physics Fundamentals</td>
<td>1yr/1.0</td>
<td>Successful completion of or concurrent enrollment in Algebra I</td>
</tr>
<tr>
<td>Earth Science</td>
<td>1yr/1.0</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Biology</td>
<td>1yr/1.0</td>
<td>9, 10, 11, 12 Completion of or concurrent enrollment in Geometry.</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>1yr/1.0</td>
<td>11, 12 Two science credits including Chemistry &amp; Physics Fundamentals or Earth Science.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1yr/1.0</td>
<td>10, 11, 12 Successful completion of Algebra I</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>1yr/1.0</td>
<td>10, 11, 12 Successful completion of Geometry &amp; successful completion of or concurrent enrollment in Algebra II</td>
</tr>
<tr>
<td>Physics</td>
<td>1yr/1.0</td>
<td>10, 11, 12 Successful completion of Algebra I</td>
</tr>
<tr>
<td>Honors Physics</td>
<td>1yr/1.0</td>
<td>10, 11, 12 Successful completion of Geometry. Successful completion of or concurrent enrollment in Algebra II</td>
</tr>
<tr>
<td>AP Physics B</td>
<td>1yr/1.0</td>
<td>11, 12 Honors Physics, Algebra II</td>
</tr>
<tr>
<td>AP Biology</td>
<td>1yr/1.0</td>
<td>10, 11, 12 Successful completion of or concurrent enrollment in Chemistry/Honors Chemistry; Successful completion of Honors Biology.</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>1yr/1.0</td>
<td>11, 12 Successful completion of Honors Chemistry, Algebra II</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>1yr/1.0</td>
<td>12 Three credits in high school from at least 2 different fields, including at least one class at the Honors or AP level or Earth Science. AP Environmental Science instructor approval required</td>
</tr>
<tr>
<td>IB Biology SL/HL 1</td>
<td>1yr/1.0</td>
<td>11 Completion of Year 1 at the HL or SL levels. Students who have completed Year 1 at SL are not eligible for Year 2 of HL.</td>
</tr>
<tr>
<td>IB Biology SL/HL 2</td>
<td>1yr/1.0</td>
<td>12 Concurrent placement in Math SL or higher or equivalent for HL study and Math Studies or higher or equivalent for SL study. Both levels require successful completion of Geometry.</td>
</tr>
<tr>
<td>IB Chemistry SL/HL 1</td>
<td>1yr/1.0</td>
<td>11 Completion of Year 1 at the HL or SL levels. Students who have completed Year 1 at SL are not eligible for Year 2 of HL.</td>
</tr>
<tr>
<td>IB Physics SL/HL 1</td>
<td>1yr/1.0</td>
<td>11 Concurrent placement in Math SL or higher or equivalent for HL and SL study. Successful completion of Geometry.</td>
</tr>
<tr>
<td>IB Physics SL/HL 2</td>
<td>1yr/1.0</td>
<td>12 Completion of Year 1 at the HL or SL levels. Students who have completed Year 1 at SL are not eligible for Year 2 of HL.</td>
</tr>
</tbody>
</table>

### SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History I</td>
<td>1yr/1.0</td>
<td>9 None</td>
</tr>
<tr>
<td>World History II</td>
<td>1yr/1.0</td>
<td>10 World History I</td>
</tr>
<tr>
<td>AP World History</td>
<td>1yr/1.0</td>
<td>10, 11, 12 B or higher in previous social studies and English class and/or recommendation of current social science teacher</td>
</tr>
<tr>
<td>United States History</td>
<td>1yr/1.0</td>
<td>11, 12 World History</td>
</tr>
<tr>
<td>American Government</td>
<td>1Sem/0.5</td>
<td>11, 12 None</td>
</tr>
<tr>
<td>AP U.S. History</td>
<td>1yr/1.0</td>
<td>10, 11, 12 B or higher in previous social studies and English class and/or recommendation of current social science teacher</td>
</tr>
<tr>
<td>AP European History</td>
<td>1yr/1.0</td>
<td>10, 11, 12 B or higher in previous social studies and English class and/or recommendation of current social science teacher</td>
</tr>
<tr>
<td>International Relations/MUN</td>
<td>1Sem/0.5</td>
<td>10, 11, 12 None</td>
</tr>
<tr>
<td>Middle Eastern Studies</td>
<td>1Sem/0.5</td>
<td>11, 12 None</td>
</tr>
</tbody>
</table>
Course selections for 2011-2012

LENGTH / CREDITS  OPEN TO GRADES  PREREQUISITES:

Global Issues 1sem/0.5  10,11,12  None
Current Issues & Debate 1sem/0.5  11,12  None
Economics 1sem/0.5  11,12  None
IB History SL/HL 1 yr/1.0  11  Social science teacher recommendation
IB History SL/HL 2 yr/1.0  12  IB History SL/HL 1, teacher recommendation
IB Economics SL/HL 1 yr/1.0  11 (12)  B- or higher in previous social studies classes and social science teacher recommendation (*12th grade with IB Coordinator approval)
IB Economics SL/HL 2 yr/1.0  12  IB Economics SL/HL 1, teacher recommendation
Philosophy 1sem/0.5  11,12  None
Psychology 1sem/0.5  11,12  None
Global Issues 1sem/0.5  10,11,12  None
Senior Seminar 1sem/0.5  12  Speech
Theory of Knowledge 1 yr/1.0  11  IB Diploma Candidate
Theory of Knowledge 2 1sem/0.5  12  IB Diploma Candidate

TECHNOLOGY

Technology for Everyone 1sem/0.5  9,10,11,12
Animation and Game-making 1sem/0.5  9,10,11,12
Robotics 1sem/0.5  9,10,11,12
Advanced Robotics 1sem/0.5  10,11,12  Successful completion of Robotics, instructor approval
AP Computer Science (online option) 1yr/1.0  11,12  Successful completion of Intro to Programming, successful completion or concurrent enrollment in Algebra II, instructor approval

FINE AND PERFORMING ARTS

General Art 1sem/0.5  9,10,11,12
Drawing and Painting 1sem/0.5  10,11,12
Ceramics 1sem/0.5  9,10,11,12
Printmaking 1sem/0.5  10,11,12
Photography and Illustration 1sem/0.5  9,10,11,12  None
Graphic Design 1sem/0.5  9,10,11,12  None
IB Art SL/HL 1 yr/1.0  11,12  IB Art SL/HL 2
IB Art SL/HL 2 yr/1.0  11,12  C or better in year 1 and teacher recommendation
Drama 1 (semester long) 1sem/0.5  9,10,11,12  None
Drama 1 (year long) 1yr/1.0  9,10,11,12  None
Drama 2 (semester long) 1sem/0.5  10,11,12  1.0 credit in High School drama subject
Drama 2 (year long) 1yr/1.0  10,11,12  1.0 credit in High School drama subject
Advanced Drama 1yr/1.0  11,12  Audition and teacher approval
IB Theatre SL/HL 1 1yr/1.0  11  Audition and teacher approval
IB Theatre SL/HL 2 1yr/1.0  12  IB Theatre SL/HL 1 and teacher approval
HS Instrumental Music (HSIM) 1sem/0.5  9,10,11,12  Teacher recommendation (First semester only)
IB Dance 1yr/1.0  9,10,11,12  Teacher recommendation
IB Wind Ensemble (HSWE) 1yr/1.0  9,10,11,12  Prior instrumental experience and teacher recommendation
Advanced Percussion Study (APS) 1yr/1.0  9,10,11,12  Teacher recommendation
Concert Choir 1yr/1.0  9,10,11,12  No audition, 50 students max
Chamber Singers 1yr/1.0  9,10,11,12  audition is required. Maximum enrollment 16
Guitar 1yr/1.0  9,10,11,12  No audition, 25 students max
Guitar II 1yr/1.0  9,10,11,12  Guitar I or teacher approval (9th grade with teacher approval only)

WORLD LANGUAGES (Placement level determined by teacher and subject to change based on student skill and performance level.)

Arabic I (AFL/Ab initio I) 1yr/1.0  9,10,11,12  No previous study of Arabic
Arabic II (AFL I) 1yr/1.0  9,10,11,12  C or higher in AFL I
Arabic III (AFL) 1yr/1.0  9,10,11,12  C or higher in AFL II
Arabic IV (AFL) 1yr/1.0  9,10,11,12  C or higher in AFL III
Modern Standard Arabic I 1yr/1.0  9,10,11,12  None
Modern Standard Arabic II 1yr/1.0  9,10,11,12  Modern Standard Arabic I
Modern Standard Arabic III 1yr/1.0  9,10,11,12  Modern Standard Arabic II
Modern Standard Arabic IV 1yr/1.0  10,11,12  Modern Standard Arabic III
Arabic B IB SL/HL 1 1yr/1.0  10,11,12  Teacher approval
Arabic B IB SL/HL 2 1yr/1.0  12  Arabic B1 and teacher approval
French IB SL/HL 2 1yr/1.0  11  B or higher in French IV and recommendation of French teacher
French SL/HL 2 1yr/1.0  12  Satisfaction of French IVIB SL/HL 1 and/or its equivalent
French IIB Ab initio 1 1yr/1.0  9,10,11,12  No previous study of French required
French II/IB Ab initio 2 1yr/1.0  9,10,11,12  C- or higher in French I/Ab initio I and teacher approval
French III 1yr/1.0  9,10,11,12  C- or higher in French II
French IV/IB SL/HL 1 1yr/1.0  10,11,12  C or higher in French III and/or its equivalent
French IV/IB SL/HL 2 1yr/1.0  11,12  Satisfactory completion of French IVIB SL/HL 1 and/or its equivalent
AP French 1yr/1.0  12  B or higher in French IV and recommendation of French teacher
Spanish IIB Ab initio 1 1yr/1.0  9,10,11,12  No previous study of Spanish required
Spanish II/IB Ab initio 2 1yr/1.0  9,10,11,12  C- or higher in Spanish IIBAb initio I and teacher approval
Spanish III 1yr/1.0  9,10,11,12  C- or higher in Spanish II
Spanish IIB SL/HL 1 1yr/1.0  10,11,12  C or higher in Spanish III and teacher approval
Spanish II/IB SL/HL 2 1yr/1.0  11,12  Satisfaction of Spanish IV or IB SL/HL 1
AP Spanish 1yr/1.0  12  B or higher in Spanish IV or IB and recommendation of Spanish teacher
IB World Languages 1 1yr/1.0  11  IB Diploma Candidate and permission of IB Coordinator
IB World Languages 2 1yr/1.0  12  IB Diploma Candidate and permission of IB Coordinator

PHYSICAL EDUCATION & HEALTH

Physical Education & Health 9 1yr/1.0  9  None
Physical Education & Health 10 1yr/1.0  10  PE 9
Sports for Life 1sem/0.5  11,12  PE 10
Strength & Conditioning (Intro) 1sem/0.5  11,12  PE 10
Strength & Conditioning (Inter/Adv) 1sem/0.5  11,12  Introduction to Strength & Conditioning

OTHER COURSES

Yearbook 1yr/1.0  10,11,12  Yearbook teacher approval
Teacher Assistant 1sem/0.5  12  None

**PROGRAM OF STUDIES AVAILABLE ON ASD WEBSITE:  http://www.asd.edu.qa/pages/sitepage.cfm?page=4373**