

**GEMS**

أكاديمية جيمس دبي الأمريكية

Dubai American  
Academy



**HIGH SCHOOL  
PROGRAM OF STUDIES  
2022/23**

# DAA High School Program - Grades 9 - 12

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## Curriculum

Dubai American Academy High School offers a diverse curriculum, which includes US High School, International Baccalaureate (IB), and Advanced Placement courses. All students who successfully complete the prescribed course of study receive an accredited US High School Diploma. Academically challenging pre-university US High School courses are offered to students in Grades 9-12. The International Baccalaureate (IB) Diploma Program is offered for students in Grades 11 and 12. This course of study will lead to the award of both a US High School Diploma and IB Diploma at the end of Grade 12. Students may also enroll in individual IB courses, the successful completion of which will lead to the award of an IB Certificate in that course. Additionally, Advanced Placement (AP) courses are available to students in grades 10-12 who are not pursuing the full IB Diploma.

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

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.

## Advanced Placement (AP) Courses

AP courses are designed for Grade 11 and 12 students and select Grade 9 and 10 students who have been identified as ready for rigorous AP courses. Students enrolled in the full IB diploma program are not eligible for AP courses due to the demands of their existing courses and the IB diploma program.

Who is eligible:

- Students pursuing the US High School Diploma can take AP courses
- Students can combine IB courses with AP courses
- Grade 10 students are eligible for AP courses upon teacher recommendation only
- AP courses have recommended prerequisites

Benefits of AP courses:

- 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

## AP Courses Offered at DAA

Course	Grade Level(s)
AP Human Geography	9, 10, 11, 12
AP World History	10, 11, 12
AP English Language and Composition	10, 11, 12
AP Macroeconomics	10, 11, 12
AP Chemistry	11, 12
AP Statistics	10, 11, 12
AP Calculus AB	12

## The International Baccalaureate Diploma Program (IBDP)

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

### 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.

#### **IB Learners 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 analyze 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 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), Theory of Knowledge (TOK)

## IBDP Subjects Offered at DAA

Group	Subjects	Level (SL/HL)
<b>Group 1</b> Studies in Language and Literature	English A Literature	SL/HL
	English A Language and Literature	SL/HL
	Arabic A Language and Literature	SL Only
	Self-Taught Literature	SL Only
<b>Group 2</b> Language Acquisition	Arabic B	SL/HL
	French Ab Initio	SL Only
	French B	SL/HL
	Spanish Ab Initio	SL Only
	Spanish B	SL/HL
<b>Group 3</b> Individuals and Societies	History	SL/HL
	Global Politics	SL/HL
	Economics	SL/HL
	Psychology	SL/HL
	Business Management	SL/HL
	Environmental Systems and Societies**	SL Only
<b>Group 4</b> Experimental Sciences	Biology	SL/HL
	Chemistry	SL/HL
	Physics	SL/HL
	Design Technology	SL/HL



	Computer Science	SL/HL
	Environmental Systems and Societies**	SL Only
<b>Group 5</b> Mathematics	Math Analysis and Approaches	SL/HL
	Math Applications and Interpretations	SL/HL
<b>Group 6</b> The Arts	Visual Arts	SL/HL
	Music	SL/HL
	Theatre Arts	SL/HL
	Film Studies	SL/HL

\*\* Environmental Systems and Societies is an interdisciplinary subject which counts as either a Group 3 or Group 4 subject.

## 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 [accessing 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 students to do well across a range of situations. 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.

### 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.

## Modified Pathway

### Program Description

The Modified Pathway Program at DAA offers a path to a modified American High Completion Certificate 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, Literacy and Science 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 Modified Pathway 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 Modified Pathway Program, students receive a High School Completion Certificate equivalent to the 22 credits required for all students at DAA. Students 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

## 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 is in the student's best interest to research universities to determine the number of credits needed for admission to that university.

Subject	DAA Graduation Required Credits	Credits Recommended for University
English	4	4
Science	3	3-4 (lab science)
Math	3	4
World Language	2	2 (same language)
Social Studies	2	3-4
Physical Education	2	2
Visual/Performing Art	0.5	1
Electives	5.5	
Arabic	4	
For Arab Nationals - Mandatory These units can replace a combination of credits or units from the elective and world language components.		
Islamic Education	2	
For Muslim Students - Mandatory These units can replace a combination of credits or units from the elective and world language components.		
* A credit or unit is 120 classroom hours or instruction. * Each full unit or credit is considered as a subject studied throughout the academic year for at least three 50 minute periods per week (except Islamic Education).		

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 Grade 9 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.

## Equivalency

Equivalency may be required, depending on a student's post-graduation plans. Equivalency is the process by which the Ministry of Education officially endorses qualifications, in this case high school qualifications, and declares the document to be equal to UAE standard. Equivalency typically involves attestations from relevant authorities, following which the letter of Equivalency is issued from the Ministry of Education. **Equivalency requirements are above and beyond DAA/KHDA High School graduation requirements.** There are two pathways to Equivalency at DAA, the US High School Diploma or the IB Diploma.

### US Diploma and Blended Diploma (US Diploma with IB/AP courses) Equivalency

## Requirements

- Achieve US Diploma
- Pass 18 credits in grades 9, 10, 11, and 12 with a 60% or above (does not include Arabic or Islamic and MUST include Physics)
- Complete EmSAT and/or SAT requirements

## IB Diploma Requirements

- Achieve IB Diploma
- EmSAT is not required

## Equivalency is required if:

- Applying to a university within the UAE; check the university admission requirements to see if Equivalency is required.
- Applying to a university, institution, or Ministry of Education within a country outside of the UAE requires it.
- You are a UAE National male and wish to pursue only 12 months of mandatory national service.
- You are a UAE National and are pursuing scholarships for UAE Nationals.

## Class Names

The following terms are used for each class:

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

## Course Selection

Each spring, students choose courses for the following academic year. Administrators and 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 a 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 note that enrollment in electives is subject to availability. Wherever possible, priority is given to Grade 12 students first, then Grade 11, etc.

## 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.

## Add/Drop

### **Grade 11 and 12:**

There is no add/drop for Grades 9 and 10. Movement between levels for math and languages is based on teacher recommendation only.

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 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. Students are 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 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 I Math classes.

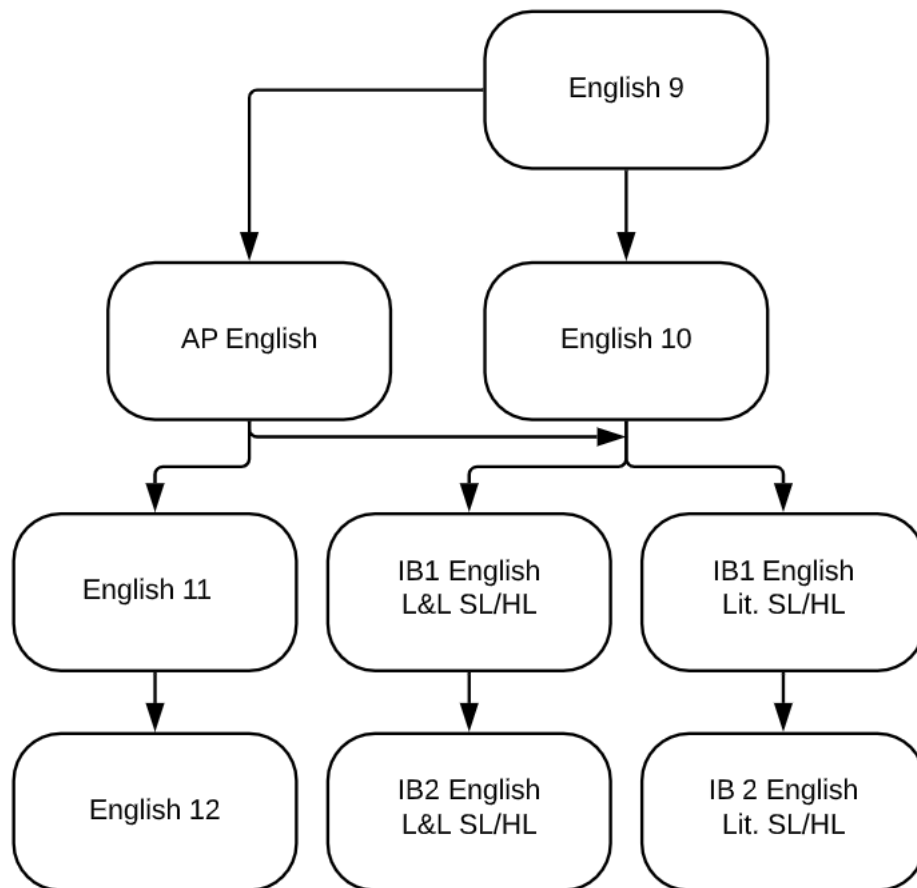
**IB II Students:** Grade 12 students are allowed no changes. Since an IB course is a two-year commitment, it is assumed that students will complete the entire two years of each IB course.

## 2022/23 Pathways and Course Descriptions

### English Language Arts

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

## English Language Arts Pathways



## English Language Arts Course Descriptions

**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 introduces students to the basics of news writing. Students examine the works of renowned journalists from around the world and various styles of writing exemplifying good reporting. Students develop an increased awareness of different types of reporting, from entertainment to sports journalism. Students 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 include: *The House on Mango Street* by Sandra Cisneros, *Fahrenheit 451* by Ray Bradbury and *Romeo and Juliet* 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 study a range of genres, including poetry, short stories, visual texts, drama, and novels, and further develop the skills acquired in Grade 9. They are 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 are will also be developed further through a variety of tasks in preparation for the rigorous oral assessments in the English IB Diploma programme. Texts include: Selected poems; *Macbeth* by William Shakespeare, *Of Mice and Men* by John Steinbeck and selected nonfiction articles.

**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. Literary texts include *The Crucible* by Arthur Miller and *The Great Gatsby* by F. Scott Fitzgerald.

**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 texts, including novels, short stories, speeches, graphic novels, and poems create opportunities for students to respond verbally and in writing.

**Course Name:** AP English Language and Composition

**Department:** HS English Department

**Credit:** 1.0

**Length:** 1 Year

**Grade Level:** 10, 11, and 12

**Prerequisite:** Successful completion of Grade 9, 10, or 11 English and teacher recommendation

**Course Description:** The primary purpose of this course is to enable students to read complex, nonfiction texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with sophisticated readers. Students read, analyze, and work with nonfiction text, literature, essays, letters, speeches, and images to deepen their awareness of rhetoric and of how language works. Writing and reading activities help students to become aware of the interaction between a writer's purpose and the audience's expectations, as well as the way the conventions and resources of language contribute to the effectiveness of writing. The course expects students to write in several forms: narrative, expository, analytical, and argumentative—on many different subjects from personal experiences to public policies, from nonfiction essays and memoirs to popular culture. This course teaches students to read primary and secondary source materials carefully, to synthesize material from these texts in their own compositions, and to cite source material using conventions recommended by the Modern Language Association (MLA).

Please refer to the [AP English Language and Composition course overview](#) for additional information.

**Note:** *AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered.*

**Course Name:** IB English A 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 the exploration of a variety of literary and nonliterary texts. Students consider the ways in which meaning is both constructed and negotiated by studying the relationships between texts, readers and writers; the range and functions of texts across geographical space and historical time; and aspects of intertextuality. Key aims of the course include developing interpretive, analytical, and evaluative skills; understanding the relationships between texts and perspectives, including cultural contexts and global issues; and appreciating the diverse meanings and responses that arise from examining the formal and aesthetic qualities of texts. (*IB Language and Literature Guide*)

In the Literature portion of the course SL students are required to read four texts over the course of two years; the Language portion requires the study of a comparable amount of nonliterary texts. Key texts may include: a work by William Shakespeare, such as *Othello*; a Greek tragedy, such as *Antigone* or *Oedipus Rex*; a graphic novel; a selection of poetry and/or song lyrics; and several Bodies of Work, including articles, essays, and blogs.

**Course Name:** IB English A 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 the exploration of a variety of literary and nonliterary texts. Students consider the ways in which meaning is both constructed and negotiated by studying the relationships between texts, readers, and writers; the range and functions of texts across geographical space and historical time; and aspects of intertextuality. Key aims of the course include developing interpretive, analytical and evaluative skills; understanding the relationships between texts and perspectives, including cultural contexts and global issues; and appreciating the diverse meanings and responses that arise from examining the formal and aesthetic qualities of texts. (*IB Language and Literature Guide*)

In the Literature portion of the course HL students are required to read six texts over the course of two years; the Language portion requires the study of a comparable amount of nonliterary texts. Key texts may include: *The Things They Carried*, Tim O'Brien; a work by William Shakespeare, such as *Othello*; a Greek tragedy, such as *Antigone* or *Oedipus Rex*; a graphic novel; a selection of poetry and/or song lyrics; and several Bodies of Work, including articles, essays, and blogs.

**Course Name:** IB English A 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: Poetry of Carol Ann Duffy, *The Thief and the Dogs* by Naguib Mahfouz, *The Stranger* by Albert Camus, *The Elephant Vanishes* by Haruki Murakami, *King Lear* by William Shakespeare, *Slaughterhouse 5* by Kurt Vonnegut, *Antigone* by Sophocles, *Tess of the D'Urbervilles* by Thomas Hardy, *The Left Hand of Darkness* by Ursula LeGuin and *A Streetcar Named Desire* by Tennessee Williams.

**Course Name:** IB English A 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

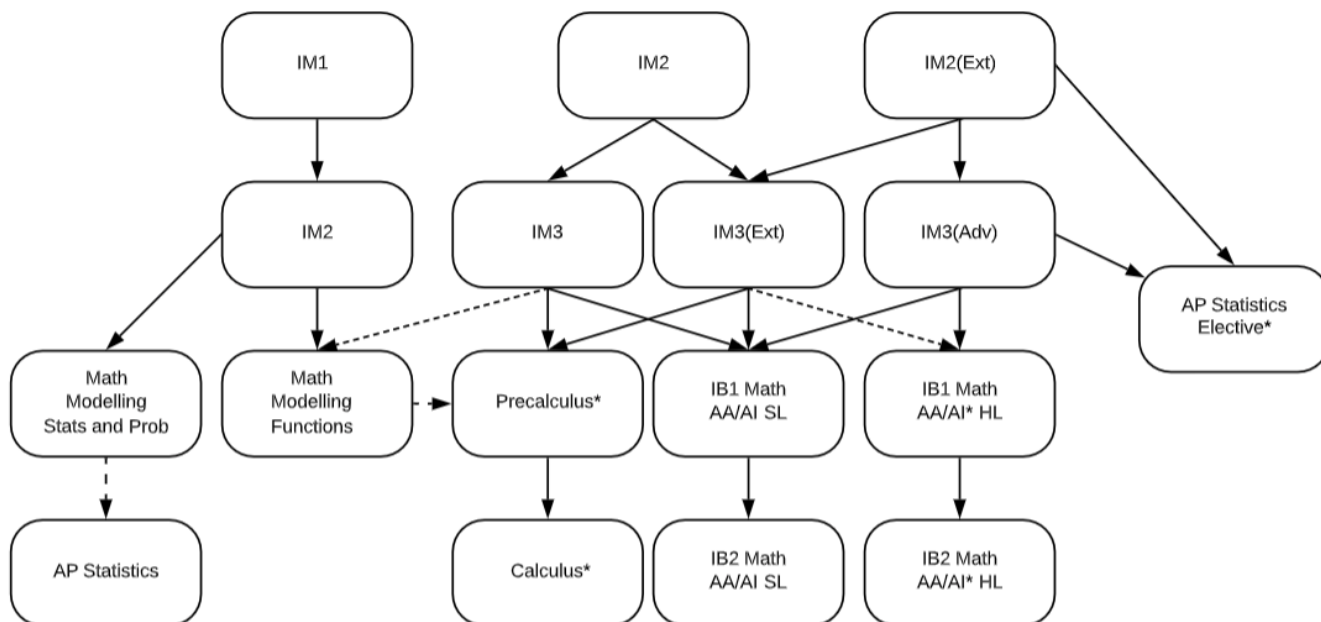
**Course Description:** English Literature HL is an intensive two-year course that will prepare IB Diploma and Certificate candidates for the IB exams in May of their senior year. The English Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect 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: Poetry of Carol Ann Duffy, *The Thief and the Dogs* by Naguib Mahfouz, Essays by David Foster Wallace, *The Stranger* by Albert Camus, *The Elephant Vanishes* by Haruki Murakami, *King Lear* by William Shakespeare, *Slaughterhouse 5* by Kurt Vonnegut, *The Things They Carried* by Tim O'Brian, *Antigone* by Sophocles, *Tess of the D'Urbervilles* by Thomas Hardy, *The Left Hand of Darkness* by Ursula LeGuin and *A Streetcar Named Desire* by Tennessee Williams and one other chosen in collaboration by teacher and students.

## Mathematics

Credit: Math		
Course	Credits	Grade
Integrated Math I	1	9
Integrated Math II	1	9, 10
Integrated Math II Extended	1	9
Integrated Math III	1	10
Integrated Math III Extended	1	10
Integrated Math III Advanced	1	10
Math Modeling: Functions	1	11, 12
Math Modeling: Statistics and Probability	1	11, 12
Pre-calculus	1	11, 12
Calculus	1	11, 12
AP Math Statistics	1	10, 11,12
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

## Mathematics Pathways



## Mathematics Course Descriptions

**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 teaches 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. Integrated Math I 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 (or equivalent) and/or teacher recommendation

**Course Description:**

This course teaches 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; right-angled trigonometry. Problem solving skills are emphasized throughout the course. Students 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 Integrated Math I (or equivalent) and/or teacher recommendation

**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 teaches 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; right-angled trigonometry. Critical thinking skills are emphasized throughout the course. Students 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 a continuation of Integrated Math II. This course teaches topics in a style that is concept-based and integrated. The topics that will continue to be studied and expanded upon include: functions and their inverses, quadratics (graphing, functions, and

patterns), logarithms, modeling 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 Integrated Math II Extended and/or teacher recommendation

**Course Description:** The Integrated Math III Extended course is a continuation of Integrated Math II Extended. This course teaches 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 includes 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 and teacher recommendation

**Course Description:** This course 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. It is suitable for students who are very capable and are seeking an additional challenge in mathematics. This course teaches topics in a style that is concept-based and integrated. Integrated Math III Advanced covers the following topics: vectors and matrices, complex numbers, 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 includes practical lessons on the graphical display calculator.

**Course Name:** Math Modeling: Functions (Formally Math Modeling 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 Modeling: Functions consolidates and completes the Common Core Standards, in addition to exposing students to topics encountered on the SAT. Students are diagnostically assessed at the start of the course to identify their individual strengths and weaknesses. This course focuses on Algebra, Geometry, Exponential and Logarithmic Models, Trigonometry, Statistics, Probability and Finance applications. This course

is suitable for students who are not choosing an IB Diploma Mathematics course, and prepares learners for entry level college math courses. SAT prep and sample questions are incorporated into each unit.

**Course Name:** Math Modeling: Statistics and Probability (Formally Math Modeling B)

**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 Modeling: Statistics and Probability explores the use of statistics and probability to make sense of the world around us. The course will focus on statistical calculations and representations of data, probability distributions, regression models, and hypothesis testing. This course is suitable for students wishing to lay the foundation for entry level college math courses.

**Course Name:** PreCalculus

**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:**

PreCalculus is an academically rigorous course in mathematics that builds on and extends the topics studied in geometry and algebra. This course covers the topics of geometry, trigonometry, and statistics at the pre-calculus level. Topics 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 permits. The inquiry based approach to mathematics allows students to explore how pre-calculus based mathematics connects to a variety of different tasks in the modern day world.

**Course Name:** Calculus

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

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

**Prerequisite:** Successful completion of PreCalculus (or equivalent) and/or teacher recommendation

**Course Description:** During the calculus course, students undergo a detailed study of differential and integral calculus as well as its applications in real world problems. Strong skills and knowledge of algebra, functions, geometry, and trigonometry are required for success in the course since the material builds upon and extends the concepts covered in the precalculus course. In particular, the classes of functions used to develop an understanding of calculus and its applications include polynomials, rationals, trigonometric, exponential and logarithmic



functions. The concepts of limits, differentiation and integration will be applied to solve problems of rates of change, curve sketching, related rates, areas and volumes of revolution.

**Course Name:** AP Statistics

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 10, 11, 12

**Prerequisite:** Successful completion of IM2 Ext or higher (or second-year course in algebra) and 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

Please refer to the [AP Math Statistics course overview](#) for additional information.

**Note:** AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered.

**Course Name:** IB 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 IM3

**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. 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:** IB 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 IM3 Adv or IM3 Ext with 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. 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 interested in the HL course will enjoy solving challenging problems using technology. They should have good algebraic and spatial skills as well as experience of dissecting and solving real-world problems.

**Course Name:** IB 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 of mathematics content, for example mathematics itself, engineering, physical sciences or economics.

**Course Name:** IB 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 IM3 Adv or IM3 Ext with 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

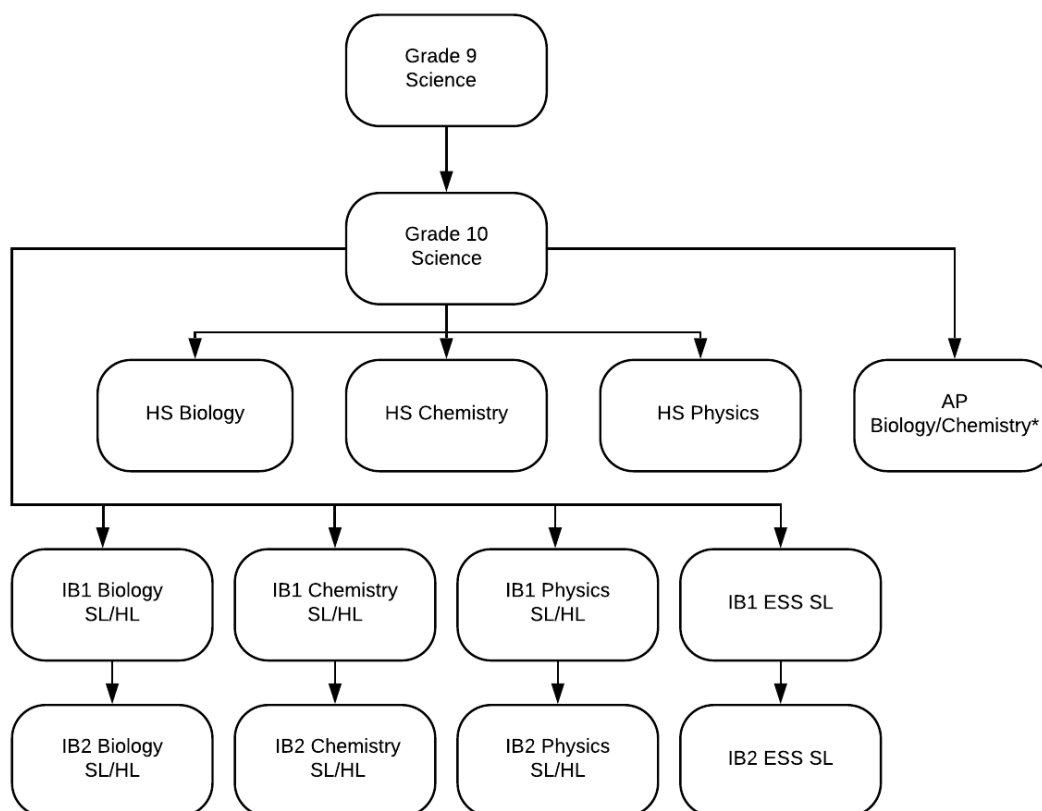
on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics. Students who wish to take the course at HL should have strong algebraic skills and enjoy solving challenging problems.

## Science

Credit: Science		
Course	Credits	Grade
Integrated Science 9	1	9
Integrated Science 10	1	10
HS Biology	1	11,12
HS Chemistry	1	11,12
HS Physics	1	11, 12
AP Biology*	1	11, 12
AP Chemistry*	1	11, 12
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

*\* **Note:** AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered. AP Biology and AP Chemistry are offered in alternating years.*

## Science Pathways



## Science Course Descriptions

**Course Name:** Integrated Science 9

**Department:** Science

**Credits:** 1.0

**Length:** 1 Year

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

**Prerequisites:** Successful completion of Grade 8 Science

**Course Description:** Integrated Science 9 is a cross-curricular course that examines global issues through an integrated scientific focus. Topics studied in Integrated Science 9 include: atomic structure, periodic trends, chemical reactions, water's role on Earth, human impact on ecosystems, and utilization and management of natural resources. These topics are explored through an approach that brings together physics, chemistry, biology, and earth and space science. The course applies Next Generation Science Standards, which encourage a student-centered investigative approach to learning.

Through Integrated Science 9 and 10, students improve their scientific literacy, ability to ask questions about the world around them, and lab inquiry skills. Both Integrated Science 9 and Integrated Science 10 develop the skills and subject content knowledge necessary for success in the IB and AP science courses.

**Course Name:** Integrated Science 10

**Department:** Science

**Credits:** 1.0

**Length:** 1 Year

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

**Prerequisites:** Successful completion of Integrated Science 9

**Course Description:** Integrated Science 10 is a cross-curricular course that examines global issues through an integrated scientific focus. Topics are studied through an approach that brings together physics, chemistry, biology, and earth and space science under essential themes. The course applies the Next Generation Science Standards (NGSS), which encourages a student-centered investigative approach to learning. Through Integrated Science 9 and 10, students improve their scientific literacy, ability to ask questions about the world around them, and lab inquiry skills. Both Integrated Science 9 and Integrated Science 10 develop the skills and subject content knowledge necessary for success in the IB and AP science courses.

**Course Name:** HS Biology

**Department:** Science

**Credit:** 1.0

**Length:** 1 Year

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

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

**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 include: biomolecules, cells and cellular processes, energy conversions, DNA and the cell cycle, meiosis and Mendel, protein synthesis, biological evolution, classification, microorganisms, plant and body systems, and ecology. This course is based on enhanced Next Generation Science Standards.

**Course Name:** HS Chemistry

**Department:** Science

**Credits:** 1.0

**Length:** 1 Year

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

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

**Course Description:** Chemistry is the study of matter. In this course, students explore matter from its smallest detail to its broadest scope. This interdisciplinary, inquiry-based class focuses on the application of chemistry concepts to real world examples through thematic units. Topics

include: chemical reactions, organic chemistry, medicinal chemistry, and environmental chemistry.

Emphasis is on concept and skill-development and the application of concepts to everyday life-situations, rather than the memorization of facts. Course activities include: lectures, demonstrations, laboratory experiments, research projects, case studies, and model making. Through practical work, students are encouraged to question the validity and reliability of data, and to appreciate the value of the scientific method and reasoning. Students develop skills such as experiment planning and design, report writing, and scientific thinking according to modified IB guidelines. This course is based on enhanced Next Generation Science Standards.

**Course Name:** HS Physics

**Department:** Science

**Credits:** 1.0

**Length:** 1 Years

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

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

**Course Description:** High School Physics is designed to introduce students to different aspects of physics and demonstrate its application to everyday life. Topics studied include high school level mechanics, waves, light, and nuclear radiation. 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. Students are expected to use trigonometry and equations in their problem solving. Project work is used to allow students to develop interpersonal, information, communication, and technology skills. These skills are essential in modern scientific endeavors and are important life-enhancing, transferable skills in their own right. This course is based on enhanced Next Generation Science Standards.

**Course Name:** AP Biology

**Department:** Science

**Credits:** 1.0

**Length:** 1 Years

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

**Prerequisite:** Grade 10 Science with a grade of A- or above and teacher recommendation

**Course Description:** AP Biology is an intensive course designed to be the equivalent of an introductory biology course taken in college. The emphasis is on developing an understanding of biological concepts rather than an accumulation of facts. The student should understand and appreciate the science of biology as a process and a personal experience in scientific inquiry that develops their problem solving and critical thinking skills. This course also prepares the high school student to take the AP exam given in May. Students must be highly motivated and driven to excel in this challenging course. The format for this is primarily lecture and lab, supported by interactive labs, and hands-on activities. Please refer to the [AP Biology course overview](#) for additional information.

**Note:** AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered. AP Biology and AP Chemistry are offered in alternating years.

**Course Name:** AP Chemistry

**Department:** Science

**Credits:** 1.0

**Length:** 1 year

**Grades:** 11, 12

**Prerequisite:** Teacher recommendation; Grade 10 Science with a grade of A- average or above

**Course Description:** AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Please refer to the [AP Chemistry course overview](#) for additional information.

**Note:** AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered. AP Biology and AP Chemistry are offered in alternating years.

**Course Name:** IB Biology SL

**Department:** Science

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisites:** Successful completion of Integrated Science 10

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

**Course Name:** IB Biology HL

**Department:** Science

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisites:** Completion of Integrated Science 10 with a grade of A- or above and teacher recommendation



**Course Description:** The Higher Level IB Biology 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. Additionally, one option is required which is selected according to student and teacher interest. Through the study of these topics, students 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 investigation and the use of computer and data-logging tools where appropriate. Participation in the Group 4 project promotes 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. Higher level biology prepares students for higher education in the fields of medical science, agricultural science, environmental science, veterinary science, and biotechnology.

**Course Name:** IB Chemistry SL

**Department:** Science

**Credits:** 2

**Length:** 2 Years

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

**Prerequisites:** Successful completion of Integrated Science 10

**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 HL

**Department:** Science

**Credits:** 2

**Length:** 2 Year

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

**Prerequisites:** Completion of Integrated Science 10 with an A- or above and teacher recommendation

**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

**Length:** 2 Year

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

**Prerequisites:** Completion of Integrated Science 10 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

**Length:** 2 Years

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

**Prerequisites:** Completion of Integrated Science 10 with an A- 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 include mechanics, thermal physics, oscillations and waves, electricity, field theory, atomic, nuclear, and quantum physics. Additional higher level content is included in this course, making it more in depth in some sections and faster paced than the standard level course. This two-year course allows students to develop practical skills, inquiry techniques, and increase mastery in the application of mathematics, the language of physics. The mathematical treatment of the topics covered is more demanding than in the standard level course. 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 promotes an appreciation of multidisciplinary scientific research. This course prepares students for higher education in the fields of physical sciences and the various fields of engineering.

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

**Department:** Science

**Credits:** 2.0

**Length:** 2 Years

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

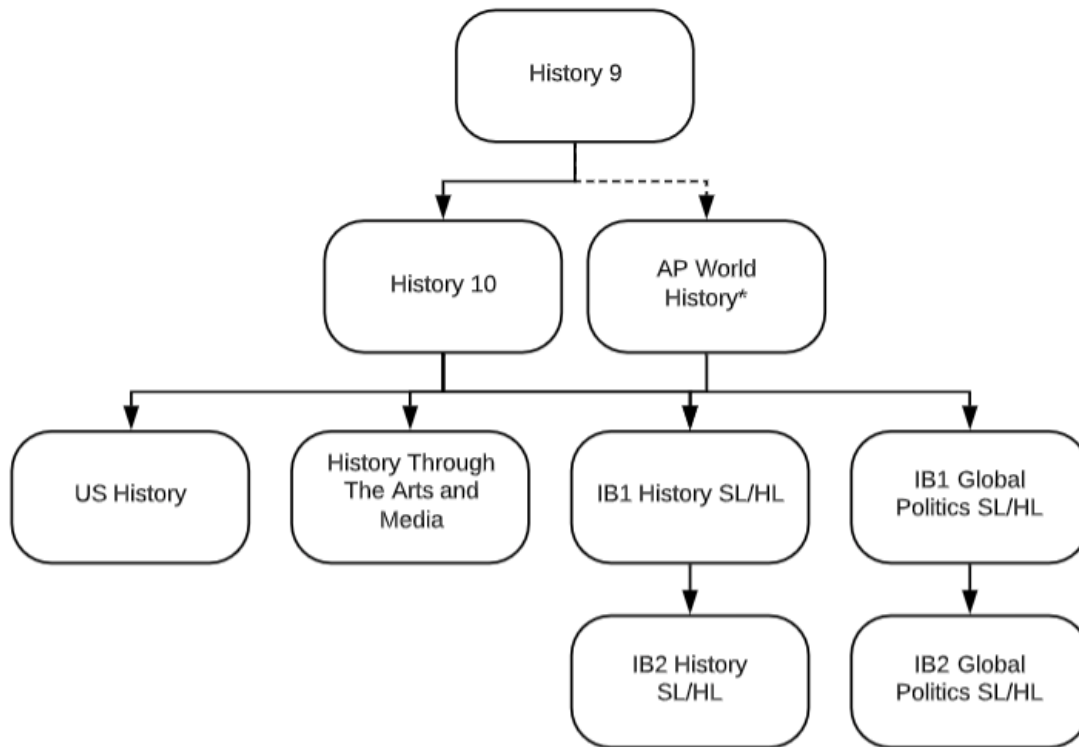
**Prerequisites:** Successful completion of Integrated Science 10

**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.

## Social Studies

Credit: Social Studies		
Course	Credits	Grade
Introduction to Geography	0.5	9, 10, 11, 12
World History 9	1	9
World History 10	1	10
AP Human Geography	1	9, 10, 11, 12
AP World History	1	10, 11, 12
History Through the Arts and Media	1	11, 12
US History	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

## Social Studies Pathways



## Social Studies Course Descriptions

**Course Name:** Introduction to Geography

**Department:** Social Studies

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** Grades 9, 10, 11, 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 Description:**

**Course Name:** History 9

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

**Grade Level:** 9

**Prerequisites:** Successful completion of Grade 8 Social Studies

### **Course Description:**

A core curriculum course, Grade 9 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:** 10

**Prerequisites:** Successful completion of Grade 9 History

**Course Description:** Following from the grade 9 History course, Grade 10 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 in both content and in the scope, targeting of key historical skills, unashamedly preparing students for the rigor 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):** 11, 12

**Prerequisite:** Successful completion of History 10

**Course Description:** 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 is a writing and research intensive class. However, there are also opportunities for hand-ons practical work in the radio and TV studios.

\* Offered alternating years with US History

**Course Name:** US History

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

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

**Prerequisite:** History 10

**Course Description:** This course covers United States history from its pre-colonial period beginning c. 1492 to the present. It covers all major aspects of American history during that period including: political, diplomatic, intellectual, cultural, economic, and social. In addition, the

course deals extensively with learning how to read, understand, analyze and interpret a wide variety of both primary and secondary texts together with the maps, graphs, and pictorial materials associated with them. The course also aims to help students to put the knowledge and understanding they are gaining into practice through sharpening their oral and written communication skills.

\* Offered alternating years with History Through the Arts and Media

**Course Name:** AP World History

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

**Grade Level(s):** 10, 11, 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. Please refer to the [AP World History course overview](#) for additional information.

**Note:** AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered.

**Course Name:** AP Human Geography

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 year

**Grades:** 9, 10, 11, 12

**Prerequisite:** B+ or above in Grade 9 and/or Grade 10 History and teacher recommendation; Grade 8 - Manual teacher recommendation from English and Social Studies teachers

**Course Description:** AP Human Geography is a College Board Advanced Placement course. Human Geography entails many aspects of life. It focuses on how people, places, regions and events shape the spatial organization of the world. It also looks at how people, places and regions interact with one another. Unlike physical geography courses, Human Geography is not about simple place location; instead it goes much deeper into the successes and struggles of various societies (including our own).

Advanced Placement Human Geography is a class that analyzes the relationship between



people and space. The specific units examined during the course include population, cultural, political, agriculture/rural, economic and urban geography. This course stresses analytical thought, research and study skills, as well as factual knowledge and the ability to relate places and events to broader themes. Although recall is essential, critical thinking is equally important. Furthermore, as an AP course, human geography has an honors-level weight in terms of grading, and students continually prepare throughout the year for the AP exam. Please refer to the [AP Human Geography course description](#) for additional information.

***Note:** AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered.*

**Course Name:** IB History SL

**Department:** Social Studies

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** Successful completion of Grade 10 World History

**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 History HL

**Department:** Social Studies

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** Successful completion of Grade 10 World History with at B+ or higher and teacher recommendation

**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 Global Politics SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** Successful completion of World History 10 with a B+ or higher (recommended)

**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 of Power, Development, Human Rights, and Peace and Conflict, but two will be explored each year in depth. Each unit will be framed around 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:** 11 and 12

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

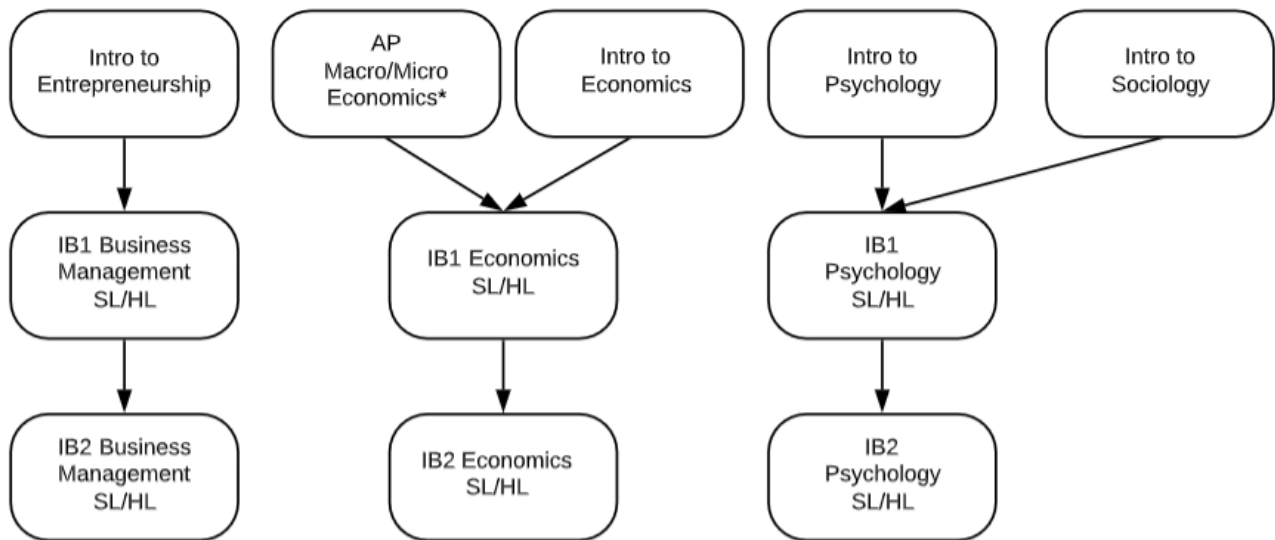
**Course Description:** IB Global Politics is a dynamic, contemporary and challenging two-year course in Politics and International Relations designed for the student who is interested in current international and national affairs. It focuses on core concepts of power, sovereignty, legitimacy and interdependence in international politics. It combines abstract political concepts with real world scenarios through case studies. There is constant overlapping between the four prescribed units of Power, Development, Human Rights, and Peace and Conflict, but two will be explored each year in depth. Each unit will be framed around 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.

## Social Science

Credit: Social Sciences		
Course	Credits	Grade
Introduction to Economics	0.5	10, 11, 12
Introduction to Entrepreneurship	0.5	10, 11, 12
Introduction to Psychology	0.5	10, 11, 12
Introduction to Sociology	0.5	10, 11, 12
Investing and Finance	1	11, 12
AP Microeconomics*	1	10, 11, 12
AP Macroeconomics*	1	10, 11, 12
IB Business Management SL	2	11 and 12
IB Business Management 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

\* AP Macroeconomics and AP Microeconomics are offered in alternating years.

## Social Science Pathways



## Social Science Course Descriptions

**Course Name:** Introduction to Entrepreneurship

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 10, 11, 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 Economics

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 10, 11, 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 Psychology

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** Grades 10, 11, 12

**Prerequisites:** N/A

**Course Description:** Psychology is the systematic study of behavior and mental processes and the factors that influence those processes. This course will survey the field of psychology with special emphasis on the use of the scientific method as a means for exploring the mind and behavior. Included is a consideration of psychological facts, principles, and phenomena associated with some of the major subfields within psychology and the methods psychologists use in their science and practice. As an introductory course, the aim will be to introduce students to some of the key concepts and skills associated with the study of psychology, as well as preview the core content in the IB Psychology curriculum.

**Course Name:** Introduction to Sociology

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** Grades 10, 11, 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, lifespan development, racism/prejudice & criminal justice.

**Course Name:** Investing and Finance

**Department:** Social Sciences

**Credits:** 1.0

**Length:** 1 year

**Grades:** 11 and 12

**Prerequisite:** Successful completion of Intro to Entrepreneurship or Intro to Economics preferred, but not required.

**Course Description:** This course acquaints students with the fundamental principles of finance by introducing students to how individuals, organizations and businesses handle money. This course will provide learners the opportunity to develop a range of practical financial skills and techniques, as well as personal skills and attributes essential for successful performance in working life. It is particularly relevant to those students who are interested in pursuing a degree in finance, business, or working in the financial services industry.

**Course Name:** AP Macroeconomics

**Department:** Social Sciences

**Credits:** 1.0

**Length:** 1 year

**Grades:** 10, 11, 12

**Prerequisite:** Grade 9, 10, and/or 11 Math and English with a B average or above.

**Course Description:** AP Macroeconomics is a fast paced college-level course that focuses on the decision making of businesses, and the government, as well as world entities. Students will study a variety of economic theories and analyze their practical application in the real world. The course also develops students' familiarity with measurements of economic performance, national income and price determination, finance, and international markets. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. Please refer to the [AP Macroeconomics course overview](#) for additional information.

**Note:** AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered. AP Macroeconomics and AP Microeconomics are offered in alternating years.

**Course Name:** AP Microeconomics

**Department:** Social Sciences

**Credits:** 1.0

**Length:** 1 Year

**The Grade Level:** 10, 11, 12

**Prerequisite:** B+ in Math 10 Extended (or higher) or a teacher recommendation

**Course Description:**

AP Microeconomics is a fast paced college-level course that focuses on the decision making of individuals, businesses, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. Please refer to the [AP Microeconomics course overview](#) for additional information.

**Note:** AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered. AP Macroeconomics and AP Microeconomics are offered in alternating years.

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

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**The Grade Level:** 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 Business and Management HL  
**Department:** Social Sciences  
**Credits:** 2.0  
**Length:** 2 Years  
**Grade Level:** 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 Economics SL  
**Department:** Social Sciences  
**Credits:** 2.0  
**Length:** 2 Year  
**Grade Level:** 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 Economics HL  
**Department:** Social Sciences  
**Credits:** 2.0  
**Length:** 2 Years  
**Grade Level:** 11 and 12  
**Prerequisite:** B+ in Math 10 Extended (or higher) 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 Psychology SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 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.

**Course Name:** IB Psychology HL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 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 higher level 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 Core - Theory of Knowledge (TOK)

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisites:** N/A

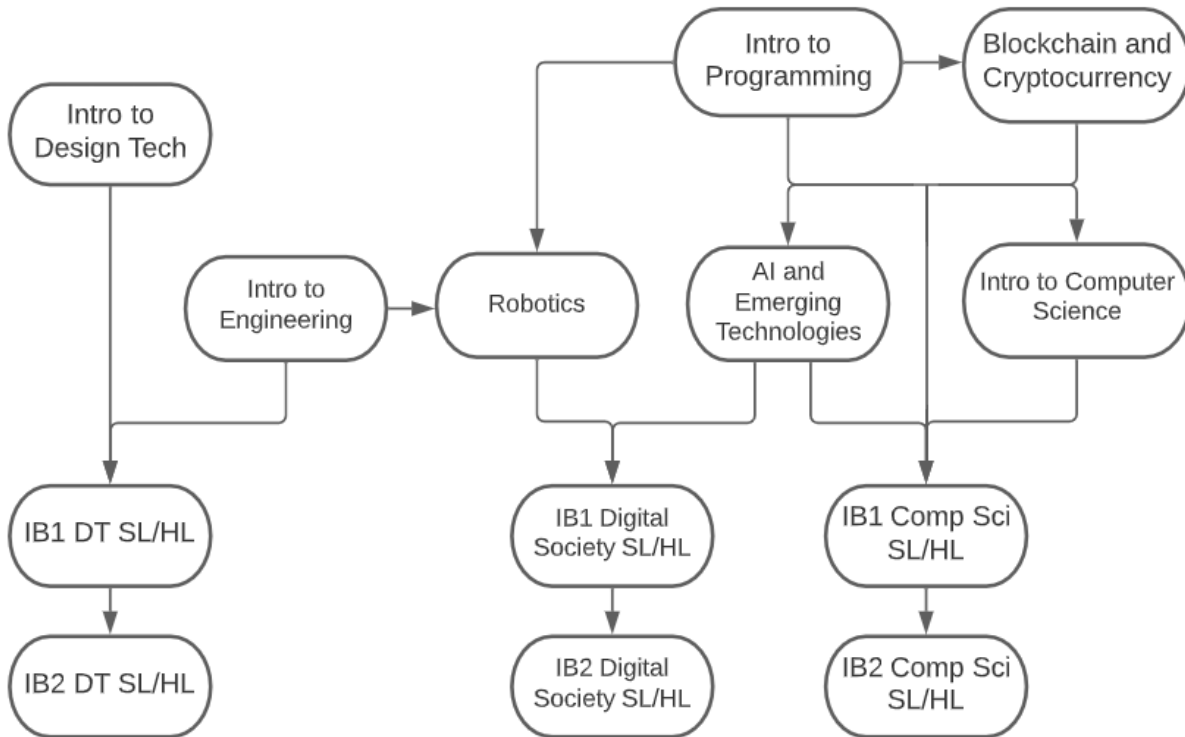
**Course Description:** According to the IB curriculum guide, TOK gives you a chance to “step back from the relentless acquisition of new knowledge” in order to reflect and consider the knowledge you have gained throughout your years of schooling. Through self-examination, this course provides opportunities 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.

## Design and Emerging Technology

Credit: Varies		
Course	Credits	Grade
Introduction to Design Technology	0.5	9, 10, 11, 12
Introduction to Engineering	0.5	9, 10, 11, 12
Introduction to Programming	0.5	9, 10, 11, 12
Robotics	0.5	9, 10, 11, 12
Blockchain and Cryptocurrency Technologies	0.5	9, 10, 11, 12
Introduction to Computer Science	0.5	10, 11, 12
AI and Emerging Technologies	1.0	10, 11, 12
IB Computer Science SL	2.0	11 and 12
IB Computer Science HL	2.0	11 and 12
IB Design Technology SL	2.0	11 and 12
IB Design Technology HL	2.0	11 and 12
IB Digital Society SL	2.0	11 and 12
IB Digital Society HL	2.0	11 and 12

## Design and Emerging Technology Pathways



\* Subject availability is based on student demand

## Design and Emerging Technology Course Descriptions

**Course Name:** Introduction to Design Technology

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisites:** Successful completion of Grade 8 Science

**Course Description:** This semester-long course 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. This course differs from Introduction to Engineering in that there will be a sizable practical element where students learn how to use the tools and equipment in the lab to design and create products. Additionally, the majority of work is completed individually as opposed to collaboratively.

**Course Name:** Introduction to Engineering

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisites:** Successful completion of Grade 8 Science

**Course Description:** The course is run over one semester and is a project based introduction to the principles of engineering and design. Students work collaboratively to plan, design, test, and improve devices that help solve global problems and issues. Skills addressed include scientific research and writing, computer aided design (CAD), and Arduino (programmable microcontrollers). The collaborative aspect and the focus on Arduino is what differentiates this course from Intro to Design Technology.

**Course Name:** Robotics

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** N/A

**Course Descriptions:** This course will introduce students to the field of robotics, with an overview of how robots are integrated into our society and their impacts. Following the Engineering Design Cycle, students will learn to collaboratively design and build various types of robots, and program them with block-based coding, in order to complete specific tasks. This project-based course will develop students' critical thinking and problem-solving skills as they work together to solve challenge sets.

**Course Name:** Introduction to Programming

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** N/A

**Course Descriptions:** Students learn the fundamentals of programming through the use of the Python language. The majority of the class will focus on developing computational thinking skills, the use of pseudocode, and the creation of text based programs and algorithms. Concepts will include variables, conditional statements, loops, lists, and libraries. This course will also serve as a prerequisite for the year long Artificial Intelligence and Emerging Technologies course.

**Course Name:** Introduction to Computer Science

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 10, 11, 12

**Prerequisite:** Introduction to Programming

**Course Descriptions:** Introduction to Computer Science is the prerequisite, introductory course for the IB Computer Science diploma course for Grades 11 and 12. The aim of this course is to prepare students for the rigor of the IB Computer Science course by introducing core topics such as internal workings of the computer, software development life cycle, and networking, as well as to adequately prepare students for the complexity of IB-level programming and computational thinking. This course is geared towards students who are interested in computer science and are planning to take IB Computer Science in Grade 11. It is focused on building the computer science academic foundation necessary to be successful in IB Computer Science.

**Course Name:** Blockchain and Cryptocurrency Technologies

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 semester

**Grades:** 9, 10, 11, 12

**Prerequisite:** Teacher Recommendation (Grade 9 Students Only)

**Course Description:** The Blockchain and Cryptocurrency course will educate students in a technology that is becoming pervasive and will impact their adulthood, whether it is by directly interacting with blockchain-based platforms or through fiscal and monetary avenues such as payment channels, savings, and/or investments. Students will understand the technology, as well as the economic and political impacts of blockchain technology and cryptocurrencies. They will have a better understanding of monetary systems and how to safely invest in blockchain-based projects and platforms.

**Course Name:** Artificial Intelligence and Emerging Technologies

**Department:** Design and Emerging Technologies

**Credits:** 1.0

**Length:** 1 Year

**Grade Level(s):** 10, 11, 12

**Prerequisite:** Introduction to Programming

**Course Description:** Students learn about the fundamentals of data science and machine learning. The course will also explore the ethical and legal considerations of the use of artificial intelligence models. Topics include statistics and data management as well as an introduction to supervised and unsupervised learning models. The course culminates with students creating their own machine learning model aimed at solving a problem or addressing an issue. Students taking this course must have a working knowledge of the Python programming language. This is best accomplished by taking Introduction to Programming but students may also learn independently and demonstrate knowledge on an entrance assessment.

**Course Name:** IB Design Technology SL

**Department:** Design and Emerging Technologies

**Credits:** 2

**The Length:** 2 Years

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

**The prerequisites:** Successful completion of 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, Modeling, Final Production, 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. There is a **significant** practical component to this course culminating in the completion of an internal assessment that is submitted to the IB. Students will be expected to use computer-aided design (CAD) as well as tools and equipment to design, create, and test a product that solves a problem or addresses an issue.

**Course Name:** IB Design Technology HL

**Department:** Design and Emerging Technologies

**Credits:** 2.0

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

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

**The prerequisites:** Intro to Design Technology

**Course Description:** This course is run over two years and includes ten core units of work. All units of work focus back to the Design Cycle. In addition to the 6 units in SL, this course also covers User Centered Design, Innovation and Markets, and Commercial production. Through the study of these units students will understand the nature of design, focus on design tasks themselves and realize solutions to problems. There is a **significant** practical component to this course culminating in the completion of an internal assessment that is submitted to the IB. Students will be expected to use computer-aided design (CAD) as well as tools and equipment to design, create, and test a product that solves a problem or addresses an issue. Students in HL will be responsible for two additional sections of the internal assessment.

**Course Name:** IB Computer Science SL

**Department:** Design and Emerging Technologies

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisite:** Introduction to Computer Science

**Course Description:** Computer Science is a 2-year IB course offered as standard level and fulfills the IB Group 4 requirement. 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 four 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. Computer Science 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:** Design and Emerging Technologies

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisite:** Introduction to Computer Science (recommended) and teacher recommendation

**Course Description:** Computer Science 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. Computer Science 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 Digital Society SL

**Department:** Design and Emerging Technologies

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** Any Design and Emerging Technology elective (recommended)

**Course Description:** Digital Society SL is an interdisciplinary course that is designed for students interested in the connection between technology and society. Students will learn about different applications and ethics of the use of data and algorithms, networks, the internet, artificial intelligence, and robots in diverse contexts: cultural, economic, social, environmental and political. Also included is an inquiry based internal assessment where students explore a particular connection between technology and society. The focus is on the impact of technology rather than on gaining a large amount of specific, technical knowledge.

**Course Name:** IB Digital Society HL

**Department:** Design and Emerging Technologies

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** Any Design and Emerging Technology elective (recommended) and teacher recommendation

**Course Description:** Digital Society HL covers everything described in Digital Society SL with the addition of one additional component. HL students are asked to examine the challenges to global well-being, governance, and sustainable development. The requirements of the internal assessment are identical to SL.

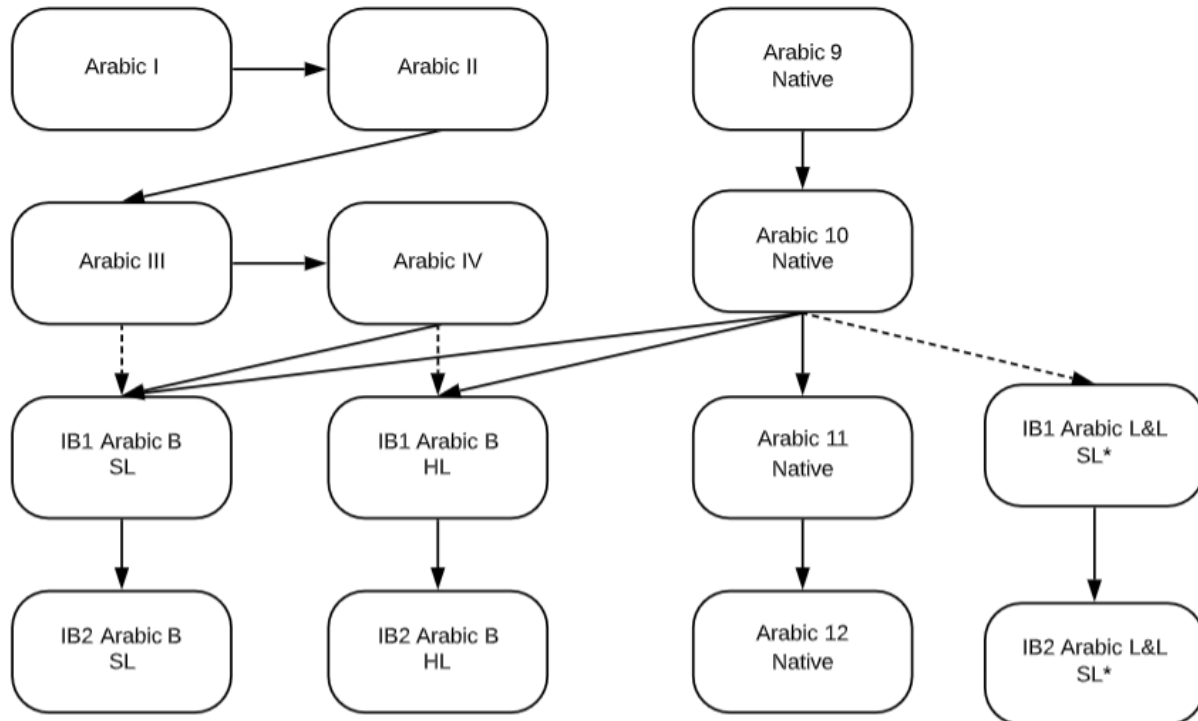


## Arabic

Credit: Native Arabic		
Course	Credits	Grade
Arabic 9 Native	1	9
Arabic 10 Native	1	10
Arabic 11 Native	1	11
Arabic 12 Native	1	12
Credit: Non-Native Arabic		
Course	Credits	Grade
Arabic I	1	9,10
Arabic II	1	9,10
Arabic III	1	9,10
Arabic IV	1	9,10
Credit: IB Arabic		
Course	Credits	Grade
IB Arabic A Language and Literature SL	2	11 and 12
IB Arabic B SL	2	11 and 12
IB Arabic B HL	2	11 and 12

### [HS Languages - Frequently Asked Questions](#)

## Arabic Pathways



\* 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. Students new to DAA are placed according to a placement test.

## Arabic Course Descriptions

**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:** 1 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:** 1 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 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:** 1 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 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 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 and 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.

**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 analyze 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 and 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

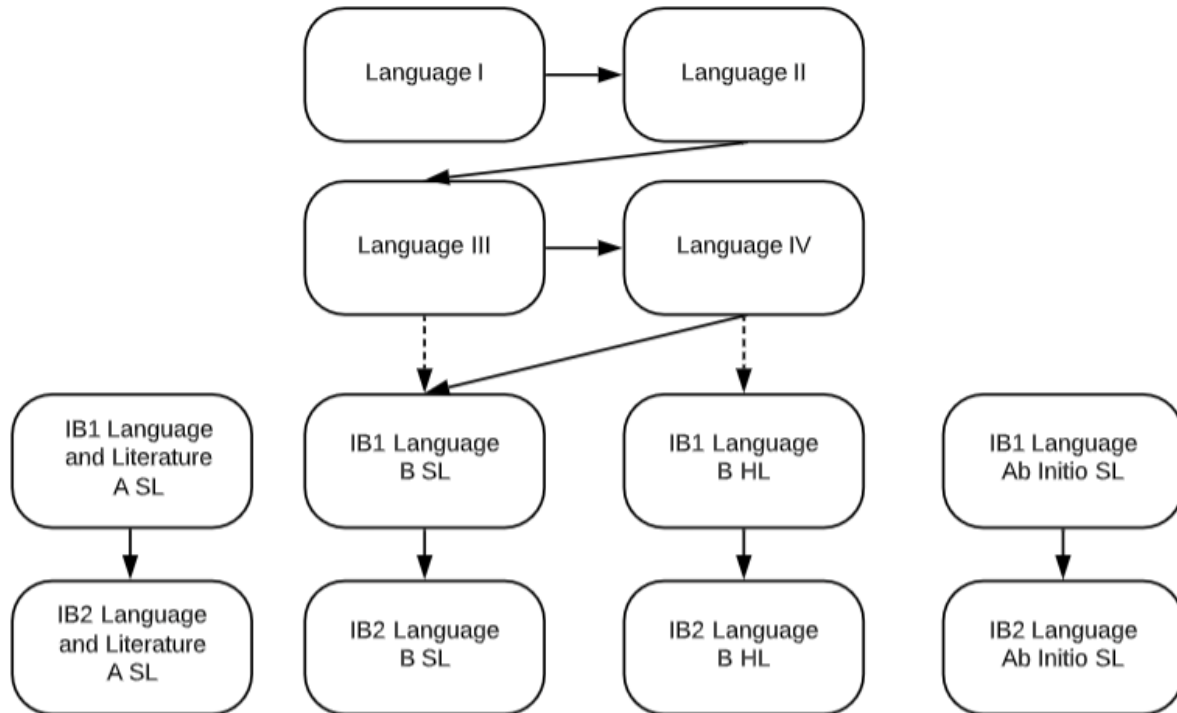
situations are more refined. Students will also read and analyze two literature books and will be trained to use this analysis in creative writing assignments.

## Modern Foreign Languages - French and Spanish

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

### [HS Languages - Frequently Asked Questions](#)

## French and Spanish Pathways



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

## French and Spanish Course Descriptions

**Course Name:** French II

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Grades:** 9, 10, 11, 12

**Prerequisite:** Recommendation from French C teacher (Middle School) or placement exam for new student

**Course Description:** French is the medium of instruction.

This course is designed as a consolidation of French C and is intended to enhance students' listening, speaking, reading and writing skills. It continues to build on the language foundations established in earlier courses, challenging students to become more proficient with communicative competence. Students will gradually become more confident in their abilities to communicate in French in a variety of daily life situations, familiar and new, moving beyond memorization. They will continue to deepen their cultural knowledge of French-speaking countries.



Collaboration and interaction are key to language learning: students are encouraged to use French through immersive and communicative activities in the classroom and beyond.

Students will as well reinforce their language skills through regular practice.

**Course Name:** French III

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Grades:** 9, 10, 11, 12

**Prerequisite:** Recommendation from French C teacher 9 (DAA Middle School) or placement exam for new student. Successful completion of French II or placement exam.

**Course Description:** French is the medium of instruction.

French III is a pre-IB course designed to extend the foundations established in previous courses and to provide students with learning opportunities that develop their fluency in the language. Parallel to continued emphasis on the development of listening, speaking, reading and writing skills, students will begin to use idiomatic expressions and complex grammatical structures so that their language becomes more genuine and elaborate. Students will continue to deepen their cultural knowledge of French-speaking countries. They are also introduced to the IB standards and criteria.

Most course activities are based on authentic realia, exposing students to the arts, culture and a variety of media. Each activity is embedded in a communicative situation.

Collaboration and interaction are key to progressing and building fluency: students are encouraged to use French through immersive and communicative activities in the classroom and beyond.

Students will as well reinforce their language skills through regular practice.

**Course Name:** French IV

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Grades:** 9, 10, 11, 12

**Prerequisite:** Recommendation from French III teacher (DAA High School) or placement exam for new student.

**Course Description:** French is the medium of instruction.

French IV is a pre-IB course designed to extend French III, enhancing students' listening, speaking, reading and writing skills so that they can succeed in the IB French B course. Students in this course are prepared to maintain fluent interaction in French, to deliver oral presentations and to answer questions from an audience. Topics are varied, ranging from technology to global issues. Students will also deepen their cultural appreciation of the francophone world.

Most course activities are based on authentic realia, exposing students to the arts, culture and a variety of media. Each activity is embedded in a communicative situation. Students will consolidate their understanding of the IB standards and criteria.

Collaboration and interaction are key to progressing and building fluency: students are encouraged to use French through immersive and communicative activities in the classroom and beyond. Students are further encouraged to read French news and literature, to listen to music and podcasts, to watch series, documentaries and movies and to interact in French outside the classroom.

Students will as well reinforce their language skills through regular practice.

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

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisite:** No previous experience of the language

**Course Description:** French is the medium of instruction.

IB French Ab Initio SL is a two-year course designed for students who have no previous experience in the French language. The main focus of this course is on the acquisition and development of interactive, productive and receptive skills in both familiar and unfamiliar contexts. Students will strengthen their listening, speaking, reading and writing skills alongside the appreciation of the French cultures while exploring the five IB themes: identities, experiences, sharing the planet, human ingenuity and social organization. They will also develop conceptual understandings of how language works and learn the standards and criteria of each IB assessment.

Collaboration and interaction are key to progressing and building fluency: students are encouraged to use French through immersive and communicative activities in the classroom and beyond.

Students will as well reinforce their language skills through regular practice.

**Course Name:** IB French B SL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisite:** Recommendation from French III or French IV teacher (DAA High School) or placement exam for new student

**Course Description:** French is the medium of instruction.

IB French B SL is a two-year course. The main focus of this course is to reinforce and extend French III and French IV listening, speaking, reading and writing skills in order for students to reach a high intermediate communicative competence. Students will strengthen their interactive,

productive and receptive skills in both familiar and unfamiliar contexts alongside the appreciation of the French cultures through the exploration of the five IB themes: identities, experiences, sharing the planet, human ingenuity, and social organization. They will also develop conceptual understandings of how language works and learn the standards and criteria of each IB assessment.

Collaboration and interaction are key to progressing and building fluency: students are encouraged to use French through immersive and communicative activities in the classroom and beyond. Students are further encouraged to read French news and literature, to listen to music and podcasts, to watch series, documentaries and movies and to interact in French outside the classroom.

Students will as well reinforce their language skills through regular practice.

**Course Name:** IB French B HL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisite:** Recommendation from French IV teacher (DAA High School) or placement exam for new student

**Course Description:**

French is the medium of instruction.

IB French B HL is a two-year course. The main focus of this course is to reinforce and extend French IV listening, speaking, reading and writing skills in order for students to reach an advanced communicative competence. Students will strengthen their interactive, productive and receptive skills in both familiar and unfamiliar contexts alongside the appreciation of the French cultures through the exploration of the five IB themes: identities, experiences, sharing the planet, human ingenuity, and social organization and the study of two literary works originally written in French. They will also develop conceptual understandings of how language works and learn the standards and criteria of each IB assessment.

Collaboration and interaction are key to progressing and building fluency: students are encouraged to use French through immersive and communicative activities in the classroom and beyond. Students are further encouraged to read French news and literature, to listen to music and podcasts, to watch series, documentaries and movies and to interact in French outside the classroom.

Students will as well reinforce their language skills through regular practice.

**Course Name:** Spanish I

**Department:** Modern Foreign Language

**Credit:** 1.0

**Length:** 1 Year

**Prerequisite:** No previous experience of the language or no more than one year exposure to the language or placement exam for new student

**Course Description:**

Spanish is the medium of instruction.

Spanish I is designed to create interest in the study of Spanish. They will learn grammar structures and vocabulary that will provide a foundation in the 4 language skills: listening, speaking, reading, writing. Students will be able to express simple ideas about themselves and others in daily life situations. They will also acquire cultural knowledge of Spanish-speaking countries.

Students are encouraged to use Spanish through immersive activities in the classroom and beyond.

They will as well reinforce their language skills through regular practice.

**Course Name:** Spanish II

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Prerequisite:** Recommendation from Spanish C teacher (DAA Middle School) or Spanish I teacher (DAA High School) or placement exam for new student

**Course Description:**

Spanish is the medium of instruction.

This course is designed as a consolidation of Spanish C and is intended to enhance students' listening, speaking, reading and writing skills. It continues to build on the language foundations established in earlier courses, challenging students to become more proficient with communicative competence. Students will gradually become more confident in their abilities to communicate in Spanish in a variety of daily life situations, familiar and new, moving beyond memorization. They will continue to deepen their cultural knowledge of Spanish-speaking countries.

Collaboration and interaction are key to language learning: students are encouraged to use Spanish through immersive and communicative activities in the classroom and beyond.

Students will as well reinforce their language skills through regular practice.

**Course Name:** Spanish III

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Prerequisite:** Recommendation from Spanish C teacher (DAA Middle School) or from Spanish II teacher (DAA High School) or placement exam for new student

**Course Description:**

Spanish is the medium of instruction.

Spanish III is a pre-IB course designed to extend the foundations established in previous courses and to provide students with learning opportunities that develop their fluency in the language. Parallel to continued emphasis on the development of listening, speaking, reading

and writing skills, students will begin to use idiomatic expressions and complex grammatical structures so that their language becomes more genuine and elaborate. Students will continue to deepen their cultural knowledge of Spanish-speaking countries. They are also introduced to the IB standards and criteria.

Most course activities are based on authentic realia, exposing students to the arts, culture and a variety of media. Each activity is embedded in a communicative situation.

Collaboration and interaction are key to progressing and building fluency: students are encouraged to use Spanish through immersive and communicative activities in the classroom and beyond.

Students will as well reinforce their language skills through regular practice.

**Course Name:** Spanish IV

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Prerequisite:** Recommendation from Spanish III teacher (DAA High School) or placement exam for new student

**Course Description:**

Spanish is the medium of instruction.

Spanish IV is a pre-IB course designed to extend Spanish III, enhancing students' listening, speaking, reading and writing skills so that they can succeed in the IB Spanish B course. Students in this course are prepared to maintain fluent interaction in Spanish, to deliver oral presentations and to answer questions from an audience. Topics are varied, ranging from technology to global issues. Students will also deepen their cultural appreciation of the Spanish-speaking world.

Most course activities are based on authentic realia, exposing students to the arts, culture and a variety of media. Each activity is embedded in a communicative situation. Students will consolidate their understanding of the IB standards and criteria.

Collaboration and interaction are key to progressing and building fluency: students are encouraged to use Spanish through immersive and communicative activities in the classroom and beyond. Students are further encouraged to read Spanish news and literature, to listen to music and podcasts, to watch series, documentaries and movies and to interact in Spanish outside the classroom.

Students will as well reinforce their language skills through regular practice.

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

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisite:** No previous experience of the language

**Course Description:**

Spanish is the medium of instruction.

IB Spanish Ab Initio SL is a two-year course designed for students who have no previous experience in the Spanish language. The main focus of this course is on the acquisition and development of interactive, productive and receptive skills in both familiar and unfamiliar contexts. Students will strengthen their listening, speaking, reading and writing skills alongside the appreciation of the Spanish cultures while exploring the five IB themes: identities, experiences, sharing the planet, human ingenuity and social organization. They will also develop conceptual understandings of how language works and learn the standards and criteria of each IB assessment.

Collaboration and interaction are key to progressing and building fluency: students are encouraged to use Spanish through immersive and communicative activities in the classroom and beyond.

Students will as well reinforce their language skills through regular practice.

**Course Name:** IB Spanish B SL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisite:** Recommendation from Spanish III teacher (DAA High School) or from Spanish IV teacher (DAA High School) or placement exam for new student

**Course Description:**

Spanish is the medium of instruction.

IB Spanish B SL is a two-year course. The main focus of this course is to reinforce and extend Spanish III and Spanish IV listening, speaking, reading and writing skills in order for students to reach a high intermediate communicative competence. Students will strengthen their interactive, productive and receptive skills in both familiar and unfamiliar contexts alongside the appreciation of the Spanish cultures through the exploration of the five IB themes: identities, experiences, sharing the planet, human ingenuity, and social organization. They will also develop conceptual understandings of how language works and learn the standards and criteria of each IB assessment.

Collaboration and interaction are key to progressing and building fluency: students are encouraged to use Spanish through immersive and communicative activities in the classroom and beyond. Students are further encouraged to read Spanish news and literature, to listen to music and podcasts, to watch series, documentaries and movies and to interact in Spanish outside the classroom.

Students will as well reinforce their language skills through regular practice.

**Course Name:** IB Spanish B HL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisite:** Recommendation from Spanish IV teacher (DAA High School) or placement exam for new student

**Course Description:**

Spanish is the medium of instruction.

IB Spanish B HL is a two-year course. The main focus of this course is to reinforce and extend Spanish IV listening, speaking, reading and writing skills in order for students to reach an advanced communicative competence. Students will strengthen their interactive, productive and receptive skills in both familiar and unfamiliar contexts alongside the appreciation of the Spanish cultures through the exploration of the five IB themes: identities, experiences, sharing the planet, human ingenuity, and social organization and the study of two literary works originally written in Spanish. They will also develop conceptual understandings of how language works and learn the standards and criteria of each IB assessment.

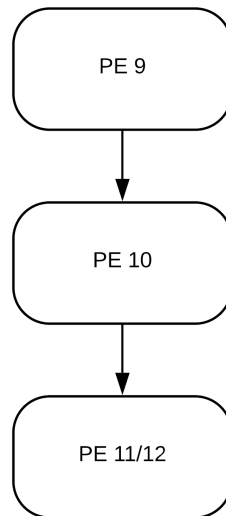
Collaboration and interaction are key to progressing and building fluency: students are encouraged to use Spanish through immersive and communicative activities in the classroom and beyond. Students are further encouraged to read Spanish news and literature, to listen to music and podcasts, to watch series, documentaries and movies and to interact in Spanish outside the classroom.

Students will as well reinforce their language skills through regular practice.

## Physical Education and Health

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

### Physical Education and Health Pathways



### Physical Education and Health Course Descriptions

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

**Department:** Physical Education

**Credit:** 1.0

**Length:** 1 Year

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

**Prerequisite:** N/A

**Course Description:** In Physical Education 9 and 10 students 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 units.



Development of health-related/skill-related fitness components, game-play techniques/strategies will be included. Fitness testing and metrics will be conducted throughout the year. Health topics include: Stress Management, Drugs/Alcohol, Growth and Human Development, and Healthy relationships. Major projects and in-class assessments will be included throughout the year.

**Course Name:** Physical Education 11 and 12

**Department:** Physical Education

**Credit:** 1.0

**Length:** 1 Year

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

**Prerequisite:** N/A

**Course Description:**

Dubai American Academy's Physical Education and Health program includes a wide variety of physical and social experiences committed to fostering the healthy development and lifelong wellness of all students. Physical Education 11 and 12 strives to develop the intellectual, social, emotional, and physical needs of all learners as they develop the skills, attitudes, and abilities that are associated with a healthy lifestyle. This course is dedicated to developing an enjoyment of physical activity in all learners including concepts of safety, physical literacy, teamwork, and strategic thinking that will allow them to continue an active and healthy lifestyle even after they leave our school. Active, fun, and internationally diverse sports and games are at the heart of our learning experiences. DAA students are empowered to become responsible for their own physical health and work to integrate this learning in their involvement in the community at large.

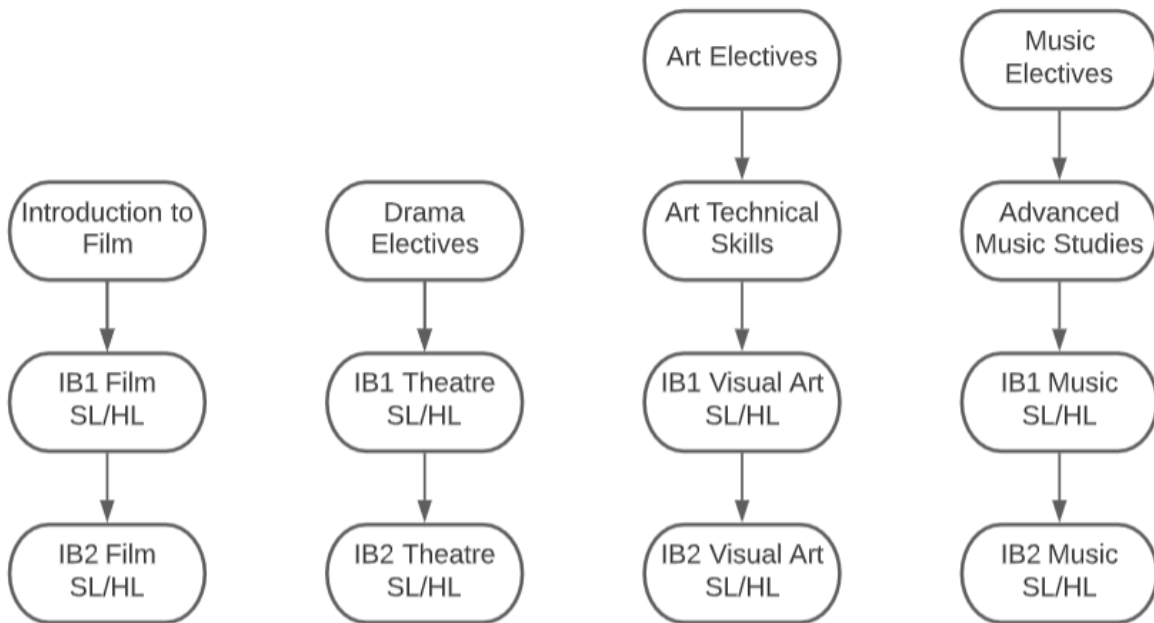
## Fine Arts

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
Fashion Design	0.5	9-12
Fashion Illustration	0.5	9-12
IB Visual Art SL	2	11 and 12
IB Visual Art HL	2	11 and 12
IB Film SL	2	11 and 12
IB Film HL	2	11 and 12
Advanced Music Studies	0.5	9-12
Beginning Band	1	9-12
Concert Choir**	1	9-12
Concert Band**	1	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

## Fine Arts Pathways



## Fine Arts Course Descriptions

**Course Name:** Digital Art  
**Department:** HS Art Dept  
**Credit:** 0.5  
**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** An interest in developing art skills

**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 and typography. 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 computer capable of running photoshop. The iPad Pro does not offer full functionality of photoshop and is not suitable for this course.

**Course Name:** Printmaking

**Department:** HS Art Dept

**Credit:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** An interest in developing art skills

**Course Description:** This course will focus on using a variety of Print techniques to create artwork. This may include lino print, screen print, collagraph print and digital Photoshop print while exploring both traditional and modern techniques. 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.

Students are encouraged to develop individual responses and solutions to the concepts presented in class. Students develop skills based around the Elements of Art in two-dimensional form.

Print Making is both an academic and practical program. Research involving art movements and artists is integrated with art production. This course will have simplified elements to that which are required at IB. Personal trips to galleries and museums are encouraged and provide the opportunity to view and experience art in various phases. Drawing and painting is both an academic and practical art program. Research exploring art history, cultural and societal connections is integrated with art production.

**Course Name:** Sculpture and Ceramics

**Department:** HS Arts Dept

**Credit:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** An interest in developing art skills

**Course Description:** This course can have 2 components. The first using clay to build artworks around a given theme. The second, 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. We also have an element of 3D design using an online digital program such as Stratasculpt or similar.

Instruction is provided in many areas to inform the use of materials. All 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.

Personal trips to galleries and museums are encouraged and provide the opportunity to view and experience art in various phases. Sculpture and Ceramics is both an academic and practical art program. Research exploring art history, cultural and societal connections is integrated with art production.

**Course Name:** Art Technical Skills

**Department:** HS Arts Dept

**Credit:** 0.5

**Length:** One Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** Any other HS art class (recommended)

**Course Description:** Although there is no prerequisite, this is an advanced course with students needing some previous experience in Art, including creative independent thinking. Students are encouraged to develop individual responses and solutions to the concepts presented in class; eventually resulting in a final independent unit of study.

Students should take this course if they are interested in taking IB Visual Art or Art at a high level.

Students will develop skills based on the traditional Elements of Art. This course is both an academic and practical program which would provide a good understanding of and be excellent preparation for IB Visual Arts. Research involving art movements and artists is an integral part of art production. This along with students' own research will inform their Art making process.

A variety of drawing skills such as learning how to scale up drawings, observe in perspective, apply ways of booking to gain success in freehand sketching are presented in this course to all students interested in exploring both traditional and contemporary techniques.

Personal trips to galleries and museums are encouraged and provide the opportunity to view and experience art in various phases. Art Technical Skills is both an academic and practical art program. Research exploring art history, cultural and societal connections is integrated with art production.

**Course Name:** Drawing and Painting

**Department:** HS Art Dept

**Credit:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** An interest in developing art skills

**Course Description:** This course is designed to familiarize students with the process of integrating research into a studio piece, similar to what is done in IB Visual Arts. Students will be assessed in a similar format with process slides and final pieces.

A wide variety of drawing and painting materials are presented in this course to any student interested in exploring both traditional and contemporary techniques. Students are encouraged to develop individual responses and solutions to the concepts presented in class. Emphasis is on creative thinking, independent judgment and the use of narratives. There is a strong emphasis on portraiture, learning how to mix skin tones.

Students develop skills based on the media covered. Many materials are used such as pencils, ink, charcoal, pastels, watercolors, acrylics and various digital Photoshop techniques.

Personal trips to galleries and museums are encouraged and provide the opportunity to view and experience art in various phases. Drawing and painting is both an academic and practical art program. Research exploring art history, cultural and societal connections is integrated with art production.

**Course Name:** Fashion Design

**Department:** HS Arts Dept

**Credit:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** An interest in developing fashion design skills

**Course Description:** A comprehensive introduction to fashion design. The main objective of this course is to introduce students to a holistic approach to fashion design. Areas that are covered include; clothing design, pattern making and manipulation, garment construction, historical influences on trends and future fashion forecasts as well as fabric manipulation and embellishment.

Students are encouraged to think critically and develop their individual design aesthetic and design ethos through the process of refining and design variation. Practical aspects of the

course allow students to understand how to manipulate 2D shapes to fit a 3D figure while learning new sewing machine techniques and how to fit garments to a mannequin.

A wide range of starting points is used to generate original thought processes that aid students in understanding the fashion industry as an art form that is rooted in highly technical skills. Students are given creative freedom and scope to interpret set briefs through the skill and ideas that are taught. The course leads students to experience the whole process of designing and creating clothes as they work towards creating a personalized final garment.

Intro to fashion design is a multi faceted course, which also helps students to understand and explore historical, social and cultural aspects of the design process. They are encouraged to research and make their own connections and develop their design vision.

**Course Name:** Fashion Illustration

**Department:** HS Arts Dept

**Credit:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** An interest in developing fashion design skills

**Course Description:** The fashion illustration course teaches students how to use a variety of media and approaches to drawing clothing on the figure. This practical course is accompanied by learning about contemporary illustrators and artists that work in the field of fashion illustration and how this practice has developed through history. The fundamental element of drawing, which underpins art study, is explored as a means to communicate visual ideas in fashion.

Students are taught how to structure a fashion drawing and learn essential fashion illustration techniques such as; an exaggerated figure, focal features, fabric rendering, color theory and using digital media to draw fashion illustrations. There is an emphasis on understanding formal elements in art and how to successfully generate and execute fashion illustrations.

A wide range of media is used where students build confidence by using ink, watercolor, collage, pastels and digital art. The course sets out clear briefs and tasks that build in space for creative expression and exploration. As fashion illustrators students create a final portfolio that challenges them to comprise a personal outcome in response to their developed ability to convey and record visual ideas. Personalized mind maps and research into a wider variety of illustration styles aid students to evaluate their strengths and skills as they progress towards their final outcomes.

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

**Department:** HS Arts Dept

**Credit:** 2.0

**Length:** 2 year

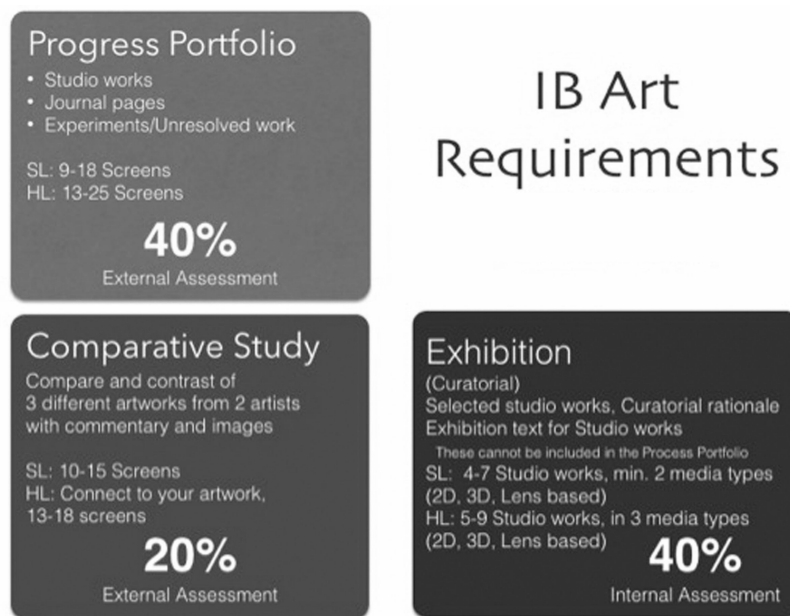
**Grade Level(s):** Grades 11 and 12

**Prerequisite:** Course acceptance is based on teacher recommendation. It is essential that students have previous art experience and a working knowledge of the elements and principles of art. Ideally students will have completed at least two out of those available Art electives:

Digital Art, Sculpture and Ceramics, Drawing Painting, Printmaking, Art Technical Skills, Fashion Design and Fashion Illustration (However allowances may be made based on individual situations).

**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 the 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).



**Screens:** PowerPoint Slides or similar type of photo/text presentation

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:** Public Speaking  
**Department:** Arts  
**Credits:** 0.5  
**Length:** 1 semester  
**Grades:** 9-12  
**Prerequisite:** N/A



**Course Description:** Public Speaking is essential to give the right first impression, succeed at an interview or to be an effective leader. We all have to speak in public at some point; this can be overwhelming for many. This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Civility and ethical speech-making are the foundations of this course. Its goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches. This course will provide high school students of all ability levels with an opportunity to develop an essential form of communication: public speaking. This course will stress the impact of oral communication on one's role as a communicator. This course will aid students who are apprehensive about public speaking situations as well as further advance the skills of those students who excel in this arena.

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

**Department:** HS Arts

**Credit** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 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, 10, 11, 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, 10, 11, 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, 10, 11, 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:** N/A

**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, 10, 11, 12

**Prerequisite:** Teacher approval (audition)

**Course Description:** The Concert Choir elective course widens and refines the competence, confidence and capabilities of experienced musical performers. This course will challenge and broaden the students' understanding of (and appreciation for) a wide range of musical genres by developing skills through: Exploring music in context, experimenting with music, and presenting music.

This course will involve:

- research and investigation of musical concepts;
- understanding the elements of music evaluation;
- the exploration of western and non-western music traditions;
- making contextual connections and identifying functions of music;
- accurate documentation of learning and artistic development;
- developing the skills to engage in large ensembles; chamber ensembles and as a solo performer;
- advanced music theory and compositional practices;
- the use of music notation and production software;
- presenting music.

Students will be required to:

- attend in-school rehearsals and performances;
- attend after-school rehearsals and performances;
- actively engage in group and individual investigation/research projects;
- actively participate in individual and group performance assessments.

Individual practice and sectionals will be required outside of normal school time. Students will also be part of chamber music ensembles to provide entertainment for school functions. Membership is based on ability, interest, and experience following the director's approval.

**Course Name:** Beginner Band

**Department:** Music (Fine Arts)

**Credits:** 1.0

**Length:** 1 year

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** Must be able to place an instrument.

**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 Name:** Concert Band

**Department:** Music (Fine Arts)

**Credits:** 1.0

**Length:** 1 year

**Grade Level(s):** 9, 10, 11, 12

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

**Course Description:** The Concert Band elective course widens and refines the competence, confidence and capabilities of experienced musical performers. This course will challenge and broaden the students' understanding of (and appreciation for) a wide range of musical genres by developing skills through:

- Exploring music in context
- Experimenting with music
- Presenting music

This course will involve:

- research and investigation of musical concepts;
- understanding the elements of music evaluation;
- the exploration of western and non-western music traditions;
- making contextual connections and identifying functions of music;
- accurate documentation of learning and artistic development;
- developing the skills to engage in large ensembles; chamber ensembles and as a solo performer;

- advanced music theory and compositional practices;
- the use of music notation and production software;
- presenting music.

Students will be required to:

- attend in-school rehearsals and performances;
- attend after-school rehearsals and performances;
- actively engage in group and individual investigation/research projects;
- actively participate in individual and group performance assessments.

Individual practice and sectionals will be required outside of normal school time. Students will also be part of chamber music ensembles to provide entertainment for school functions. Membership is based on instrument, ability, interest, and experience following the director's approval. Students in Concert Band 3 are expected to rehearse and perform with the GAA Big Band.

**Course Name:** Advanced Musical Studies

**Department:** Music (Fine Arts)

**Credits:** 0.5

**Length:** One Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** None

**Course Description:** This course aims to empower students with advanced instrumental or vocal background to take leadership roles and deepen their understanding of music in the following areas:

- Exploring Music in Context
- Experimenting with Music
- Presenting 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 Name:** Introduction to Electronic Music and Sound Production

**Department:** Music (Fine Arts)

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

**Prerequisite:** N/A

**Course Description:** The Intro to EMASP course instills the competence, confidence and capabilities of beginner to intermediate musical producers. This course will challenge and broaden the students' understanding of (and appreciation for) a wide range of musical genres and production techniques by developing skills through:

- Exploring music in context
- Experimenting with music
- Presenting music

This course will involve:

- research and investigation of musical and production concepts;
- the exploration of recording and production traditions from Edison to modern music for media;
- accurate documentation of learning, artistic development and mixing techniques;
- developing the skills to engage in collaborative recording projects;
- basic music theory, compositional and ethical practices;
- the use of music production software;
- presenting music.

Students will be required to:

- support in-school rehearsals and live performances;
- support after-school rehearsals and live performances;
- actively engage in group and individual investigation/research projects;
- actively participate in individual and group recording and performance assessments.

In addition to studio techniques, students will provide live support for entertainment at school functions.

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

**Department:** Music (Fine Arts)

**Credits:** 0.5

**Length:** 1 Semester

**Grade Level(s):** 9, 10, 11, 12

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

**Course Description:** The Advanced EMSP course instills the competence, confidence and capabilities of intermediate to advanced musical producers. This course will challenge and broaden the students' understanding of (and appreciation for) a wide range of musical genres and production techniques by developing skills through:

- Exploring music in context
- Experimenting with music
- Presenting music

This course will involve:

- research and investigation of musical and production concepts;
- the exploration of recording and production traditions from Edison to modern music for media;
- accurate documentation of learning, artistic development and mixing techniques;
- developing the skills to engage in collaborative recording projects;

- intermediate music theory, compositional and ethical practices;
- the use of music production software;
- developing music for a commercial need
- presenting music.

Students will be required to:

- support in-school rehearsals and live performances;
- support after-school rehearsals and live performances;
- actively engage in group and individual investigation/research projects;
- actively participate in individual and group recording and performance assessments.

In addition to studio techniques, students will provide live support for entertainment at school functions.

**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:** IBDP Music is a demanding, two-year course of study in which students apply advanced research and analytical skills while working towards technical proficiency and confidence as musicians. The course is intended for self-motivated students who are passionate in the study of musical traditions and the theory of music. In addition to studying and comparing music from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of theories and conventions in music composition and performance. The course will involve students in:

- the research, study, and analysis of musical works, composers/artists and music-making processes;
- the exploration and development of skills and understanding in a range of music-making skills, techniques, and processes;
- the creation of a body of work that demonstrates a solid understanding of the vocabulary of the musician; and
- the composition of written commentary and reflection on artistic discoveries and music making.

In Year 2, IBDP Music requires sustained independent study as students develop an individual plan of investigation, creation and performance. The coursework culminates in 3 major assessment areas entitled:

- Exploring music in context
- Experimenting with music
- Presenting music



These assessment areas are concerned with music analysis; the exploration and development of new music-making techniques and skills, the development of original music compositions, and the completion of refined musical performances to authentic audiences. Due to the rigorous demands of the required assessments, students are expected to devote a minimum of 250 additional hours throughout the course to independent tuition on their first-study instrument (IB Music Guide).

**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:** IBDP Music is a demanding, two-year course of study in which students apply advanced research and analytical skills while working towards technical proficiency and confidence as musicians. The course is intended for self-motivated students who are passionate in the study of musical traditions and the theory of music. In addition to studying and comparing music from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of theories and conventions in music composition and performance. The course will involve students in:

- the research, study, and analysis of musical works, composers/artists and music-making processes;
- the exploration and development of skills and understanding in a range of music-making skills, techniques, and processes;
- the creation of a body of work that demonstrates a solid understanding of the vocabulary of the musician; and
- the composition of written commentary and reflection on artistic discoveries and music making.

In Year 2, IBDP Music requires sustained independent study as students develop an individual plan of investigation, creation and performance. The coursework culminates in 4 major assessment areas (at HL) entitled:

- Exploring music in context
- Experimenting with music
- Presenting music
- The Contemporary Music Maker (HL only)

These assessment areas are concerned with music analysis; the exploration and development of new music-making techniques and skills, the development of original music compositions, and the completion of refined musical performances to authentic audiences. Due to the rigorous demands of the required assessments, students are expected to devote a minimum of 250 additional hours throughout the course to independent tuition on their first-study instrument (IB Music Guide).

**Course Name:** Digital Video

**Department:** Fine Arts  
**Credits:** 0.5  
**Length:** 1 Semester  
**Grade Level(s):** 9, 10, 11, 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:** Yearbook  
**Department:** Fine Arts  
**Credits:** 1.0  
**Length:** 1 Year  
**Grade Level(s):** 9, 10, 11, 12  
**Prerequisite:** N/A

**Course Descriptions:** Yearbook students will work collaboratively and learn many new skills to create the DAA Yearbook, which will be marketed and sold to the wider community.

Instruction will begin by improving photography skills, to be able to take a variety of photos, typically used in a school yearbook. At the same time, students learn how to edit and enhance photos using Photoshop, so that photos look their best when printed for publication. Students learn about the principles of design, and how it applies to 2 page spreads found in yearbooks using the industry standard Adobe Indesign software. Students learn how to build functional pages, but also how to make them creative and interesting. Students build on their inherent writing skills as well as delve into journalism concepts so that the DAA stories come to life in interesting and engaging ways.

**Course Name:** Introduction to Film Studies  
**Department:** HS Arts Dept  
**Credit:** 0.5  
**Length:** 1 Semester  
**Grade Level(s):** 9, 10, 11, 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:** IB Film SL/HL

**Department:** HS Arts Dept

**Credit:** 2.0

**Length:** 2 years

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

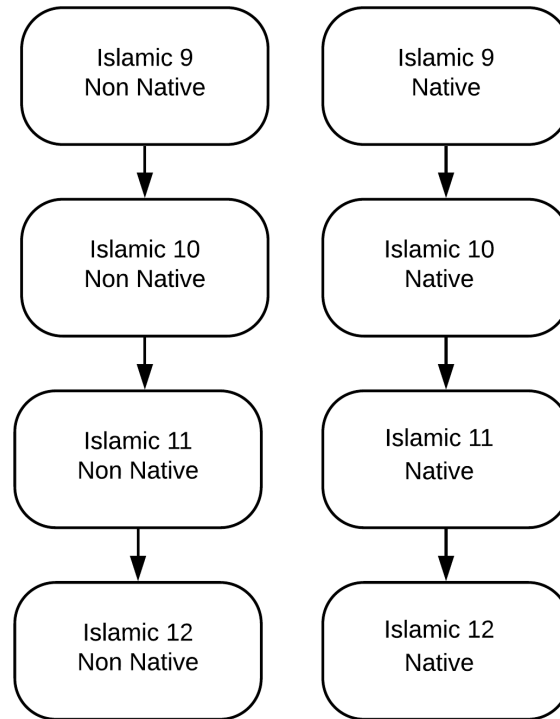
**Prerequisite:** Completion of Introduction to Film elective with a B+ or above (recommended) or recommendation from English/Arts teacher

**Course Description:** Film is a powerful and stimulating art form and practice. The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

## Islamic Education

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

## Islamic Education Pathways



Islamic  
Course

Education  
Descriptions

**Course Name:** Islamic Education, Non Native and Native

**Department:** Islamic

**Credits:** 1.0

**Length:** 1 Year

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** N/A

Islamic Education is a course that is mandatory for all Muslim students at DAA. As per the KHDA requirements, students who hold the Arab passports must be enrolled in Islamic Native, and those with other passports must be enrolled in Non Native Islamic.

The Islamic Education department follows the UAE Curriculum standards and uses the Ministry of Education prescribed textbooks. Both Native and Non Native Islamic classes share the same expectations and learning outcomes. However, the only difference between them is in the language used to deliver the lessons, as Arabic is the language used in Native classes, while English is used in Non Native Classes.

Our units of study are designed in a way to include a variety of topics and themes. Across all grade levels, we choose topics as per six fundamental themes that are aligned with the

requirements of the Ministry of Education. These themes are: divine revelation, Islamic rulings, Islamic creed, Islamic morals, Seerah/biography of the Prophet (PBUH), and contemporary issues. We aim at challenging all Muslim students by giving them choice, voice and agency, and cultivating a high quality learning environment. Our main focus is on developing the skill of creating connections between different themes and enhancing the Tajweed rules and Quran recitation.