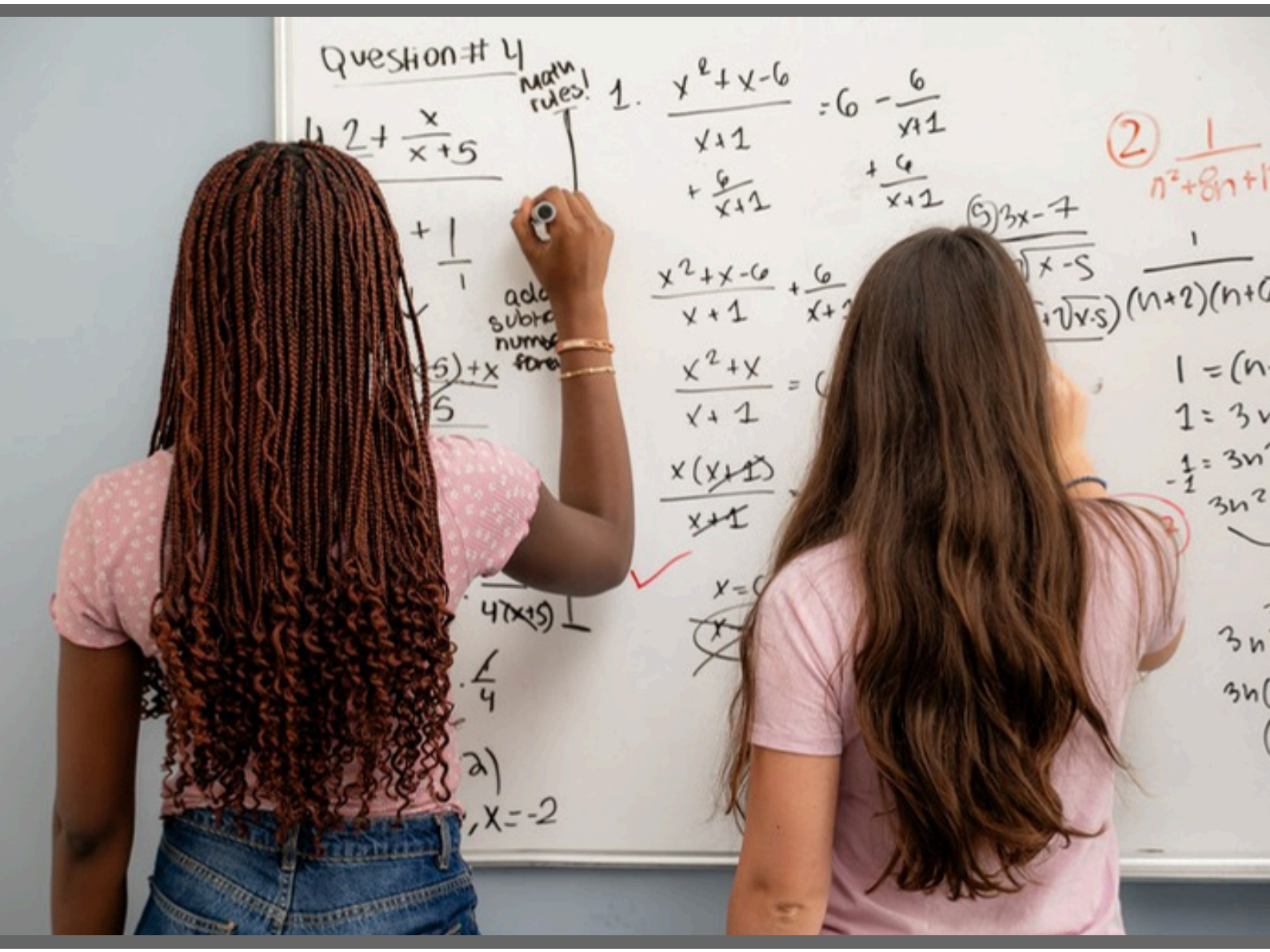
HIGH SCHOOL PROGRAM OF STUDIES

2026-2027 School Year



HONESTY • RESPECT • RESPONSIBILITY • KINDNESS

Welcome to the High School

Identity Statement

The American School of Doha is the premier educational leader in the dynamic and tradition-rich country of Qatar. We provide a rigorous standards-based, internationally enriched American curriculum in a non-profit, U.S. accredited, PreK - 12 college preparatory school. ASD is the hub of a multicultural community where we celebrate the whole Learner through diverse experiences.

Mission

ASD nurtures each Learner's unique academic and personal identity; challenged and enriched through Communication, Collaboration, Creativity, Critical Thinking and active Character and Citizenship development.

Vision

Empowering Learners to discover their passions, develop talents, and positively impact our world.

Values

Honesty • Respect • Responsibility • Kindness

Honesty

Honesty at ASD is defined as: Being truthful to ourselves and others. Honesty is expected from each person at ASD. We can display honesty in a variety of ways. This includes telling the truth, being open and transparent in our communication, respecting confidentiality when others confide in us, admitting our mistakes, apologizing when necessary and being accountable and consistent in our words and actions. Honesty additionally includes recognizing the impact that our daily choices have on the environment.

Respect

Respect at ASD is defined as: Treating ourselves, others and the environment with care. There are many ways our Learners can show respect. This might include inviting and honoring each person's voice and perspective, treating people with the dignity they are entitled to, supporting sustainability efforts, maintaining our classrooms and campus, arriving on time, being prepared, and following through with the commitments we make.

Responsibility

Responsibility at ASD is defined as: Honest reflection and ownership of our words and actions. Responsibility is about behaving ethically. Ethical behavior shows up in the way we interact with others and the environment: the decisions we make; the action we take or don't take; how we choose to behave in alignment with ASD's core values; and the action we take to reduce our carbon footprint. Responsibility is not only behaving ethically but also following safety, behavior and other ASD rules outlined.

Kindness

Kindness at ASD is defined through the following statement: We take care of each other. Taking care of each other means that we honor and celebrate all the unique identities that exist at ASD. Kindness can be shown in many ways. Kindness might be noticing and responding to the needs of others, showing empathy, acknowledging people for their individual talents, or peacefully and respectfully resolving differences. Kindness is also recognizing the Earth we share and taking care of it. Kindness is cultivated in a community where we are actively responsible, honest, and respectful towards each other and the environment.

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Dear Students and Parents,

It is a tremendous pleasure to serve as the High School Principal at the American School of Doha.
I am personally inspired by our school's Mission : ASD nurtures each Learner's unique academic and personal identity; challenged and enriched through Communication, Collaboration, Creativity, Critical Thinking and active Character and Citizenship development.

Our well-articulated academic program is designed to deliver on this mission. It offers students extensive opportunities to explore diverse academic areas and discover and grow their unique personal interests. As students advance through the High School, they are granted increasing opportunities to personalize their education. All students will earn the American School of Doha Diploma upon graduation. Students may also select from a wide range of Advanced Placement and International Baccalaureate Diploma Programme (IBDP) courses that lead to further qualifications.

Beyond academics, each of our students achieves a high degree of personal success and achievement. Their success is a direct result of their enthusiasm and drive for learning, coupled with our excellent academic program and the exceptional care and support they receive from our remarkable teachers.

I encourage all our students to use this Program of Studies thoughtfully to plan a high school journey that helps them discover passions, develop talents, and ultimately positively impact our world—which is our ultimate ASD Vision.
Sincerely,

Best regards,

Ms. Jennifer Mendes
High School Principal
American School of Doha

General Information

"Best Fit" Philosophy

At ASD, we are committed to providing a personalized learning experience that meets the unique needs of each student and empowers them to discover their passions, develop talents, and positively impact our world. We believe that each student should have access to a wide range of courses while meeting the necessary prerequisites to succeed.

By offering a variety of course options and flexible learning pathways, we empower students to:

- Set ambitious goals: We encourage students to appropriately challenge themselves and strive for excellence.
- Take ownership of their learning: We empower students to become independent learners who exercise agency.
- Develop essential skills: We focus on critical thinking, problem-solving, and creativity in all courses.
- Build confidence and resilience: We create a supportive learning environment where each student can thrive and succeed.

Credits

Credits are the units by which academic progress is measured. Twenty-five credits are required for graduation from ASD. Students typically earn seven credits per year. Credit will be earned only for courses taken while students are enrolled in Grade 9 through Grade 12 levels or as approved by the HS Guidance Committee. (See Non-Traditional Credit Options below.) We are on a semester system, and there are two semesters a year. For each semester a student earns 0.5 credits towards graduation. Each completed year-long course earns 1 credit towards graduation.

Grade Level Placement

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

Freshman (Grade 9)	0-4 Credits
Sophomore (Grade 10)	5-11 Credits
Junior (Grade 11)	12-18 Credits
Senior (Grade 12)	19-25 Credits

A student who does not meet these credit requirements will remain in the same grade placement until the necessary credits are earned to advance to the next grade.

Students who transfer to ASD at the beginning of the school year may need to take placement tests for individual subjects to ensure the best fit, where students will find appropriate challenge and success. Students who have successfully completed the British GCSE "O" level examinations or an equivalent examination system may receive two credits for each examination, up to a maximum of 16 credits, and be placed in Grade 11.

Students who transfer to ASD during the school year will be placed in classes that most closely match the courses they were attending in their previous school.

Graduation Requirements

Students must earn 25 units of credit in Grades 9 through 12 to qualify for an ASD Diploma. Any exemptions to these requirements must be petitioned to the HS Guidance Committee.

Students must be in attendance at ASD for two consecutive semesters immediately prior to receiving an ASD Diploma.

Learning Service: All students are required to undertake and exhibit two Learning Service commitments in Grades 9 and 10 as described in the Learning Service section of the HS Student Handbook. Additionally, IB Diploma Candidates will complete the Creativity, Activity, Service (CAS) component of the IB Diploma Programme, and should have two Learning Service commitments documented for Grades 9 and 10.

How this requirement applies to transfer students will be determined by the HS Guidance Committee.

U.S. Citizens: US citizens are required to take a U.S. History or a U.S. Government course. This is strongly recommended for non-U.S. Citizens who plan to attend U.S. colleges/universities. Either class may be taken in Grade 11 or Grade 12. U.S. citizens who are IB Diploma candidates will have this requirement waived.

University Admissions: Applying to Selective Universities or STEM Program

As the premier college preparatory institution in Doha, the American School of Doha supports many students in their pursuit of admission to selective universities in the United States and worldwide. It is essential to recognize that admission to these institutions often requires academic rigor beyond the minimum standards for the ASD High School Diploma. Recommended credit counts for competitive applicants are detailed in our **Graduation Requirements Table.**

STEM Pathways & Mathematical Rigor

For students intending to major in STEM (Science, Technology, Engineering, and Mathematics) fields, competitive alignment typically requires the highest level of mathematics offered at ASD. Prospective STEM applicants should complete one of the following:

- **Advanced Placement (AP):** Calculus AB or Calculus BC
- **IB Diploma Programme (IBDP):** Mathematics HL (Analysis and Approaches or Applications and Interpretations

Strategic Planning Admissions requirements can vary significantly by institution and region. We strongly advise students and parents to communicate directly with university admissions offices to identify specific program prerequisites. ASD High School Counselors serve as vital resources in this strategic planning process and are available to help students align their course selections with their long-term collegiate goals.

GRADUATION REQUIREMENTS

REQUIRED COURSE	MINIMUM REQUIREMENTS	MINIMUM RECOMMENDED FOR COLLEGE
ENGLISH	4.0	4.0
MATHEMATICS	3.0	4.0
SCIENCE	3.0	4.0
SOCIAL STUDIES	3.0	3.0 - 4.0
WORLD LANGUAGE	2.0	3.0 - 4.0
VISUAL AND PERFORMING ARTS	1.0	1.0
HEALTH AND PHYSICAL EDUCATION	2.0	2.0
ELECTIVES	7.0	
MINIMUM TOTAL CREDITS	***25.0**	

**All students are required to undertake and exhibit two Learning Service commitments during their time at ASD*

For Qatari Nationals or anyone seeking to pursue a Qatar High School Diploma equivalency, they must have a minimum cumulative GPA and meet one of the following criteria below:

- Two Advanced Placement (AP) Exam scores of 3 or higher
- Two International Baccalaureate (IB) Exam scores of 4 or higher
- One AP score of 3 and one IB score of 4
- An SAT score of 800 or higher (minimum 400 in both Math and Reading/Writing)
- An ACT composite score of 18 or higher

Non-Traditional Credit Options

ASD does its best to place students appropriately in HS courses but there may be times when students can gain HS credit outside of the typical HS class format. Students may not receive more than one credit through non-traditional means during their enrollment at ASD.

Independent Study Credit Option

An Independent Study is an option that provides self motivated students the opportunity to pursue a topic or area of study for ASD credit that is not otherwise offered in the High School.

An Independent Study course is designed through a partnership between a student and a teacher.

Any High School student who has completed at least two semesters at ASD can initiate an Independent Study course. In order to do so, the student must contact his or her counselor to submit a proposal. The independent study proposal is described in detail on page 7 of the HS Student Handbook and will need to include a description of the structure for learning, and enrollment in a program such as Virtual High School in order for academic credit to be earned. Once submitted, the proposal will need to be approved by the High School Guidance Committee.

Middle School Credit Option

Students enrolled in an ASD HS course while in Middle School (MS) can gain HS credit, if:

- The equivalent course is NOT offered in MS.
- The student meets all the necessary prerequisites for the HS course AND obtains an appropriate teacher recommendation.
- HS credits earned in MS may count toward graduation requirements but must get approval through the HS Guidance Committee.

Summer School Credit Option

Students interested in attending summer school for High School credit can do so, if:

- Prior permission is granted by the High School Guidance Committee.
- The student has successfully completed at least two semesters of High School at ASD.
- Upon returning to ASD at the end of the summer, the student presents the transcript from the accredited institution prior to September 1st.
- The course is taken from an accredited institution AND meets the course credit hour requirements at ASD.
- The course is, generally, not available at ASD.

Distance and Online Learning Credit Option

Given the increasing influence of technology on HS programs, ASD is receptive to requests for distance or online learning opportunities within a managed and cooperative environment.

Students may enroll in distance and online learning courses for credit recovery or as part of an Independent Study. Students are responsible for paying all additional fees for the course.

Students may pursue this option for HS credit, if:

- Prior permission is granted through the HS Guidance Committee.
- The student completes an Independent Study plan.
- The course is taken from an accredited institution AND meets the course credit hour requirements at ASD.

The student must provide an official transcript for the course.

Credit Recovery

Students who do not earn credit for a course due to an incomplete, a failure, or excessive absences may recover the credit by enrolling in the class again at the recommendation of his/her teacher and/or counselor. Both grades will appear on the transcript but only the higher grade will be counted in the GPA calculation and for credit.

Alternatively, students may recover credit by taking the Summer School or Distance and Online Learning credit options with the approval of the Guidance Committee.

Course Load

Every student is required to carry a minimum of seven courses. Seniors may be permitted to take a minimum of six courses.

Course or Level Changes

For ASD High School Courses and AP Courses

Student-initiated requests for course changes may take place within the first two weeks of a semester. In order for students to execute any course change, they must work with their counselor to explore options. When adding a new course, students are required to make up all work missed. Students adding an AP class must talk with the AP Coordinator, and after the first week of the year, it is not recommended.

Teachers may recommend a course or level change for students who have been inappropriately placed within the first six weeks of the course. This recommendation will be made by the teacher to the HS Guidance Committee. Based on factors including the recommendation of both the current teacher and the receiving teacher, the HS Guidance Committee may approve or reject the recommendation for a course or level change.

Students may drop courses at the end of Semester 1, but will enroll in an ASD semester-long course if needed to fulfill the required course load. Students dropping an AP course mid-year must discuss this with the AP Coordinator and may still be responsible for the full cost of the exam.

For IBDP Courses

Student-initiated requests for changes from an IBDP course to an ASD or AP course must take place in the first two weeks of the year. Course changes to an ASD course can take place at the end of the first semester. Students will need to work with their counselors and the IBDP Coordinator to determine any changes. Students who complete IBDP Year 1 are expected to remain in the course for Year 2 and sit the exam.

Because the IBDP courses run for two years, student-initiated or teacher-initiated requests for an IBDP course change to another IBDP course may take place within the first six weeks of Year 1. Students are required to make up any missed work or assessment. In order for students to execute any course change, they must work with the IBDP Coordinator to explore options.

Students enrolled in a Year 2 IBDP course will be charged for the exam on November 1 of Year 2 and refunds cannot be given.

Student-initiated or teacher-initiated requests for a level change for IBDP courses need to be discussed and approved by the IBDP Coordinator, the HS Guidance Committee and the relevant teachers.

Withdrawing from a class

In rare instances, a student may seek to withdraw from a class after the two-week course change period. In order to withdraw from a course after the first two weeks of the scheduled course, a recommendation from the teacher must be given to the student's counselor.

Students may not withdraw from a course after two weeks of classes without the approval of the HS Guidance Committee.

Any approved withdrawal will be indicated on the official transcript with a "W" and the grade at the time of withdrawal, but will not be included in the GPA.

Steps For Requesting a Course Withdrawal

1. The student must show an attempt to get support and talk to the teacher before a withdrawal can be initiated.

2. If the student and teacher agree that a withdrawal is in the best interest of the student, the student obtains a petition form from his or her HS Counselor and completes all documentation and signatures.

3. A final decision will be made by the HS Guidance Committee, taking all recommendations into account.

4. If the petition is denied, the student must remain in the class until the end of the semester.

Please note that a course withdrawal cannot be executed if it will result in a student being enrolled in fewer than the minimum number of courses for a full-time ASD student.

Course Offerings

ASD intends to run all courses that are offered in the Program of Studies. However, the HS Administration reserves the right to close courses in the event of low enrollment. Courses with fewer than 10 students may not be offered.

AP and IBDP Course Limits

At ASD, balance and wellbeing are valued. As a rule, no student takes more than four AP or IBDP HL courses combined in a year, and no Grade 10 student takes more than two AP courses. Students may submit a petition to the High School Guidance Committee to exceed this limit.

Course Registration

Course Registration for the subsequent school year takes place during the second semester of the current school year. All course prerequisites for registration are based initially on Semester 1 report card grades. However, final course registration is conditional upon meeting course prerequisites on the Semester 2 report card as well.

Prerequisites

Prerequisites are included for many classes to make sure that students are well prepared. Prerequisites are expected to be met for both semesters when required for a year-long class. Enrollment for the following year starts in the Spring. Courses will be available to students based on semester 1 grades and course prerequisites. Students may fill out the course prerequisite override petition to request access to a course for which they have not met the prerequisites, and the HS Guidance Committee will consider these petitions. If a student does not maintain the prerequisite for Semester 2, they may be taken out of the course.

The Advanced Placement Program

Advanced Placement (AP) courses offer ASD students the opportunity to do college-level work while still in High School and potentially earn college credit. Each year-long class is designed to be the equivalent of a semester-long college course. At the end of the course, students take an externally assessed exam administered by the College Board, the same organization that administers the SAT. Exams are scored on a scale of one to five. Students who earn a three or better may be eligible for college credit. Check with your specific university to find out their requirements for granting credit. AP course credits are accepted by over 4,000 universities in 60 different countries.

AP courses are available to students who meet the course prerequisites. All students in an AP course are automatically registered for the AP exam and are required to take the AP exam in May. Grade 12 students may choose whether to take the exam or not; however, they must let the AP Coordinator know in writing before November 1 to avoid paying for the exam. Please note that earning a score of 1 or 2 on a previous AP examination may cause the student to be ineligible for further AP courses or IB Higher Level courses, subject to review by the High School Administration. Grade 10 students wishing to take more than 2 AP courses and Grade 11 and 12 students wishing to do more than 4 AP/HL courses must petition to get approval for the additional rigor.

ASD administers AP exams only to students who are enrolled in an ASD AP course or taking an authorized Independent Study.

Online AP Courses

If an AP course is not available at ASD, a student may enroll in an accredited AP online course. If a student wishes to pursue this option, they must follow the guidelines for an Independent Study and receive ASD course credit and get approval from the HS Guidance Committee and the AP Coordinator. The fees for the online course will be in addition to the ASD tuition. This falls under "non-traditional credit" and only one non-traditional course is permitted during your time at ASD.

AP Grading Practices

Students enrolled in AP courses receive a 0.5 GPA increase to reflect their achievement in these rigorous and fast-paced courses.

Furthermore, in the case that:

(i) a student's performance on the AP exams demonstrates that they have achieved mastery with a score of 3, 4 or 5, and

(ii) that student's ASD course grade in Semester 2 is lower than the equivalent AP grade (A=5, B=4, C=3),

then that student's Semester 2 grade in the corresponding AP course will be amended. In this case, the student's grade on their transcript will be retroactively increased to the central letter grade in the appropriate AP range. (An A+ grade will be achievable only by students who demonstrate the highest level of achievement across the entire course).

AP Exam Registration and Fees

While the College Board does not require that students take the AP exam, ASD requires that all grade 9-11 students who take the course sit the exam as a final demonstration of learning. This provides students with the opportunity to seek the College credit that many Universities provide for scores of 3 or higher on the AP exams.

All students who take an AP course are required to register on the College Board's AP Classroom within the first three weeks of the semester and, after doing so, students are automatically registered to take the AP exam in May. All students are therefore responsible for the exam fees of QR 550 (QR 650 for Seminar and Research capstone courses), which are paid in addition to ASD tuition. These fees are subject to change due to policy changes or increases by the College Board.

ASD grade 12 students are offered the option of electing to not sit the AP exams in May, as many of these students will already have received University placements by this time and the exams may not offer the same benefits as they do to underclassmen. Students are responsible for informing the AP Coordinator in writing of their intent to not sit any AP exams by November 1st, at which point their exam(s) will be removed from the order and no fees will be due. Seniors will have until the last day of Semester 1 to inform the AP Coordinator of their intent to not sit an AP exam in May, whereupon they will only be responsible for paying the QR165 exam fee. Any student making the decision to not sit the exam, or to drop an AP course after this date will be responsible for payment of the entire AP exam fee. The ASD business office will send invoices to all parents for payment of AP exam fees at the beginning of Semester 2.

As part of this process, students who are struggling in any AP course will be placed on an Academic Support Plan, which will be specific to the needs of the student. ASD also reserves the right to determine that a student who has not met the requirements of their Academic Support Plan following the AP mock exams will not sit said exam(s) and will be refunded all but the QR 165 exam fee. Any student who loses credit for either Semester of an AP course may be ineligible to sit the AP exam in May.

Advanced Placement Recognitions

During commencement each year, ASD recognizes AP excellence through its AP Recognition of Merit awards. Any student who has taken five AP courses in Grades 10 through 12 and has achieved a C or better in those courses is eligible for the award.

In addition, College Board recognizes AP achievement in the following ways:

- AP Seminar and Research Certificate - Scores of 3 or higher in AP Seminar and AP Research.
- AP Scholar – Scores of 3 or higher on three Advanced Placement exams.
- AP Scholar with Honors – An average score of 3.25 on all Advanced Placement exams taken and scores of 3 or higher on 4 or more exams.
- AP Scholar with Distinction – An average score of 3.5 on all Advanced Placement exams taken and scores of 3 or higher on 5 or more exams.
- AP Capstone Diploma - Scores of 3 or higher in AP Seminar and AP Research and scores of 3 or higher on four or more Advanced Placement exams.

Current AP Courses at ASD
English Language and Composition
English Literature and Composition
U.S. History
World History
United States Government and Politics*
Comparative Government and Politics*
Macroeconomics
Microeconomics*
Biology
Chemistry
Physics 1
Physics 2
Environmental Science
Computer Science A
Computer Science Principles
Calculus AB
Calculus BC
Statistics
Seminar
Research
Precalculus
French Language & Culture
Spanish Language & Culture

**These courses are offered in alternating years*

The International Baccalaureate Diploma Programme

ASD offers students the opportunity to receive the International Baccalaureate Diploma. The IB Diploma Programme is a rigorous pre-university course of studies, leading to an external examination which meets the needs of motivated secondary students between the ages of 16 and 19 years old. Designed as a comprehensive two-year curriculum (Grades 11 and 12), it also allows its graduates to fulfill requirements of various national education systems.

The student who satisfies the demands of an IB Diploma Programme demonstrates a strong commitment to learning. This commitment is evidenced not only in terms of mastery of subject content but also in terms of the development of the skills and discipline necessary for success in a competitive world. At the end of the IB Diploma Programme , the candidate should be able to demonstrate:

- A broad base of knowledge across the disciplines, and in-depth knowledge of specific subjects
- A critical capacity to identify, analyze, synthesize, and evaluate beliefs and knowledge claims
- The ability to communicate effectively in more than one language
- A willingness to help others and become effective global citizens
- Research skills and the ability to learn how to learn, personal qualities of intellectual curiosity, perseverance, honesty, and objective self-criticism

IBDP Courses and Full IB Diploma

In Grade 11, students may choose to take individual IBDP courses or become a candidate for the full IB Diploma which consists of taking six IBDP courses (three at Standard Level and three at Higher Level) and the IBDP core.

Universities have independent policies on recognizing IBDP courses for credit, but generally recognize scores of 5, 6 and 7 on Higher Level exam courses (much like AP recognition), and are beginning to recognize Standard Level exam courses as well.

The decision of whether to pursue the full diploma or individual IBDP courses is one that should be discussed with your counselor, your teachers, your parents, and the IBDP Coordinator.

These courses are a two-year commitment, and all students in IBDP courses are expected to sit the external examination at the end of Year 2. Students who complete IBDP Year 1 are expected to remain in the course for Year 2 and sit the exam, and any student wishing to drop at the end of Year 1 must petition the IBDP Coordinator. Students may not drop IBDP courses at the end of Semester 1 in Year 2.

Further, all students considering being a full IB Diploma candidate must meet with the IBDP Coordinator.

The Six Subject Choices

These courses are open to all students meeting prerequisites and can be taken individually or as part of an IB Diploma.

Students choosing the full diploma must select one course from Groups 1 - 5 and the sixth choice from Groups 1 - 4 or Group 6. Diploma students choose three Higher Level (HL) and three Standard Level (SL) subjects. Course only students can choose any number and any combination of courses. Students may petition to take 4 HLs but this is subject to student performance, teacher feedback and final decision from the HS Guidance Committee.

Prerequisites for Year 2 IBDP Courses

Students are expected to maintain a predicted grade of Level 4 or higher in all IB Year 1 courses in order to progress to Year 2. Failure to maintain a Level 4 or higher will result in a meeting with the IBDP Coordinator to discuss Year 2 courses.

Current IBDP Courses at ASD	
Group 1:	**Studies in Language and Literature**
	English Language and Literature (SL/HL)
	Arabic Language and Literature (SL/HL)
Group 2:	**Language Acquisition**
	French B (SL/HL) and Ab Initio (SL)
	Spanish B (SL/HL) and Ab Initio (SL)
	Arabic B (SL/HL)
Group 3:	**Individuals and Societies**
	Economics (SL/HL)
	History (SL/HL)
	Psychology (SL/HL)
	Global Politics (SL/HL)
Group 4:	**Experimental Sciences**
	Biology (SL/HL)
	Chemistry (SL/HL)
	Physics (SL/HL)
Group 5:	**Mathematics**
	Mathematics: Applications and Interpretations (SL/HL)
	Mathematics: Analysis and Approaches (SL/HL)
Group 6:	**The Arts (or a 2nd choice from Groups 1 - 4)**
	Visual Arts (SL/HL)
	Theater (SL/HL)
	Film (SL/HL)

The IBDP Core

These options are available to full diploma candidates only.

Theory of Knowledge (TOK)

The Theory of Knowledge (TOK) course plays a distinctive role in the DP by encouraging students to reflect on the nature, scope, and limitations of knowledge and the processes of knowing. Rather than focusing on the acquisition of new content, TOK helps students examine and contextualize what they already know, serving as a unifying thread across their DP subjects. Through explicit reflection on how knowledge is constructed in different disciplines and areas of knowledge—along with the similarities and distinctions among them—students deepen their understanding of learning itself. To meet the assessment requirements, students complete two tasks: the TOK exhibition and the TOK essay on a prescribed title(IBO, 2025)

Creativity, Activity, and Service (CAS)

Creativity, Activity, Service (CAS) is a core component of the Diploma Programme, designed to foster students' personal and interpersonal growth through a holistic approach to learning that extends beyond the classroom. The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months, with students maintaining a balanced engagement across creativity, activity, and service. CAS is structured around three strands: Creativity, involving the exploration and development of ideas through original or interpretive work; Activity, promoting physical well-being through sustained effort; and Service, encouraging meaningful, collaborative engagement with the community to meet authentic needs. Students participate in a range of CAS experiences—single events or ongoing involvement—and must complete at least one month-long collaborative CAS project. A meaningful CAS programme blends planned and ongoing experiences, supporting students' growth through purposeful engagement and reflection(IBO, 2025)

Extended Essay (EE)

The Extended Essay (EE) is a compulsory, externally assessed component of the DP core, in which students conduct independent, in-depth research and produce a formal academic paper of up to 4,000 words. Students investigate a focused topic chosen from one of their DP subjects or, for the interdisciplinary pathway, a combination of two subjects, selecting an area that reflects their personal interests or background knowledge. Guided by a school-based supervisor, students develop and demonstrate strong research, writing, and critical thinking skills as they construct a coherent, well-structured essay that effectively communicates their ideas and findings. The extended essay aims to nurture intellectual curiosity, promote student-led inquiry, build research, thinking, self-management and communication skills, and encourage meaningful reflection on the learning process(IBO, 2025)

Independent Study - Pamoja Online Course

IBDP Pamoja Online is an opportunity for students to access an IBDP course that is currently not offered at ASD to support students in completing the IB Diploma Programme. However, this is subject to individual needs. Requirements and conditions under which IBDP Pamoja Online courses are accessible are determined through a meeting with the IBDP Coordinator with approval through the HS Guidance Committee. The fees for the online course will be in addition to the ASD tuition.

IB Bilingual Diploma

IBDP will award a bilingual diploma to any student who completes all requirements for full IB Diploma and on one or both of the following criteria:

- Completion of two languages selected from Group 1 with the award of a grade 3 or higher in both
- Completion of one of the subjects from Group 3 or Group 4 in a language that is not the same as the candidate's nominated Group 1 language

IBDP Grading Practices

Students enrolled in an IBDP HL course will receive a 0.5 GPA increase to reflect their achievement in these rigorous and fast-paced courses. IBDP students whose exam performance similarly exceeds their S2 grade and who can demonstrate that such a transcript change would benefit them in respect to University applications will also be eligible for such an amendment.

IBDP Examination Registration and Fees

Students are responsible for paying their IBDP examination fees. For a full diploma student, the fee is approximately QR 3500. It is an ASD policy that all IBDP Year 2 students enrolled in an IBDP course must sit the final exam at the end of the two-year program in May.

Students in Year 2 who decide to drop the course after November 15 will still be required to pay all fees associated with the exam.

English Department

The English Department aims to enable students to effectively use language for communication, knowledge, and personal satisfaction.

Through the study of literature from different cultures, students strengthen their ability to use both the written and spoken word as a communication tool. Instruction must be flexible in order to ensure that students with differing abilities and interests will be challenged and stimulated.

The English Department believes that writing is recursive rather than linear. Writers move back and forth among the stages of planning, drafting, revising, editing, and publishing. Using this process, students discover and refine ideas, thereby composing and revising with increasing confidence and skill.

Click HERE to view the English Pathway Chart.
Index Figure 1.1.

In very occasional cases, an exception to the course sequence can be made at the instigation of the student. However, exceptions will only be considered when the student meets specific requirements and has approval from the relevant teachers, the Head of the English Department, and HS Guidance Committee. Interested students should discuss the requirements with their English Teacher and HS Counselor.

English 9

Length & Credit: 1 year (1.0 credit)
Grade: 9
Prerequisite: None

This is a literature and language course with emphasis on analysis, writing, oral communication, and thinking skills. Students will study a variety of texts including plays, short stories, novels, and poems from a range of historical periods.

We believe reading is the single most important factor in determining a student's language capacity, as it is a significant factor in improving oral and written communication skills. To this end, independent reading is an important aspect of the English 9 curriculum. Writing activities are structured in response to the ideas and analysis generated by the literature. Language usage, punctuation, and grammar instruction focus on the problems evident in the students' writing and the correct and effective use of spoken and written language.

English 10

Length & Credit: 1 year (1.0 credit)
Grade: 10
Prerequisite: Completion of English 9

This course extends the range of analytic reading, writing, oral communication, and thinking skills started in the English 9 course. Students will study and interpret challenging literary and informational texts from a variety of time periods and genres. An important focus will be the clear and coherent use of spoken and written language. Through the study of texts in a variety of forms, students will strengthen their own ability to use language as an effective tool for thought, expression, and communication. The overall purpose of the course is to prepare students for any path they choose in the following years, whether they continue with the ASD curriculum or select AP or IB courses.

English 11

Length & Credit: 1 year (1.0 credit)
Grade: 11
Prerequisite: Completion of English 10

English 11 is a study of language, literature, composition, and oral communication. This course includes a range of texts to support students in developing essential academic skills, including graphic memoir, new media, classic fiction, and contemporary fiction. Students practice close-reading skills, literary analysis, academic writing, academic discourse, collaboration, and presentation skills. English 11 is intended to prepare students for the eventual challenges of post-secondary education.

English 12

Length & Credit: 1 year (1.0 credit)
Grade: 12
Prerequisite: Completion of English 11 or equivalent

English 12 is a study of language, literature, composition, and oral communication. This course includes a range of texts to support students in developing essential academic skills, including literary nonfiction essays, classic fiction, contemporary fiction, and poetry. This class hones elements of the preceding English curricula to support students to be critical readers, responsive listeners, persuasive writers, flexible thinkers, and dynamic members of a learning community. English 12 is intended to prepare students for the challenges of post-secondary education.

AP English Language & Composition

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: B or higher in previous English Course

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. Students develop the skills of rhetorical analysis and composition as they repeatedly practice analyzing others' arguments, then compose their own arguments. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Students typically take this course before AP Literature and Composition.

AP English Literature & Composition

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: B or higher in previous English Course

The purpose of AP English Literature and Composition is the written and oral comparison of various literary, philosophical, psychological, cultural, and political perceptions of the world's great literature at the college level. The AP English Literature course engages students in the careful reading and critical analysis of imaginative literature (including prose, poetry, and drama). A close reading of selected literary works from American, British, and World literature texts, combined with oral discussion and writing analytical essays, will help students deepen their understanding and enhance their ability to derive meaning from literature. Students in this college-level course will have previously demonstrated both strong writing ability and analytical skills. They will combine their skills with their interest in reading to better prepare them for the AP exam.

IBDP English Language & Literature SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: B or higher in previous English course

IBDP English Language and Literature is a two-year course which develops students' understanding of how language works, how texts create meaning, and how cultural contexts shape interpretation. Students study a wide range of literary and non-literary texts, analysing how language, form, and context influence both communication and perspective. The course develops strong analytical, communication, and critical thinking skills while fostering an appreciation for the aesthetic and cultural dimensions of texts.

Assessment includes:

- Paper 1 – guided analysis of unseen non-literary texts
- Paper 2 – comparative essay on two literary works
- HL Essay (HL only) – a 1,200–1,500-word coursework essay
- Individual Oral – a prepared oral on a global issue explored through one literary and one non-literary work

English Electives

Journalism

Length & Credit: Semester (0.5 Credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

The Journalism course is a Semester elective designed to introduce high school students to the principles of ethical, effective journalistic practices in producing news, feature, and opinion material. At first, students will focus on the history and development of mass media over time and geographic region. We will move into understanding journalistic news values and principles; and guidelines in order to create authentic news, feature, and opinion material. They will conduct interviews and other news-gathering searches, organize investigated material and produce authentic journalistic pieces for in class publication. Professionals involved in journalistic careers will be guests in several class meetings. Assessments may include the following: interviews, original news and feature articles, editorial writing, and/or critical analysis of journalistic productions. IF time allows, students will learn to build more complex, collaborative journalistic products, working in teams to create multimodal, or multimedia, journalistic projects. Assessments may include the following: research and analysis of journalists over time, an investigative series of news- and/or feature-related content.

Speech

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

Speech provides ample opportunity for students to gain experience and confidence in their own speaking ability to a variety of audiences and for a variety of purposes. From TedTalks to interviews, pitching a Dragons Den Product to reading for performance students will develop an awareness of themselves as communicators, build self-confidence and poise, and learn to organize their thoughts clearly and succinctly and present them effectively.

Students planning to return to the US before graduation should speak to their counselors about state requirements.

Creative Writing

Length & Credit: 1 semester (0.5 credit)
Grade: 10, 11 & 12
Prerequisite: B- or higher in the previous semester of English class.

Creative Writing is a semester-long course which exposes students to the work practicing writers do to develop their craft. This is completed through three concurrent components: developing as students of writing through the analysis of model texts for elements of craft and their effects; development as writers through writing activities that explore elements of the writer's craft; and development as readers by responding to the creative work of peers. The semester culminates in the submission of a portfolio of the student's work, which includes a completed work ready for submission to the ASD student arts online publication, Mosaic.

Mathematics Department

ASD believes that the study of mathematics is an essential part of every student's education. Through an integrated and spiraling curriculum, our students have an opportunity to achieve a thorough understanding of complex mathematical concepts. We emphasize the conceptual connections of mathematics rather than simple memorization of rules and formulas. We believe that success is key to developing a lifelong love of learning in mathematics and we strive every day to build confidence in the abilities of our students. Our focus is to spark an interest and enthusiasm for mathematics in all of our students. Our philosophy is centered around the belief that all students will benefit from high-level mathematics and we encourage all students to challenge themselves when choosing their course of study.

Calculator Policy

A key component of the mathematics curriculum is the development of skills, competency, and efficiency in technology aided problem-solving.

Calculator Policy: A calculator from the TI-Nspire CX-II family is required for all AP and ASD math courses.

IBDP Mathematics courses: please see the IBDP Calculator Policy for requirements

Click HERE to view the Mathematics Pathway Chart. Index Figure 1.2.

Algebra I

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10 & 11
Prerequisite: None

This course is for students who have a solid foundation in the algebra concepts such as addition, subtraction, multiplication, division, fractions, percentages, ratios, rates, proportions, order of operations, number patterns, like terms, distributive property and working with real numbers.

Students will be expected to be proficient in these areas upon entry into the course. The course focuses on algebra skills and conceptual understanding.

Concepts of the course include:

- Writing variable equations and inequalities
- Linear and nonlinear functions
- Exponents and powers
- Quadratic relationships
- Polynomials
- Linear systems
- Factoring
- Radicals
- Solving equations
- Algebraic modeling

There will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically to solve complex problems.

Summer Geometry Policy

The ASD High School Mathematics Department believes that all high school students should have access to high-level mathematics courses, and recognizes that it can be challenging for some students to complete prerequisite courses in a way that leaves enough time in their high school career for these courses. For this reason, some students are eligible to take an external Geometry course over the summer and forgo taking Geometry at ASD. The math department does not recommend this option; we know that in-person classes provide a superior educational experience, so we prefer that students take this class at ASD when at all possible.

The summer Geometry option is available to:

1. **Students in grade 8 who have completed Accelerated Algebra 1 and meet the criteria for doubling up with Geometry and Algebra II with Trigonometry.**
2. **Students who have completed Algebra 1 in High School AND achieved a minimum of a B- by the end of Semester 2.**

Information on summer Geometry is available from the High School Algebra 1 teachers.

Requirements for doubling up with Geometry and Algebra II with Trigonometry in 9th grade:

Middle school students who meet the following requirements may take Geometry and Algebra II with Trigonometry concurrently, or take the summer Geometry option.

- Mastery grade over the course of the school year in Accelerated Algebra I.
- Meets MAP cut score
- Consistently earns Independent in two Learning Habits: Ready to Learn and Works Hard to Learn

Middle school students in Algebra I who have achieved "Meeting" grades in their math class over the course of the year and meet the MAP cut score, and show consistently positive learning habits may take a placement test to qualify for doubling up. Students who take the placement test to qualify for doubling up are not eligible to take Geometry over the Summer.

Geometry

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10 , 11 & 12
Prerequisite: Successful Completion of Algebra I

This course will have an active approach that will provide students with many opportunities to apply geometric concepts to mathematical and real-life situations. Students will be engaged in learning the tools of geometry in the investigative approach, allowing them to discover the properties of geometry, apply critical thinking skills and to work collaboratively to find solutions. Throughout the course, students will develop direct and indirect forms of reasoning and logic, as well as the concept of a formal mathematical proof in a geometry setting. There will be a continual emphasis on reviewing algebra skills by applying and synthesizing the solutions to various problems.

Algebra II with Trigonometry

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisite: Successful completion of Algebra 1 and Geometry or successful completion of Algebra 1 with co-enrollment in Geometry

Algebra II reinforces and expands on the concepts of algebra and geometry. Algebraic expressions and functions are used to model real-world phenomena, and applications are provided to develop connections within the math curriculum and across other curricular areas. There will be a focus on both calculator-aided and calculator-unaided exploration and problem-solving, and there will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically.

Concepts of the course include:

- Algebraic language and symbols (including all number systems)
- Functions, direct and indirect variation
- Linear relations
- Graphs and systems
- Quadratic equations
- Parabolas and polynomials
- Powers and roots
- Rational expressions
- Exponents
- Logarithms
- Trigonometry

Students will generalize results by working with parameters and proofs and are expected to be able to make connections and synthesize their knowledge from different units to solve both familiar and unfamiliar problems.

Precalculus

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: Successful completion of Algebra II or Algebra II with Trigonometry, Algebra 1, and Geometry

The primary objectives of this course are to help students truly understand the fundamental concepts of algebra, trigonometry and analytic geometry. It foreshadows the important concepts of calculus and shows how algebra and trigonometry can be used to model and predict solutions to real-life problems. There will be a focus on both calculator aided and calculator unaided exploration and problem-solving.

Concepts of the course include the properties and graphs of the basic functions, and modeling of a variety of functions including polynomial, quadratic, exponential, logarithmic, trigonometric and rational functions. Additional topics will include conic sections and discrete mathematics.

AP Precalculus

Length & Credit: 1 Year (1.0 Credits)
Grades: 10, 11, 12
Prerequisite: B+ in Algebra II with Trigonometry

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

Calculus

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: Successful completion of Precalculus or AP Precalculus

The primary academic goal of this course is to provide students with a basic understanding of differential and integral calculus. This course is intended to be a great preparation for the first year of university calculus.

The three main areas of study are:
- Limits and continuity of a wide variety of functions
- Differential calculus and its many applications
- Integral calculus

All three topics will be taught in terms of one-variable calculus only. Students will be assessed on calculator aided and unaided problem-solving processes and solutions.

AP Calculus AB

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: College Board score of 3+ in AP Precalculus

AP Calculus is a demanding, challenging and rewarding course. It is a serious mathematical course and is intended for students who wish to pursue a career in pure mathematics, pure science, or the many applied disciplines such as engineering, architecture, genetics, geophysics, et cetera. Students will be expected to work hard to master the content material and should allocate extra time in their schedule to be successful in this course.

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: College Board score of 3+ in AP Calculus AB or 4+ in AP Precalculus

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. Explore the key concepts, methods, and applications of single-variable calculus including all topics covered in AP

Calculus AB as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series.

The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Applied Mathematics and Statistics

Length & Credit: 1 Year (1.0 Credits)
Grades: 11 & 12
Prerequisite: Completion of either Algebra II or Algebra II with Trigonometry

Applied Mathematics is a problem-based, inquiry-oriented, and technology-rich high school mathematics course. It emphasizes modeling, problem solving and applications of mathematics to the real world. Students learn new concepts as well as develop a deeper understanding of previous concepts and relationships. This course addresses a variety of topics which will engage students in mathematical decision making. Students are required to justify and explain their thinking and collaborate. It ensures student understanding of mathematical phenomena in modern day society.

AP Statistics

Length & Credit: 1 year (1.0 credit)
Grade: 10, 11 & 12
Prerequisite: B in Algebra II with Trigonometry or B in Precalculus or A- in Algebra II

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major themes are exploring data, planning a study, anticipating patterns, and statistical inference. The important components of the course include the use of technology, cooperative group problem solving and writing, as a part of concept-oriented instruction and assessment.

Students planning to take an AP Science course in Grade 12 will benefit greatly from taking this course in Grade 11. Students who wish to take calculus in college may wish to take AP Statistics in high school. For students who would otherwise take no math course in Grade 12, AP Statistics allows them to continue to develop their quantitative skills.

IBDP Mathematics: Applications and Interpretations SL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: B- or higher in both Geometry and Algebra I OR C- in Algebra II

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: applications and interpretation SL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. A calculator from the TI-84/TI-Nspire (non-CAS) family is required.

IBDP Mathematics: Applications and Interpretations HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: A- in Algebra II with Trigonometry or B in AP Precalculus

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: applications and interpretation HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

A calculator from the TI-84/TI-Nspire (non-CAS) family is required.

IBDP Mathematics: Analysis and Approaches SL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: B in Algebra II or C in Algebra II with Trigonometry

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

A calculator from the TI-84/TI-Nspire (non-CAS) family is required.

IBDP Mathematics: Analysis and Approaches HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: A- in Algebra II with Trigonometry or B in AP Precalculus

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students who wish to take Mathematics: analysis and approaches at a higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

A calculator from the TI-84 / TI-Nspire (non-CAS) family is required.

Science Department

Science is for all students, and all students should have the opportunity to develop scientific literacy. The scientifically literate student gains an understanding and appreciation of the interrelationships of science, technology, and society.

Science education at ASD develops and builds on students' sense of wonder about the world around them and makes science relevant to daily experiences inside and outside the classroom. Students will develop through inquiry the process skills that encourage and enable continuous learning and critical thinking. Science activities that involve students working cooperatively and collaboratively are desirable.

It is recommended that a student seek as diverse a science program as possible, one that includes a study in the life, physical, and earth environmental sciences. At ASD, a student should complete one physical and one biological science by the end of Grade 12.

The Science Department uses the Next Generation Science Standards (NGSS).

Click HERE to view the Science Pathway Chart. Index Figure 1.3.

Biology

Length & Credit: 1 year (1.0 credit)
Grade 9, 10, 11 & 12
Prerequisite: None

All Grade 9 students at ASD are required to take Biology. Biology is a course that builds a strong and memorable understanding of biological concepts in the areas of biochemistry, cellular biology, ecology, theoretical and human genetics, as well as evolution. Students will explore these topics using NGSS, which include Cross-cutting Science Concepts, Science and Engineering Practices, as well as Environmental Science Content Standards. Students will learn through a variety of activities, including inquiry-based learning, laboratory investigations, discussions, and projects, with an emphasis on content attainment and integration, critical thinking, data analysis, and effective communication skills.

Chemistry

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisite: Completion of or enrollment in Algebra II with Trigonometry

This course is intended for students interested in pursuing an understanding of chemical processes and principles. It is designed as both an introductory course for students to explore chemistry while also providing a foundation for those who wish to pursue further studies in chemistry.

This course follows NGSS, building on concepts in the areas of structure and properties of matter, chemical reactions, forces and interactions and energy. Significant instructional time will be devoted to hands-on work and investigations leading to project-based assessments.

Physics

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisite: Completion of Algebra I

This foundation Physics course will introduce students to the broad topics of mechanics and energy. This course follows the NGSS, studying topics such as motion, forces, momentum, kinematics, light, and electricity. Students will use different techniques to learn in this course, including experimentation, research, and prototyping, all rooted within a mathematical and analytical framework.

This course is suitable for students who are prepared to work on problems, explore the mathematical principles at work in the physical world, ask questions, and to think their way through difficult concepts.

This course is designed to prepare students for future science-related courses. Students who are successful will possess the analytical and experimental skills necessary to be successful in AP or IB science courses. This course is not a prerequisite or lead-in course for students planning to enroll in AP Physics or IB Physics.

Environmental Science

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: One previous Science credit completed

Environmental Science is a year-long course designed to show thematic connections between a variety of science disciplines including biology, chemistry, and physics. The primary purpose of this course is to develop student understanding of the relationships among biotic and abiotic environmental factors. The primary emphasis of the course is investigation and applications through design activities including projects in the ASD Greenhouse and gardens.

Students will explore these topics using the NGSS which include Cross-cutting Science Concepts, Science and Engineering Practices as well as Environmental Science Content Standards. Students engage by inquiry using the Science Practices to build, deepen, and apply their knowledge of core ideas and cross-cutting concepts.

It is not recommended that students double up Environmental Science with another science course if enrolling in the course their 10 grade year. Environmental Science is also not a recommended pathway for IB diploma students.

Marine Science

Length & Credit: Year-long (1.0 Credit)
Grades: 11, 12
Prerequisite: Must have successfully completed Biology

Marine Science offers data-driven investigations, meaningful context-based activities, and lessons that seamlessly integrate Science, Technology, Engineering and Mathematics (STEM) for the deeper conceptual understanding valued by the Next Generation Science Standards (NGSS).

This course provides a stimulating introduction to the science of the marine environment. The content of the course concentrates on the scientific study of the sea and its ecosystems. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts, as well as on the acquisition of knowledge. This course will foster creative thinking and problem-solving skills, which are transferable to any future career path. Lessons are thoughtfully sequenced to build a strong, conceptual understanding of the ocean and the Earth as a system, and make real-life data-driven connections that are interesting and meaningful to today's high school students.

AP Physics 1

Length & Credit: 1 year (1.0 credit)
Grade: 10, 11 & 12
Prerequisite: B+ in a previous Science course or B in previous AP Science course, completion of Geometry, completion of, or concurrent enrollment in, Algebra II with Trigonometry

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems n these content areas: Kinematics, Forces and Translational Dynamics, Work, Energy, and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, Oscillations, and Fluids.

The main goal of this course is to help students develop a deep understanding of foundational principles and the ability to reason about physical phenomena using important science practices, such as explaining relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course. AP Physics 1 is equivalent to the first course in an introductory college course sequence in algebra-based physics.

AP Physics 2

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: C in AP Physics I, and successful completion of or concurrent enrollment in Precalculus or AP Precalculus.

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Thermodynamics, Electric Force, Field, and Potential, Electric Circuits, Magnetism and Electromagnetism, Geometric Optics, Waves, Sound, and Physical Optics, and Modern Physics. The main goal of this course is to help students develop a deep understanding of the foundational principles that shape classical mechanics and modern physics. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices, such as explaining relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course.

AP Physics 2 is equivalent to the second course in an introductory college course sequence in algebra-based physics.

AP Biology

Length & Credit: 1 year (1.0 credit)
Grade: 10, 11 & 12
Prerequisite: B+ or higher in Biology, completion of or concurrent enrollment in Chemistry

AP Biology is equivalent to a first-year university biology course. The course stresses the importance of building towards an understanding of functions, processes, and principles of biology. Students will use the skills and knowledge that they developed in their Biology course to further deepen their knowledge of biological concepts. A strong foundation of basic chemistry is highly recommended for success in AP Biology. Students should expect a fast-paced, rigorous course that requires a significant amount of time for reading, free response essay writing, and preparing for tests and inquiry-based lab investigations.

AP Chemistry

Length & Credit: 1 year (1.0 credit)
Grade: 10, 11 & 12
Prerequisite: B+ or higher in Chemistry, completion of Algebra II

AP Chemistry is equivalent to a first-year university chemistry course. It explores the central ideas of matter and its structure, chemical reactions, and energy changes, while building students' science skills through modeling, experimental design, data analysis, and evidence-based reasoning. The course challenges students to think critically and apply chemistry concepts to real-world problems. Students should expect a fast-paced, rigorous program that requires consistent independent study and practice. Laboratory work emphasizes problem solving and inquiry, offering opportunities to strengthen both quantitative and qualitative analysis skills.

AP Environmental Science

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: B+ or higher in previous Science course or B in a previous AP Science course

This class is equivalent to a one-semester college environmental science course. The course is interdisciplinary, involving topics from chemistry, physics, biology. The goal of the course is to provide students with the science principles, concepts, and methodologies required to understand the interrelationships of the natural world. Environmental problems, their relative risks and possible solutions for their resolution are the basis of the course.

IBDP Biology SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
HL Prerequisite: B+ or higher in Chemistry or Physics
SL Prerequisite: B- or higher in Chemistry or Physics

The International Baccalaureate Diploma Programme (IBDP) Biology is a comprehensive two-year course that fulfills the requirements for obtaining an IB Diploma. Biology is defined as the study of life, which evolves through technological advancements, pattern recognition, controlled experimentation, and collaborative efforts among scientists.

In the first year, students focus on foundational concepts related to molecules, metabolism, cells, and ecosystems. The second year shifts to the central dogma of molecular biology, addressing topics such as mutations, inheritance, and human physiology. Throughout both years, emphasis is placed on developing problem-solving abilities, experimental skills, analytical and statistical competencies, and effective communication.

The Standard Level (SL) course is designed with a recommended 150 teaching hours, while the Higher Level (HL) course includes 240 hours. This discrepancy reflects the additional content covered by HL students, which tends to be conceptually more challenging and explored in greater depth. Thus, the distinction between SL and HL lies in both the breadth and depth of the curriculum. It is recommended that a student have a strong background in chemistry to be successful in this course.

It is recommended that students either complete Chemistry before taking this course, or are concurrently enrolled in a chemistry course.

IBDP Chemistry SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
HL Prerequisite: B+ or higher in Chemistry or Physics
SL Prerequisite: B- or higher in Chemistry or Physics

IBDP Chemistry is a two-year course satisfying the requirements for an IB Diploma. The IBDP course syllabus describes chemistry "as the central science, as chemical principles underpin both the physical environment in which we live and all biological systems." In Year One, the curriculum will focus on quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, and equilibrium. In Year Two, the curriculum will focus on acids and bases, oxidation and reduction, organic chemistry and one option. Laboratory skills, problem-solving, communication skills, active participation, and critical thinking are emphasized. Students are required to hand in an internal assessment (10-hour lab) worth 20 percent and take the IBDP exams at the completion of Year Two worth 80 percent of their IBDP grade.

Chemistry HL is suited for students interested in a two-year commitment to a chemistry course in preparation for any science-related college major or career.

IBDP Physics SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
HL Prerequisite: B+ or higher in Chemistry or Physics
SL Prerequisite: B- or higher in Chemistry or Physics

IBDP Physics is a two-year course satisfying the requirements for an IB Diploma. The IBDP course syllabus describes physics as being the most fundamental of the experimental sciences. Students will explore the principles of Newtonian mechanics, Thermal physics, Waves, Electromagnetism, Nuclear Physics and human use and abuse of energy, including a section on climate change and renewables. We also study Astrophysics towards the end of the second year, peeking out into the universe and starting to understand how stars are made and function. Problem-solving, communication, reasoning skills, active participation and critical thinking are emphasized. Significant time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations that provides students with opportunities to apply the science practices.

The skills and techniques students must experience through the course are encompassed within the tools. These tools include experimental techniques, technology and mathematics, all of which enable students to effectively engage in exploring and designing investigations, collecting and processing data and drawing conclusions.

Social Studies Department

The Social Studies Department at the American School of Doha empowers students to become informed, thoughtful, and engaged global citizens. Our courses encourage students to explore the complexities of human societies and develop an understanding of how diverse cultures, perspectives, and systems interact in an interconnected world. The program emphasizes critical thinking, inquiry, and the development of transferable skills, including analysis, argumentation, and evidence-based reasoning. Students are encouraged to make connections between past and present issues, evaluate multiple perspectives, and communicate their ideas effectively.

Click HERE to view the Social Studies Pathway Chart. Index Figure 1.4.

U.S. Citizens: US citizens are required to take a U.S. History or a U.S. Government course. This is strongly recommended for non-U.S. Citizens who plan to attend U.S. colleges/universities. Either class may be taken in Grade 11 or Grade 12. U.S. citizens who are IB Diploma candidates will have this requirement waived.

Global Issues in Action

Length & Credit: 1 year (1.0 credit)
Grade: 9
Prerequisite: None

This course is an examination of the potentially contentious relationship between humans and their environment through a local and global lens. This inquiry-based course asks students the compelling question: how do we bring the positive aspects of globalization to populations around the world? Students will be prompted to take informed action to involve themselves in pressing issues that affect our world and its populations, impact the rights of citizens, and place pressures upon sustainable future development. Students will leave this class with a foundational skillset within the social studies discipline to develop appropriate questions and inquiries, evaluate the credibility of sources, construct coherent and reasoned arguments, and communicate conclusions.

AP Human Geography

Length & Credit: 1 year (1.0 credit)
Grade: 9
Prerequisite:
The College Board states that students should be able to read college-level texts and write grammatically correct, complete sentences. Students will need to meet the required MAP Reading Score, demonstrate excellence in the "Ready to Learn" and "Works to Learn" Dispositions, and attain Mastery in Language Arts 8 and/or US History 8 to qualify for this college-level course.

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The course is equivalent to an introductory college-level course in human geography.

World History

Length & Credit: 1 year (1.0 credit)
Grade: 10
Prerequisite: None

This course explores major global developments from the mid-18th century to the present, following the OER Project framework. Students investigate the political revolutions, industrialization, imperialism, world wars, and how the Cold War and decolonization have shaped the modern world. Emphasis is placed on cause-and-effect relationships, connections across regions, and the experiences of diverse societies.
Assessment focuses on historical thinking skills — including sourcing and evaluating evidence, identifying patterns of continuity and change, constructing arguments, and writing evidence-based essays. Students demonstrate understanding through formative activities, content-based tests, research projects, document-based questions, and end-of-unit assessments.

AP World History

Length & Credit: 1 year (1.0 credit)
Grade: 10
Prerequisite: B in Global Issues in Action or C in AP Human Geography

This course is designed as an introductory college-level survey of World History. The main focus of the course is from 1200 C.E. Students will utilize college-level readings, work with primary source documents, learn to respond to free-response questions in three formats, and further develop their critical thinking skills. The course follows the development of civilizations along the thematic lines of social, political, religious, intellectual, economic, and technological development. This course is designed for highly self-motivated students who desire to challenge themselves academically. A strong work ethic, solid writing skills, good school attendance, and an above-average reading level are necessary for success in this course.

United States History

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: None

U.S. History is designed to be a survey course that covers important events in American history from its colonial roots through its role as a global leader in the 21st century. Students will study major events and people that have shaped the United States as we know it today. The course will encourage students to think historically by making comparisons, either between perspectives represented in texts and sources, or across periods of time and locations. Students will learn to appreciate the complex nature of what it means to be an American as well as understand the rights and responsibilities that come with citizenship.

Middle Eastern Studies

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: None

This course will investigate the social, economic and political realities of today's Middle East through primary

and secondary source analysis. Specific focus will be placed on understanding the historical roots of these realities in order to construct informed and evidence-based positions on current issues.

Semester 1 will focus on the history of the region from pre-Islamic times to the modern day, and semester two will focus on current regional and national issues related to the economy, society and political issues. Students will be challenged to examine and understand the issues, such as the Israeli-Palestinian conflict and the Arab Spring from a variety of perspectives. Throughout, students will hone their ability to think, read, and write critically by regularly engaging in substantive text-based discussions, presentations and essay compositions. Due to similarities in course content, students will not be able to enroll in IBDP History HL and Middle Eastern Studies concurrently.

Business

Length & Credit: 1 year (1 credit)
Grade: 11 & 12
Prerequisite: None

Business introduces students to the role of business and entrepreneurship in society. The course begins with an examination of foundational business and economic concepts. Students will gain an understanding of these concepts as well as vocabulary and framework to characteristics of successful entrepreneurs and successful businesses. They will also engage in the process of venture opportunity identification and evaluation.

To create a deeper understanding of the entrepreneurial process, students will identify a potential venture opportunity and develop a marketing plan. In addition to entrepreneurship in business, students will also examine social entrepreneurship, financial tools businesses employ and gain a better understanding of financial literacy.

This course is a rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It examines how business decisions are made and how these decisions make an impact on internal and external environments.

AP United States Government and Politics and AP Comparative Government and Politics are offered in alternate years, same with AP Microeconomics and AP Macroeconomics.
2025-2026: AP Comparative Government and Politics, AP Microeconomics
2026-2027: AP US Government and Politics, AP Macroeconomics
2027-2028: AP Comparative Government and Politics, AP Microeconomics
2028-2029: AP US Government and Politics, AP Macroeconomics

AP United States History

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: C+ in a previous AP social studies course or B in ASD World History

The AP U.S. History course focuses on the development of historical thinking skills such as chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing a historical narrative along with the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven distinct themes provide areas of historical inquiry for investigation throughout the course. The study of these themes requires students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Strong reading comprehension and writing ability are required for success in this course.

AP United States Government and Politics

Length & Credit: 1 year (1.0 Credit)
Grade: 11 & 12
Prerequisite: C+ in a previous AP social studies course or B in ASD World History

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess the causes and consequences of political events, and interpret data to develop evidence-based arguments. Students successfully completing this course will be able to describe and explain important facts, concepts, and theories pertaining to U.S. government and politics. They should also be able to explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures), and the political effects of these structures and procedures.

Please note that this course is offered in alternating years as shown in the table above.

AP Comparative Government and Politics

Length & Credit: 1 year (1.0 Credit)
Grade: 11 & 12
Prerequisite: C+ in a previous AP social studies course or B in ASD World History

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Students successfully completing this course will be able to compare and contrast political concepts, themes, and institutions; as well as being able to describe and explain typical patterns of political processes and behaviors and their consequences; and analyze and interpret basic data relevant to comparative government and politics.

Please note that this course is offered in alternating years as shown in the table above.

AP Microeconomics

Length & Credit: 1 year (1.0 Credit)
Grade: 11 & 12
Prerequisite: C+ in a previous AP Social Studies course or a B in World History

Course description: AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

Please note that this course is offered in alternating years as shown in the table above.

NEW COURSE: AP Macroeconomics

NEW COURSE: AP Macroeconomics
Length & Credit: 1 year (1.0 Credit)
Grade: 11 & 12
Prerequisite: C+ in a previous AP Social Studies course or a B in World History

Course description: AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

Please note that this course is offered in alternating years as shown in the table above.

IBDP History SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: C+ in AP World or B in ASD World or equivalent

IBDP History is a two-year course designed to instill an understanding of world history by exploring multiple events connected by common themes. Centered upon a regional study of the nineteenth and twentieth century Middle East, students will focus on fundamental historical issues that still resonate today including post-colonial history, national identity, majority and minority rights.

The topics covered are:

- Civil Rights in the USA
- Apartheid South Africa
- The Cold War

Country case studies: Egypt, Turkey and Cuba (non-regional comparison)

This exam consists of document-based questions (Paper 1) and essay responses to a thematic topic (Paper 2). Students will also prepare a historical investigation research paper on a topic of their choice (Internal Assessment).

Additionally, HL Students complete a regional study on options related to the Middle East and Africa in the 19th and 20th centuries. Focusing on our local region, this includes the history of some of the key influencers in the area including the Ottoman Empire, Egypt and Iran. We will focus on the challenges to Ottoman power from after 1800 and how the Empire responded with attempts at reform and modernization. Other topics will include the Middle East after World War I with a focus on the Mandates and Palestine, as well as a focus on the responses to the formation of Israel and events in Lebanon after 1945.

The exam consists of Paper 1 and 2 and the Internal Assessment (described above) as well as Paper 3 which focuses on the regional studies of the Middle East and Africa. Due to similarities in course content, students will not be able to enroll in IBDP History HL and Middle Eastern Studies concurrently.

IBDP Economics SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: C+ in AP World or B in ASD World or equivalent and teacher approval

IBDP Economics is a dynamic two-year course that helps students understand the complexity and interdependence of economic activity in a rapidly changing world. Centred on the fundamental problem of scarcity and the choices it necessitates, the course explores how individuals, governments, and nations make decisions through the lens of microeconomics, macroeconomics, and the global economy.

Students apply key theories, models, and concepts to analyse six major real-world issues, using empirical data to evaluate both the strengths and limitations of economic explanations. Through this inquiry-driven approach—framed by nine core concepts including scarcity, choice, efficiency, equity, well-being, sustainability, change, interdependence, and intervention—students develop the analytical skills and global awareness needed to act responsibly as informed citizens.

Assessment includes an extended response exam (Paper 1), a data response exam (Paper 2), a portfolio of three commentaries based on media extracts, and for HL students, a policy-focused Paper 3.

IBDP Psychology SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: C+ in AP World or B in ASD World or equivalent and teacher approval

The IBDP Psychology course is a two-year course which develops students' understanding of key psychological concepts, theories, and contexts while strengthening their ability to think critically, evaluate evidence, and recognise the evolving nature of knowledge. Rather than training students to become psychologists, the course aims to build strong psychological literacy by introducing research methodologies and encouraging inquiry.

Students learn to understand and apply models of human behaviour, think critically and creatively about cognitive processes, and use psychological knowledge to consider issues affecting individuals, groups, and societies. At both SL and HL, students explore four contexts using relevant psychological content and concepts, and complete an internal assessment in the form of a research proposal focused on a chosen population.

Throughout the course, students examine empirical studies, media claims, and real-world data, developing skills in analysis and interpretation. HL students additionally study four extensions that explore how culture, motivation, and technology shape human behaviour, as well as advanced approaches to data analysis and interpretation.

IBDP Global Politics SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: C+ in AP World or B in ASD World or equivalent and teacher approval

IBDP Global Politics enables students to understand how political processes shape the world at local, national, international and global levels. Drawing on political science, international relations, and broader social sciences, the course develops students' knowledge of key concepts, such as power, sovereignty, legitimacy, and interdependence, while encouraging critical engagement with contemporary political issues.

Learning is inquiry-based and grounded in real-world contexts, allowing teachers to tailor the course to student interests and current events. Throughout the programme, students strengthen their analytical, thinking and research skills, particularly through examining diverse perspectives.

Assessment includes source-based analysis, extended written responses, and, for HL students, stimulus-based questions, alongside an Engagement Project in which students investigate and report on a political issue through research and direct involvement.

Technology Department

Students must acquire the technological skills and knowledge required to participate in a competitive, global economy. They must become critical and innovative thinkers, be able to question, understand, and respond to the implication of technological innovations, as well as be able to find solutions and develop products.

Technological education focuses on developing students' ability to work creatively and competently with technologies that are central to their lives. Their development as technologically literate individuals throughout high school enhances their success in post-secondary studies and the workplace.

Click HERE to view the Technology Pathway Chart. Index Figure 1.5.

Web & Animated Graphic Design

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

In this course, students will investigate various facets of web and animated design. Students will explore the design process and develop websites written in a combination of HTML and CSS (cascading style sheets). As well as developing web based components students will also develop their knowledge of animation and animated graphics using a variety of software.

Opportunities for personal exploration are available and encouraged so that students may learn to develop increasingly sophisticated websites and graphics that suit their purposes.

This course fulfills the Visual and Performing Arts requirement for ASD graduation.

Electronics, Robotics & Exploring New Technologies (Formerly Robotics & Exploring New Technologies)

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

In this course, students begin by learning how to design and build electronic circuits and explore basic automation, ultimately leading to the development of electronic control systems used in robots.

They investigate how microcontrollers are designed to sense a range of inputs, such as light, temperature, and pressure, and control a range of outputs, such as sound, light, and motion. Students also build a wide variety of circuits and systems related to everyday applications, such as traffic management, heating and ventilation, gaming, and manufacturing. Additionally, they develop familiarity with foundational concepts in computer programming as they learn to program and control electronic systems. Through both individual and collaborative projects involving the building and programming of electronic systems and robots, students gain problem-solving skills that will be increasingly important in the highly technical landscape of the 21st century.

Computer Science 1 (Formerly Introduction to Java Programming)

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

In this Computer Science course, students build upon their foundational programming knowledge and have the opportunity to explore Computer Science and object-oriented programming concepts using Java. In addition, students will learn about data structures, computer networks and cyber security techniques. Students will begin to develop higher order thinking skills (problem deconstruction, step-wise solution building, analytical thinking, analogical thinking, creative thinking, and critical thinking) and build on knowledge of local computer networks to cover the globally connected systems forming the internet.

AP Computer Science Principles

Length & Credit: 1 year (1.0 credit)
Grade 10, 11 & 12
Prerequisites: B- or higher in Introduction to Java programming, Computer Science 1 or teacher recommendation

AP Computer Science Principles introduces students to the foundational concepts of Computer Science and challenges them to explore how computing and technology can impact the world. It aims to broaden participation in the study of computer science whilst focusing on computing skills related to programming in Java.

Length & Credit: 1 year (1.0 credit)
Grade 10, 11 & 12
Prerequisites: B- or higher in Introduction to Java programming, Computer Science 1 or teacher recommendation

AP Computer Science Principles introduces students to the foundational concepts of Computer Science and challenges them to explore how computing and technology can impact the world. It aims to broaden participation in the study of computer science whilst focusing on computing skills related to programming in Java.

All AP Computer Science Principles students are required to have completed Intro to Java programming before joining the class and will also take the end of class external exam which is in two parts, with students reviewing computing innovations and also creating some digital artifacts.

It is recommended that students take AP Computer Science Principles before AP Computer Science A.

AP Computer Science A

Length & Credit: 1 year (1.0 credit)
Grade: 10, 11 & 12
Prerequisites: A- or higher in Introduction to Java programming, Computer Science 1 or teacher recommendation

The AP Computer Science A course is comparable to the introduction to programming course for Computer Science majors offered by college and university Computer Science Departments. It is not expected, however, that all students in an AP Computer Science course will major in Computer Science at the university level.

AP Computer Science A is primarily a course in the fundamentals of computer programming and computational thinking. Students will strengthen their analytic, critical, and creative thinking skills and learn the skills necessary to create computer programs using the Java programming language.

It is recommended that students take AP Computer Science Principles before AP Computer Science A.

Advanced Computer Science

Length & Credit: 1 Semester (0.5 credit)
Grade: 11 & 12
Prerequisites: Completion of AP Computer Science Principles or AP Computer Science A

This semester class is designed for students with more in-depth exposure to computer science. Students will learn foundational cybersecurity topics including networking fundamentals (installing networking hardware), LINUX and Windows software and hardware security, system administration and the basics of cybersecurity. In addition students will build and manage networks, use HTML/CSS and manage web services as well as apply SQL data structures to more complex programming tasks.

Foundations of Electronic Product Design - Handheld Game Console (Semester) (Formerly Foundations of Product Design - Semester)

Length & Credit: 1 Semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisites: None

This course introduces students to electronics and the design cycle used in electronic products for the entertainment industry. Through imagination and creativity, students will learn how to design and create a handheld game console.

Product design is a practical subject with both theoretical and hands-on content. Students will:

- Learn the fundamentals of electronic circuits.
- Create an electronic game console schematic and PCB using ECAD tools.
- Develop virtual and fully functional physical models of a game console capable of playing games.
- Use tools and machines to test and develop an electronic circuit, PCB, and casing that are ergonomically and anthropometrically correct.
- Devise and perform tests to evaluate the final product and recommend improvements.

Students will explore electronics and follow a cyclical, interactive design process through research and analysis, developing both the circuit and user interface through prototyping, testing, and evaluation. They will acquire electronics and design knowledge through research, developing their own ideas, using a variety of manufacturing techniques and processes, and practicing their skills.

Advanced Electronic Product Design (Year-Long) (Formerly Foundations of Product Design – Year-long)

Length & Credit: Year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisites: None

This course introduces students to the design cycle involved in the creation and development of electronic products across various fields. Using imagination and creativity, students will design and make products that solve real-world problems. Product design is both a practical and theoretical subject. Students will engage in three distinct units of work:

1. Product Analysis: In this unit, students explore existing products in-depth through performance testing and disassembly, analyzing aspects such as form, function, materials, manufacturing, and ergonomics.

2. Product Design: Students will create design concepts using a variety of drawing techniques for an external client, with the goal of meeting their specific needs.

3. Product Manufacturing: In this unit, students work both independently and in teams to manufacture an electronic product to a high standard. The products vary each year and are agreed upon in class. This year, students designed and developed an arcade machine and a robotic delivery system for Domino's.

Visual and Performing Arts Department

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

Click HERE to view the Visual and Performing Arts Pathway Chart. Index Figure 1.6.

Songwriting Lab

Length & Credit: 1 Semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

The Songwriting Lab expands beyond band and choral offerings, providing students a unique opportunity to craft original songs. Engage in melody, lyrics, and composition for a dynamic, contemporary musical experience. Songwriting Lab will provide ASD students with a unique outlet for creative expression, allowing them to explore and articulate their thoughts, emotions, and experiences through the art of music. Crafting a song involves making creative choices regarding lyrics, melody, harmony, and structure. Students will learn to think critically about their artistic decisions, solve problems related to musical composition, and make intentional choices to convey their message effectively. Songwriting provides a gateway for exploring different musical genres and styles. Through the study of songwriting, students can gain a deeper appreciation for cultural and historical contexts (in Qatar and around the world) fostering a broader understanding of the evolution of music.

Studio Art Foundations (Semester)

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

This semester course introduces students to the fundamentals of two-dimensional visual art, including drawing, mixed media, and graphic design. Students will develop essential skills in composition, color theory, perspective, line, shape, and texture while experimenting with a variety of techniques and materials. The class is primarily project-based, encouraging creativity, problem-solving, and personal expression. Students will also engage in research, critique, and written reflections to deepen their understanding of artistic concepts, historical influences, and contemporary practices. Studio Art Foundations provides a comprehensive introduction to visual art and is designed to help students build a strong technical foundation, develop a personal artistic voice, and prepare for future coursework in art or portfolio development.

2D Design (Full Year)

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

This yearlong course introduces students to the principles and practices of two-dimensional visual art, including drawing, mixed media, and foundational design techniques. Students will experiment with a variety of media and processes, learning how to combine technical skills with creative problem-solving to develop original artworks. The class is primarily project-based, giving students hands-on opportunities to explore concepts such as composition, color theory, texture, line, and form. In addition to creating art, students will engage in research, reflective writing, and critiques to deepen their understanding of artistic concepts, historical influences, and contemporary practices.

This course is recommended for Grade 9 and 10 students considering IB Visual Art or those interested in building a strong art portfolio. By the end of the year, students will have developed both technical proficiency and a personal artistic voice, preparing them for more advanced study in visual art.

3D Design (Semester)

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

This semester art course is designed to help students develop an understanding and appreciation of 3D (sculptural) visual art and the many forms and techniques used to develop art. The class is primarily project-based; however, students will be responsible for research and written elements within each unit. Students will be exposed to a variety of 3-dimensional media and techniques.

3D Design (Full Year)

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

This year-long art course is designed to strengthen and refine creative-thinking and sculptural art-making skills of each student. The course will focus on art concepts and the development of skills, vocabulary, tools, and media. Experimentation and guided practice will help develop student skill levels and increase the range of their portfolio. The course will incorporate the use of paper, cardboard, wire, ceramics and other 3-dimensional media and materials. The class is primarily project-based; however, students will be responsible for research and written elements within each unit. This course is highly recommended for Grade 9 and 10 students who may study IB Visual Art and for students who are interested in building an art portfolio.

Advanced Art

Length & Credit: 1 semester (0.5 credit)
Grade: 10, 11 & 12
Prerequisite: 1 full year (or 2 semesters) of 2D Design or 3D Design; Teacher approval needed

Advanced art is a studio course in which students will increase technical skills, develop a more sophisticated thematic approach to process and subject matter, and create a portfolio of individual work in preparation for college application. Students create a body of work that is uniquely theirs and that can be used in a portfolio. Note: students will only be assessed on advanced National Core Art Standards. The course may be repeated.

IBDP Visual Art SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisites: One full year of HS Art in Grades 9 or 10 and a recommendation from the IB Art Teacher.

IBDP Visual Arts is a two year dynamic and evolving subject that helps students understand and interpret the world through creative expression. The course emphasises art-making as inquiry, encouraging students to develop personal artistic intentions, experiment with diverse media, and engage critically with their own work and the work of others. Classrooms become contemporary studio spaces where students create, reflect, and collaborate, building essential skills in creativity, communication, critical thinking and problem-solving.

At SL, students complete an Art-Making Inquiries Portfolio (40%), a Connections Study linking one of their artworks to artists and cultural contexts (20%), and submit five Resolved Artworks with a written rationale (40%). At HL, students complete the shared Art-Making Inquiries Portfolio (30%), an independent Artist Project realised and presented in context (30%), and submit a curated selection of five Resolved Artworks with accompanying texts and rationale (40%). Together, these components guide students in developing a thoughtful, investigative, and authentic visual arts practice aligned with the aims of the IB Diploma Programme.

Web & Animated Graphic Design

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: 1 full year (or 2 semesters) of 2D Design or 3D Design

In this course, students will investigate various facets of web and animated design. Students will explore the design process and develop websites written in a combination of HTML and CSS (cascading style sheets). As well as developing web based components students will also develop their knowledge of animation and animated graphics using a variety of software. Opportunities for personal exploration are available and encouraged so that students may learn to develop increasingly sophisticated websites and graphics that suit their purposes.

This course fulfills the Visual and Performing Arts requirement for ASD graduation.

NEW: Advanced Digital Photography and Editing

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: Successful completion of Digital Photography and Editing

This course explores the technical and conceptual aspects of digital photography for experienced photographers. Students will deepen their understanding of advanced camera functions, post-processing techniques, and conceptual development. Emphasis will be placed on image storytelling, composition, and the use of professional editing software. Through hands-on projects and critiques, participants will refine their personal style and portfolio.

Each student will have access to a Nikon D7100 DSLR camera and related accessories throughout the semester.

This course is highly recommended for Grade 9 and 10 students considering studying IBDP Film or Visual Art.

There is a Camera Checkout Fee for this course, which is QR 500.

Digital Photography and Editing

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

This class is an introduction to digital photography and editing. Students will explore elements and principles of art as they relate to how we see, compose and create photographs. Through practical exercises and hands-on experience, students will gain an understanding of the technical requirements for correct exposure and will photograph in aperture, shutter speed and fully manual modes using their digital SLR cameras. Students will learn basic editing techniques using Adobe Photoshop, converting images from color to black and white and adjusting levels to get the most out of their images. Students will be expected to complete numerous creative and focused projects throughout the course, each demonstrating an increased level of sophistication and understanding.

Each student will have access to a Nikon D7100 DSLR camera and related accessories throughout the semester.

This course is highly recommended for Grade 9 and 10 students considering studying IB Film.

There is a Camera Checkout Fee for this course, which is QR 500.

Film Production

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

Core concepts of Film Production include story development, screenwriting, sound engineering, camera operation, cinematography, and editing. Students will individually and collaboratively plan, conceptualize and produce numerous creative film projects throughout the course, each demonstrating increasing levels of sophistication. Genres explored may include documentary, advertising, short film, title sequences, and others as determined by the teacher, student interest and community needs. Post-production focus will be on using Adobe Premiere and Adobe After Effects.

Each student will have access to a Canon HD video camera and related sound recording and film making equipment throughout the year.

This course is a prerequisite for Grade 9 and 10 students considering studying IB Film.

IBDP Film SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisites: 1 year Film Production or Teacher Approval

The IBDP Film course aims to develop students as proficient interpreters and makers of film. Through the study and analysis of film texts, and through practical exercises in film production, the 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.

At the core of the IBDP Film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft, and study of film.

SL: The course is composed of three distinct assessment areas.

Exploring Film Production Roles: Students undertake a variety of filmmaking exercises in a variety of film production roles. They acquire and develop practical skills and techniques of filmmaking.

Reading Film: Through a written analysis of a film text, students demonstrate their knowledge and understanding of how meaning is constructed in film, considering cultural contexts and a variety of film elements.

Contextualizing Film: Through the creation of a multimedia comparative study, students will identify and compare two films within a chosen area of film focus.

HL: Students in HL cover all of the SL content and additionally have a fourth assessment area:

Collaboratively Producing Film: Applying their accumulated knowledge, skills and experience, students at HL work collaboratively in a core production team to plan and create an original completed film.

Click HERE to view the Drama & Music Pathway Chart. Index Figure 1.7.

Drama 1

Length & Credit: 1 semester (0.5 credit); 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

Drama 1 is an exploratory course designed to delve into the fundamentals of acting and performance. Through storytelling, movement, devising and more; students will gain confidence in performing and presenting. Drama 1 is a practical, fast paced, collaborative class and serves as the foundation for all other High School Drama classes.

Students who opt for the year-long programme have the opportunity to use this class to gain an externally accredited 'Acting' qualification through LAMDA (London Academy for Music and Dramatic Arts).

Advanced Drama

Length & Credit: 1 semester (0.5 credit); 1 year (1.0 credit)
Grade: 10, 11 & 12
Prerequisites: Teacher Approval; Completion of previous level of Drama

From monologues, to mask work, from directing to devising Advanced Drama provides all the skills required to be an excellent theatre maker. Students create original performance pieces taking on the roles of performer, director and designers, as well as delving into the world of unknown theatre traditions. This course is a highly creative, workshop style, inquiry based journey for students who wish to develop their Drama skills.

Students who opt for the year-long programme have the opportunity to use this class to gain an externally accredited 'Acting' qualification through LAMDA (London Academy for Music and Dramatic Arts).

Technical Theatre

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

The focus of the course is on the theory and practical application of technical theatre, including design, scenery design and construction, costumes, props, stage lighting, and sound/audio techniques. Students will be trained in the safe operation of equipment, learn to analyze theatre through a technical lens, and develop creative and practical designs for the stage.

IBDP Theatre SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisites: Teacher approval

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.

Both SL & HL examine cultural contexts, theatrical process and present theatrical performances through three units of study. Exploring unknown theatre traditions (Research Presentation), creating original work (Collaborative Project), and taking on the role of designer, director and creator when taking a text from page to stage (Production Proposal) all require collaboration, creativity and curiosity.

HL students also get to tackle a Solo Performance Project which showcases who they are as an artist.The IB Theatre course uses a practical approach to examine theoretical concepts; with much of the journey personalized to each student. IB Theatre really does provide an opportunity to 'choose your own adventure' through this rigorous, creative and fast paced course.

Advanced Percussion Study (APS)

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisite: Teacher recommendation

Advanced Percussion Study is a class for students who have a trained and developed a background playing standard concert band percussion instruments. These instruments include snare drum, xylophone, timpani and drum set. Students will be expected to apply themselves diligently on all of these instruments.

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

Students in APS must have both a practice pad and a xylophone. The school will provide pads either for sale or rental based upon availability.

Students will need to purchase specialized drumsticks from the school or acquire their own. Xylophones (with mallets) will be available for an annual rental fee of QR 300. Practice pads will be rented for an annual fee of QR 50.

APS will function like a successful, well-organized team. APS will be a high profile organization performing on several occasions both on and off campus. In addition, students in APS are required to participate in the ASD Concert Band.

The ASD Concert Band is comprised of students in both HS Wind Ensemble and APS. The ASD Concert Band performs in public, both on and off campus, on a number of occasions throughout the year. Students in APS must be willing to be a part of all of these public performances. Preparation for these performances takes place after school.

Students in HS Wind Ensemble and APS are required to participate in these rehearsals when announced. Ordinarily, there will not be any more than two after-school rehearsals prior to a concert.

High School Wind Ensemble (HSWE)

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisites: Prior instrumental experience and teacher recommendation

HSWE is a Visual and Performing Arts elective subject. Most students in HSWE will have had at least one year of playing experience on at least one of the brass or woodwind instruments standard to the concert band.

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

HS students wanting to participate in HSWE must have prior approval from the instrumental Music Director. A student that has not had previous experience playing a band instrument may join the ensemble provided that he or she has had a consultation with the Band Director. Students with no background playing a band instrument must demonstrate the ability to learn quickly and work hard to catch up to the level of the rest of the class.

Most students participating in HSWE will be required to have their own instrument. Students that play the oboe, bassoon, bass clarinet, tenor saxophone, baritone saxophone, French horn, baritone horn/euphonium or tuba will (in most instances) have their instrument supplied by the school.

Students using any instrument with the intention of using that instrument for practice at home will be required to pay an annual rental fee of QR 600.

Electric bass guitar and acoustic string bass are also included in this instrumentation. Note that other stringed instruments (violin, guitar, etc.) as well as keyboard instruments (piano) are not instruments provided for in HSWE. Within the mixed instrument setting as described, students will work together with the aim of furthering their playing skills and performance techniques as well as enhancing their musical knowledge and awareness.

Students in HSWE are required to participate in the ASD Concert Band. The ASD Concert Band is comprised of students in both HSWE and Advanced Percussion Studies. The ASD Concert Band performs in public, on and off campus, on a number of occasions throughout the year. Students in HSWE must be willing to be a part of all of these public performances. Preparation for these performances takes place after school.

Students in HSWE must be willing to be a part of all of these public performances. Preparation for these performances takes place after school. Students in HSWE and APS are required to participate in these rehearsals when announced. Ordinarily, there will not be any more than two after-school rehearsals prior to a concert.

Vocal Music

Length & Credit: Year-long (1.0 credit) or Semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: Open enrollment

This ensemble class is intended to develop students' understanding and appreciation of music through practical and creative work. In the study of music, students will not only find a source of enjoyment and personal satisfaction, but will further develop critical and creative thinking skills, problem solving skills, and a good work habits. The primary focus of this course is to establish in the students an understanding, appreciation and foundation of basic vocal and choral applications and technical process. Students will learn the skills and art of beautiful and healthful singing. Specifically, students will work on matching pitch, intonation, singing in 4-part harmony and beyond, developing blend and vowel shape, and reading music. Aspects of critical listening, composition, and inquiry will also be explored.

Guitar

Length & Credit: 1 semester (0.5 credit)
Grade: 9, 10, 11 & 12
Prerequisite: None

No audition with a class maximum of 25 students. Available for both semesters.

This class is for the beginner level guitarists. Students learn the basics of tuning, string names, chords, and music theory/note/TAB reading. More advanced chords and theory will be introduced based on individual ability. The class will also cover fingerstyle and pick techniques. Many different musical styles will be explored. Students will learn basic music production skills. Assessment is based on performance tests, written tests, in-class rehearsal skills, and concert performances.

Dance / Choreography

Length and Credit: Semester (0.5 credit)
Grades: 9, 10, 11 & 12
Prerequisite: None

This course introduces students to various dance styles and allows them to explore movement, choreography, and performance. Students will develop body awareness, coordination, and creativity. Open to all students; no prior experience required. Fulfills fine arts credit.

Beginning Band

Length and Credit: Year-long (1.0 credit)
Grades: 9, 10, 11 & 12
Prerequisite: None

Beginning Band offers students a welcoming environment to learn a band instrument, whether they are picking up an instrument for the first time or returning after a break since grade 6. This course focuses on building foundational skills in reading music, tone production, and ensemble playing. Through hands-on practice and group performance, students will develop musical confidence, creativity, and teamwork. No prior experience is required—just a willingness to learn and participate! Note that this cannot be taken concurrently with Advanced Strings Ensemble.

Advanced Strings Ensemble

Length and Credit: Year-long (1.0 credit)
Grades: 9, 10, 11 & 12
Prerequisite: Prior string playing experience

This performance-based course offers students the opportunity to refine their skills on string instruments, including violin, viola, cello, and double bass, in a collaborative ensemble setting.

Through a diverse repertoire of classical and contemporary works, students will develop advanced techniques, ensemble playing, and musical expression. Participants must have prior experience with their instrument and are required to provide their own. Regular practice, performances, and participation in concerts are essential components of this course. Note that this cannot be taken concurrently with Beginning Band.

World Language Department

The HS World Language program is designed for students who are continuing or beginning their study of Arabic, French or Spanish. The HS student brings greater maturity and cognitive skills to the language learning process. These strengths allow the student to acquire the language at a faster rate.

One year of language study is generally equivalent to two years of language study in the MS. Cultural components and all four language skills: listening, speaking, reading and writing are emphasized and developed at each level.

Students are placed based on ability, not grade level. However, all IB courses are limited to Grade 11 and 12.

Any new student to ASD, and any incoming 9th grader who did not take a language in 8th grade will sit a placement test to determine their appropriate placement.

Click HERE to view the World Language Pathway Chart. Index Figure 1.8.

IBDP Language Placement Guidelines - It is extremely important that students be appropriately placed into Diploma Programme (DP) language courses. Appropriate placement into language courses allows for suitable degrees of challenge for language development. Misplacement of a student into a language course that does not provide an appropriate degree of challenge for the student may give the student an unfair advantage over those who are appropriately placed in the course. Intentional misplacement may be considered a form of school maladministration, according to IBO Academic Integrity (IBO, 2025)

Arabic I (Formerly AFL I)

Length & Credit: 1 year (1.0 credit)
Prerequisite: Accessible to Grades 9, 10, 11 as students need 2 consecutive years of the same language. Any new student to ASD, and any incoming 9th grader who did not take a language in 8th grade, will sit a placement test to determine their appropriate placement.

Arabic I is designed for students with no prior knowledge of the Arabic language. The aim of this course is to develop students' ability to use the language in simple authentic situations. Students are engaged in motivating activities that introduce them to basic language structures. By the end of this course, students will be able to write and read simple paragraphs and engage in a variety of simple, daily conversations.

Arabic II (Formerly AFL II)

Length & Credit: 1 year (1.0 credit)
Prerequisite: Successful completion of Arabic I or teacher recommendation

Arabic II is designed for students who completed Arabic I or who have an adequate background in Arabic. The aim of the course is to further develop communication skills and authentic use of the language. By the end of this course, students are expected to compose paragraphs on familiar topics in a variety of culturally authentic formats.

Arabic III (Formerly AFL III)

Length & Credit: 1 year (1.0 credit)
Prerequisite: Successful completion of Arabic II or teacher recommendation

This course is designed for non-native students with a good command of Arabic language. The main aim of this course is to increase student proficiency in reading, writing and speaking. During the course, students explore a variety of themes and produce a variety of written assignments. By the end of the course, students are expected to compose well-written paragraphs on familiar topics. To register for this course, you must have studied Arabic for at least two years at ASD or pass an entrance test.

Arabic IV (Formerly AFL IV)

Length & Credit: 1 year (1.0 credit)
Prerequisite: Successful completion of Arabic III

This course is designed for non-native students with a good command of Arabic language. The main aim of this course is to increase student proficiency in reading, writing and speaking. During the course, students explore a variety of themes and produce a variety of written assignments. By the end of the course, students are expected to compose well-written paragraphs on familiar topics.

IBDP Arabic B SL/HL

Length & Credit: 2 years (2.0 credit)
Grade: 11 & 12
SL Prerequisite: A in Arabic III, or B+ in Arabic 4, or teacher recommendation
HL Prerequisite: B+ in MSA III B, or B in MSA II, or teacher recommendation

IBDP Arabic A Language and Literature is a two-year course designed for students interested in exploring both literary works, such as novels, short stories, and plays, and non-literary texts, including reports, articles, advertisements, and cartoons.

The course focuses on studying a broad range of texts, with students actively engaging with language and global issues to explore how humans perceive and understand the world around them. Through close analysis of various text types and literary forms, students will consider their own interpretations as well as the critical perspectives of others, aiming to negotiate the meanings of texts by examining how they are shaped by cultural belief systems, contextual factors, and the author's choices in text type conventions and stylistic features. HL students study two additional literary works. They also have an additional assessment and higher expectations for one of the exam components.

French I

Accessible to Grades 9, 10 & 11 (as students need 2 consecutive years of the same language)
Length & Credit: 1 year (1.0 credit)
Any new student to ASD, as well as any incoming 9th grader who did not take a language in 8th grade, will take a language proficiency test to determine their appropriate placement.

This introductory French language course is designed to develop students' foundational communication skills in French. By the end of the course, students will be able to understand and use familiar everyday expressions and basic phrases related to concrete needs. They will learn to introduce themselves and others, ask and answer questions about personal details such as where they live, people they know, and things they have; and interact in simple conversations when spoken to in a slow and clear manner. The course emphasizes all four language skills: listening, speaking, reading, and writing. Activities provide balanced practice in each area, with grammar taught explicitly and in meaningful contexts. Students will also explore aspects of Francophone culture, geography, and history to deepen their understanding of the language and its cultural setting. This course prepares students for French II by building the confidence and competence required for further language study.

French II

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11, 12
Prerequisite: Completion of French I / MS French C
Any new student to ASD, as well as any incoming 9th grader who did not take a language in 8th grade, will take a language proficiency test to determine their appropriate placement

In this course, students continue to develop their listening, speaking, reading, and writing skills through practical and engaging activities. They learn to communicate in everyday situations, express simple ideas, and understand short written and spoken texts. The course expands students' knowledge of basic French grammar and vocabulary, introducing new tenses and sentence structures to support clearer communication. Reading and listening materials help reinforce these concepts while improving comprehension. Students also explore cultural topics from various Francophone countries, gaining a broader understanding of the French-speaking world.

French III

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11, 12
Prerequisite: Completion of French II / MS French D
Any new student to ASD, as well as any incoming 9th grader who did not take a language in 8th grade, will take a language proficiency test to determine their appropriate placement

This course builds on students' proficiency in listening, speaking, reading, and writing in French, with an emphasis on effective communication in everyday contexts. Students practice navigating uncomplicated social and practical situations, such as exchanging information about school, travel, and leisure, using connected sentences and familiar grammatical structures. They develop the ability to express personal experiences, opinions, and plans through paragraph-length narratives in past, present, and future tenses. The course also expands vocabulary, reinforces grammar, and deepens understanding of Francophone cultures, preparing students to communicate with greater accuracy, confidence, and cultural awareness in real-world settings. Additionally, this course supports all students in developing the skills and confidence necessary to succeed in IB French SL1 or HL1.

French IV

Length & Credit: 1 year (1.0 credit)
Grade: 10, 11, 12
Prerequisite: Completion of French 3
Any new student to ASD will take a language proficiency test to determine their appropriate placement.

This course builds upon the foundational language skills acquired in French I–III, guiding students toward greater linguistic and cultural proficiency. It emphasizes the application of advanced grammatical structures, the integration of idiomatic expressions, and the analysis of diverse text types. Students will refine their ability to articulate critical perspectives on a range of global issues while developing intercultural understanding through meaningful comparisons between their culture and those of the Francophone world.
Additionally, this course supports all students in developing the skills and confidence necessary to succeed in IB French SL1, HL1, and AP French Culture and Language.

AP French Language and Culture

Length & Credit: 1 Year (1.0 Credits)
Grades: 10, 11, 12
Prerequisite: B or higher in French IV or teacher recommendation. This course is accessible to native or heritage speakers who have completed French 4.

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication.

To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

IBDP French Ab Initio

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: The student has not previously studied French or has had only limited previous exposure to the language.

This two-year language acquisition course is designed for students with no prior experience or only minimal exposure to French. The course develops students' ability to communicate effectively in a range of familiar and unfamiliar contexts through the integrated study of language, themes, and texts.

Students build receptive, productive, and interactive skills while gaining an understanding of how the French language functions. Learning is organised around five prescribed themes: identities, experiences, human ingenuity, social organisation, and sharing the planet. Through these themes, students engage with diverse text types and real-world situations, developing increasing confidence and competence in French. Daily commitment is required to succeed in this course. This is an SL level course for full IB Diploma candidates.

IBDP French B SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
SL Prerequisite: B or higher in French III / B- or higher in French IV

Language B SL focuses on strengthening students' confidence and proficiency in everyday communication. At this level, students build on their existing knowledge of vocabulary and grammar while learning to communicate clearly across both routine and non-routine contexts. They engage with texts related to the five course themes and continue to develop their ability to express ideas, opinions, and viewpoints with increasing accuracy. Overall, SL is designed for students who have a solid foundation in the language and are ready to expand their skills at a manageable and developmentally appropriate pace.

HL Prerequisite: A- or higher in French III / B+ or higher in French IV

Language B HL offers greater depth, challenge, and complexity. In addition to meeting all SL expectations, HL students study two literary works originally written in the target language and develop a broader range of sophisticated vocabulary and complex grammatical structures. They are expected to communicate with greater nuance, precision, and flexibility, while engaging more deeply with cultural perspectives connected to the language. HL students also learn to construct, analyse, and evaluate arguments across a variety of topics. This level is well-suited for students with stronger language proficiency who are prepared for more demanding analytical, interpretive, and advanced communication tasks.

Spanish I

Length & Credit: 1 year (1.0 credit)
Grade: 9,10 & 11 (as students need 2 consecutive years of the same language)
Any new student to ASD, as well as any incoming 9th grader who did not take a language in 8th grade, will take a language proficiency test to determine their appropriate placement.

This introductory Spanish language course is designed to develop students' foundational communication skills in Spanish. By the end of the course, students will be able to understand and use familiar everyday expressions and basic phrases related to concrete needs. They will learn to introduce themselves and others, ask and answer questions about personal details such as where they live, people they know, and things they have; and interact in simple conversations when spoken to in a slow and clear manner. The course emphasizes all four language skills: listening, speaking, reading, and writing. Activities provide balanced practice in each area, with grammar taught explicitly and in meaningful contexts. Students will also explore aspects of Hispanophone culture, geography, and history to deepen their understanding of the language and its cultural setting. This course prepares students for Spanish II by building the confidence and competence required for further language study.

Spanish II

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11, 12
Prerequisite: Completion of Spanish I / MS Spanish C
Any new student to ASD, as well as any incoming 9th grader who did not take a language in 8th grade, will take a language proficiency test to determine their appropriate placement

In this course, students continue to develop their listening, speaking, reading, and writing skills through practical and engaging activities. They learn to communicate in everyday situations, express simple ideas, and understand short written and spoken texts. The course expands students' knowledge of basic Spanish grammar and vocabulary, introducing new tenses and sentence structures to support clearer communication.

Reading and listening materials help reinforce these concepts while improving comprehension. Students also explore cultural topics from various Spanish-speaking countries, gaining a broader understanding of the Hispanic world. In this course, students continue to develop their listening, speaking, reading, and writing skills through practical and engaging activities. They learn to communicate in everyday situations, express simple ideas, and understand short written and spoken texts. The course expands students' knowledge of basic Spanish grammar and vocabulary, introducing new tenses and sentence structures to support clearer communication. Reading and listening materials help reinforce these concepts while improving comprehension. Students also explore cultural topics from various Spanish-speaking countries, gaining a broader understanding of the Hispanic world.

Spanish III

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11, 12
Prerequisite: Completion of Spanish II / MS Spanish D
Any new student to ASD, as well as any incoming 9th grader who did not take a language in 8th grade, will take a language proficiency test to determine their appropriate placement

This course builds on students' proficiency in listening, speaking, reading, and writing in Spanish, with an emphasis on effective communication in everyday contexts. Students practice navigating uncomplicated social and practical situations, such as exchanging information about school, travel, and leisure, using connected sentences and familiar grammatical structures. They develop the ability to express personal experiences, opinions, and plans through paragraph-length narratives in past, present, and future tenses. The course also expands vocabulary, reinforces grammar, and deepens understanding of Hispanophone cultures, preparing students to communicate with greater accuracy, confidence, and cultural awareness in real-world settings. Additionally, this course supports all students in developing the skills and confidence necessary to succeed in IB Spanish SL1 or HL1.

Spanish IV

Length & Credit: 1 year (1.0 credit)
Grade: 10, 11, 12
Prerequisite: Completion of Spanish III
Any new student to ASD will take a language proficiency test to determine their appropriate placement.

This course is designed to extend students' knowledge beyond the fundamentals of the language established in Spanish I - III. It will provide students an opportunity to develop their understanding of increasingly complex grammatical structures, integrate the use of idiomatic language, hone an understanding of a variety of text types and express critical thinking on a range of real-world topics. Students will learn to draw contrasts between their own culture and those of the Spanish-speaking world.

AP Spanish Language & Culture

Length & Credit: 1 year (1.0 credits)
Grade: 10,11 & 12
Prerequisite: B or higher in Spanish IV or teacher recommendation. This course is accessible to native or heritage speakers who have completed Spanish 4.

This course builds upon the foundational language skills acquired in Spanish I–III, guiding students toward greater linguistic and cultural proficiency. It emphasizes the application of advanced grammatical structures, the integration of idiomatic expressions, and the analysis of diverse text types.

Students will refine their ability to articulate critical perspectives on a range of global issues while deepening their intercultural understanding through meaningful comparisons between their culture and those of the Hispanophone world. Additionally, this course supports all students in developing the skills and confidence necessary to succeed in IB Spanish SL1 or HL1, as well as AP Spanish Culture and Language.

IBDP Spanish Ab Initio

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: The student has not previously studied Spanish or has had only limited previous exposure to the language

This two-year language acquisition course is designed for students with no prior experience or only minimal exposure to Spanish. The course develops students' ability to communicate effectively in a range of familiar and unfamiliar contexts through the integrated study of language, themes, and texts. Students build receptive, productive, and interactive skills while gaining an understanding of how the Spanish language functions. Learning is organised around five prescribed themes: identities, experiences, human ingenuity, social organisation, and sharing the planet. Through these themes, students engage with diverse text types and real-world situations, developing increasing confidence and competence in Spanish.

IBDP Spanish B SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
SL Prerequisite: B or higher in Spanish III / B- or higher in Spanish IV

Language B SL focuses on strengthening students' confidence and proficiency in everyday communication. At this level, students build on their existing knowledge of vocabulary and grammar while learning to communicate clearly across both routine and non-routine contexts. They engage with texts related to the five course themes and continue to develop their ability to express ideas, opinions, and viewpoints with increasing accuracy. Overall, SL is designed for students who have a solid foundation in the language and are ready to expand their skills at a manageable and developmentally appropriate pace.

HL Prerequisites: A- or higher in Spanish III / B+ or higher in Spanish IV

Language B HL offers greater depth, challenge, and complexity. In addition to meeting all SL expectations, HL students study two literary works originally written in the target language and develop a broader range of sophisticated vocabulary and complex grammatical structures. They are expected to communicate with greater nuance, precision, and flexibility, while engaging more deeply with the cultural perspectives associated with the language. HL students also learn to construct, analyse, and evaluate arguments across a variety of topics. This level is well-suited for students with stronger language proficiency who are prepared for more demanding analytical, interpretive, and advanced communication tasks.

IBDP School Supported Self-Taught Languages

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
Prerequisite: Full IBDP diploma candidate and permission of the IB Coordinator

Only full IBDP Diploma Programme candidates may continue studying their home language through the school-supported Language A (Self-Taught) SL option. This pathway allows students who are already fluent and literate in their home language to study any of more than 100 world languages. Although the course is assessed on a pass/fail basis, it is fully scheduled within the student's timetable. Families are responsible for arranging and financing an external tutor to support the student's learning, and the IB Coordinator can provide additional guidance as needed. Students who successfully complete two Language A courses are eligible to earn the IB Bilingual Diploma. Learners with significant experience or proficiency in a second language beyond their primary language are strongly encouraged to consider this option.

Modern Standard Arabic Department

The Modern Standard Arabic program is tailored for native Arabic speakers seeking to advance their proficiency in the language as a contemporary standard. The objective of the Arabic Department is to empower students in effectively utilizing language for communication, knowledge acquisition, and personal fulfillment. By delving into literature from diverse cultural backgrounds, students enhance their proficiency in both written and spoken communication. Instruction methods are adaptable to accommodate students with varying abilities and interests, ensuring they are appropriately challenged and engaged.

Completing two years of Arabic study in high school fulfills ASD 2.0 credit World Language graduation requirement.

Note that 3.0 credits in Modern Standard Arabic in grades 10, 11, and 12 are required for Qatar Diploma Equivalency. ASD strongly recommends that students seeing this Equivalency complete 4.0 credits in Modern Standard Arabic.

Click HERE to view the Modern Standard Arabic Pathway Chart. Index Figure 1.9.

Modern Standard Arabic Extended I

Length & Credit: 1 year (1.0 credit)
Prerequisite: Students are placed in MSA I based on a placement test or completion of MSA C in Middle School

MSA I is a year-long course designed for students who have successfully completed MSA C in Middle School or its equivalent.

This course aims to further develop students' Arabic language proficiency while reinforcing and expanding the language foundations acquired in previous courses. Its objective is to continue building skills that support reading comprehension, listening, writing, and speaking. The course uses modified standards to guide learners toward increased proficiency and to prepare them for MSA II. Throughout the year, students will engage with various types of texts: descriptive, narrative, and informative, at an appropriate level. They will also participate in interactive learning activities that strengthen all language skills.

Modern Standard Arabic Core I

Length & Credit: 1 year (1.0 credit)
Prerequisite: Students are placed in MSA Core I based on placement results (AAPPL), teacher recommendation, and completion of MSA B/C in Middle School.

MSA Core I is a year-long course designed for Arabic-speaking students who continue their study of Modern Standard Arabic, with a focus on functional language use and academic literacy. Building on prior learning, the course aims to develop students' reading, writing, listening, and speaking skills through engagement with a range of informational, communicative, and selected narrative texts.

Modern Standard Arabic Extended II

Length & Credit: 1 year (1.0 credit)
Prerequisite: Students are placed in MSA II based on a placement test or upon completion of MSA D in Middle School or MSA I in Grade 9

MSA II is a language and literature course that emphasizes the development of analysis, writing, oral communication, and critical thinking skills. In this course, students participate in reading activities that expose them to a diverse range of literary and non-literary texts. Writing and speaking tasks are structured to explore and analyze the ideas and themes discussed in each unit. Students are expected to demonstrate accurate use of language in both written and oral communication. Successful completion of MSA II qualifies students to advance to MSA III.

Modern Standard Arabic Core II

Length & Credit: 1 year (1.0 credit)
Prerequisite: Completion of MSA I

MSA II B is a modified year-long course designed for high school students who have completed MSA I but still require additional support. The course focuses on developing foundational skills in Arabic writing, reading comprehension, and oral communication. Students engage with a variety of written texts, including short narratives and informative passages. Vocabulary, grammar, and language usage are reinforced through interaction with authentic texts and collaborative classroom activities.

Modern Standard Arabic Extended III

Length & credit: 1 year (1.0 credit)
Prerequisite: Completion of a placement test or completion of MSA II

MSA III is a language and literature course that builds and develops writing, oral communication, and critical thinking skills started in the MSA II class. In this course, students will continue to be engaged in reading activities that expose them to various types and styles of literary and non-literary texts, including novels and poetry.

Students will delve into textual literary analysis from different genres of writing. The course prepares students for the IBDP Arabic A Language and Literature class in Grade 11 or for advancement to MSA IV. To be eligible for the IBDP Arabic A course, students should complete MSA III with an average of B+ or higher.

Modern Standard Arabic Core III

Length & Credit: 1 year (1.0 credit)
Prerequisite: Completion of MSA II B

MSA III B is a modified year-long course that continues to build writing, reading comprehension, and oral communication skills introduced in MSA II B. Students engage with a variety of written texts, including short stories and non-fiction passages.

Vocabulary acquisition, grammar mastery, and refinement of language skills are developed through personal interaction with authentic texts and collaborative classroom activities.

Modern Standard Arabic Extended IV

Length & credit: 1 year (1.0 credit)
Prerequisite: Completion of a placement test or completion of MSA III.

MSA IV is a study of language, literature, composition, and oral communication. This course includes a range of texts to support students in developing essential academic skills, including in-depth reading, literary analysis, and oral presentation. Students will strengthen their ability to think critically and creatively while engaging in meaningful discussions and collaborative learning experiences.

The course offers a solid foundation in advanced Arabic language and literature, equipping students for higher-level academic studies and effective real-world communication.

The course offers a solid foundation in advanced Arabic language and literature, equipping students for higher-level academic studies and effective real-world communication.

Length & credit: 1 year (1.0 credit)
Prerequisite: Completion of a MSA III B

MSA IV B is a modified year-long course that builds upon the writing, oral communication, and reading comprehension skills introduced in MSA III B. In this course, students will continue to engage in reading activities that expose them to various types and styles of written texts, including a novel. The acquisition of vocabulary, the mastery, and refinement of grammar are all learned through personal interaction with authentic modern texts and collaborative classroom activities.

IBDP Arabic A: Language and Literature SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
SL Prerequisite: B+ in MSA III or teacher recommendation
HL Prerequisite: A- in MSA III or teacher recommendation

IBDP Arabic A Language and Literature is a two-year course designed for students interested in exploring both literary works, such as novels, short stories, and plays, and non-literary texts, including reports, articles, advertisements, and cartoons.
The course focuses on studying a broad range of texts, with students actively engaging with language and global issues to explore how humans perceive and understand the world around them.

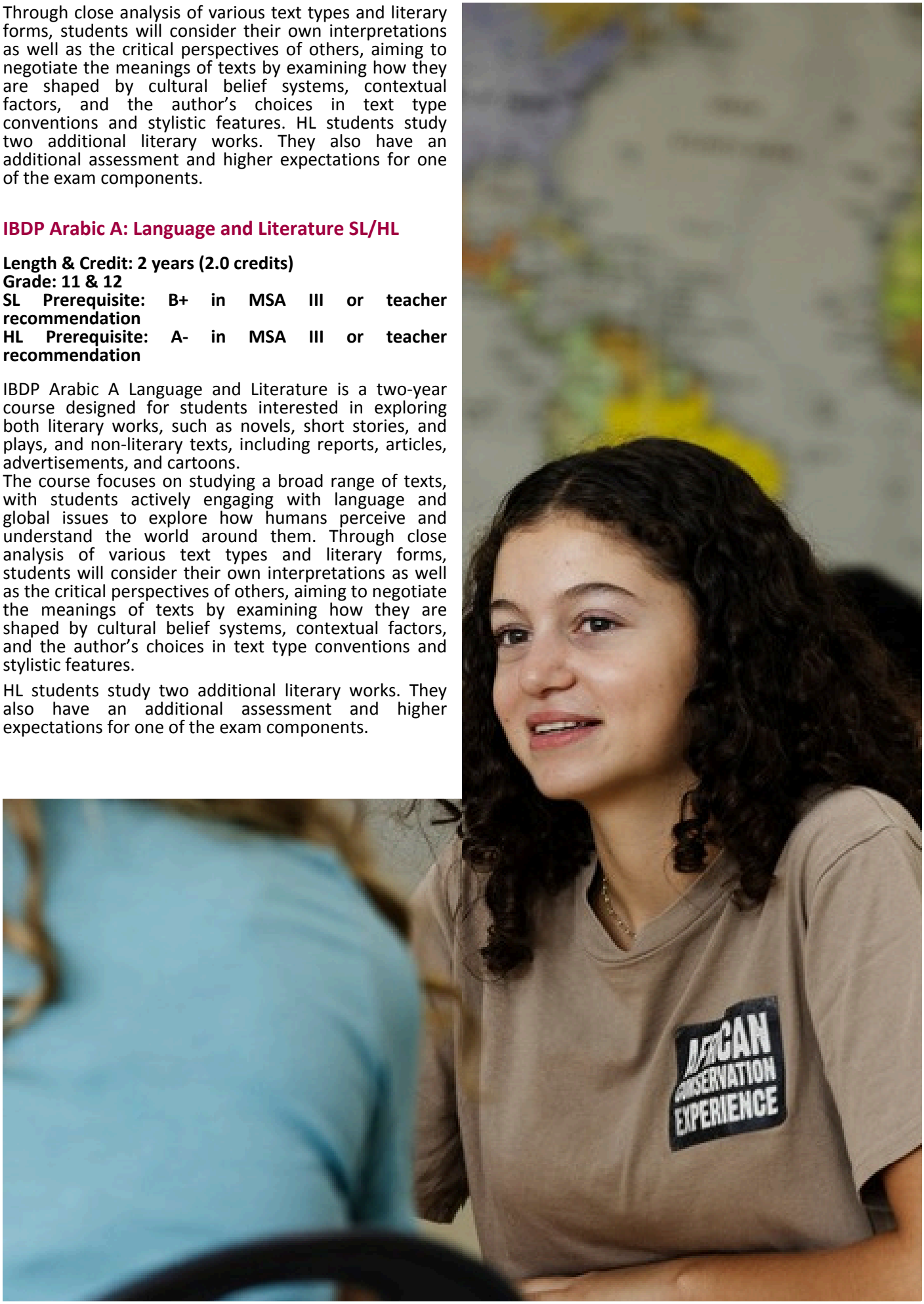
Through close analysis of various text types and literary forms, students will consider their own interpretations as well as the critical perspectives of others, aiming to negotiate the meanings of texts by examining how they are shaped by cultural belief systems, contextual factors, and the author's choices in text type conventions and stylistic features. HL students study two additional literary works. They also have an additional assessment and higher expectations for one of the exam components.

IBDP Arabic A: Language and Literature SL/HL

Length & Credit: 2 years (2.0 credits)
Grade: 11 & 12
SL Prerequisite: B+ in MSA III or teacher recommendation
HL Prerequisite: A- in MSA III or teacher recommendation

IBDP Arabic A Language and Literature is a two-year course designed for students interested in exploring both literary works, such as novels, short stories, and plays, and non-literary texts, including reports, articles, advertisements, and cartoons.
The course focuses on studying a broad range of texts, with students actively engaging with language and global issues to explore how humans perceive and understand the world around them. Through close analysis of various text types and literary forms, students will consider their own interpretations as well as the critical perspectives of others, aiming to negotiate the meanings of texts by examining how they are shaped by cultural belief systems, contextual factors, and the author's choices in text type conventions and stylistic features.

HL students study two additional literary works. They also have an additional assessment and higher expectations for one of the exam components.



Health and Physical Education Department

The HS Health and Physical Education (PE) Department allows time for students to learn components of fitness and health in order to develop healthy lifestyle habits. Students will understand concepts, develop and apply motor skills and enjoy the benefits of being physically active. The program features physical fitness and strength training, a variety of individual and team sports and the opportunity to develop and nurture interpersonal skills. The emphasis of the program is on participation and students understanding the benefits of participating in physical activity for life.

Click HERE to view the Health & Physical Education Pathway Chart. Index Figure 1.10.

Physical Education & Health 9

Length & Credit: 1 year (1.0 credit)
Grade: 9
Prerequisite: None

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

Physical Education & Health 10

Length & Credit: 1 year (1.0 credit)
Grade: 10
Prerequisite: Completion of Physical Education 9 or equivalent

The PE program in Grade 10 is designed to provide each student with experiences in fitness, aquatics, and a variety of team and individual sports. Students will learn how to maintain an active lifestyle based on a background of knowledge and experiences acquired in the physical education program. All Grade 10 PE classes will include health instruction as part of the class. The health content will assist students in managing their lives in a responsible and healthy manner. Students will learn to apply their knowledge acquired in health to real-life situations.

Active For Life

Length & Credit: 1 semester (0.5 credit) or 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: Completion of Physical Education 10 or equivalent

Active for Life is an elective for students in Grades 11 and 12 who enjoy being active and want to challenge themselves through a variety of sports, including volleyball, self-defence, basketball, golf, padel, cricket, field hockey, ultimate frisbee, lacrosse, badminton, pickleball, and soccer. Sportspersonship, challenge, and inclusion are key components of the course. Students will also have opportunities to take on leadership roles, learn game strategies, and contribute to team success. By the end of the course, students will understand the value of staying active and recognize how living an active lifestyle can benefit them for a lifetime.

NEW COURSE: Strength and Conditioning Independent Study: ACTION Certificate in Personal Training

Length & Credit: 1 year (1.0 credit)
Grade: 12
Prerequisite: Completion of Strength and Conditioning for Athletic Development, Level I and II (Full year)

This course is designed for motivated 12th-grade students with a passion for strength and conditioning. It will provide students with the opportunity to learn through a blend of academic instruction and supervised training by their peers. Students will develop the skills necessary to design and lead safe and effective training programs. The course culminates in the opportunity to sit for the ACTION-CPT exam, providing students with a head start in launching a career in the health and fitness field right out of high school. The cost to write the exam is $150 USD. By the end of the course, students will have a solid understanding of basic and applied science principles and will be able to create and deliver individualized workout programs to clients. Students will explore key topics, including anatomy, physiology, biomechanics, nutrition, client assessment, program design, and effective coaching strategies.

Strength and Conditioning for Athletic Development, Level I

Length & Credit: 1 semester (0.5 credit) or 1 year (1.0 credit)
Grade: 10, 11 & 12
Prerequisite: Completion of or concurrent enrollment in PE 10 or equivalent

Grade 10 students must have completed or are currently enrolled in a Visual and Performing Arts credit. Regardless if students play or do not play on a sports team, they are encouraged to take this course if they would like to emphasize the areas listed below in their fitness.

Students in this course will focus on specialized strength and conditioning skill development to raise athletic performance for both men and women. The program is designed to increase strength, speed, endurance, flexibility, agility, and power, to condition the total body to perform the explosive and repetitive tasks encountered in practice and competition. Injury prevention is a by-product of this course. If the student plays on an athletic team, the course teacher will also work in conjunction with the coaches to develop and emphasize specific areas the team or individuals need second semester.

Strength and Conditioning for Athletic Development, Level II

Length & Credit: 1 semester (0.5 credit) or 1 year (1.0 credit)
Grade: 10, 11 & 12
Prerequisite: Completion of or concurrent enrollment in Strength and Conditioning for Athletic Development, Level I

Grade 10 students must have completed or are currently enrolled in a Visual and Performing Arts credit.

This course is open to any students who have taken Strength and Conditioning for Athletic Development, Level I. Students in this course will focus on specialized strength and conditioning skill development to raise athletic performance for both men and women. Students will learn advanced techniques and be challenged to the next level in their programming.

The weight-training program is designed to increase strength, speed, endurance, flexibility, agility, and power, to condition the total body to perform the explosive and repetitive tasks encountered in practice and competition. Injury prevention is a by-product of this course.

The weight-training program is designed to increase strength, speed, endurance, flexibility, agility, and power, to condition the total body to perform the explosive and repetitive tasks encountered in practice and competition. Injury prevention is a by-product of this course.

If the student plays on an athletic team, the course teacher will also work in conjunction with the coaches to develop and emphasize specific areas the team or individuals need to prioritize to be more successful on the court or field. This is a semester course, and students will see results within this time frame. If possible, it is recommended that students take two semesters for optimal results.

NEW COURSE: Active for Life (Females Only)

Length & Credit: Year-long (1.0 credit) or Semester (0.5 credit)
Grade: 11 & 12
Prerequisites: Completion of PE 10

Active for Life (Females Only) is an elective for students in Grades 11 and 12 who enjoy being active and want to challenge themselves through a variety of sports, including volleyball, self-defence, basketball, golf, padel, cricket, field hockey, ultimate frisbee, lacrosse, badminton, pickleball, and soccer. Sportspersonship, challenge, and inclusion are key components of the course. Students will also have opportunities to take on leadership roles, learn game strategies, and contribute to team success. By the end of the course, students will understand the value of staying active and recognize how living an active lifestyle can benefit them for a lifetime.

Lifesaving and Swim Instruction

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12
Prerequisite: Completion of PE 10 or equivalent. The student must also be able to swim 400 meters continuously with any stroke (not including backstroke) and tread water for five minutes

This course is graded on a Pass/No Credit basis, and no letter grade will be issued for this course.

Lifesaving and Swim Instruction is a year-long course for students interested in developing their personal fitness, knowledge and skills in a primarily aquatic setting. Students taking this competency-based course will have the opportunity to gain in-depth knowledge, training and certification in First Aid, CPR, AED, and Lifeguarding as well as swim teacher qualifications. Course time will be split between the pool, classroom and dry land training sessions.

Additional fees (optional): USD 30 for Lifeguard certification and USD 30 for Swimming Instructor certification

Pool Lifeguarding

Length & Credit: 1 semester (0.5 credit)

This course is graded on a Pass/No Credit basis, and no letter grade will be issued for this course.

Grade: 11 & 12

Prerequisite: Completion of PE 10 or equivalent. Must be able to swim 400 meters continuously (Front crawl or breastroke), to tread water for minimum 2 minutes, and complete an underwater swim 25m

Lifeguarding is a semester course for students interested in developing their personal fitness, knowledge and skills in a primarily aquatic setting, in order to keep themselves and others safe.

Students taking this competency-based course will have the opportunity to gain in-depth knowledge and internationally recognized certification as pool lifeguard including First Aid, CPR and AED. Important Soft skills include: Attention to Detail, Communication, Judgment and Decision-Making, and Responsibility / Duty of Care.

Course time will be split between the pool, classroom and dry land training sessions. Additional fees (optional): USD 35 for Lifeguard certification

This course serves as the first step to design, entrepreneurship, and developing programs for social change.

Swimming Instruction

Length & Credit: 1 semester (0.5 credit)

This course is graded on a Pass/No Credit basis, and no letter grade will be issued for this course.

Grade: 11 & 12

Prerequisite: Completion of PE 10 or equivalent. Must be able to swim 400 meters continuously (Front crawl or breastroke), to tread water for minimum 2 minutes, and complete an underwater swim 25m; additional skills needed for Certification.

This course is aimed at people who would like to become a swimming teacher, there is no previous swimming teaching experience required. The course covers teaching adult swimmers as well as children. Learners are required to teach a range of swimmers from non-swimmers to advanced swimmers throughout the course. On successful completion of the course, learners will be issued with a WASH International Swimming Teacher Certificate. Important Soft skills include: Problem Solving, Communication, Empathy, and Responsibility / Duty of Care.

Course time will be split between the pool, classroom and dry land training sessions. Additional fees (optional): USD 35 for Swimming Instructor certification

Cross-Disciplinary Courses

Click HERE and HERE to view the Pathway Chart for Cross Disciplinary Courses. Index Figure 1.11 & 1.12

Impact: Real-World Problem Solving

Length & Credit: 1 semester (0.5 credit)
Grades: 9, 10 ,11
Prerequisite: None

This course is designed to help you discover your creative confidence, your personal interests, your voice, grit and a passion for learning, and your ability to impact the world around you. Through a framework of systems thinking and learning design modeled after Stanford's d.school. Students will engage in a survey of hands-on problem-solving activities of your choosing that fall under two categories: engineering design and designing for social systems. Engineering design activities may include 3D design, computational thinking using Makey Makey, Arduinos and/or Scratch, or cardboard design and modeling challenges. Problem-solving in social systems will involve using design thinking strategies to tackle problems in your community that are meaningful to you. Through these problem-solving endeavors, using a wide range of tools, methods, mindsets, behaviors, and artifacts, you will identify, define and investigate problems that can lead to meaningful change. The first half of the course is a survey in different approaches to problem-solving through fun, hands-on explorations. This will culminate in the development of a personal project that you will pursue in the second half of the course. This course will help you to develop your skills in critical thinking, collaboration, communication, and creativity. The skills that you acquire will not only help you to prepare for personal projects encountered in more advanced courses including IBDP internal assessments and extended essays, and AP Capstone but also for the future.

This course serves as the first step to design, entrepreneurship, and developing programs for social change.

Innovation and Creativity: Exploration in the Arts

Length & Credit: 1 semester (0.5 credit)
Grades: 9, 10 ,11 & 12
Prerequisite: None

Do you have an artistic passion or curiosity that you have been wanting to pursue but have not made the time or just don't know where to start? This class is the place for you! In this class, you will be the focus.

You will get to choose what you learn and be given the time to pursue that idea.

By the end of this course, you will have learned how to initiate an arts project and follow it through from production to exhibition. You will discover how to plan and select the theme, the medium, and the presentation of your own unique art project. You will gain specific art skills, but the emphasis is on discovering how the arts can be a venue for self-expression and meaningful engagement with culture.

Yearbook

Length & Credit: 1 year (1.0 credit)
Grade: 9, 10, 11 & 12
Prerequisite: Yearbook Teacher approval
Class size maximum of 12 students

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

Speech

Length & Credit: 1 semester (0.5 credit)
Grades: 10, 11 & 12
Prerequisite: None

Speech provides ample opportunity for students to gain experience and confidence in their own speaking ability to a variety of audiences through a variety of purposes including demonstration, informative, persuasive and group presentations. Students will critique themselves and evaluate others to work towards continuous improvements in their speaking and listening skills. Students will develop an awareness of themselves as communicators, build self-confidence and poise, and learn to organize their thoughts clearly and succinctly and present them effectively to an audience.

It is recommended that students planning to return to the US before graduation take this class as it is a graduation requirement in some states. Talk with your counselor.

Research Seminar

Length: Semester (0.5 Credit)
Grade: 9, 10, 11 & 12

Research Seminar is designed to provide our students with skills needed for success in high school and beyond, and provide them with an opportunity to conduct research into topics of interest to them. Students will improve their research, citation, academic writing, and presentation skills. The course will facilitate guided inquiry into topics of interest to the student, and students will conduct research, create an annotated bibliography, present their learning via public speaking, and culminate their work with an academic research paper.

The Counselor's Course

The Counselor's Course will take place once a week during a student's study period. All sessions will take place on either Sunday or Monday. Each quarter the counseling office will deliver a structured curriculum to a specific grade level. While attending these sessions is mandatory, students will not receive a grade.

AP Capstone Diploma

AP Capstone Seminar

Length & Credit: 1 year (1.0 credit)
Grade: 11 & 12 (Priority is given to Grade 11)
Prerequisite: B+ or higher in English 10

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

This is an exceptionally fast-paced course; students must be prepared to learn skills quickly and to significantly improve with each practice. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Note: One AP assessment is a shared team grade.

AP Capstone Research

Length & Credit: 1 year (1.0 credit)
Grade: 12
Prerequisite: 3 or higher on the official College Board Exam for AP Capstone Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan and implement a year-long investigation to address a research question. Through this inquiry, they further the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

IBDP Full Diploma

IBDP Core

Length & Credit: 2 years (1.0 credit)
Grade: 11 & 12
Prerequisite: All IB Diploma candidates must meet with the IB Coordinator.

All IB Diploma candidates enroll in IBDP Core. In Grade 11, the first semester will be the IBDP Institute where students will meet with the IBDP Coordinator, the CAS Coordinator, and the EE Coordinator to learn about the independent work required of the full diploma program. The second semester will be your Theory of Knowledge class for which you receive a grade and course credit towards graduation. In Grade 12, the first semester will be the Theory of Knowledge class, and the second semester will be time for additional revision, meeting with teachers and counselors, and making sure you have fulfilled all of the requirements of the IB Diploma program.

Creativity, Activity and Service (CAS)
CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others. Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities, and perspectives.

CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment.

Creativity—exploring and extending ideas leading to an original or interpretive product or performance

Activity—physical exertion contributing to a healthy lifestyle

Service—collaborative and reciprocal engagement with the community in response to an authentic need (IBO, 2021).

Extended Essay (EE)
The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay (IBO, 2021).

Theory of Knowledge (TOK)
The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP to which schools are required to devote at least 100 hours of class time. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students. There are two assessment tasks in the TOK course. The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB (IBO, 2021).

Figure 1.1

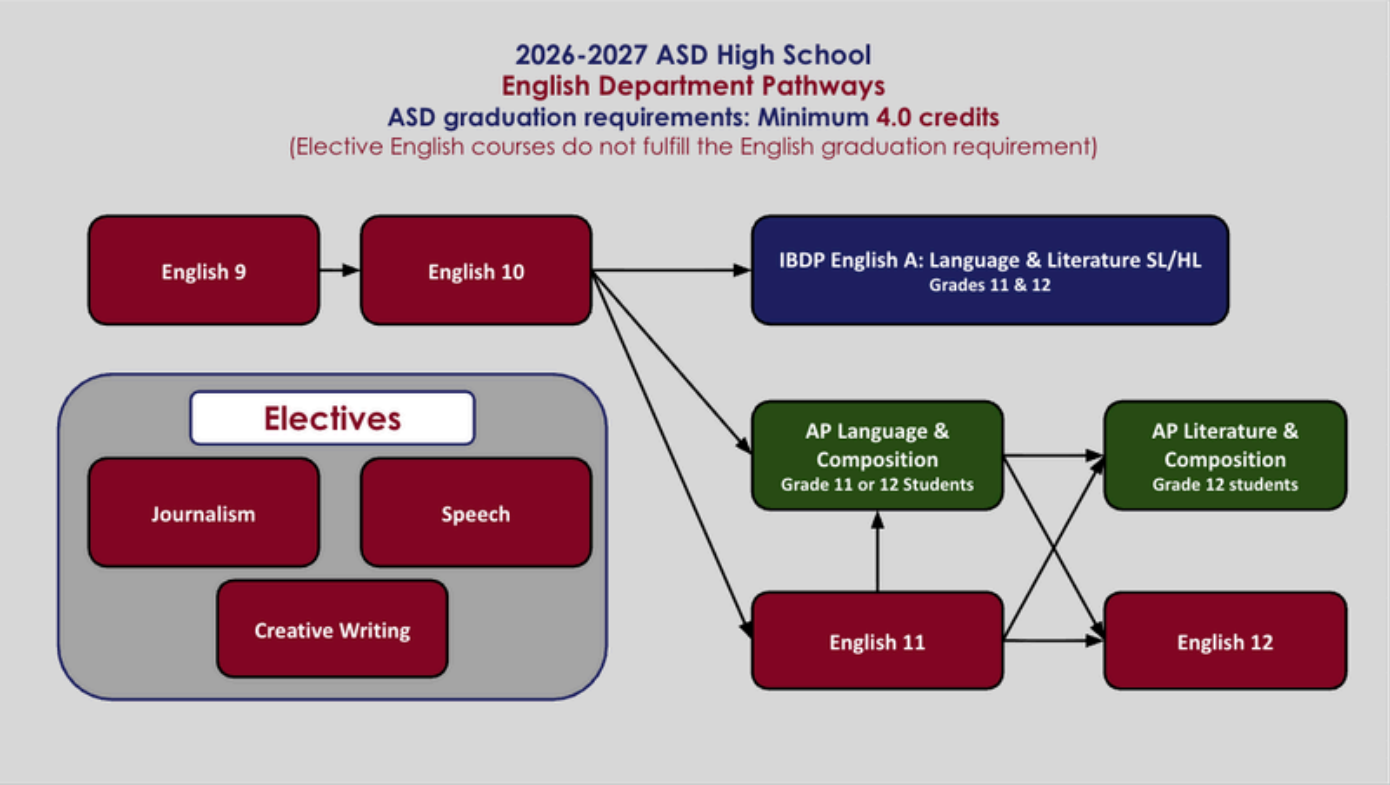
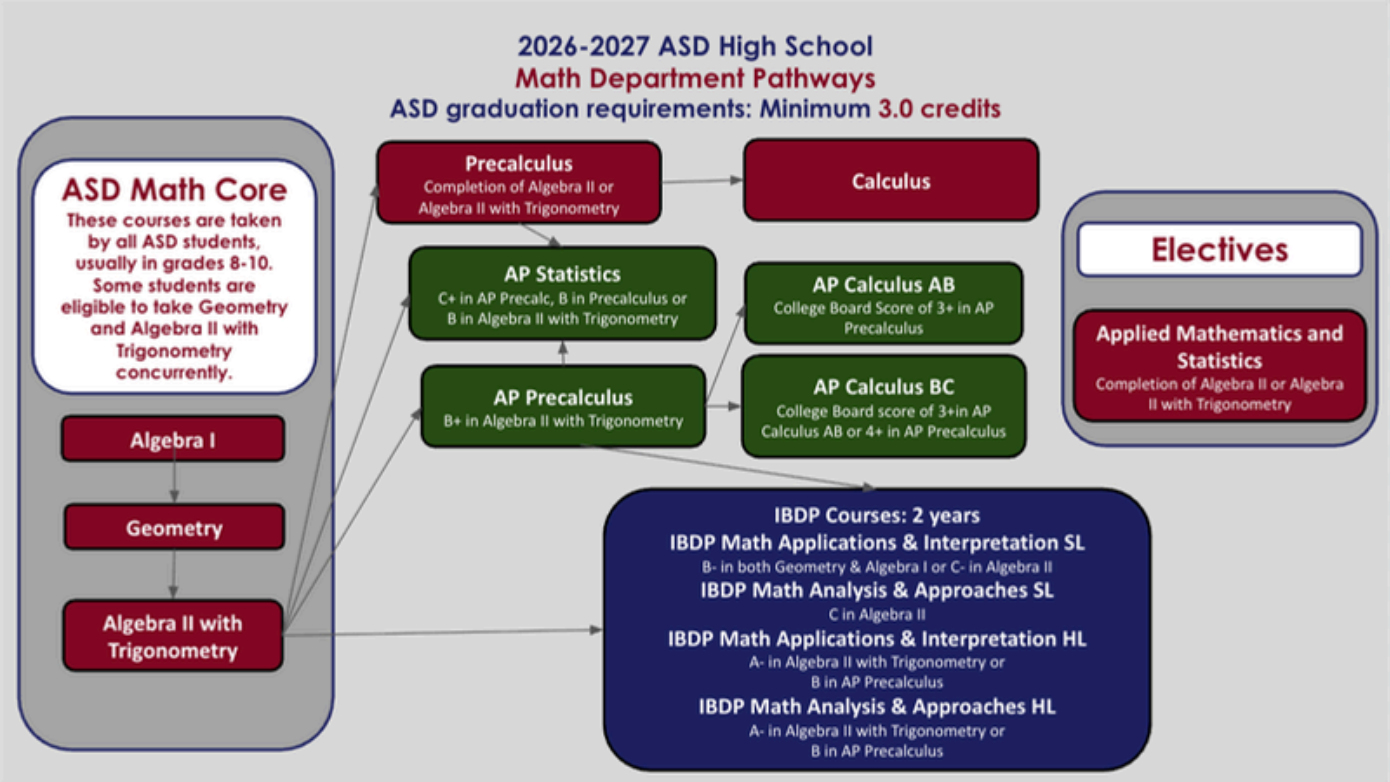


Figure 1.2



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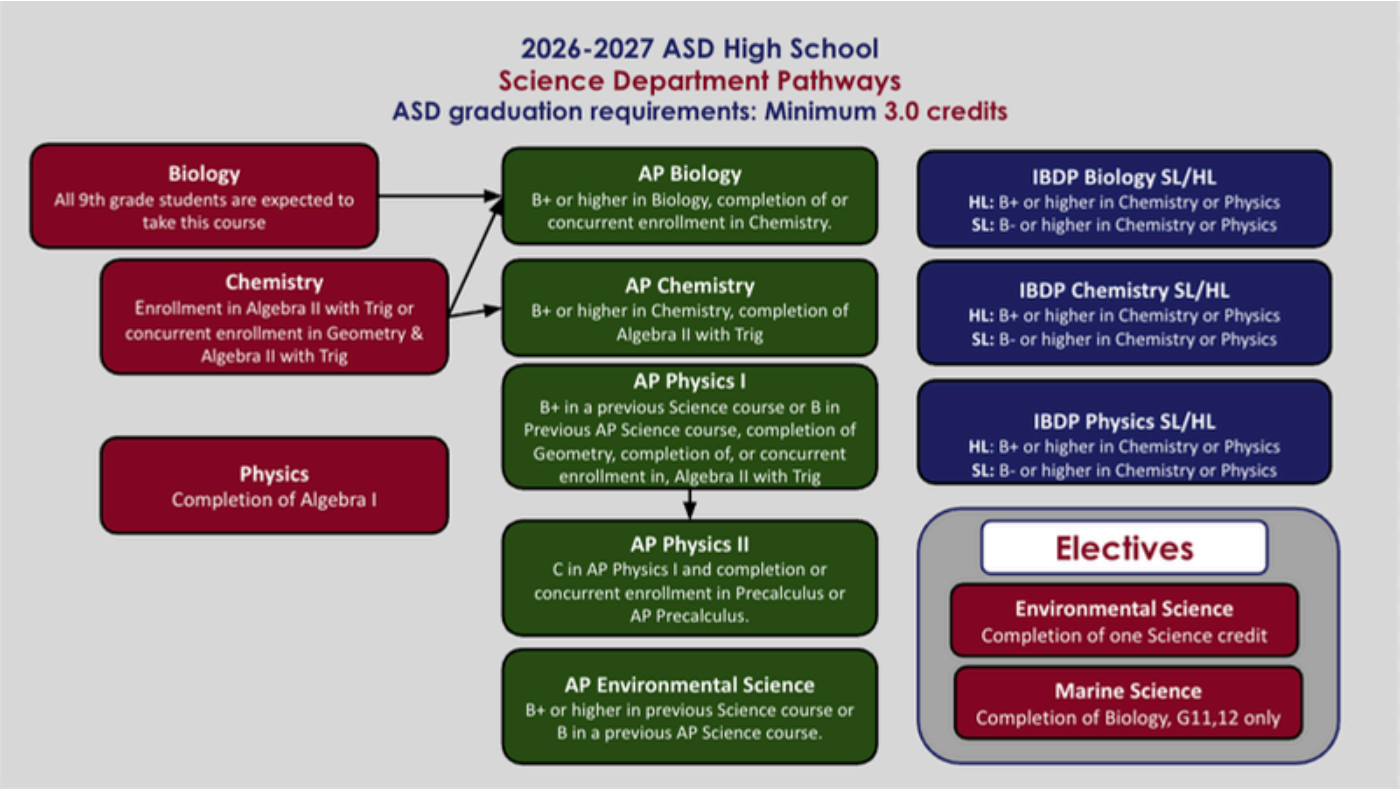

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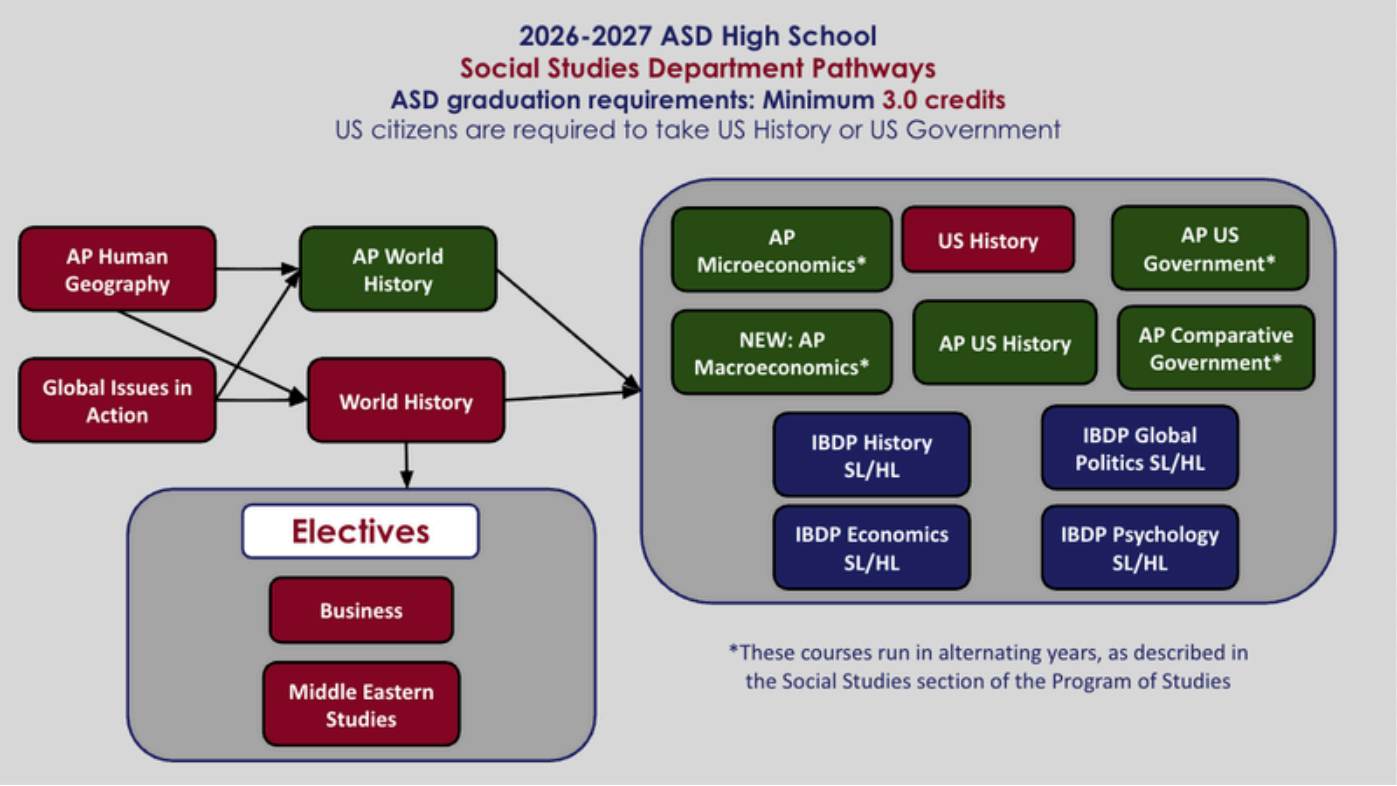

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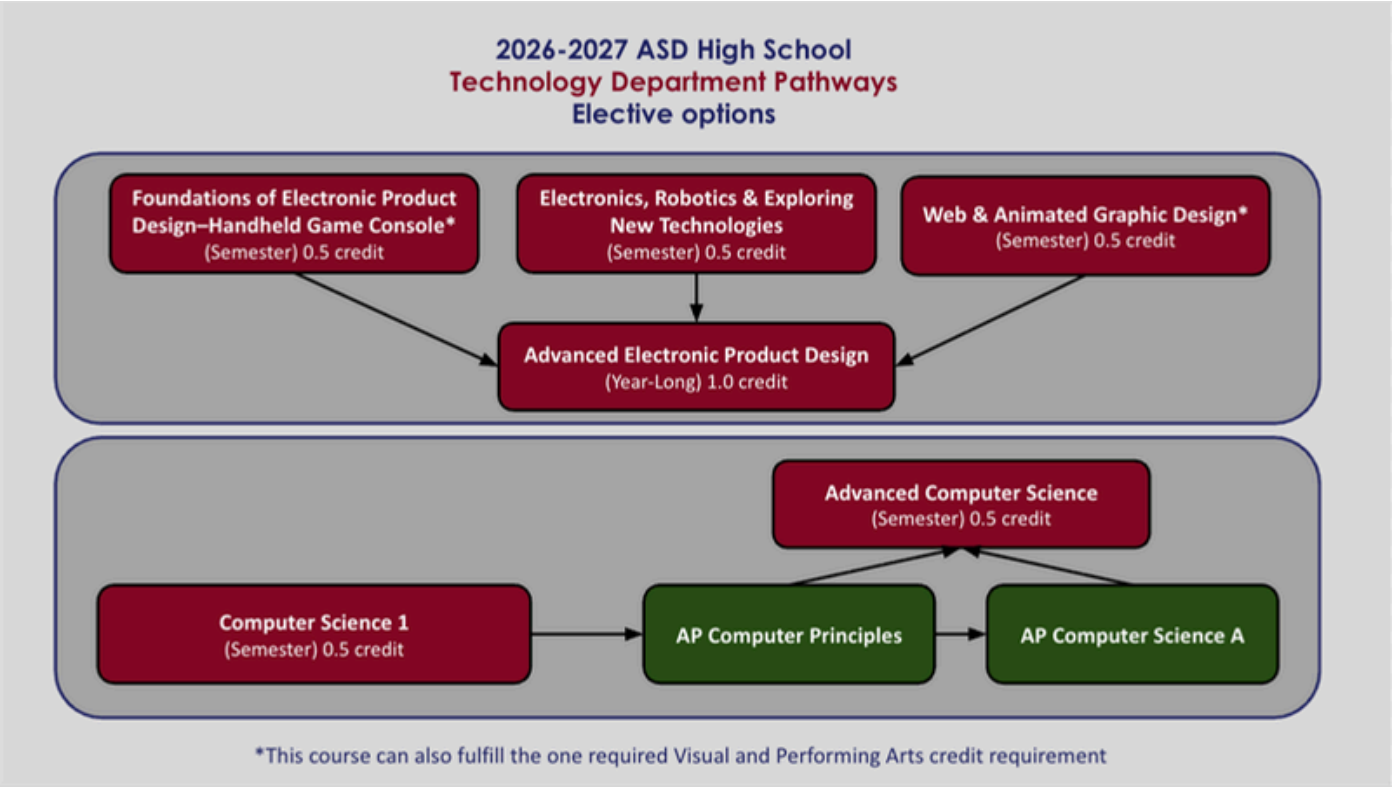

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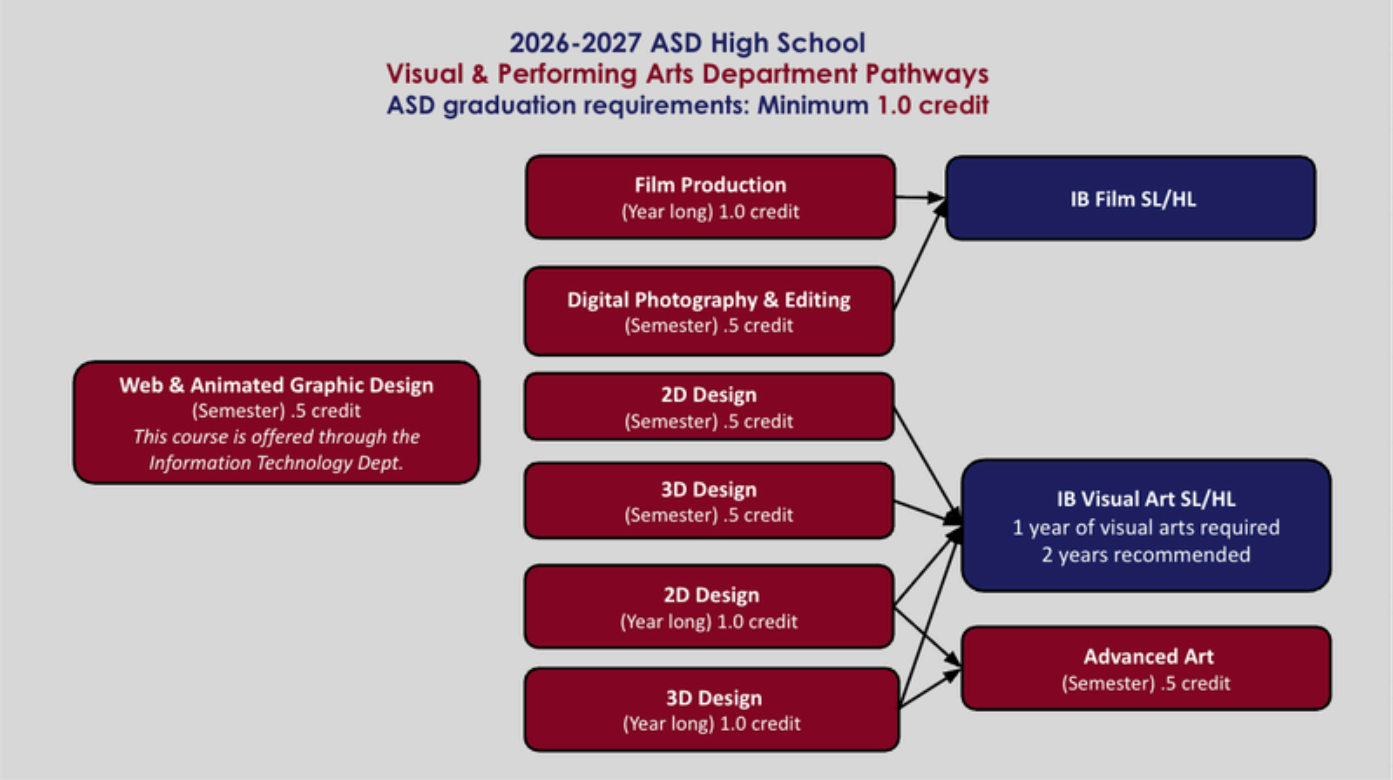

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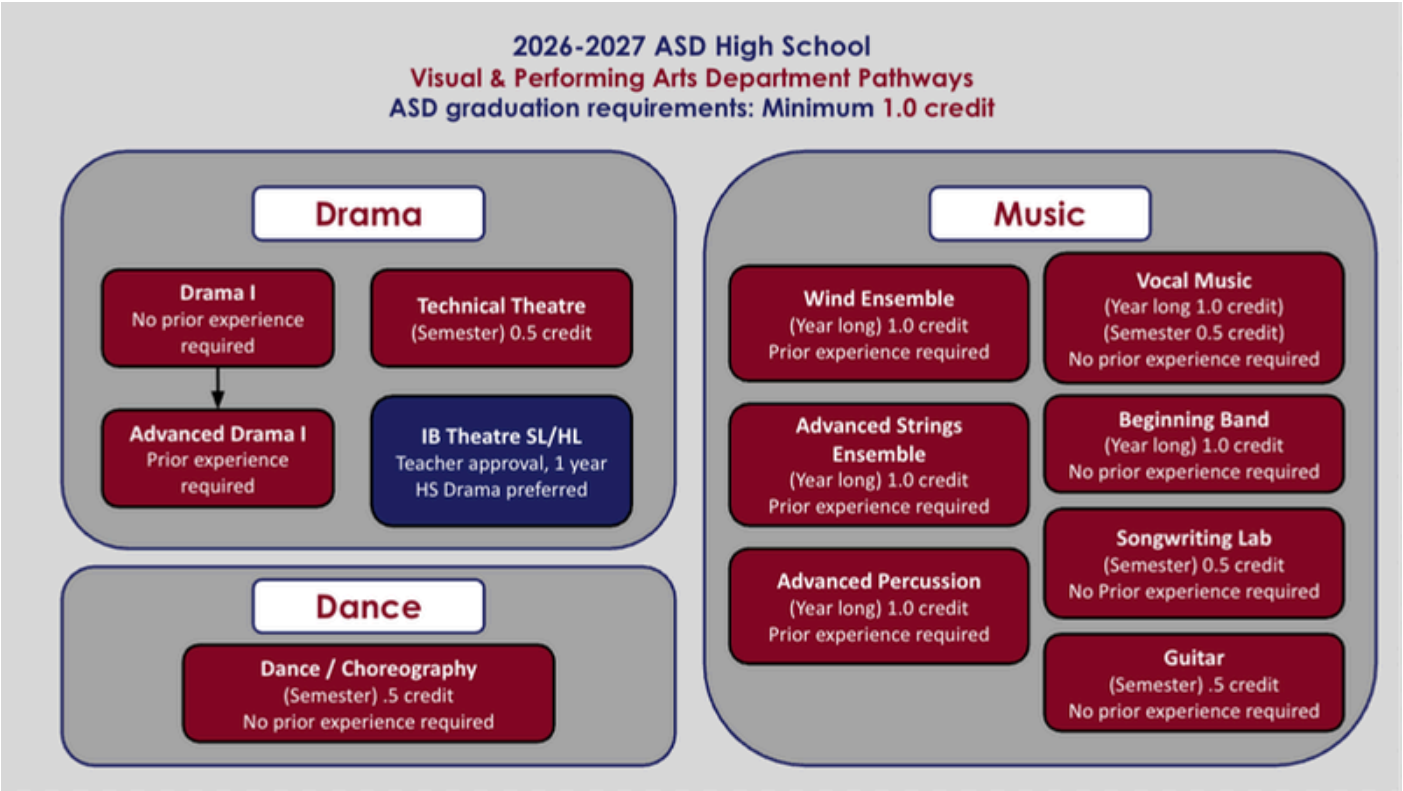

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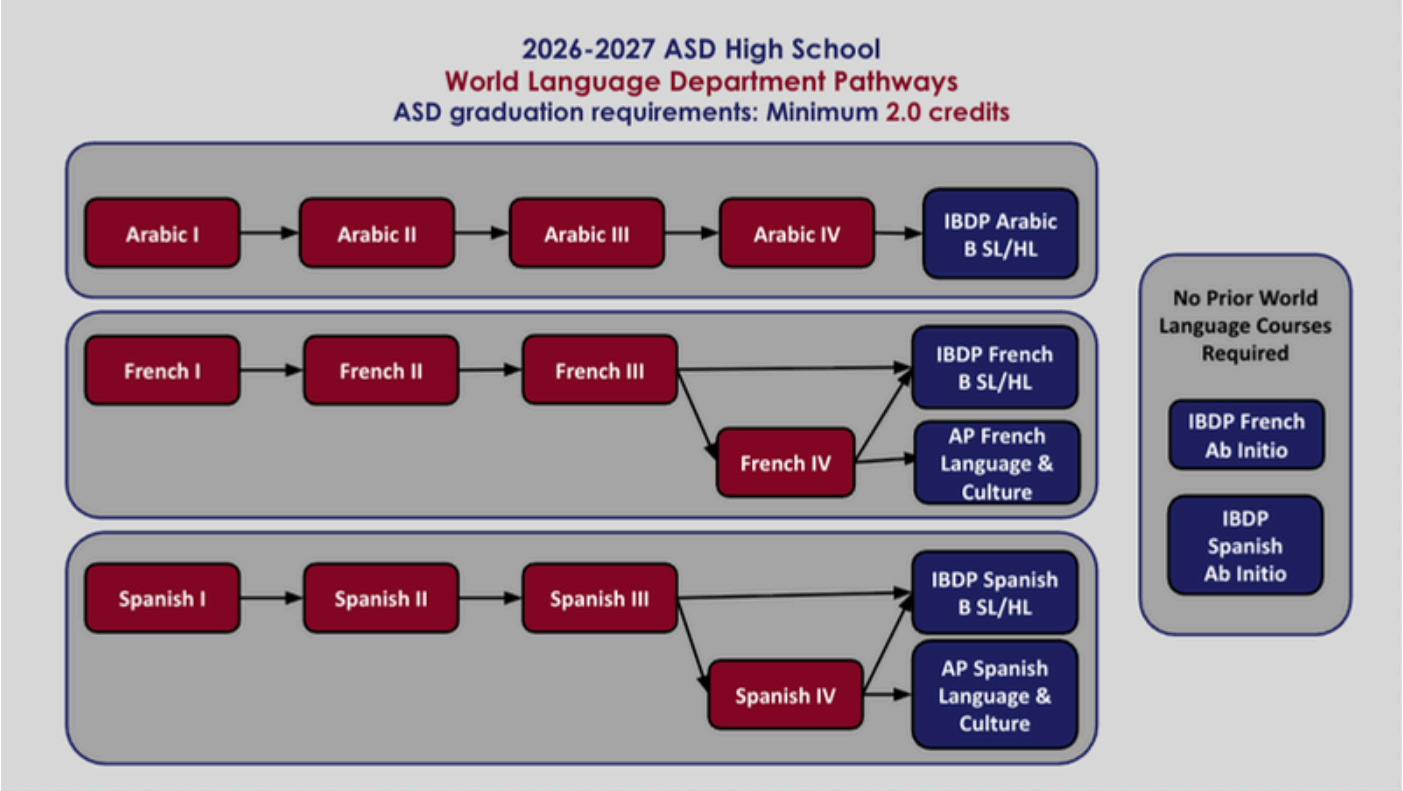

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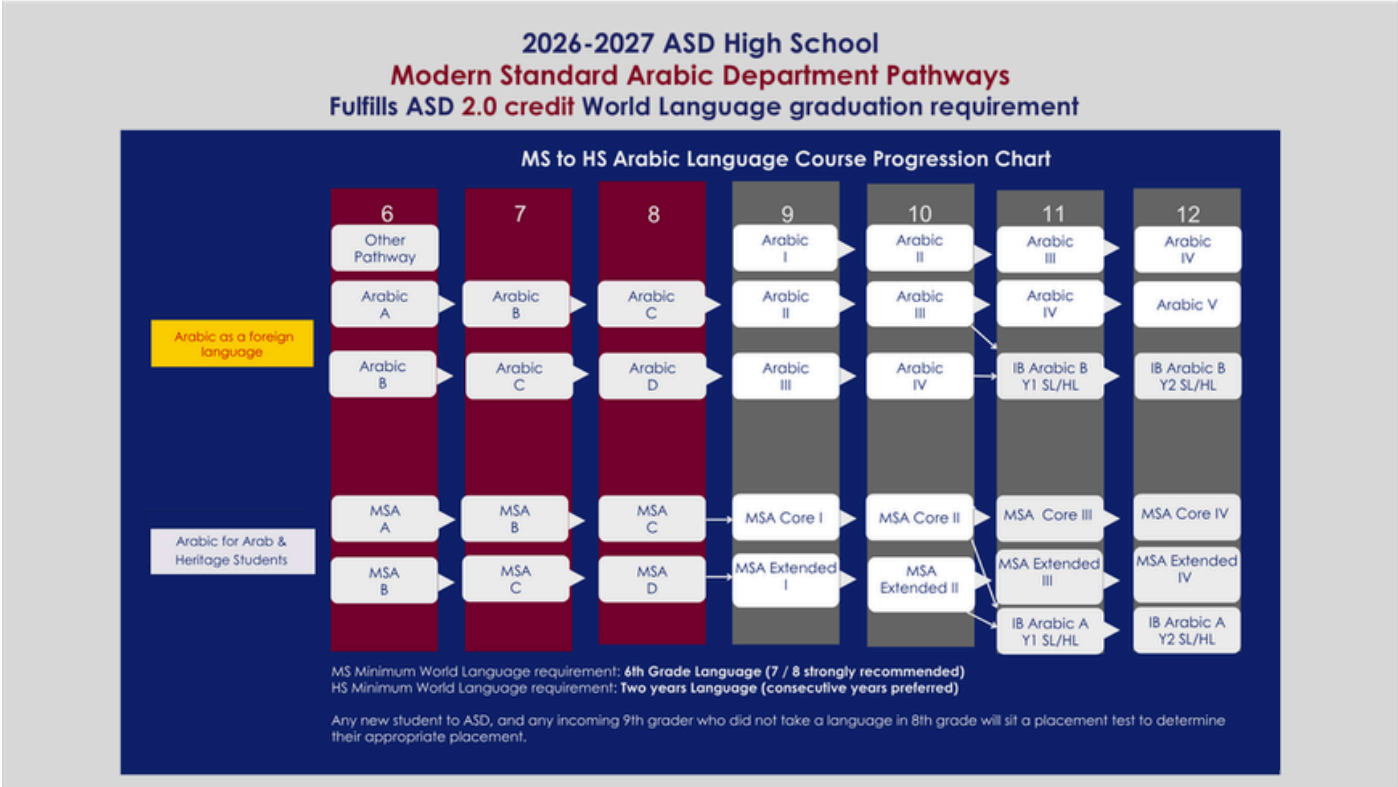

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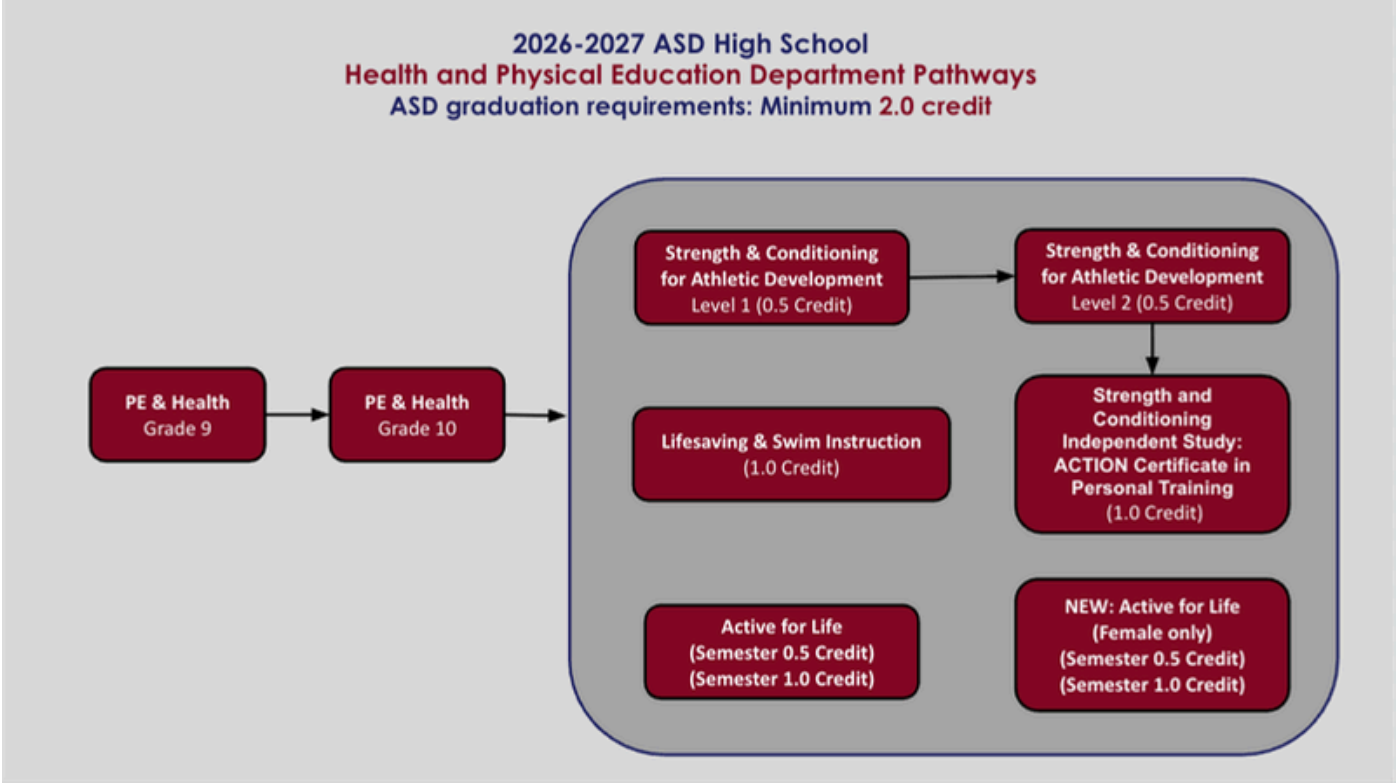

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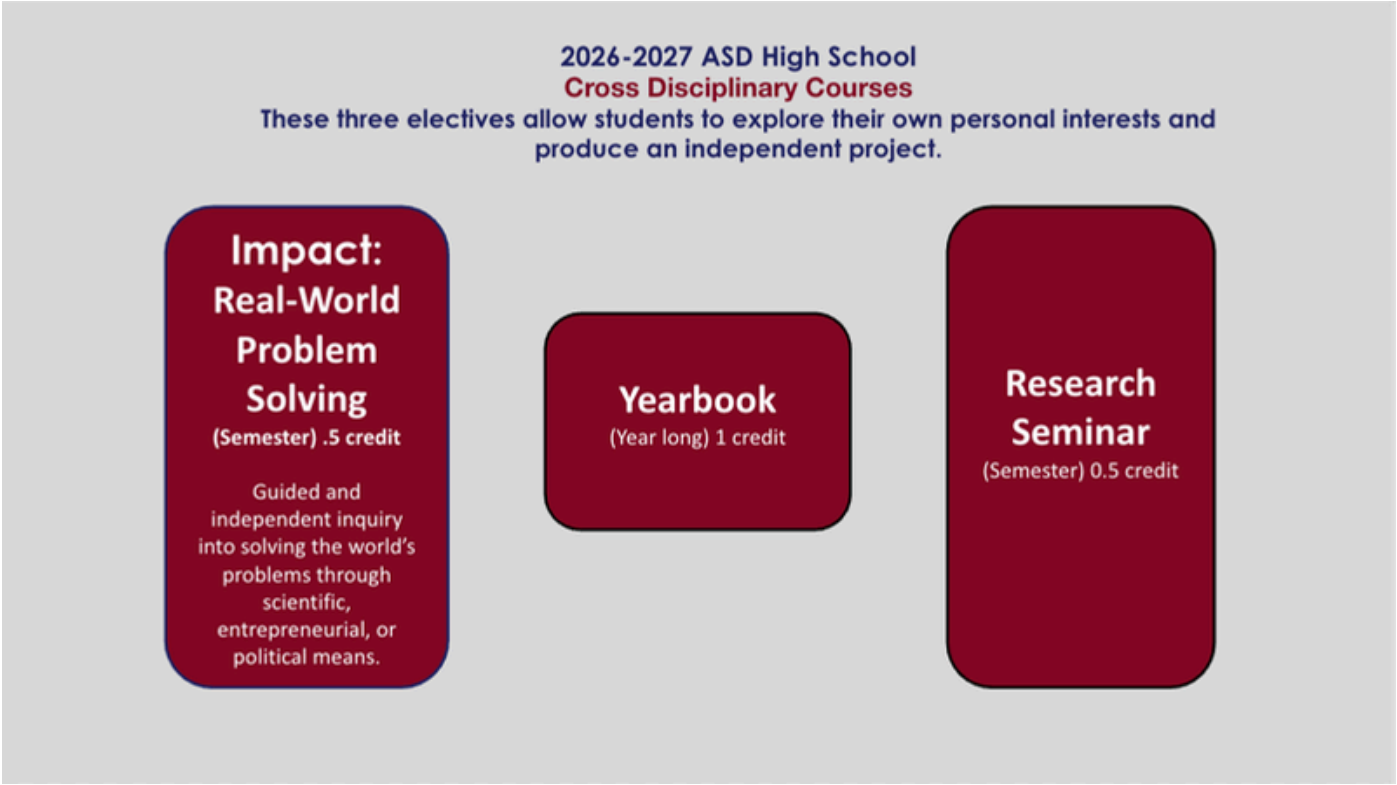

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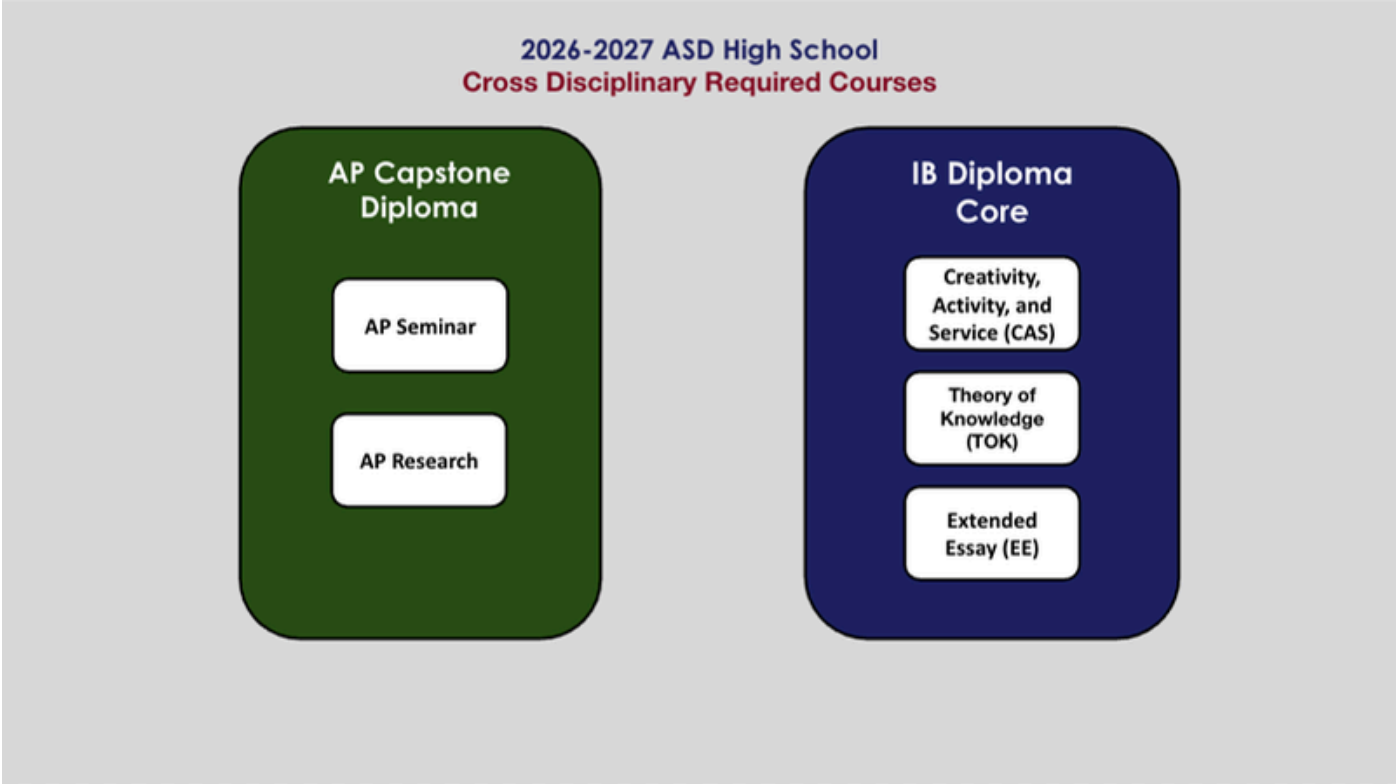

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