



HIGH SCHOOL PROGRAM OF STUDIES
2018 - 2019 SCHOOL YEAR



RESPECT | HONESTY | RESPONSIBILITY | COMPASSION

Welcome to the High School



Identity Statement

The American School of Doha is an independent, U.S. accredited, college preparatory school, committed to providing educational excellence, through a standards-based, internationally enriched American curriculum, serving a multicultural student body.

Mission

The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.

Vision

ASD is a future-focused community where learning is...

- collaborative
- fun and engaging
- extended beyond walls
- creative to foster innovation
- sustained by responsible practices
- data-informed and evidence-based
- authentic, solving real-world problems
- encouraged in a technology-enhanced environment

ASD is...where students are encouraged to extend their own learning

Our Values

Respect • Honesty • Responsibility • Compassion

ASD Values

Respect

Respect is a cornerstone value, which every person at ASD must display.

There are many ways to show respect. It is very important to listen and to try to understand the other person's opinion and point-of-view.

Students can show respect to teachers by arriving to class on time with all the needed equipment (notebook, calculator, textbook, etc.) ready to participate in class and learn. Students can be respectful of the school by adhering to the ASD values of Respect, Honesty, Responsibility and Compassion.

Honesty

Honesty is expected from each person at ASD. Students display honesty by doing their own homework, submitting their own work for assessment and bringing to the teacher or school administration information about dishonest acts.

Students who are dishonest will receive the appropriate consequence from the division administration.

Responsibility

ASD students must take responsibility for their actions and behave appropriately at school and school events. A main goal for ASD is to help students become caring responsible citizens ready to make a contribution to society.

Students display responsibility by doing their homework, coming to class on time, picking up after themselves and finding ways to make a positive contribution to the school and the community.

Compassion

ASD students need to be compassionate to the needs of others. Students can display compassion by helping new students feel welcome, by respecting the opinions and ideas of others and by volunteering time to a community service project.

Students can display compassion by helping a classmate understand the homework - not allowing the classmate to copy the work, but by explaining the work so she/he is better able to understand the concepts being taught.

It is very important that every ASD student and staff member display the ASD values on a regular, daily basis. If everyone works towards these values, ASD will continue to be a wonderful place to learn and grow.

The American School of Doha

Dear Students and Parents,

Welcome to the American School of Doha's 2018-2019 High School Program of Studies. This document is an essential tool in assisting you to create and develop an individualized academic program. The Program of Studies contains descriptions of ASD's High School (HS) course offerings, course entrance criteria and graduation requirements.

Planning a program of study is extremely important and we ask students to take time to reflect upon what they would like to accomplish, where their interests lie and in which areas they need development and growth. Students should focus on subject strengths, subjects that are suitable for their individual skill sets and always maintain a balance.

As you review this publication thoroughly please consider the following:

- Your long-range college or career plans.
- Your commitment to a challenging HS program.
- Your academic interests.
- Your outside interests and responsibilities.

It is important for you to meet with your teachers, International Baccalaureate (IB)/Advanced Placement (AP) Coordinator and Counselor as you make your class choices. Please check specific university and college application requirements as you select your short-range plans for the 2018-2019 school year and your longer-range plans for the culmination of HS and beyond. Remember, ASD's HS faculty and administration are here to support, guide and offer advice.

Keep as many future doors open as possible. Take full advantage of the diverse and varied academic programs offered at ASD and maximize your chances of getting into the university or college of your choice. Ideally, your HS education should be challenging, wide-ranging and ultimately stimulating.

I wish you success in this process and hope you find the Program of Study an invaluable source of information. Please feel free to contact me if you need any further assistance.

Best regards,

Michael Roberts

High School Principal

General information

The Academic Day

The school day runs from 7:55 am, first bell, until 3:00 pm, apart from PACT Tuesdays (see below). Students are expected to be in their first period class and seated by the time the second bell rings at 8:00 am.

Students attend four 90-minute classes per day. Classes meet every other day. Most students have one study period every other day, giving them the opportunity to complete homework, to use the library, to conference with teachers, or to study.

Students are released at 12:30 pm on Tuesdays when there is a full five-day week. These afternoons are used for Professional and Collaborative Time (PACT) among faculty and staff.

Grade Level Placement

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

- | | |
|------------------------|---------------|
| • Freshman (Grade 9) | 1-4 Credits |
| • Sophomore (Grade 10) | 5-11 Credit |
| • 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 during the school year will be placed in classes that most closely match the courses they were attending in their previous school. Transfer grades from a student's previous school may be considered in determining the student's semester grade at ASD. Students who successfully complete 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.

Credits

Credits are the units by which academic progress is measured. 25 credits are required for graduation from ASD. Students typically earn seven credits per year. Credit will be given 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.)

A student will gain one credit (1.0) after successfully completing a course for a full year. A student will gain one-half credit (0.5) after successfully completing a course for a half year.

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. A student may not receive more than one credit through non-traditional means during their enrollment at ASD.

Middle School Credit Option

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

1. The equivalent course is NOT offered in MS;
2. The student meets all the necessary pre-requisites 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 HS credit can do so, if:

- Prior permission is granted through the HS Counseling Office or the HS Guidance Committee;
- The student has completed at least two semesters of HS at ASD;
- The student provides an official transcript to ASD upon completion of the course prior to September 1 of that academic year;
- 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.
- The student may not receive more than 1.0 credit in their ASD career without the approval of the HS Guidance Committee.
- Transfer credits from summer school may count towards graduation requirements but must get approval through the HS Guidance Committee.

Distance and Online Learning

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, concurrent study within one subject area, enrichment, 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 provides an official transcript for the course.

Course Load

Every student is required to carry a minimum of seven courses (seven 85-minute blocks or a combination equal to seven blocks). Seniors may be permitted to take a minimum of six courses as long as four of them are core courses, and the six courses must not include a Teaching Assistant. Students may take eight courses upon consultation with their HS Counselor.

Course Changes

The teacher may recommend that a student be changed to another course if the teacher has determined the student has been misplaced.

Student-initiated requests for course changes take place within the first three weeks of the scheduled course. After the initial three week period, parent-teacher-counselor communication is required to request withdrawal from the course.

Any requests following the three-week course change date require that students have attended tutoring with the teacher, established and followed through on an improvement plan, and obtained approval from the AP/IB Coordinator and/or Counselor.

The necessary steps to follow when requesting a course change are:

1. Student obtains petition form from the HS Counselor for the course change.
2. Parent, current teacher, or receiving teacher recommends the change.
3. HS Counselor makes a recommendation.
4. A final decision will be made by the Guidance Committee, taking all recommendations into account.

Course Withdrawal

In order to withdraw from a course after the first three weeks of classes, you must follow the following guidelines.

Students may not withdraw from a course after three weeks of classes without the approval of the Guidance Committee. Any changes after the first three weeks of school will result in a Withdrawal, with the grade at the time of withdrawal included on the student's official transcript, but not included in the GPA.

The necessary steps to follow when requesting a course withdrawal are:

1. Student obtains petition form from their HS Counselor for the course withdrawal.
2. Parent and current teacher explain reason for the withdrawal.

3. HS Counselor documents his/her thoughts concerning the withdrawal.
4. A final decision will be made by the HS Guidance Committee, taking all recommendations into account.

reserves the right to close courses in the event of low enrollment requests.

Recommended Course Repetition

Students receiving a 'D' or an 'F' grade in a course may be recommended to either repeat the course during the following school year or retake the course during the summer to prepare to take a placement test upon their return to school in order to move up to the next level.

A student may repeat a class at the recommendation of his/her teacher and/or HS Counselor. Both grades will appear on the transcript but only the higher grade will be counted in the GPA calculation and for credit.

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.

Course Offerings

ASD intends to run all courses that are offered in the Program of Studies, however the HS Administration

Other Graduation Requirements/Recommendations

U.S. History is required for all U.S. citizens and is strongly recommended for non-Americans who plan to attend U.S. colleges/universities. U.S. History may be taken in Grade 11 or Grade 12. U.S. citizens who are IB Diploma candidates will have this requirement waived.

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

Non-IB Diploma students are required to undertake and exhibit one Learning Service commitment as described in the Learning Service section of the handbook.

Non-IB Students are required to undertake one project for every year they are registered at ASD.

IB Diploma students will need to complete the Creativity, Activity, Service (CAS) component of the IB Program, but should have two such Learning Service commitments documented for Grades 9 and 10 prior to starting the IB Diploma Program.

Required Courses	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
Fine and Performing Arts	1.0	1.0
Physical Education for Health	2.0	2.0
Speech (or Theory of Knowledge I or AP Seminar)	0.5	
Senior Seminar (or Theory of Knowledge II or AP Seminar)	0.5	
Electives	6.0	
Minimum Total Credits	25.0	
Learning Service Requirements	Non-IB Diploma students are required to complete and exhibit one Learning Service commitment each for each year they are registered at ASD as described below. IB Diploma Candidates are required to fulfill CAS Requirements.	
Learning Service Requirements	Class 2018-20: 10 hours of service per year of enrollment in the ASD HS. Class 2021-22: Non-IB Diploma students are required to complete and exhibit one Learning Service project each for each year they are registered at ASD. IB Diploma candidates are required to fulfill CAS requirements.	

The Advanced Placement Program

Advanced Placement (AP) courses offer ASD students the opportunity to do college-level work while still in HS. The courses are available to qualified, motivated students primarily in Grades 11 and 12. Listing AP courses on a student transcript, earning a GPA boost and receiving any potential university credit are contingent upon taking the AP examination for any course in which the student is enrolled.

Seniors may be exempted from sitting an AP examination if they have submitted a formal exemption request to the IB/AP Coordinator before the deadline of February 15 of the examination year.

ASD does not offer AP exams to students outside of AP courses in which they are enrolled or which are a not part of an authorized Independent Study.

Current Advanced Placement 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
- Biology
- Chemistry
- Physics 1
- Physics 2
- Environmental Science
- Computer Science A
- Calculus AB
- Calculus BC
- Statistics
- Seminar
- Research (new for 2018-2019)

Online Advanced Placement Courses

If an AP course is not available at ASD, a student may enroll in the AP course online if it is offered by an accredited agency. If a student wishes to pursue this option, they must follow the guidelines for Independent Study. The fees for the online course will be in addition to the ASD tuition.

Advanced Placement Exam Registration and Fees

AP exam registration begins in January and is completed by mid-February. Students who are sitting for an AP exam are obliged to pay the exam fees. At the present time the exam fee is 550 QR per subject exam and 650 QR each for the Seminar and Research exams. These fees are subject to change due to increases by the College Board.

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 Grade 10 through Grade 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 3.0 or higher in AP Seminar and AP Research
- **AP Scholar** – Scores of 3.0 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 3.0 or higher on four or more exams.
- **AP Scholar with Distinction** – An average score of 3.5 on all Advanced Placement exams taken and scores of 3.0 or higher on five or more exams.
- **AP Capstone Diploma** - Scores of 3.0 or higher in AP Seminar and AP Research and scores of 3.0 or higher on four more Advanced Placement exams.

The International Baccalaureate Program

ASD offers its students the opportunity to receive a second diploma, the International Baccalaureate (IB) Diploma. The IB Diploma is a rigorous pre-university course of studies, leading to 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 demonstrates a strong commitment to learning. This commitment is evidenced not only in terms of the mastery of subject content but also in terms of the development of the skills and discipline necessary for success in a competitive world. Although IB is known for its academic rigor, average students with strong motivation are able to complete an IB diploma program.

By the conclusion of the IB diploma program, 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;
- Research skills and the ability to learn how to learn personal qualities of intellectual curiosity, perseverance, honesty and objective self-criticism.

International Baccalaureate Diploma Courses

The IB Diploma consists of six subjects plus the “core.” Students may also take IB examinations and receive certificates in single subjects.

Universities have independent policies on recognizing certificates for credit, but generally recognize scores of 5, 6 and 7 on higher level exam certificates (much like AP recognition), and are beginning to recognize standard level exam certificates as well.

The decision of whether to pursue the full diploma or a combination of IB certificates and AP courses is one that should be discussed with your counselor, your teachers, your parents, and the AP/IB 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 a sixth choice from Groups 1 - 4 or Group 6. Diploma students choose three Higher Level (HL) and three Standard Level (SL) subjects. Certificate students can choose any number and any combination of courses.

- Group 1:** Studies in Language and Literature
English Literature (SL/HL)
English Language and Literature (SL/HL)
Arabic Language and Literature (SL/HL)
Spanish Language and Literature (SL/HL)
- Group 2:** Language Acquisition
French B, Spanish B and Arabic B (SL/HL)
and ab initio (SL)
- Group 3:** Individuals and Societies
Economics (SL/HL), History (SL/HL),
Psychology
(SL/HL) and Global Politics (SL/HL)
- Group 4:** Experimental Sciences
Biology, Chemistry, and Physics (all at SL/
HL)
- Group 5:** Mathematics
Math HL, Math SL and Math Studies SL
- Group 6:** The Arts (or a second choice from
Groups 1 - 4
Visual Arts (SL/HL), Theater (SL/HL), Film
(SL/HL)

International Baccalaureate Bilingual Diploma

IB 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 3.0 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.

Costs

Students are responsible for paying their IB examination fees. For a full diploma, the fee is approximately 3000 QR.

The IB Core

These options are available to full diploma candidates only.

Theory of Knowledge (TOK)

An internally and externally assessed interdisciplinary component that explores the different concepts of knowledge found in the subject areas.

Because IB Diploma students study six subjects simultaneously, TOK teachers can, for example, ask their students to compare a historian’s approach to problem solving with that of a scientist or an artist.

The TOK course replaces Speech as a graduation requirement.

Creativity, Activity and Service (CAS)

A requirement that develops the whole individual with involvement in creative, physical and service activities within the local community. The CAS requirement encourages students to gain real life experience beyond the classroom.

Extended Essay (EE)

An externally assessed independent research assignment of 3,000 - 4,000 words on a specific topic chosen by the student. The topic chosen is usually from one of the six subjects being studied.

The EE course will replace Senior Seminar as a graduation requirement for IB students.

Independent Study

Independent Study is an opportunity for students to create and complete coursework outside of the regular course offerings at ASD. Requirements and conditions under which Independent Study may be approved can be found in the Student Handbook.

High School Courses

English Department

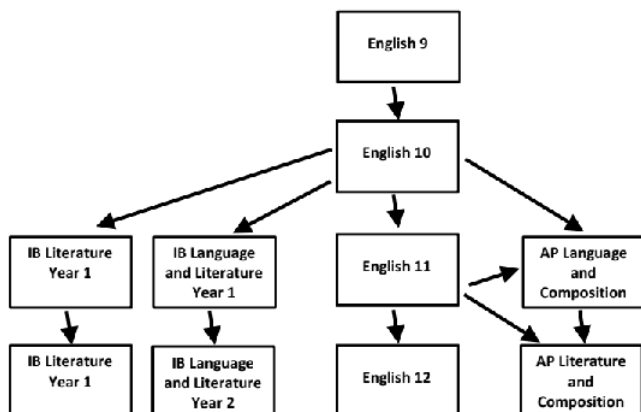
The aim of the English Department is to enable students to effectively use language for communication, knowledge, and personal satisfaction.

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.

At ASD, we believe 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 see Course Sequence Chart for English.

English Course Flow 2018-2019



English 9

Length and Credit: 1 year (1.0 credit)

Grade: 9

Prerequisite: None

English 9 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. Research and presentation skills, are integral parts of the course.

English 10

Length and Credit: 1 year (1.0 credit)

Grade: 10

Prerequisite: Completion of English 9.

The English 10 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. Students will be given increasing freedom throughout the year for self-directed learning and independent projects.

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 and 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 with a focus on exploring universal concerns, struggles and issues of human experience. This class will also examine the application of the rhetorical (effective) writing strategies of narration, description, exposition and persuasion.

Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students use literary interpretation, analysis, comparisons and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature. These serve as the base for examining thematic connections in non-fiction, including research and argumentation.

Students will compose written and oral responses to literature, reflective compositions, journalistic pieces based on interviews, analyses of rhetorical techniques, and persuasive essays. English 11 is intended to prepare students for the eventual challenges of post-secondary education.

English 12

Length and Credit: 1 year (1.0 credit)

Grade: 12

Prerequisite: Completion of English 11 or AP Language or IB Language and Literature HL/SL1 or IB A Literature HL/SL1.

In the English 12 course, students will encounter a variety of literary, non-fiction, and philosophical lenses through which they will examine acts of communication. This class hones elements of the preceding English curricula, emphasizing 21st century skills, to train students to become more skeptical readers and listeners, more persuasive writers and speakers, more analytical and flexible thinkers, and more effective collaborators in order to enable them to become effective agents for real-world change while providing them an opportunity to use and develop their literacy skills.

AP English Language and Composition

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: B or higher in previous English course.

The AP Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and to become skilled writers who can compose for a variety of purposes. Students will read and carefully analyze a broad and challenging range of prose selections and develop their awareness of the ways language works.

Through close reading and frequent writing, students will strengthen their ability to work with language and prose with a greater awareness of purpose and strategy. Students in this college-level course will have previously demonstrated strong writing and analytical skills.

AP English Literature and Composition

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 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.

IB English Language and Literature HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B or higher in previous English course or teacher recommendation.

IB English Language and Literature HL is a two-year course designed for students with strong language and analytical skills. The course focuses on studying a broad range of texts with the students actively engaging with the language and culture to explore how humans see and understand the world in which we live. A key aim of the course is to encourage students to question the meaning generated by language particularly by exploring how meaning is shaped by the writer's or producer's choices and the wider context.

Because IB expects teachers to utilize their individual expertise and to address students' interests as well as locally and globally relevant material, each class may vary to some degree; however, there is consistency in the skills taught and tasks assessed. The assessments include both written and oral tasks in both timed sessions and prolonged revision periods, with the two exam essays at the end of course counting for half of the IB score in this course. Some assessments require significant student independence with little input from the teacher.

The essential skills in this course are the same at both the SL and HL. However, the HL students will read additional texts, will complete additional and sometimes different assessments, and will be held to a higher standard on some of the assessments.

IB English Language and Literature SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: Completion of English 10.

English Language and Literature SL is a two-year course designed for students interested in exploring both literary and non-literary texts. The course focuses on studying a broad range of texts with the students actively engaging with the language and culture to explore how humans see and understand the world in which we live. A key aim of the course is to encourage students to question the meaning generated by language particularly by exploring how meaning is shaped by the writer's or producer's choices and the wider context.

Because IB expects teachers to utilize their individual expertise and to address students' interests as well as locally and globally relevant material, each class may vary to some degree; however, there is consistency in the skills taught and tasks assessed. The assessments include both written and oral tasks in both timed sessions and prolonged revision periods, with the two exam essays at the end of course counting for half of the IB score in

this course. Some assessments require significant student independence with little input from the teacher.

IB English A Literature HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B or higher in previous English course or teacher recommendation.

English Literature HL is a two-year course that aims to strengthen students' speaking and writing skills through the study of great literature. Students are exposed to a variety of genres, from a range of cultures and historical time periods. Diverse texts both originally produced in English and texts in translation are studied.

This is largely a discussion-based course where students are expected to actively engage in close reading and literary discourse in preparation for university studies. The essential skills taught in HL are the same as those taught in SL; however, HL students are required to work at a faster pace, study an additional three texts, and adhere to more rigorous assessment standards.

Students are expected to sit the IB examination at the end of the 2-year course of study.

IB English A Literature SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: Completion of English 10.

English Literature SL is a two-year literature course that aims to strengthen students' speaking and writing skills through the study of great literature. Students are exposed to a variety of genres, from a range of cultures and historical time periods. Diverse texts both originally produced in English and texts in translation are studied.

This is largely a discussion-based course where students are expected to actively engage in close reading and literary discourse in preparation for university studies.

Students are expected to sit the IB examination at the end of the two-year course of study.

Writer's Lab

Length and Credit: 1 year (1.0 credit)

Grade: 9

Prerequisite: Teacher recommendation.

Writer's Lab is an elective course to supplement Grade 9 English. The course focuses on improving students' writing skills.

Students will have the opportunity to explore different styles of writing to identify the key traits of effective writing. Students will practice writing for a variety of purposes and audiences to develop a strong authentic voice. Specific attention will be given to vocabulary

building, grammatical structures and the writing process in each unit.

Any student may select to take this course. Alternatively, students may be recommended for the course by a MS teacher or counselor.

Journalism

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: None.

The journalism course is an elective designed to introduce HS students to the principles of ethical, effective journalistic practices in producing news, feature, and opinion material. In the first semester, students will focus on the fundamentals of journalistic production; the history and development of mass media; journalistic news values and principles; and guidelines for creating authentic news, feature, and opinion material. They will conduct interviews and other news-gathering searches, organize investigated material and produce authentic journalistic pieces for local 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
- Critical analysis of journalistic productions

During second semester students will produce more complex, collaborative journalistic products, working in teams to create multimodal, or multimedia, journalistic projects. Students will explore news broadcasting and video-reporting as well as documentary making.

Assessments may include the following:

- An investigative series of news and/or feature-related content
- Preparation, delivery and post-production editing of audio and/or video podcasts
- Edited video reports of documentary news

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.

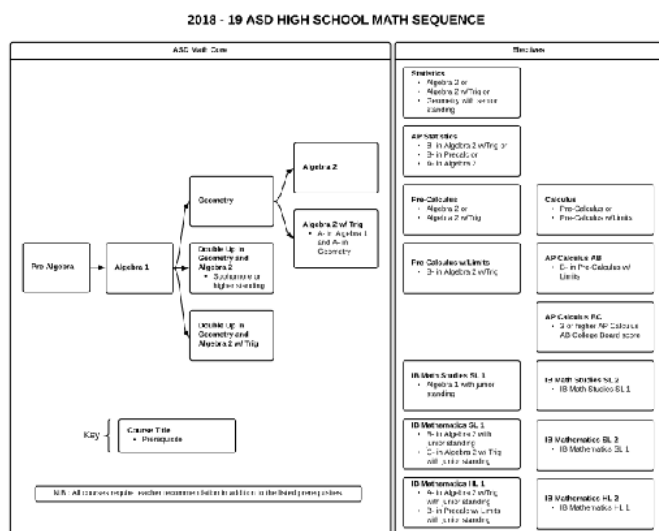
We emphasize the conceptual connections of Mathematics rather than simple memorization of rules and formulas. We believe that success is a key to developing a lifelong love of learning in Mathematics and we strive every day to build confidence in the abilities of our students.

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. A calculator from the **TI-84 FAMILY is recommended for all math courses at ASD.**

Click [HERE](#) to see the Course Sequence Chart for Math.



Algebra I A/B

Length and Credit: 1 year (1.0 credit)

Grade: Recommendation from the current Math teacher.

Algebra 1 A/B is a first year, 1-credit algebra course in which students will learn to reason symbolically. The key content involves writing, solving, and graphing linear equations, including systems of two linear equations in two unknowns.

Concepts of the course include:

- Writing variable equations and inequalities
- Linear and nonlinear functions
- Exponents and powers

- Quadratic relationships
- Polynomials
- Linear and quadratic systems
- Factoring, radicals
- Solving equations
- Statistics
- Algebraic modeling.

There will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically to solve complex problems. Algebraic skills are applied in a wide variety of problem-solving situations. Algebra I A/B students receive additional classroom instructional time.

Algebra I

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 11

Prerequisite: None

The Algebra I 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 and quadratic systems
- Factoring
- Radicals
- Solving equations
- Statistics
- Algebraic modeling

There will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically to solve complex problems. **A calculator from the TI-84 family is required.**

Geometry

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: Successful Completion of Algebra I.

The Geometry course will have an active approach that will provide students many opportunities to apply geometric concepts to mathematical and real life situations. Students will be engaged 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.

A calculator from the TI-84 family is required.

Algebra II

Length and Credit: 1 year (1.0 credit)

Grade: 10 - 12

Prerequisite: Successful completion of Algebra 1 and 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 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
- Expressions, equations and symbols
- Linear functions, graphs and systems
- Quadratic equations, parabolas and polynomials
- Powers and roots
- Rational expressions
- Exponents
- Logarithms

Students will generalize results by working with parameters, with a particular intent to foreshadow the concepts that will be revisited and mastered in Precalculus and Calculus.

A calculator from the TI-84 family is required.

Algebra II with Trigonometry

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: A- in Geometry and A- in Algebra I or A- in Algebra I and 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 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.

This course is highly recommended for students that are continuing to Precalculus with Limits, IB Math HL1 or IB Math SL1.

A calculator from the TI-84 family is required.

Algebra II with Trigonometry (Adaptive Learning and Knowledge Space)

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: A- in Geometry and A- in Algebra I or A- in Algebra I and co-enrollment in Geometry.

The Algebra II with Trigonometry course shares a scope and sequence with the above-described Algebra II with Trigonometry course. The teachers of this course engage students in various forms of instructional activities and content delivery as they would in other math offerings. What sets this course apart from others is that students work with a Web-based, artificially intelligent assessment and learning system (ALEKS) that includes online homework management and formative assessment features. As a result, students enrolled in this course have the opportunity to access their learning in an individualized and highly-differentiated manner.

Unique to this course is the potential to learn at one's own pace within the confines of the semester system and to access enrichment material.

Precalculus

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: Successful completion of Algebra II or Algebra II with Trigonometry.

The primary objectives of Precalculus 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 complex number solutions, conic sections and discrete mathematics.

A calculator from the TI-84 family is required.

Precalculus with Limits

Length and Credit: 1 year (1.0 credit)

Grade: 10 - 12

Prerequisite: B- in Algebra II with Trigonometry.

The objective of Precalculus with Limits is to connect the fundamental concepts of Algebra, Trigonometry and Analytic Geometry. It is a challenging fast-paced course intended for serious students who enjoy pure Mathematics.

There will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically. This foreshadows the important "Rule of Four" methodology used in AP Calculus.

Students will be expected to transform and model a wide variety of functions. The characteristics and graphs of functional relationships such as polynomial, power, rational, exponential, and logarithmic will be discussed and modeled in great depth. Trigonometric and inverse trigonometric functions, their graphs and characteristics are investigated at great length. All functions will be taught with a strong emphasis on limits.

Conic sections, vectors, complex numbers, sequences and series, statistics and probability are also introduced in the course. All of these expectations and concepts are done without the aid of a calculator first and then reinforced later with computer and calculator aids.

A calculator from the TI-84 family is required.

Calculus

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: Successful completion of Precalculus or Precalculus with Limits.

The primary academic goal of Calculus 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:

1. Limits and continuity of a wide variety of functions.
2. Differential Calculus and its many applications.
3. 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.

TI-84 graphing calculator is required for this class.

AP Calculus AB

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: B- in Precalculus with Limits.

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.

A calculator from the TI-84 family is required.

AP Calculus BC

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: A score of a 3.0 or higher from the official Collegeboard exam in AP Calculus AB.

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.

A calculator from the TI-84 family is required.

Statistics

Length and Credit: 1 year (1.0 credit)

Grade: 10 - 12

Prerequisite: Successful Completion of Algebra II or Algebra II with Trigonometry.

The purpose of Statistics 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, projects, cooperative group problem solving and writing, as a part of concept-oriented instruction and assessment. In addition to statistical analysis, students will complete a unit of financial concepts: Basic banking, credit card usage, car loan process, and student loans.

A calculator from the TI-84 family is required.

AP Statistics

Length and Credit: 1 year (1.0 credit)

Grade: 10 - 12

Prerequisite: B- in Algebra II with Trigonometry or B- in Precalculus or A- in Algebra II .

The purpose of AP Statistics 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, projects, 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 HSI. For students who would otherwise take no math course in Grade 12, AP Statistics allows them to continue to develop their quantitative skills.

IB Mathematical Studies SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: Enrolled in IB Diploma Program or B- or higher in both Geometry and Algebra I.

IB Mathematical Studies SL is a two-year course designed for students whose primary interests lie outside Mathematics and the Physical Sciences. Core topics include functions, approximations, algorithms, sequences and series, sets, logic, applications involving compound interest, introduction to probability, statistics, trigonometry, two and three dimensional geometry, differential calculus, and applications to finance.

In year two, the students will complete a mathematics related project and, at the end of year 2, take the external IB examination.

A calculator from the TI-84 family is required.

IB Mathematics HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: A- in Algebra II with Trigonometry or B- in Precalculus with Limits.

IB Mathematics HL is a two-year course for highly motivated students seeking a challenging Mathematics course. Topics covered in this course are extended and additional topics such as complex numbers, combinations and permutations, mathematical induction, and advanced statistics and probability are included.

Only students who are willing to put in a level of effort commensurate with a HL Math should consider taking this course.

A calculator from the TI-84 family is required.

IB Mathematics SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B- in Algebra II or C- in Algebra II with Trigonometry.

IB Mathematics SL is a two-year course designed for students with a sound background in Mathematics. The course aims to prepare students for the IB Mathematics SL external exam at the end of year 2. The course offers an in-depth review and extension of algebraic and geometric concepts.

Core topics covered include linear, quadratic and higher order functions, sequences and series, logarithms and exponential functions, trigonometry, differential and basic integral calculus, two and three dimensional vectors, probability, probability distributions and statistics.

IB Diploma candidates will be required to complete a mathematical exploration as part of the IB internal

assessment.

A calculator from the TI-84 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 must complete one physical and one biological science by the end of Grade 10.

Click [HERE](#) to see the Course Sequence Chart for Science.

ASD Science Flowchart 2018-19

Grade 9	Biology	Chemistry ^a	Physics ^a	
Grade 10	Biology or AP Biology ^b (only for school year 2018-19)	Chemistry ^a or AP Chemistry ^{**}	Physics ^a or AP Physics 1 ^h	
Grade 11	Biology or AP Biology [*] or IB Biology SL1 or IB Biology HL1	Chemistry ^a or AP Chemistry ^{**} or IB Chemistry HL1 or IB Chemistry SL1	Physics ^a or AP Physics 1 ^h or AP Physics 2 ^{***} or IB Physics HL1 or IB Physics SL1	Environmental Science
Grade 12	Biology or AP Biology [*] or IB Biology SL2 or IB Biology HL2	Chemistry ^a or AP Chemistry ^{**} or IB Chemistry HL2 or IB Chemistry SL2	Physics ^a or AP Physics 1 ^h or AP Physics 2 ^{***} or IB Physics HL2 or IB Physics SL2	Environmental Science or AP Environmental Science [®]

Biology

Length and Credit: 1 year (1.0 credit)

Grade 9 - 12

Prerequisite: None

Biology is a course that builds a strong and memorable understanding of advanced biological concepts in the areas of biochemistry, cellular biology, biotechnology, theoretical and human genetics, and evolution.

Students will explore these topics using the Next Generation Science Standards (NGSS) which include cross-cutting science concepts, science and engineering practices as well as biology content standards.

Students will learn through a variety of activities such as inquiry, laboratory investigations, discussions, and projects with an emphasis on content attainment and integration, critical thinking, data analysis, and communication skills.

Chemistry

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: Completion of Geometry and enrollment in Algebra II or concurrent enrollment in Geometry and Algebra II.

Chemistry 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.

Chemistry is a course that builds on concepts in the areas of structure and properties of matter, chemical reactions, forces and interactions, energy, and waves and electromagnetic radiation.

Significant instructional time will be devoted to hands-on work and investigations leading to project based assessments. Students will explore topics using the NGSS which include Cross-cutting Science Concepts, Science and Engineering Practices as well as Chemistry Content Standards.

Students engage by inquiry using the Science Practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.

Physics

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: Completion of Algebra I.

This foundational Physics course will introduce students to basic concepts in mechanics, electricity, waves, and optics. Students will explore these topics using the NGSS which include Cross-cutting Science Concepts, Science and Engineering Practices as well as Physics Content Standards.

Students engage by inquiry using the Science Practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. Significant instructional time will be devoted to hands-on work and investigations leading to project based assessments.

This course is designed to prepare students for future science-related courses.

Environmental Science

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: Two Science Credits. This course is not open to those students who are intending to take AP Environmental Science.

Environmental Science is a year-long course designed to show thematic connections between a variety of science disciplines including Biology, Chemistry, and Physics.

The major purpose of this course is to develop student understanding of the relationships among biotic and abiotic environmental factors. The major emphasis of the course is investigation and applications through design activities including projects in the Greenhouse and school 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 crosscutting concepts.

AP Physics 1

Length and Credit: 1 year (1.0 credit)

Grade: 10 - 12

Prerequisite: B or higher in current Science course, completion of Geometry, completion of or concurrent enrollment in Algebra II, or recommendation from current Science teacher.

Students will explore the principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple electric circuits.

The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Problem solving, communication and reasoning skills, active participation, and critical thinking are emphasized.

Approximately 25 percent of the instructional 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. AP Physics 1 is intended to be equivalent of the first semester of an algebra-based introductory college course.

Students are expected to take the AP Physics 1 exam after completing the course.

AP Physics 2

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: B or higher in AP Physics I or a comparable introductory course, completion of or concurrent enrollment in Precalculus or an equivalent course, or recommendation from AP Physics teacher.

Students will explore the topics of fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way

of thinking about the physical world. Problem solving, communication and reasoning skills, active participation, and critical thinking are emphasized.

Approximately 25 percent of the instructional 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. AP Physics 2 is intended to be equivalent of the second semester of an algebra-based introductory college course.

Students are expected to take the AP Physics 2 exam after completing the course.

AP Biology

Length and Credit: 1 year (1.0 credit)

Grade: 10 - 12

Prerequisite: Completion of or concurrent enrollment in Chemistry, A- or higher in Biology (molecular preferred), or AP Biology teacher recommendation.

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 Honors 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.

Students are required to take the AP Biology Exam at the end of the course. In the 2019-2020 Program of Study, the prerequisites for AP Biology will change to: A- or higher in Biology, A- or higher in Chemistry, and AP Biology teacher recommendation and the course will only be open to Grade 11 and 12 students.

AP Chemistry

Length and Credit: 1 year (1.0 credit)

Grade: 10 - 12

Prerequisite: B or higher in Chemistry, successful completion of Algebra II or recommendation of AP Chemistry teacher.

AP Chemistry is equivalent to a first year university chemistry course. Students should expect a fast-paced, rigorous course, with emphasis on critical thinking skills. Lab work involves a good deal of problem solving and inquiry, with numerous opportunities to extend lab skills in both quantitative and qualitative analyses.

Students are required to take the AP Chemistry Exam at the end of the course.

AP Environmental Science

Length and Credit: 1 year (1.0 credit)

Grade: 12

Prerequisite: B or higher in previous Science course, and AP Environmental Science teacher recommendation. This course is not open to those students who have taken Environmental Science.

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.

Students are required to take the AP exam upon completion of the course.

IB Biology HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B+ or higher in previous science course and teacher recommendation for Year 1.

Biology HL is the study of living organisms. In the Biology course, students study life at both the micro and macro level. Students will explore topics such as molecular biology, cells, photosynthesis, cellular respiration, genetics, evolution, ecology, and human physiology.

In this course, students will have the opportunity to formulate critical questions and transform these questions into testable hypotheses. They will also learn how to statistically analyze data to allow them to reach valid conclusions from experimental data. In year one, the emphasis is placed on obtaining the skills necessary to complete the IB internal assessment. In year 2, students will work on an independent experimental study that will serve as their IB internal assessment for the course.

HL Biology covers topics at a greater depth and breadth than the SL course. The course is suited for students interested in a two-year commitment to a biology course in preparation for any science-related college major or career. Students are required to hand-in an internal assessment (10-hour lab) worth 20 percent and take the IB exams at the completion of Year 2 worth 80 percent of their IB grade.

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

IB Biology SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: None

Biology is the study of living organisms. In the Biology SL course, students study life at both the micro and macro levels. Students will explore topics such as molecular

biology, cells, photosynthesis, cellular respiration, genetics, evolution, ecology, and human physiology.

In this course, students will have the opportunity to formulate critical questions and transform these questions into testable hypotheses. They will also learn how to statistically analyze data to allow them to reach valid conclusions from experimental data. In year one, the emphasis is placed on obtaining the skills necessary to complete the IB internal assessment. In year 2, students will work on an independent experimental study that will serve as their IB internal assessment for the course.

SL Biology is equivalent to an introductory biology course. The course is suited for students interested in a two-year commitment to a biology course in preparation for university as a non-science major. Students are required to hand-in an internal assessment (10-hour lab) worth 20 percent and take the IB exams at the completion of Year 2 worth 80 percent of their IB grade.

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

IB Chemistry HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B or higher in previous Science course, concurrent placement in Math SL or higher or equivalent.

Completion of Geometry and recommendation of current Science teacher.

Chemistry HL is a two-year course satisfying the requirements for an IB diploma. The IB 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, energetic, kinetics and equilibrium. In Year Two, the curriculum will focus on acids and bases, oxidation and reduction, organic chemistry and one option. The option typically studied is human biochemistry. Laboratory skills, problem solving, communication skills, active participation and critical thinking are emphasized.

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. Students are required to hand-in an internal assessment (10-hour lab) worth 20 percent and take the IB exams at the completion of Year Two worth 80 percent of their IB grade.

IB Chemistry SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: Completion of Geometry, concurrent placement in Math Studies, Algebra II, or higher.

Chemistry SL1 is the first half of a two-year sequence of courses satisfying the requirements for an IB diploma. The IB 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, energetic, kinetics, equilibrium and acids and bases. Laboratory skills, problem solving, communication skills, active participation and critical thinking are emphasized. The course is suited for students interested in a two-year commitment to a chemistry course.

Chemistry SL2 is the second half of a two-year sequence of courses satisfying the requirements for an IB diploma. In Year Two, the curriculum will focus on acids and bases, oxidation and reduction, organic chemistry and one option. The option typically studied is human biochemistry. Students are required to take the IB exam at the completion of Year 2. Students are required to hand-in an internal assessment (10-hour lab) worth 20 percent and take the IB exams at the completion of Year Two worth 80 percent of their IB grade.

IB Physics HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B or higher in previous Science course and recommendation of current Science teacher. Concurrent placement in SL/HL Math or its equivalent.

This course is intended to develop student’s understanding and application of the concepts and skills of fundamental physics. The focus is on the major principles of mechanics, gravitation, motion in fields, oscillations and waves, wave phenomena, and electromagnetic waves, light, and optics. Laboratory and measurement skills, problem solving, communication skills, and active participation are emphasized. A high level of algebraic and vector analysis is incorporated into the problem solving process.

This course is suited for students who have an interest in a non-calculus based physics course in preparation for an applied science or engineering related college major or career. Problem solving, communication and 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 Year 2 course is the second half of a two-year sequence of courses satisfying the requirements for an IB Diploma and only available to students who have successfully completed Year 1. Students are required to hand-in an internal assessment (10-hour lab) worth 20 percent and take the IB exams at the completion of Year 2 worth 80 percent of their IB grade.

IB Physics SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: Completion of Geometry, concurrent placement in Math Studies, Algebra II, or higher.

Physics SL1 is the first half of a two-year sequence of courses satisfying the requirements for an IB diploma. The IB course syllabus describes physics as being the most fundamental of the experimental sciences and students will explore the principles of Newtonian mechanics; work, energy, and power; mechanical waves and vibrations; thermal physics; and simple electric circuits. Problem solving, communication and 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. This course is suited for students who have an interest in algebra-based physics in preparation for a general science related college major or career.

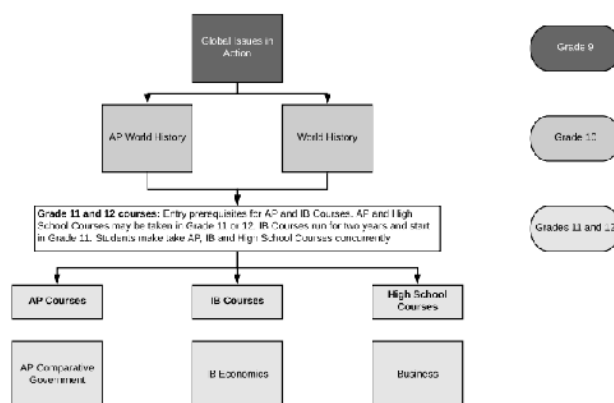
Physics SL2 is the second half of a two-year sequence of courses satisfying the requirements for an IB diploma. Students will explore the principles of electric and magnetic fields and force; atomic and nuclear physics; energy, power, and climate change; wave behavior; and electromagnetic waves. Students are required to hand-in an internal assessment (10-hour lab) worth 20 percent and take the IB exams at the completion of Year 2 worth 80 percent of their IB grade.

Social Studies Department

The Social Studies department at ASD believes that courses should be taught with an emphasis on critical thinking, integration, striving for understanding, and undertaking positive community actions. Social Studies will be taught as an integrated subject in the scope and sequence of the discipline.

Students are encouraged to play an active role in their study of social sciences. A variety of assessments will be used to demonstrate proficiency, including self-assessment, projects, presentations, and research papers, in addition to tests and homework.

Click [HERE](#) to see the course Sequence Chart for Social Studies.



Global Issues In Action

Length and 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, migrants, rights of citizens, sustainability, and future development.

The topics will be analyzed using skills from four core disciplines of social studies:

- Civics
- Geography
- History
- Economics

The course will culminate in a personal exploration and investigation of a global issue based on one of the UN's Sustainable Development Goals.

World History

Length and Credit: 1 year (1.0 credit)

Grade: 10

Prerequisite: None

World History is a survey course that focuses on key thematic ideas such as education, trade, law and justice and concepts including causality, change and continuity, that combine to build a foundation for understanding the development of human societies across different cultures and civilizations in global societies.

The interaction among world cultures, the linking of the past and present, along with ideas and concepts that link the classical and the modern world will be developed. Students will gain an understanding of broad historical trends, focusing on interactions of cultures, and the social, political, religious, intellectual, technological, and economic ties that bind them together.

AP World History

Length and Credit: 1 year (1.0 credit)

Grade: 10 - 12

Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation.

This course is designed as an introductory college level survey of World History covering the past 10,000 years of human development. Students will utilize a college level textbook, work with primary source documents, learn to write essays 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 the highly self-motivated students, desiring 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 and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: None

U.S. History is the survey of the United States from its colonial roots in 1609 through its role as a global leader in the 21st century. Students will explore compelling questions that frame historical inquiry into themes of collision, identity and civil rights in the contexts of particular periods in U.S. History. With an eye towards the similarities and differences between these periods, continuity and change and multiple viewpoints, students will critically examine the roles played by cultural diversity, economic change, geographic variety, political dynamics and historiography in the history of the United States.

The intent of the course is to encourage students to ask compelling questions and to equip them with the tools to answer them. Emphasis is placed on the development inquiry, research skills, document analysis, critical thinking, and evidence based argumentation.

AP United States History

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation.

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 an 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 require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

AP United States Government and Politics

Length and Credit: 1 year (1.0 Credit)

Grade: 11 and 12

Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation.

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 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 compare 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.

AP Comparative Government and Politics

Length and Credit: 1 year (1.0 Credit)

Grade: 11 and 12

Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation.

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. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

Students successfully completing this course will be able to compare and contrast political concepts, themes, and generalizations; as well as being able to describe and explain typical patterns of political processes and behaviors and their consequences; and compare and contrast political institutions and processes across countries to derive generalizations; and analyze and interpret basic data relevant to comparative government and politics.

IB History HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B+ or higher in current Social Studies course or current Social Studies teacher recommendation.

IB History HL is two-year course designed to instill an understanding of world history and an appreciation of how this subject can only be fully understood when viewed through a global context. By exploring multiple events connected by common themes, students will gain an understanding of how humans have created a variety of solutions to universal problems.

The course stresses the importance of factual knowledge as well as historical skills, including those of critical thinking and the evaluation of multiple historical perspectives. The course culminates in the IB exam, which all students are expected to complete.

The topics covered are:

- Civil Rights in the USA
- Apartheid South Africa
- Authoritarian States
- The Cold War
- Regional study on the Middle East in 20th century

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).

Due to similarities in course content, students will not be able to enroll in IB History HL and Middle Eastern Studies concurrently.

IB History SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: None

IB History SL is two-year course designed to instill an understanding of world history and an appreciation of how this subject can only be fully understood when viewed through a global context. By exploring multiple events connected by common themes, students will gain an understanding of how humans have created a variety of solutions to universal problems.

The course stresses the importance of factual knowledge as well as historical skills, including those of critical thinking and the evaluation of multiple historical perspectives. The course culminates in the IB exam, which all students are expected to complete.

The topics covered are:

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

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).

IB Economics HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B+ or higher in current Social Studies course and C- in Algebra 2 with Trigonometry or B- in Algebra 2 and current Social Studies teacher recommendation.

This course spends two years covering the syllabus of IB Economics. IB Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation.

Although economics involves the formulation of theory, it is not a purely theoretical subject, economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context.

The IB SL Economics course is divided into four topic areas:

- Macroeconomics
- Microeconomics
- International Trade
- Development

Students will be required to produce an internal assessment portfolio. The expectation is that students will complete the two-year course culminating with an external examination in May of their senior year.

During year 1, students will focus primarily on Macro and Microeconomics. During year 2 students will have the opportunity to apply the facts, data, and information learned in Micro and Macro to the final two topics, International Trade and Development.

In addition to diving into the theory of the four topics above HL students will display their understanding of the concepts in these areas mathematically and will also tackle an advanced Microeconomic unit, the Theory of the Firm.

IB Economics SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: None

This course spends two years covering the syllabus of IB Economics. IB Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation.

Although economics involves the formulation of theory, it is not a purely theoretical subject, economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context.

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- International Trade
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Students will be required to produce an internal assessment portfolio. The expectation is that students will complete the two-year course culminating with an external examination in May of their senior year.

During year 1, students will focus primarily on Macro and Microeconomics. During year 2 students will have the opportunity to apply the facts, data, and information learned in Micro and Macro to the final two topics, International Trade and Development.

IB Psychology HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation.

IB Psychology HL is a 2-year survey of the variety of perspectives that contribute to the study of human behavior. This course, in the first year, focuses on the Biological, Cognitive, and Sociocultural levels of analysis. Topics within each level of analysis will include, but are not limited to, principles that define the level of analysis, influence of environment on psychological and physiological processes, and methodological and ethical considerations in research.

The intent of the course in the first year is to critically examine concepts and key studies within each level of analysis, and to build skills for evaluating quantitative and qualitative research.

Students will complete a simple experiment (the IA) of their own design, practicing collection and analysis of data. This experiment will include a literature review and the use of inferential statistics at the analysis stage.

Students will use the core curriculum to explore specialty areas of psychology, Abnormal Behavior, Human Relationships, Developmental Psychology or Health Psychology. HL students will explore two of these options using a problem based learning approach. HL students will complete an in-depth study of qualitative research methodology. Emphasis in IB Psychology is placed on the development of focused and precise analytical writing skills, application skills, and critical reasoning.

IB Psychology SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: None

IB Psychology SL is a 2-year survey of the variety of perspectives that contribute to the study of human behavior. This course, in the first year, focuses on the Biological, Cognitive, and Sociocultural levels of analysis.

Topics within each level of analysis will include, but are not limited to, principles that define the level of analysis, influence of environment on psychological and

physiological processes, and methodological and ethical considerations in research.

The intent of the course in the first year is to critically examine concepts and key studies within each level of analysis, and to build skills for evaluating quantitative and qualitative research.

Students will complete a simple experiment (the IA) of their own design, practicing collection and analysis of data. Students will use the core curriculum to explore specialty areas of psychology, choosing from Abnormal Behavior, Human Relationships, Developmental Psychology or Health Psychology.

SL students will explore one of these options using a problem based learning approach. Emphasis in IB Psychology is placed on the development of focused and precise analytical writing skills, application skills, and critical reasoning.

IB Global Politics HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: B or higher in current Social Studies course or current Social Studies teacher recommendation.

IB Global Politics HL is a 2-year survey course that draws on a variety of disciplines in the social sciences and humanities around the central unifying theme of “people, power and politics”. The course will help students understand abstract political concepts by grounding them in real world examples and case studies. The course will explore fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts.

Students will develop an understanding of the local, national, international and global dimensions of political activity and processes.

Over the course of the two years, students will immerse themselves in the core key concepts and case studies centered around the four core themes of Power, Sovereignty and International Relations, Human Rights, Development and Peace and Conflict. Students will undertake an engagement activity (Internal Assessment) through which they study a political issue of their choice, combining the field work with theoretical perspectives from research.

Emphasis in IB Global Politics is placed on the development of focused and precise analytical writing skills, critical reasoning and the use and application of appropriate skills. HL students will examine two contemporary global political challenges, Environment, Poverty, Health, Identity, Borders, and Security, through a case studies approach.

IB Global Politics SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisite: None

IB Global Politics SL is a 2-year survey course that draws on a variety of disciplines in the social sciences and humanities around the central unifying theme of “people, power and politics”. The course will help students understand abstract political concepts by grounding them in real world examples and case studies. The course will explore fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts.

Students will develop an understanding of the local, national, international and global dimensions of political activity and processes.

Over the course of the two years, students will immerse themselves in the core key concepts and case studies centered around the four core themes of Power, Sovereignty and International Relations, Human Rights, Development and Peace and Conflict. Students will undertake an engagement activity through which they study a political issue of their choice, combining the field work with theoretical perspectives from research.

Emphasis in IB Global Politics is placed on the development of focused and precise analytical writing skills, critical reasoning and the use and application of appropriate skills.

Middle Eastern Studies

Length and Credit: 1 year (1 credit)

Grade: 11 and 12

Prerequisite: None

The Middle Eastern Studies course will investigate the social, economic and political realities of today’s Middle East through primary and secondary source analyses, film clips, and personal interviews. 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 One 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 engaging regularly in substantive text-based discussions, presentations and essay compositions.

Due to similarities in course content, students will not be able to enroll in IB History HL and Middle Eastern Studies concurrently.

Business

Length and Credit: 1 year (1 credit)

Grade: 11 and 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 a vocabulary and framework to discuss business opportunities. Students will look at the 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.

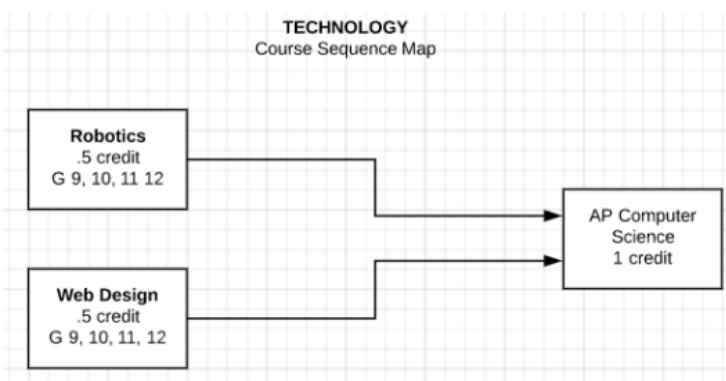
This course is a rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It examines how business decisions are made and how these decisions make an impact on internal and external environments.

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 in the workplace.

Click [HERE](#) to see the Course Sequence Chart for Technology.



Web Design

Length and Credit: 1 semester (0.5 credit)

Grade: 9 - 12

Prerequisite: None

Web Design is an introduction to web site design and development. In this course students will investigate various facets of web design.

Students will explore the design process and develop web sites written in a combination of HTML 5, CSS 3 (cascading style sheets), JavaScript, jQuery, and other

web development tools as determined by the instructor based upon the prior knowledge and skills students bring to the course. Opportunities for personal exploration are available and encouraged so that students may learn to develop increasingly sophisticated websites that suit their purposes.

Robotics

Length and Credit: 1 semester (0.5 credit)

Grade: 9 - 12

Prerequisite: None

In the Computer Science course, students build and control robots using LEGO® robotics equipment and NXC programming software.

Students develop familiarity with foundational concepts in computer programming, such as algorithms, sequential control flow, and the use of Boolean operators, as they learn to program and control their robots. By working individually and together to build and program robots students gain a foundation in problem solving that will be increasingly important in the highly technical 21st century.

AP Computer Science A

Length and Credit: 1 years (1.0 credit)

Grade: 10 - 12

Prerequisites: Successful completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design with a grade of B or better, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD.

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. This 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.

All AP Computer Science students are required to take the AP Computer Science external exam at the end of the school year.

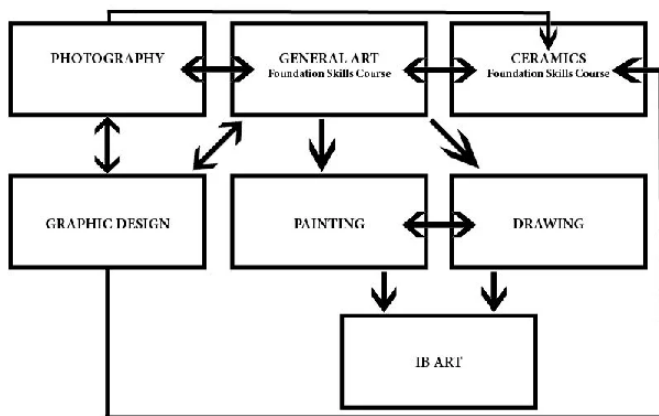
Visual and Performing Arts Department

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 see the Course Sequence Charts for Visual Arts.

High School Art Pathways



General Art

Length and Credit: 1 semester (0.5 credit)

Grade: 9 - 12

Prerequisite: None

General Art is a course that encompasses a broad spectrum of artistic experiences and information. There are no prerequisites to enter this class; however, General Art is a prerequisite for both Painting and Drawing classes.

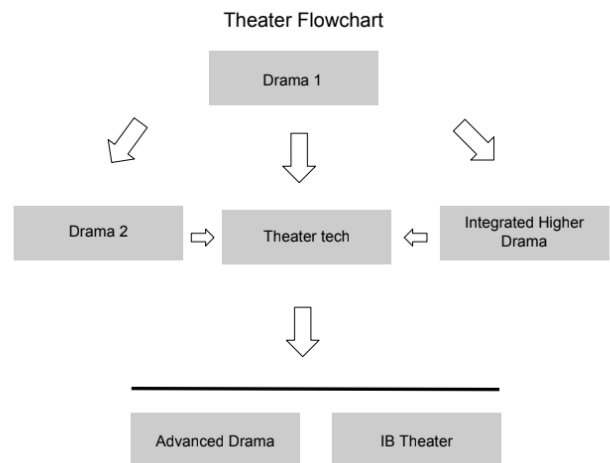
The General Art class focuses on developing an understanding and appreciation of the many forms and techniques used to develop art. The class is primarily project-based; however, there will be times when students are responsible for research and written elements within the assignments.

Projects include both 2-D and 3-D assignments and will cover a wide range of media, which may include pencil, paint, metal, printmaking, paper mache, colored pencils, charcoal, etc.

This basic HS studio art course may be taken for one additional semester at a higher level.

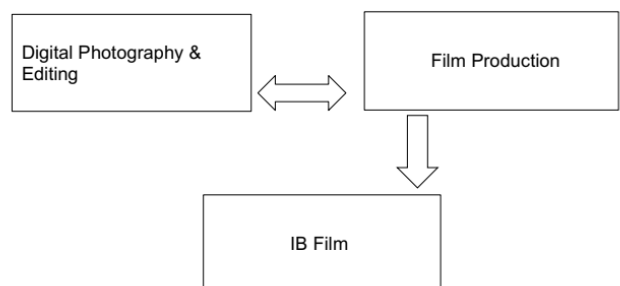
A sketchbook is required.

Click [HERE](#) to see the Course Sequence Charts for Theater.



Click [HERE](#) to see the Course Sequence Charts for Film.

IB Film Flowchart



Ceramics

Length and Credit: 1 semester (0.5 credit)

Grade: 9 - 12

Prerequisite: None

The Ceramics course will explore numerous techniques used in Clay Art both functional and sculptural. The work may include coiling, slab construction, pinching/forming/modeling processes, tile work, and molded pieces.

Surface design, texture and form will be stressed through various themes open to personal interpretation. Fired works shall be completed with paints, stains and ceramic glazes.

Students participate in art displays throughout the school year. This course may be taken one additional semester at a higher level.

A sketchbook is required.

Drawing

Length and Credit: 1 semester (0.5 credit)

Grade: 9 - 12

Prerequisite: 1 semester General Art or Ceramics.

Drawing is a one-semester course designed to strengthen and refine the drawing skills of each student. Assignments will be 2-dimensional in nature with a strong focus on development of the hand-eye coordination that is necessary to do fine detailed drawings.

Development of skill will be strongly pushed during the beginning of the semester and focus will gradually become more creative in nature as students learn to expand from realism into the imaginary with their creations. Students will learn how to create realistic drawings that appear 3-dimensional by developing a deep understanding of light and shadow and the parts they play in composition.

The course will incorporate the use of pencil, charcoal, colored pencil, ink and other 2-dimensional tools to more strongly develop student skill levels and increase the range of their portfolio.

Prior to taking the Drawing course, students must have completed at least one semester of either General Art or Ceramics. Drawing may be taken a second semester at a higher level.

Sketchbook is required.

Painting

Length and Credit: 1 semester (0.5 credit)

Grade: 10 - 12

Prerequisite: One semester of General Art or Ceramics.

Painting is a one-semester course designed to introduce the art of painting in many of its different aspects. Beginning with simple ideas and concepts, the class will lay a foundation for student development in several different media including watercolor, colored pencil, ink, acrylic and some tempera.

One semester of either General Art or Ceramics is required prior to taking Painting. It is also preferable for students to take a semester of Drawing prior to taking Painting so that students feel comfortable with the elements of art that were introduced and taught in Drawing. In Painting, these same drawing skills will be used in liquid based media and expanded from paper into both canvas and mixed media pieces.

Students will be encouraged to bring depth and emotion to their work, using it to express their inner feelings. Students will learn how to incorporate different media, textures and techniques to create finished works of art. Painting may be repeated once at a higher level for credit.

Sketchbook is required.

IB Art SL/HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisites: One full year of HS Art in Grades 9 or 10 and recommendation from IB Art teacher. Please note: When meeting with IB Art Teacher, you will need to show 3 - 5 artworks or a recent sketchbook.

Year 1 IB Art consists of open-ended design problems in

various media that strengthen and refine the processes of idea development and divergent thinking, creating works of breadth with a variety of techniques. Artworks are based on personal experiences, cultural, social and historical themes.

Year 2 IB Art becomes very personalized as the student develops a series of in-depth works that focus on a single concept toward which they feel passionately.

The two-year program culminates with an internally and externally examined IB Art Exhibition (40%), a Process Portfolio/Visual Journal (40%) and a Comparative Study (20%). After the Exam Exhibition, IB Year 2 students work on a "Legacy Artwork" that will become part of the ASD permanent collection.

SL students are required fewer hours outside of class, may work on a smaller scale, and are assessed on three less artworks than HL. The Comparative Study for HL requires 3 - 5 additional slides along with an artwork that is inspired from that research.

Graphic Design

Length and Credit: 1 semester (0.5 credit)

Grade: 9 - 12

Prerequisite: None

Graphic Design is an introduction to graphic design. Through the study of the elements and principles of art, students gain an understanding of how to conceptualize and create effective design.

Adobe Illustrator, Photoshop and InDesign will all be employed toward a wide variety of projects and assignments. Students will have opportunities to gain authentic design experience by completing a number of design tasks for members of the school community.

Past community projects have included posters, t-shirts, logos and brochure and pamphlet design. Throughout the semester, students are expected to create a wide variety of designs for a number of purposes, with each project demonstrating an increased level of sophistication.

Digital Photography and Editing

Length and Credit: 1 semester (0.5 credit)

Grade: 9 - 12

Prerequisite: None

Digital Photography and Editing 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.

Film Production

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 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.

IB Film HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisites: Film Production or teacher approval.

The IB 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 IB 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.

At HL, the course is composed of four distinct assessment areas:

- **Exploring Film Production Roles (25%):** Students undertake a variety of filmmaking exercises in a

variety of film production roles. They acquire and develop practical skills and techniques of filmmaking.

- **Collaboratively Producing Film (35%):** 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.
- **Reading Film (20%):** 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 (20%):** Through the creation of a multimedia comparative study, students will identify and compare two films within a chosen area of film focus.

IB Film SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisites: Film Production or teacher approval.

The IB 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 IP 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.

At SL, the course is composed of three distinct assessment areas:

- **Exploring Film Production Roles (40%):** 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 (30%):** 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 (30%):** Through the creation of a multimedia comparative study, students will identify and compare two films within a chosen area of film focus.

Drama 1

Length and Credit: 1 semester (0.5 credit); 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: None

Drama 1 is an exploratory course designed to get students using their bodies and voices expressively and creatively. The course will also help students gain confidence in presenting and performing in front of others.

Students will work collaboratively with others in pair, small groups and whole class tasks. The course will include some research and reflection.

Drama 2

Length and Credit: 1 semester (0.5 credit); 1 year (1.0 credit)

Grade: 10 - 12

Prerequisite: One credit in HS drama subjects.

Drama 2 will build on the skills and knowledge gained in Drama 1 and prepare students for IB Theater. Students will extend and refine their skills in devising and performing. They will be introduced to theater history and more complex ideas and theories.

Students will also complete a series of analytical tasks encouraging them to think critically about the construction and execution of their own work and others' performance work.

Advanced Drama Year 1, 2

Length and Credit: 1 semester (0.5 credit); 1 year (1.0 credit)

Grade: 11 and 12

Prerequisites: Audition/Teacher Approval; Students may only enroll in Year 2 if they have completed Year 1.

Advanced Drama focuses on the development and extension of both acting and other theater production skills. Students in this class will perform in a play and also be involved in developing original work.

Performances will be presented to an outside audience. Stages of the production process will include planning, rehearsal, performance and analysis of the theater works performed. Major theatrical movements, works and playwrights will be studied in this course.

The course may be taken for either semester or for the entire year. The course may be repeated more than once (Grade 11 and Grade 12).

Technical Theater

Length and Credit: 1 semester (0.5 credit)

Grade: 10 - 12

Prerequisite: None

The focus of Technical Theater is on the theory and practical application of technical theater, including theater design, scenery design and construction, costumes, props, stage lighting, and sound/audio techniques.

Students will be trained in the safe operation of theater equipment, learn to analyze theater through a technical lense, and develop creative and practical designs for the stage.

IB Theatre HL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisites: Teacher approval and IB Theater 1 for the IB Theater 2 course.

The IB Theater core syllabus at HL consists of three interrelated areas: Theater in Context, Theater Processes and Presenting Theater.

Theater in Context

Students set their theater work, explorations and development within personal, theoretical, and cultural contexts. Contexts provide a lens through which perspectives, theories, and cultures can be studied.

Theater Processes

Students' acquisition of skills, techniques, understandings and processes are represented in this section. Students reflect on creating, rehearsing, directing, performing, and designing.

Presenting Theater

This represents the staging of theater as well as presentation of ideas, research and discoveries through a range of presentation modes, practical and written.

Students are expected to look at these areas from four perspectives:

- Director
- Designer
- Actor
- Spectator

Students examine play texts, create original theater, explore performance practices from around the world. Students are assessed through their in class production work, presentations, performances, projects, dialogues, and assigned work.

Students have the option to travel to London to attend a three day workshop focusing on IB Theater and to see professional theater.

External Assessment

Director's Notebook (20% HL): Students choose a published play text and develop ideas of how it could be staged. 20 pages. Sources.

Research Presentation (20%HL): Students perform a recorded oral presentation lasting 15 minutes.

Solo Theatre Piece (HL only)(35%): Students at HL research a theater theorist, create and present a solo theater piece 4 - 8 min. 3000 word report to accompany. Sources.

Internal Assessment

Collaborative Project (25%HL): Original piece of theater

lasting 13 - 15 min. Process portfolio 15 pages, video, sources.

IB Theatre SL

Length and Credit: 2 years (2.0 credits)

Grade: 11 and 12

Prerequisites: Teacher approval and IB Theater 1 for the IB Theater 2 course.

The IB Theater core syllabus at SL consists of three interrelated areas:

- Theatre in Context
- Theatre Processes
- Presenting Theatre

Theater in Context

Students set their theater work, explorations and development within personal, theoretical, and cultural contexts. Contexts provide a lens through which perspectives, theories, and cultures can be studied.

Theater Processes

Students' acquisition of skills, techniques, understandings and processes are represented in this section. Students reflect on creating, rehearsing, directing, performing, and designing.

Presenting Theater

This represents the staging of theater as well as presentation of ideas, research and discoveries through a range of presentation modes, practical and written.

Students are expected to look at these areas from four perspectives:

- Director
- Designer
- Actor
- Spectator

Students examine play texts, create original theater, explore performance practices from around the world, Students are assessed through their in class production work, presentations, performances, projects, dialogues, and assigned work.

Students have the option to travel to London to participate in TAPS, which is a three day workshop focused on the IB Theater, with opportunities to see professional theater.

External Assessments

Director's Notebook (35% SL): Students choose a published play text and develop ideas of how it could be staged. 20 pages. Sources.

Research Presentation (30% SL): Students perform a recorded oral presentation lasting 15 minutes.

Internal Assessment

Collaborative Project (35% SL): Original piece of theater lasting 13 - 15 min. Process portfolio 15 pages, video, sources.

High School Instrumental Music (HSIM)

Length and Credit: 1 semester (0.5 credi); 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: Teacher recommendation.

HS Instrumental Music is a Visual and Performing Arts elective for HS students that have not had basic experience playing an instrument that is part of the standard concert band.

Students may also take HSIM if they have had previous but limited experience learning an instrument 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.

The primary aim of HSIM is to develop musicianship and playing skills of students to a level that would enable them to eventually be part of the ASD Concert Band.

The school will attempt as best as possible to provide students with the instrument that they wish to learn to play in HSIM. Students are encouraged to personally own the instruments that they use in the class.

Students using a band instrument supplied by the school will be required to pay an annual fee of 600 QR.

Note: HSIM will not include stringed instruments or keyboard instruments such as violin, guitar or piano. Students may also study concert percussion in HSIM, however students wanting to study percussion must understand that this includes the study of xylophone and timpani.

Percussion study in HSIM will not place a large focus on the drum set.

Advanced Percussion Study (APS)

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 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.

HS students wanting to participate in APS must have prior approval from the instrumental music director.

Note: To be able to participate in APS, students must be able to demonstrate a basic ability to read and play standard rhythmic and melodic notation.

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 300 QR. Practice pads will be rented for an annual fee of 50 QR.

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 and Credit: 1 year (1.0 credit)

Grade: 9 - 12

Prerequisites: Prior instrumental experience and teacher recommendation.

HS Wind Ensemble 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 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 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 600 QR.

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 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.

Treble Choir

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: Open enrollment, but meeting with choir director required.

The Treble Choir is a female voice choir open to all female HS students who are interested in learning how to sing and develop their musicianship. Students do not need prior singing experience as the course is designed to provide students of any level skills and confidence in singing.

Students will learn music fundamentals, sight-reading, vocal health, and performance skills through vocal exercises and performance of music in many different styles.

Assessment is based on in-class performance tests, written tests, and projects. Attendance at various performances is required for credit. The Treble Choir will perform several times a year and may be combined with other choirs for performances.

Mixed Chorus

Length and Credit: 1 year (1.0 credit)

Grade: 9 - 12

Prerequisite: Open enrollment, but meeting with choir director required.

The Mixed Choir is a mixed voice choir open to all HS students who are interested in learning how to sing and develop their musicianship. Students do not need prior singing experience as the course is designed to provide students of any level skills and confidence in singing.

Students will learn music fundamentals, sight-reading, vocal health, and performance skills through vocal exercises and performance of music in many different styles.

Assessment is based on in-class performance tests, written tests, and projects. Attendance at various performances is required for credit. The Mixed Choir will perform several times a year and may be combined with other choirs for performances.

Guitar

Length and Credit: 1 semester (0.5 credit)

Grade: 9 - 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 finger style 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.

Introduction to Music Production

Length and Credit: 1 semester (0.5 credit)

Grade: 9 - 12

Prerequisite: None

Available for both semesters.

Students will explore various aspects of the digital music world. Using music software, students will arrange and compose pieces, score short films, and create playlists and albums for various occasions.

Along with the creation of student work, we will study the history of electronic music, copyright law, and music careers outside of the performance arena.

Computers are necessary in every lesson.

Music Production 2

Length and Credit: 1 semester (0.5 credit)

Grade: 10 - 12

Prerequisite: Introduction to Music Production

Students will continue to explore digital music in a more focused and in-depth manner with more advanced equipment. Units may include film scoring, dj-ing, live audio engineering, stage sound, and mixing.

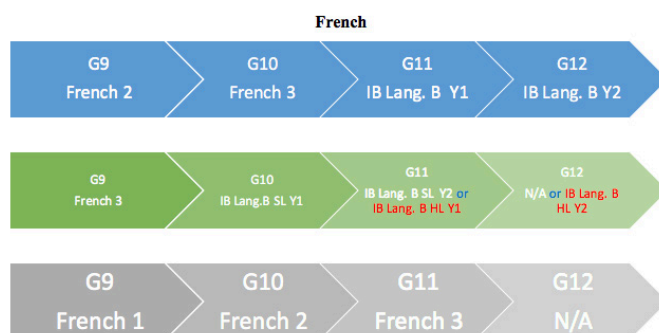
Computers and headphones are required for every lesson.

World Language Department

The HS World Language program is designed for students who are continuing or beginning their study of Arabic as a Foreign Language (AFL), Modern Standard Arabic (MSA), 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.

Click [HERE](#) to see the Course Sequence Chart for World Languages.



Arabic as a Foreign Language I

Length and Credit: 1 years (1.0 credit)

Prerequisite: No prior knowledge of Arabic

AFL 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 as a Foreign Language II

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of AFL I and teacher recommendation.

AFL II is designed for students who completed AFL I or who have 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 as a Foreign Language III/IB Arabic Ab Initio 1

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of AFL II and teacher recommendation.

AFL III/IB Arabic Ab Initio 1 is designed for non-native students with a good command of Arabic language. The main aim of this course is to increase the 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 as a Foreign Language IV/IB Arabic Ab Initio 2

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of AFL III/Ab Initio I and teacher recommendation.

AFL IV/IB Arabic Ab Initio 2 is designed for non-native students with a good command of Arabic language. The main aim of this course is to increase the 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.

Please note that you may not take the IB Ab Initio examination, without prior completion of level 1.

Modern Standard Arabic I

Length and Credit: 1 years (1.0 credit)

Prerequisite: Teacher recommendation.

MSA I is designed for students who already speak an Arabic dialect. You will be studying MSA across all four skills (listening, speaking, reading, and writing). You will start by a general review of basics of grammar and spelling to help you begin to read authentic texts. You will also study grammar formally in order to develop your written skills.

By the end of this course you will be able to speak fluently for more than two minutes and write a text of more than 100 words in MSA.

Modern Standard Arabic II

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of MSA I and teacher recommendation.

MSA II aims to consolidate and further develop the skills acquired in level one and to prepare you to study IB Arabic Language B in Grade 11.

Throughout the course, you will study and use a range of written and spoken material, including adverts, letters,

biographies and newspaper articles. You will continue to study grammar formally, in order to develop your written and spoken fluency and accuracy.

By the end of this course you will be able to speak fluently for three to four minutes and write a text of more than 200 words in MSA on a given topic.

IB Arabic Language B HL

Length and Credit: 2 years (2.0 credit)

Prerequisite: Teacher recommendation.

IB Arabic Language B HL builds on levels 1 and 2 of the MSA program, and is designed to allow students to explore current issues in Arabic-speaking countries. The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern texts and with classmates.

All summative assessments are authentic production activities designed to demonstrate your ability to communicate and are modeled on IB assessment practices.

HL students will read two works of literature and their written assignment will be based on these works.

IB Arabic Language B SL

Length and Credit: 2 years (2.0 credit)

Prerequisite: Teacher recommendation.

IB Arabic Language B SL builds on levels 1 and 2 in the MSA program and is designed to allow students to explore current issues in Arabic-speaking countries.

The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern texts and with classmates.

All summative assessments are authentic production activities designed to demonstrate your ability to communicate and are modeled on IB assessment practices.

Arabic Language and Literature I

Length and Credit: 1 years (1.0 credit)

Prerequisite: Teacher recommendation.

Arabic Language and Literature I is designed for students who have adequate knowledge of Arabic language structure.

In this course, you will be engaged in reading and writing activities that expose you to various types and styles of written text, including literature and poetry. You will be involved in activities that will further develop your language through the formal study of grammar. You will read at least one novel and several short stories during this course.

By the end of this course you will be able to speak fluently for 3-4 minutes on a topic of current affairs and write an analysis of a poem or a piece of literature.

Arabic Language and Literature 2

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of Arabic Language and Literature 1 and Teacher recommendation.

Arabic Language and Literature 2 builds on skills learned in level 1 and in this course, you will continue to be engaged in reading and writing activities that expose you to various types and styles of written text, including literature and poetry. Our aim is to prepare you to study IB Arabic A Language and Literature.

You will be involved in activities that will further develop your language through the formal study of grammar. You will read at least one novel and several more short stories during this course.

By the end of this course you will be able to speak fluently for 4 - 5 minutes on a topic of current affairs and write a detailed analysis of a poem or a piece of literature.

Arabic Language and Literature II

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of Arabic Language and Literature 1 and Teacher recommendation.

Arabic Language and Literature II builds on skills learned in level 1 and in this course, you will continue to be engaged in reading and writing activities that expose you to various types and styles of written text, including literature and poetry. Our aim is to prepare you to study IB Arabic A Language and Literature.

You will be involved in activities that will further develop your language through the formal study of grammar. You will read at least one novel and several more short stories during this course.

By the end of this course you will be able to speak fluently for 4 - 5 minutes on a topic of current affairs and write a detailed analysis of a poem or a piece of literature.

Arabic Language and Literature III/IV (IB Arabic A: Language and Literature)

Length and Credit: 2 years (2.0 credits)

Prerequisite: Teacher recommendation.

The IB Language A/Language and Literature is a two-year program that aims to introduce students to a range of texts from different periods, styles and genres, develop the ability to engage in close, detailed analysis of individual texts and make relevant connections. It also aims to develop powers of expression, both in oral and written communication and recognize the importance of the contexts in which texts are written and received.

Through the study of texts you will develop an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning. You will learn to appreciate the formal, stylistic and aesthetic qualities of texts, and to develop an enjoyment of, and lifelong interest in, language and literature. You will be encouraged to think critically about the different

interactions between text, audience and purpose.

French I

Length and Credit: 1 years (1.0 credit)

Prerequisite: No previous study of French.

French I is designed to introduce HS students with no formal background in French to the French language. The course aims to provide the student with basic communication skills in French, the ability to read and understand limited types of text and the skills to write simple, but creative conversational and narrative compositions.

Activities practice all four skills, including listening and speaking activities, reinforced by reading and writing. Grammar is taught explicitly and in context, and the course introduces the culture, geography and history of France.

This course is designed to prepare students for French II.

French II

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of French I.

French II expands on each of the four skills of listening, speaking, reading and writing developed in French I, with a continuing emphasis on using the language in interesting, meaningful ways.

The second year continues the introduction to the essential grammatical structures and tenses of French as well as the basic vocabulary. The reading program serves to reinforce these structures and vocabulary as well as to develop comprehension skills. The course also aims to familiarize students with aspects of French culture in France and other Francophone countries.

This course is designed to prepare students for French III.

French III

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of French II.

French III continues to expand on each of the four skills of listening, speaking, reading and writing developed in French II, with a continuing emphasis on using the language in interesting, meaningful ways.

The third year course completes the introduction to the essential grammatical structures and tenses of French verbs as well as the basic vocabulary. The reading program serves to reinforce these structures and vocabulary as well as to develop comprehension skills. The course also aims to familiarize students with aspects of French culture in France and other Francophone countries.

This course is designed to prepare students for High School French IBSL1/IBHL1.

IB French Ab Initio

Length and Credit: 2 years (2.0 credits)

Prerequisite: No previous study of French.

IB French Ab Initio is a two-year course designed to introduce older students with no formal background to the French language and will lead to certification in IB Ab Initio French, which fulfills the IB Diploma language requirement.

The course aims to provide the student with communication skills in French in many contexts, the ability to comprehend a variety of texts and to write both creative and factual texts across a number of tenses. The course also introduces the student to the culture, geography and history of France and the French-speaking world.

Daily commitment is required to succeed in this course.

IB French B HL

Length and Credit: 2 years (2.0 credits)

Prerequisite: B or higher in French III or its equivalent and teacher recommendation.

IB French B HL is designed to allow students to explore current issues in France and the Francophone world at a higher communicative level after French III. The course prepares students for the IB exams that will occur in the second year of a two-year cycle.

The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern documents and with classmates.

All summative assessments are authentic production activities designed to demonstrate modern language communication ability and are modeled on IB assessment practices. All assigned work in the HL course is assessed at a higher level of expected mastery compared to the same tasks at SL.

The HL course also includes the extra task of reading at least two literary works upon which the Written Assignment will be based. The HL Year 2 course may include a third literary work upon which the Written Assignment will be based.

All work is assessed using official IB rubrics.

IB French B HL

Length and Credit: 2 years (2.0 credits)

Prerequisite: B or higher in French III or its equivalent and teacher recommendation.

IB French B HL is designed to allow students to explore current issues in France and the Francophone world at a higher communicative level after French III. The course prepares students for the IB exams that will occur in the second year of a two-year cycle.

The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction

with authentic modern documents and with classmates. All summative assessments are authentic production activities designed to demonstrate modern language communication ability and are modeled on IB assessment practices.

All assigned work in the HL course is assessed at a higher level of expected mastery compared to the same tasks at SL. The HL course also includes the extra task of reading at least two literary works upon which the Written Assignment will be based. The HL Year 2 course may include a third literary work upon which the Written Assignment will be based.

All work is assessed using official IB rubrics.

IB French B SL

Length and Credit: 2 years (2.0 credits)

Prerequisite: Completion of French III or its equivalent and teacher recommendation.

IB French B SL is designed to allow students to explore current issues in France and the Francophone world at a higher communicative level after French III. The course prepares students for the IB exams that will occur in the second year of a two-year cycle.

The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern documents and with classmates.

All summative assessments are authentic production activities designed to demonstrate modern language communication ability and are modeled on IB assessment practices.

All work is assessed using official IB rubrics.

Spanish I

Length and Credit: 1 years (1.0 credit)

Prerequisite: No previous study of Spanish.

Spanish I is designed to introduce HS students with no formal background in Spanish to the Spanish language. The course aims to provide the student with basic communication skills in Spanish, the ability to read and understand limited types of text and the skills to write simple but creative conversational and narrative compositions.

Activities practice all four skills, including listening and speaking activities, reinforced by reading and writing. Grammar is taught explicitly and in context. The course also introduces the student to the culture, geography and history of Spain and the Spanish-speaking world.

This course is designed to prepare students for Spanish II.

Spanish II

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of Spanish I.

Spanish II expands on each of the four skills of listening, speaking, reading and writing developed in Spanish I,

with a continuing emphasis on using the language in interesting, meaningful ways.

The second year completes the introduction to the essential grammatical structures and tenses of Spanish as well as basic vocabulary. The reading program serves to reinforce these structures and vocabulary as well as to develop comprehension skills. Students continue their study of culture around the Spanish-speaking world.

This course is designed to prepare students for Spanish III.

Spanish III

Length and Credit: 1 years (1.0 credit)

Prerequisite: Completion of Spanish II.

Spanish III provides a review of structures developed in the first two years, widening their application to a variety of texts and situations and adding details to the basics, including several new tenses. Emphasis is given to vocabulary building through reading authentic Spanish texts and through using Spanish as creatively as possible. Spanish culture as manifested in the various Spanish-speaking countries is also an important part of this course.

This course is designed to prepare students for further study at IB level.

IB Spanish Ab Initio

Length and Credit: 2 years (2.0 credits)

Prerequisite: No previous study of Spanish.

IB Spanish Ab Initio is a two-year course designed to introduce older students with no formal background to the Spanish language and will lead to certification in IB Ab Initio Spanish, which fulfils the IB language requirement.

The course aims to provide the student with communication skills in Spanish in many contexts, the ability to comprehend a variety of texts and to write both creative and factual texts across a number of tenses. The course also introduces the student to the culture, geography and history of Spain and the Spanish-speaking world.

This is a very demanding course which aims to teach four years of Spanish in two years, both vocabulary and grammar. You will need to study extensively at home and should only sign up for this course with a clear commitment to learning a language intensively.

IB Spanish B HL

Length and Credit: 2 years (2.0 credits)

Prerequisites: B or higher in Spanish III and teacher approval.

IB Spanish B HL builds on all the competencies already established through Spanish III. It allows students to explore current issues in Spain and Spanish-speaking countries through the exclusive use of authentic, modern documents.

Thematic units change with the particular interest of the

students but ensure a wide range of topics that constitute communicative ability in the modern Spanish-speaking world. The acquisition of vocabulary, and the mastery and refinement of grammar are all learned through a personal dialogue with the authentic documents and with each other.

All assigned work in the HL course is assessed at a higher level of expected mastery compared to the same tasks at SL. The HL Year 2 course may include a second or third literary work upon which the Written Assignment will be based.

IB Spanish B HL

Length and Credit: 2 years (2.0 credits)

Prerequisites: B or higher in Spanish III and teacher approval.

IB Spanish B HL builds on all the competencies already established through Spanish III. It allows students to explore current issues in Spain and Spanish-speaking countries through the exclusive use of authentic, modern documents.

Thematic units change with the particular interest of the students but ensure a wide range of topics that constitute communicative ability in the modern Spanish-speaking world. The acquisition of vocabulary, and the mastery and refinement of grammar are all learned through a personal dialogue with the authentic documents and with each other.

All assigned work in the HL course is assessed at a higher level of expected mastery compared to the same tasks at SL. The HL Year 2 course may include a second or third literary work upon which the Written Assignment will be based.

IB Spanish B SL

Length and Credit: 2 years (2.0 credits)

Prerequisite: Completion of Spanish III and teacher approval.

IB Spanish B SL is designed to allow students to explore current issues in Spanish speaking countries at a higher communicative level after Spanish III. The course prepares students for the IB exams that will occur in the second year of a two-year cycle.

The acquisition of vocabulary, the mastery and refinement of grammar are all learned through a personal interaction with authentic modern documents and with classmates.

All summative assessments are authentic production activities designed to demonstrate modern language communication ability and are modeled on IB assessments practices.

IB Spanish A: Language and Literature

Length and Credit: 2 years (2.0 credit)

Prerequisite: Grade 11 with teacher recommendation.

IB Spanish A is a two-year IB Language A program. It is designed for Grade 11 and 12 students with native or near-native language skills in all of the four language proficiencies, reading, writing, speaking, and listening of the target language.

The profile of this course includes heritage learners of Spanish who have not benefited from an education delivered in their mother tongue or students who have had the privilege of extensive immersion in this language that is not their mother tongue.

The course aims to develop in students skills of textual analysis and understanding of both literary and non-literary Spanish texts. The course encourages students to question the meaning generated by language and texts, which is often ambiguous and indirect.

This course is designed to prepare students for the Year 2 IB Language and Literature course that leads to certification within the IB.

IB School Supported Self-Taught Languages

Length and Credit: 2 years (2.0 credits)

Prerequisite: IB diploma candidate and permission of IB Coordinator.

IB diploma candidates are offered the opportunity to continue study of their home language through a school-supported self-study option at the Language A Standard Level. This opens the opportunity to study in any of more than 100 world languages if the student is already fluent and literate in the language.

This course will be graded pass/fail, but will be scheduled into the student's timetable. Tutors are arranged by the parents and payment for tutoring is the family's responsibility.

Contact the IB Coordinator for more information.

Health and Physical Education Department

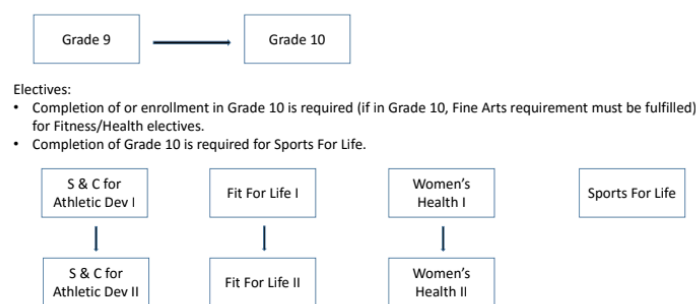
The HS Health and Physical Education (PE) Department allows time for students to learn components of fitness and health in order to develop healthy lifestyle habits.

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 see the Course Sequence Chart for Health and PE

Grade 9 and 10 Physical Education



Physical Education and Health 9

Length and Credit: 1 years (1.0 credit)

Grade: 9

Prerequisite: None

The physical education 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 physical education 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 and Health 10

Length and Credit: 1 years (1.0 credit)

Grade: 10

Prerequisite: Completion of Physical Education 9 or equivalent.

The physical education 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 physical education 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.

Sports for Life

Length and Credit: 1 semester (0.5 credit)

Grade: 11 and 12

Prerequisite: Completion of Physical Education 10 or equivalent.

Sports for Life is an elective class for Grades 11 and 12. Students must be self-motivated to actively participate in a variety of sports. This class is designed for students to further develop their physical skills and increase their understanding of lifetime fitness components. A combination of team and individual sports will be offered for those students wishing to continue their enjoyment of fitness, activity and sport. The class is also designed to help students to further understand the rules and how to participate in tournament settings.

Fitness for Life, Level I

Length and Credit: 1 semester (0.5 credit)

Grade: 10, 11 and 12

Prerequisite: Completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit.

Students in this course will focus on the basic principles of strength training and conditioning. Topics will include cardiovascular fitness, muscular strength and endurance, and flexibility. Students will participate in rigorous workouts which will be prescribed by the teacher. The focus of the course will be to give students both the knowledge and the physical skills to develop lifelong fitness practices and programs, challenging each individual at their own level. This is a semester course and students have the option to move into Fitness for Life- Level II in the following semesters.

Fitness for Life, Level II

Length and Credit: 1 semester (0.5 credit)

Grade: 10, 11, and 12

Prerequisite: Completion of or concurrent enrollment in Fitness for Life, Level I. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit.

This course is open to any students who have taken a semester course of Fitness for Life- Level I. Students in this course will research and develop personalized physical fitness programs of their own with the guidance of the

teacher. Individual program development will be based on the student's personal goals and fitness activities that appeal to that individual. The teacher will facilitate, give feedback and teach new skills during this course to make it a real-life process. This is a semester course and students may take it for as many semesters as they wish after completing Fitness for Life - Level I.

Strength and Conditioning for Athletic Development, Level I

Length and Credit: 1 semester (0.5 credit)

Grade: 10, 11 and 12

Prerequisite: Completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine 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 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 S and C, Level II in the second semester for optimal results.

Strength and Conditioning for Athletic Development, Level II

Length and Credit: 1 semester (0.5 credit or 1 year/1.0 credit)

Grade: 10, 11 and 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 Fine Arts credit.

This course is open to any students who have taken S&C for Athletic Development- Level 1. 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. 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.

Women's Health and Well-being, Level I

Length and Credit: 1 semester (0.5 credit)

Grade: 10, 11 and 12

Prerequisite: Female student, completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit.

This is a health and well-being course for females, taught by females. Students will experience a variety of activities including but not limited to; yoga, dance, pilates, cardiovascular and weights workouts to explore what constitutes well-being and what role exercise can play in a healthy lifestyle.

Utilizing a holistic approach we will include topics such as mindfulness, mental and emotional wellness, nutrition, stress management, and college campus safety. This course aims to encourage females to engage in attitudes and behaviors that enhance quality of life and maximize personal potential.

Students who complete the Level 1 course will have the option of continuing on into the Level 2 course in the second semester.

Women's Health and Well-being, Level II

Length and Credit: 1 semester (0.5 credit)

Grade: 10, 11 and 12

Prerequisite: Female student, completion of or concurrent enrollment in Women's Health and Well-being Level I. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit.

In this course, students will build on knowledge and skills gained in the Level 1 course to design and follow their own individualized programs with the guidance of the teacher. Individual program development will be based on the student's individual goals and well-being activities that appeal to that individual. The teacher will facilitate, give feedback and teach new skills during this course to make it a real life process.

Lifeguarding and Aquatic Leadership

Length and Credit: 1 years (1.0 credit)

Grade: 11 and 12

Prerequisite: Completion of Physical Education 10 or equivalent. Student must also be able to swim 400 meters continuously with any stroke (not backstroke) and tread

water for five minutes.

Lifesaving and Aquatic Leadership 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 and AED use, Royal Lifesaving Society bronze level awards as well as lifeguard, assistant swim teacher and swim teacher qualifications.

Course time will be split between pool, classroom, and dryland training settings.

Other Courses

Speech

Length and Credit: 1 semester (0.5 credit)

Grades: 10, 11 and 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.

This course is a prerequisite for Senior Seminar. It is recommended that students enroll in Speech in Grade 10.

Senior Seminar

Length and Credit: 1 semester (0.5 credit)

Grade: 12

Prerequisite: Completion of Speech.

Senior Seminar is required for graduation for all seniors except IB diploma candidates and students who complete AP Research. The course is designed to improve upon students' skills in research, writing, presentation and documentation. The focus of the course is to prepare students for the many papers and presentations required in college.

Students will complete intensive research, develop thesis statements, and write two major papers synthesizing and analyzing information to support their arguments. Emphasis is placed on the development of skills in paraphrasing, note taking, and the proper documentation of sources.

The course culminates in public oral presentations of the students' research.

Theory of Knowledge

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12

Prerequisite: IB diploma candidate

Theory of Knowledge (TOK) is a two-semester interdisciplinary course that challenges students to explore how knowledge is constructed, critically examined, evaluated and renewed by communities and individuals. Its core content considers questions such as: “What counts as knowledge?”, “How do we know in different areas of knowledge?”, and “How does knowledge grow, and what are its limits?”.

By the end of the course, students will be able to: identify and understand knowledge questions, seeing links between areas of knowledge and the ways of knowing; reflectively explore knowledge questions from a personal and independent perspective; seriously consider a variety of points of view on a knowledge question; and analyze knowledge questions with insight and depth while exploring and evaluating assumptions and implications.

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.

Grade	Quarter	Curriculum Focus
12	1	Preparing College Applications
9	2	Transition and Success in High School
11	3	College Research
10	4	Career Exploration

Yearbook

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 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.

AP Capstone Seminar

Length and Credit: 1 year (1.0 credit)

Grade: 11 and 12, with priority given to Grade 11.

Prerequisite: None

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 Seminar may be taken in lieu of Speech and Senior Seminar to fulfill graduation requirements.

AP Capstone Research NEW COURSE

Length and Credit: 1 year (1.0 credit)

Grade: 12

Prerequisite: Completion of 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.

Teacher Assistant

Length and Credit: 1 semester (0.5 credit)

Grade: 12

A non-graded class for pass/fail. Class may be taken for credit or community service.

If taken for community service, no credit will be given – community service hours only. Must be approved by teacher and counselor.



AMERICAN SCHOOL OF DOHA HIGH SCHOOL COURSE SELECTION FORM 2018-2019

FULL NAME:

(Please print clearly in BLOCK CAPITAL letters.)

PRESENT GRADE:

- **Before filling in the form, please review the graduation requirements attached.**
- **Students must register for 7 credits per year. They may register for an 8th credit with approval.**

Course selections for 2018-2019	Length / Credits	Open to Grades	Prerequisites:
ENGLISH			
<input type="checkbox"/> English 9	1yr/1.0	9	None
<input type="checkbox"/> English 10	1yr/1.0	10	Completion of English 9
<input type="checkbox"/> English 11	1yr/1.0	11	Completion of English 10
<input type="checkbox"/> English 12	1yr/1.0	12	Completion of English 11 or AP Language or IB Language and Literature HL/SL1
<input type="checkbox"/> AP English Language & Composition	1yr/1.0	11,12	B or higher in previous English course
<input type="checkbox"/> AP English Literature & Composition	1yr/1.0	11, 12	B or higher in previous English course
<input type="checkbox"/> IB English A Language and Literature SL1	1yr/1.0	11	Completion of English 10
<input type="checkbox"/> IB English A Language and Literature SL2	1yr/1.0	12	Completion of IB English A Language and Literature SL1 and English teacher approval
<input type="checkbox"/> IB English A Language and Literature HL1	1yr/1.0	11	B or higher in previous English course or English teacher recommendation
<input type="checkbox"/> IB English A Language and Literature HL2	1yr/1.0	12	Completion of IB English A Language and Literature HL1 and English teacher approval
<input type="checkbox"/> IB English A Literature SL1	1yr/1.0	11	Completion of English 10
<input type="checkbox"/> IB English A Literature SL2	1yr/1.0	12	Completion of IB English A Literature SL1 and English teacher approval
<input type="checkbox"/> IB English A Literature HL1	1yr/1.0	11	B or higher in previous English course or English teacher recommendation
<input type="checkbox"/> IB English A Literature HL2	1yr/1.0	12	Completion of IB English A Literature HL1 and English teacher approval
<input type="checkbox"/> Journalism	1yr/1.0	9,10,11,12	None
<input type="checkbox"/> Writer's Lab	1yr/1.0	9	Teacher recommendation
MATH			
<input type="checkbox"/> Algebra I A/B	1yr/1.0	Varies by Placement	Recommendation from the current Math teacher
<input type="checkbox"/> Algebra I	1yr/1.0	9,10,11	None
<input type="checkbox"/> Geometry	1yr/1.0	9,10,11,12	Successful completion of Algebra I
<input type="checkbox"/> Algebra II	1yr/1.0	10,11,12	Successful completion of Algebra 1 and Geometry
<input type="checkbox"/> Algebra II with Trigonometry	1yr/1.0	10,11,12	A- in Geometry and A- in Algebra I or A- in Algebra I and co-enrollment in Geometry
<input type="checkbox"/> Precalculus	1yr/1.0	11,12	Successful completion of Algebra II or Algebra II with Trigonometry
<input type="checkbox"/> Precalculus with Limits	1yr/1.0	11,12	B- in Algebra II with Trigonometry
<input type="checkbox"/> Calculus	1yr/1.0	11,12	Successful completion of Precalculus or Precalculus with Limits
<input type="checkbox"/> AP Calculus AB	1yr/1.0	11,12	B- in Precalculus with Limits
<input type="checkbox"/> AP Calculus BC	1yr/1.0	11,12	A score of a 3 or higher from the official Collegeboard exam in AP Calculus AB
<input type="checkbox"/> Statistics	1yr/1.0	10,11,12	Successful Completion of Algebra II or Algebra II with Trigonometry
<input type="checkbox"/> AP Statistics	1yr/1.0	10,11,12	B- in Algebra II with Trigonometry or B- in Precalculus or A- in Algebra II
<input type="checkbox"/> IB Mathematical Studies SL1	1yr/1.0	11	Enrolled in IB Diploma Program or B- or higher in both Geometry and Algebra I
<input type="checkbox"/> IB Mathematical Studies SL2	1yr/1.0	12	Successful completion of IB Mathematical Studies SL1 and teacher approval
<input type="checkbox"/> IB Mathematics SL1	1yr/1.0	11	B- in Algebra II or C- in Algebra II with Trigonometry
<input type="checkbox"/> IB Mathematics SL2	1yr/1.0	12	Successful completion of IB Mathematics SL1 and teacher approval
<input type="checkbox"/> IB Mathematics HL1	1yr/1.0	11	A- in Algebra II with Trigonometry or B- in Precalculus with Limits
<input type="checkbox"/> IB Mathematics HL2	1yr/1.0	12	Successful completion of IB Mathematics HL1 and teacher approval
SCIENCE			
<input type="checkbox"/> Biology (New)	1yr/1.0	9,10,11,12	None
<input type="checkbox"/> Chemistry	1yr/1.0	9,10,11,12	Completion of Geometry, completion of or concurrent enrollment in Algebra II, and recommendation from current Science teacher
<input type="checkbox"/> Physics	1yr/1.0	9,10,11,12	Completion of Algebra I
<input type="checkbox"/> Environmental Science	1yr/1.0	11,12	Two Science Credits. This course is not open to those students who are intending to take AP Environmental Science
<input type="checkbox"/> AP Physics 1	1yr/1.0	10, 11,12	B or higher in current Science course, completion of Geometry, completion of or concurrent enrollment in Algebra II, and recommendation from current Science teacher
<input type="checkbox"/> AP Physics 2	1yr/1.0	11,12	B or higher in AP Physics 1 or a comparable introductory course, completion of or concurrent enrollment in Precalculus or an equivalent course, and recommendation from AP Physics teacher

Course selections for 2018-2019	Length / Credits	Open to Grades	Prerequisites:
SCIENCE (Continued)			
<input type="checkbox"/> AP Biology	1yr/1.0	10,11,12	Completion of or concurrent enrollment in Chemistry, A- or higher in Biology (molecular preferred), and AP Biology teacher recommendation
<input type="checkbox"/> AP Chemistry	1yr/1.0	10,11,12	B or higher in Chemistry, completion of Algebra II and AP Chemistry teacher recommendation
<input type="checkbox"/> AP Environmental Science	1yr/1.0	12	B or higher in previous Science course, and AP Environmental Science teacher recommendation. This course is not open to those students who have taken Environmental Science.
<input type="checkbox"/> IB Biology SL1	1yr/1.0	11	None
<input type="checkbox"/> IB Biology SL2	1yr/1.0	12	Completion of IB Biology SL1 or IB Biology SL2 teacher approval
<input type="checkbox"/> IB Biology HL1	1yr/1.0	11	B+ or higher in previous science course and teacher recommendation
<input type="checkbox"/> IB Biology HL2	1yr/1.0	12	Completion of IB Biology HL1 or IB Biology HL2 teacher approval
<input type="checkbox"/> IB Chemistry SL1	1yr/1.0	11	Completion of Geometry, concurrent placement in Math Studies, Algebra II, or higher
<input type="checkbox"/> IB Chemistry SL2	1yr/1.0	12	Completion of IB Chemistry SL1 or IB Chemistry SL2 teacher approval
<input type="checkbox"/> IB Chemistry HL1	1yr/1.0	11	B or higher in previous Science course, concurrent placement in Math SL or higher or equivalent. Completion of Geometry and recommendation of current Science teacher.
<input type="checkbox"/> IB Chemistry HL2	1yr/1.0	12	Completion of IB Chemistry HL1 or IB Chemistry HL2 teacher approval
<input type="checkbox"/> IB Physics SL1	1yr/1.0	11	Students who have completed Chemistry SL1 are not eligible for this course Completion of Geometry, concurrent placement in Math Studies, Algebra II, or higher
<input type="checkbox"/> IB Physics SL2	1yr/1.0	12	Completion of IB Physics SL1 or IB Physics SL2 teacher approval
<input type="checkbox"/> IB Physics HL1	1yr/1.0	11	B or higher in previous Science course or recommendation of current Science teacher. Concurrent placement in SL/HL Math or its equivalent
<input type="checkbox"/> IB Physics HL2	1yr/1.0	12	Completion of IB Physics HL1 or IB Physics HL2 teacher approval
SOCIAL STUDIES			
<input type="checkbox"/> Global Issues In Action	1yr/1.0	9	None
<input type="checkbox"/> World History	1yr/1.0	10	None
<input type="checkbox"/> AP World History	1yr/1.0	10,11,12	B or higher in current Social Studies course and current Social Studies teacher recommendation
<input type="checkbox"/> United States History	1yr/1.0	11,12	None
<input type="checkbox"/> AP United States History	1yr/1.0	11,12	B or higher in current Social Studies course and current Social Studies teacher recommendation
<input type="checkbox"/> AP United States Government and Politics	1yr/1.0	11,12	B or higher in current Social Studies course and current Social Studies teacher recommendation
<input type="checkbox"/> AP Comparative Government and Politics	1yr/1.0	11,12	B or higher in current Social Studies course and current Social Studies teacher recommendation
<input type="checkbox"/> IB History SL1	1yr/1.0	11	None
<input type="checkbox"/> IB History SL2	1yr/1.0	12	Completion of IB History SL1 or teacher approval
<input type="checkbox"/> IB History HL1	1yr/1.0	11	B+ or higher in current Social Studies course and current Social Studies teacher recommendation
<input type="checkbox"/> IB History HL2	1yr/1.0	12	Completion of IB History HL1 or teacher approval
<input type="checkbox"/> IB Economics SL1	1yr/1.0	11	None
<input type="checkbox"/> IB Economics SL2	1yr/1.0	12	Completion of IB Economics SL1 or teacher approval
<input type="checkbox"/> IB Economics HL1	1yr/1.0	11	B+ or higher in current Social Studies course and C- in Algebra 2 with Trigonometry or B- in Algebra 2 and current Social Studies teacher recommendation
<input type="checkbox"/> IB Economics HL2	1yr/1.0	12	Completion of IB Economics HL1 or teacher approval
<input type="checkbox"/> IB Psychology SL1	1yr/1.0	11	None
<input type="checkbox"/> IB Psychology SL2	1yr/1.0	12	Completion of IB Psychology SL1 or teacher approval
<input type="checkbox"/> IB Psychology HL1	1yr/1.0	11	B or higher in current Social Studies course and current Social Studies teacher recommendation
<input type="checkbox"/> IB Psychology HL2	1yr/1.0	12	Completion of IB Psychology HL1 or teacher approval
<input type="checkbox"/> IB Global Politics SL1	1yr/1.0	11	None
<input type="checkbox"/> IB Global Politics SL2	1yr/1.0	12	Completion of IB Global Politics SL1 or teacher approval
<input type="checkbox"/> IB Global Politics HL1	1yr/1.0	11	B or higher in current Social Studies course and current Social Studies teacher recommendation
<input type="checkbox"/> IB Global Politics HL2	1yr/1.0	11,12	Completion of IB Global Politics HL1 or teacher approval
<input type="checkbox"/> Middle Eastern Studies	1yr/1.0	11,12	None
<input type="checkbox"/> Business (New)	1yr/1.0	11,12	None
TECHNOLOGY			
<input type="checkbox"/> Web Design	1sem/0.5	9,10,11,12	None
<input type="checkbox"/> Robotics	1sem/0.5	9,10,11,12	None
<input type="checkbox"/> AP Computer Science A	1yr/1.0	10,11,12	Successful completion of Robotics, Advanced Robotics, Animation and Game-making, or Web Design with a grade of B or better, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD.

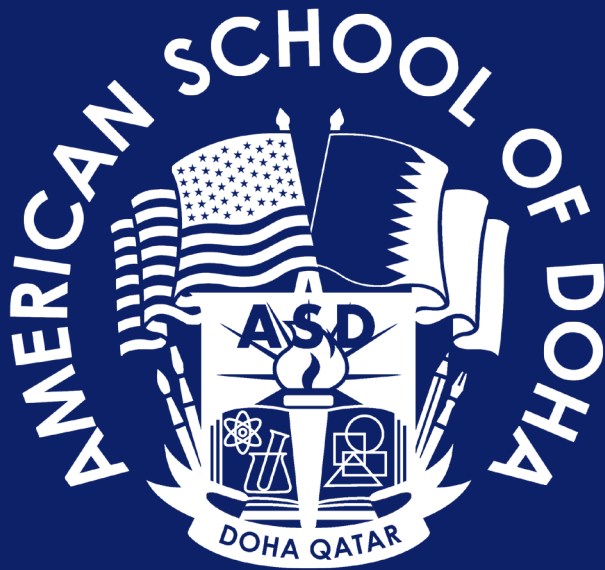
Course selections for 2018-2019	Length / Credits	Open to Grades	Prerequisites:
VISUAL AND PERFORMING ARTS			
<input type="checkbox"/> General Art	1sem/0.5	9,10,11,12	None
<input type="checkbox"/> Ceramics	1sem/0.5	9,10,11,12	None
<input type="checkbox"/> Drawing	1sem/0.5	9,10,11,12	1 semester General Art or Ceramics
<input type="checkbox"/> Painting	1sem/0.5	10,11,12	1 semester General Art or Ceramics
<input type="checkbox"/> IB Art SL1	1yr/1.0	11	One full year of high school Art in Grades 9 or 10 and recommendation from IB Art teacher. Please note: When meeting with IB Art Teacher, you will need to show 3 - 5 artworks or a recent sketchbook
<input type="checkbox"/> IB Art SL2	1yr/1.0	12	Completion of IB Art SL1
<input type="checkbox"/> IB Art HL1	1yr/1.0	11	One full year of high school Art in Grades 9 or 10 and recommendation from IB Art teacher. Please note: When meeting with IB Art Teacher, you will need to show 3 - 5 artworks or a recent sketchbook
<input type="checkbox"/> IB Art HL2	1yr/1.0	12	Completion of IB Art HL1
<input type="checkbox"/> Graphic Design	1sem/0.5	9,10,11,12	None
<input type="checkbox"/> Digital Photography and Editing	1sem/0.5	9,10,11,12	None
<input type="checkbox"/> Film Production	1yr/1.0	9,10,11,12	None
<input type="checkbox"/> IB Film SL1	1yr/1.0	11	Film Production <i>or</i> teacher approval
<input type="checkbox"/> IB Film SL2	1yr/1.0	12	Completion of IB Film SL1
<input type="checkbox"/> IB Film HL1	1yr/1.0	11	Film Production <i>or</i> teacher approval
<input type="checkbox"/> IB Film HL2	1yr/1.0	12	Completion of IB Film HL1
<input type="checkbox"/> Drama 1 (<i>semester long</i>)	1sem/0.5	9,10,11,12	None
<input type="checkbox"/> Drama 1 (<i>year long</i>)	1yr/1.0	9,10,11,12	None
<input type="checkbox"/> Drama 2 (<i>semester long</i>)	1sem/0.5	10,11,12	One credit in high school drama subjects
<input type="checkbox"/> Drama 2 (<i>year long</i>)	1yr/1.0	10,11,12	One credit in high school drama subjects
<input type="checkbox"/> Technical Theater	1sem/0.5	10,11,12	None
<input type="checkbox"/> Advanced Drama Year 1 and 2 (<i>semester long/year long</i>)	1sem/0.5 1yr/1.0	11,12	Audition/Teacher Approval; Students may only enroll in Year 2 if they have completed Year 1
<input type="checkbox"/> IB Theatre SL1	1yr/1.0	11	Teacher approval
<input type="checkbox"/> IB Theatre SL2	1yr/1.0	12	Completion of IB Theatre SL1
<input type="checkbox"/> IB Theatre HL1	1yr/1.0	11	Teacher approval
<input type="checkbox"/> IB Theatre HL2	1yr/1.0	12	Completion of IB Theatre HL1
<input type="checkbox"/> HS Instrumental Music (HSIM)	1sem/0.5	9,10,11,12	Teacher recommendation (First semester only)
<input type="checkbox"/> HS Instrumental Music (HSIM)	1yr./1.0	9,10,11,12	Teacher recommendation
<input type="checkbox"/> HS Wind Ensemble (HSWE)	1yr/1.0	9,10,11,12	Prior instrumental experience and teacher recommendation
<input type="checkbox"/> Advanced Percussion Study (APS)	1yr/1.0	9,10,11,12	Teacher recommendation
<input type="checkbox"/> Treble Choir	1yr/1.0	9,10,11,12	Open enrollment, but meeting with Choir director required
<input type="checkbox"/> Mixed Chorus	1yr/1.0	9,10,11,12	Open enrollment, but meeting with Choir director required
<input type="checkbox"/> Guitar	1sem/0.5	9,10,11,12	No audition, 25 students max; available both semesters
<input type="checkbox"/> Introduction to Music Production	1sem/0.5	9,10,11,12	None; available both semesters
<input type="checkbox"/> Music Production 2	1sem/0.5 1yr/1.0	10,11,12	Completion of Introduction to Music Production

WORLD LANGUAGES (Placement level determined by teacher and subject to change based on student skill and performance level.)

<input type="checkbox"/> Arabic as Foreign Language I	1yr/1.0		No prior knowledge of Arabic
<input type="checkbox"/> Arabic as Foreign Language II	1yr/1.0		Completion of AFL I and teacher recommendation
<input type="checkbox"/> Arabic as Foreign Language III/ IB Arabic Ab Initio 1)	1yr/1.0		Completion of AFL II and teacher recommendation
<input type="checkbox"/> Arabic as Foreign Language IV/ IB Arabic Ab Initio 2)	1yr/1.0		Completion of AFL III/Ab Initio 1 and teacher recommendation
<input type="checkbox"/> Modern Standard Arabic I	1yr/1.0		Teacher Recommendation
<input type="checkbox"/> Modern Standard Arabic II	1yr/1.0		Completion of MSA I and teacher recommendation
<input type="checkbox"/> IB Arabic Language B SL1	1yr/1.0		Teacher recommendation
<input type="checkbox"/> IB Arabic Language B SL2	1yr/1.0		Completion of IB Arabic Language B SL1
<input type="checkbox"/> IB Arabic Language B HL1	1yr/1.0		Teacher Recommendation
<input type="checkbox"/> IB Arabic Language B HL2	1yr/1.0		Completion of IB Arabic Language B HL1
<input type="checkbox"/> Arabic Language and Literature I	1yr/1.0		Teacher recommendation
<input type="checkbox"/> Arabic Language and Literature II	1yr/1.0		Completion of Arabic Language and Literature I and Teacher Recommendation
<input type="checkbox"/> Arabic Language and Literature III (IB Arabic A: Language and Literature Year 1)	1yr/1.0		Teacher recommendation
<input type="checkbox"/> Arabic Language and Literature IV (IB Arabic A: Language and Literature Year 2)	1yr/1.0		Completion of Arabic Language and Literature III (IB Language and Literature Year 1)

Course selections for 2018-2019	Length / Credits	Open to Grades	Prerequisites:
<input type="checkbox"/> French I	1yr/1.0		No previous study of French required
<input type="checkbox"/> French II	1yr/1.0		Completion of French I
<input type="checkbox"/> French III	1yr/1.0		Completion of French II
<input type="checkbox"/> IB French <i>Ab Initio</i> 1	1yr/1.0		No previous study of French required
<input type="checkbox"/> IB French <i>Ab Initio</i> 2	1yr/1.0		Completion of IB French <i>Ab Initio</i> 1 and teacher approval
<input type="checkbox"/> IB French B SL1	1yr/1.0		Completion of French III or its equivalent and teacher recommendation
<input type="checkbox"/> IB French B SL2	1yr/1.0		Completion of IB French SL1 and teacher approval
<input type="checkbox"/> IB French B HL1	1yr/1.0		B or higher in French III or its equivalent and teacher recommendation
<input type="checkbox"/> IB French B HL2	1yr/1.0		Completion of IB French HL1 and teacher approval
<input type="checkbox"/> Spanish I	1yr/1.0		No previous study of Spanish required
<input type="checkbox"/> Spanish II	1yr/1.0		Completion of Spanish I
<input type="checkbox"/> Spanish III	1yr/1.0		Completion of Spanish II
<input type="checkbox"/> IB Spanish <i>Ab Initio</i> 1	1yr/1.0		No previous study of Spanish required
<input type="checkbox"/> IB Spanish <i>Ab Initio</i> 2	1yr/1.0		Completion of IB Spanish <i>Ab Initio</i> 1 and teacher approval
<input type="checkbox"/> IB Spanish SL1	1yr/1.0		Completion of Spanish III and teacher approval
<input type="checkbox"/> IB Spanish SL2	1yr/1.0		Completion of IB Spanish SL1 and teacher approval
<input type="checkbox"/> IB Spanish HL1	1yr/1.0		B or higher in Spanish III and teacher approval
<input type="checkbox"/> IB Spanish HL2	1yr/1.0		Completion of IB Spanish HL1 and teacher approval
<input type="checkbox"/> IB Spanish A Language and Literature Yr1	1yr/1.0	11	Grade 11 student with Teacher recommendation
<input type="checkbox"/> IB School Supported Self-Taught Languages	1yr/1.0		IB Diploma Candidate and permission of IB Coordinator
PHYSICAL EDUCATION & HEALTH			
<input type="checkbox"/> Physical Education & Health 9	1yr/1.0	9	None
<input type="checkbox"/> Physical Education & Health 10	1yr/1.0	10	Completion of PE 9 or equivalent
<input type="checkbox"/> Sports for Life	1sem/0.5	11,12	Completion of PE 10 or equivalent
<input type="checkbox"/> Fitness for Life, Level 1	1sem/0.5	10,11,12	Completion of or concurrent enrollment in PE 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit.
<input type="checkbox"/> Fitness for Life, Level 2	1sem/0.5	10,11,12	Completion of or concurrent enrollment in Fitness for Life, Level I. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit
<input type="checkbox"/> Strength & Cond. for Athletic Dev. 1	1sem/0.5	10,11,12	Completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine 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.
<input type="checkbox"/> Strength & Cond. for Athletic Dev. 2	1sem/0.5 1yr/1.0	10,11,12	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 Fine Arts credit
<input type="checkbox"/> Women's Health and Well-being – Level 1	1sem/0.5	10,11,12	Female student, completion of or concurrent enrollment in Physical Education 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit
<input type="checkbox"/> Women's Health and Well-being – Level 2	1sem/0.5	10,11,12	Female student, completion of or concurrent enrollment in Women's Health and Well-being Level I. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit
<input type="checkbox"/> Lifeguarding and Aquatic Leadership	1yr/1.0	11,12	Completion of Physical Education 10 or equivalent. Student must also be able to swim 400 meters continuously with any stroke (not backstroke) and tread water for five minutes.
OTHER COURSES			
<input type="checkbox"/> Speech	1sem/0.5	10,11,12	None
<input type="checkbox"/> Senior Seminar	1sem/0.5	12	Completion of Speech
<input type="checkbox"/> Theory of Knowledge	1yr/1.0	11,12	IB Diploma Candidate
<input type="checkbox"/> Yearbook	1yr/1.0	11,12	Yearbook teacher approval
<input type="checkbox"/> AP Capstone Seminar	1yr/1.0	11,12	None, priority given to Grade 11.
<input type="checkbox"/> AP Capstone Research (New)	1yr/1.0	12	Completion of AP Capstone Seminar

****PROGRAM OF STUDIES AVAILABLE ON ASD WEBSITE**



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