



المدرسة العالمية الأمريكية  
UNIVERSAL AMERICAN SCHOOL  
FESTIVAL CITY

 **Al-Futtaim**  
Education Foundation



# HIGH SCHOOL

## COURSE DESCRIPTION GUIDE

### 2023/24

DRIVEN BY KNOWLEDGE,  
INSPIRED BY SUCCESS.

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Al-Futtaim Education Foundation

## OUR VISION

To be the leading American  
international school  
in the region

## OUR MISSION

To nurture a community  
of integrity and  
academic excellence

## OUR VALUES

Belonging, Curiosity,  
Resilience, Empathy

# DEAR UAS STUDENTS AND FAMILIES,

We are excited to share with you our course offerings for the 2023-2024 school year. For next school year we have been able to expand our course offerings, including the addition of several more Advanced Placement classes for our American track students. The offerings in this guide were developed with the diverse needs and goals of our learners in mind. Each of these courses are organized around American or IB Diploma Programme standards, with learning experiences and assessment tasks that grow knowledge, support understanding of concepts, and develop skills.

The UAS mission is to nurture a community of integrity and academic excellence. For our students, moving towards academic excellence starts with the thoughtful selection of their graduation pathway and the courses along the way. Please read this guide carefully so that you can make the best choices for your future. We encourage you to ask questions and seek guidance from our Academic Support Team to ensure that the courses you select will support you in reaching your college and career goals.

During the weeks of 10 – 21 April, our Academic Support Team will be available to counsel students in their course selections. Please take advantage of this opportunity and set a time to meet, discuss your goals and receive guidance and support.

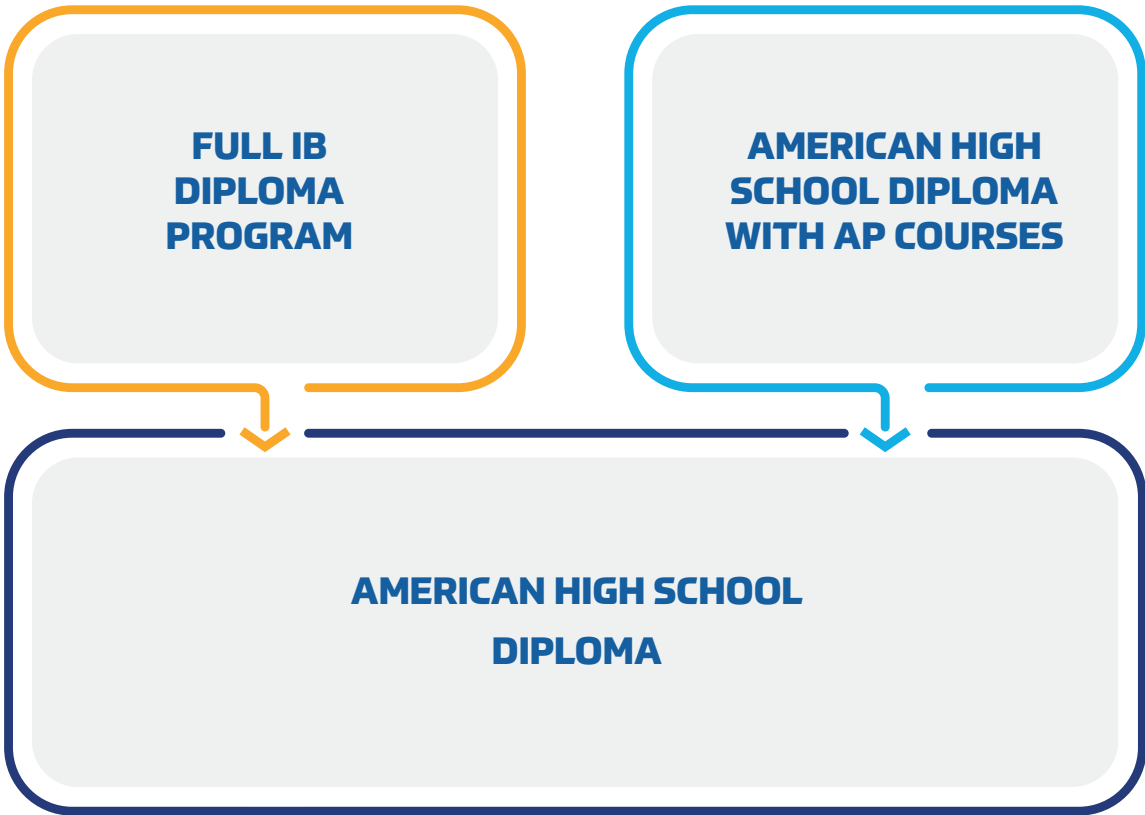
Best regards,  
The UAS Secondary  
Leadership Team

## Graduation Requirements

Universal American school (UAS) is an international US curriculum IB school that encourages students to embody the IB learner profile and become internationally minded people. The curriculum offers students a comprehensive, personalized, and rigorous program of study that prepares them for life after UAS. Our field of study includes a balance of academic and practical subjects to best challenge, inspire and nurture our students allowing them to develop their abilities and interests.

MINIMUM CREDITS REQUIRED FOR GRADUATION	
English	4
Math	4
Science <i>(must include physics)</i>	4
Humanities	3
Physical/Health Education	2
Global Language <i>(will include 1 credit of Arabic B in grade 9 and 4 credits of Arabic for Arab passport holders)</i>	2
Creative Arts	.5
Islamic Studies <i>(for Muslim students)</i>	2
Elective Credits	2.5 - 4.5
Total	24

# PATHWAYS TO GRADUATION



To be granted equivalency of a UAS Diploma by the UAE Department of Education, students must successfully complete one of the above pathways.

## UAS American High School Diploma

Students not undertaking the full IB diploma in Grades 11 and 12 are able to take UAS high school diploma courses. These courses were developed in recognition of the diverse needs and career paths of our student body. The high school courses, alongside AP classes, are ideal for students seeking greater specialization and are looking for a more flexible program than offered by the full IB diploma.



# Advanced Placement (AP) Courses

The Advanced Placement® (AP) enables willing and academically prepared students to pursue college-level studies while still in high school. AP courses are modeled after comparable introductory level university courses and culminate in a standardized college-level assessment or AP Exam. AP Exams are given in May each year at testing locations worldwide.

AP courses are rigorous courses and require students to meet prerequisites in order to register for these courses. Specific prerequisites for each course can be found alongside the course description in this booklet. It is important to recognize that students registering for these courses must sit the AP exam for the course in May.

**\*Note: Students must choose two or more AP courses on their path to graduation.**



# The IB Diploma Programme (IBDP)

The IB Diploma Programme (IBDP) is a two-year programme. Recognized internationally as a qualification for university entrance, it also allows students to fulfill the requirements of their national education system. Students share an educational experience that emphasizes critical thinking as well as intercultural understanding and respect for others in the global community.

In order to gain access to the full IB Diploma at UAS students are required to study six (6) subjects from the IB Diploma Program Model, these courses are listed in grey throughout the course description guide.

- ➔ Three (3) subjects must be studied at Higher Level (HL)
- ➔ Three (3) subjects must be studied at Standard Level (SL)

## IBDP CORE

- ➔ Theory of Knowledge
- ➔ Creativity, Action, & Service
- ➔ Extended Essay
- ➔ Physical Education (PE)
- ➔ Islamic Studies (Muslim students only)

**\*Note: Students must enroll in the full IB Diploma Programme. Certificates in individual subjects areas are not available.**





# Comparison of AP and IBDP

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 Grade 10, 11 and 12. The AP world to pursue university level studies while still in high school, with the opportunity to earn credit or advanced placement in U.S universities.	Overview	The IB Diploma is for students in Grade 11 and 12. It is designed for students who have an 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.
The AP curriculum for each subject area is created and university level education 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 curriculum.	Syllabus	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 at UAS typically pursue two AP courses per year. A student’s course selection is flexible and each student’s schedule is created to ensure he/she meets our graduation requirements. The AP Program enables students to specialize in a subject area and take a number of courses in that area.	Required Classes	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)

ADVANCED PLACEMENT	ASPECT	INTERNATIONAL BACCALAUREATE
Examination 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 multiple-choice questions. The second part of the exam consists of free response questions, such as essays, solution to problems, or oral responses. Exams are scored by appointed university professors and experienced AP teachers.	Assessment Overview	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 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 presentation, practical work or written work. Internal assessment accounts for 20% to 50% of the score awarded for each subject. These are scored by teachers in the school and moderated by IB examiners.
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.	Assessment Scoring	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.
20,000 schools worldwide offer the AP Program, more than 1,400 of those schools are outside the United States in 123 countries. In 2022, more than 125,000 AP exams were taken by more than 60,000 students outside the United States.	Participation	There are currently 2,932 authorized IB Diploma schools in 150 different countries. In 2022, over 113,732 completed the full IB Diploma.
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. Merit based scholarships may be offered to students completing the AP Capstone Diploma.	University Recognition	Global, 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. Merit based scholarships may be offered to students completing the IB Diploma Programme.



# SCHEDULE CHANGES

Please select courses carefully! Since returning students will have opportunities in March and April to select and adjust their course requests, in August students must remain in their scheduled courses for the first two days of the school year. This allows us to assist students who are new to UAS.

Please be sure to note the following additional information related to schedule changes:

- ➔ Students must speak with a member of our Academic Support Team to request schedule changes.
- ➔ All requests must be made for educationally sound reasons and approved by the Academic Support Team.
- ➔ Any schedule change requests are subject to availability in classes. For this reason, it is important that students choose courses in March that they intend to remain in for the entire school year.
- ➔ Requests for changes must move a student from a larger section of a course to a smaller one.
- ➔ Students must speak with their parents about proposed changes.
- ➔ The add/drop period ends on the Friday of the second week of school.

# New courses for 2023-2024

At UAS, Student voice and choices are important. The following courses have been developed for the 2022-2023 academic year to expand student learning options.

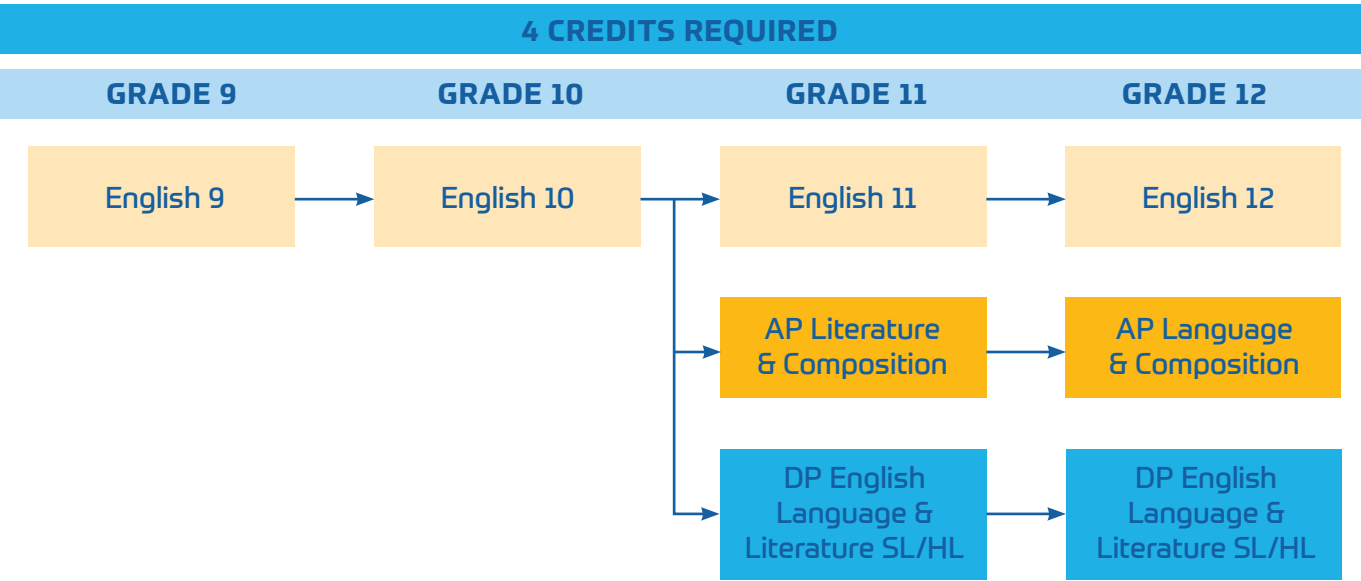
<b>ENGLISH</b> <ul style="list-style-type: none"><li>➔ AP English Literature and Composition</li></ul>	<b>MATHEMATICS</b> <ul style="list-style-type: none"><li>➔ Algebra I</li><li>➔ Geometry I</li><li>➔ Algebra II</li><li>➔ (AP) Precalculus</li></ul>	<b>SCIENCE</b> <ul style="list-style-type: none"><li>➔ AP Chem</li><li>➔ AP Physics</li></ul>
<b>HUMANITIES</b> <ul style="list-style-type: none"><li>➔ Psychology</li><li>➔ IB Psychology</li><li>➔ Sociology</li></ul>	<b>CREATIVE &amp; PERFORMING ARTS</b> <ul style="list-style-type: none"><li>➔ Advanced Art with Portfolio Building I</li><li>➔ Advanced Art with Portfolio Building II</li><li>➔ Band</li></ul>	<b>TECHNOLOGY</b> <ul style="list-style-type: none"><li>➔ Computer Science I</li><li>➔ Computer Science II</li><li>➔ AP Computer Science Principles</li></ul>

# COURSE DESCRIPTIONS 2023/2024





# ENGLISH COURSE OFFERINGS



## English Course Descriptions

### ENGLISH 9

Grade: 9

Length/Credit: 1 year/1.0 credit

Prerequisite: None

English 9 is a literature and language course designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in academic programs and in their daily lives. Investigating the thematic concepts of coming of age, students will study a variety of texts including novels, informational articles, short stories, historical articles, poetry and dramas. From the readings, students will gather evidence from texts and incorporate it in written and oral responses. Students will be experimenting with more varied and complex writing including argumentative, explanatory, and narrative writing.

### ENGLISH 10

Grade: 10

Length/Credit: 1 year/1.0 credit

Prerequisite: English 9

English 10 is a one year course which explores culture and cultural perspectives. Students not only examine how we communicate and interact effectively, but also how culture impacts our understanding and world views. Critical, analytical and thinking skills will be developed through the study of a variety of fiction and non-fiction texts from a variety of cultures ranging from graphic novels, slam poetry, memoirs, speeches, political cartoons to Shakespeare's The Taming of the Shrew. The goal of English 10 is to refine the skills students need for the study of English so that at the end of the year, students will be able to understand and express ideas with clarity, coherence, conciseness, precision and fluency in a range of situations.

### ENGLISH 11

Grade: 11

Length/Credit: 1 year/1.0 credit

Prerequisite: English 10

The theme for this English 11 course is Monsters vs Heroes. It is a one year course that explores monstrosities and the heroes that try to vanquish them. Through studying a variety of fiction and non-fiction texts, the students will analyze what truly creates the friend and the foe. What began with Beowulf and continues today with Marvel's Avengers, the dynamic between good and evil has developed according to the historical period in which they were written, and students will study this symbiotic relationship. Students will not only closely analyze these characters and the times that created them, but will also respond to these relationships through analytical and creative writing.

### ENGLISH 12

Grade: 12

Length/Credit: 1 year/1.0 credit

Prerequisite: English 11

This reading, writing, listening, and speaking course takes a collaborative approach to learning about and responding to multicultural themes in complex fictional and nonfictional texts as well as multimedia within the United States and abroad. The instructional focus of the course is on critical reading, writing, and thinking strategies to help students build comprehension and develop their writing skills (GDOE, Littell 2004). Students frequently engage in inquiry-based discussions and research controversial political and sociocultural issues such as race, ethnicity, class, and war often illuminated in literature. The ultimate goal is to ensure that all students obtain the academic rigor that will prepare them for graduation, college, and career. All throughout the course, students are expected to formally and informally demonstrate mastery of these standards.

### ADVANCED PLACEMENT COURSE OFFERINGS

Prior preparation is required in the form of a summer assignment, to be completed over the summer and submitted electronically two weeks prior to school starting. Information and details regarding the requirements of this assignment will be provided to students before they leave school for the summer.

### AP ENGLISH LITERATURE AND COMPOSITION

(Offered on rotation every even year)

Grade: 11, 12

Length/Credit: 1 year/1.0 credit

Prerequisite: English 10, special permission

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### AP ENGLISH LANGUAGE AND COMPOSITION

(Offered on rotation every even year)

Grade: 11, 12

Length/Credit: 1 year/1.0 credit

Prerequisite: English 10, special permission

AP English Language and Composition is designed to be the equivalent of an introductory English course at an American university. Through an emphasis on prose works, students

become skilled readers of a wide variety of nonfiction texts. Students become adept at writing rhetorical analysis and argumentative essays, including those that synthesize arguments from other sources. The goal of the course is to develop mature, discerning readers and writers with a strong awareness of how an author's rhetorical choices interact with purpose and audience.

### INTERNATIONAL BACCALAUREATE COURSE OFFERINGS

Please see page 22 for full IB course descriptions.

Please note that IB courses are only available to enter as a Grade 11 student.

### IB ENGLISH A LANGUAGE AND LITERATURE SL/HL

Grade: 11 & 12

Length/Credit: 2 years/2.0 credits

Prerequisite: English 10





# Arabic course descriptions

All students are required by the Ministry of Education to take Arabic through Grade 9.

Arab passport holders are required to have Arabic A all 4 years of high school.



## ARABIC A 9 OR ARABIC A 9 - ADVANCED

Grade: 9

Length/Credit: 1 year/1.0 credit

Students are expected to meet the Ministry of Education Standards applied for Arabic native speakers which is focusing on studying topics in Arabic grammar, analyzing texts, Arabic literature reading, writing different topics and for multiple purposes, such as; letters, reports, persuasive essays, literary response and other types. The course will help students in developing language skills: speaking, listening, writing and reading comprehension. The curriculum is distributed in 6 units with a literature base model: Poetry, theatre, short stories, novels and non- literary prose. This will expose students to the different types of literature with a focus on one type each unit. The students are expected to look at the explicit and implied meaning in the text in the literature and to explore the elements of beauty and strength in Arabic literature. Students will study poems from famous poets such as Mahmoud Darwish and authors such as Zakaria Tamer.

## ARABIC A 10 OR ARABIC A 10 - ADVANCED

Grade: 10

Length/Credit: 1 year/1.0 credit

Students are expected to meet the Ministry of Education Standards applied for Arabic native speakers. The course is designed to expose students to different types of literary and non-literary texts. The course is focusing on language skills: speaking, writing, listening and reading comprehension. Students are expected to learn the analyzing skills and to write analytical essays by looking at the text features and how it is affecting the audience. Students will study deeply implied and explicit meanings in the text, looking for rhetorical language used, writing techniques, elements of the plot, features of novels and stories. Students will study classical Arabic poems and compare it with new Arabic styles of poetry. This course will prepare students to take IB Arabic A Standard or Higher level, or Grade 11 with Arabic ministry standards applied. Through higher order thinking skills, students will be to analyze literary texts and are expected to write a literary response based on literature.

## ARABIC A 11

Grade: 11

Length/Credit: 1 year/1.0 credit

Students who are enrolled in this course are expected to follow the Ministry of Education Standards for Grade 11. Students will be exposed to different types of authentic Arabic literature developing their analytical skills. The curriculum is focusing on reading literary and non-literary prose, with a focus on the language skills, Arabic grammar, and rhetorical meaning in the text. Students will be able to study the language of the different texts and looking for implied meanings, also they will connect the context with the text and make comparisons between different texts. Students are expected to study Arabic Biographies, short stories, novels, poetry, plays for famous authors such as Nizar Qabbani and Ghassan Kanafani, looking for text features and how it affected the audience. Students will develop their writing skills, and they are expected to develop written essays of words through different types, using their proficiency in grammar and spelling.

## ARABIC A 12

Grade: 12

Length/Credit: 1 year/1.0 credit

Students who are enrolled in this course are expected to follow the Ministry of Education Standards for Grade 12. Students will be exposed to different types of authentic Arabic and translated literature developing their analytical and critical thinking skills. Students will learn how to evaluate the author's style of writing, using accurate language to describe how the text is able to affect the audience. Students will study poems from different periods, looking for Jahili literature, Andalus, Abbasi and new poetry style. Students will study novels, short stories and biographies looking for writing techniques, text features, elements of plot and compare texts with each other looking for similarities and differences. Students will learn how to write historical reports, analytical essays, literary response and narrative/ descriptive essays using their language proficiency in grammar and spelling.

### INTERNATIONAL BACCALAUREATE COURSE OFFERINGS

Please see page 22 for full IB course descriptions. Please note that IB courses are only available to enter as a Grade 11 student.  
Arabic A will count towards Global Language credit.

## IB ARABIC A LANGUAGE AND LITERATURE SL/HL

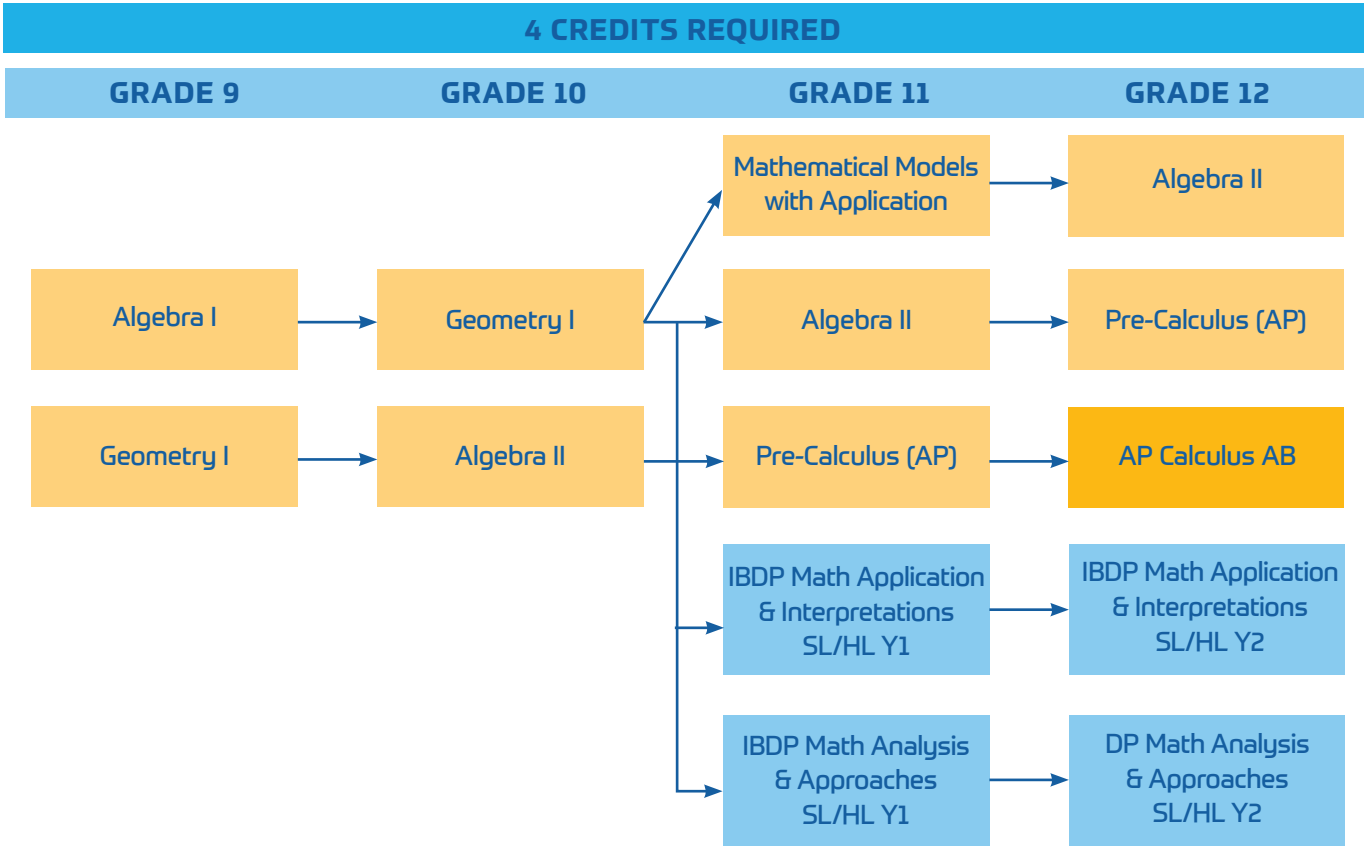
Grade: 11 & 12

Length/Credit: 2 years/2.0 credits



# MATHEMATICS COURSE OFFERINGS

All students are required to have a TI-nSpire graphing calculator.



**ALGEBRA I**  
**Grade: 9**  
Length/Credit: **1 year/1.0 credit**  
Prerequisite: **None**  
In grades k-8, algebraic reasoning is just one of many mathematical strands studied by students. In this Algebra I course students build on that prior learning with a more focused study of algebraic patterns and representations. This course develops students' ability to think algebraically and reason symbolically. The primary focal points in Algebra I include the study of linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology to model mathematical situations to solve meaningful problems.

**GEOMETRY**  
**Grade: 10**  
Length/Credit: **1 year/1.0 credit**  
Prerequisite: **Algebra I**  
Through elementary and middle school, students explored shapes and measurement related to geometric relationships. In this Geometry course students extend their previous studies to develop more formal arguments and proofs around geometric properties and relationships. Students learn how to communicate about observed relationships in geometric contexts. Explorations include coordinate and transformational geometry, logical arguments and constructions, proof and congruence, figures and their properties, similarity, trigonometry, and probability. Students will use tools to acquire and demonstrate new understandings.

**ALGEBRA II**  
**Grade: 11**  
Length/Credit: **1 year/1.0 credit**  
Prerequisite: **Algebra I, Geometry**  
In this course students build on their knowledge from Algebra I to broaden their understanding of functions and extend previous work with systems of equations and inequalities. In previous coursework, students have only worked with three main function families: linear, quadratic and exponential. Algebra II expands on these three functions and broadens students' exploration of patterns with the study of additional functional relationships, including logarithmic, square root, cubic, absolute value, and rational functions. Students will study transformations and inverses of these functions, as well as using the functions in data analysis.

**PRE-CALCULUS (AP)**  
**Grade: 11, 12**  
Length/Credit: **1 year/1.0 credit**  
Prerequisite: **Algebra II**  
This course deepens students' mathematical understanding and fluency with algebra and trigonometry, and extends their ability to make connections and apply concepts and procedures at higher levels. This is done through a study of numerous functional relationships, including polynomial, rational, power (including radical), exponential, logarithmic, trigonometric, and piece wise defined functions. Students analyze the characteristics and behaviors of these functions. Topics also include conic sections, their properties, and parametric representations; sequences and series; and using vectors to model physical situations. Pre-Calculus is designed to prepare students for the study of calculus, whether taken in high school or at the college setting. Students may elect to take the AP Pre-calculus exam at the end of the course.

**MATHEMATICAL MODELS WITH APPLICATION**  
**Grade: 11**  
Length/Credit: **1 year/1.0 credit**  
Prerequisite: **Algebra I, Geometry**  
This course is designed to build on knowledge from prior math courses. Students learn to apply mathematics to areas such as personal finance, engineering, fine arts, and social sciences. Real-life application problems are solved and modeled using a variety of algebraic tools and technology.

**ADVANCED PLACEMENT COURSE OFFERINGS**  
Prior preparation is required in the form of a summer assignment, to be completed over the summer and submitted electronically two weeks prior to school starting. Information and details regarding the requirements of this assignment will be provided to students before they leave school for the summer.

**AP CALCULUS AB\***  
**Grade: 12**  
Length/Credit: **1 year/1.0 credit**  
Prerequisite: **Pre-Calculus, special permission**  
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology

**INTERNATIONAL BACCALAUREATE COURSE OFFERINGS**  
Please see page 25 for full IB course descriptions. Please note that IB courses are only available to enter as a Grade 11 student.

to help solve problems, experiment, interpret results, and support conclusions. Students enrolling in an AP course are required to take the AP exam in May for possible university credit.

**IB APPLICATION AND INTERPRETATIONS SL/HL**  
**Grade: 11 & 12**  
Length/Credit: **2 years/2.0 credits**  
Prerequisite: **Integrated Math II**  
Placement will be evaluated based on their CAT4, MAP, and internal grade achievement.

**IB ANALYSIS AND APPROACHES SL/HL**  
**Grade: 11 & 12**  
Length/Credit: **2 years/2.0 credits**  
Prerequisite **SL: Integrated Math II**  
Prerequisite **HL: Accelerated Math II or Integrated Math III**

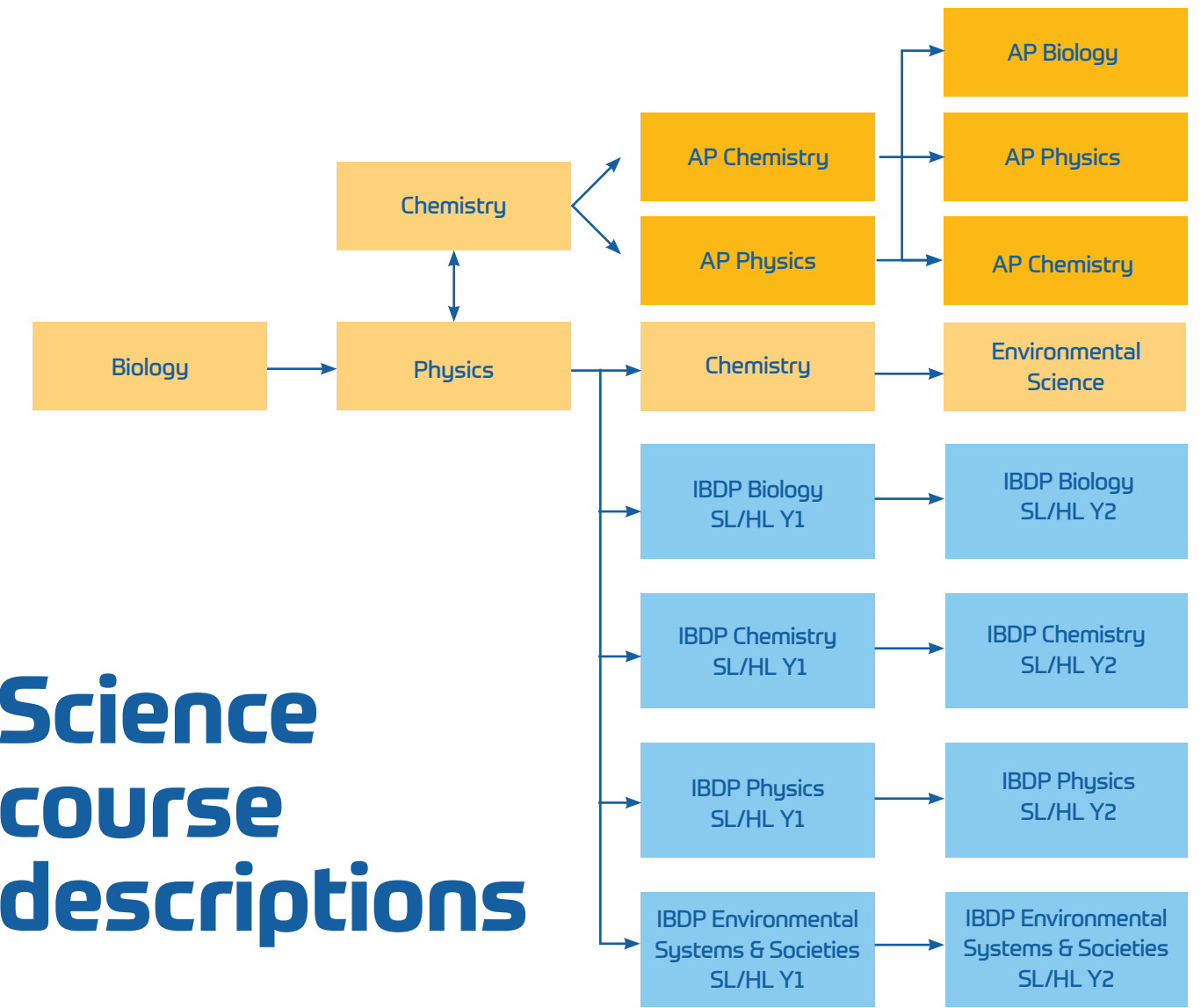




# SCIENCE COURSE OFFERINGS

All students are required to have a TI-nSpire graphing calculator.

4 CREDITS REQUIRED			
GRADE 9	GRADE 10	GRADE 11	GRADE 12



## Science course descriptions

**BIOLOGY**  
**Grade: 9**  
**Length/Credit: 1 year/1.0 credit**  
**Prerequisite: None**  
 Biology is a laboratory science course with an emphasis on the scientific method and the fundamental principles of biology. In this course, a range of phenomena on Earth motivate the investigation of fundamental principles in biology. Ecosystems are the central theme used to cover topics including: climate change, photosynthesis and respiration, evolution, genetics, and life processes. The NGSS science practices will be integrated throughout the course, with a focus on practical applications of biology. Success in this course will be evaluated by demonstrating content knowledge and implementation of lab practicals. This course can be used as a prerequisite for either the IB or American curriculum science courses.

**PHYSICS**  
**Grade: 10 (Required for MOE Diploma Equalization)**  
**Length/Credit: 1 year/1.0 credit**  
**Prerequisite: Grade 9 Science Course**  
 Physics is a laboratory science course with an emphasis on the scientific method and the fundamental principles of physics. The course is designed to provide students with a foundation for the further study of biology, chemistry and advanced science courses. Topics to be covered include: forces and motion, energy conservation, nuclear processes, waves and electromagnetic radiation, and origin of the stars and the universe. The NGSS science practices will be integrated throughout the course. Success in this course will be evaluated by demonstrated content knowledge and implementation of lab practicals. This course can be used as a prerequisite for either the IB or American curriculum science courses. Successful completion of this course is required for a UAE diploma.



CHEMISTRY

Grade: 11, 12, OR Grade 10 as an elective

Length/Credit: 1 year/1.0 credit

Prerequisite: Integrated Math I

Chemistry is a laboratory science course with an emphasis on the scientific method and the fundamental principles of Chemistry. In this course, a range of phenomena on Earth motivate the investigation of fundamental principles in chemistry. Climate change is the central theme used to cover topics including: combustion, thermodynamics, matter, chemical reactions, and ocean acidification. The NGSS science practices will be integrated throughout the course. Success in this course will be evaluated by demonstrating content knowledge and implementation of lab practicals. This course can be used as a prerequisite for either the IB or American curriculum science courses.

ENVIRONMENTAL SCIENCE

Grade: 11 or 12

Length/Credit: 1 year/1.0 credit

Prerequisite: Biology

Environmental science is a project based course that provides students with the scientific principles, concepts and methodologies needed to understand and describe the interrelationships of the natural world. Students will be able to identify and analyze environmental problems, to evaluate risks associated with these problems, and to present alternative solutions towards resolving them. These issues and problems will be looked at through the lens of the United Nations sustainable development goals. The NGSS science practices will be integrated throughout the course. Success in this course will be evaluated by demonstrating content knowledge and implementation of lab practicals.

**ADVANCED PLACEMENT COURSE OFFERINGS**  
Prior preparation is required in the form of a summer assignment, to be completed over the summer and submitted electronically two weeks prior to school starting. Information and details regarding the requirements of this assignment will be provided to students before they leave school for the summer.

AP CHEMISTRY

Grade: 11,12

Length/Credit: 1 year/1.0 credit

Prerequisite: Chemistry and Algebra II

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

**INTERNATIONAL BACCALAUREATE COURSE OFFERINGS**  
Please see page 24 for full IB course descriptions.  
Please note that IB courses are only available to enter as a Grade 11 student.

AP PHYSICS C

Grade: 11,12

Length/Credit: 1 year/1.0 credit

Prerequisite: Calculus OR be enrolled in a calculus course

AP Physics C is a two-semester, calculus-based, college-level physics course that addresses both Mechanics and Electricity and Magnetism. The Mechanics portion of the course will cover kinematics, Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. The Electricity and Magnetism topics covered include electrostatics; conductors, capacitors, and dielectrics; electrical circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course

This course requires that 25% of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students are encouraged to retain their notebooks, reports, and other materials

AP BIO

Grade: 11,12

(Offered on rotation every odd year)

Length/Credit: 1 YEAR/1.0 CREDIT

Prerequisite: BIOLOGY AND CHEMISTRY

IB CHEMISTRY SL/HL

Grade: 11 & 12

Length/Credit: 2 years/2.0 credits

Prerequisite: Biology, Physics

IB BIOLOGY SL/HL

Grade: 11 & 12

Length/Credit: 2 years/2.0 credits

Prerequisite: Biology, Physics

IB PHYSICS SL/HL

Grade: 11 & 12

Length/Credit: 2 years/2.0 credits

Prerequisite: Biology, Physics

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES

Grade: 11 & 12

Length/Credit: 2 years/2.0 credits

Prerequisite: Biology, Physics



HUMANITIES COURSE OFFERINGS

# Humanities course descriptions

## INTEGRATED HUMANITIES 9

**Grade: 9**

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

Prerequisite: **None**

The aim of the grade nine social studies curriculum is to develop student's literacy through developing communication, collaboration, reflection, organizational, research, and critical-thinking skills. The content of the course is based on the American Education Reaches Out (AERO) standards. This allows for a balanced appreciation for the events that shape our past and present using historical concepts as a framework for understanding. In this way students will investigate the history of humanity, and the history of the environment. Students will be formatively evaluated using a variety of assessment tasks, and will complete a summative assessment at the end of each unit. Units of study include: Government and people, Conflict, Imperialism, and Social Justice.

## INTEGRATED HUMANITIES 10

**Grade: 10**

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

Prerequisite: **Integrated Humanities 9**

Grade 10 Integrated Humanities 10 is a conceptually based course focused on the interrelationship between social, political, economic, and environmental factors that shape the modern world. The course examines patterns of continuity, interactions among individuals and societies, and conflicts between human and natural processes. Skills and objectives are based on American Education Reaches Out (AERO) standards and a variety of assessment methods are used including debate, written tests, and projects. ISS is broken down into five units: Population Dynamics, Development and Inequality, Industry and Trade, Human and Environmental Interactions, and The Globalized World

## BUSINESS ENTREPRENEURSHIP

**Grade: 11, or 12**

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

Prerequisite: **Integrated Humanities 9, Integrated Humanities 10**

Business, Globalization, and the International Economy blends the traditional disciplines of economics and business management. The course takes a macro and micro view of recent market trends using theory and application of both subjects through a case study approach. Students who take this course will gain a firm grasp on business and economic fundamentals as they seek to develop an entrepreneurial mindset. This course is an elective and may be useful for students who wish to study at the IB/AP level in either or both disciplines.

## PSYCHOLOGY

**Grade: 11 or 12**

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

Prerequisite: **Integrated Humanities 10**

The Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Some of the topics could include, research methods, motivation and emotion, personality, and abnormal behavior. They also learn about the ethics and methods psychologists

use in their science and practice.

## ADVANCED PLACEMENT COURSE OFFERINGS

Prior preparation is required in the form of a summer assignment, to be completed over the summer and submitted electronically two weeks prior to school starting. Information and details regarding the requirements of this assignment will be provided to students before they leave school for the summer.

## SOCIOLOGY

**Grade: 11 or 12**

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

Prerequisite: **Integrated Humanities 10**

This course provides an introduction to the fundamental concepts, theories, and methods of sociology, the scientific study of society and social behavior. Students will explore how society shapes individual behavior and identities, as well as how social structures and institutions impact the distribution of power, resources, and opportunities. Topics covered in this course may include; Socialization and identity formation, Social stratification and inequality, Race and ethnicity, Gender, Globalization and social change. Students will engage in a variety of learning activities, such as readings, class discussions, research projects, and field trips, to develop critical thinking and analytical skills. They will also learn to use sociological concepts and methods to analyze and interpret real-world social phenomena. Through this course, students will gain a deeper understanding of their own place in society and the social world around them. They will also be better equipped to engage in informed and thoughtful discussions about social issues and to contribute to positive social change.

## IB HISTORY HL/SL

**Grade: 11 & 12**

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Integrated Humanities 9, Integrated Humanities 10**

## IB BUSINESS MANAGEMENT HL/SL

**Grade: 11 & 12**

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Integrated Humanities 9, Integrated Humanities 10**

## IB ECONOMICS HL/SL

**Grade: 11 & 12**

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Integrated Humanities 9, Integrated Humanities 10**

## IB GEOGRAPHY HL/SL

**Grade: 11 & 12**

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Integrated Humanities 9, Integrated Humanities 10**

## IB PSYCHOLOGY HL/SL

**Grade: 11 & 12**

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Integrated Humanities 9, Integrated Humanities 10**

# Islamic studies

All Muslims are required to take Islamic Studies. Students holding Arabic passports will take Islamic in Arabic, and students holding foreign passports will take Islamic in English.

The Islamic Syllabus is created by Ministry of Education and the same curriculum will be taught in both courses delivered in Arabic and English

Islamic curriculum consists of six themes. These themes cover all aspects of Islamic Studies as religion. These themes are the following:

## Theme #1: Divine Revelation (Wahy).

**Standard:** Students demonstrate excellent memorisation of the Holy Quran with application of Tajweed rules. Students also demonstrate understanding and application of the Quran and Hadith.

## Theme #2: Islamic Beliefs (Aqeeda).

**Standard:** Students demonstrate awareness and belief of the foundations of the belief in Allah, His attributes, His angels, His Books, and His Messengers. Students also demonstrate an awareness of the value of the mind and the importance of thinking to reach the truth.

## Theme #3: Islamic Rulings and Their Purposes (Ahkam & Maqasid).

**Standard:** Students demonstrate knowledge of jurisprudence of worship and perform the rituals of worship correctly. Students also demonstrate knowledge of the jurisprudence of transactions and understand its impact on the community.

## Theme #4: Islamic Values and Manners (Qiyam).

**Standard:** Students demonstrate understanding and implementation of the individual and social Islamic values and manners.

## Theme #5: Biographies (Seera).

**Standard:** Students draw out the most important principles and lessons learnt from the biography of the Prophet Muhammad (Peace and blessings of Allaah be upon him). Students also show commitment to following the example of the prophetic personality and to some prominent Muslim figures who have had a positive impact on Islam and the Muslim society.

## Theme #6: Identity and Contemporary issues (Current life issues).

**Standard:** Students demonstrate pride in their own personalities, identities and homeland(s). Students show appreciation of their own heritage and culture. Students show their commitment to customs and traditions. Students show their understanding of contemporary issues and challenges.

## ISLAMIC STUDIES IN ARABIC OR ENGLISH 9

**Grade: 9**

Length and Credit: **1 year (0.50 credit)**

Prerequisite: **None**

The Islamic Education Curriculum aims to prepare students

with a solid belief in their religion and a pure soul that reflects the high values of Islam. The curriculum deals with religious topics in an integrated cohort that merges with intellectual issues and general introductions to the theoretical sciences to expand the circle of student perceptions and correct the vision of religion and life by relying on basic themes. These themes consist of Quran like Surat-ul-Hujuraat, Hadith like the seven cardinal sins, belief like the names of Allah, values like the exchanging advise in Islam, Rulings of Islam like Zakah and Prophet's biography.

## ISLAMIC STUDIES IN ARABIC OR ENGLISH 10

**Grade: 10**

Length and Credit: **1 year (0.50 credit)**

Prerequisite: **None**

The Islamic Education Curriculum aims to prepare the students who understand the reality and plans for their future in accordance with the teachings of Islam. The curriculum has focused more on developing creative and innovative thinking skills, and linking religious knowledge and concepts that students need with their contemporary lives. The topics are from five themes, Quran like Surat-ul- Kahf, Belief like the methods of thinking in Islam, Islamic rulings like Endowment, Values like the etiquette of clothing in Islam and the rulings of marriage and Prophet's biography.

## ISLAMIC STUDIES IN ARABIC OR ENGLISH 11

**Grade: 11**

Length and Credit: **1 year (0.50 credit)**

Prerequisite: **None**

The aim of the Islamic Education Curriculum is to achieve the characteristics of the student, strengthen his loyalty and belonging to his homeland, immunize them from the ideas of extremism and terrorism, develop the skills of twenty-first century, thinking skills, and achieve the requirements of sustainable developments. The curriculum includes many topics, such as: perseverance in the truth, financial contracts, scientific miracles in the Holy Quran and the sources of Islamic Sharia.

## ISLAMIC STUDIES IN ARABIC OR ENGLISH 12

**Grade: 12**

Length and Credit: **1 year (0.50 credit)**

Prerequisite: **None**

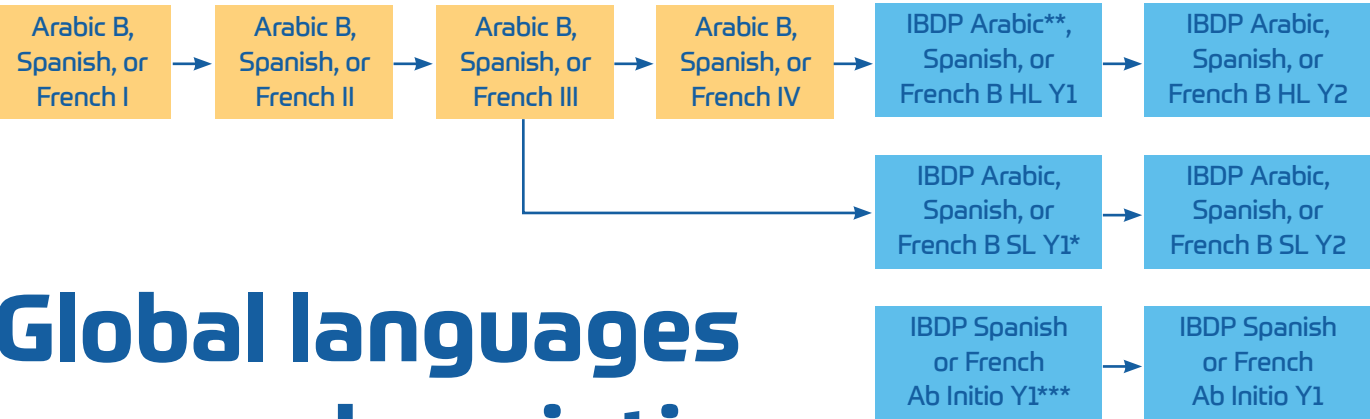
The aim of the Islamic Education Curriculum is to achieve the characteristics of the student, strengthen their loyalty and belonging to their homeland, immunize him from the ideas of extremism and terrorism, develop the skills of twenty-first century, thinking skills, and achieve the requirements of sustainable developments. The curriculum includes many topics, such as the slander against Aisha, extremism, responsibilities in Islam, the separation between spouses and the Prophet's biography.



# GLOBAL LANGUAGES COURSE OFFERINGS

These courses are designed for students who are NON-native speakers.

2 CREDITS REQUIRED - \*Arabic A courses also count towards Global Language credit



## Global languages course descriptions

### ARABIC B/FRENCH/SPANISH I

Grade: 9, 10, 11, or 12

Length/Credit: 1 year/1.0 credit

Prerequisite: None

Students perform basic functions of the French/Spanish language and become familiar with elements of Francophone/ Spanish-speaking culture. By combining language learning with cultural studies, the program broadens students' communicative skills (interpretive, interpersonal and presentational) while deepening their appreciation of the French/Spanish- speaking world. Language is acquired through a focus on everyday customs and lifestyles (e.g. literature, laws, foods, etc.). Grammar and vocabulary are emphasized throughout the course.

### ARABIC B/FRENCH/SPANISH II

Grade: 9, 10, 11, or 12

Length/Credit: 1 year/1.0 credit

Prerequisite: Arabic B, French or Spanish I

The one year course is designed to use the students' previous knowledge of Arabic, French, and Spanish to expand on the language, grammatical and cultural aspects of the beginner/pre-intermediate courses. The texts studied will be more complex and students will be expected to express themselves in detail using a range of language. Course content is framed by the NYSS & ACTFL 5 Cs of Language Learning: Communication, Culture, Connections, Comparisons and Communities, where appropriate. Students will study the following topics: Cultural Awareness, Health, Environment and Travel.

### ARABIC B/FRENCH/SPANISH III

Grade: 9, 10, 11, or 12

Length/Credit: 1 year/1.0 credit

Prerequisite: Arabic B, French or Spanish II

The Advanced course is designed to use the students' previous knowledge of the target language to expand on the language, grammatical and cultural aspects of the previous courses. The texts studied will be more complex and

students will be expected to express themselves in detail using a range of language. Course content is framed by the NYSS & ACTFL 5 Cs of Language Learning: Communication, Culture, Connections, Comparisons and Communities, where appropriate. Students will study the following topics: Entertainment, School & University Historical events of the target country, future plans, and holidays.

### ARABIC B/FRENCH/SPANISH IV

Grade 9, 10, 11, or 12

Prerequisite: Arabic B, French, or Spanish III

This Advanced course will build on students' previous knowledge of the target language and will focus on honing their speaking, listening, and writing skills. Students will become increasingly fluent in the target language and will demonstrate a high level of appreciation for the nuances of the language.

### INTERNATIONAL BACCALAUREATE COURSE OFFERINGS

Please see page 22 for full IB course descriptions. Please note that IB courses are only available to enter as a Grade 11 student.

### IB SL/HL LANGUAGE B -- STUDENTS CHOOSE ONE: FRENCH, SPANISH, OR ARABIC

Grade: 11 & 12

Length/Credit: 2 years/2.0 credits

Prerequisite: demonstrates proficiency at the French or Spanish III level

### IB LANGUAGE AB INITIO-- STUDENTS CHOOSE ONE: FRENCH OR SPANISH

Grade: 11 & 12

Length/Credit: 2 years/2.0 credits

Prerequisite: NONE-students should have little to no prior experience

## Creative arts course descriptions

### MUSIC TECHNOLOGY - REPEATABLE FOR CREDIT

Grade: 9, 10, 11, or 12

Length/Credit: 1 year/1.0 credit

Prerequisite: None

This course is designed for students who have an interest in music production and engineering using a Digital Audio Workstation (DAW). Students will learn several concepts throughout the course, including MIDI programming, keyboard skills, recording, sampling, synthesis, and basic mixing. Students will work independently and in groups in order to complete creative musical projects that demonstrate their mastery of concepts.

### BAND - REPEATABLE FOR CREDIT

Grade: 9, 10, 11, or 12

Length/Credit: 1 YEAR/1.0 CREDIT

Prerequisite: NONE

The focus of this class is for students to select a band instrument (such as guitar, drum set or vocals) and will develop their skills to form small bands with their peers. As necessary, students will be divided by experience and skill level within the class to develop their skills and learn repertoire chosen by members of the class and the Ensemble Director. All inspiring instrumentalists and vocalists are welcomed.

### ART AND DESIGN I

Grade: 9, 10, 11, or 12

Credit/Length: 1 year/1.0 credit

Prerequisite: None

Art and Design I is an introductory studio course providing learners with experience in a variety of media. This course provides learners with a foundation in drawing, 2-D and 3-D

design, painting, printmaking, and ceramics. Critical analysis, historical and cultural references, and personal expression are an ongoing part of this course. Learners will complete a sketchbook assignment each week for homework in addition to in-class work.

### ART AND DESIGN II

Grade: 10, 11, or 12

Credit/Length: 1 year/1.0 credit

Prerequisite: Art I

Art and Design II is designed to further develop the skills, knowledge and understandings introduced in Art I. Learners will explore increasingly complicated and challenging processes and media with an emphasis on concepts and global issues. This course will prepare learners to enter the Portfolio classes or IB Visual Arts. Critical analysis, historical and cultural references, independent research and personal expression are an ongoing part of this course. Learners will research and develop independent projects to enter in competitions. Learners will complete a sketchbook assignment each week for homework in addition to in-class work.

### ADVANCED ART WITH PORTFOLIO BUILDING I & II

Grade: 11, 12

Credit/Length: 1 year/1.0 credit

Prerequisite: Art II

Advanced Art with Portfolio Building I & II is a highly independent course that will allow the learner to find their style and voice using their extensive foundation of art knowledge and practice to prepare students for success to build an art portfolio. The course will allow learners to research and develop their own assignments according to their influences. The course will conclude with a final





exhibition of all their work created throughout the year.

**DRAMA I**

Grade: 9, 10, 11, or 12

Length/Credit: **1 YEAR/1.0 CREDIT**

Prerequisite: **NONE**

This course offers an introduction and exploration of the techniques employed in acting. Students will develop the skills for proper use of voice, body, space in a creative process as actors. Students will participate in theatre games and activities to develop creativity, collaboration, memorization, and exploration. They will perform monologues, pair, and group scenes, while understanding their characters' personality and motivations, and the message of the scene. This course is suitable for those interested in performing arts who have little experience in them or feel the need to go to the basics of acting.

**DRAMA II**

Grade: 9, 10, 11, or 12

Length/Credit: **1 YEAR/1.0 CREDIT**

Prerequisite: **DRAMA I OR AUDITION**

This course offers a more detailed study and practice of theatre practitioners and techniques. Students will learn to select scenes according to the intended message, continue developing their acting skills as well as collaboration and creative thinking skills. They will perform monologues, pair, and group scenes to present to small audiences. This course is suitable for those who have already participated in Drama classes and wish to continue enhancing their skills and knowledge.

**ADVANCED ACTING**

Grade: 10, 11, or 12

Length/Credit: **1 YEAR/1.0 CREDIT OR 1 YEAR/0.5 CREDIT**

Prerequisite: **DRAMA II OR DRAMA I AND AUDITION**

This course offers experiences performers to apply research and theory in the exploration of a theatre practitioner of their choice, individually and collaboratively as an ensemble. Students will analyze theatre, practices and human expression through their own lens, their community and the world to devise unique theatrical creations and enhance their acting skills

**THEATER PRODUCTION**

Grade: 9, 10, 11, or 12

Length/Credit: **1 YEAR/1.0 CREDIT OR 1 YEAR/0.5 CREDIT**

Prerequisite: **DRAMA II OR DRAMA I AND AUDITION**

Prerequisite: None. Being a producer does not require being a performer.

This course offers students an overall view and practice of a complete Production. Students will explore the skills required in event productions. They will study the elements of stage management, set design, props and wardrobe design. They will then dive into project and production management, from understanding an event identity, to artist management and budget. Students are required to have a mature and professional attitude and strong commitment. They will be involved as the production team in several of the school events: Fringe Festival, musicals, plays; as well as participate out of school shadowing or volunteering in events in which they can practice their learned skills in real life scenarios.

**ADVANCED PLACEMENT COURSE OFFERINGS**

Prior preparation is required in the form of a summer assignment, to be completed over the summer and submitted electronically two weeks prior to school starting. Information and details regarding the requirements of this assignment will be provided to students before they leave school for the summer.

**IB SL/HL VISUAL ART**

Grade: 11 & 12

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Art II**

**IB SL/HL MUSIC**

Grade: 11 & 12

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Two years of Band or Choir or teacher recommendation**

**IB SL/HL THEATRE**

Grade: 11 & 12

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Drama II or teacher recommendation**

**INTERNATIONAL BACCALAUREATE COURSE OFFERINGS**

Please see page 26 for full IB course descriptions. Please note that IB courses are only available to enter as a Grade 11 student.



# Technology and design

**COMPUTER SCIENCE I**

Grade: 9

Length/Credit: **1 YEAR/1.0 CREDIT**

Prerequisite: **NONE**

The aim of the course is to challenge all students to apply practical and problem-solving skills to develop IT systems and solutions that would benefit the individuals or the society. In addition, the course aims to raise students' awareness of the significance of using and misusing IT systems. The course will also enable students to master skills in a variety of open source software as well as the latest application software. Students will also learn how to program using Python.

**COMPUTER SCIENCE II**

Grade: 10

Length/Credit: **1 YEAR/1.0 CREDIT**

Prerequisite: **COMPUTERS I**

The aim of the course is to continue to challenge students to apply practical and problem-solving skills to further develop IT systems and solutions that would benefit individuals or the society. In addition, the course aims to continue to

raise students' awareness of the significance of using and misusing IT systems. The course will further enable students to master skills in a variety of open source software as well as latest application software and support continued learning using Python to further develop programming skills.

**ADVANCED PLACEMENT COURSE OFFERINGS**

Prior preparation is required in the form of a summer assignment, to be completed over the summer and submitted electronically two weeks prior to school starting. Information and details regarding the requirements of this assignment will be provided to students before they leave school for the summer.

**AP COMPUTER SCIENCE PRINCIPLES**

(Offered on rotation each even year)

Grade: 11 or 12

Length/Credit: **1 YEAR/1.0 CREDIT**

Prerequisites: **COMPUTERS II**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

**AP COMPUTER SCIENCE A**

(Offered on rotation each odd year)

Grade: 10, 11 or 12

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

Prerequisites: **Introduction to Computer Programming, AP Computer Science Principles, or special permission**

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. AP Computer Science A introduces students to college-level computer science through programming. The course emphasizes object-oriented programming, problem-solving, and design using the Java programming language. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, development and implementation of algorithms to process data and discover new information, analysis of potential solutions, as well as, ethical and social implications of computing systems.





# Physical & health education course descriptions

## PE AND HEALTH A

Grade: 9 & 10

Length/Credit: 1 year/1.0 credit

Prerequisite: None

By the end of the Physical Education 9 course, students will be able to create a personal connection and understanding towards the value of physical activity and working towards an active lifestyle. The students will work to refine or develop a mastery of general fundamental movement skills to achieve an overall development of physical literacy. The students will work to improve their personal and social behavior that respects self and others through a continued focus on skills application and tactical understanding that can be brought forth to sport and activity participated within and outside of school.

## PE AND HEALTH B

Grade: 9 & 10

Length/Credit: 1 year/1.0 credit

Prerequisite: None

By the end of the Physical Education 10 course, students will

be able to create a personal connection and understanding towards the value of physical activity and working towards an active lifestyle. Throughout the course, students will continue to develop a sound personal understanding of the value of physical activity. Students will also continue to develop the movement skills that are required to be physically active combined with the specific athletic skills and application of game tactics in sport play. The course will also be exploring the tactics and strategies needed to be successful in various sports that they can be a part of inside and outside the school community.

## FITNESS FOR LIFE (CO-ED)

Grade: 11 or 12

Length/Credit: 1 year/1.0 credit

Prerequisite: None

This course explores different ways students can develop the skills and habits necessary for lifetime fitness and health. Students will inquire into a variety of sports and activities that promote physical fitness. They will also learn about strategies for maintaining a healthy lifestyle and practicing self-care.

# IB course offerings

## IB DIPLOMA PROGRAMME

The IBDP offer a broad and balanced curriculum in which students are encouraged to apply what they learn in the classroom to real world issues and problems. Wherever possible, subjects are taught from an international perspective.



### THE CORE: THEORY OF KNOWLEDGE, EXTENDED ESSAY AND CREATIVITY, ACTIVITY & SERVICE

#### THEORY OF KNOWLEDGE (TOK)

TOK is a course about critical thinking and inquiring into the process of knowing, rather than learning a specific body of knowledge. The TOK course examines how we know what we claim to know. Students are encouraged to analyse knowledge claims and explore knowledge questions. A knowledge claim is an assertion, such as “We know that atoms contain protons and electrons”. A knowledge question is an open question about knowledge, such as “How reliable is scientific knowledge based on things we can’t even see?”

The assessment requirements for the course include a presentation and a 1200-1600 word essay. The essay is externally assessed by the IB, and must be on one of six prescribed titles issued by the IB. Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

#### EXTENDED ESSAY

An extended essay of 4,000 words offers students an opportunity to conduct an in-depth study of a topic of special interest. The experience and skills gained in carrying out independent research and producing a structured substantial piece of writing provide excellent preparation for research at university level. The process begins in December of Grade 11 and commences in November of Grade 12. Students choose a topic within a subject they are interested in researching and are assigned a supervisor to work with them throughout the process. Examples of “A” Extended Essays are located on the International Baccalaureate Portal Page.

#### CREATIVITY, ACTION AND SERVICE (CAS)

In conjunction with Theory of Knowledge and the Extended Essay, CAS completes the core ethos of the IB. Creativity, Activity and Service (CAS) is the opportunity to discover, value, and develop students’ own interests and talents for the benefit of oneself and the larger community. CAS is at the core of the IB as it challenges students to put academic understanding as well as personal beliefs, philosophies, and theories into concrete practice.

To fulfill this requirement, the students engage in creative endeavours, sports, expeditions, local or international projects, community or social-service projects, acquiring new skills, or other activities of their choosing outside the classroom that align with CAS values. The CAS journey commences in Year 11 and continues throughout Year 12. The CAS Project is a key feature of the CAS program, challenging students to initiate a long-term, service-oriented project which is carried out by a team of their peers over the course of one month. Developing leadership, confidence, collaboration, and compassion are benefits of the CAS Project. The holistic development supported by the CAS program creates individuals who are confident in their purpose, and are driven to put their ideas, beliefs, philosophies, and knowledge into practice.

CAS is not formally assessed. However students reflect on their CAS experience as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS.



## GROUP 1:

# Studies in language & literature

### IB ENGLISH A LANGUAGE AND LITERATURE SL/HL

**Grades: 11 & 12**

Length/Credit: **2 years, 2.0 credits**

Prerequisite: **English 10**

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

### IB ARABIC A LANGUAGE AND LITERATURE SL/HL

**Grades: 11 & 12**

Length/Credit: **2 years, 2.0 credits**

Prerequisite: **Arabic A 10**

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media. Students also are expected to meet MOE Standards through an integrated program to

## GROUP 2:

# Language acquisition

### IB SL/HL LANGUAGE B

Students choose one: **French, Spanish, or Arabic**

**Grades: 11 & 12**

Length/Credit: **2 years/2.0 credits** Prerequisite: **demonstrates proficiency at the French or Spanish III level**

Language B HL courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts.

There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Language B HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety

of topics relating to course content and the target language culture(s).

### IB LANGUAGE AB INITIO

Students Choose one: **French or Spanish**

**Grades: 11 & 12**

Length/Credit: **2 year/2.0**

Prerequisite: **NONE, students should have little to no prior experience**

Language ab initio is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language.

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

## GROUP 3:

# Individuals & society

### IB HISTORY HL/SL

**Grades: 11 & 12**

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Integrated Social Studies 9, Grade 10 level course**

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.. By the end of this course, students will be expected to understand historical knowledge in breadth and in depth.

Units of study include: Causes and Effects of 20th Century Wars, Rights and Protests in the United States of America and South Africa, The Cold War, and The Emergence of America in Global Affairs.

### IB BUSINESS MANAGEMENT HL/SL

**Grades: 11 & 12**

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Integrated Social Studies 9, Grade 10 level course**

The business management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at the local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural 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. 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.

### IB ECONOMICS HL/SL

**Grades: 11 & 12**

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Integrated Social Studies 9, Grade 10 level course**

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The DP economics course emphasizes the economic theories of microeconomics, which deals with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deals with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum; rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students’ awareness of their own responsibilities at a local, national and international level.

Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

### IB GEOGRAPHY HL/SL

**Grades: 11 & 12**

Length/Credit: **2 years/2.0 credits**

Prerequisite: **Integrated Social Studies 9, Grade 10 level course**

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety



of disciplines, helping students develop life skills and have an appreciation of, and respect for, alternative approaches, viewpoints and ideas. Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students

### IB PSYCHOLOGY HL/SL

**Grades: 11 & 12**

**Length/Credit: 2 years/2.0 credits**

**Prerequisite: Integrated Humanities 9, Integrated Humanities 10**

The DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields. The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry. Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses.

DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.



## GROUP 4: Sciences

### IB CHEMISTRY SL/HL

**Grades: 11 & 12**

**Length/Credit: 2 years/2 credits**

**Prerequisite: Biology, Physics**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st Century. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

### IB BIOLOGY SL/HL

**Grades: 11 & 12**

**Length/Credit: 2 years/2 credits**

**Prerequisite: Biology, Physics**

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students should become aware of how scientists work and



communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

### IB PHYSICS SL/HL

**Grades: 11 & 12**

**Length/Credit: 2 years/2 credits**

**Prerequisite: Biology, Physics**

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

### IB ESS SL ONLY

**Grades: 11 & 12**

**Length/Credit: 2 years/2 credits**

**Prerequisite: Biology, Physics**

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the individuals and societies or the science requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.





## GROUP 5: Mathematics

### IB APPLICATION AND INTERPRETATIONS SL/HL

**Grades: 11 & 12**

**Length/Credit: 2 years/2.0 credits**

**Prerequisite: Successful completion of Integrated Math II.**

Placement will be evaluated based on their CAT4, MAP, and internal grade achievement.

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL. The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

### IB ANALYSIS AND APPROACHES SL/HL

**Grades: 11 & 12**

**Length/Credit: 2 years/2.0 credits**

**Prerequisite: SL component: Successful completion of Integrated Math II. HL Component: Successful completion of Integrated Math III.**

Placement will be evaluated based on their CAT4, MAP, and internal grade achievement. Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL. The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.



## GROUP 6: The arts

### IB VISUAL ART SL/HL

**Grades: 11 & 12**

**Length/credit: 2 years/2.0 credits**

**Prerequisite: Art II**

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

### IB MUSIC (SL/HL)

**Grades: 11 & 12**

**Length/Credit: 2 years/2.0 credits**

**Prerequisite: Two years of Band or Choir or teacher recommendation**

The Diploma Programme Music course has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing.

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

#### The course is ideal for students who:

- are interested in both the practical and theoretical aspects of music-making
- respond to a creative approach to composition and performance
- value collaboration
- wish to experience a DP arts course
- plan to study music in university or college.

### IB THEATRE (SL/HL)

**Grades: 11 & 12**

**Length/Credit: 2 years/2.0 credits**

**Prerequisite: Drama II or teacher recommendation** Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. Students learn to apply research and theory to inform and to contextualize their work.

Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.



# AP course offerings

## Advanced Placement Program

The Advanced Placement<sup>®</sup> (AP) enables willing and academically prepared students to pursue college-level studies while still in high school. AP courses are modeled after comparable introductory level university courses and culminate in a standardized college-level assessment or AP Exam. AP Exams are given in May each year at testing locations worldwide.

### AP COURSES AVAILABLE:

AP English Language and Composition

AP Calculus AB

AP Biology

AP Computer Science A

AP English Literature and Composition

AP Precalculus

AP Chemistry

AP Physics

AP Computer Science Principles

\*Note: Descriptions for the above courses can be found in the corresponding sections of the course guide



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