

**GEMS**

أكاديمية جيمس دبي الأمريكية

Dubai American  
Academy



# HIGH SCHOOL PROGRAM OF STUDIES



# DAA High School Program - Grades 9 - 12

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## Heads of Department

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## Curriculum

The curriculum in the high school is an academically challenging pre-university program with an American school curriculum focus in grades 9 and 10. The International Baccalaureate (IB) curriculum is offered for grades 11 and 12. The course of study will lead to a US High School diploma at the end of grade 12, as well as the IB diploma for those who qualify.

To be successful, students must begin to think of career aspirations as well as educational plans for their years after high school and then set realistic goals for their academic program at Dubai American Academy.

For those students who are interested in pursuing an alternative program to the IB Diploma, AP courses are also available for credits.

In addition, students are encouraged to participate in co-curricular activities to supplement their academic program. At Dubai American Academy, it is expected that students assume responsibility for their own achievements in education while working in partnership with teacher and parent guidance.

In the 2019/20 school year, DAA offered the following AP courses: Statistics and World History. Students in the spring of each academic year will be surveyed as to which courses they are interested in pursuing.

## Class Names

The following terms are used for each class:

Grade 9	Freshman
Grade 10	Sophomore
Grade 11	Junior
Grade 12	Senior

## High School Graduation Requirements

Students enroll in courses according to graduation requirements, the student's abilities and interests, and previous educational experience. Students earn credit for the successful completion of courses. At least twenty-two (22) credits are required for graduation. It would be in the student's best interest to research universities to determine the number of credits needed for admission to that university.

### DAA Diploma with 22 Credits

English	4
Social Studies	2
Science	3
Mathematics	3
Foreign Language	2
Physical Education/Health	2
Fine Arts	0.5
Electives	5.5

### DAA Diploma with 25 credits



English	4
Social Studies	3
Science	4
Mathematics	4
Foreign Language	3
Physical Education/Health	2
Fine Arts	0.5
Electives	5.5

While most courses are one academic year in duration, courses are divided into two distinct semesters for grading purposes.

Arabic language is a required course for all 9<sup>th</sup> grade students. All students holding an Arab passport must take Arabic every semester throughout High School as per KHDA regulations.

All Muslim students are required to take Islamic Education every semester as per KHDA regulations.

## Alternative Pathways

### Program Description

The Alternative Pathways Program at DAA will offer a path to a modified American High School diploma for students that are unable to access the general education curriculum with significant modification. The general structure of this program is designed to place students in the Least Restrictive Environment.

Students in the program will have access to the following:

- Math and Literacy instruction in a self-contained classroom, using a multisensory and hands-on approach to personalized learning based on individual learning profiles.
- Instruction in all other subject areas in a fully inclusive setting, with a Special Education teacher providing co-teaching and/or consultant teaching as outlined in the student's Individualized Education Plan (IEP).

Students in the Alternative Pathways Program will participate in academic courses that are aligned with DAA curriculum standards. Additionally, they are provided with increased access to functional academics and adaptive programming. At the end of four years in the Alternative Pathways Program, students will receive a High School Completion Certificate equivalent to the 22 credits required for all students at DAA. Students will complete a full year, career-focused Math and Literacy project during Grade 11, which will lead to a full year internship in a related field.

Some of the benefits of this program for both the student and the school include:

- increased student independence and self-reliance
- increased student self-esteem
- increased academic growth
- improved college and career readiness for individual post-secondary goals
- decreased dropout rates



## Pre-Requisites

A prerequisite is required before a course can be taken. Examples of prerequisites may include a course, skill level, minimum grade, experience or instructor approval. Prerequisites are listed in course descriptions, and students should be aware of them when making course selections. Course descriptions also include required materials, if applicable, that need to be purchased in order to successfully complete the course objectives.

## Course Selection

Each spring, students choose courses for the following academic year. Counselors introduce the course selection process by speaking to students in each grade level about requirements, the overall process and best strategies for selecting courses.

Before selecting new courses, students are encouraged to complete the 4-Year Plan with the courses they have successfully completed. Then, students plan their proposed course of study for their remaining years of high-school.

The plan allows students to assess where they have been, where they want to go and what they need to get there (i.e., prerequisites). Parents are strongly encouraged to help students complete their 4 year plan. Please understand that enrolling in electives is subject to space availability. Wherever possible, priority is given to Grade 12 students first, then Grade 11, etc.

## Add/Drop

### Grade 9, 10, all Non-IB Courses:

During the first 8 class days, course changes can occur without penalty, as long as the change is possible within the student timetable. Course changes can occur until September 30th but it will be processed as a withdrawal, which is represented as a “W” on the High School Transcript. At this point a student can add an additional course. They will be expected to make up the missed work but will earn full credit for the course upon successful completion of all course requirements. Students are not permitted to change courses after September 30th. The only exception is Math, which is determined by the Math Department Policy and is considered a ‘level change’.

**IB I students:** Grade 11 students are permitted to change level, SL/HL, in the first year of an IB course with the approval of each teacher, their counselor and the IB Coordinator. Please note that this change is only permitted within the same subject. See permitted changes for IB Math 1 Math classes.

**IB II students:** Grade 12 students are allowed no changes. Since an IB course is a two-year commitment, it is assumed that students will complete the entire two years of each IB course.

## Advanced Placement (AP) Courses

AP courses are designed for Grade 11 and 12 students and those 10th grade students who have been identified ready for the rigorous course. All of DAA students graduate with an American High School Diploma. Many choose to take the full IB. AP courses can unfortunately not be taken by Grade 11 who intend on registering for the full IB, as the programme is already dense and challenging and the schedule would not allow for additional courses.



Who is eligible:

- Students can take AP alongside the High School Diploma
- Students can combine IB courses with AP courses
- Grade 10 can be eligible for selected courses upon teacher recommendation only
- AP courses have recommended prerequisites

The benefits:

- Students learn rigorous college-level content and skills.
- Taking AP is valued in the college admission process: 85% of selective colleges and universities report that a student's AP experience favorably impacts admission decisions.
- Opportunity to earn valuable credit and placement in college
- AP courses provide interesting and rewarding academic experiences
- An additional 0.25 weight added to the subject grade, appearing on the report card

## IB Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

### As IB Learners we strive to be:

#### Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

#### Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change

#### Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### Balanced



We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## The IB Diploma Program (DP)

The IB DP prepares our students for success in higher education and life in a global society. The DP is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

### The DP curriculum

The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Read about the [DP curriculum](#).

### DP 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.
- Creativity, Activity, Service (CAS)
- Extended Essay (EE)

### Assessment and exams

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

Read about [assessment and exams](#).

There is information on [getting results](#), including information on how to request that an exam is remarked.

## Who is the DP for?

The DP is open to any student aged 16 to 19, at schools that have been authorized to implement the programme.

Learn more about [students in the DP](#).

## IB Approaches to Learning

At DAA both Middle and High School Students are encouraged to develop transferable approaches to learning (ATL) - attitudes, dispositions, and skills that will equip them across a range of situations to do well.

When teachers plan, they identify the specific ATL skills that students will need to develop alongside the subject group objectives in order to be successful.

There are five main categories of approaches to learning:

### **What are the IB approaches to learning skills?**

1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills

### **The IB approaches to teaching skills are...**

1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by formative and summative assessment.

## 2019/20 School Offerings by Department

Credit: English		
Course	Credits	Grade
English 9	1	9
English 10	1	10
English 11	1	11
English 12	1	12
IB English Literature SL	2	11 and 12
IB English Language and Literature SL	2	11 and 12
IB English Literature HL	2	11 and 12
IB English Language and Literature HL	2	11 and 12
Journalism	1	9-12
AP English*	1	10-12

\* Specific AP course will be decided by students interest

Credit: Foreign Language B		
Course	Credits	Grade
Arabic I	1	9,10
Arabic II	1	9,10
Arabic III	1	9,10
Arabic IV	1	9,10
IB Arabic B SL	2	11 and 12
IB Arabic B HL	2	11 and 12
French II	1	9, 10
French III	1	9,10
French IV	1	9,10

Spanish II	1	9,10
Spanish III	1	9,10
Spanish IV	1	9,10
IB Spanish B SL	2	11 and 12
IB French B SL	2	11 and 12
IB Spanish B HL	2	11 and 12
IB French B HL	2	11 and 12
IB Spanish Ab Initio	2	11 and 12
IB French Ab Initio	2	11 and 12

Credit: Foreign Language A		
Course	Credits	Grade
Arabic 9 Native	1	9
Arabic 10 Native	1	10
Arabic 11 Native	1	11
Arabic 12 Native	1	12
IB Arabic A SL	2	11 and 12

Credit: Math		
Course	Credits	Grade
Integrated Math I	1	9
Integrated Math II	1	9, 10
Integrated Math II Extended	1	9, 10
Integrated Math III	1	10, 11
Integrated Math III Extended	1	10, 11



Integrated Math III Advanced	1	10, 11
IB Math Analysis and Approaches SL	2	11 and 12
IB Math Analysis and Approaches HL	2	11 and 12
IB Math Applications and interpretations SL	2	11 and 12
IB Math Applications and interpretations HL	2	11 and 12
AP Math Statistics	1	11,12
Math Modelling A	1	11
Math Modelling B	1	12
Pre-calculus	1	11, 12

Credit: Physical Education & Health		
Course	Credits	Grade
Physical Education	1	9,10
Physical Education 11/12	1	11, 12

Credit: Science		
Course	Credits	Grade
Integrated Science 9	1	9
Integrated Science 10	1	10
IB Physics SL	2	11 and 12
IB Physics HL	2	11 and 12
IB Chemistry SL	2	11 and 12
IB Chemistry HL	2	11 and 12
IB Biology SL	2	11 and 12
IB Biology HL	2	11 and 12

IB Environmental Systems and Societies SL	2	11 and 12
IB Design Technology SL	2	11 and 12
IB Design Technology HL	2	11 and 12
IB Computer Science SL	2	11 and 12
IB Computer Science HL	2	11 and 12
HS Biology	1	11,12
HS Chemistry	1	11,12
HS Physics	1	11, 12
Introduction to Design Technology	0.5	9-12
AP Science course*	1	10-12

\* Specific AP course will be decided by student interest

Credit: Social Studies		
Course	Credits	Grade
World History 9	1	9
World History 10	1	10
History through the Arts and Media	1	11, 12
IB History SL	2	11 and 12
IB History HL	2	11 and 12
IB Global Politics SL	2	11 and 12
IB Global Politics HL	2	11 and 12
Introduction to Geography	0.5	9-12
AP World History	1	10-12

Credit: Social Sciences		
Course	Credits	Grade
IB Business SL	2	11 and 12



IB Business HL	2	11 and 12
IB Economics SL	2	11 and 12
IB Economics HL	2	11 and 12
IB Psychology SL	2	11 and 12
IB Psychology HL	2	11 and 12
IB Global Politics SL	2	11 and 12
IB Global Politics HL	2	11 and 12
IB ITGS SL	2	11 and 12
IB ITGS HL	2	11 and 12
Introduction to Economics	0.5	10-12
Introduction to Entrepreneurship	0.5	10-12
Introduction to Psychology	0.5	10-12
Introduction to Sociology	0.5	10-12
Introduction to Programming	0.5	9-12
Introduction to Computer Science	0.5	10-12
Introduction to Artificial Intelligence	0.5	9-12
Robotics**	0.5	9-12

Credit: Fine Arts		
Course	Credits	Grade
Digital Art	0.5	9-12
Art Printmaking	0.5	9-12
Sculpture and Ceramics	0.5	9-12
Introduction to Film Studies	0.5	9-12
Art: Technical skills	0.5	9-12



Drawing and Painting	0.5	9-12
IB Visual Art SL	2	11 and 12
IB Visual Art HL	2	11 and 12
Beginning Band	1	9-12
Concert Choir**	1	9-12
Concert Band**	1	9-12
Advanced Music Studies	0.5	9-12
IB Music SL	2	11 and 12
IB Music HL	2	11 and 12
Introduction to Electronic Music and Sound Production	0.5	9-12
Advanced Electronic Music and Sound Production	0.5	9-12
Group Theatre**	0.5	9-12
From Mask to Monologue**	0.5	9-12
Scene Studies**	0.5	9-12
Student Ensemble	0.5	9-12
IB Theatre SL	2	11 and 12
IB Theatre HL	2	11 and 12
Digital Video**	0.5	9-12
Yearbook**	1	9-12

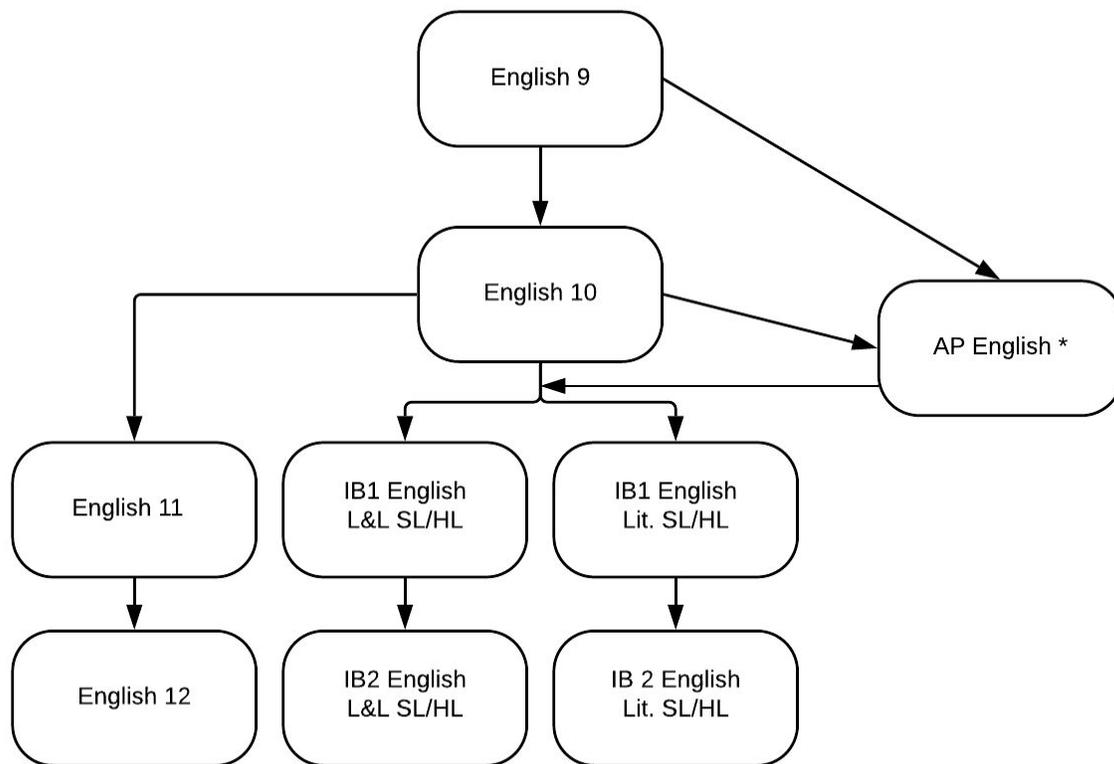
\*\* Paired elective option

Credit: Islamic		
Course	Credits	Grade
Islamic 9- Native	0.5	9
Islamic 10- Native	0.5	10
Islamic 11- Native	0.5	11



Islamic 12- Native	0.5	12
Islamic 9- Non-Native	0.5	9
Islamic 10- Non-Native	0.5	10
Islamic 11- Non-Native	0.5	11
Islamic- 12 Non-Native	0.5	12

## English Language Arts Pathways



\* Specific AP course will be decided by student interest or demand

## 2019/20 Course Descriptions English Language Arts

**Course Name:** Journalism

**Department:** HS English Department



**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level(s):** 9-12  
**Prerequisite:** N/A

**Course Description:** This course will introduce students to the basics of news writing. Students will examine the works of renowned journalists from around the world and various styles of writing exemplifying good reporting. Students will develop an increased awareness of different types of reporting, from entertainment to sports journalism. Students will write and edit their own newspaper stories for *The Pawprint*, the DAA student online publication. Other topics of discussion in class include the changing role of the journalist in today's media, viral content, media ethics, and media bias in mainstream journalism.

**Course Name:** English 9  
**Department:** HS English Department  
**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level:** 9  
**Prerequisite:** N/A

**Course Description:** English 9 is a course designed to introduce students to the reading, writing, speaking, listening and analytical thinking skills required for successful completion of High School level English courses and the IB Diploma. Throughout the year, students study and discuss texts from a wide variety of genres including both fiction and non-fiction text types. Analytical thinking, writing and collaboration are fostered throughout each unit of study in order to prepare students for a variety of High School English courses. Texts in this course will include: Sherman Alexie's *The Absolutely True Diary of a Part Time Indian*; Assorted Short Stories; Assorted non-fiction texts; Assorted Poetry and a play by William Shakespeare.

**Course Name:** English 10  
**Department:** HS English Department  
**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level:** 10  
**Prerequisite:** Successful completion of grade 9 English

**Course Description:** This course focuses on developing key skills in reading, writing, speaking, listening and analytical thinking. Students will study a range of genres, including poetry, short stories, visual texts, drama and novels, and develop further the skills acquired in Grade 9. They will be encouraged to demonstrate a critical awareness of a broad range of written skills and use an effective choice of register to express their ideas clearly and coherently. Oral skills will also be developed further through a variety of tasks in preparation for the rigorous oral assessments in the English IB Diploma programme. Texts will include: Selected poems; Selected short stories;



Selected visual texts; Selected non-fiction texts; *Macbeth*, William Shakespeare and *The Curious Incident of the Dog in the Night-Time*, Mark Haddon.

**Course Name:** English 11  
**Department:** HS English Department  
**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level:** 11  
**Prerequisite:** Successful completion of grade 10 English

**Course Description:** This course is the first half of a two year sequence that focuses on deep reading, critical thinking, research and effective writing in preparation for university study. Secondary skills include grammar and vocabulary development; outlining and drafting techniques; revision strategies; self-evaluation and reflection; public speaking; productive group work; goal setting; organization; time management; and professionalism. A variety of short stories, essays, and poems create opportunities for students to respond verbally and in writing.

**Course Name:** English 12  
**Department:** HS English Department  
**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level:** 12  
**Prerequisite:** Successful completion of grade 11 English

**Course Description:** This course is the second half of a two year sequence that focuses on deep reading, critical thinking, research and effective writing in preparation for university study. Secondary skills include grammar and vocabulary development; outlining and drafting techniques; revision strategies; self-evaluation and reflection; public speaking; productive group work; goal setting; organization; time management; and professionalism. A variety of short stories, essays, and poems create opportunities for students to respond verbally and in writing.

**Course Name:** IB Language and Literature HL  
**Department:** HS English Department  
**Credit:** 2.0  
**Length:** 2 Years  
**Grade Level:** 11 and 12  
**Prerequisite:** B+ in grade 10 English or teacher recommendation

**Course Description:** This is an intensive two-year course that develops students' critical literacy through an in-depth analysis of various text types as well as explorations of how these texts interact with the cultures and languages in which they were produced. A key aim of the



Language and Literature course is to encourage students to question the meaning generated by language and texts; students focus closely on the language of the texts they study to develop an awareness of the role of context in shaping meaning. Another key aim of the course is to develop students' skills of textual analysis in order to ascertain how formal elements of a text are used to create meaning and how that meaning is affected by culturally defined reading practices as well as by the circumstances of production and reception. Additionally HL student's further hone inferential and comparative skills in order to better appreciate the effects of language and style variations for a range of audiences and purposes.

In the Literature portion of the course HL students are required to read six texts over the course of two years. Additional materials will be assigned for the language portion. Key texts include: Part One: Language in Cultural Context; Part Four: Literature – Critical; *The Things They Carried*, Tim O'Brien, *Othello* or *Twelfth Night*, William Shakespeare and a selection of Poetry.

**Course Name:** IB Language and Literature SL

**Department:** HS English Department

**Credit:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** Successful completion of grade 10 English

**Course Description:** This is an intensive two-year course that develops students' critical literacy through an in-depth analysis of various text types as well as explorations of how these texts interact with the cultures and languages in which they were produced. A key aim of the Language and Literature course is to encourage students to question the meaning generated by language and texts; students focus closely on the language of the texts they study to develop an awareness of the role of context in shaping meaning. Another key aim of the course is to develop students' skills of textual analysis in order to ascertain how formal elements of a text are used to create meaning and how that meaning is affected by culturally defined reading practices as well as by the circumstances of production and reception. In the Literature portion of the course, SL students are required to read four texts over the course of two years. Additional materials will be assigned for the language portion and texts are chosen from a variety of sources, genres, and media. Additional requirements include: Part One: Language in Cultural Context, Part Four: Literature – Critical Study, Selection of Poetry, *Othello* or *Twelfth Night*, William Shakespeare.

**Course Name:** IB Literature HL

**Department:** HS English Department

**Credit:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** B+ in grade 10 English or teacher recommendation



**Course Description:** English Literature HL is an intensive two-year course that will prepare IB Diploma and Certificate candidates for the IB exams in May of their senior year. The English Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. Students will respond independently to the work by connecting the individual and cultural experiences of the reader with the text. Another key aim is to acquire powers of expression through oral presentation and to present an individual, independent response to texts studied. The HL group is assessed on 13 texts over the two-years of IB. Key texts include: Part One: Works in Translation; *Antigone*, Sophocles (Classical Greek); *Persepolis*, Marjane Satrapi (French); *Perfume*, Patrick Süskind. Part Four: Options- (A selection of three of the following texts) *Things Fall Apart*, Chinua Achebe; *The Great Gatsby*, F. Scott Fitzgerald; *1984*, George Orwell. Part Two: Detailed Study of *Othello*, William Shakespeare and *The Things They Carried*, Tim O'Brien.

**Course Name:** IB Literature SL

**Department:** HS English Department

**Credit:** 2.0

**Length:** 2 Years

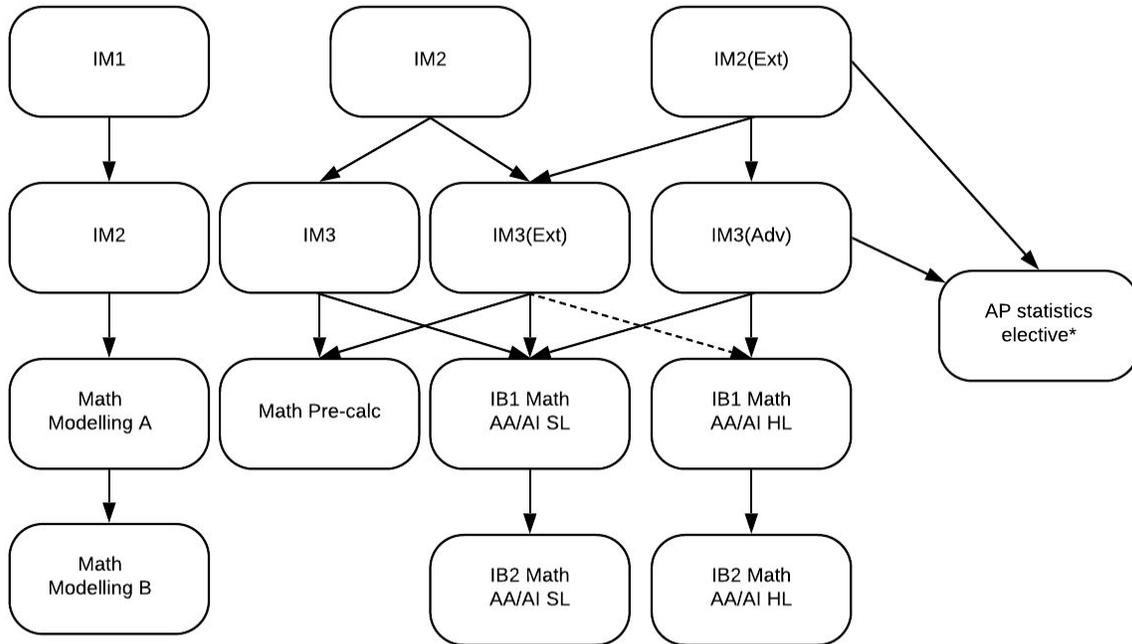
**Grade Level:** 11 and 12

**Prerequisite:** Successful completion of grade 10 English

**Course Description:** English Literature SL is an intensive two-year course that will prepare IB Diploma and Certificate candidates for the IB Exams in May of their senior year. The English Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives and students will respond independently to the work by connecting the individual and cultural experience of the reader to the text. Another key aim is to acquire powers of expression through oral presentation and to present an individual, independent response to texts studied.

The SL group is assessed on 10 texts over the two years of IB, which include: Part One: Works in Translation; *Persepolis*, Marjane Satrapi (French); *Antigone*, Sophocles (Classical Greek); Part Four: Options- *Things Fall Apart*, Chinua Achebe; *The Great Gatsby*, F. Scott Fitzgerald; *1984*, George Orwell and Part Two: Detailed Study of *Othello*, William Shakespeare.

## Mathematics Pathways



## 2019/20 Course Descriptions Mathematics

**Course Name:** Integrated Math I

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9

**Prerequisite:** Successful completion of grade 8 mathematics.

### Course Description:

This course will teach topics in a style that is concept-based and integrated. The fundamental purpose of Integrated Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic



and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Course Name:** Integrated Math II

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9, 10

**Prerequisite:** Successful completion of Integrated Math I, teacher recommendation and/or placement test is required.

**Course Description:**

This course will teach topics in a style that is concept-based and integrated. Integrated Math II concentrates on algebraic concepts such as: sequences; linear and exponential relationships, their graphs and functions; systems of linear equations and linear inequalities; powers and exponents; quadratic relationships, their graphs and functions; transformations of quadratic graphs; factoring and solving quadratic equations. Key geometric concepts are also included, such as: Pythagorean Theorem; rigid body transformations; angle and triangle properties. Problem solving skills are emphasized throughout the course. Students will also learn to use technology to aid them in problem solving.

**Course Name:** Integrated Math II Extended

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9

**Prerequisite:** Successful completion of grade 8 mathematics with teacher recommendation and/or placement test is required.

**Course Description:**

Integrated Math II Extended studies the concepts of the Integrated Math II course at a faster pace and is more in-depth. This course will teach topics in a style that is concept-based and integrated, concentrating on algebraic concepts such as: sequences; linear and exponential relationships, their graphs and functions; systems of linear equations and linear inequalities; powers and exponents; quadratic relationships, their graphs and functions; transformations of quadratic



graphs; factoring and solving quadratic equations. Key geometric concepts are also included, such as: Pythagorean Theorem, congruency, angle and triangle properties. Critical thinking skills are emphasized throughout the course. Students will also learn to use technology to aid them in problem solving.

**Course Name:** Integrated Math III  
**Department:** HS Math Department  
**Credit:** 1.0  
**Length:** 1 year  
**Grade Level(s):** 10  
**Prerequisite:** Successful completion of Integrated Math II

The Integrated Math III course is intended to be a continuation of Integrated Math II. This course will teach topics in a style that is concept-based and integrated. The topics that will continue to be studied and advanced include; functions & their inverses, quadratics (graphing, functions & patterns), logarithms, modelling with geometry, triangle trigonometry, and statistics. The use of technology will include practical lessons on the graphical display calculator.

**Course Name:** Integrated Math III Extended  
**Department:** HS Math Department  
**Credit:** 1.0  
**Length:** 1 year  
**Grade Level(s):** 10  
**Prerequisite:** Successful completion of Integrated Math II or extended, teacher recommendation and/or placement test is required.

**Course Description:** The Integrated Math III Extended course is intended to be a continuation of Integrated Math II Extended. This course will teach topics in a style that is concept-based and integrated. The topics that will continue to be studied include; functions and their inverses, exponential logarithmic functions and equations, polynomial functions, rational functions, triangle trigonometry, trigonometric functions, modeling with functions and probability. The use of technology will include practical lessons on the graphical display calculator.

**Course Name:** Integrated Math III Advanced  
**Department:** HS Math Department  
**Credit:** 1.0  
**Length:** 1 year  
**Grade Level(s):** 10  
**Prerequisite:** Successful completion of Integrated Math II Extended, teacher recommendation and/or placement test is required.



**Course Description:** This is designed to be a challenging, fast-paced Mathematics class and is for students that are very self-motivated and already independently exploring Mathematical concepts and are seeking an additional challenge in Mathematics. This course will teach topics in a style that is concept-based and integrated. Integrated Math III Advanced will cover the following topics: functions and their inverses, logarithmic functions and equations, polynomial functions, rational functions, triangle trigonometry, trigonometric functions and equations, modeling with functions and statistics. The use of technology will include practical lessons on the graphical display calculator.

**Course Name:** Math Modelling A

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

**Grade Level(s):** 11 or 12

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

**Course Description:** Mathematical Modelling A will consolidate and complete the Common Core Standards, in addition to exposing students to topics encountered on the SAT. Students at the start of the course will be diagnostically assessed to identify their individual strengths and weaknesses. This course will focus on Geometry, Exponents, Trigonometry, Statistics, Probability and Circle Geometry. This course is suitable for students who are not choosing an IB Diploma Mathematics course, but it will still lay the foundations for entry level college math courses. Throughout the course we will have SAT prep and sample questions for each unit.

**Course Name:** Math Modelling B

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

**Grade Level(s):** 11 or 12

**Prerequisite:** Successful completion of Math Mod A

**Course Description:** Mathematical Modelling B will consolidate and complete the Common Core Standards, in addition to exposing students to topics encountered on the SAT. Students at the start of the course will be diagnostically assessed to identify their individual strengths and weaknesses. This course will focus on Complex Numbers, 3D Geometry, Functions and Financial Math. This course is suitable for students who are not choosing an IB Diploma Mathematics course, but it will still lay the foundations for entry level college math courses. Mathematical Modelling A (or equivalent) is a prerequisite for this course.

**Course Name:** Pre-calculus

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

**Grade Level(s):** 11 or 12

**Prerequisite:** Successful completion of Integrated Math III and/or teacher recommendation

**Course Description:**

Pre-Calculus is an academically rigorous course in mathematics that will build on and extend the topics studied in geometry and algebra. This course will cover the topics of geometry, trigonometry and statistics at the Pre-Calculus level. Topics will include Number Patterns, Equations, Inequalities, Functions, Rational Functions, Exponential and Logarithmic functions, Trigonometry and their Graphs, Trigonometry Equations and Proofs, Trigonometric Applications, Analytic Geometry, Matrices, Statics and Probability, and potentially Limits if time permit . The inquiry based approach to mathematics will allow students to explore how Pre-Calculus based mathematic connects to a variety of different tasks in the modern day world.

**Course Name:** IBDP Mathematics: Applications and Interpretations SL

**Department:** HS Math Department

**Credit:** 2.0

**Length:** 2 years

**Grade Level(s):** 11 and 12

**Prerequisite:** Successful completion of Math 10

**Course Description:** The Mathematics: Applications and Interpretations course has been developed to meet the requirements of the new IB Diploma Subject Guide (first exams May 2021). The course emphasizes the applied nature of the subject and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. It will appeal to students who enjoy mathematics in a practical context. Students who take this course will be interested in developing their skills in solving practical problems, harnessing technology and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as social sciences, natural sciences, statistics, business, psychology or design.

**Course Name:** IBDP Mathematics: Applications and Interpretations HL

**Department:** HS Math Department

**Credit:** 2.0

**Length:** 2 years

**Grade Level(s):** 11 and 12

**Prerequisite:** Successful completion of Math 10 advanced or teacher recommendation



**Course Description:** The Mathematics: Applications and Interpretations course has been developed to meet the requirements of the new IB Diploma Subject Guide (first exams May 2021). The course emphasizes the applied nature of the subject and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. It will appeal to students who enjoy mathematics in a practical context. Students who take this course will be interested in developing their skills in solving practical problems, harnessing technology and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as social sciences, natural sciences, statistics, business, psychology or design.

Students wanting to take the HL course will enjoy solving challenging problems using technology. They should have good algebraic skills and experience of solving real-world problems.

**Course Name:** IBDP Mathematics: Analysis and Approaches SL

**Department:** HS Math Department

**Credit:** 2.0

**Length:** 2 years

**Grade Level(s):** 11 and 12

**Prerequisite:** Successful completion of Math 10

**Course Description:** This course has been developed to meet the requirements of the new IB Diploma Subject Guide (first exams May 2021). There is a strong emphasis on calculus and on algebraic, graphical and numerical approaches. In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments. The Mathematics: Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level mathematics content, for example mathematics itself, engineering, physical sciences or economics.

**Course Name:** IBDP Mathematics: Analysis and Approaches HL

**Department:** HS Math Department

**Credit:** 2.0

**Length:** 2 years

**Grade Level(s):** 11 and 12

**Prerequisite:** Successful completion of Math 10 advanced or teacher recommendation

**Course Description:** The IB Mathematics: Analysis and Approaches HL course content has been developed to meet the requirements of the new IB Diploma Subject Guide (first exams May 2021). There is a strong emphasis on calculus and on algebraic, graphical and numerical



approaches. In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments.

The Mathematics: Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level mathematics content, for example mathematics itself, engineering, physical sciences or economics.

Students who wish to take the course at HL should have strong algebraic skills and enjoy solving challenging problems.

**Course Name:** AP Statistics

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 10-12

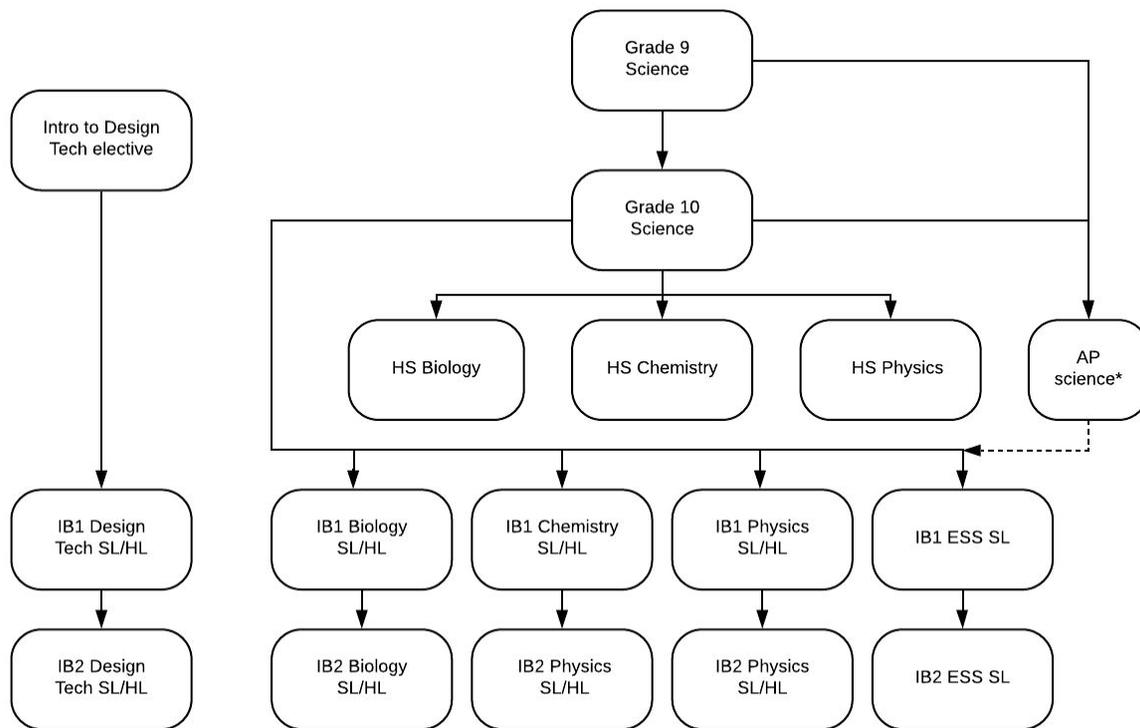
**Prerequisite:** This course is designed for students who have successfully completed a second-year course in algebra and who possess sufficient mathematical maturity and quantitative reasoning ability. Teacher recommendation required.

**Course Description:** The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

## Science Pathways





## 2019/20 Course Descriptions Science

**Course Name:** Integrated Science 9

**Department:** Science

**How many Credits the course offers:** 1

**Length:** 1 Year

**The Grade Level(s):** Grade 9

**The prerequisites:** Grade 8 Science

**Course Description:** Integrated Science 9 is a cross-curricular course which looks at global issues through an integrated scientific focus. Topics such as water, ecosystems, cycles in nature, chemical bonding, chemical reactions, petrochemicals, renewable and non renewable resources, electricity, magnetism, forces, are studied through an approach that brings together physics, chemistry, biology and environmental science under a theme of human energy use. The course uses the Next Generation Science Standards which encourage a student centered investigative approach to learning. The first semester focuses on water, while the second semester is focused on the topic of energy.



Through the integrated science courses in grades 9 and 10, students will improve their scientific literacy, their ability to ask questions about the world around them, and their lab inquiry skills. Both courses will prepare students for the skills and subject content needed for the IB science program.

**Course Name:** Integrated Science 10

**Department:** Science

**Credits:** 1.0

**The Length:** 1 Year

**The Grade Level(s):** Grade 10

**The prerequisites:** Integrated Science 9

**Course Description:** Integrated Science is a cross curricular course which looks at global issues through an integrated scientific focus. Topics are studied through an approach that brings together physics, chemistry, biology, earth and space science and environmental science under a “essential” theme. The course uses the Next Generation Science Standards (NGSS) which encourages a student centered investigative approach to learning.

Through the integrated science courses in grades 9 and 10, students will improve their scientific literacy, their ability to ask questions about the world around them, and their lab inquiry skills. Both courses will prepare students for the skills and subject content needed for the IB science program.

**Course Name:** IB Biology Standard Level

**Department:** Science

**Credits:** 2.0

**The Length:** 2 Years

**The Grade Level(s):** Grade 11 and 12

**The prerequisites:** Grade 10 Science

**Course Description:** This course involves the study of living things and is undertaken at a variety of levels from the molecular to the biosphere. The six main topics are cells, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology, with one option required which are selected according to student and teacher interest. Through the study of these topics, students will appreciate that despite the great diversity of species and individuals, there is a fundamental unity, with regard to their structure, and dependence on a dynamic equilibrium and ecological balance. Discussion and study of theory is supported by extensive practical investigations and the use of computer and data-logging tools where appropriate. Participation in the Group 4 project will promote an appreciation of multidisciplinary scientific research.

**Course Name:** IB Biology Higher Level

**Department:** Science

**Credits:** 2.0

**The Length:** 2 Years

**The Grade Level(s):** Grade 11 and Grade 12



**The prerequisites:** Grade 10 Science with a grade of B or above (recommended)

**Course Description:** This course involves the study of living things and is undertaken at a variety of levels from the molecular to the biosphere. The main topics are cellular biology, molecular biology, genetics, ecology, evolution and biodiversity, plant science and human physiology, with a variety of Additional Higher Level content and one option required which are selected according to student and teacher interest. Through the study of these topics, students will appreciate the nature of science and that despite the great diversity of species and individuals, there is a fundamental unity, with regard to their structure, and dependence on a dynamic equilibrium and ecological balance. Discussion and study of theory is supported by extensive practical investigations and the use of computer and data-logging tools where appropriate. Participation in the Group 4 project will promote an appreciation of multidisciplinary scientific research. This class goes into more depth and covers more conceptual and laboratory content than the biology standard level course and thus proceeds at a faster pace. It will prepare students for higher education in the fields of medical science, agricultural science, environmental science, veterinary science, and biotechnology.

**Course Name:** IB Chemistry Standard Level

**Department:** Science

**Credits:** 2

**The Length:** 2 Years

**The Grade Level(s):** Grade 11 and 12

**The prerequisites:** Grade 10 Science

**Course Description:** In standard level chemistry, students will explore matter from its smallest detail to its broadest scope. This course is designed for those students who do not intend to study advanced chemistry at the university level, but who do need some understanding of materials for courses such as geology, food, health, and even economics or business studies. This course requires mathematical manipulation, but is much less demanding on mathematical knowledge than HL Chemistry. Course topics include: stoichiometric relationships, atomic structure, periodicity, chemical bonding/structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement/data processing and analysis.

Chemistry is a practical subject and experimental work is an integral part of this course. In the practical work, students will be encouraged to develop the ability to question the validity and reliability of data and appreciate the value of the scientific method and reasoning. The criteria for practical assessment are inseparable from the aims of the theory work. Discussion and study of theory is supported by considerable practical investigations and the use of computer tools where appropriate. Participation in the Group 4 project will promote an appreciation of multi-disciplinary science research.

**Course Name:** IB Chemistry Higher Level

**Department:** Science

**Credits:** 2

**The Length:** 2 Year



**The Grade Level(s):** Grade 11 and 12

**The prerequisites:** Grade 10 Science with a grade of B or above (recommended)

**Course Description:** This course is a must for students who intend to pursue careers in almost any pure or applied science such as engineering, environmental sciences, biological sciences, and medicine. It is also an excellent subject for students interested in science but not sure of their career aspirations at the moment. Interest, enthusiasm and dedication are essential attributes for students to succeed and benefit from higher level chemistry. This course includes some mathematics content requiring basic proficiency in algebra. A good background in science is also required. This course covers more material at a greater depth than chemistry at standard level. We will explore the topics of atomic theory, periodicity, bonding, energetics, kinetics, measurement and data processing.

Chemistry is a practical subject and experimental work is an integral part of the course and its assessment. In the practical work, students will be encouraged to develop the ability to question the validity and reliability of data and appreciate the value of the scientific method and reasoning. Participation in the Group 4 project is mandatory in grade 11, and will promote an appreciation of multi-disciplinary science research as well as an appreciation of social, economic, environmental and ethical issues associated with the application of science.

**Course Name:** IB Physics SL

**Department:** Science

**Credits:** 2

**The Length:** 2 Year

**The Grade Level(s):** Grade 11 and 12

**The prerequisites:** Grade 10 Science with a grade of B or above (recommended)

**Course Description:** Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself. Topics studied in year one include mechanics, thermodynamics, waves and electricity and magnetism. This course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of Physics. It also allows students to develop interpersonal, information and communication technology skills, which are essential in modern scientific endeavors and are important life-enhancing, transferable skills in their own right. Participation in the Group 4 project will promote an appreciation of multidisciplinary scientific research. Year two will also provide extensive time to work on the required Internal Assessment. Topics studied include circular motion and gravitation, atomic, nuclear and particle physics and energy production. This course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of Physics. It also allows students to develop interpersonal, information and communication technology skills, which are essential in modern scientific endeavors and are important life-enhancing, transferable skills in their own right.

**Course Name:** IB Physics HL

**Department:** Science



**Credits:** 2

**The Length:** 2 Years

**The Grade Level(s):** Grade 11 and 12

**The prerequisites:** Grade 10 Science with a grade of B+ or above and teacher recommendation

**Course Description:** Physics is the most fundamental of the experimental sciences as it seeks to explain the basic structure of the universe and how it works. Topics studied include mechanics, thermal physics, oscillations and waves, electricity, circular motion and gravitational fields, with the accompanying “Additional Higher Level” material (50% more) than the core material covered at the standard level Physics. This two-year course allows students to develop practical skills, inquiry techniques and increase mastery in the application of mathematics, (language of Physics). The mathematical treatment of the topics covered will also be more demanding. Discussion and study of theory is supported by extensive practical investigations and the use of computer and data-logging tools where appropriate. Participation in the Group 4 project will promote an appreciation of multidisciplinary scientific research. This class goes into more depth and covers more conceptual and laboratory content than the biology standard level course and thus proceeds at a faster pace. It will prepare students for higher education in the fields of physical sciences, physics and the various fields of engineering.

**Course Name:** Design Technology Elective

**Department:** Science

**Credits:** 0.5

**The Length:** 1 semester

**The Grade Level(s):** Grade 9

**The prerequisites:** Grade 8 Science

**Course Description:** The course is run over one semester and is designed as an introduction to the subject, as well as a preparatory course for the IB Design Technology course. Students who may like to take Design Technology as their IB Group 4 Science at higher level are recommended to take this elective. There will be a sizable practical element where students will use tools and machinery to build working models from a range of materials, including woods, plastics and some early-stage electronics.

**Course Name:** IB Design Technology SL

**Department:** Science

**Credits:** 2

**The Length:** 2 Years

**The Grade Level(s):** Grade 11 and 12

**The prerequisites:** Grade 10 Science

**Course Description:** This course is run over two years and includes six core units of work. All units of work focus back to the Design Cycle. The six core units are: Human Factors and Ergonomics Resource Management (Green Design), Modelling, Raw Material to Final Product, Innovation and Design and Classic Design.

Through the study of these units students will understand the nature of design, focus on design tasks themselves and realize solutions to problems. Discussions and practical scientific



investigations will take place in accordance to the needs of a particular area of study. Participation in the Group 4 project will promote an appreciation of multi-disciplinary science research.

**Course Name:** IB Design Technology HL

**Department:** Science

**Credits:** 2.0

**The Length of the course:** 2 Years

**The Grade Level(s):** Grade 11 and 12

**The prerequisites:** Design Technology Elective required

**Course Description:** This course is run over two years and includes ten core units of work in Year 1. All units of work focus back to the Design Cycle. The six core units are: Human Factors and Ergonomics Resource Management (Green Design), Modelling, Raw Material to Final Product, Innovation and Design and Classic Design.

Through the study of these units students will understand the nature of design, focus on design tasks themselves and realize solutions to problems. Discussions and practical scientific investigations will take place in accordance to the needs of a particular area of study.

Participation in the Group 4 project will promote an appreciation of multi-disciplinary science research.

**Course Name:** IB Environmental Systems and Society SL

**Department:** Science

**Credits:** 2.0

**The Length:** 2 Years

**The Grade Level(s):** Grade 11 and 12

**The prerequisites:** Grade 10 Science

**Course Description:** The Environmental Systems and Societies course is a two-year transdisciplinary subject combining knowledge and practical application from both the Group 4 (experimental sciences) and the Group 3 (individuals and societies) areas. Environmental Systems and Societies employs a holistic, integrated approach pulling aspects from biology, sociology, geography, politics, chemistry, economics, history, physics and others. The course covers eight main topic areas: foundations of environmental systems, ecosystems and ecology, biodiversity and conservation, water, food production, systems and society, soil systems and society, atmospheric systems and societies, climate change and energy, human systems and resource use. An emphasis is placed on the human attitudes towards the environment and the interrelationships between the natural environment and human activities. Discussion and study of theory is supported by research, investigations in the laboratory and field settings. Students will gain experience using a variety of lab tools including Vernier probes. Optional participation in the Group 4 project will promote an appreciation of multidisciplinary scientific research

**Course Name:** High School Biology

**Department:** Science



**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 11 or 12

**Prerequisite:** Successful completion of grade 10 Science

**Course Description:** High School Biology is a laboratory-based science emphasizing the process of scientific investigation through the study of living things. Throughout the course, skills in experiment design, experiment reporting and scientific thinking are developed. Emphasis is placed on critical thinking and the investigation process as used in IB Biology. Topics covered include: Biomolecules; Cells and Cellular Processes; Energy Conversions; DNA and the Cell Cycle; Meiosis and Mendel; Protein Synthesis and Biomolecules; Biological Evolution; Classification and Microorganisms; Plant and Body Systems; and Ecology.

**Course Name:** HS Chemistry

**Department:** Science

**Credits:** 1.0

**Length:** 1 Year

**Grade Level(s):** 11 or 12

**Prerequisite:** Successful completion of grade 10 Science

**Course Description:** Chemistry is the study of matter. In this course, students will explore matter from its smallest detail to its broadest scope. This interdisciplinary, inquiry based class will focus on the application of chemistry concepts to real world examples through thematic units. Topics will include: Chemical Reactions, Food Chemistry and Environmental Chemistry with emphasis on the application of concepts to real world issues.

Emphasis is on concept and skill-development and the application of concepts to everyday life-situations, rather than the memorization of facts. Course activities will include lecture-demonstrations, laboratory experiments, research projects, case studies, and model making. Through practical work, students will be encouraged to question the validity and reliability of data, and to appreciate the value of the scientific method and reasoning. Students will work on developing skills such as experiment planning and design, report writing, and scientific thinking according to modified IB guidelines.

**Course Name:** HS Physics

**Department:** Science

**Credits:** 1.0

**Length:** 1 Years

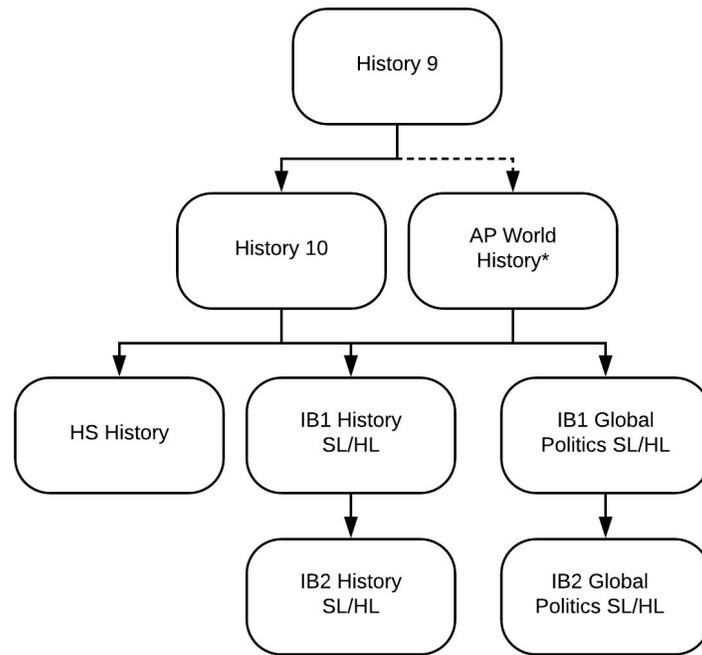
**Grade Level(s):** 11 or 12

**Prerequisite:** Grade 10 Science with a grade of B or above (recommended)

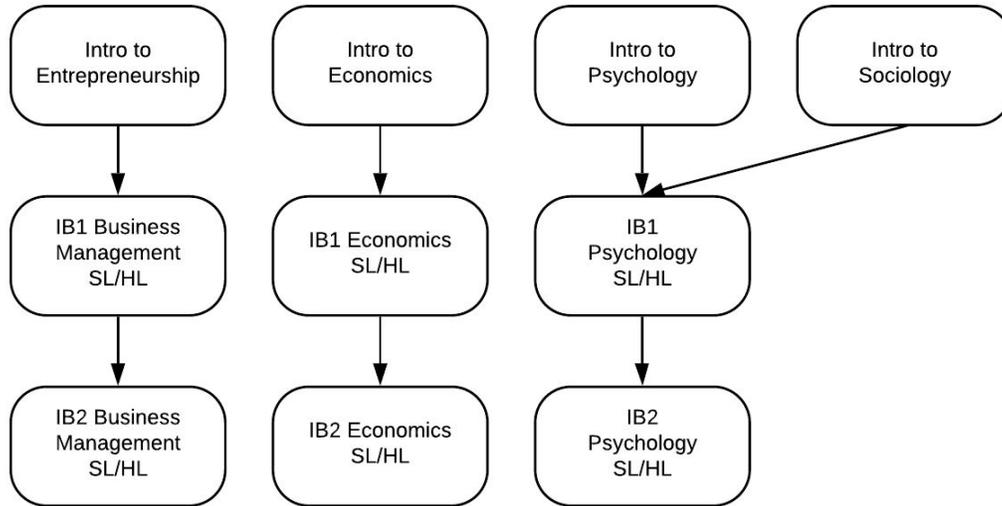


**Course Description:** Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself. Topics studied in year one include HS level mechanics, thermodynamics, waves, electricity and magnetism. This course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of Physics. It also allows students to develop interpersonal, information, communication and technology skills, which are essential in modern scientific endeavors and are important life-enhancing, transferable skills in their own right. Topics studied include circular motion and gravitation, atomic, nuclear and particle physics and energy production. This course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of Physics.

## Social Studies Pathways



## Social Science Pathways



## 2019/20 Course Descriptions Social Studies/Science

**Course Name:** History 9

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

**Grade Level:** Grade 9

**Prerequisites:** Successful completion of grade 8 social studies

### Course Description:

A core curriculum course, Grade 9 World History is the study of the development of the interconnected human community over time. This specific course is themed as “Revolutions”, and will study and analyze the political, social, economic, and cultural upheavals of the modern world from the French Revolution through to the early 20th century. By looking at the consequences of Imperialism and Industrialization, the aim is to gain an understanding of the foundations of the Modern World.

Running themes of this study include the emergence of modern independent nations and states, the development of a world capitalist economy and the dawn of an interconnected global society. The Age of Enlightenment and its impact on the liberal revolutions in Europe and

around the world (specifically the French Revolution) is the starting point, and is analyzed in order to thoughtfully ask and attempt to address the following questions: What are the foundations of the modern world? How did we get here? Where are we going?

**Course Name:** History 10

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

**Grade Level:** Grade 10

**Prerequisites:** Successful completion of grade 9 social studies

**Course Description:** Following from the grade 9 History course, Grade 10 World History continues to look at the development of the interconnected human community in the 20th century. This specific course is themed as “The Making of the Modern World”, and in the first semester students will analyze the political, social, economic, and cultural developments beginning with the causes and conflict of the First World War, and into the causes and impact of the Russian Revolutions of 1917.

In the second semester, the course broadens out both in content and in the scope and targeting of key historical skills, unashamedly preparing students for the rigour of historical inquiry at the senior level, and begins to incorporate actual IB-style assessment tasks for practice. A source based study examining Civil Rights in the USA places the student firmly in the contemporary world, where issues of citizenship, political participation and conflict continue to play key roles. The second semester concludes with a wide and deeply involved project study of the current United Nations, based on the skills and practices of the Model United Nations conferences (MUN). All of these inquiries are conducted with the goal of students thoughtfully asking and attempting to address the following questions: What are the foundations of the modern world? Who are we? How did we get here? Why does the world look and act the way it does today? Where are we going? What are the trends and prospects for the future of the human community?

**Course Name:** History through the Arts and Media

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

**Grade Level(s):** Grades 11, 12

**Prerequisite:** History 10

Curriculum for this course will involve the viewing and analysis of a number of art forms, which are meant to represent significant events in history. The Arts and Media can be a method for the study of history, and that is the goal of this course. Students will study various art and media films and participate in related research and study that will allow them to analyze and evaluate



the historical accuracy, and in some cases the inaccuracy, portrayed through these various art forms and media. Participating in this course will afford students a unique opportunity to use critical thinking skills to enrich their study of history.

The goal of this class is to learn history through an appreciation of the Arts and Media. Each topic will consist of 6 to 8 days of class work. This class work will be divided into three different areas. The first area will be the introduction. At this point we will introduce the time period and what the film, play, art piece, music composition or painting is about. The second area will be the actual analysis of the art or media with discussion. The third and final area will be the post work which may include discussion questions, work sheets, film, art, music or literature reviews and/or essays. This class will be a writing and research intensive class. However, there will also be opportunities for hand-ons practical work in the radio and TV studios.

**Course Name:** Introduction to Geography

**Department:** Social Studies

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** Grades 9 - 12

**Prerequisite:** N/A

**Course Description:** The study of Geography is an excellent preparation for IB Economics and Business Studies, through introducing important concept models, methods of investigation and content. Where History looks to explain the events of the past, Geography describes the present, and sets itself the difficult task of predicting developments of the future. The component studies of urban environments, employment patterns and economic behavior lend themselves directly to future pursuits in the world of finance, human resources and business management. In addition, the global nature of the content is not only advantageous, but crucial in an ever-shrinking world.

This course focuses on Human Geography, and topics such as population change, migration, urbanization, demographics and economic development play key roles. In addition, key skills in utilizing mapping, graphic descriptors and data analysis are developed. Overall the subject plays a key role within Social Studies as a unique analytic and descriptive intellectual framework. The goal of this course is to not only provide students with a better global understanding, but also to introduce new methods of analysis and investigation, with an emphasis on the collection of data both inside and outside of the classroom.

**Course Name:** Introduction to Economics

**Department:** Social Sciences

**Credits:** 0.5



**Length:** 1 Semester

**Grade Level(s):** Grades 10 - 12

**Prerequisites:** N/A

**Course Description:** Introduction to Economics is a semester-long elective course that will explore the fundamentals of macro and microeconomics, and will also introduce students to issues of personal finance. The main goal of the course is to introduce students to the skills necessary to understand the world around them. These skills form an approach or technique known as the economic way of thinking. Students will recognize that all social phenomena are derived from the actions of individuals facing choices and that individuals face choices because resources are scarce. Students will develop an understanding of economic concepts and an ability to apply these concepts to real life situations.

The course will allow students to analyze the functions of individual decision makers within the economic system, placing emphasis on the nature and function of product markets, factor markets, and the role of government in the economy as well as issues of personal finance and investing.

**Course Name:** Introduction to Entrepreneurship

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** Grades 10 - 12

**Prerequisite:** N/A

**Course Description:** Introduction to Entrepreneurship is a semester-long elective course that will explore the fundamentals of creating a feasible business idea and a subsequent business plan. The course will introduce students to the functional areas of a business (marketing, finance, human resources, and operations) and how each area needs to be coordinated to ensure that a hypothetical business plan could succeed.

The course will begin with business concepts to help students understand the functional areas of a business, which can then be integrated into a business plan. These concepts will mainly include the marketing mix (including an in-depth study of the growth and importance of e-commerce), human resource management, operations management (depending on whether the business is product or service based), and the particular finance concepts of budgeting and cash flow forecasts.

There will also be a research task involving the investigation of the role a business plan has played for a real life business. This will give students the opportunity to experience the fundamentals of a research paper to better prepare them for the Internal Assessment which they will begin the following year in IB. Overall, the course will enable students to develop an understanding of the key concepts and skills involved in becoming an entrepreneur.



**Course Name:** Introduction to Sociology

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** Grades 10 - 12

**Prerequisite:** N/A

**Course Description:** Sociology is a semester-long elective course that will explore the basic concepts and methods of Sociology. Sociology is the scientific study of society. As such, it closely examines human interactions and cultural phenomena, including topics like inequality and urbanization and the effects of these on groups and individuals. To do their work, sociologists rely on a philosophy of science called positivism. The philosophy of positivism asserts that authentic knowledge, or truth, can only be gained through empirical observations. In other words, we need to be able to experience our observations or use scientific measurement with a form of sensory experience, as opposed to using faith-based or emotional experiences.

Another central concept to sociology is that of the sociological imagination. The sociological imagination allows sociologists to make connections between personal experiences and larger social issues. Students will gain a basic understanding of how social structure and group behavior impacts the individual. Students will study topics including sociological research methods, culture, conformity, deviance, life span development, racism/prejudice & criminal justice.

**Course Name:** Introduction to Psychology

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** Grades 10-12

**Prerequisites:** N/A

**Course Description:** Psychology is a semester-long elective that will explore the basic concepts, language, and methods of psychology. This course will introduce you to the fundamental principles of psychology and to the major subjects of psychological inquiry. It has been designed to provide you with the tools necessary for the study of psychology and present you with a sampling of the major areas of psychology research. The course begins with a short overview of how psychology developed as an academic discipline and an introduction to a number of the principal methodologies most commonly deployed in its study. The subsequent units are arranged around broad areas of research, including emotion, development, memory, and psychopathology. We will focus on well-substantiated research and current trends within each of



these categories. Students will gain a basic understanding of psychological research, perspectives, and disorders, as well as a basic understanding of the brain, perception, states of consciousness, learning and criminal profiling.

**Course Name:** IB Core - Theory of Knowledge (TOK)

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level(s):** Grade 11 and 12

**Prerequisites:** N/A

**Course Description:** According to the IB curriculum guide, TOK gives you a chance to “step back from the relentless acquisition of new knowledge” in order to reflect and consider the knowledge you have gained throughout your years of schooling. Through self-examination, this course provides opportunities to “share your ideas and learn from what others think”. You should be making connections between “knowledge encountered in different diploma program subjects, in CAS experiences, and extended essay research”. In short, we attempt to answer the questions “What do you know?” and “How do you know it?”

In order to encourage this exploration of thought, this course will be based on class participation, discussion and preparatory IB TOK assessments. For IB, students are required to write a 1200-1600 word essay on a prescribed title, which is externally assessed. Additionally, students will give one or more individual and/or small group oral presentations that are internally assessed. Points awarded for the essay and presentations are combined and the grade boundaries are then applied to determine the band (excellent to elementary) to which the candidate’s performance in TOK belongs.

**Course Name:** AP World History

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

**Grade Level(s):** 10-12

**Prerequisite:** Recommendation Required

**Course Description:** In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and



places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

**Course Name:** IB History HL

**Department:** Social Studies

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** Successful completion of grade 10 history

**Course Description:** IB History HL 1 is a contemporary World History course examining the late 19th and early 20<sup>th</sup> century European and World History. The sequence will be both chronological and thematic. Throughout this two-year program, special emphasis will be placed on the following 20<sup>th</sup> century topics: The origins and development of Authoritarian and Single Party States; the cause and course of the Cold War. Major content areas covered during this first year include the rise and maintenance of power of Lenin in Russia, Hitler in Germany and Mussolini in Italy. Special attention will also be paid to International Relations in the interwar period 1919-1939.

**Course Name:** IB History SL

**Department:** Social Studies

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** Successful completion of grade 10 social studies

**Course Description:** IB History SL 1 is a contemporary World History course examining the late 19th and early 20<sup>th</sup> century European and World History. The sequence will be both chronological and thematic. Throughout this two-year program, special emphasis will be placed on the following 20<sup>th</sup> century topics: The origins and development of Authoritarian and Single Party States; the cause and course of the Cold War. Major content areas covered during this first year include the rise and maintenance of power of Lenin in Russia, Hitler in Germany and Mussolini in Italy. Special attention will also be paid to International Relations in the interwar period 1919-1939.

**Course Name:** IB Business and Management HL

**Department:** Social Sciences



**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** A B+ in English or teacher recommendation

**Course Description:** IB Business and Management HL1 is the first of a two-year course that covers 5 key modules as set forth by the International Baccalaureate Organization. In this first year, students will begin by studying Unit 1: an Introduction to Organizations in order to become familiar with the business world around them. This applies not only globally, but locally as well. The next module covered is Unit 2: Human Resources and ending with Unit 4: Marketing.

There is very little differentiation at this time between Standard Level and Higher Level courses in order to better prepare the Standard Level Students. This differentiation comes more in Year Two of the program. Students will also have the opportunity to begin their Internal Assessment and must complete their Research Proposal by the end of the second semester. Primary research will need to be carried out during the summer vacation.

**Course Name:** IB Business and Management SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**The Grade Level:** Grade 11 and 12

**Prerequisite:** N/A

**Course Description:** IB Business and Management SL1 is a two-year course that covers 5 key modules as set forth by the International Baccalaureate Organization. In this first year, students will begin by studying Unit 1: an Introduction to Organizations in order to become familiar with the business world around them. This applies not only globally, but locally as well. The next module covered is Unit 2: Human Resources and ending with Unit 4: Marketing. HL students will focus on three Marketing HL only topics during May week.

There is very little differentiation at this time between Standard Level and Higher Level courses in order to better prepare the Standard Level Students. This differentiation comes more in Year Two of the program. During the second semester students will also begin their Internal Assessment Project which is worth 25% of the final grade. SL students are expected to have their Introduction and 3 -5 supporting documents ready by the end of semester two.

**Course Name:** IB Economics HL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years



**Grade Level:** Grade 11 and 12

**Prerequisite:** B+ in Math 10 extended or a teacher recommendation

**Course Description:** IB Economics HL, comprised of both Standard Level and Higher Level, is the first of a two-year course with the main goal of teaching students to think like an economist. Students will gain a thorough understanding of the principles of micro and macroeconomics. The course requires that students recognize that the existence of limited resources along with unlimited wants forces individuals to make choices. The course aims to develop in students an understanding of economic concepts and an ability to apply these concepts to real life situations. Students are encouraged to develop a global perspective while also understanding the importance of local issues that affect them. They are encouraged to interpret and evaluate economic data, develop an awareness of economic change around them and understand economic issues and problems, and acquire the skills to evaluate possible solutions.

**Course Name:** IB Economics SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Year

**Grade Level:** Grade 11 and 12

**Prerequisite:** N/A

**Course Description:** IB Economics as the main goal of teaching students to think like an economist. Students will gain a thorough understanding of the principles of micro and macroeconomics. The course requires that students recognize that the existence of limited resources along with unlimited wants forces individuals to make choices. The course aims to develop in students an understanding of economic concepts and an ability to apply these concepts to real life situations. Students are encouraged to develop a global perspective while also understanding the importance of local issues that affect them. They are encouraged to interpret and evaluate economic data, develop an awareness of economic change around them and understand economic issues and problems, and acquire the skills to evaluate possible solutions.

**Course Name:** IB Global Politics SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** Successful completion of History 10

**Course Description:** IB Global Politics is a dynamic, contemporary and challenging two-year course in Politics and International Relations designed for the student who is interested in current international and national affairs. It focuses on core concepts of power, sovereignty, legitimacy



and interdependence in international politics. It combines abstract political concepts with real world scenarios through case studies. There is constant overlapping between the four prescribed units but two will be explored each year in depth. Each unit will be framed around a key questions which will serve as the focus for our lessons and your learning. This integrated approach to the course allows you to better understand the interrelated nature of global politics.

**Course Name:** IB Global Politics HL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** Successful completion of History 10 with a B+ or teacher recommendation

IB Global Politics is a dynamic, contemporary and challenging two year course in Politics and International Relations designed for the student who is interested in current international and national affairs. It focuses on core concepts of power, sovereignty, legitimacy and interdependence in international politics. It combines abstract political concepts with real world scenarios through case studies. There is constant overlapping between the four prescribed units but two will be explored each year in depth. Each unit will be framed around a key questions which will serve as the focus for our lessons and your learning. This integrated approach to the course both allows you to better understand the interrelated nature of global politics.

**Course Name:** IB Psychology HL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** N/A

**Course Description:** Psychology is the rigorous and systematic study of mental processes and behavior. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines.

At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: Biological, Cognitive and Sociocultural. Students at the HL level students will engage in qualitative research in psychology and dive deeper into experimental



research methodology. HL students will complete two options from a choice of the following five topics: Abnormal psychology, Developmental psychology, Health psychology, Psychology of human relationships and Sport psychology.

The study of behavior and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognizing that behavior is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behavior.

**Course Name:** IB Psychology SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

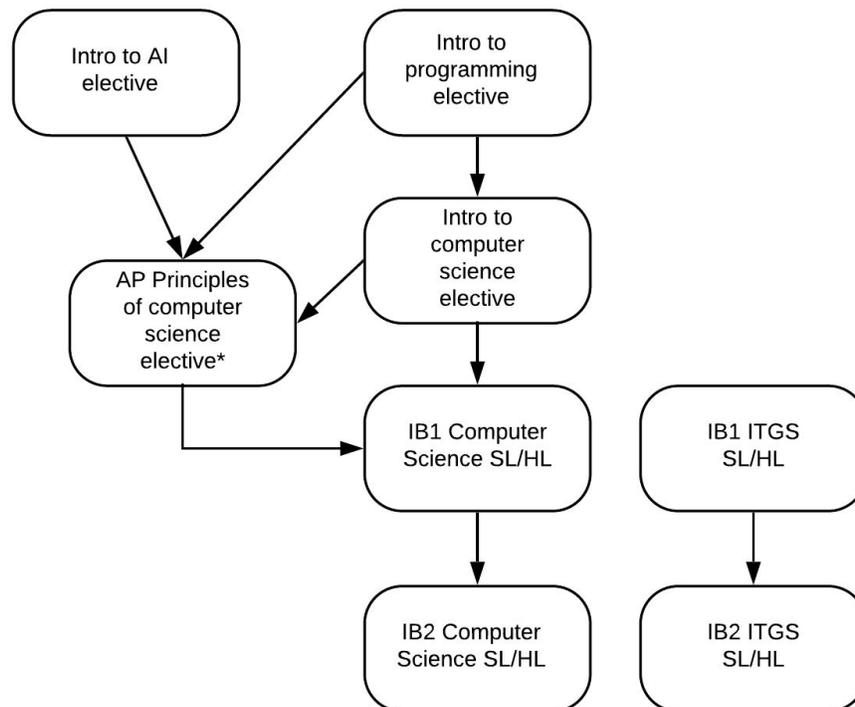
**Prerequisite:** N/A

**Course Description:** Psychology is the rigorous and systematic study of mental processes and behavior. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. SL students will complete one option from a choice of the following five topics: Abnormal psychology, Developmental psychology, Health psychology, Psychology of human relationships and Sport psychology.

At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: Biological, Cognitive and Sociocultural. The study of behavior and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognizing that behavior is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behavior.

## Computer Science/IT Pathways





*\* Subject availability is based on student demand*

**Course Name:** Introduction to Artificial Intelligence

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** Grade 9-12

**Prerequisite:** N/A

**Course Description:** Will computers take over the world? Probably not. Either way, computers are getting smarter every day, and it is all thanks to great strides in Artificial Intelligence and Machine Learning algorithms. Using systems like neural nets and specialized algorithms, programmers can teach computers to do things like recognize faces and images, play games, or find complex patterns.

In this elective, we will take a closer look at the basics of AI and machine learning tools, and use them to do amazing things. Teach a computer to play your favorite game, recognize images, create interactive simulations, or train it to find patterns a human could not see. Using programming and mastery of algorithms, find uses for computers that you never thought possible!

**Course Name:** Robotics  
**Department:** Social Sciences  
**Credits:** 0.5  
**Length:** 1 Semester  
**Grade Level(s):** Grade 9-12  
**Prerequisite:** N/A

**Course Descriptions:** Students will learn how to plan and build complex robots using the LEGO NXT kits that include motors and a variety of sensors. They will also be introduced to fundamentals of programming as they attempt to program the robots to complete any number of tasks that they may face. The students will also compete in competitive robotics challenges that will call on the students to combine their creative thinking, problem solving and programming skills.

**Course Name:** Introduction to Programming  
**Department:** Science  
**Credits:** 0.5  
**Length:** 1 Semester  
**Grade Level(s):** Grade 9-12  
**Prerequisite:** N/A

**Course Descriptions:** Students will learn the fundamentals of programming using a variety of tools and development environments. They will also learn to think about problems logically and procedurally while engaging in challenging but fun activities such as the creation of games and other applications that can be published online or on their own devices. Students will also briefly learn about the field of computer science and what careers are possible.

**Course Name:** Introduction to Computer Science  
**Department:** Science  
**Credits:** 0.5  
**Length:** 1 Semester  
**Grade Level(s):** 10 - 12  
**Prerequisite:** Introduction to Programming

**Course Descriptions:** Intro to Computer Science is the prerequisite, introductory course for the IB Computer Science option in grades 11 and 12. The aim of this course is to introduce the core topics in IB CS, as well as to adequately prepare students for IB-level programming and computational thinking. It differs from Game & App Development (formerly Intro to



Programming) in that the IB syllabus will be used to drive the curriculum. The Game & App Development course focuses on the application of basic programming skills to create digital products, whereas the Intro to Computer Science course is more focused on building the CS academic foundation necessary to be successful in IB Computer Science.

**Course Name:** IB Computer Science SL

**Department:** Science

**Credits:** 2.0

**Length:** 2 Years

**Grade Level(s):** 11 and 12

**Prerequisite:** Introduction to Computer Science

**Course Description:** CS is a 2-year IB course offered as SL and fulfills the Group 4 requirements. At the standard level, students will learn general system fundamentals and computer organization. Networking will be explored briefly. The majority of the time will be spent on exploring computational thinking (ie fundamentals of programming) alongside a choice of one of 4 topics: Databases, Modelling and simulation, Web Science or Object Oriented Programming.

Students will be expected to complete an internal assessment in their chosen topic that solves a real world problem. They will experience the software development cycle as they go through all the stages of product development. CS is geared towards students who are tech savvy, who can think logically and procedurally and who have an interest in how computers and the programs that run on them function.

**Course Name:** IB Computer Science HL

**Department:** Science

**Credits:** 2.0

**Length:** 2 Years

**Grade Level(s):** 11 and 12

**Prerequisite:** Introduction to Programming

**Course Description:** CS is a 2-year IB course offered as SL and fulfills the Group 4 requirements. At the standard level, students will learn general system fundamentals and computer organization. Networking will be explored briefly. The majority of the time will be spent on exploring computational thinking (i.e. fundamentals of programming) alongside a choice of one of 4 topics: Databases, Modeling and simulation, Web Science or Object Oriented Programming.



Students will be expected to complete an internal assessment in their chosen topic that solves a real world problem. They will experience the software development cycle as they go through all the stages of product development. CS is geared towards students who are tech savvy, who can think logically and procedurally and who have an interest in how computers and the programs that run on them function.

**Course Name:** ITGS SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** Students would have had to have completed one of the High School IT Courses.

**Course Description:** ITGS is a 2-year IB course offered as HL and SL and fulfills the requirements of the Group 3 or Group 6. The overarching theme of the course is the impact technology has on society. To understand this, students will explore the technical aspects IT Systems such as the Internet, multimedia and communications systems and how these systems can affect culture and society.

The areas of impact explored are Business and Employment, Education, Health, Science, Environment, Government and Politics, and Arts and Entertainment

The internal assessment has the students identify a real world social issue and to develop an IT System that would resolve the issue. They do these by going through the system's life cycle from design to deployment.

ITGS essentially bridges the social sciences with computer science and provides students with a very concrete look at technology and how it impacts them and the society they live in.

In Year 1 SL will focus primarily on Social and Ethical significance of various technologies and a multitude of social impacts.

Students who take ITGS will be required to:

1. Have moderate comfort level with IT concepts
2. Have a laptop computer, to be used at school every day.
3. Have a school provided Gmail account.
4. Read articles and current IT trends and developments
5. Independently practice an IT skill such as web design (HTML, CSS, etc)

**Course Name:** ITGS HL

**Department:** Social Sciences



**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** Students should have completed one of the High School IT Courses

**Course Description:** ITGS is a 2-year IB course offered as HL and SL and fulfills the requirements of the Group 3 or Group 6. The overarching theme of the course is the impact technology has on society. To understand this, students will explore the technical aspects IT Systems such as the Internet, multimedia and communications systems and how these systems can affect culture and society.

The areas of impact explored are Business and Employment, Education, Health, Science, Environment, Government and Politics, and Arts and Entertainment.

The internal assessment has the students identify a real world social issue and to develop an IT System that would resolve the issue. They do these by going through the system's life cycle from design to deployment.

ITGS essentially bridges the social sciences with computer science and provides students with a very concrete look at technology and how it impacts them and the society they live in.

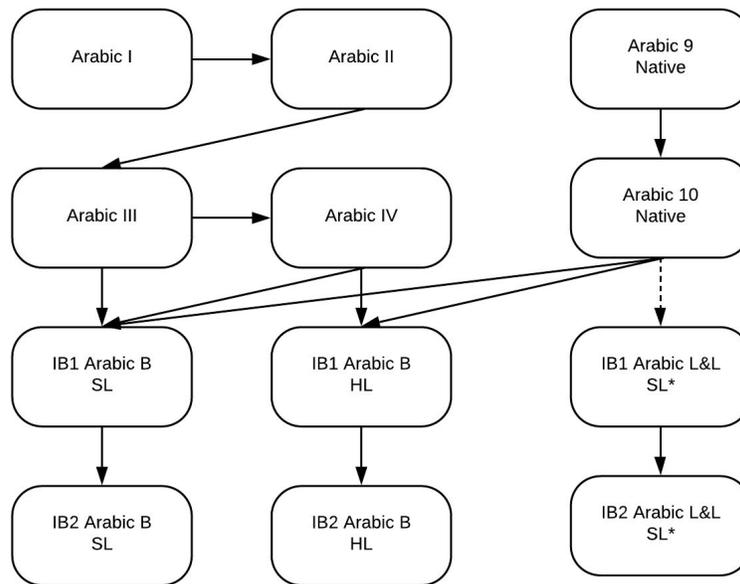
In Year 1 HL will focus primarily on Social and Ethical significance of various technologies and a multitude of social impacts. Year 2 HL Students will be focusing primarily on their internal assessment (project) and continued exploration of the areas of impacts along with the HL components AI & Robotics and IT in Organizations.

Students who take ITGS will be required to:

1. Have moderate comfort level with IT concepts
2. Have a laptop computer, to be used at school every day.
3. Have a school-provided Gmail account.
4. Read articles and current IT trends and developments
5. Independently practice an IT skill such as web design (HTML, CSS, etc)

## World Languages Pathways

### Arabic



\* Subject availability is based on student demand

Non-native students may enter into either Arabic I, II or III based on their grade 8 teacher recommendation or if they are new to DAA class assignment is based on a placement test.

## 2019/20 Course Descriptions Arabic

**Course Name:** Arabic I

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9

**Prerequisite:** N/A

**Course Description:** The Arabic taught in this course is Modern Standard Arabic. No dialect is taught but references are made to the various dialects of the Arab countries for comparison with Modern Standard Arabic.

This course introduces the Arabic Language and culture to learners and is intended for students who are either completely new to the Arabic language or might be familiar with isolated words or concepts, oral and/or written.

The course introduces students to the phonology and script of Modern Standard Arabic and covers the basic morphology and syntax of the written language. Emphasis is placed on the development of the four (reading, listening, speaking and writing) skills at the earliest stages.

**Course Name:** Arabic II

**Department:** Arabic

**Credit:** 1.0

**Length:** One Year

**Grade Level(s):** 9 -10

**Prerequisite:** Completion of Arabic I

**Course Description:** This course is communication-based, meaning that emphasis is placed on the functional usage of the language through a variety of communicative activities. The course stresses the acquisition of grammatical structures through usage since it is a continuation of the previous course. It also aims to enhance the learners' four language skills (reading, writing, speaking and listening) in addition to culture. Arabic is the only medium of class instruction and communication. Time in class will be devoted to reinforcing vocabulary and grammar through various activities as well as concentrated listening, reading and speaking activities.

**Course Name:** Arabic III

**Department:** Arabic

**Credit:** 1.0

**Length:** One Year

**Grade Level(s):** 9

**Prerequisite:** Completion of Arabic II

**Course Description:** This course aims to move students from a lower intermediate to a higher intermediate level of Modern Standard Arabic with attention paid to all four language skills: listening, reading, speaking and writing. In addition, this course is a pre IB course enhancing students' communication skills in the language, enabling them to succeed in the IB Arabic B SL course.

This course follows the content-based approach which mainly depends on content/subject as an access to learning language. The course introduces various aspects of the Arab culture and society. Topics include: changes in the contemporary Arab society, role of Arab women, Arab immigration, and ethnic groups in the region.

**Course Name:** Arabic IV

**Department:** Arabic

**Credit:** 1.0

**Length:** One Year

**Grade Level(s):**10

**Prerequisite:** Arabic III

**Course Description:** This course aims to move students from a lower intermediate to a higher intermediate level of Modern Standard Arabic with attention paid to all four language skills:



listening, reading, speaking and writing. In addition, this course is a pre IB course enhancing students' communication skills in the language, enabling them to succeed in the IB Arabic B SL course.

This course follows the content-based approach which mainly depends on content/subject as an access to learning language. The course introduces various aspects of the Arab culture and society. Topics include: changes in the contemporary Arab society, role of Arab women, Arab immigration, and ethnic groups in the region.

**Course Name:** Arabic IB B SL

**Department:** Arabic

**Credit:** 2.0

**Length:** 2 Years

**Grade Level(s):** 11 and 12

**Prerequisite:** Arabic IV or Native Arabic 10

**Course Description:** IB Arabic B Higher Level 1 and 2 is a language course designed to be followed over two years by students who have some previous experience (3 years) of learning Arabic. The main focus of this course is the reinforcement of all the basics previously learned up to a fairly sophisticated degree at a higher level. This course will give the student a high degree of competence in Arabic and explore the culture using the Arabic language. The range of purposes and situations covers a choice of current topics. Such areas might be: social groupings (such as the family or minorities), political institutions, philosophies and programs, international issues (such as globalization) and their relationship to the culture studies, perspectives provided by the media, traditions and conventions in the arts, and typical or distinctive leisure activities. The types of language structures needed for these purposes and situations are more refined. Students will also read and analyse two literature books and will be trained to use this analysis in creative writing assignments.

**Course Name:** IB Arabic B HL

**Department:** Arabic

**Credit:** 2.0

**Length:** 1 Year

**Grade Level(s):** 11 and 12

**Prerequisite:** Arabic III, Arabic IV & Oral Interview

**Course Description:** IB Arabic B Higher Level 1 and 2 is a language course designed to be followed over two years by students who have some previous experience (3 years) of learning Arabic. The main focus of this course is the reinforcement of all the basics previously learned up to a fairly sophisticated degree at a higher level. This course will give the student a high degree of competence in Arabic and explore the culture using the Arabic language. The range of purposes and situations covers a choice of current topics. Such areas might be: social groupings (such as the family or minorities), political institutions, philosophies and programs, international issues (such as globalization) and their relationship to the culture studies, perspectives provided by the media, traditions and conventions in the arts, and typical or distinctive leisure activities. The types of language structures needed for these purposes and situations are more refined.



Students will also read and analyse two literature books and will be trained to use this analysis in creative writing assignments.

**Course Name:** Arabic as a First Language (Native Arabic) Grade 9

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9

**Prerequisite:** Arabic as a First Language: Grade 8

**Course Description:** Arabic as a First Language (A) – Grade 9 is a course for students who grew up speaking, listening to, reading, and writing Arabic in the home. The course builds on knowledge of the language developed in previous courses, enhancing students’ communication skills in the language so that they can succeed in Arabic as a First Language and eventually in the IB Arabic A SL course. The focus in Arabic as a First Language 9 is not just on acquiring the language, but using Arabic language with sophistication for a variety of academic purposes and audiences.

**Course Name:** Arabic as a First Language (Native Arabic) Grade 10

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 10

**Prerequisite:** Arabic as a First Language– Grade 9

**Expected study time per lesson:** 80

**Course Description:** Arabic as a First Language 10 is a course for students who grew up speaking, listening to, reading, and/or writing Arabic in the home. The course builds on knowledge of the language developed in Arabic as a First Language 9, enhancing students’ communication skills in the language so that they can succeed in the IB Arabic A SL course. Arabic as a First Language 10 is not just on acquiring the language, but using Arabic language with sophistication for a variety of academic purposes and audiences. This course challenges students to become more sophisticated in their use of Classical Arabic when communicating orally (speeches, discussions, formal dialogue, etc.) and in writing (letters, essays, articles, etc.). Moreover, students are encouraged to articulate their opinions on socially important issues, especially ones that are particularly relevant in the Arab community. Students recognize and understand authentic texts, including pieces of literature, as identified by the teacher.

**Course Name:** IB Arabic A Language and Literature SL

**Department:** Arabic

**Credit:** 2.0

**Length:** 1 Year

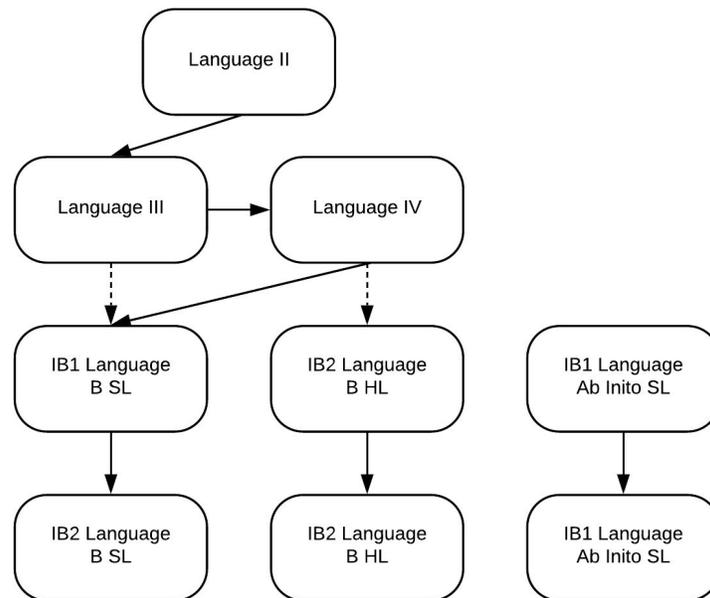
**Grade Level(s):** 11 and 12

**Prerequisite:** Successful completion of Arabic as a First Language - Grade 10

**Course Description:** This is year one of an intensive two-year course that develops students’ critical literacy through an in-depth analysis of various text types as well as explorations of how these texts interact with the cultures and languages in which they were produced. A key aim of the Language and Literature course is to encourage students to question the meaning generated by language and texts; students focus closely on the language of the texts they study develop an awareness of the role of context in shaping meaning. Another key aim of the course is to develop students’ skills of textual analysis in order to ascertain how formal elements of a text are used to create meaning and how that meaning is affected by culturally defined reading practices as well as by the circumstances of production and reception.

In the Literature portion of the course, SL students are required to read four texts over the course of two years. Additional materials will be assigned for the language portion.

## French/Spanish Pathways



*Students may enter into either Language II or III based on their grade 8 teacher recommendation or if they are new to DAA a placement test.*

**Course Name:** French II

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Prerequisite:** Successful completion of French B-C (Middle-school) and/or placement exam

**COURSE DESCRIPTION:**

This course is designed as a continuation of French C and is intended to enhance students' reading, writing, listening and speaking skills. It continues to build on the foundations established in earlier courses concerning vocabulary and grammar, while challenging students to become more proficient in the use of reflexive verbs, the perfect and imperfect tenses, the use of pronouns (objective and subjective) and differences of agreement. Students experience lessons and activities at a comfortable pace and gradually become more confident in their abilities to communicate in French in a variety of real-life circumstances.

Skills are reinforced through the presentation of dialogues, role-playing, cultural readings, and films, ultimately leading students to function with increased proficiency in many new situations. Students are expected to acquire a basic knowledge of technology, famous or imaginary biographies, past events, advertisement and its impact on our daily life and an ideal future planet. Course activities include individual and group projects, research, class discussion, oral presentations, dialogues, vocabulary exercises, listening activities, written compositions, note-taking, and teacher lectures. A variety of methods are employed with the intent of *engaging* students in learning French. Since collaboration and interaction are critical to the learning of any language, teachers encourage learners to use French through communicative activities that involve listening, reading, speaking, and writing.

**Course Name:** French III

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Prerequisite:** Successful completion of French II or placement exam

**COURSE DESCRIPTION :**

French III is designed to extend the foundations established in previous courses and to provide students with the types of learning opportunities that develop their fluency in the language. In addition to continued emphasis on the development of reading, writing, listening, and speaking skills, students are expected to become more sophisticated in their abilities to communicate without undue effort. Many course activities are based on authentic cultural resources – with students answering questions and talking about real-life situations. Each exercise adheres to a communicative situation or context.

The lessons and activities developed for this course also expose students to the art, culture and history of the language. Course activities include individual and group projects, research, class discussion, oral presentations dialogues, vocabulary exercises, listening activities, written compositions, note-taking, and teacher lectures. A variety of methods are employed with the intent of *engaging* students in learning French. Since collaboration and interaction are critical to



the learning of any language, teachers encourage learners to use French through communicative activities that involve listening, reading, speaking, and writing.

**Course Name:** French IV

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Prerequisite:** Successful completion of French III and/or placement exam

**COURSE DESCRIPTION:**

French IV is a pre-IB course designed to extend French III, enhancing students' communication skills in the language so that they can succeed in IB Language B courses. Students in this course are prepared to sustain clear interaction in French, although they may still need occasional pauses for grammatical and lexical planning or repair. Topics in the course are varied, ranging from global issues to everyday life situations, and also endeavor to help students acquire a deeper cultural appreciation of the francophone world.

Learners are further encouraged to read French news and blogs, or listen to podcasts outside of the classroom. Students are prepared to deliver oral presentations and to answer questions from an audience concerning their work. Learners are also introduced to the standards and formats for the written language that they will eventually encounter in the IB Language B courses. Finally, grammar study is integrated throughout the course using texts of contemporary issues and authentic materials. Course activities include individual and group projects, research, class discussion, oral presentations, dialogues, vocabulary exercises, listening activities, written compositions, note-taking, and readings. A variety of methods are employed with the intent of *engaging* students in learning French. Since collaboration and interaction are critical to the learning of any language, teachers encourage learners to use French through communicative activities that involve listening, reading, speaking, and writing.

**Course Name:** Spanish II

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Prerequisite:** Successful completion of Spanish B (Middle School) and/or placement exam

**COURSE DESCRIPTION:**

This course is designed to enhance students' reading, writing, listening and speaking skills. It continues to build on the foundations established in earlier courses concerning vocabulary and



grammar, while challenging students to become more proficient with communicative competence. Students will learn to express simple and routine ideas about themselves and others in everyday life, moving beyond memorization. In addition, students are expected to acquire a basic knowledge of history, geography, and culture in Spanish-speaking countries. Course activities include individual and group projects, oral presentations, listening activities, reading comprehension, and written compositions. Skills are reinforced through the presentation of cultural readings and films. Teachers encourage learners to use Spanish through cultural activities beyond class by following podcasts or visual media, such as movies, in Spanish.

**Course Name:** Spanish III

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Prerequisite:** Spanish II (High School) and/or placement exam

**COURSE DESCRIPTION:**

Spanish III is designed to extend the foundations established in previous courses and to provide students with the types of learning opportunities that develop their fluency in the language. In addition to continued emphasis on the development of reading, writing, listening, and speaking skills, students are expected to become more sophisticated in their abilities to communicate without undue effort. For instance, students are also expected to begin using colloquial expressions and memorized sayings specific to the language, so that their language becomes more refined, elaborate, and complex. Most course activities are based on authentic cultural realia – with students answering questions and talking about real-life situations, asking for and giving directions, advertising a product, and more. Each exercise adheres to a communicative situation or context.

The lessons and activities developed for this course also expose students to the art, culture and history of the language. Course activities include individual and group projects, research, class discussion, oral presentations and vignettes, dialogues, vocabulary exercises, listening activities, written compositions, note-taking, dramatic readings, and teacher lectures. A variety of methods are employed with the intent of *engaging* students in learning Spanish. Since collaboration and interaction are critical to the learning of any language, teachers encourage learners to use Spanish through communicative activities that involve listening, reading, speaking, and writing.

**Course Name:** Spanish IV

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year



**Prerequisite:** Successful completion of Spanish III (High School) and/or placement exam

**COURSE DESCRIPTION:**

Spanish IV is a pre-IB course designed to extend Spanish III, enhancing students' communication skills in the language so that they can succeed in IB Language B courses. Students in this course are prepared to sustain clear interaction in Spanish. Topics in the course involve everyday problems, such as situations concerning travel or the environment, and also endeavor to help students acquire a deeper cultural appreciation of Spain and the different cultures of Spanish-speaking countries. Learners are further encouraged to read Spanish literature, newspapers, and magazines and to interact outside the classroom whenever is possible.

Students are prepared to deliver oral presentations lasting at least two minutes and to answer questions from an audience concerning their work. Learners are also introduced to the standards and formats for the written language that they will eventually encounter in the IB Language B courses. Finally, grammar study is integrated throughout the course using texts of contemporary issues and authentic materials. Course activities include individual and group projects, research, class discussion, oral presentations and vignettes, dialogues, vocabulary exercises, listening activities, written compositions, note-taking, dramatic readings, and teacher lectures. A variety of methods are employed with the intent of *engaging* students in learning Spanish. Since collaboration and interaction are critical to the learning of any language, teachers encourage learners to use Spanish through communicative activities that involve listening, reading, speaking, and writing.

**Course Name:** IB Spanish Ab Initio

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

**Grade(s):** Grades 11 and 12

**Prerequisite:** None

**COURSE DESCRIPTION:**

Spanish Ab Initio SL is a two-year language course designed for students who have no previous Spanish experience. The main focus of this course is on the acquisition of Spanish for purposes and situations found in everyday social interaction. The course aims to develop a variety of linguistic skills, and a basic awareness of the cultures using the language, through the study of a core syllabus and a language-specific syllabus.

To promote the development of communicative ability, this course integrates vocabulary and grammar in the four language skills: speaking, listening, reading and writing. The course will include oral individual and group activities, oral vignettes and dialogues, listening and reading activities, grammar and vocabulary exercises, writing projects and teacher lectures.



**Course Name:** IB Spanish B SL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

**Grade(s):** Grades 11 and 12

**Prerequisite:** Successful completion of Spanish III/IV(High School) and/or placement exam

**COURSE DESCRIPTION:**

IB Spanish B SL is a language course designed to be followed over two years by students who have *previous* (a minimum of three years) *Spanish language experience*. The main focus of this course is the reinforcement of all the basics previously learned up to an advanced level.

This course will give the student a high degree of competence in Spanish and explore the culture using the Spanish language. The range of purposes and situations covers a choice of current topics. Such topics are: Identities, Experiences, Sharing the Planet, Human Ingenuity, and Social Organization.

International-mindedness is actively incorporated into the language acquisition syllabus. Students are encouraged, through the study of texts and through social interaction, to develop a deeper awareness and appreciation of perspectives of people from diverse cultures. The types of language structures, idiomatic expressions, and text formats needed for these purposes and situations are refined.

To promote the development of communicative ability, this course integrates vocabulary and grammar in the four language skills: speaking, listening, reading and writing. The course will include oral individual and group activities, dialogues, listening and reading activities, grammar and vocabulary exercises, writing projects and teacher lectures.

**Course Name:** IB Spanish B HL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

**Grade(s):** Grades 11 and 12

**Prerequisite:** Successful completion of Spanish III/IV(High School) and/or placement exam

**COURSE DESCRIPTION:**

IB Spanish B HL is a language course designed to be followed over 2 years by students who have *some previous Spanish language experience* (3 years minimum). The main focus of this



course is to communicate clearly and effectively in a range of contexts and for a variety of purposes and understand, analyse and reflect upon a range of written, audio and visual texts.

This course will give the student a high degree of competence in Spanish and explore the culture using the Spanish language. The range of purposes and situations covers a choice of current topics. Such topics are: Identities, Experiences, Sharing the Planet, Human Ingenuity, and Social Organization.

International-mindedness is actively incorporated into the language acquisition syllabus. Students are encouraged, through the study of texts and through social interaction, to develop a deeper awareness and appreciation of the perspectives of people from diverse cultures. The types of language structures, idiomatic expressions, and text formats needed for these purposes and situations are refined.

To promote the development of communicative ability, this course integrates vocabulary and grammar in the four language skills: speaking, listening, reading and writing. The course will include oral individual and group activities, dialogues, listening and reading activities, grammar and vocabulary exercises, writing projects and teacher lectures.

**Course Name:** IB French Ab Initio SL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

**Grade(s):** Grades 11 and 12

**Prerequisite:** None

**COURSE DESCRIPTION:**

French Ab Initio SL is a two-year language course designed for students who have no previous French experience. The main focus of this course is on the acquisition of French for purposes and situations found in everyday social interaction. The course aims to develop a variety of linguistic skills, and a basic awareness of the cultures using the language, through the study of a core syllabus and a language-specific syllabus.

To promote the development of communicative ability, this course integrates vocabulary and grammar in the four language skills: speaking, listening, reading and writing. The course will include oral individual and group activities, oral vignettes and dialogues, listening and reading activities, grammar and vocabulary exercises, writing projects and teacher lectures.

**Course Name:** IB French B SL



**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

**Grade(s):** Grades 11 and 12

**Prerequisite:** Successful completion of French III/IV(High School) and/or placement exam

**COURSE DESCRIPTION:**

French IB Standard Level 1 is a language course designed to be followed over two years by students who have previous (a minimum of three years) French language experience. The main focus of this course is the reinforcement of all the basics previously learned up to an advanced level.

This course will give the student a high degree of competence in French and explore the culture using the French language. The range of purposes and situations covers a choice of current topics. Such topics are: Identities, Experiences, Sharing the Planet, Human Ingenuity, and Social Organization.

International-mindedness is actively incorporated into the language acquisition syllabus. Students are encouraged, through the study of texts and through social interaction, to develop a deeper awareness and appreciation of perspectives of people from diverse cultures. The types of language structures, idiomatic expressions, and text formats needed for these purposes and situations are refined.

To promote the development of communicative ability, this course integrates vocabulary and grammar in the four language skills: speaking, listening, reading and writing. The course will include oral individual and group activities, dialogues, listening and reading activities, grammar and vocabulary exercises, writing projects and teacher lectures.

**Course Name:** IB French B HL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

**Grade(s):** Grades 11 and 12

**Prerequisite:** Successful completion of French IV(High School) and/or placement exam

**COURSE DESCRIPTION:**

IB French B HL is a language course designed to be followed over 2 years by students who have some previous French language experience (3 years minimum). The main focus of this course is



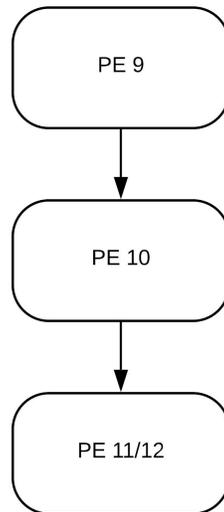
to communicate clearly and effectively in a range of contexts and for a variety of purposes and to understand, analyse and reflect upon a range of written, audio and visual texts.

This course provides the student with a high degree of competence in French and allows to explore the culture using the target language. The range of purposes and situations covers a choice of current topics. Such topics are: Identities, Experiences, Sharing the Planet, Human Ingenuity, and Social Organization.

International-mindedness is actively incorporated into the language acquisition syllabus. Students are encouraged, through the study of texts and through social interaction, to develop a deeper awareness and appreciation of perspectives of people from diverse cultures. The types of language structures, idiomatic expressions, and text formats needed for these purposes and situations are refined.

To promote the development of communicative ability, this course integrates vocabulary and grammar in the four language skills: speaking, listening, reading and writing. The course will include oral individual and group activities, dialogues, listening and reading activities, grammar and vocabulary exercises, writing projects and teacher lectures.

## Physical Education and Health



# 2020/21 Course Descriptions

## Physical Education and Health

**Course Name:** Physical Education 9 and 10

**Department:** Physical Education

**Credit:** 0.5

**Length:** 1 Year

**Grade Level(s):** 9-10

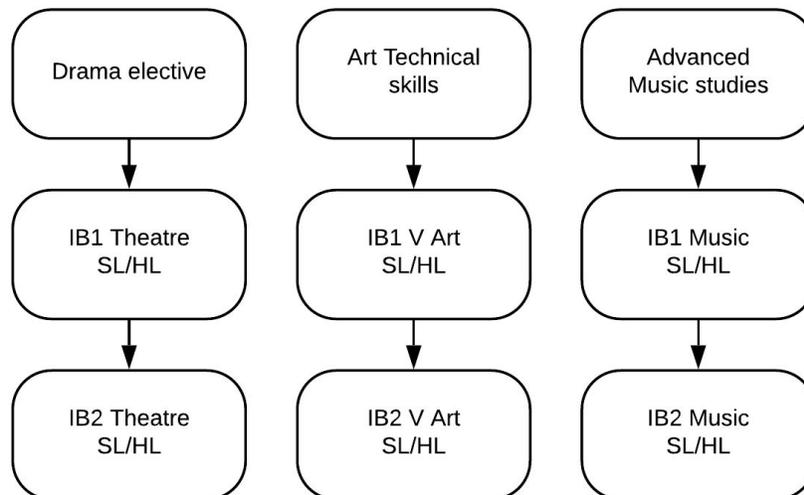
**Prerequisite:** NA

**Course Description:** In High School Physical Education students will develop knowledge about how to lead healthy lifestyles and be a lifelong enthusiast of activity and sport. Interwoven within every class will be leadership development and transferable concepts that can be used in other educational disciplines, other areas in their stage of growth now, and the years to come.

Students will acquire a broad range of fundamental skills and knowledge, related to movement and sport. Students will experience a variety of physical education activities organized into week units.

Development of Health-related / Skill-related fitness components, game-play techniques/strategies will be included. Fitness testing & metrics will be conducted throughout the year. Health topics include.....Health units and written assessments will be included periodically throughout the year.

## Fine Arts



## 2020/21 Course Descriptions

### Fine Arts

**Course Name:** Digital Art

**Department:** HS Art Dept

**Credit:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9-12

**Prerequisite:** none

**Course Description:** Digital Art will combine Technology with the Arts. Students will learn the fundamentals of photography along with basic design principles.

Students will be trained in the IT tools needed to create a variety of digital works, including photo manipulation/photoshop, graphic design, typography and animation.

This will include topics such as digital composition, use of color, light and editing. Students will also learn how to manipulate photographs using hands-on collage and painting techniques to artistically alter to discover and create new perspectives in Art.

Digital Art is both an academic and a practical course. Research connected to Art History, culture and society is integrated into art production. Experimentation is also an important aspect of this course. These are all skills that can be used in IB Visual Arts.

Students are required to have a quality camera/phone to use each lesson.

**Course Name:** Printmaking

**Department:** HS Art Dept

**Credit:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9-12

**Prerequisite:** none

**Course Description:**

This course will focus on the use of the printing press which was introduced in the Renaissance. Printing continues to be an exciting and viable art medium. This elective would give experience in Lino-printing, Etching, Gel printing with the possible advancement to silk screen printing.

Methods taught will encourage experimentation, with each medium having a special, identifiable quality. Students will be encouraged to learn each process and then combine them to create their own voice and working style. Printmaking has a wonderful connection to painting, drawing and design.

**Course Name:** Sculpture and Ceramics

**Department:** HS Arts Dept

**Credit:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9-12



**Prerequisite:** none

**Course Description:**

This course will have 2 components. The first is using clay to build Artworks around a given theme. The second is making a sculpture using a wider variety of materials such as wire, paper, card, mod-roc, paper mache, found objects, plaster, and wood, around a given theme.

Instruction is provided in many areas to explain the use of materials. Students who like to work with a variety of tools and different media will find this course a rewarding experience.

Sculpture & Ceramics is both an academic and practical art program. Research connected to art history, culture and society is integrated into art production. Experimentation is also an important aspect of this course. These are all elements that are used in IB visual arts.

**Course Name:** Introduction to Film Studies

**Department:** HS Arts Dept

**Credit:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9-12

**Prerequisite:** none

**Course Description:**

Students will learn to create, read, and discuss films in a whole new way. Taking the fundamentals of the IB Film course as a foundation, the course will give students the opportunity to develop their skills as filmmakers, and also their critical analysis of films. The big 5 film roles can all be explored through creative challenges, and this practical experience will mix with an introduction to the history of film theory. All this combined will make students experts in not only executing the perfect whip-pan-to-Dutch-tilt transition shot, but also pointing out to people that if they view that shot through the lens of post 1918 Russian formalism, it is even more meaningful.

**Course Name:** Art Technical Skills

**Department:** HS Arts Dept

**Credit:** 0.5

**Length:** One Semester

**Grade Level(s):** 9-12

**Prerequisite:** Any other HS art class

**Course Description:**

This technical skill elective is focused on skill-building with a variety of media in preparation for the IB visual Art curriculum. Students will complete a set of individual Art works focusing on a different media each time to fully develop their skill level in relation to first-hand observational work. Students should have some prior knowledge of Art at HS level before taking this course.

**Course Name:** Digital Video

**Department:** Fine Arts

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9-12

**Prerequisite:** N/A

**Course Descriptions:** Video production is probably the most universally known of all visual media and is an integral component of many technology applications. The process of editing creates a special mood, tempo, and pace to enhance the subject matter. Video production is not only instructional and analytical, but also artistic. Students will learn the video basics as well as participate in pre-production, production and post production stages of video creation, distribution, and evaluation of the product.

**Course Name:** IB Visual Arts SL and HL

**Department:** HS Arts Dept

**Credit:** 2.0

**Length:** 2 year

**Grade Level(s):** Grades 11 and 12

**Prerequisite:** Previous Art experience and commitment to the subject

**Course Description:** The IB Visual Art program is both an academic and practical program which emphasizes the interrelationship between research and artistic production. The course content for HL and SL may be the same. However, students at the HL level should develop ideas and skills, and produce a larger body of work, at a greater depth. In order to reflect this, the assessment criteria are differentiated according to level.

The course expounds creativity; however the foundation of this creativity is research and exploration into practical art, as well as art theory, history and culture. The Diploma Program arts courses enables students to engage in both practical exploration and artistic production, and in independent contextual, visual, and critical investigation. Growth and commitment is integral and is attained through the exploration of art concepts and skills, solving formal and technical problems encountered in studio practice, and exhibiting technical skills and appropriate use of media. (See breakdown of SL and HL in diagram) Due to the independent nature of the course, it is imperative that candidates are self-motivated and highly organized, in addition to upholding a genuine interest in making art.

**Course Name:** Group Theatre: (Improv, Conventions And Basel Masks)

**Department:** HS Arts

**Credit** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9-12

**Prerequisite:** None



**Course Description:** Course objectives emphasize the active exploration of dramatic forms, techniques and conventions, using material from a wide range of genres and cultures. Students will construct, discuss, perform and analyze drama, and reflect upon their experiences to develop an understanding of themselves, the art form and the world around them. Students will be introduced to the basic conventions of theater: tableau, mime, improvisation, and role-play among others and learn how a piece of theatre may be devised in groups incorporating the various conventions. All students will be challenged to participate in a creative, team building class manner; taking risks, and assisting in the creation of original drama, in a safe and open learning environment. In addition, students will be introduced to physical and basic mask work using Basel and Neutral Mask. One major project of this class will involve the students working in groups to brainstorm, storyboard and script a version of a fairytale: a fractured tale or an original tale. They will also create a hypothetical concept for realization of the script i.e. venue, theatre, costuming, character sketches, budgeting, advertising etc. The script will be performed to a selected class in the elementary school and explored further using multimedia. The theory of Viola Spolin, Augusto Boal, Jacques LeCoq, Jerzy Grotowski and Marcel Marceau will provide an underpinning framework for all work.

**Course Name:** From Mask to Monologue

**Department:** HS Arts

**Credit:** 0.5

**Length:** 1 semester

**Grade Level(s):** 9-12

**Prerequisite:** None

**Course Description:** Mask to Monologue examines the basics of theatre from Greek times when both Mask and Monologue were imperative in the theatrical process. The course aims to build upon the development of students' personal resources begun in Group Theatre; to deepen the student's understanding of self in relation to others, with particular emphasis on the student's awareness of and responsibility toward their community. The course aims to promote understanding of groups and how they function, and to develop group problem-solving and decision making skills. We will develop students' abilities to interpret and reflect on text and provide an opportunity for students to work in a variety of dramatic genres to explore various specialized aspects of theatrical stagecraft, production and playwriting. A major project in this class is to choose a person of inspiration and to write a monologue based on a time in that person's life from the person's point of view. The students will perform their monologues to a live audience. The students will also study the art-form of Commedia Dell'Arte using Italian Commedia masks; interacting in pairs and groups and writing Commedia scripts to be performed informally in class and around the school. Other mask forms focused on are: Basel Mask, Trestle Mask, Greek Mask and Topeng. .

**Course Name:** Scene Studies

**Department:** HS Arts

**Credit:** 0.5



**Length:** 1 semester

**Grade Level(s):** 9-12

**Prerequisite:** None

**Course Description:** Scene Studies is custom designed to suit the interests and needs of the individual student whether the student has strengths in either acting, directing, or technical design. The course is tailor-made to reinforce the work drama and literature students have already been exposed to in their English classes thus aiding understanding and reinforcing material. Texts from modern drama and film are focused on as well as texts from Shakespearean and Greek Theatre. Character is explored along with “getting into character” focusing on the techniques of Konstantin Stanislavski and *The Method Approach* or “System” as well as other modern acting techniques. Students will have the challenge of directing a scene using basic “blocking” along with designing lighting and sound for a scene. All work will be recorded for development/assessment purposes as well as a major showcase taking place during assembly time or after school, This course is instrumental in the understanding of modern acting, public speaking and in the promotion of confidence and self-esteem.

**Course Name:** Student Ensemble

**Department:** HS Arts

**Credit:** 0.5

**Length:** 1 semester

**Grade Level(s):** 9-12

**Prerequisite:** None

**Course Description:** Student Ensemble is a creative class in which students are empowered to be creators, designers, performers and co-collaborators in their work. Students focus on team building and creative exercises so that they may be comfortable working together as an ensemble. Students respond to a series of stimuli (paintings, music, sculptures, poetry and stories) in order to devise pieces of theatre using a selected stimulus as a starting point. Comprehensive skills of devising theatre are focused on along with in depth studies of groundbreaking theatre companies around the world. In the past, some of these theatre companies have visited our class including Complicite and Frantic Assembly. The basics of Set Design, Light Design, Sound and Technical Design are also explored to enhance pieces of theatre in order to understand how the elements of theatre work together to create meaningful moments of theatre. Students in this class are also fortunate to take part in a course on Improvisation and “Theatresports” in conjunction with The Courtyard Playhouse Theatre in Dubai. Visiting practitioners work with the students in boosting their public speaking, confidence, self-esteem and creative skills through improvisation. Students also study a World Theatre Tradition of their choice demonstrating to the class how this theatre would be performed along with their findings as a recorded oral presentation. This class is perfect in the promotion of healthy risk-taking and problem solving.

**Course Name:** IB Theatre SL

**Department:** HS Arts

**Credit:** 2.0



**Length:** 2 Years

**Grade Level(s):** 11-12

**Prerequisite:** Approval from IB Theatre Teacher

**Course Description** The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Students are required to investigate the core syllabus areas from the perspectives of creator, designer, director, performer and spectator. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

*It is a requirement that each student must keep a blog/journal, which charts his or her journey through this two-year program. The students will also take trips to view theatre and engage in workshops with ISTA (International Schools Theatre Association).*

**Course Name:** IB Theatre HL

**Department:** HS Arts

**Credit:** 2.0

**Length:** 2 Years

**Grade Level(s):** 11-12

**Prerequisite:** Approval from IB Theatre Teacher

**Course Description:** The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity



of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Students are required to investigate the core syllabus areas from the perspectives of creator, designer, director, performer and spectator. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

It is a requirement that each student must keep a blog/journal, which charts his or her journey through this two-year program. The students will also take trips to view theatre and engage in workshops with ISTA (International Schools Theatre Association).

**Course Name:** Concert Choir

**Department:** Music (Fine Arts)

**Credit:** 1.0

**Length:** 1 year

**Grade Level(s):** 9-12

**Prerequisite:** Teacher approval (audition)

**Course Description:** This mixed voice, full year or semester course emphasizes the development of musicianship through the study of choral music. Music literacy, music theory, music history, composition and improvisation are basic to musicianship and will be studied regularly. As choir is an academic and performance-based class, there are required concerts in winter and spring, as well as other performance opportunities. Course activities include repertoire rehearsal and performance, sight-singing, ear training, music and teambuilding games, class discussions, individual/group assignments, projects, presentations and teacher lecture. Key instructional materials will vary season to season but will also include: 2-, 3- and 4-part music, various musical resources including “Music Mind Games” materials.

**Course Name:** Concert Band

**Department:** Music (Fine Arts)

**Credits:** 1.0

**Length:** 1 year

**Grade Level(s):** 9-12

**Prerequisite:** One year’s previous band experience. Director approval.

**Course Description:** This course is an elective course that is selected by the student and at the band director’s discretion. This class is a year commitment, minimum, with concerts in the winter and the spring and other performances throughout the year during the school day. Music



covered will be appropriate to the playing level of the ensemble. Music theory and history will also be part of this class.

Core instructional methods will include large group playing, small ensemble work, and solo performances. It will also include music theory, history and appreciation.

**Course Name:** Beginner Band  
**Department:** Music (Fine Arts)  
**Credits:** 1.0  
**Length:** 1 year  
**Grade Level(s):** 9-12  
**Prerequisite:** Director Approval.

**Course Description:** This course is intended to provide an opportunity for students to learn the basics of a woodwind, brass or percussion instrument (guitar, piano or string instruments are not offered). The instruments will be assigned to students based on interest, affinity and instrument availability. More advanced students, are also encouraged to join this course, enhancing their own instrumental skills and act as section leaders and tutors. This course takes place concurrently with the Advanced Music Studies course.

Course instructional methods will include large group playing and small ensemble work. We will also explore the language of music, including reading and writing music, history and appreciation.

**Course Name:** Advanced Musical Studies  
**Department:** Music (Fine Arts)  
**Credits:** 0.5  
**Length:** One Semester  
**Grade Level(s):** 9-12  
**Prerequisite:** Teacher approval

**Course Description:** This course aims to give students with advanced instrumental or vocal background to take leadership roles and to work on their musical skills, such as composition and the language of music. They will develop perceptual skills in responding to music and demonstrate knowledge of music in relation to time and place. This course is strongly recommended to students planning to study music in the IB Diploma Programme. Course activities will focus on the different elements of music, such as melody, rhythm and harmony, as well as history and listening skills. We will also study various compositional techniques. Instructional materials will include: *Listen (Norton)*, *Fortissimo! (Bennett)*, *History of Western Music (Palisca)*, *selected texts for World Music*. Students will have an opportunity to prepare for the ABRSM Theory Examinations.

**Course Name:** Introduction to Electronic Music and Sound Production

**Department:** Music (Fine Arts)

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9-12

**Prerequisite:** N/A

**Course Description:** This introductory course focuses on mastering essential technologies in electronic music and sound production. These include the use of microphones, audio mixers, loudspeakers and digital audio editors. Students will become familiar with aesthetic concepts of sound and develop critical listening skills that lead to a basic understanding of electronic art music and sound design.

The course is aimed at students who are interested in developing digital skills, have a basic understanding of musical concepts such as melody, harmony, rhythm, form and are willing to engage creatively with unfamiliar types and formats of music and who, ultimately, want to create music and sound on the computer.

As part of the coursework students will learn to use audio hard- and software to record audio in the classroom and outside. These recordings will then be manipulated to create short compositions and pieces of sound design. Resources used include: Microphone, audio mixer, loudspeaker, portable recording devices, *Audacity* (digital audio editor)

Students will develop skills in areas including digital technology, listening, critical observation, perception and analysis and informed aesthetic evaluation through presentations and demonstrations on techniques and aesthetics of electronic music, hardware-based trouble shooting, practical work in small groups and on their own, and aural analysis of sound in music, film and other media.

**Course Name:** Advanced Electronic Music and Sound Production Studies

**Department:** Music (Fine Arts)

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9-12

**Prerequisite:** *Intro to EMASP (Electronic Music and Sound Production)* or teacher approval

**Course Description:** This course will develop skills that are fundamental to the digital manipulation of sound. Covering genres and techniques such as *Musique Concrete*, sound synthesis, electronic art music, film sound and sound design, it is aimed at students who have a basic understanding of musical concepts (rhythm, texture, musical structure, harmony, melody)



and who are comfortable with recording and editing sound on their computer. In the course students are expected to critically discuss, analyze and creatively engage with contemporary forms of sound. They will gain insights into the work of sound designers, composers, performers of experimental electronic music, film sound editors and sound engineers.

During the course students will use recorded and synthesized sound to create pieces of sound design, compositions, soundtracks and live performances. *Electronic Music and Sound Production (Advanced Studies)* is suitable for students interested in or currently pursuing IB Music Music Technology Composing (SLC, HL). Enrolment in IB Music is not mandatory for participation in the course.

Soft and hardware used include: Microphone, audio mixer, loudspeaker, *Audacity* (digital audio editor), *Reaper* (audio workstation), MIDI controllers. Students will develop skills in areas including digital technology, listening, critical observation, perception and analysis and informed aesthetic evaluation through presentations and demonstrations on techniques and aesthetics of electronic music/ sound art/ sound design, hardware-based trouble shooting, practical work in small groups and on their own, and aural analysis of sound in music, film and other media.

Key instructional materials include: *Electronic and Experimental Music: Technology, Music and Culture* (Thom Holmes). Students are required to bring their laptop and a set of quality headphones (over-ear)

Personal hardware (launchpads, controllers, synthesizers) can be used upon teacher approval.

**Course Name:** IB Music HL

**Department:** Music (Fine Arts)

**Credits:** 2.0

**Length:** 2 Year

**Grade Level:** 11 and 12

**Prerequisite:** Teacher recommendation

**Course Description:** Students in both Standard Level and Higher Level study music theory and history. Students develop perceptual skills in responding to music and demonstrate knowledge of music in relation to time and place. They will be expected to use appropriate musical language and terminology to describe and reflect their critical understanding of music.

Students in Higher level will compose 3 contracting pieces of music and perform 20 minutes of solo material on their chosen instrument. Course activities will focus on music history, theory and analysis. Sight-reading, aural training, as well as compositional techniques will be emphasized. Listening skills will be enhanced through exposure to all types of music as well as the ability to identify instruments and musical devices in a given piece of music and for what genre and period they are typical.

**Course Name:** IB Music SL  
**Department:** Music (Fine Arts)  
**Credits:** 2.0  
**Length:** 2 Year  
**Grade Level:** 11 and 12  
**Prerequisite:** Teacher recommendation

**Course Description:** Students in both Standard Level and Higher Level study music theory and history. Students develop perceptual skills in responding to music and demonstrate knowledge of music in relation to time and place. They will be expected to use appropriate musical language and terminology to describe and reflect their critical understanding of music.

Students in Standard level choose between composition, solo performance, or group performance.

Course activities will focus on music history, theory and analysis. Sight-reading, aural training, as well as compositional techniques will be emphasized. Listening skills will be enhanced through exposure to all types of music as well as the ability to identify instruments and musical devices in a given piece of music and for what genre and period they are typical.

## AP Courses 2020/21

**Course Name:** AP World History  
**Department:** HS Social Studies Department  
**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level(s):** 10-12  
**Prerequisite:** Recommendation Required

**Course Description:** In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

**Course Name:** AP Statistics



**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9-12

**Prerequisite:** This course is designed for students who have successfully completed a second-year course in algebra and who possess sufficient mathematical maturity and quantitative reasoning ability. Teacher recommendation.

**Course Description:** The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses