

High School  
**PROGRAM OF  
STUDIES  
2026-2027**

## ACS Mission

Our community empowers all students to define and shape their futures for learning, service, and global citizenship.

## ACS Core Values

- Courage: Having the confidence to take risks and do the right thing.
- Curiosity: Being eager to learn and explore to gain a deeper understanding through inquiry and critical questioning.
- Compassion: Taking actions to understand how others think and feel, appreciating the value of difference.
- Integrity: Being honest, fair and responsible in words and actions, and staying true to one's principles.

## Core Beliefs

- Curiosity and an enthusiasm for learning foster creativity, innovation, and deeper understanding.
- An ethical and compassionate community is built through participation, collaboration, and mutual respect.
- Reflection on learning experiences in and out of the classroom enables learners to define and shape their futures.
- Intellectual, physical, social, and emotional balance contributes to one's well-being.
- Leadership is developed through courage, resilience, and integrity.

## Profile of Learners

ACS engages, prepares, and inspires its community to be:

### *Collaborative team members who*

- promote and sustain learning.
- communicate and listen actively and openly.

### *Responsible people who*

- balance their intellectual, physical, social, and emotional well-being.
- act with integrity and courage.

### *Self-directed learners who*

- are curious problem solvers and resourceful critical thinkers.
- persevere in the face of challenge.

### *Global citizens who*

- respect diversity.
- actively contribute to their world with empathy and compassion.

## Contact Us:



American Community School of Abu Dhabi

P.O. Box: 42114, Abu Dhabi United Arab Emirates | Phone: +971-2-681-5115

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# GRADUATION REQUIREMENTS

## Graduation Requirements

In order to qualify for the ACS High School Diploma, a student must complete four years of high school beyond Grade 8, attend ACS for the entire Grade 12 year and earn a minimum of 25 credits. In addition, a student must fulfill our attendance and course credit requirements.

## Attendance

Students must be in good standing and complete Grades 9-12 with 80% or higher attendance in each class.

## Course Credit

Students must earn 25 credits to graduate. Students receive 1.0 for year-long courses. Credit is given for courses taken in Grades 9-12 only.

Required Courses	Minimum Credit	Recommended
English	4.0	4.0
Math	3.0	4.0
Science	3.0	4.0
Social Studies	3.0	4.0
World Language	2.0	4.0 (2 credits must be in the same language)
Creative Arts	1.0	
Physical Education & Health	2.0	
Electives	7.0	
<b>Total</b>	<b>25.0</b>	

## Service Learning

Service is a pillar of ACS and is recognized in the profile of an ACS graduate. Service-learning is integral to the student experience and aims to foster independence, taking on challenges, a responsibility to others, and community involvement. All students experience service during each school year. Students are empowered to engage in service experiences independently as well as through extra-curricular activities, and are provided with a wide range of opportunities and resources to do so.

## Requirements for Citizens of Arab Countries

All students holding passports from the following Arabic speaking countries must enroll in Arabic in Grades 9, 10, 11, and 12: Algeria, Bahrain, Comoros Islands, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, and Yemen. All Emirati students are required to take Islamic Studies courses every year in High School.

## UAE High School Equivalency and its Requirements

The UAE High School Equivalency is a certification given by the Ministry of Education to students of any nationality, graduating from a school in the UAE, who wish to have the UAE equivalency granted for their high school diploma. The UAE High School Equivalency allows students to attend universities in Gulf countries. The UAE High School Equivalency is also required for those who wish to seek employment in any UAE government position. The UAE equivalency is **mandatory for Emirati students and strongly recommended for Arab national students.**

To meet the MOE requirements for UAE High School Equivalency:

- Score a minimum of 450 on the Math portion of SAT
- Score a minimum of 61 on the TOEFL or a minimum of 5 on the IELTS
- Pass five approved ADEK courses in the following subject areas each year :
  - English
  - Math
  - Science
  - Physical Education
  - World Languages: Spanish or French
  - Social Sciences
  - Information Technology
  - Computer Science
  - Creative Arts
- Emirati & Arab Passport Holders:
  - If Muslim, enroll in Islamic Studies (in Arabic) in Grades 9-12 and pass the Ministry Exam in Grade 12 in the Arabic language
  - Enroll in Arabic in Grades 9-12 and pass the Native Arabic Ministry Exam in Grade 12
- Non-Arab Passport Holders:
  - If Muslim, enroll in Islamic Studies (in English) in Grades 9-12 and pass the Ministry Exam in Grade 12 in the English language
  - Arabic Language is *not* required. However, students who have been enrolled in Arabic throughout High School have the option of taking the non-Native Arabic Ministry Exam in Grade 12.

*Note: The requirements for the UAE High School Equivalency are set forth by the Ministry of Education and are subject to change.*

## Arabic and Islamic Ministry Exams

These examinations are offered and scheduled by Abu Dhabi Education & Knowledge (ADEK) to students in Grade 12 on two separate days in April and May.

# GENERAL SCHEDULING INFORMATION

## Timeline

The course selection process begins in February and concludes in April. The Counselors, the Assistant Principal, IB DP Coordinator, and faculty members assist students in the selection of appropriate academic courses.

## Course Load

Regardless of the cumulative number of credits earned, Grade 9 and 10 students are required to enroll in eight courses, Grade 11 and 12 students are required to enroll in a minimum of seven courses. Students are encouraged to select a program of study that meets their ability-level, piques their interest, fulfills diploma requirements, and furthers their university admission and/or career objectives.

## Course Prerequisites

Some courses require that one or more specific courses be completed prior to enrollment. The first year of a cumulative subject, for example, is a prerequisite to the second year of the subject (e.g., French Intermediate is the prerequisite to French Intermediate High). Prerequisites are indicated in course listings.

## Course Placement

Students will be given recommendations for courses. If a student is not recommended for a course but wishes to enroll in the course, they should first talk to their current subject teacher and counselor. Final decisions are made by the Assistant Principal, in conjunction with the family, the Principal, and the student's counselor.

## Course Requests

Decisions regarding the courses offered and the number of sections of each course is based on the data collected through Veracross during the second semester. Among other important

decisions, courses chosen by students determine staffing and resources. As a result, students are urged to exercise great care in making course requests.

## Course Add/Drop Process

Students may Add/Drop a course within the first two weeks of school. If a teacher determines after the first rotation and before the end of the first quarter that a student is misplaced or there are other extenuating circumstances, a teacher may initiate a request for a student to change courses. All course changes are based on class availability and require the approval of the Assistant Principal and/or the IB DP Coordinator, Counselors, parent signature, and the signature of the teachers whose courses are affected. To initiate the process, students must obtain an Add/Drop form from their Counselor.

## Examples of Academic Programs

Students in Grades 9-12 must complete a rigorous and balanced program of studies in English, Social Studies, World Languages, Mathematics, Science, Creative Arts, and Physical Education/Health. In Grades 9 and 10, courses have been created by ACS teachers to ensure that students are well prepared to enroll in the International Baccalaureate Program, Advanced Placement courses or general high school courses in Grades 11 and 12.

A typical course load for Grade 9 students includes:

- English 9
- Integrated Mathematics
- Science 9
- World History 9
- Physical Education / Health 9
- World Language
- Elective 1
- Elective 2

A typical course load for Grade 10 students includes:

- English 10
- Integrated Mathematics
- Science 10
- US History or AP US History
- Physical Education / Health 10
- World Language
- Elective 1
- Elective 2

### General High School Courses

General high school courses have been created by ACS teachers to enable students to complete a balanced university preparatory program. A schedule with some general High School courses and AP and IBDP courses is created with the emphasis on earning the ACS diploma.

### Advanced Placement Courses

The Advanced Placement Program (AP) enables willing and academically prepared students around the world to pursue university-level studies while still in high school, with the opportunity to earn credit (points toward an undergraduate degree) or advanced placement (the opportunity to skip an introductory-level university course) in North American universities.

AP is recognized as a highly desirable academic credential around the globe: it is recognized in the admissions process by more than 4,000 universities worldwide, and outside the U.S., more than 700 universities in more than 65 countries recognize qualifying AP Exam scores. AP courses and exams measure students' mastery of university-level course content. The program allows students to develop a global perspective, as well as skills such as critical thinking and problem-solving.

AP offers more than 30 courses across multiple subject areas. Each course is developed by a committee composed of higher education

faculty and expert AP teachers who ensure that the course reflects college- and university-level expectations. These committees define the scope and goals of the AP course, articulating what students should know and be able to do upon completing it.

### Who creates the AP Examinations, and how are the exams graded?

AP Examinations are created by a committee of experienced AP secondary school teachers and university professors specializing in each of the disciplines for which an examination is offered.

The multiple-choice portion of AP Exams is scored by computer. The free-response sections of AP Exams are scored by AP teachers and university professors in a week-long June scoring session. Detailed scoring rubrics are established for each examination by Chief Faculty Consultants for each discipline, who oversees the scoring of the free-response questions. Great care is taken by the Chief Faculty Consultants to ensure accuracy and consistency in scoring to result in a fair assessment of student free-response performances.

Total composite scores for the combined multiple-choice and free-response portions of the exams are converted into AP grades of 1 (no recommendation) to 5 (extremely well qualified), which are released in mid-July to the students and the colleges and universities of their choice.

### How do universities recognize AP courses?

Approximately 3,400 North American universities recognize AP courses and examinations. As universities in North America and abroad differ regarding the exact nature of their acceptance policies, AP students are advised to inquire directly to the universities concerning their respective policies for specific AP Examinations. AP courses and qualifying

grades are also used as acceptance and admissions criteria by an increasing number of universities in identifying high performing and highly motivated students. By taking AP courses, students demonstrate their mastery of a subject and their ability to work at the academic level required in higher education.

## **International Baccalaureate Diploma Program**

The International Baccalaureate Diploma Program (IB DP) is a rigorous pre-university program leading to assessments in six subject areas.

The IB offers a challenging curriculum noted for its depth and its international perspective. The two-year IB Diploma provides a coherent and demanding educational experience across the full curriculum. Beyond completing university-level courses and examinations, IB DP students are also required to engage in community service, individual research, and an inquiry into the nature of knowledge.

The IB Diploma is accepted as an admissions credential at universities in over 160 countries. In addition, high scores on IB exams often enable students to receive credit or advanced standing at university. The IB Diploma Program is offered at over 6,000 schools around the world.

## **What is the IB Diploma?**

The International Baccalaureate Diploma Program, based upon practices from national systems of education around the world, was designed to provide students from all countries with an education credential that could be understood by universities in any country.

IB assessment is varied, authentic, and takes place over the entire course of IB instruction. It culminates in a series of examinations, which are drawn from the following six subject groups:

- Group 1 Studies in Language and Literature
- Group 2 Language Acquisition
- Group 3 Individuals and Societies
- Group 4 Experimental Sciences
- Group 5 Mathematics
- Group 6 The Arts

Students must choose one course from each group. Students may elect to take a second course from Groups 1–4 as an alternative to a course from Group 6.

Of the six examinations, three must be taken at the Higher Level and the remaining at the Standard Level. Based on the rigorous requirements of the IB Diploma Program, students are limited to pursuing three courses at the Higher Level.

Students who are not full IB Diploma candidates may elect to take examinations in any subject and will receive a course certificate of achievement.

## **Other Requirements for the IB Diploma**

Full IB Diploma students must study one course from each of the first five groups as well as a course from Group 6 or a second course from Groups 1–4. In addition, all Diploma candidates must fulfill three central requirements:

- Theory of Knowledge, an externally assessed course that contrasts ways of knowing in all six subject groups;
- Extended Essay, an externally assessed, independent research paper of 4,000 words in one of the six subject groups;
- Creativity, Activity, Service (CAS), consistent active involvement in artistic, physical and community service activities.

IB assessments are scored on a 1–7 scale, with up to three additional points available for exemplary work on Theory of Knowledge and the Extended Essay. To earn an IB Diploma, a student must achieve a minimum total score of 24 points without any failing conditions.

Generally speaking, the final IB grade of 1–7 consists of two major elements:

Between 20 and 40 percent of the grade is based upon coursework completed over two years, using internal and external assessments and graded by IB teachers against specific published criteria.

The remaining 60–80 percent of the grade is based on external assessments, which is developed by an international board of chief examiners, with input from IB teachers from around the world.

These criterion-based assessments are graded by an international body of trained IB examiners, consisting of university professors and master secondary school teachers. The work of the examiners is moderated by an examining board that is also responsible for ensuring that scoring is consistent across subjects and across the world.

### **How do universities recognize International Baccalaureate courses and the IB Diploma?**

IB has largely succeeded in its goal to be a universally recognized admissions credential. Specific agreements are in place with ministries of education and universities in countries that recognize the IB Diploma as a valid means of earning entry to post-secondary study, including the United States and Canada.

## COMPARISON OF THE AP AND IB DP

Both the AP and IBDP are rigorous pathways devoted to educational excellence; each sets high performance standards for students and faculty. Both pathways attract motivated students who wish to excel academically and attend selective universities around the world.

Advanced Placement	Aspect	International Baccalaureate
The Advanced Placement Program is available to students in Grades 10, 11 and 12. The AP Program enables motivated students around the world to pursue university-level studies while still in high school, with the opportunity to earn credit or advanced placement in U.S. universities.	<b>Overview</b>	The IB Diploma Program is for motivated students in Grades 11 and 12. It is designed for students who have excellent breadth and depth of knowledge, study in two languages, and excel in traditional academic subjects. In addition to coursework, students must fulfill three additional “core” requirements. Students have the opportunity to earn credit for universities around the world.
The AP program for each subject area is developed for the College Board by a panel of experts and university-level educators in that subject area. For a high school course to have the AP designation, the course must be audited by the College Board to ensure that it satisfies the AP framework and sequence.	<b>Syllabus</b>	IB Diploma syllabi are developed by committees worldwide in order to ensure they meet equivalency standards with educational agencies and universities. Each course has work that must be covered as well as a selection of work from which instructors and students can choose.
AP students in Grades 11 or 12 at ACS usually take two or three AP classes per year. A student’s course selection is flexible and each student’s schedule is created to ensure he/she meets our graduation requirements and university entrance requirements. The AP Program enables students to specialize in a subject area and take a number of courses in that area.	<b>Required Classes</b>	IB students must take three “higher level” courses and three “standard level” courses which include: two languages, math, science, social science, and a course in the arts. Students must also fulfill three “core” requirements: Theory of Knowledge (TOK), Extended Essay, and Creativity, Activity, Service (CAS).
Examinations are based upon coursework completed over one year. Exams take place in May and typically last two to three hours, depending upon the subject. The first part of the exam usually consists of	<b>Assessment Overview</b>	Examinations are based upon coursework completed over two years, using internal and external assessments. The externally assessed examinations are given worldwide in May of Grade 12. Each exam usually consists of two

<p>multiple-choice questions. The second part of the exam consists of free response questions, such as essays, solutions to problems, or oral responses. Exams are scored by appointed university professors and experienced AP teachers.</p>		<p>or three exam papers. The scoring of all external assessments is done by independent examiners appointed by the IB. The nature of the internal assessment varies by subject. There may be oral presentations, practical work or written work. Internal assessment accounts for 20% to 40% of the score awarded for each subject. These are scored by teachers in the school and moderated by IB examiners.</p>
<p>Students receive a score ranging from 1 to 5 with 5 being the highest. AP exam scores are a weighted combination of the scores earned on the multiple-choice section and the free-response section. Although universities are responsible for setting their own credit and placement policies, AP scores offer a recommendation on how qualified students are to receive college credit and placement.</p>	<p><b>Assessment Scoring</b></p>	<p>Students receive scores ranging from 1 to 7, with 7 being the highest. Students receive a score for each IB course attempted. A student's final Diploma score is made up of the combined scores for each subject. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance and including successful completion of TOK, the Extended Essay and CAS.</p>
<p>20,000 schools worldwide offer the AP Program, more than 1,400 of those schools are outside the United States in 123 countries. In 2020, more than 125,000 AP exams were taken by more than 60,000 students outside the United States.</p>	<p><b>Participation</b></p>	<p>There are currently 6,000 authorized IB Diploma schools in 160 different countries. In 2025, over 200,000 students completed the full IB Diploma.</p>
<p>AP is recognized in the admissions process by more than 4,000 universities worldwide, and outside the U.S., more than 700 universities in more than 65 countries recognize qualifying AP exam scores for the admissions process.</p>	<p><b>University Recognition</b></p>	<p>Globally, the IB Diploma has earned broad recognition with educational authorities and universities and is often regarded as a substitute for national examinations or national qualifications. Every year, IB transcripts are sent to more than 4,500 universities in over 110 different countries.</p>

# COURSE OFFERINGS 2026/2027

The viability of courses is dependent upon student interest, available staffing, and timetable limitations.

## Creative Arts

Introduction to Film & Media Production  
Advanced Film & Media Production  
IB Film SL / HL  
Film Studies 1 / 2  
Foundation Art & Design  
Sculpture & Ceramics  
Drawing & Painting  
IB Visual Arts SL / HL  
Technical Theatre Design  
Acting for Stage and Screen  
Theatre Production  
Viper Band **NEW!**  
Concert Band  
Chamber Orchestra  
Mixed Choir  
Chamber Choir  
Popular Music

## Design Innovation

Introduction to Design & Engineering  
Introduction to Cybersecurity & Networking  
Advanced Design & Engineering  
Advanced Software Engineering  
AP Computer Science Principles  
AP Computer Science A  
AP Cybersecurity **NEW!**  
AP 2D Art and Design  
AP 3D Art and Design

## English

English 9  
English 10  
IB English A: Language & Literature SL/HL  
IB English A: Literature SL/HL  
AP Language & Composition  
AP Literature & Composition

## Islamic Studies

Islamic Studies in Arabic

Islamic Studies in English

## Mathematics

Foundations of Algebra  
Integrated Math 1  
Integrated Math 2  
Integrated Math 3  
IB Analysis & Approaches SL / HL  
IB Applications & Interpretations SL  
Pre-Calculus  
AP Calculus AB  
AP Statistics  
Applied Math A/B

## Physical Education

PE & Health 9  
PE & Health 10  
Fitness & Theory 1 / 2  
Sports Leadership  
Athlete's Edge: Science of Movement

## Science

Science 9  
Science 10  
IB Sports, Exercise, & Health Science SL / HL  
IB Environmental Systems & Societies SL / HL  
IB Biology SL / HL  
IB Chemistry SL / HL  
IB Physics HL  
AP Physics 1  
AP Biology  
AP Chemistry

## Social Studies

World History 9  
US History in a Global Context  
AP United States History  
AP United States Government & Politics  
AP Comparative Government & Politics  
AP Psychology  
IB Environmental Systems

& Societies SL / HL

IB History SL / HL  
IB Economics SL / HL  
IB Geography SL / HL  
IB Business Management **NEW!**  
Principles of Business Management

## Student Support

Learning Lab

## World Languages

Arabic Novice 1  
Arabic Novice 2  
Arabic Intermediate 1  
Arabic Intermediate 2  
Arabic Advanced 1  
Arabic Advanced 2 **NEW!**  
Modern Standard Arabic 9/10  
IB Arabic B SL / HL

French Novice  
French Novice High  
French Intermediate  
French Intermediate High  
French Advanced  
French Language and Literature 9/10  
IB French ab initio SL  
IB French B SL / HL  
IB French A:  
Language & Literature SL/HL

Spanish Novice  
Spanish Novice High  
Spanish Intermediate  
Spanish Intermediate High  
Spanish Advanced  
IB Spanish ab initio SL  
IB Spanish B SL / HL  
IB Language A: Literature  
School- Supported Self-Taught SL

## Non-Departmental Electives

Decoding Media in the Digital Age  
AP Seminar  
IB Core / Theory of Knowledge  
Self-Directed Studies 11 / 12

# CREATIVE AND PERFORMING ARTS

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## Philosophy

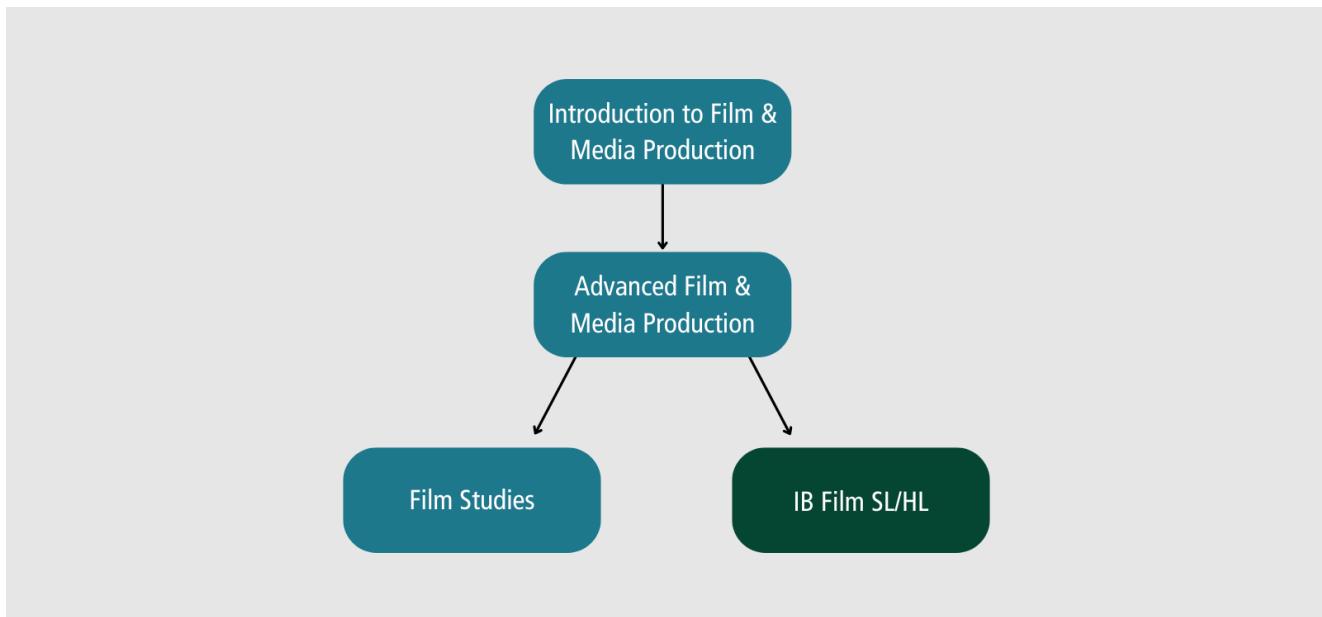
The Visual and Performing Arts program strives to foster excellence in the arts as a part of a well-rounded education. Students take risks and actively engage in their learning through hands-on and authentic experiences, making meaningful art and connecting it to other areas of their lives. With the tools developed throughout their arts education, students are empowered to continue learning about and connecting to the arts long after their time at ACS.

We believe students gain the most from the Arts when they:

- see themselves in the expressions, histories, stories, images, and resources used for learning.
- have an opportunity to generate, organize, and refine their own **creative** work.
- analyze, interpret, and convey meaning in the **performance, production, or presentation** of artistic work.
- perceive, evaluate, and **respond** to artistic work in ways that make them think about the original intent of the creator.
- **connect** artistic work to their experiences and other contexts to deepen understanding.
- use artistic work to communicate and engage with others around them.
- find ways to include the arts as part of their overall wellbeing and personal realization.

**It should be understood that the viability of courses depends on student interest, available staffing, and timetable limitations.**

## MEDIA ARTS



## **Introduction to Film and Media Production**

Grade: 9, 10, 11, 12

Subject Area/Course Credit: Creative Arts or Technology, 1.0 Credit

Prerequisite: None

In the Introduction to Film and Media Production, students are exposed to the fast-paced excitement of the film industry and will learn the fundamentals of video and audio production. Students will produce several filmed segments throughout the course of the year, learning the basics of cinematography, sound design, editing, and production that will enable them to have a solid foundation of skills that will enable them to pursue their skills as part of the film industry. Through concept development, production management, and good, old fashioned filmmaking, students will be a part of the *ACS Today* production team and broadcast their creative work, as well as being active participants in the *UAE Student Film Festival* in the spring, where they will get to show their productions to an audience of parents, peers, and professionals.

## **Advanced Film and Media Production**

Grade: 10, 11, 12

Subject Area/Course Credit: Creative Arts or Technology, 1.0 Credit

Prerequisite: Introduction to Film & Media Production (or equivalent course)

Advanced Film and Media Production builds on the foundations created in Introduction to Film and Media Production in that students take a more active role in several different areas. Additionally, students will study two different topics with more depth. Semester 1 will focus on technical skills with lighting, sound, editing, and visual effects. Semester 2 will focus on feature production, where students will go through the process of creating a short film from start to finish, ranging from screenwriting, all the way through to directing and editing their final piece. These works will compete in the *UAE Student Film Festival* in the spring.

## **IB Film SL / HL**

Grade: 11, 12

Subject Area/Course Credit: Creative Arts or Technology, 1.0 Credit

Prerequisite: Introduction to Film & Media Production or Foundation Art & Design

IB Film and Film Studies analyzes film texts and filmmaking. The courses explore film history, theory, and socio-economic backgrounds, developing students' critical thinking skills as they learn to appreciate the medium's cultural and historical impact. Students will also develop the professional and technical skills that give them the ability to express themselves in film, working individually and in groups to produce a film portfolio and a final piece for their senior year. Students will have two externally moderated exams (the Independent Study and Comparative Study) and one internally moderated exam (the Film Portfolio). HL Film will require an additional, externally moderated assessment involving reflection on the subjects, skills, and experiences that help students form artistic intentions for their final, completed film.

## Film Studies 1 / 2

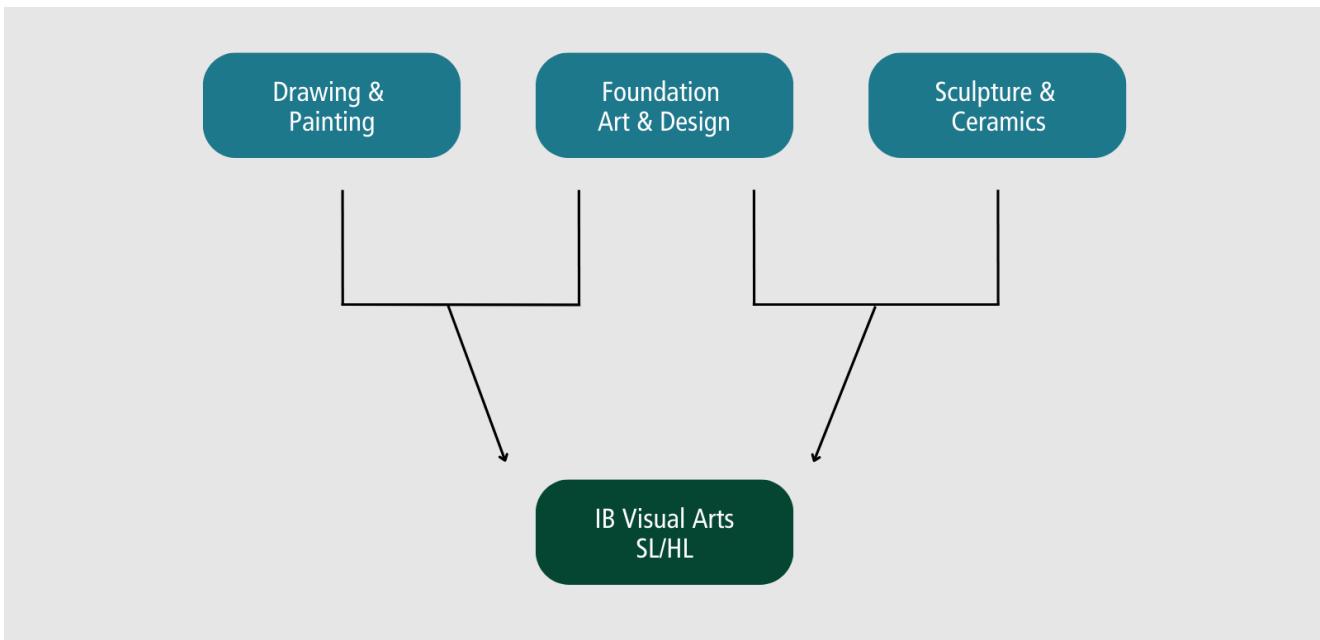
Grade: 11, 12

Subject Area/Course Credit: Creative Arts or Technology, 1.0 Credit

Prerequisite: Introduction to Film & Media Production or Foundation Art & Design

This course follows the course structure of IB Film. This course analyzes film texts and filmmaking. The courses explore film history, theory, and socio-economic backgrounds, developing students' critical thinking skills as they learn to appreciate the medium's cultural and historical impact. Students will also develop the professional and technical skills that give them the ability to express themselves in film, working individually and in groups to produce a film portfolio and a final piece for their senior year. **This course runs concurrently with IB Film, yet does not require the external assessment by the IB.** Prior film experience is preferred, but enrollment in the course is welcome on a case-by-case basis. Note: *Because of the nature of certain films watched during the course, parental permission is required to enroll.*

## VISUAL ARTS



## Foundation Art & Design

Grade: 9, 10, 11, 12

Subject Area / Course credit: Creative Arts, 1.0 credit

Prerequisite: None

This course is specifically designed for students who wish to have a broad experience in multimedia and aims to provide a firm foundation in the fundamentals of Art and Design. The curriculum provides a wide range of experiences utilizing the full range of media available in the Art department, including painting, drawing, graphic design, sculpture, digital software, and photography. Students will acquire a wide range of two and three-dimensional skills, together with an understanding of the historical and cultural context relating to class themes.

## **Sculpture & Ceramics**

Grade: 9, 10, 11, 12

Subject Area/Course credit: Creative Arts, 1.0 credit

Prerequisite: None

In this class, students will focus on the element of form through concepts in representational and abstract sculpture and explore a wide array of three-dimensional media: clay, plaster, ceramics, glass, paper mache, and wood. Students will learn the methods of working with clay such as coiling and slab building. There will also be an exploration of a variety of techniques for glass jewelry making including fusing, tacking and slumping. Particular emphasis will be on the development of fundamental skills and the understanding of design, form and structural elements.

## **Drawing & Painting**

Grade: 9, 10, 11, 12

Subject Area/Course credit: Creative Arts, 1.0 credit

Prerequisite: None

This course will explore the realms of drawing and painting through a diverse array of techniques and materials. Throughout the year, students will be exposed to various subjects and artistic approaches, enhancing their skills in two-dimensional media such as drawing, painting, printmaking, and collage. An essential aspect of the curriculum will involve delving into the historical and cultural contexts relevant to the themes explored in class. Throughout the course, students will be encouraged to push the boundaries of their creativity and technical abilities.

## **IB Visual Arts SL / HL**

Grade: (11-12)

Subject Area/Course credit: Creative Arts, 1.0 credit

Prerequisite: Teacher recommendation, Foundation Art and Design and at least one of the following Drawing & Painting or Sculpture & Ceramics

IB Visual Arts SL/HL is a two-year course designed for students who have a serious interest in the subject. Students are required to curate an Exhibition of their own art at the end, of course, using any of the media available within the Art Curriculum Area, such as drawing and painting, photography, and sculpture. They must also document the development of the Process Portfolio in an Art Journal and complete a Comparative Study focusing on selected artworks by several different artists. HL students, in addition, provide a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined in the Comparative Study and must present 8–11 pieces for the Exhibition with text for each as well as a Curatorial Rationale. For the SL contingent, students must present 4–7 pieces for the Exhibition with text and curatorial rationale.

## PERFORMING ARTS

### THEATRE

Technical Theatre Design

Theatre Production

Acting for Stage and Screen

#### Technical Theatre Design

Grade: 9, 10, 11, 12

Subject Area/Course Credit: Creative Arts, 1.0 credit

Prerequisite: None

This multidisciplinary course immerses students in the diverse pathways of technical theatre design, providing practical experience while developing transferable skills for a wide range of careers. Through hands-on work in school events and productions, students explore specialized areas such as designing and constructing set pieces and large props using structural and problem-solving principles; costume design, where they create garments for live performances, mastering couture techniques and storytelling through fashion; and leadership and management, where they gain experience in stage management, lighting, and sound board operation for live events. Course participants are encouraged to participate in technical theatre service hours outside of the school day, supporting productions within the theatre department as well as other live events throughout the academic year. Emphasizing creativity, organization, and technical expertise, this course prepares students for careers in a variety of fields. *Note: This course may be repeated.*

#### Theatre Production

Grade: 9,10, 11, 12

Subject Area/Course Credit: Creative Arts, 1.0 credit

Prerequisite: None

In this hands-on course, students will collaborate to develop and stage a full-scale play while building a strong theatre ensemble and refining their audition skills. They will focus on script and character analysis, development, staging, and blocking, as well as designing costumes that enhance their roles. Students will explore aspects of what makes a great script, sharpen their acting skills, rehearse and perform with the goal of sharing a meaningful message with an audience. Students will work closely with the Technical Theatre Design course, which leads set, prop, and costume building to bring the production to life. The play will be performed in the Spring semester and requires attendance at a few performances outside the school day, as well as technical rehearsals and performances. *Note: This course may be repeated.*

## Acting for Stage and Screen

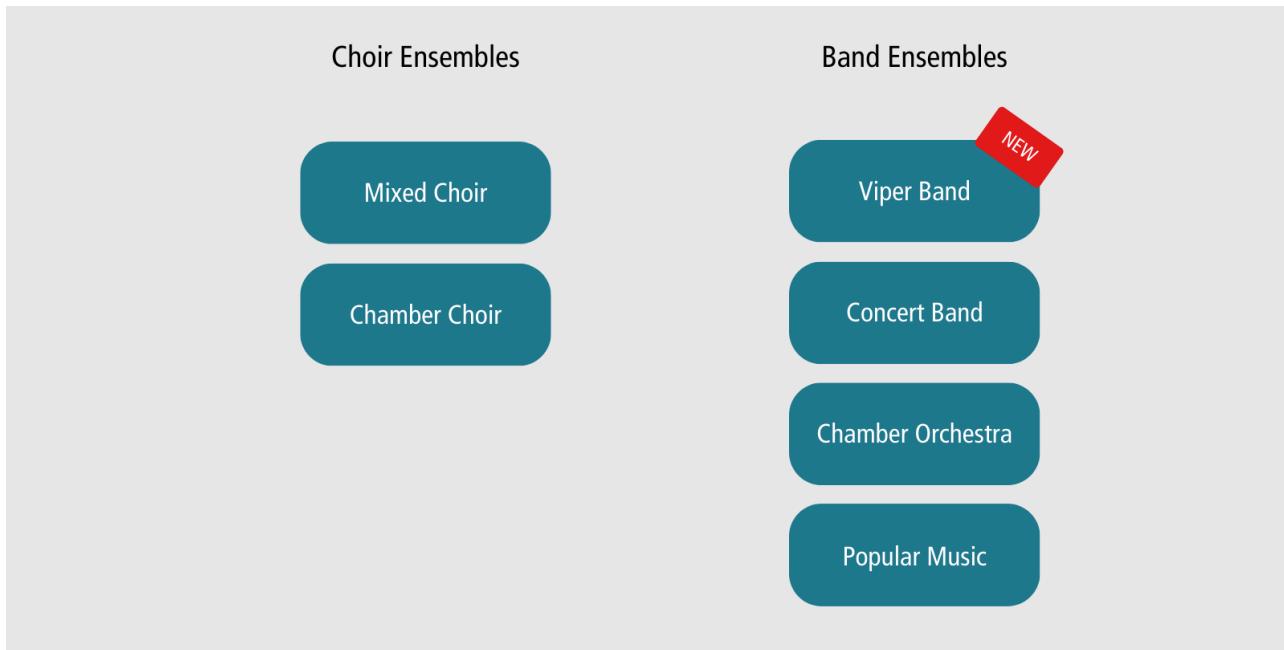
Grade: 9,10, 11, 12

Subject Area/Course Credit: Creative Arts, 1.0 credit

Prerequisite: None

From the energy of the stage to the precision of the camera, this course challenges students to develop fundamental acting skills and adapt them to different performance contexts and mediums. Students will develop their acting skills for both stage and screen, gaining versatility and confidence across theatrical and cinematic performance. Open to all experience levels, the class emphasizes expressive movements, vocal projection, and audience engagement for stage acting, while focusing on nuanced expressions, subtle movements, and continuity for film. Through a workshop-based model, students receive real-time feedback from teachers, peers, and industry professionals to refine their craft. Units cover monologues, duet scenes, ensemble work, and script studies featuring renowned playwrights and screenwriters. A key highlight is the opportunity to collaborate with the ACS film course, allowing students to audition for and act in student-created films. *Note: The course may be repeated to further build expertise and experience.*

## BAND/CHOIR



### Viper Band NEW!

Grade: 9, 10, 11, 12

Subject Area/Course Credit: Creative Arts, 1.0 credit

Prerequisite: None

Viper Band is an engaging performing arts class open to any student interested in learning to play a woodwind, brass or percussion instrument. ACS *does have a rental program for a small fee for students that need to borrow an instrument to participate.* This class is appropriate for true beginners, as well as for students that may have participated in a previous year but want to rejoin the fun on a different

instrument. Rehearsals will focus on music literacy as well as the foundational skills of tone production, intonation and technical ability to play an instrument within the context of performing in a large ensemble, performing a variety of styles of music. Regular practice, playing tests, occasional after-school rehearsals, and concert attendance are required. One year of participation builds the skills to become a successful member of the Concert Band.

### **Concert Band**

Grade: 9, 10, 11, 12

Subject Area/Course Credit: Creative Arts, 1.0 credit

Prerequisite: Previous study of woodwind, brass or percussion instruments. ACS does have a rental program for a small fee for students that need to borrow an instrument to participate.

Concert Band is designed for woodwind, brass or percussion students. The ensemble's primary goal is to create and experience music in a group setting while understanding the roles and responsibilities of the individual within the ensemble. Students will advance and strengthen their skills while performing a large variety of musical styles and genres. Refining intonation and technique as an ensemble member is an essential element of this course. As students have the opportunity to grow through their four years in personal goals and individual skill development, the course will be designed to meet the personal needs of our ACS musicians. Regular practice, playing tests, occasional after-school rehearsals, and concert attendance are required. *Note: Students participate in several concerts throughout the year and may be eligible to audition for AMIS International Honor Band and MESAC Fine Arts Festival.*

### **Chamber Orchestra**

Grade: 9, 10, 11, 12

Subject Area / Course credit: Creative Arts, 1.0 credit

Prerequisite: Previous study of violin, cello or double bass as well as teacher recommendation.

Chamber Orchestra is designed for the experienced string student. The primary goal of ACS instrumental ensembles is to create and experience music in a group while understanding the role and responsibilities of the individual. This class focuses on working together as an ensemble to prepare chamber-style orchestral works from a variety of genres and periods in music. Students will also work with the Symphonic Band or Wind Ensemble depending on their level of experience. Developing good intonation and technique as an ensemble member is an important element of this course. *Note: Students participate in several concerts throughout the year and may be eligible to audition for AMIS International Honor Band and MESAC Fine Arts Festival.*

### **Mixed Choir**

Grade: 9, 10, 11, 12

Subject Area / Course credit: Creative Arts, 1.0 credit

Prerequisite: Teacher recommendation

For this performance-based course, students are not required to have prior choral experience. Sopranos, Altos, Tenors, and Basses will join in a mixed voice ensemble, and will focus on proper vocal technique, tone, and good intonation, as well as understanding how to sing expressively. Students will also develop their music-reading ability, performance quality, and vocal independence. Concerts and

other public performances are a required experience in this course. Mixed Choir members are able to audition for and travel with the AMIS International Honor Choirs, and attend the MESAC Senior Arts Festival. *Note: This course may be repeated for credit. Students who successfully participate in this course may be considered for Chamber Choir.*

### **Chamber Choir**

Grade: 9, 10, 11, 12

Subject Area / Course credit: Creative Arts, 1.0 credit

Prerequisite: Previous enrollment in choir or equivalent ensemble as well as a teacher recommendation or audition with the director.

Chamber Choir is an auditioned, mixed-voice ensemble. Members will perform mainly a cappella songs of all genres on and off-campus. Auditions take place the year before, prior to signing up for classes (exceptions are made for students new to ACS). *Note: Students participate in several concerts and events throughout the year. Students are able to audition for the Honors Choir and participate in the Senior Fine Arts Festival. Students who successfully participate in this course may be considered for IB Music. This course may be repeated for credit.*

### **Popular Music**

Grade: 9, 10, 11, 12

Subject Area / Course credit: Creative Arts, 1.0 credit

Prerequisite: Middle School Exploring Music, or similar experience on an instrument or voice.

This course empowers students to explore their creativity, develop musical skills, and gain a comprehensive understanding of contemporary music. Building on the foundation of the Middle School Exploring Music course, this program is designed for students ready to dive deeper into the world of contemporary music. Intended for those who have experience with pop/rock band instruments or voice, this course offers a hands-on exploration of creating and performing modern music. Students will compose, record, perform, and produce their own music while honing skills in songwriting, pop/rock band performance, and improvisation. Open to singers, instrumentalists, and music creators, this course prepares students to explore their passion for music in meaningful and creative ways.

### **Ensemble / Directed Studies**

Grade: 11, 12

Subject Area / Course credit: Creative Arts, 0.5 credit

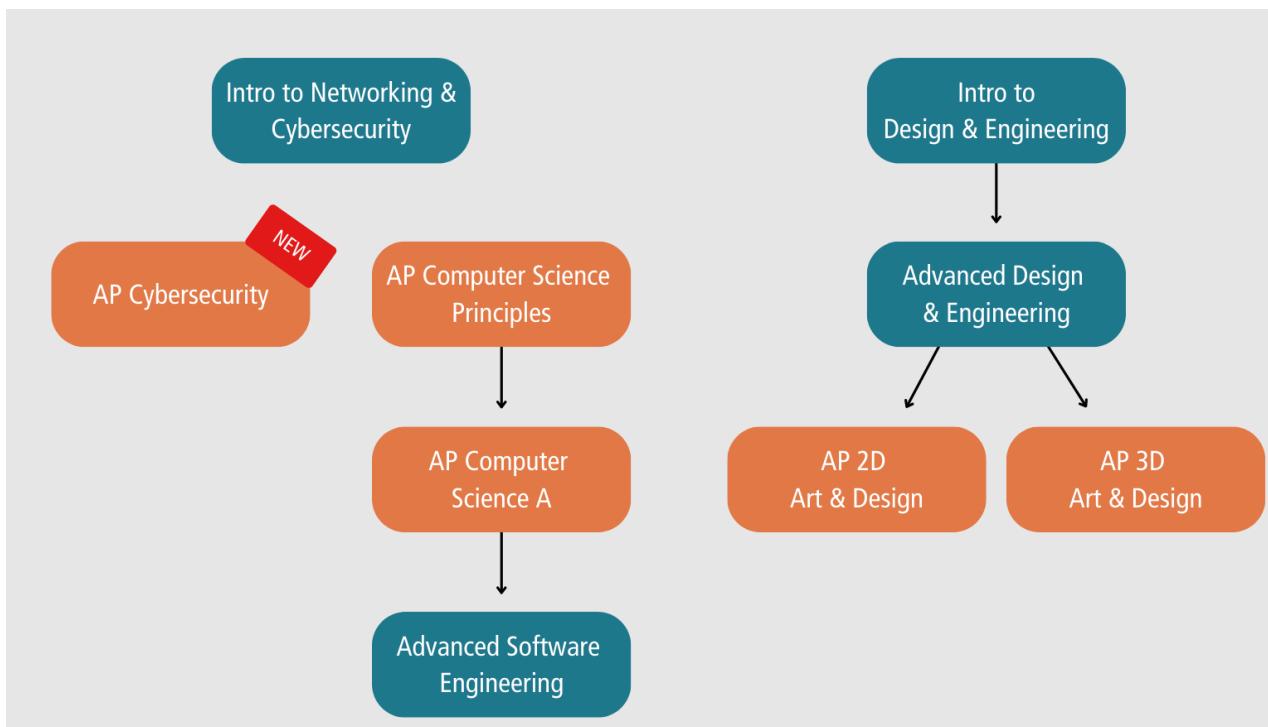
Prerequisite: Teacher recommendation

This year-long course is designed to encourage music students who wish to still participate in an Ensemble course and also need periodic time for Directed Studies. Students can enroll in one of the following ensembles during their directed studies time: Viper Band, Concert Band, Chamber Orchestra, Mixed Choir, Chamber Choir.

The course time is managed by the student and teacher. Certain assignments and assessments will not be required to complete; however, consistent participation in rehearsals and all concerts/performances will be required. *Note: Grade 11 and 12 students are encouraged to enroll in a*

full credit Choir or Band Ensemble course if their schedule allows. For full IB Diploma students, this course can be counted towards their CAS (Creativity, Activity, Service) experiences under the Creativity area.

## DESIGN INNOVATION



### Philosophy

The study of design and innovation equips students with the skills to think creatively and solve complex problems in an evolving world. Through hands-on instruction and project-based learning in a range of topics including programming, robotics, and engineering, our program prepares students to innovate and add value across a variety of future professional pathways.

In the program, students will:

- model online behaviors that are safe, legal, and ethical.
- take an active role in learning and demonstrating competency within their technological area of choice.
- recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.
- curate a variety of resources using digital tools to construct knowledge.
- develop and employ strategies for understanding, investigating, and designing for real-world problems
- communicate clearly and express themselves for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- use technology to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams.

**It should be understood that the viability of courses will depend on student interest, available staffing, and timetable limitations.**

## Design and Engineering

The Design and Engineering program offers project-based courses where students engage in the design cycle within two key disciplines: Software & Robotics and Product Design & Engineering. Software & Robotics covers programming, automation, cybersecurity, and AI-driven solutions, providing hands-on experience in software development and robotics. Product Design & Engineering emphasizes 3D modeling, 2D & 3D design, fabrication, and engineering principles, allowing students to explore physical prototyping, digital product design, and advanced manufacturing. Students have the flexibility to specialize in their interests while gaining industry-relevant skills through real-world projects.

### Intro to Design and Engineering

Grade: 9, 10, 11, 12

Subject Area/Course Credit: Technology, 1.0 credit

Prerequisite: None

This course applies the design cycle across computer science, engineering, and design contexts. Students define problems, develop ideas, build solutions, test outcomes, and refine their work across all technical and design domains. Students explore programming languages and emerging technologies to design, program, and evaluate computing systems, applying iterative development, debugging, and testing. The same process extends into design work, where students develop visual and physical solutions. Graphic design includes digital design, CNC fabrication, and 3D printing, requiring students to plan, prototype, and revise manufactured outputs. These skills extend into product design, where students use industry-grade software to model, simulate, and prototype functional products, including an F1 car model for simulated racing. Throughout the course, projects emphasize documentation, constraints, testing, and revision, reinforcing the design cycle as a unified approach to technical and design problem solving.

### Advanced Design and Engineering

Grade: 10, 11, 12

Subject Area/Course Credit: Technology, 1.0 credit

Prerequisite: Intro to Design and Engineering or equivalent

In this advanced course, students will fine-tune their design skills by delving deeper into topics explored during the introductory course. Through the modular approach of this course, students will have the option to develop a breadth of knowledge for a wide range of design fields, or they can do a deep dive into one or two fields. Students who become experts in a field can design their own curriculum in collaboration with the teacher. The goal is to empower students to become well-versed in the field of design and engineering, capable of addressing a variety of problems with creativity, innovation, and a deep understanding of the design cycle. Modules will include multiple levels of robotics, product design, 3D modeling, graphic design, food design, and more.

## AP 2D Art and Design

Grade: 11, 12

Subject/ Course credit: Creative Arts 1.0 credit

Prerequisites: Advanced Design and Engineering, or equivalent, and teacher recommendation

The AP 2D Art and Design course is an introductory college-level course with an inquiry-based approach. It is designed to challenge students to work toward mastery in the principles of 2D design by focusing on concepts and skills first explored and developed in Intro to Design and Engineering. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas to curate an external portfolio of 20 pieces. Students submit their portfolios to the College Board for evaluation based on specific criteria, which include skillful synthesis of materials, processes, ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

## AP 3D Art and Design

Grade: 11, 12

Subject/ Course credit: Creative Arts and Design Technology, 1.0 credit

Prerequisites: Advanced Design and Engineering or equivalent, and teacher recommendation

This course is designed to be the equivalent to a first-semester introductory college-level course with an inquiry-based approach. It is designed to challenge students to work toward mastery in the principles of 3D design by focusing on concepts and skills first explored and developed in Design Tech. Students are expected to conduct in-depth, sustained investigation of materials, processes, and ideas to curate an external portfolio of 20 pieces. Students submit their portfolios to the College Board for evaluation based on specific criteria, including skillful synthesis of materials, processes, ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

## Computer Science

### Introduction to Cybersecurity and Networking

Grade: 9, 10, 11, 12

Subject Area/Course Credit: Technology, 1.0 credit

Prerequisite: None

This course introduces students to the foundational principles of networking and cybersecurity through conceptual exploration, hands-on investigation, and real-world scenarios. Students study how data moves across networks, how systems communicate using layered models such as OSI and TCP/IP, and how vulnerabilities at different layers can be exploited or mitigated. Students explore core networking concepts, including network devices, addressing, packet transmission, routing, and naming systems, alongside foundational cybersecurity topics such as cryptography, human-centered threats, and digital risk. Emphasis is placed on understanding how attackers exploit weaknesses in systems in order to design effective, ethical defensive strategies. Through guided labs and simulations, students analyze network traffic, examine system behavior, and interpret evidence from logs and diagnostic tools in controlled environments. This course is designed as a foundational pathway for advanced coursework, including AP Cybersecurity.

## AP Cybersecurity NEW!

Grade: 10, 11, 12

Subject Area/Course Credit: Technology, 1.0 credit

Prerequisite: None

AP Cybersecurity is a year-long high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains, including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

## AP Computer Science Principles

Grade: 10, 11, 12

Subject Area/Course Credit: Technology, 1.0 credit

Prerequisite: A strong foundation of mathematical expressions, linear equations and problem-solving strategies that require multiple approaches and collaborative efforts.

This course is designed to be the equivalent of a first-semester introductory college computing course and is open to all students who want to learn the foundational concepts of computer science and how computing and technology are impacting the world and changing our lives. More than a traditional introduction to programming, AP CSP is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing that include: the Internet and its protocols, the use of “big data” in society, data compression and encryption, cybersecurity, and artificial intelligence. Students will also spend several months learning computer programming basics through the creative design and coding of customized applications. Students will develop and strengthen effective communication and collaboration skills to research trends, write creative programs, and solve problems across the computer science spectrum. *Note: AP Computer Science Principles and AP Computer Science A are two distinct courses. Students are suggested to take AP Computer Science Principles as the first course in the sequence.*

## AP Computer Science A

Grade: 10 \*, 11, 12 (\*with Teacher Recommendation)

Subject Area/Course Credit: Technology, 1.0 credit

Prerequisites: AP Computer Science Principles, or an equivalent course, is required. A strong foundation in algebra and problem-solving strategies that involve multiple solutions is essential.

AP Computer Science A is equivalent to a first-semester college programming course, where students develop their understanding of Java programming through writing, analyzing, and testing code. The new curriculum focuses on problem-solving, algorithm development, and software engineering principles, including text file processing, data sets, and artificial intelligence. Students will program both individually and collaboratively, applying modularity, recursion, and data structures while leveraging existing Java libraries. The course emphasizes computational thinking and real-world applications, preparing students for advanced programming challenges. After completing this course, students will

confidently transition to other programming languages and computing disciplines. **Note:** AP Computer Science A and AP Computer Science Principles are separate courses.

### Advanced Software Engineering

Grade: 11, 12

Subject Area/Course Credit: Technology, 1.0 credit

Prerequisite: AP Computer Science A or Teacher Recommendation

This course builds on AP Computer Science A and focuses on advanced software development using Java and Python. Students develop full-stack applications using Java with Spring Boot, integrating databases and RESTful APIs for backend services. Python is used for full-stack development and for data visualization and machine learning, with emphasis on working with real datasets, building models, and communicating insights through visualizations. Students apply professional software engineering practices, including version control, modular design, and testing. The course culminates in a substantial capstone project in which students design and implement a solution to a real-world problem identified within the ACS community, demonstrating technical depth, problem-solving, and practical impact.

## ENGLISH

Grade 9

English 9

Grade 10

English 10

Grade 11/12

IB Language A:  
Language & Literature  
SL or HL

IB Language A:  
Literature  
SL or HL

AP Language &  
Composition  
*Grade 11*

AP Literature &  
Composition  
*Grade 12*

### Philosophy

The English Language Arts program fosters reading, writing, speaking and listening, and language to shape citizens who interact purposefully with the world around them. Students are given the opportunity to enhance critical thinking skills through exposure to a variety of experiences with the intention of students being thoughtful consumers and producers of content.

We believe that students learn English Language Arts best when they:

- Are immersed in the **workshop model** which:
  - builds sustained reading habits,
  - builds sustained writing habits,
  - emphasizes students cognitive engagement,
  - integrates strategies for the gradual release of responsibility, and
  - incorporates the use of mini-lessons for skill and knowledge development.
- Are regularly given **choice** in
  - what they read,
  - what they write, and
  - how they are able to demonstrate learning.
- Are able to enhance their **self-directed** learning skills by
  - gaining autonomy of their learning process,
  - consistently reflecting on their learning throughout the process, and
  - building metacognitive skills.
- Are encouraged to see value in the **process over the product** (formative vs summative) in order to:
  - develop self-directed skills,
  - become responsible for their overall learning, and
  - engage critically with their understanding.
- Are part of a **learning community** who:
  - feel safe to share ideas and take risks,
  - give and receive non-judgmental feedback, and
  - trust that the process they are going through is in place to help them be successful.

**It should be understood that the viability of courses will depend on student interest, available staffing, and timetable limitations.**

### **English 9**

Grade: 9

Subject Area / Course credit: English, 1.0 credit

Prerequisite: Language Arts 8

This course uses the workshop model to help students understand the pleasure and power of literature in a high-challenge, positive learning atmosphere where the focus is on critical and creative thinking. There is a strong focus on the development of reading, writing, listening, speaking, and thinking skills. Students will analyze and create descriptive, narrative, expository, and persuasive writing in response to poetry, short stories, essays, novels, non-fiction texts, and drama. Throughout the year, students will study two key texts in order to develop close reading and analytical writing skills. By engaging in both individual and class reading opportunities, students will have ample choice in what they read to help expand their genre repertoire and enhance their level of reading. At this level, mastery of the writing

process is critical; therefore, organization, mechanics, language usage, and time management receive continual emphasis.

## **English 10**

Grade: 10

Subject Area / Course credit: English, 1.0 credit

Prerequisite: English 9

This course continues the use of a workshop approach to the classroom, which develops reading, writing, and thinking skills that will be resonant throughout the school year. Working in a collaborative environment, students will also become a group of writers who support each other, mining their own lives for ideas and making decisions for and revisions to their work. Students will write with an authentic audience in mind and will learn from established writers to add to their repertoire of writing decisions. Assigned texts are supplemented by student-selected independent reading of books, short stories, poems, and other texts, both online and print. While exploring a range of cultures, thoughts and global perspectives, students will gain confidence in their language and communication abilities. This course equips students to navigate a range of writing tasks and hone a variety of skills in preparation for either the AP or IB pathway.

## **IB English A: Language and Literature SL / HL**

Grade: (11-12)

Subject Area / Course credit: English, 1.0 credit

Prerequisite: English 10

This two-year course is designed to prepare students for the IB examination at the end of the second year. In this course, students study a wide range of literary and non-literary texts in a variety of media and they will explore the nature of language and how it is influenced by identity and culture.

Standard-level (SL) studies four literary works from three countries, two continents, two time periods, and three genres. Higher-Level (HL) includes studying six literary works from at least three countries, continents, periods, and genres. Students will view all texts thoughtfully and critically. Thus, students will study several 'bodies of work,' which range from editorials to advertisements, from satire to video. Throughout the two-year course, students will write a wide range of authentic texts that allow for individual voice and passions. IB components include two key written assessments and an Individual Oral connecting two works to a global issue. HL students have an additional external assessment, a 1,200–1,500 word essay.

## **IB English A: Literature SL / HL**

Grade: (11-12)

Subject Area / Course credit: English, 1.0 credit

Prerequisite: English 10

This two-year course is designed to prepare students for the IB examination in the second year. This course develops a student's understanding of the techniques involved in literary analysis and criticism, and it promotes independent literary judgments. Through reading a variety of works, students will learn to speak and write confidently and articulately about ideas and develop valuable writing and thinking skills necessary for university-level writing. Standard-level (SL) includes the study of seven works and

Higher-level (HL) includes ten works. Both courses will study literary fiction and literary non-fiction, representing works from six countries, three continents, three time periods, and four genres. IB components include two key written assessments and an Individual Oral connecting two works to a global issue. HL students have an additional external assessment, a 1,200-1,500 word analytical essay.

### **AP English Language and Composition**

Grade: 11

Subject Area / Course credit: English, 1.0 credit

Prerequisite: English 10

This course is designed to be the equivalent of the English Language / Rhetoric course usually taken during the first year of university in the United States and prepares students to take the AP exam in May. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore rhetorical situations, claims and evidence, reasoning and organization, and style. The course aims to develop mature, discerning readers and writers with a strong awareness of how an author's rhetorical choices interact with purpose and audience. This course is the first course in a two-year AP English sequence that AP Literature then follows. *Note: Students should take this course in Grade 11 before AP Literature and Composition in Grade 12.*

### **AP English Literature and Composition**

Grade: 12

Subject Area / Course credit: English, 1.0 credit

Prerequisite: AP Language and Composition

This course aligns with an introductory college-level literary analysis course in the United States and prepares students to take the AP exam in May. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, narration, figurative language, and literary analysis in the context of literary works. Students engage in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Writing assignments are based on developing a student's ability to write a literary argument, requiring interpretation and analysis of literary works. *Note: This course follows AP Language and Composition as the second course in a two-year AP English sequence. As a result, students should take this course in Grade 12 after completing AP Language and Composition.*

## **Islamic Studies**

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### **Philosophy**

The Islamic Studies program provides students with a deep understanding of key Islamic historical texts, the Qur'an and the Hadith. The program equips students with knowledge of daily essential Islamic practices. Through meaningful discussions and analytical thinking, students explore how Islamic principles inspire personal growth, ethical decision-making, and positive contributions to society, while also delving into the rich history of Islam.

Muslim (non-Emirati) students are no longer required to enroll in Islamic Studies in Grades 9-12; however, there are implications to this decision. Enrollment in Islamic Studies and successfully completing the Islamic Studies Ministry Exam are required to receive the UAE Ministry Equivalency Certification. Islamic Ministry Exams can be taken in Arabic or English depending on the student's citizenship. Students holding passports from Arab countries are required to take the Islamic exam in Arabic. Non-Muslim students don't need to take Islamic Ministry Exams. *Please note that Emirati students must enroll in Islamic Studies and sit for the Islamic Ministry Exams in Grade 12.*

We believe that students learn Islamic Studies best when they:

- see themselves in the histories, stories, images, and resources used for learning.
- engage in reciting and understanding the Qur'an & the Hadith
- are given the opportunity to collaborate with peers
- apply the teachings and practices of Islam
- examine the lives of Prophets as examples for us to follow
- inquire and ask questions to deepen understanding
- participate in interactive, practical activities

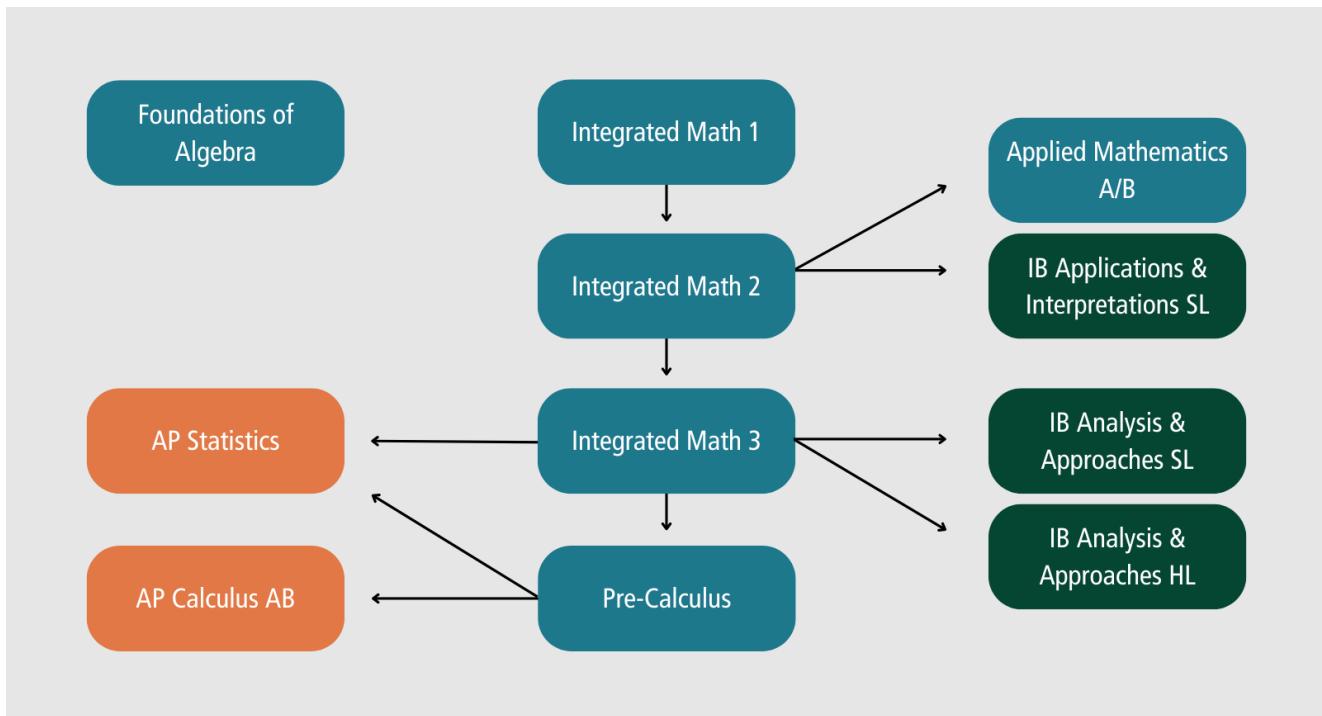
### **Islamic Studies in Arabic / English**

Grade: 9, 10, 11, 12

Subject Area / Course Credit: Islamic Studies, .05 credit

Islamic Studies reinforces the essentials of the Islamic faith for Muslims as well as traces the development of the Islamic civilization from the birth of Prophet Muhammad (PBUH) until the end of the 15th century. The course highlights the literary, artistic, legal, philosophical and scientific traditions of Islamic civilization. It focuses on learning and understanding lessons from Surahs and Ayats in the Qur'an, and from the Sunnah of the Prophet Muhammad (PBUH). The course includes the recitation of selected Surahs (chapters) from the Qur'an along with their exegesis. It also covers the history of Islam, the Prophet's Seerah, Islamic morals and values, the Hadith sciences, and contemporary issues.

# MATHEMATICS



## Philosophy

The Mathematics program provides opportunities for students to engage in mathematical thinking through mathematical practices of problem solving, reasoning, constructing mathematical arguments, mathematical modeling, using mathematical tools appropriately, and attending to precision. Conceptual understanding, procedural skills, communicating reasoning, and critical thinking are emphasized as important components of overall achievement in our mathematics program. Students identify relationships between mathematical concepts and everyday situations and make connections between mathematics and other subjects.

We believe that students learn Mathematics best when they:

- see themselves in the stories, images, and resources used for learning.
- embrace challenges and believe that they can be successful.
- persevere and feel comfortable taking risks.
- articulate their thinking processes.
- connect understandings to real world situations.

## Important Resource for Mathematics

Daily activities and projects will require Mathematics students to have a graphing calculator. The suggested calculator, Texas Instruments TI-Nspire, enables them to expand their knowledge using technology to model, analyze, and explain math visually.

We intentionally design opportunities for students to become more comfortable using the TI-Nspire so they can successfully use the device in both Math and Science courses.

While the TI-Nspire is recommended, TI-84 calculator models also meet the technology requirements of all math courses.

**It should be understood that the viability of courses will depend on student interest, available staffing, and timetable limitations. In the event that we are unable to offer a particular IB Math course, students will be able to access the course online using [Pamoja Education](#).**

### **Foundations of Algebra**

Grade: 9

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Grade 8 Math or equivalent

This course provides students with the fundamental skills required to be successful in future mathematics courses. Students will develop an understanding of the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. This course aims to cultivate critical thinking skills by improving numerical proficiency and formulating problems, employing diverse problem-solving techniques, and comprehending fundamental mathematical aspects of those problems. Throughout these topics, an emphasis is placed on communicating mathematics and understanding the mathematical concepts behind each new skill.

### **Integrated Math 1 (IM 1)**

Grade: 9, 10

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Grade 8 Math or equivalent

This course builds the foundations of algebra by developing students' understanding of linear and exponential relationships, systems of equations and inequalities through quantitative reasoning and pattern recognition. Principles of geometry are connected to algebra through the study of transformations, congruence with a focus on triangles. Students will also be introduced to statistical measures and models. Throughout these topics, an emphasis is placed on communicating mathematics and understanding the mathematical concepts behind each new skill. *Note: Students who complete this course will proceed to IM 2.*

### **Integrated Math 2 (IM 2)**

Grade: 9, 10, 11

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Successful completion of Integrated Math 1 or equivalent.

This course further develops and expands on students' understanding of linear, quadratic, and exponential relationships, systems of equations and inequalities. Principles of geometry are expanded to right triangle trigonometry. Students are introduced to probability, including conditional probability and decision-making. Throughout these topics, an emphasis is placed on communicating mathematics and understanding the mathematical concepts behind each new skill. *Note: Students who successfully complete this course are qualified to enroll in IM 3, IB Mathematics: Applications and Interpretations SL, or Applied Math with teacher recommendation.*

### **Integrated Math 3 (IM 3)**

Grade: 10, 11, 12

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Successful completion of Integrated Math 2 or equivalent.

This course is designed for students who have developed an extensive background in algebra and principles of geometry. Function relationships are expanded upon, and more sophisticated topics such as complex plane, polynomial, inverse, logarithmic, and trigonometric functions are explored. Principles of geometry are connected to algebra by studying circles and trigonometry on both right and non-right triangles, and students are introduced to probability theory. It is expected that students who enroll in this class are prepared to move into an abstract generalization, extending previous knowledge. Note: *Students who complete this course and have teacher recommendations are qualified to enroll in one of the following IB HL Mathematics, IB SL Mathematics, or AP Statistics and/or Precalculus with teacher recommendation.*

### **IB Mathematics: Analysis and Approaches SL**

Grade: 11-12

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Integrated Math 3 or equivalent and teacher recommendation

This course is a rigorous two-year integrated course designed to prepare students for the IB exam at the end of the second year. This course includes topics that are both traditionally part of a pre-university mathematics course (functions, trigonometry, statistics, calculus) as well as topics of investigation, such as conjecture and proof, sequences and series. The course requires the use of technology, including mathematical software and graphic display calculators. Students should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students will complete an independent mathematical exploration on a topic of their choice.

### **IB Mathematics: Analysis and Approaches HL**

Grade: 11-12

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Integrated Math 3 or equivalent and teacher recommendation

This course is a rigorous two-year integrated course designed to prepare students for the IB exam at the end of the second year. This course includes all of the topics from Mathematics Analysis and Approaches SL with the addition of more formal techniques of proof and advanced mathematical concepts. This course best suits students who have demonstrated consistent proficiency in the manipulation of algebraic expressions, recognition of patterns, and in expressing mathematical generalizations of these patterns. The course requires the use of technology, including mathematical software and graphic display calculators. Students should enjoy spending time with problems and find pleasure and satisfaction from solving challenging problems. Students will complete an independent mathematical exploration on a topic of their choice.

## **IB Mathematics: Applications and Interpretation SL**

Grade: 11-12

Subject Area / Course credit: Math, 1.0 credit per year

Prerequisite: Successful completion of Integrated Math 2 or equivalent and teacher recommendation.

This course is a rigorous two-year integrated course designed to prepare students for the IB exam at the end of the second year. This course emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or mathematical modeling (for example, statistics, trigonometry, geometry, and mapping). This course also includes topics that are traditionally part of a pre-university mathematics course such as functions and calculus. The course extensively uses technology, including software and graphic display calculators, to allow students to explore and construct mathematical models, develop mathematical thinking in the context of practical problems, and use technology to justify conjecture. Students will complete an independent mathematical exploration on a topic of their choice. Students who choose this course should enjoy seeing the mathematics used in real-world contexts and solving real-world problems.

## **AP Statistics**

Grade: 11-12

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Integrated Math 3 or equivalent and teacher recommendation

This course is designed to be the equivalent of the general Statistics course usually taken during the first year of university in the United States and prepares students to take the AP exam in May. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the broad themes of exploring data, sampling and experimentation, probability, anticipating patterns, and statistical inference. Students cultivate their understanding of statistics using technology, investigations, problem-solving, and writing as they explore concepts like variation and distribution, patterns and uncertainty, and data-based predictions, decisions, and conclusions.

## **Pre-Calculus**

Grade: 11

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Integrated Math 3 or equivalent and teacher recommendation

This rigorous course prepares students for the AP Calculus AB course. This course may also be a final Mathematics course for Grade 12 students, allowing them to hone their skills before entering university. This course prepares students interested in mathematics, engineering, or physical science for courses in Calculus and higher-level Mathematics. Topics include polynomial, rational exponential, logarithmic, trigonometric, and inverse trigonometric functions and their graphs; trigonometric identities and trigonometric equations; appropriate applications of trigonometry; and analytic geometry.

## AP Calculus AB

Grade: 12

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Pre-Calculus or equivalent and teacher recommendation

This course is equivalent to a first-year university Calculus course and is designed for motivated students with a strong background in mathematics and a reasonable level of technical ability. This course aims to develop mathematical knowledge conceptually, connecting topics and representations and applying a wide range of strategies and techniques to solve diverse problems and applications accurately. Students are exposed to the broad themes of limits, derivatives, integrals, and the fundamental theorem of calculus. Furthermore, students will use technology, investigations, problem-solving, and writing as they approach differential and integral calculus analytically, geometrically, numerically, and verbally. It is expected that students who enroll in this class are prepared to move quickly into abstract generalization, use sophisticated communication skills, and have rigorous assessments.

## Applied Mathematics

Grade: 11-12

Subject Area / Course credit: Math, 1.0 credit

Prerequisite: Integrated Math 2 or equivalent; ONLY with teacher recommendation

This course focuses on having students learn about the connections between concepts and the practical uses for mathematics in life and in the workplace. Students enrolled in Applied Mathematics will study essential concepts from the major domains (number, algebra and functions, statistics and probability, and geometry and measurement). Extended topics of study include financial literacy and data science.

*Note: This course can be taken for one or two years; the course has been designed to follow a two-year sequence so topics will not be duplicated.*

# PHYSICAL EDUCATION

Grade 9

Grade 10

Grade 11 / 12

Physical Education  
and Health 9

Physical Education  
and Health 10

Athlete's Edge: Science of Movement

Fitness and Theory 1

Fitness and Theory 2

Sports Leadership

## Philosophy

The Physical Education program aims to develop physically literate individuals, building knowledge, skills, confidence and competence to move and interact with others in a range of activities. We endeavour to promote lifelong enjoyment and participation in physical activity.

We believe that students learn best in Physical Education when they have opportunities to:

- see themselves in the activities, games, stories, images, and resources used for learning.
- be active in a safe environment that promotes motivation, enjoyment and confidence.
- engage in a variety of physical activities.
- develop physical motor skill competence with an appropriate level of challenge.
- work with others to develop personal and social responsibility skills that strengthen relationships to respect self and others.
- transfer and apply their knowledge and skills to different authentic situations.

The Health and Wellness Education program aims to develop health-literate individuals by building self-awareness, self-management, social awareness, relationship skills, advocacy, and responsible decision-making skills. In addition, students will further develop their ability to access accurate information to enhance wellness. We endeavor to engage in skills-based lessons that are meaningful and purposeful to meet students' needs.

We believe that students learn best in Health and Wellness Education when they have opportunities to:

- engage in a variety of learning activities
- have opportunities for voice and choice in learning tasks and topics

- develop and practice skills for real-life situations
- engage in a safe and respectful learning environment
- reflect upon learning concepts and the impact they have on wellness

**It should be understood that the viability of courses will depend on student interest, available staffing, and timetable limitations.**

### **Physical Education and Health 9**

Grade: 9

Subject Area / Course credit: PE, 1.0 credit

Prerequisite: None

This course aims to develop physically literate individuals who have the knowledge and skills to move with confidence and competence in a wide range of physical activities, which may include: invasion games, striking games, net games, challenge and problem-solving activities, aquatics, track and field, dance and movement, and more. Through these physical activities, students will develop their movement competency, personal and social responsibility skills, application of wellness skills and a passion for being active for life. Grade 9 Physical Education will also include Health units guided by the SHAPE Health standards that focus on applying strategies to enhance one's well-being.

### **Physical Education and Health 10**

Grade: 10

Subject Area / Course credit: PE / Health 1.0 credit

Prerequisite: Physical Education and Health 9

This course aims to develop physically literate and healthy individuals—developing their knowledge and skills to move confidently and improve their knowledge, promoting wellness and lifelong activeness. Units may include non-traditional games, traditional sports, net games, recreational activities such as table tennis or cycling, and fitness-based activities such as kickboxing, resistance training, etc. Some units will be compulsory, while others will be choice-based based on class decisions and facilities available. The health component of this course emphasizes the critical thinking and health-enhancing decision-making skills necessary for developing healthy lifestyles now and in the future. Topics and discussions will include managing wellness, goal-setting, managing stress and decision-making through the lens of drug and sexuality education, and mental health.

### **Fitness and Theory 1**

Grade: 10, 11, 12

Subject Area / Course credit: PE, 1.0 credit

Prerequisite: None

This course is designed for students who enjoy working out during the school day and want to learn and experience how to create and implement a fitness improvement program to meet their personal health and fitness goals. Students will be exposed to various types of training methods (HIITs, Circuits, Resistance, Plyometrics, etc.) and learn about the exercises, techniques and programs that can maximize one's development while learning relevant anatomy and fitness theory. Developing and experiencing

training programs is the major goal of this course. This course is a prerequisite to the Fitness and Theory 2 course. *Note: Students who are eligible for the advanced course and cannot fit it into their schedule are able to repeat this course with the approval of the PE Learning Leader.*

### **Fitness and Theory 2**

Grade: 10, 11, 12

Subject Area / Course credit: PE, 1.0 credit

Prerequisite: Fitness and Theory 1 or by teacher recommendation

This course is designed to develop, deepen, and enhance the understanding and application of knowledge gained in the introduction course. Students will learn more biophysical and technical knowledge to better understand the body and the effectiveness of different training methods and apply this knowledge to enhance training programs. Students will design, develop, and experience a variety of personalized training programs to help them meet their fitness and active goals during the school day. There will be both classroom and practical sessions in this course with the aim being at least 75% practical sessions.

### **Sports Leadership**

Grades: 10, 11, 12

Subject Area / Course credit: PE, 1.0 credit

Prerequisite: None

This course explores what it truly means to be a leader in sport and physical education. Students will develop the skills needed to lead teams effectively, learning to motivate, inspire, and communicate with others in a positive, inclusive way. Through hands-on coaching experiences, students will learn how to plan, organize, and deliver sports sessions for younger athletes within a sport or PE setting. Alongside leadership development, students will remain physically active as they refine technical skills, gameplay, and tactical understanding across four key sports: volleyball, basketball, football, and badminton. Upon completing the course, students earn a recognized certification that demonstrates their commitment to personal growth, leadership, and excellence in sport.

### **Athlete's Edge: Science of Movement**

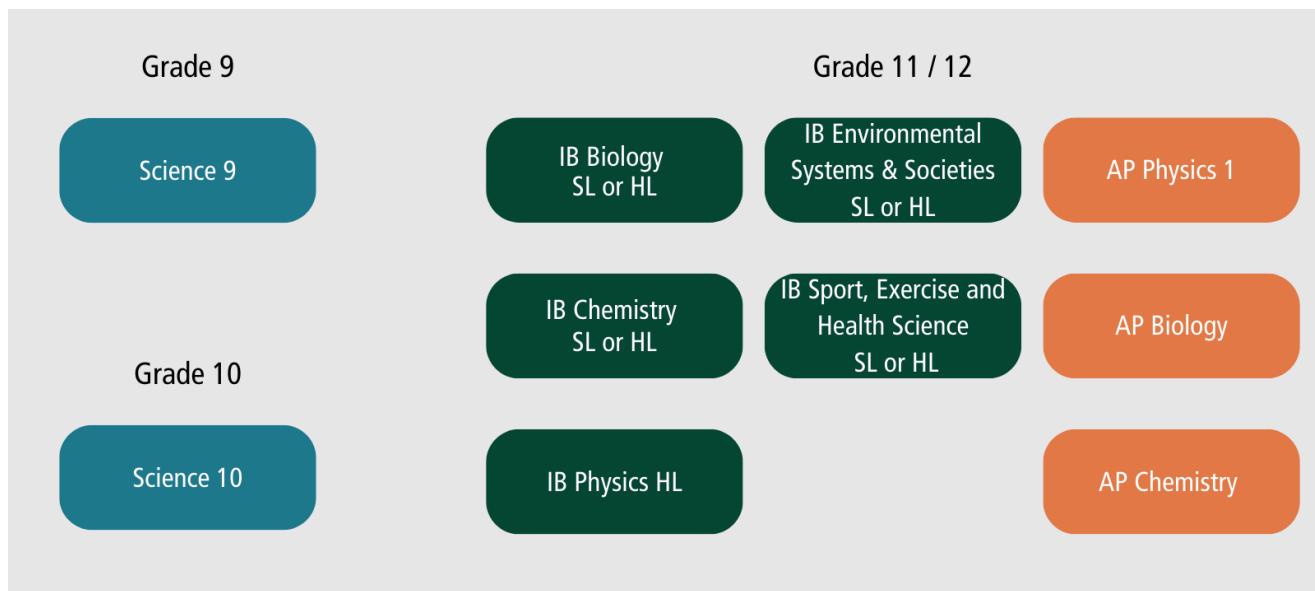
Grades: 9,10,11, 12

Subject Area/Course Credit: PE, 1.0 credit

Prerequisites: None

This course is designed for those who enjoy staying physically active while learning about movement science. Students explore physical activity, with a strong emphasis on hands-on learning and active engagement to learn anatomy, biomechanics, and sports performance. By participating in dynamic physical activities, students will gain a deeper understanding of how the body works and moves efficiently. This course will give you the tools to understand movement, prevent injuries, and optimize physical performance.

## SCIENCE



### Philosophy

The Science program reflects the interconnected nature of the discipline as it is practiced and experienced in the real world. Equipping students with scientific knowledge, practices, and engineering skills will allow them to analyze the major challenges facing the world and design solutions to address them.

We believe that students learn Science best when they:

- see themselves in the information, stories, images, and resources used for learning.
- engage in the practices of science and engineering.
- are captivated by a sense of wonder and are stimulated to ask questions.
- attempt to make sense of real-world phenomena.
- make connections between concepts.
- apply their knowledge and think critically to solve problems.
- have opportunities to collaborate.

**It should be understood that the viability of courses will depend on student interest, available staffing, and timetable limitations.**

### Science 9

Grade: 9

Subject Area / Course credit: Science, 1.0 credit

Prerequisite: None

Science 9 is an integrated science course that follows the Next Generation Science Standards (NGSS). These standards are built around the three dimensions of science: Disciplinary Core Ideas, Cross-Cutting Concepts, and Scientific and Engineering Practices. Lessons will utilize these three dimensions and place inquiry at the center of the learning process to develop students' critical

thinking skills. The topics covered in the course include Environmental Systems - Nutrient Cycles and Climate Change, Atoms – The Building Blocks of Everything, Homeostasis – DNA and Human Body Systems, and Movement – Forces and Collisions.

### **Science 10**

Grade: 10

Subject Area / Course credit: Science, 1.0 credit

Prerequisite: Science 9 or a comparable course

Science 10 is an integrated science course that follows the Next Generation Science Standards (NGSS). These standards are built around the three dimensions of science: Disciplinary Core Ideas, Cross-Cutting Concepts, and Scientific and Engineering Practices. Lessons will utilize these three dimensions and place inquiry at the center of the learning process to develop students' critical thinking skills. The topics covered in the course include Energy and Energy Changes, Chemical Systems, Natural Selection and Adaptation, and Human Impact on Systems.

### **IB Sports, Exercise & Health Science SL / HL**

Grade: (11-12)

Subject Area / Course credit: Science, 1.0 credit

Prerequisite: Science 10 and science teacher recommendation

IB Sports, Exercise and Health Science is a two-year course designed to prepare students for the IB exam at the end of the second year. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century. It addresses the international dimension and ethics related to both the individual and global context. This course includes the following topics: exercise physiology and nutrition of the human body, biomechanics, and sports psychology and motor learning. HL students will complete additional material on these topics. All students complete a rigorous lab program, 40 hours for SL and 60 hours for HL, culminating in an independent practical investigation assessed using criteria set by the IB. In addition, students will participate in the interdisciplinary Group 4 Project at the end of Year 1.

### **IB Environmental Systems & Societies SL / HL**

Grade: (11-12)

Subject Area / Course credit: Science, 1.0 credit

Prerequisite: Science 10 and science teacher recommendation.

IB Environmental Systems and Societies is a two-year interdisciplinary Group 3 (Individuals and Societies) and Group 4 (Sciences) course designed to prepare students for the IB exam at the end of the second year. Students will learn to articulate and justify a personal viewpoint on environmental issues with a reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures. With the conceptual lenses of Perspectives, Systems, and Sustainability, students explore the topics ecology, biodiversity, climate change and natural resources. HL students will complete additional material on these topics. All students complete a rigorous practical lab program, 30 hours for SL and 50 hours for HL, culminating in an independent practical investigation

assessed using criteria set by the IB. In addition, students will participate in the interdisciplinary Group 4 Project at the end of Year 1.

### **IB Biology SL / HL**

Grade: (11-12)

Subject Area / Course credit: Science, 1.0 credit

Prerequisite: Science 10 and science teacher recommendation.

IB Biology SL and HL is a two-year course designed to prepare students for the IB exam at the end of the second year. This course includes the following topics: Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, and Human Physiology. HL students will complete additional material on these topics. All students complete a rigorous lab program, 40 hours for SL and 60 hours for HL, culminating in an independent practical investigation assessed using criteria set by the IB. In addition, students will participate in the interdisciplinary Group 4 Project at the end of Year 1.

### **IB Chemistry SL / HL**

Grade: (11-12)

Subject Area / Course credit: Science, 1.0 credit

Prerequisite: Science 10 and science teacher recommendation.

IB Chemistry SL and HL is a two-year course designed to prepare students for the IB exam at the end of the second year. This course includes the following topics: Stoichiometric Relationships, Atomic Structure, Periodicity, Chemical Bonding and Structure, Energetics, Chemical Kinetics, Equilibrium, Acids and Bases, Redox Processes, Organic Chemistry, and Measurement and Data Processing. HL students will complete additional material on these topics. All students complete a rigorous lab program; 40 hours for SL and 60 hours for HL, culminating in an independent practical investigation assessed using criteria set by the IB. In addition, students will participate in the interdisciplinary Group 4 Project at the end of Year 1.

### **IB Physics HL**

Grade: (11-12)

Subject Area / Course credit: Science, 1.0 credit

Prerequisite: Science 10 and science teacher recommendation, and Integrated Mathematics 2 or equivalent.

IB Physics HL is a two-year course designed to prepare students for the IB exam at the end of the second year. This course includes the following topics: Measurement and Uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle Physics, and Energy Production. HL students will complete additional material on these topics. All students complete a rigorous lab program; 40 hours for SL and 60 hours for HL, culminating in an independent practical investigation assessed using criteria set by the IB. In addition, students will participate in an interdisciplinary Group 4 Project at the end of Year 1.

## AP Physics 1

Grade: 11, 12

Subject Area / Course credit: Science, 1.0 credit

Prerequisite: Science 10 and science teacher recommendation and completion of Integrated Math 3

AP Physics 1 is an algebra-based, introductory college-level physics course that prepares students to take the AP exam in May. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. This course includes basic use of trigonometric functions and having a firm foundational understanding of trigonometric functions will greatly support the learning and pace of this course.

## AP Biology

Grades: 11,12

Subject Area / Course credit: Science, 1.0 credit

Prerequisites: Science 10 and science teacher recommendation

AP Biology is an introductory college-level Biology course that prepares students to take the AP Exam in May. Students develop their understanding of biological concepts through inquiry-based investigations, data analysis, and scientific reasoning. The course explores key topics, including cell structure and function, genetics and heredity, evolution and natural selection, energy transfer in living systems, and ecological interactions. Through hands-on laboratory work, students will design experiments, analyze biological models, and apply their learning to real-world scientific problems. The course emphasizes critical thinking, problem-solving, and effective scientific communication, preparing students for further studies in biology, medicine, environmental science, and related fields.

## AP Chemistry

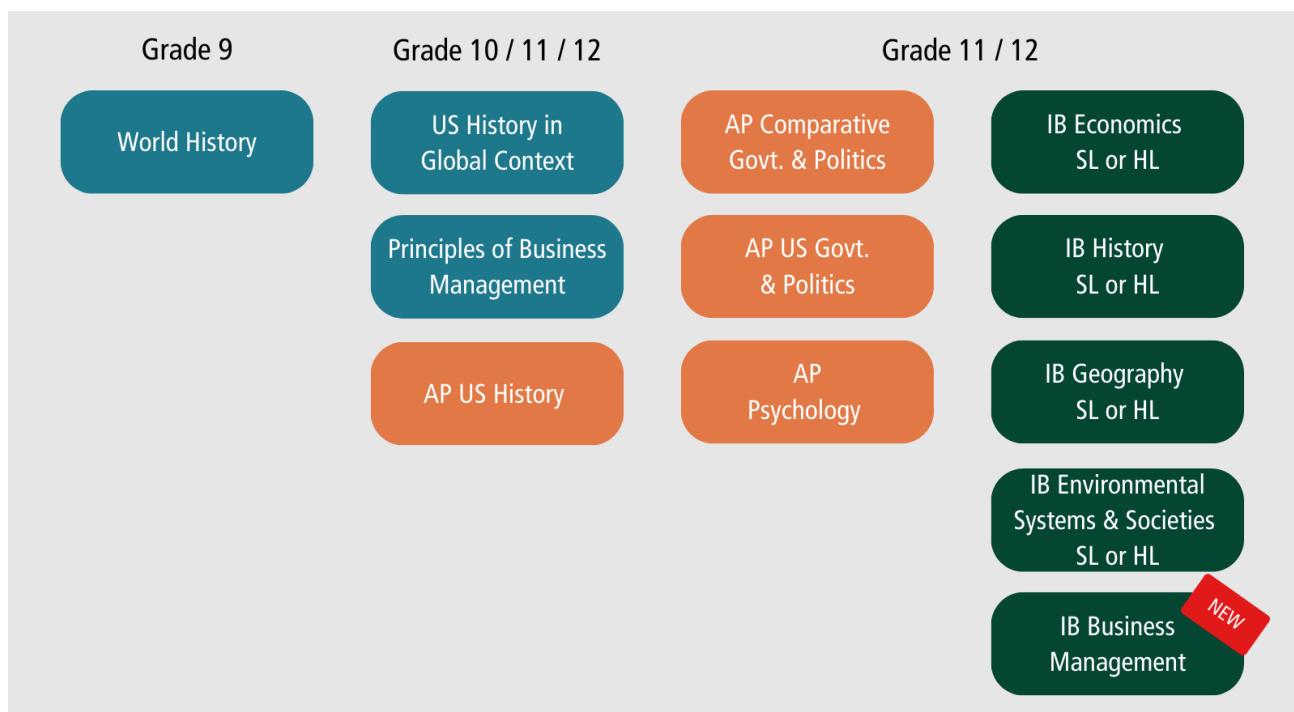
Grades: 11,12

Subject Area / Course credit: Science, 1.0 credit

Prerequisites: Science 10 and science teacher recommendation, and completion of Integrated Math 3

This course is an introductory college-level Chemistry course that prepares students to take the AP Exam in May. Students develop their understanding of chemical principles through inquiry-based investigations, data analysis, and scientific reasoning. The course explores key topics, including atomic structure, chemical bonding, thermodynamics, kinetics, equilibrium, acids and bases, and electrochemistry. Through hands-on laboratory work, students will design experiments, analyze chemical reactions, and apply their learning to real-world scientific problems. The course emphasizes critical thinking, problem-solving, and effective scientific communication, preparing students for further studies in chemistry, engineering, medicine, and environmental science.

## SOCIAL STUDIES



### Philosophy

The Social Studies program inspires students to inquire about the world and examine it from different perspectives. Experiencing an inquiry arc, students develop strategies to become knowledgeable, thoughtful, and active global citizens.

We believe that students learn Social Studies best when they:

- see themselves in the histories, stories, images, and resources used for learning.
- actively inquire about the world through the lenses of the past, present, and future.
- examine the world through the disciplinary lenses of civics, economics, geography, and history
- evaluate and analyze sources to further make sense of the world with particular attention on identifying and understanding limitations because of biases.
- feel empowered to make a difference in their world by taking informed action.

**It should be understood that the viability of courses will depend on student interest, available staffing, and timetable limitations.**

### World History

Grade: 9

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: None

This course is a thematic survey of World History from c. 1450 CE to the present. Based on four units of study: World Geography and Cultures, Empires, Revolutions, and Contemporary Challenges, students will closely examine parallel histories from multiple regions (Africa, the Americas, Europe,

Asia, and Oceania) to make connections among historical developments in different times and places, and explore how these regions have interacted. Through a case study approach, students will learn and use concepts and skills from history and the related disciplines of civics, economics, and geography to develop a greater understanding of the cultural, economic, political, technological, and social developments that have shaped our world.

### **US History in a Global Context**

Grade: 10, 11, 12

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: None

US History in a Global Context is a thematic survey of United States history with a focus on how United States history impacted other regions and countries in the world beginning in 1870 CE. Particular emphasis is paid to understanding the evolving question of what constitutes the *American identity* and the continuing shifts in how Americans have defined and redefined their understanding of their nation in an increasingly globalized world. Topics include economic growth, immigration and progressivism, expansion, imperialism, the World Wars, the Cold War, and the post-Cold War Era. Through acquiring content knowledge, students will further develop their critical reading, thinking, and analytical writing skills.

### **IB Environmental Systems & Societies SL / HL**

Grade: (11-12)

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: Science 10 and teacher recommendation.

IB Environmental Systems and Societies is a two-year interdisciplinary Group 3 (Individuals and Societies) and Group 4 (Sciences) course designed to prepare students for the IB exam at the end of the second year. Students will learn to articulate and justify a personal viewpoint on environmental issues with a reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures. Six central concepts, Stewardship, Sustainability, Systems, Equilibrium, Perspectives, and Justice, permeate throughout the course, with some emphasizing certain topics/subtopics. HL students will complete additional material on these topics. All students complete a rigorous practical lab program, 30 hours for SL and 60 hours for HL, culminating in an independent practical investigation assessed using criteria set by the IB. In addition, students will participate in the interdisciplinary Group 4 Project at the end of Year 1.

### **IB History SL / HL**

Grade: (11-12)

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: None

IB History is a two-year course designed to allow students to examine historical events that have impacted the world today. Students engage in studying two main topics of 20th-century world history. Our study of the *Causes & Effects of 20th Century Wars* involves exploring the multifaceted causes of wars, as well as how warfare was conducted and its impact on the outcome of each conflict. Our other topic, *20th Century Authoritarian States*, delves into consideration of the context from which

dictatorships arose and the methods and policies utilized to govern and maintain political power. HL students will explore a regional option on domestic and foreign policy developments of selected European states during the interwar period (1918-1939). *Note: This course is also recommended as a one-year course for students who wish to continue their study of History.*

### **IB Economics SL / HL**

Grade: (11-12)

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: None

IB Economics is a two-year course designed to prepare students for the IB exam at the end of the second year. Economics is a dynamic social science that addresses one of society's most pressing problems: scarcity. The world's resources are finite, but the wants and needs of humankind are seemingly infinite. Economics seeks to understand the function of markets, their successes and failures in allocating scarce resources across society, and the interaction of individuals, firms, and nations as they engage in voluntary exchange in the economic sphere. HL students will participate in an additional nine-week unit on the theory of firm behavior and an additional IB Exam Paper devoted to quantitative aspects of the course.

### **IB Geography SL / HL**

Grade: (11- 12)

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: None

IB Geography is a two-year course designed to prepare students for the IB exam at the end of the second year. This course focuses on the interactions between individuals, societies and the physical environment, both in time and space. It investigates how people adapt and respond to change and evaluates management strategies related to change. This course examines key global issues such as economic development, population, sustainability, and climate change. It seeks to identify and understand the processes behind various global patterns and trends. HL students will investigate three extension units about globalization and one additional theme.

### **AP United States History**

Grade: 10, 11, 12

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: Social Studies and English teacher recommendation

AP United States History is designed to be the equivalent of a general American history course taken during the first year of university in the United States. It prepares students to take the AP exam in May. This course is a survey course from the pre-Columbian period to settlement to the present. This course is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship.

## **AP United States Government and Politics**

Grade: 11, 12

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: Social studies credit for Grades 9 and 10

AP U.S. Government and Politics is designed to be the equivalent of a general introduction to U.S. government and politics taken during the first year of university in the United States and prepares students to take the AP exam in May. Students will study key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students examine U.S. foundational documents and Supreme Court decisions to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete political science research or applied civics projects.

## **AP Comparative Government and Politics**

Grade: 11, 12

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: Social studies credit for Grades 9 and 10

AP Comparative Government and Politics is an introductory college-level course in comparative government and politics that prepares students to take the AP Exam in May. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics by analyzing data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

## **AP Psychology**

Grade: 12

Subject Area / Course credit: Elective, 1.0 credit

Prerequisite: None

This introductory college-level psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. Students should be open to embracing a scientific attitude and willingness to explore ideas from different perspectives.

## **Principles of Business Management**

Grades: 10,11,12

Subject Area/ Course credit: Elective, 1.0 credit

Prerequisites: None

Principles of Business Management introduces students to the dynamic world of business and equips them with the skills and knowledge needed to succeed in the modern economy. Students will explore fundamental business management concepts, such as the business environment, human resource management, finance, marketing, and operations management. Through a combination of theoretical learning and practical application, students will analyze real-world business scenarios, develop critical thinking and decision-making skills, and gain an understanding of the ethical, social, and environmental considerations in business. Students will engage in a variety of learning activities, including case studies, group projects, simulations, and class discussions, to develop problem-solving and teamwork skills. By the end of the course, students will have a strong foundation in entrepreneurship, business theories and practices, preparing them for further education or careers in business, management, and related fields.

## **IB Business Management SL/HL NEW!**

Grade: (11- 12)

Subject Area / Course credit: Social Studies, 1.0 credit

Prerequisite: None

Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing, and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools, and techniques, and placed in the context of real-world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature, and significance of change; think strategically; and undertake long-term planning, analysis, and evaluation. The course also develops subject-specific skills, such as financial analysis.

# WORLD LANGUAGES

## Philosophy

The World Language program promotes open-minded, culturally sensitive, lifelong learners. We empower students to engage in meaningful and collaborative communicative activities to prepare for real-world situations.

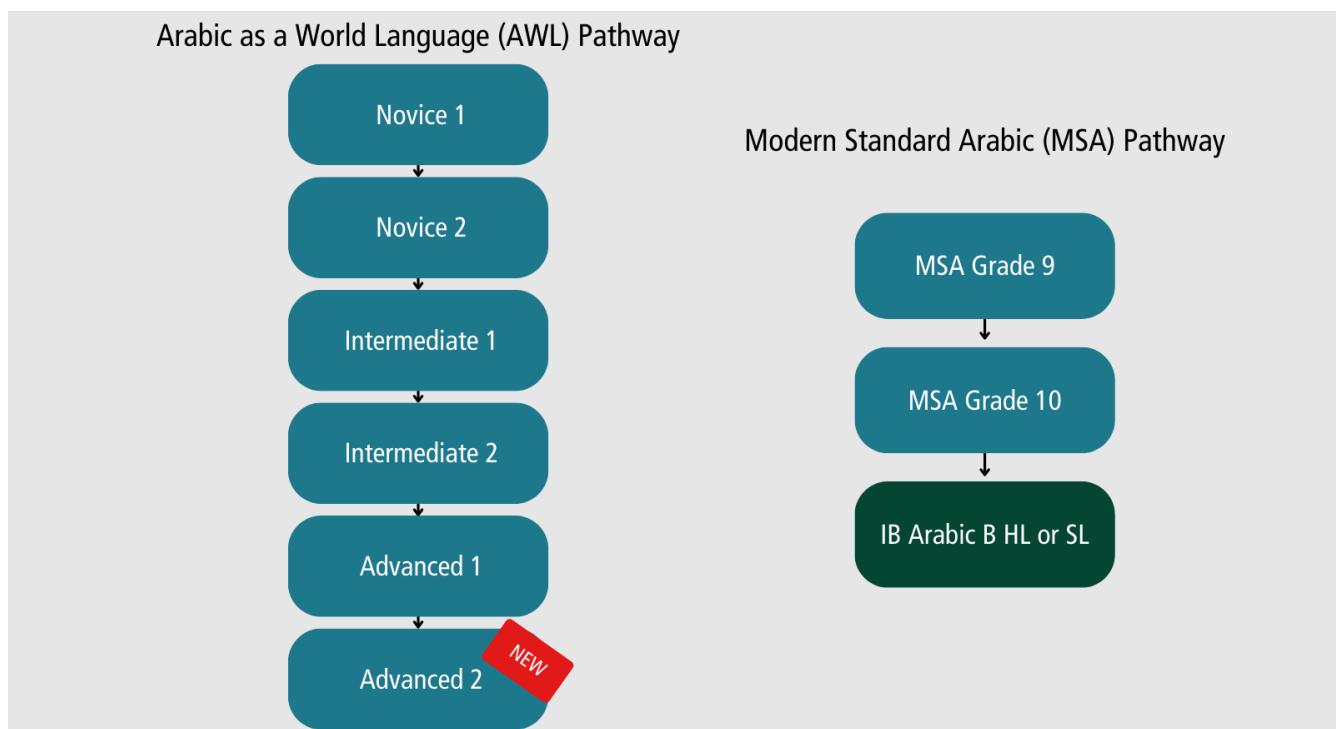
We believe that students learn world languages best when they:

- interact primarily in the target language.
- acquire the strategies to learn the language and communicate.
- utilize authentic materials.
- are challenged and comfortable to take risks while communicating in the target language.
- can reflect on their learning and set clear learning targets.

We offer language programs in Arabic, French, and Spanish, with different pathways depending on the point of entry into each school division. Course placement is determined based on the student's language background and proficiency level.

Our Novice, Intermediate, and Intermediate High courses in Arabic, French, and Spanish follow a sequence for learners of additional languages, while the Advanced course is a single-year program. This intentional design allows students to build competency in their language abilities and achieve the course proficiency targets.

## ARABIC



**It should be understood that the viability of courses will depend on student interest, available staffing, and timetable limitations.**

### **Arabic Novice 1**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: None

This course is designed for students who are new to the Arabic language. The course allows students to build their foundational skills and understanding of the Arabic language and culture. During the course, students will be engaged in learning activities that develop their communication skills and allow them to interact using simple memorized words and phrases. By the end of the course, students will be able to engage in familiar learned conversations and produce language that is based on limited memorized words and phrases.

### **Arabic Novice 2**

Grade: 9, 10, 11, 12

Subject Area/Course credit: World Language, 1.0 credit

Prerequisite: Arabic Novice 1 or equivalent

This course is designed for students with one or two years of formal instruction in the Arabic language. The focus of the course is to continue to build the students' communication skills and cultural understanding so that they can engage in highly predictable, everyday conversations. By the end of this course, students will be able to handle a variety of tasks relying heavily on memorized phrases and short sentences.

### **Arabic Intermediate 1**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Arabic Novice or equivalent

This course is designed for students who have completed the Novice Level. The course promotes the students' communication skills and cultural understanding by engaging them in intermediate-level communicative tasks. These tasks are designed for students to interact using the target language in familiar life situations around topics such as family, home, daily activities, and interests. At the end of this course, students will be able to express themselves in speaking and writing using simple, sequenced sentences.

### **Arabic Intermediate 2**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Arabic Intermediate Year 1 or equivalent

This course continues to build the students' language skills at the intermediate level. The course aims to promote the students' communication skills and cultural understanding to an intermediate high proficiency level. Students, at this level, will be able to create with the language when talking about

familiar topics related to their daily life. They will be able to recombine learned materials to express personal meaning and produce sentence-level language.

### **Arabic Advanced 1**

Grade 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Arabic Intermediate or equivalent

This course is designed for students who have completed the Intermediate Level. The course promotes the students' communication skills and cultural understanding by engaging them in advanced-level communicative tasks. These tasks are designed to enable students to produce paragraph-length discourse in the target language. By the end of the course, students will be able to contribute to conversations with sufficient accuracy and clarity.

### **Arabic Advanced 2 NEW!**

Grade 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Arabic Advanced 1 or equivalent

This course is designed for students who have completed the Advanced 1 level. The course aims to advance the students' communication skills and cultural understanding. Students in this course will be engaged in tasks that strengthen their ability to produce paragraph-length discourse. By the end of the course, students will be able to contribute to conversations with an advanced level of accuracy and clarity.

### **Modern Standard Arabic (MSA) 9**

Grade: 9

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: MSA Grade 8 or the equivalent

This course is designed for students who are heritage learners of Arabic. The course aims to advance students' oral proficiency level and literacy skills. This course introduces students to literature and engages in text comprehension and analysis activities. By the end of this course, students will demonstrate the ability to narrate and describe in paragraph-length discourse and write in styles and genres appropriate to the level, task, and audience.

### **Modern Standard Arabic (MSA) 10**

Grade: 10

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: MSA Grade 9 or the equivalent

This course is designed for students who are heritage learners of Arabic. The course continues to advance students' oral proficiency level and literacy skills. Students in this course read and respond to modern Arabic literary works orally or in writing. By the end of this course, students will be able to produce written and oral work where they compare literary texts, analyze and critique a piece of literature.

## IB Arabic B SL / HL

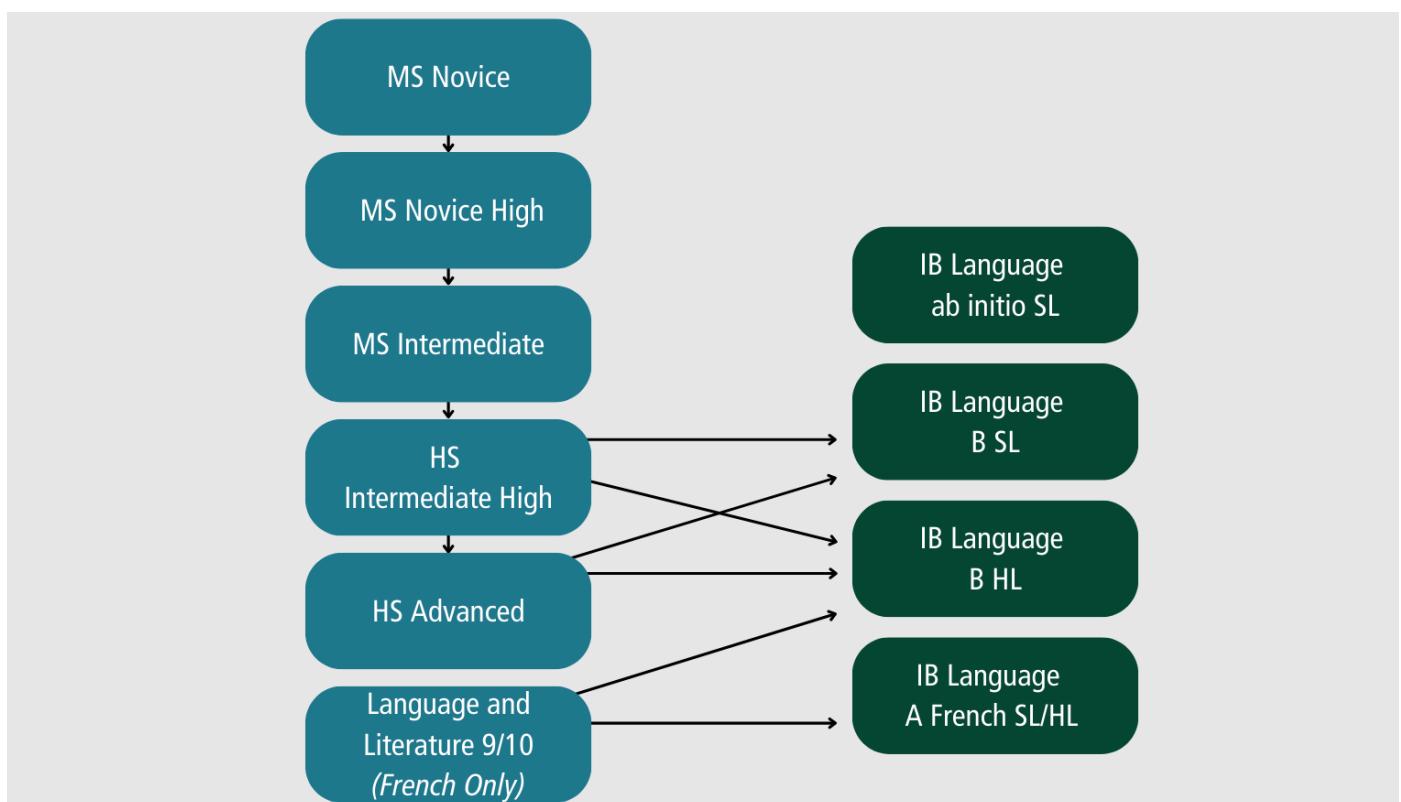
Grade: (11- 12)

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Four or more years of formal study in Arabic

This two-year course is designed to prepare students to take the IB Arabic B SL/HL exam at the end of the second year. IB Arabic B SL/HL helps students develop their language skills – speaking, listening, reading and writing in various contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing Arabic. Students are challenged to express their opinions through debates and discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills. HL students are required to use more sophisticated language and read additional literary works. *Note: This course is designed for students with some previous experience in the target language.*

## FRENCH/SPANISH



**It should be understood that the viability of courses will be dependent upon student interest, available staffing, and timetable limitations.**

### **French Novice**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: None

This course is designed for students with little or no French experience. It provides students with the foundational skills to understand and engage in meaningful communication about themselves, their families and activities, their school and their immediate community. The course focuses on developing listening and speaking through interpersonal communication, where students can manage many uncomplicated communicative tasks in familiar social situations. They can express personal meaning by relying on learned phrases and responding to simple, direct questions or requests for information. Students will be exposed to authentic videos and audio to support their listening comprehension further. Reading and writing are integrated to the extent that they foster the development of students' oral communication.

### **French Novice High**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: French Novice or equivalent

This course is designed for students who have completed French Novice or the equivalent. The course promotes the students' communication skills and cultural understanding by engaging them in intermediate-level communicative tasks to support their growth from Novice to Intermediate. These tasks are designed for students to interact using the target language in familiar life situations around topics such as lifestyle habits, eating out, making plans while traveling, and personal tech use. At the end of this course, students will be able to express themselves in speaking and writing using simple sentences and a series of sentences. Students will also be able to determine key parts of the main idea and some supporting details in short texts and authentic audio on familiar topics.

### **French Intermediate**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: French Novice High or equivalent, and teacher recommendation

This course is designed for students who are able to demonstrate the Novice proficiency level. The course promotes the students' communication skills and cultural understanding by engaging them in intermediate-level communicative tasks in familiar life situations. The skills of writing and reading are integrated into the course to the extent that they foster the development of students' oral communication. By the end of the course, students will be able to express their own thoughts and maintain conversations by asking and answering various questions on familiar topics related to school, home, and social life, food and healthy living, interests and travel. They will also be able to determine the main idea and understand many supporting details in short texts and authentic audios on familiar topics.

## French Intermediate High

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: French Intermediate or equivalent, and teacher recommendation

Through culturally rich thematic units, students will continue to progress along the continuum of French language proficiency. More emphasis is placed on developing ways to express ideas in different time frames and with a greater variety of grammatical structures. This will support students' ability to communicate more effectively in different social situations. Throughout the course, students will also demonstrate an increasing ability to express their ideas about some topics beyond themselves (current events/issues, matters of public and community interest) and to resolve problems they might encounter in their daily lives. While this course builds on students' interpersonal communication skills, interpretive listening and reading, and presentational speaking and writing are increasingly developed and assessed.

## French Advanced

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: French Intermediate High or equivalent, and teacher recommendation

Through culturally rich thematic units, students will continue progressing along the French language proficiency continuum. They will advance their ability to describe and narrate in the present, past and future tenses. This course focuses on all three modes of communication: interpersonal listening and speaking, interpretive listening and reading, and presentational speaking and writing. Continued refinement of accuracy in all areas focuses on communicating more effectively in different social situations. Students will be able to express their ideas articulately and discuss more topics beyond themselves, such as current events/issues, matters of public and community interest, in increasingly more formal contexts. *Note: This course is not designed for students already at the Advanced-Mid proficiency level or higher in French.*

## French Language and Literature 9/10

Grade: 9, 10

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Highly-proficient and teacher recommendation

This course is designed for students who are highly-proficient speakers and writers to develop their academic skills in preparation further to access either the IB French A or French B HL curriculum\*. In this course, students will explore different literary genres - novel, short story, poetry, drama - and nonfiction texts from authentic sources in French. The class will be conducted exclusively in French, and students will have the opportunity further to develop their oral language skills in a higher-level environment. Emphasis will be placed on language structures, grammar and vocabulary, which enable students to communicate more effectively with different audiences in speaking and writing. *Note: A student's pathway for Grades 11-12 will be determined through individual conference with the teacher. Factors for consideration include: language learning background, entry point into course and/or length of study in course (1 or 2 years).*

## IB French *ab initio* SL

Grade: (11-12)

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: None

This is a two-year course designed to prepare students to take the IB exam at the end of the second year. IB French *ab initio* SL is for students who have minimal or no prior knowledge of the French language and will provide students with the necessary skills to understand and engage in meaningful communication in a supportive and rich environment. The course focuses on the development of listening and speaking through interpersonal communication, where students can manage many uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language), as well as respond to simple, direct questions or requests for information. French *ab initio* is not limited to oral proficiency and will introduce students to appropriate text to nurture their reading skills as well as grow their written production skills. *Note: This course is designed for students with no previous experience in – or very little exposure to – the target language. It should be understood that the viability of courses will depend on student interest, available staffing, and timetable limitations. In the event that we are unable to offer this course, students will be able to access the course online using [Pamoja Education](#).*

## IB French B SL / HL

Grade: (11- 12)

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: French Intermediate High or equivalent, and teacher recommendation

This is a two-year course designed to prepare students to take the IB French B SL exam at the end of the second year. IB French B SL helps students develop their language skills – speaking, listening, reading and writing in a wide variety of contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing French. Students are challenged to express their opinions through debates and discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills. HL students are required to use more sophisticated language and read additional literary works. *Note: This course is designed for students with some previous experience in the target language.*

## IB French A: Language and Literature SL / HL

Grade: (11- 12)

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Highly-proficient speaker and writer and teacher recommendation.

IB French A: Language and Literature is a two-year course designed to prepare students for the IB exam at the end of the second year. In this course, students study a wide range of literary and non-literary texts in a variety of media. They will explore the nature of language and the ways in which it is influenced by identity and culture. Standard-level (SL) studies four literary works, while Higher-Level (HL) includes the study of six literary works. Students will study several bodies of work, which range from editorials to advertisements, from satire to video. Students will write a wide range of texts throughout this two-year course that allow for individual voice and passions. IB

components include two written assessments and an Individual oral, which connects two works to a global issue. HL students have an additional external assessment, a 1200-1500 word essay. Note: *This course is designed for students who are highly-proficient speakers and writers. IB Diploma students who successfully complete the French A Language and Literature course will be eligible to receive a Bilingual IB Diploma.*

### **Spanish Novice**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: None

This course is designed for students who have little or no experience with Spanish. It provides students with the foundational skills to understand and engage in meaningful communication about themselves, their families and activities, their school and their immediate community. The course focuses on developing listening and speaking through interpersonal communication, where students can manage many uncomplicated communicative tasks in familiar social situations. They can express personal meaning by relying on learned phrases and responding to simple, direct questions or requests for information. To further support their listening comprehension, students will be exposed to authentic videos and audio. Reading and writing are integrated to the extent that they foster the development of students' oral communication.

### **Spanish Novice High**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Spanish Novice or equivalent

This course is designed for students who have completed Spanish Novice or the equivalent. The course focuses on promoting the students' communication skills and cultural understanding by engaging them in intermediate-level communicative tasks to support their growth from Novice to Intermediate. These tasks are designed for students to interact using the target language in familiar life situations around topics such as lifestyle habits, eating out, making travel plans, and digital trends and personal tech use. At the end of this course, students will be able to express themselves in speaking and writing using simple sentences and a series of sentences. Students will also be able to determine key parts of the main idea and some supporting details in short texts and authentic audios on familiar topics.

### **Spanish Intermediate**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Spanish Novice High or equivalent, and teacher recommendation

This course is designed for students who are able to demonstrate Novice proficiency. The course focuses on promoting students' communication skills and cultural understanding by engaging them in intermediate-level communicative tasks in familiar situations. The skills of writing and reading are integrated into the course to the extent that they foster the development of students' oral communication. By the end of the course, students will be able to express their own thoughts and maintain conversations by asking and answering questions on familiar topics related to school, home,

social life, food and healthy living, interests and travel. They will also be able to determine the main idea and understand many supporting details in short texts and authentic audios on familiar topics.

### **Spanish Intermediate High**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Spanish Intermediate or equivalent, and teacher recommendation

Through culturally rich thematic units, students will continue to progress along the continuum of Spanish language proficiency. More emphasis is placed on developing ways to express ideas in different time frames and with a greater variety of grammatical structures, supporting students' to communicate more effectively in different social situations. Throughout the course, students will also demonstrate an increasing ability to express their ideas about topics beyond themselves, such as current events, public and community interest matters, and to resolve problems they might encounter in their daily lives. While this course builds on students' interpersonal communication skills, interpretive listening and reading and presentational speaking and writing are increasingly developed and assessed.

### **Spanish Advanced**

Grade: 9, 10, 11, 12

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Spanish Intermediate High or equivalent, and teacher recommendation

Through culturally-rich thematic units, students will continue to progress along the continuum of Spanish language proficiency. This course integrates more advanced-level aspects of language performance into all modes of communication: interpersonal listening and speaking, interpretive listening and reading, and presentational speaking and writing. Students will advance their ability to describe and narrate in the present, past and future tenses. Continued refinement of accuracy focuses on communicating more effectively in different social situations. Students will be able to express their ideas articulately and discuss topics beyond themselves (current events/issues, matters of public and community interest) in increasingly more formal contexts. *Note: This course is not designed for students already at the Advanced-Mid proficiency level or higher in Spanish.*

### **IB Spanish *ab initio* SL**

Grade: (11- 12)

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: None

This is a two-year course designed to prepare students to take the IB exam at the end of the second year. IB Spanish *ab initio* SL is for students who have minimal or no prior knowledge of the Spanish language and will provide students with the necessary skills to understand and engage in meaningful communication in a supportive and rich environment. The course focuses on the development of listening and speaking through interpersonal communication, where students can manage many uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language), as well as respond to simple, direct questions or requests for information. Spanish *ab Initio* is not limited to oral proficiency and will

introduce students to appropriate text to nurture their reading skills as well as grow their written production skills. *Note: This course is designed for students with no previous experience in – or very little exposure to – the target language. It should be understood that the viability of courses will depend on student interest, available staffing, and timetable limitations. In the event that we are unable to offer this course, students will be able to access the course online using [Pamoja Education](#).*

### **IB Spanish B SL / HL**

Grade: (11- 12)

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Spanish Intermediate High or equivalent, and teacher recommendation

This is a two-year course designed to prepare students for the IB exam at the end of the second year. IB Spanish helps students develop their language skills – speaking, listening, reading and writing in a wide variety of contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing Spanish. Students are challenged to express their opinions through debates and discussions. Investigations are based on various authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills. HL students are required to use more sophisticated language and read additional literary works.

*Note: This course is designed for students with some previous experience in the target language.*

### **IB Language A: Literature SL (School Supported Self-Taught)**

Grade: (11-12)

Subject Area/ Course credit: World Language, 1.0 credit

Prerequisite: Highly-proficient speaker and writer in the chosen language

In addition to taking English A, students may take another Language A course, of their choice as a School-Supported Self-taught Language at the Standard Level. This is a self-guided course for students (supported by an external tutor). Students need to be highly motivated as well as proficient in their language of study to ensure success in this course. This course develops a student's understanding of the techniques involved in literary analysis and criticism, and it promotes the ability to form independent literary judgments. Through reading seven literary works from different times, regions and cultures, students will learn to speak and write confidently and articulately about ideas and develop valuable writing and thinking skills necessary for university-level writing. This course has three areas of explorations: readers, writers and text time, and space and intertextuality. Students complete two key written assessments at the end of the two years, as well as an oral assessment. *Note: Students are granted enrollment in partnership with the IB DP Coordinator. Full IB Diploma students who complete both Language A and Self-Taught are eligible for a Bilingual Diploma from the International Baccalaureate.*

## ONLINE LEARNING/INDEPENDENT STUDY

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### Pamoja Education

Pamoja Education is the only online course provider that has been licensed by the International Baccalaureate to offer IBDP courses online. Pamoja online IBDP courses provide students with a global learning experience, preparing them for an internet-enabled world. Over 450 schools around the world currently work with Pamoja in order to provide additional course choices for students; build more flexibility into student timetables; provide students with broader educational experience, and accommodate students who transfer from another school.

Students wishing to enroll in an [online course](#) need to have a record of strong academic performance, consistent Approaches to Learning (AtLs), and the approval of the IB DP Coordinator. Although students will be working primarily with an IB-trained online teacher, a site-based coordinator for Pamoja students will monitor the student's progress in the subject area in school. **Pamoja online courses are only offered to students pursuing a Full IB Diploma as it is required for these students to complete all the Coursework requirements and sit the DP exams in the corresponding May session.**

With the exception of some cases based on our school policy, students will be required to pay a non-refundable annual fee for the delivery of the online course. An up-to-date list of courses offered by Pamoja can be found on their website. [www.pamojaeducation.com](http://www.pamojaeducation.com).

**Note: Even though there will be opportunities for the students to connect with an instructor from Pamoja, this is a student self-paced course and not a synchronous virtual course.**

### Global Online Academy (GOA)

Global Online Academy (GOA) is a non-profit, online course provider whose mission is to reimagine learning for students in a globally connected world. GOA is an international consortium of 120 schools from around the world where the member schools have full access to the course catalog. GOA provides a positive, interactive, and academically rigorous environment for students while allowing them flexibility in their schedule. GOA courses connect students to specific topics of interest in a globally connected classroom. GOA courses are available to students in Grades 11 & 12 with approval from their Counselor and the High School Principal.

### Independent Study

Independent study credit may be earned by students in Grades 11 and 12 under the following conditions that the proposed study:

- May not be substituted for an existing and/or required course, unless unavoidable scheduling conflicts arise;
- Will have no more than one full credit of independent study may be counted towards credit requirements for graduation;
- Must be submitted in writing to the Assistant Principal and/or Principal.
- The proposal must be detailed, specific, and approved by the Assistant Principal and/or the Principal in order to be awarded credit.

## NON-DEPARTMENTAL ELECTIVES

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### Decoding Media in the Digital Age

Grades: 9,10,11,12

Subject Area/ Course credit:

Prerequisites: None

This course explores the impact of media and digital platforms on daily life, teaching students to analyze news, social media, and advertising with a critical lens. Students will identify bias, misinformation, and persuasive techniques through discussions, readings, and practical activities. Emphasizing responsible media consumption and content creation, this course empowers students to navigate the digital world thoughtfully and ethically.

### AP Seminar

Grade: 11,12

Subject Area / Course credit: English, 1.0 credit

Prerequisite: teacher recommendation or successful completion of English 10

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

### IB Core / Theory of Knowledge

Grade: 11,12

Subject Area/ Course credit: Theory of Knowledge, 0.5 credit

Prerequisite: None

The IB Core is a compulsory two-year course for all IB Diploma students. The objectives are for students to understand the interconnectedness of the Theory of Knowledge, Creativity Activity and Service (CAS), and Extended Essay work whilst constructing knowledge in these components. Students critically examine the knowledge claims and ways of knowing in various academic disciplines. With the completion of short and long-term projects, including sustained, independent research, students will learn how to initiate, plan, complete, and reflect on their process and work. All three objectives align with the IB Theory of Knowledge, CAS and EE.

## Self-Directed Studies

Grade: 11, 12

Subject Area/ Course Credit: None

*\*Enrollment conditional upon meeting eligibility requirements.*

Self-Directed Studies is a block of time allocated during the school day for Grade 11 or 12 students to complete school related-tasks which may include but are not limited to homework, teacher or counselor meetings, project or study group meetings, assessment make-ups. Students are asked to work in the Student Life Center during this time and are expected to use their time wisely, maintain a quiet and productive work environment while respecting the needs of the other students in the space. *Note: Students who wish to still participate in an Ensemble course, and also need periodic Directed Studies time can enroll in one of the Band or Choir Ensembles and share their time with directed studies.*

## STUDENT SUPPORT

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### Learning Lab

Grade: 9, 10, 11, 12

Subject Area / Course credit: Student Support, No Credit

Prerequisite: Student Support Team (SST) recommendation

In Learning Lab, students will develop essential executive functioning skills to help them achieve their educational goals, aligning with the Approaches to Learning (ATL) skills. Students will also receive explicit instruction in targeted key curriculum areas. Instruction will be delivered through guided practice, step-by-step modelling to introduce or reinforce new concepts. Through this targeted support, students will:

- Strengthen their study strategies, organizational skills, time management, goal-setting, and reflection to manage their coursework effectively.
- Build self-awareness to better understand their learning styles and areas for growth.
- Develop self-advocacy skills to communicate their needs and seek appropriate support.
- Gain independence by applying strategies that foster academic confidence and success.

Students will work in small groups with Student Support teachers, who will guide them in developing personalized strategies for success in their content classes. Learning Lab is scheduled in place of an elective, and while students do not receive credit, the skills they gain will support their long-term academic growth.