



HIGH SCHOOL PROGRAM OF STUDIES 2019-2020 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

ASD Values

Respect • Honesty • Responsibility • Compassion

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 homework, submitting their 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. The primary goal for ASD is to help students become caring, responsible citizens ready to contribute 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 2019-2020 High School (HS) Program of Studies (POS). This document is an essential tool in assisting students to create and develop an individualized academic program. The HS POS contains descriptions of ASD's HS course offerings, course entrance criteria, and graduation requirements.

Planning a POS 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 2019-2020 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 HS POS 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.

Classes meet every other day on a block schedule. 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. Twenty-five 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:

The equivalent course is NOT offered in MS;

The student meets all the necessary prerequisites for the HS course AND obtains an appropriate teacher recommendation.

HS credits earned in MS may count toward graduation requirements but must get approval through the HS Guidance Committee.

Summer School Credit Option

Students interested in attending summer school for 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. 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 position as a Teaching Assistant. Students may take eight courses upon consultation with their HS Counselor.

Course Changes

Student-initiated requests for course changes may take place within the first three weeks of the scheduled course. In order for students to execute a course change during this timeframe, they must work with the counselor to explore options.

Course Withdrawal

In rare instances, a student may seek to withdraw from a class after the three week course change period. In order to withdraw from a course after the first three weeks of the class, a recommendation from the course teacher must be given initially.

Students may not withdraw from a course after three weeks of classes without the approval of the HS Guidance Committee (which is comprised of HS Counselors and HS Administrators). Any changes after the first three weeks of the course result in a withdrawal being indicated on the official transcript; the grade at the time of withdrawal will also be included on the student's transcript, but will not be included in the GPA. The only exception to this will be if the withdrawal takes place at the end of the first semester in a year-long course.

Prior to requesting a course withdrawal, the student must demonstrate that he/she has worked with the teacher and counselor to explore all options for success before any potential withdrawal.

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

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

It is important to note that a course withdrawal cannot be executed if it will result in a student being enrolled in fewer than the minimum number of courses for a full-time ASD student (seven courses for students Grades 9 - 11, six courses for Grade 12 students).

Course Level Changes

After the initial three weeks of a course beginning, the teacher may recommend that a student is changed to another course if the teacher has determined the student is inappropriately placed. This recommendation for a course change will be made by the teacher to the HS Guidance Committee. Based on factors including the recommendation of both the current course teacher the receiving course teacher as well, the HS Guidance Committee may accept or decline the recommendation for a course change.

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

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 HS Student 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	<p>Non-IB Diploma students from the class of 2021 onwards are required to complete and exhibit two service commitments for their time at ASD. This will be done as freshmen and sophomores.</p> <p>IB Diploma Candidates are required to fulfill CAS requirements. Students should refer to the Learning Service Libguide for details (http://asd.qa.libguides.com/learningservice)</p>	

Student Wellness

At ASD, balance and wellbeing are valued. It is thus a practice in the HS that no student takes more than four AP courses and no more than four combined IBHL/AP courses in a year. In extremely rare cases, a student may petition to the principal to enroll in more than four combined IBHL/AP courses in a year.

Course Registration

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

The Advanced Placement Program

Advanced Placement (AP) courses offer ASD students the opportunity to do college-level work while still in High School. 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.

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 AP Courses at ASD
English Language and Composition
English Literature and Composition
U.S. History
World History
United States Government and Politics
Comparative Government and Politics
Biology
Chemistry
Physics 1
Physics 2
Environmental Science
Computer Science A
Calculus AB
Calculus BC
Statistics
Seminar
Research

Online AP Courses

If an AP course is not available at ASD, a student may enroll in the AP course online if an accredited institution offers it. 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.

AP 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 QR 550 per subject exam and QR 650 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 Grades 10 through 12 and has achieved a C or better in those courses is eligible for the award.

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

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

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 an external examination, which meets the needs of motivated secondary students between the ages of 16 and 19 years old. Designed as a comprehensive two-year curriculum (Grades 11 and 12), it also allows its graduates to fulfill requirements of various national education systems.

The student who satisfies the demands of an IB Diploma 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 the 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

IB Full Diploma and IB 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 the 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.

IB Subject 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 (SL/HL) and Ab Initio (SL)
	Spanish B (SL/HL) and Ab Initio (SL)
	Arabic B (SL/HL) and Ab Initio (SL)
Group 3:	Individuals and Societies
	Economics (SL/HL)
	History (SL/HL)
	Psychology (SL/HL)
	Global Politics (SL/HL)
Group 4:	Experimental Sciences
	Biology (SL/HL)
	Chemistry (SL/HL)
	Physics (SL/HL)
Group 5:	Mathematics
	Mathematical Applications and Interpretation (SL/HL)
	Mathematics Analysis & Approaches (SL/HL)
Group 6:	The Arts (or a 2nd choice from Groups 1 - 4)
	Visual Arts (SL/HL)
	Theater (SL/HL)
	Film (SL/HL)

IB 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 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 QR 3500.

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 the 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. This 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 4,000 words on a specific topic chosen by the student. The topic chosen is usually from one of the six subjects being studied. This 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 HS Student Handbook.

High School Courses

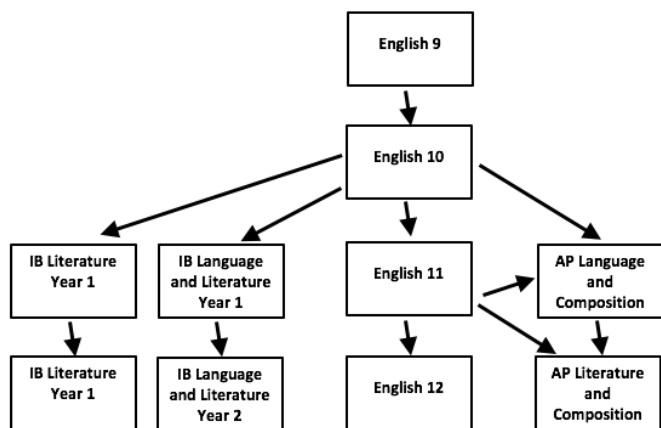
English Department

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

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

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

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



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

English 9

Length & Credit: 1 year (1.0 credit)

Grade: 9

Prerequisite: None

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

We believe reading is the single most important factor in determining a student's language capacity,

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

English 10

Length & Credit: 1 year (1.0 credit)

Grade: 10

Prerequisite: Completion of English 9

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

English 11

Length & Credit: 1 year (1.0 credit)

Grade: 11

Prerequisite: Completion of English 10

English 11 is a study of language, literature, composition, and oral communication with a focus on exploring universal concerns, struggles, and issues of human experience. This class will also examine the application of 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 of 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 & Credit: 1 year (1.0 credit)

Grade: 12

Prerequisite: Completion of English 11 or AP Language & Composition or IB Language & Literature HL/SL1 or IB A Literature HL/SL1

In this 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 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 & Composition

Length & Credit: 1 year (1.0 credit)

Grade: 11, 12

Prerequisite: B or higher in previous English Course or teacher recommendation

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 & Composition

Length & Credit: 1 year (1.0 credit)

Grade: 11, 12

Prerequisite: B or higher in previous English Course or teacher recommendation

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 & Literature HL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 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 language and global issues 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 written exams at the end of course counting for 60 percent 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 complete an additional written assignment and will be held to a higher standard on some of the assessments.

IB English Language & Literature SL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 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 language and global issues 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 timed written and oral tasks, with the two written exams at the end of course counting for 70 percent 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 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.

Journalism

Length & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11, 12

Prerequisite: None

The Journalism course is an elective designed to introduce high school 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 the 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.

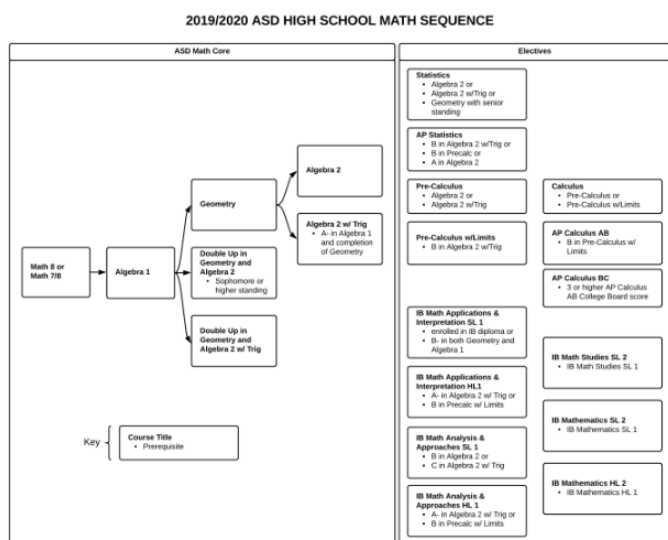
Mathematics Department

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 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

Length & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11

Prerequisite: None

This course is for students who have a solid foundation in the algebra concepts such as addition, subtraction, multiplication, division, fractions, percentages, ratios, rates, proportions, order of operations, number patterns, like terms, distributive property and working with real numbers. Students will be expected to be proficient in these areas upon entry into the course. The course focuses on algebra skills and conceptual understanding.

Concepts of the course include

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

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

A calculator from the TI-84 family is required.

Geometry

Length & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11, 12

Prerequisite: Successful Completion of Algebra I

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

A calculator from the TI-84 family is required.

Algebra II

Length & Credit: 1 year (1.0 credit)

Grade: 10, 11, 12

Prerequisite: Successful completion of Algebra 1 and Geometry or successful completion of Algebra 1 with co-enrollment in Geometry

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

Concepts of the course include

Algebraic language
Expressions, equations, and symbols
Linear functions, graphs and systems
Quadratic equations
Parabolas and polynomials
Powers and roots
Rational expressions
Exponential functions
Intro to Logarithms
Probability (& statistics if time permits)
Series and sequences

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 & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11, 12

Prerequisite: A- in Algebra I and completion of Geometry 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 a focus on both calculator-aided and calculator-unaided exploration and problem-solving, and there will be a strong emphasis on looking at concepts graphically, algebraically, verbally, and numerically.

Concepts of the course include

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

Students will generalize results by working with parameters and proofs and are expected to be able to make connections and synthesize their knowledge from different units to solve both familiar and unfamiliar problems. 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 & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11, 12

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

This 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 & Credit: 1 year (1.0 credit)

Grade: 11, 12

Prerequisite: Successful completion of Algebra II or Algebra II with Trigonometry, Algebra 1, and Geometry

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

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

A calculator from the TI-84 family is required.

Precalculus with Limits

Length & Credit: 1 year (1.0 credit)

Grade: 10, 11, 12

Prerequisite: B in Algebra II with Trigonometry

The objective of this course 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 & Credit: 1 year (1.0 credit)

Grade: 11, 12

Prerequisite: Successful completion of Precalculus or Precalculus with Limits

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

The three main areas of study are

Limits and continuity of a wide variety of functions

Differential calculus and its many applications

Integral calculus

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

A TI-84 graphing calculator is required for this class.

AP Calculus AB

Length & Credit: 1 year (1.0 credit)

Grade: 11, 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 & Credit: 1 year (1.0 credit)

Grade: 11, 12

Prerequisite: A score of a 3 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 & Credit: 1 year (1.0 credit)

Grade: 10, 11, 12

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

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major themes are exploring data, planning a study, anticipating patterns, and statistical inference. The important components of the course include the use of technology, 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 & Credit: 1 year (1.0 credit)

Grade: 10, 11, 12

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

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

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

IB Mathematical Applications and Interpretation SL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 12

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

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics. It is suited to students who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

Students will engage in the study of several areas including 2D Geometry, Describing data through probability and

statistics, Voronoi diagrams and division of the space, Testing for validity (Spearman's and X2 test), modeling using exponentials, logarithmic, quadratic, linear and trigonometric functions and using calculus to find rates of change and areas of irregular shapes.

This class is most similar to the previous Mathematical Studies SL course.

A calculator from the TI-84 family is required.

IB Mathematical Applications and Interpretation HL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: A- in Algebra II with Trigonometry or B in PreCalculus with limits

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics. It is suited to students who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

Students will engage in an in depth study areas including complex numbers, matrix algebra, differential and integral calculus, differential equations, probability, statistics, and graph theory and apply their knowledge in applications of fractal geometry, computer animation, food chains, amortization and annuities, hypothesis testing, electrical circuits, Markov chains, and Voronoi diagrams. It is a rigorous math course that focuses on applying abstract mathematics (many of which are included in the analysis course) in real world context.

A calculator from the TI-84 family is required.

IB Mathematics Analysis and Approaches SL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 12

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

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem-solving and exploring real and abstract applications, with and without technology.

Students will engage in the study of several areas including patterns and formal proofs, functions, modeling and analyzing data, quantifying randomness through probabilistic studies, differential calculus and integration, including the study of areas and volumes of revolution and trigonometry.

This class is most similar to the previous IB Mathematics SL course.

A calculator from the TI-84 family is required.

IB Mathematics Analysis and Approaches HL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: A- in Algebra II with Trigonometry or B in PreCalculus with limits

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem-solving and exploring real and abstract applications, with and without technology.

Students will engage in an in-depth study area including proof and counting principles, implicit differentiation and related rates, correlation and causation, advanced trigonometry, modeling using advanced calculus, 3D Geometry, complex numbers in polar and Euler forms and their roots/powers as well as an in-depth study of probability distributions among other topics.

This class is most similar to the previous IB Mathematics HL course.

A calculator from the TI-84 family is required.

IB Mathematical Studies SL2

Length & Credit: 1 year (1.0 credit)

Grade: 12

Prerequisite: Completion of year 1 of the same course

This course is available only at SL, and is equivalent in status to Mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data.

Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the Mathematical Studies SL course in their future studies.

A calculator from the TI-84 family is required.

IB Mathematics SL2

Length & Credit: 1 year (1.0 credit)

Grade: 12

Prerequisite: Completion of year 1 of the same course

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

A calculator from the TI-84 family is required.

IB Mathematics HL2

Length & Credit: 1 year (1.0 credit)

Grade: 12

Prerequisite: Completion of year 1 of the same course

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expected to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering, and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

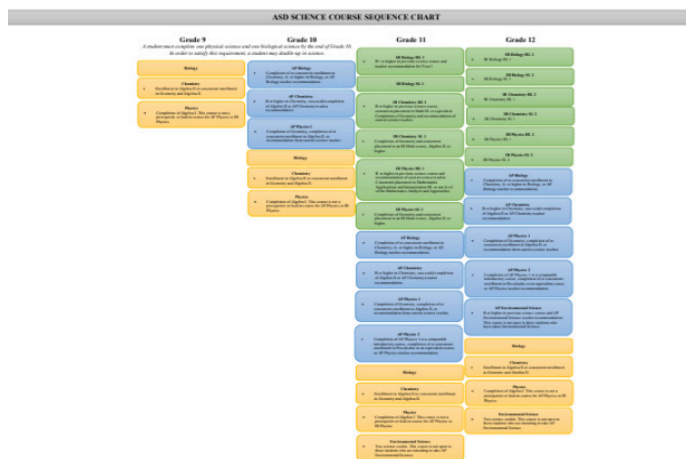
Science Department

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 12.

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



Biology

Length & Credit: 1 year (1.0 credit)

Grade 9, 10, 11, 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 Environmental Science 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 & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11, 12

Prerequisite: Enrollment in Algebra II or concurrent enrollment in Geometry and Algebra II

This course is intended for students interested in pursuing an understanding of chemical processes and principles. It is designed as both an introductory course for students to explore chemistry while also providing a foundation for those who wish to pursue further studies in chemistry. 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. Cross-cutting Science Concepts, Science and Engineering Practices as well as Environmental Science Content Standards. Students engage by inquiry using the Science Practices to build, deepen, and apply their knowledge of core ideas and cross-cutting concepts.

Physics

Length & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11, 12

Prerequisite: Completion of Algebra I. This course is not a prerequisite or lead-in course for students planning to enroll in AP Physics or IB Physics.

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 Environmental Science Content Standards. Students engage by inquiry using the Science Practices to build, deepen, and apply their knowledge of core ideas and cross-cutting concepts. 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 & Credit: 1 year (1.0 credit)

Grade: 11, 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 primary purpose of this course is to develop student understanding of the relationships among biotic and abiotic environmental factors. The primary emphasis

of the course is investigation and applications through design activities including projects in the ASD Greenhouse and gardens.

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

AP Physics 1

Length & Credit: 1 year (1.0 credit)

Grade: 10, 11, 12

Prerequisite: 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 & Credit: 1 year (1.0 credit)

Grade: 11, 12

Prerequisite: Completion of 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 & Credit: 1 year / 1.0 credit

Grade: 10, 11, 12

Prerequisite: Completion of or concurrent enrollment in Chemistry, A- or higher in Biology, 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.

AP Chemistry

Length & Credit: 1 year (1.0 credit)

Grade: 10, 11, 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 & 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

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

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 & Credit: 2 years (2.0 credits)

Grade: 11 & 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: B or higher in previous Science course, concurrent placement Mathematics Applications and Interpretation HL or any level of the Mathematics Analysis and Approaches. 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, energetics, 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: Completion of Geometry, concurrent placement in an IB Math course, 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 Two. 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: B or higher in previous Science course and recommendation of current Science Teacher. Concurrent placement in Mathematics Applications and Interpretation HL or any level of the Mathematics Analysis and Approaches.

This course is intended to develop a 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 Two 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 One. 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 SL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: Completion of Geometry and concurrent placement in any IB Math course, 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;

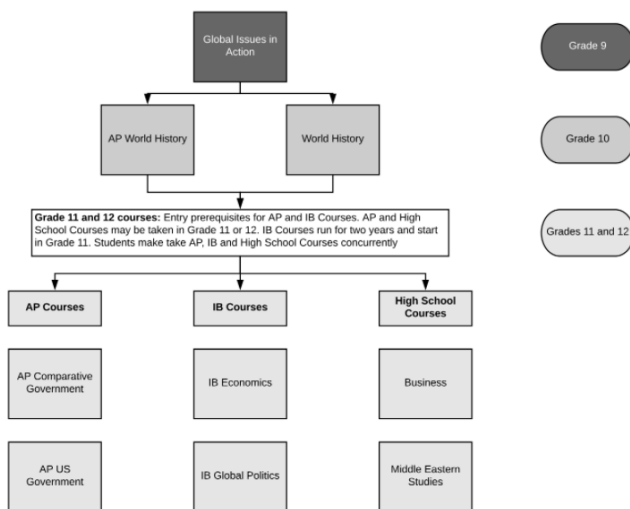
thermal physics; and simple electric circuits. Problem-solving, communication and reasoning skills, active participation, and critical thinking are emphasized. Significant time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations that provides students with opportunities 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 Two 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 & 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 & 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 & Credit: 1 year (1.0 credit)

Grade: 10, 11, 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. The main focus of the course is from 1200 C.E. 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 & Credit: 1 year (1.0 credit)

Grade: 11, 12

Prerequisite: None

U.S. History is the survey of the United States from its colonial roots 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 & Credit: 1 year (1.0 credit)

Grade: 11, 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 a historical narrative along with the development of students’ abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven distinct themes provide areas of historical inquiry for investigation throughout the course. The study of these themes requires students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Important Changes to the AP Government Course Selections for 2019-2020 School Year	
For the 2019-2020 school year, both AP United States Government and Politics (APGOPO) and AP Comparative Government and Politics (APCompGov) will be available for selection.	
From the 2020-2021 school year AP United States Government and Politics (APGOPO) and AP Comparative Government and Politics (APCompGov) will be offered in alternate years.	
2019-2020 Students may select from APGOPO OR APCompGov.	
2020-2021	APGOPO
2021-2022	AP CompGov
2022-2023	APGOPO
2023-2024	AP CompGov
Students graduating in 2020 may select either APGOPO or APCompGov or may elect to take both courses.	
Students graduating in 2021 intending to take both AP Government courses must select APCompGov for the 2019-2020 school year, and then will select APGOPO for the 2020-2021 school year.	

AP United States Government and Politics

Length & Credit: 1 year (1.0 Credit)

Grade: 11, 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 & Credit: 1 year (1.0 Credit)

Grade: 11, 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: B or higher in current Social Studies course or current Social Studies Teacher recommendation

IB History HL is a 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 the 20th century and South Africa in the 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: None

IB History SL is a 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 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 HL 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 One, students will focus primarily on Macro and Micro-economics. During Year Two 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 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.

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 One, students will focus primarily on Macro and Microeconomics. During Year Two 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: B or higher in current Social Studies course or current Social Studies Teacher recommendation

IB Psychology HL is a two-year survey of the variety of perspectives that contribute to the study of human behavior. In the first year, this course focuses on the Biological, Cognitive, and Sociocultural approaches to understanding human behavior, as well as the 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 approach and to build skills for evaluating quantitative and qualitative research. Students will complete a replication of a simple experiment (the IA), practicing collection and analysis of data. 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. Additionally, HL students will complete an in-depth study of qualitative and quantitative 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: None

IB Psychology SL is a two-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 approaches to understanding human behavior, as well as the 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 approach and to build skills for evaluating quantitative and qualitative research. Students will complete a replication of a simple experiment (Internal Assessment), practicing collection and analysis of data. Students will use the core curriculum to explore specialty areas of psychology: Abnormal Behavior, Human Relationships, Developmental Psychology or Health Psychology. SL students will explore one of these options. 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: B or higher in current Social Studies course or current Social Studies Teacher recommendation

IB Global Politics HL is a two-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 & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisite: None

IB Global Politics SL is a two-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.

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.

Middle Eastern Studies

Length & Credit: 1 year (1 credit)

Grade: 11,12

Prerequisite: None

This course will investigate the social, economic and political realities of today's Middle East through primary and secondary source 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 regularly engaging in substantive text-based discussions, presentations and essay compositions. Due to similarities in course content, students will not be

able to enroll in IB History HL and Middle Eastern Studies concurrently.

Business

Length & Credit: 1 year (1 credit)

Grade: 11, 12

Prerequisite: None

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

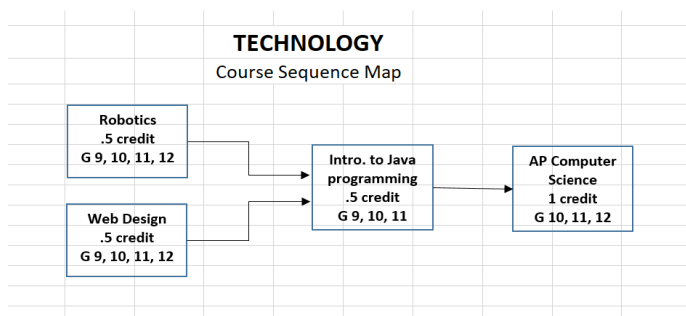
To create a deeper understanding of the entrepreneurial process, students will identify a potential venture opportunity and develop a marketing plan. In addition to entrepreneurship in business, students will also examine

Technology Department

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

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

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



Web Design

Length & Credit: 1 semester (0.5 credit)

Grade: 9, 10, 11, 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 websites 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 & Credit: 1 semester (0.5 credit)

Grade: 9, 10, 11, 12

Prerequisite: None

In this 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.

Introduction to Java Programming

Length & Credit: 1 semester (0.5 credit)

Grade: 9, 10, 11

Prerequisite: Successful completion of Robotics or Web Design with a grade of B or higher, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD.

In this Computer Science course, students build upon their foundational programming knowledge and have the opportunity to explore Computer Science and object-oriented programming concepts. Students will begin to develop higher order thinking skills (problem deconstruction, step-wise solution building, analytical thinking, analogical thinking, creative thinking, and critical thinking) and will learn how to program using Java.

AP Computer Science A

Length & Credit: 1 years (1.0 credit)

Grade: 10, 11, 12

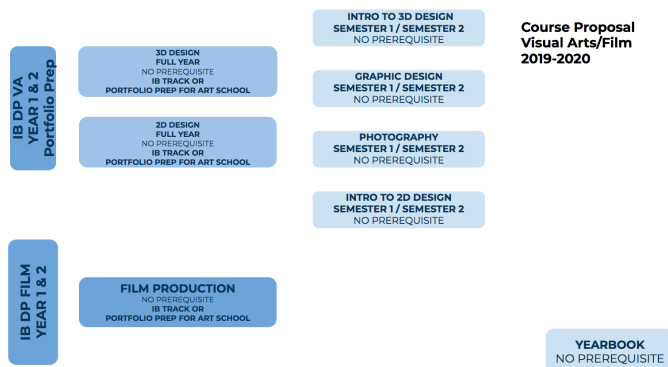
Prerequisites: Successful completion of Robotics or Web Design with a grade of B or higher, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD.

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



Intro to 2D Design

Length & Credit: 1 semester (0.5 credit)

Grade: 9, 10, 11, 12

Prerequisite: None

This semester art course is designed to help students develop an understanding and appreciation of visual art and 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. Students will be exposed to a wide range of media, materials, and techniques which may include: pencil, paint, ink, colored pencils, and charcoal as they explore multiple units of study.

2D Design

Length & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11, 12

Prerequisite: None

This year-long art course is designed to strengthen and refine the drawing and painting skills of each student. The course will focus on art concepts and the development of skills, vocabulary, tools, and media. The course will incorporate the use of pencil, charcoal, colored pencil, ink, watercolor pencils, watercolors, acrylic paint, oil paint and other 2-dimensional media and materials. Experimentation and guided practice will help develop student skill levels and increase the range of their

portfolio. The class is primarily project-based; however, there will be times when students are responsible for research and written elements within the assignments. This course is highly recommended for Grade 9 and 10 students considering studying IB Visual Art and students interested in building an art portfolio.

Intro to 3D Design

Length & Credit: 1 semester (0.5 credit)

Grade: 9, 10, 11,12

Prerequisite: None

This semester art course is designed to help students develop an understanding and appreciation of visual art and 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. Students will be exposed to a range of techniques while working with different media such as paper, cardboard, wire, and ceramics as they explore multiple units of study.

3D Design

Length & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11, 12

Prerequisite: None

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

IB Art SL/HL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 12

Prerequisites: One full year of HS Art in Grades 9 or 10 and 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 One 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. In addition to developing studio pieces,

all students will conduct in-depth critical research and analysis for their Comparative Study and Process Portfolio. In addition to developing studio pieces, all students will conduct in-depth critical research and analysis for their Comparative Study and Process Portfolio.

Year Two 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 Art Journal (40%) and a Comparative Study (20%).

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 documenting how the Comparative Study research influenced the student's artmaking process.

Graphic Design

Length & Credit: 1 semester (0.5 credit)

Grade: 9, 10, 11, 12

Prerequisite: None

This class 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 an 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 & Credit: 1 semester (0.5 credit)

Grade: 9, 10, 11, 12

Prerequisite: None

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

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

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

Film Production

Length & Credit: 1 year (1.0 credit)

Grade: 9, 10, 11, 12

Prerequisite: None

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

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

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

IB Film HL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 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 DP 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 & Credit: 2 years (2.0 credits)

Grade: 11 & 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 DP 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.

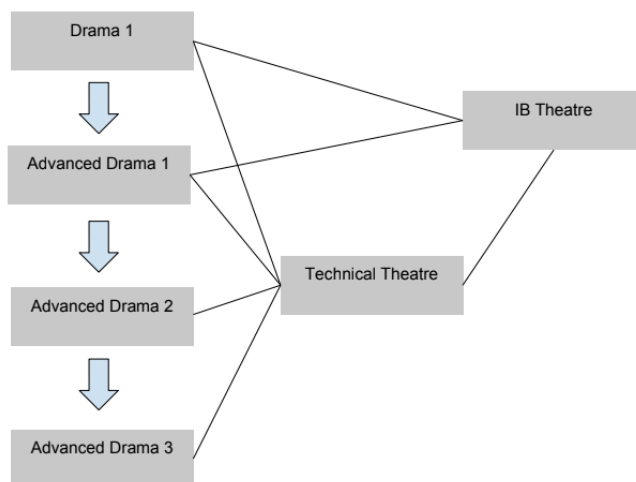
At SL, the course is composed of three distinct assessment areas:

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.

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



Drama 1

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

Grade: 9, 10, 11, 12

Prerequisite: None

Drama 1 is an exploratory course designed to 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 a pair, small groups, and whole class tasks. The course will include some research and reflection.

Advanced Drama 1, 2, 3

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

Grade: 10, 11, 12

Prerequisites: Audition/Teacher Approval; Completion of previous level of Drama.

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.

Drama 1

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

Grade: 9, 10, 11, 12

Prerequisite: None

Drama 1 is an exploratory course designed to 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 a pair, small groups, and whole class tasks. The course will include some research and reflection.

Advanced Drama 1, 2, 3

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

Grade: 10, 11, 12

Prerequisites: Audition/Teacher Approval; Completion of previous level of Drama.

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.

Technical Theater

Length & Credit: 1 semester (0.5 credit)

Grade: 10, 11, 12

Prerequisite: None

The focus of the course 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 Theater HL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 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
- 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 the 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 Theater Piece (HL only - 35%)

Students at HL research a theater theorist, create and present a solo theater piece 4-8 minutes, 3000 word report to accompany, sources.

Internal Assessment

Collaborative Project (25% HL)

An original piece of theater lasting 13-15 min. Process portfolio 15 pages, video, sources.

IB Theater SL

Length & Credit: 2 years (2.0 credits)

Grade: 11 & 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

- Theater in Context
- Theater Processes
- 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 the 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 as

- 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)

An original piece of theater lasting 13-15 min. Process portfolio 15 pages, video, sources.

High School Instrumental Music (HSIM)

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

Grade: 9, 10 11, 12

Prerequisite: Teacher recommendation

HS Instrumental Music (HSIM) is a Visual and Performing Arts elective for high school 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 QR 600.

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 & Credit: 1 year (1.0 credit)

Grade: 9, 10 11, 12

Prerequisite: Teacher recommendation

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

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

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

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

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

High School Wind Ensemble (HSWE)

Length & Credit: 1 year (1.0 credit)

Grade: 9, 10 11, 12

Prerequisites: Prior instrumental experience and teacher recommendation.

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

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

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

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

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

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

Students in HSWE are required to participate in the ASD Concert Band. The ASD Concert Band is comprised of students in both HSWE and Advanced Percussion Studies. The ASD Concert Band performs in public, on and off campus, on a number of occasions throughout the year. Students in HSWE must be willing to be a part of all of these public performances. Preparation for these performances takes place after school. Students in HSWE 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 & Credit: 1 year (1.0 credit)

Grade: 9, 10 11, 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 & Credit: 1 year (1.0 credit)

Grade: 9, 10 11, 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 & Credit: 1 semester (0.5 credit)

Grade: 9, 10 11, 12

Prerequisite: None

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

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

Introduction to Music Production

Length & Credit: 1 semester (0.5 credit)

Grade: 9, 10 11, 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 & Credit: 1 semester (0.5 credit)

Grade: 10 11, 12

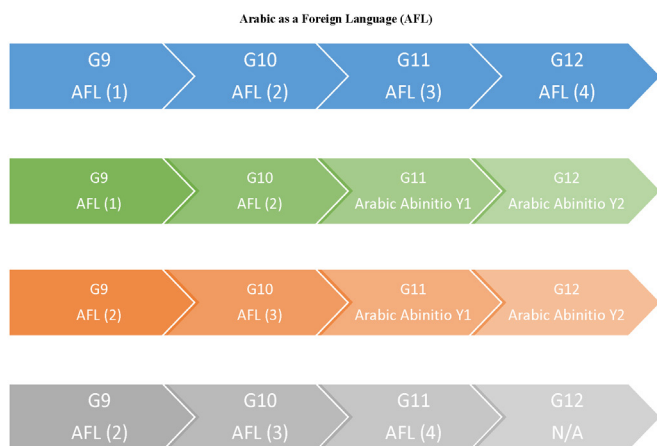
Prerequisite: Introduction to Music Production.

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 view the Course Sequence Chart for World Languages.



Arabic as a Foreign Language I

Length & 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 & Credit: 1 years (1.0 credit)

Prerequisite: Completion of AFL I or teacher recommendation

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

Arabic as a Foreign Language III/IB Arabic Ab Initio I

Length & Credit: 1 years (1.0 credit)

Prerequisite: Completion of AFL II or teacher recommendation

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

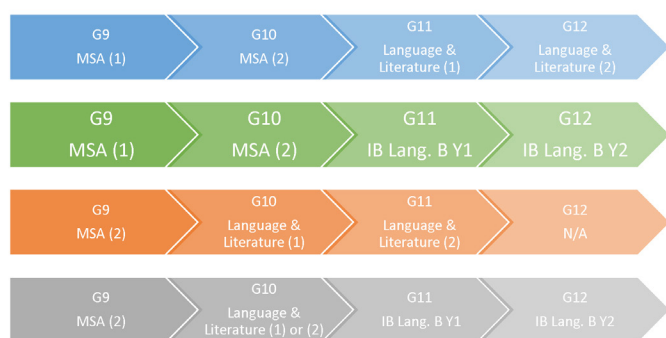
Arabic as a Foreign Language IV/IB Arabic Ab Initio 2

Length & Credit: 1 years (1.0 credit)

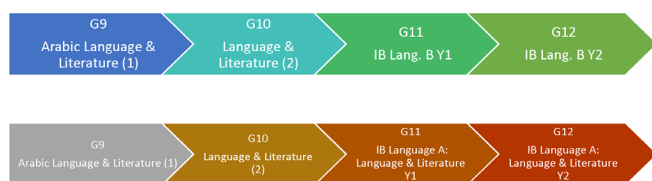
Prerequisite: Completion of AFL III/Ab Initio I or teacher recommendation

This course is designed for non-native students with a good command of Arabic language. The main aim of this course is to increase student proficiency in reading, writing and speaking. During the course, students explore a variety of themes and produce a variety of written assignments. By the end of the course, students are expected to compose well-written paragraphs on familiar topics. Please note that you may not take the IB Ab Initio examination, without prior completion of level 1.

Modern Standard Arabic (MSA)



Arabic Language & Literature



Modern Standard Arabic I

Length & Credit: 1 years (1.0 credit)

Prerequisite: Successful completion of placement test

This course 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 & Credit: 1 years (1.0 credit)

Prerequisite: Completion of MSA I or teacher recommendation

This course 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 & Credit: 2 years (2.0 credit)

Prerequisite: B+ in MSA II/L&L I or B- in Arabic L&L II or teacher recommendation

This course builds on levels 1 & 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 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 & Credit: 2 years (2.0 credit)

Prerequisite: B- in MSA II/L&L I or C in Arabic L&L II or teacher recommendation

This course builds on levels 1 & 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 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 & Credit: 1 years (1.0 credit)

Prerequisite: Completion of MSA II or teacher recommendation

This course 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 II

Length & Credit: 1 years (1.0 credit)

Prerequisite: Completion of Arabic Language and Literature 1 or teacher recommendation

This course 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.

IB Arabic A: Language and Literature SL

Length & Credit: 2 years (2.0 credits)

Prerequisite: B+ in Arabic Language and Literature II or 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.

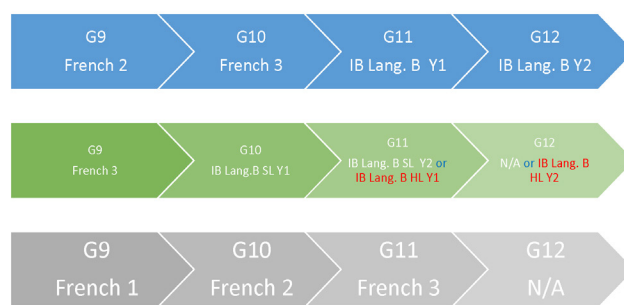
IB Arabic A: Language and Literature HL

Length & Credit: 2 years (2.0 credits)

Prerequisite: A- in Arabic Language and Literature II or 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. HL Students read two extra books and are required to submit one extra written task at the end of the course.

French



French I

Length & Credit: 1 years (1.0 credit)

Prerequisite: No previous study of French

This course 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 & Credit: 1 years (1.0 credit)

Prerequisite: Completion of French I

This course 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 & Credit: 1 years (1.0 credit)

Prerequisite: C- in French II or teacher recommendation

This course 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 HS French IBSL1/IBHL1.

IB French Ab Initio

Length & Credit: 2 years (2.0 credits)

Prerequisite: Limited previous exposure to French and teacher recommendation

This two-year course is designed to introduce older students with no or very limited exposure 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 & Credit: 2 years (2.0 credits)

Prerequisite: B+ in French III or teacher recommendation

This course 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 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 Two course may include a third literary work upon which the Written Assignment will be based. All work is assessed using official IB rubrics.

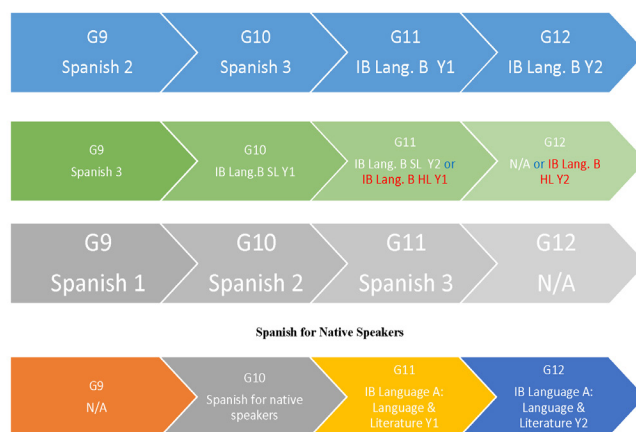
IB French B SL

Length & Credit: 2 years (2.0 credits)

Prerequisite: B- in French III or teacher recommendation

This course 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 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 as a Foreign Language



Spanish I

Length & Credit: 1 years (1.0 credit)

Prerequisite: No previous study of Spanish

This course 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 & Credit: 1 years / 1.0 credit

Prerequisite: Completion of Spanish I

This course 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 the culture around the Spanish-speaking world. This course is designed to prepare students for Spanish III.

Spanish III

Length & Credit: 1 years (1.0 credit)

Prerequisite: C- in Spanish II or teacher recommendation

This course 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 the IB level.

IB Spanish Ab Initio

Length & Credit: 2 years (2.0 credits)

Prerequisite: Limited previous exposure to Spanish and teacher recommendation

This two-year course is designed to introduce older students with no or very limited exposure to the Spanish language and will lead to certification in IB Ab Initio Spanish, which fulfills 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 & Credit: 2 years (2.0 credits)

Prerequisites: B+ in Spanish III or teacher recommendation

This course 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 Two course may include a second or third literary work upon which the Written Assignment will be based.

IB Spanish B SL

Length & Credit: 2 years (2.0 credits)

Prerequisite: B- in Spanish III or teacher recommendation

This course 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 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.

Spanish A Preparatory Course

Length & Credit: 1 year (1.0 credit)

Prerequisite: Grade 10 - Native Spanish Speakers

This is a year-long course designed for native Spanish speakers in Grade 10. The course is a great opportunity for natives who haven't been exposed to their language in an academic environment to work on their reading, writing, and speaking skills. The Spanish for Native Speakers class prepares students for IB Spanish A Language and Literature in Grades 11 and 12.

IB Spanish A SL: Language and Literature

Length & Credit: 2 years (2.0 credit)

Prerequisite: B+ in Language A Preparatory Course or teacher recommendation.

This course is a two-year IB Language A program. It is designed for Grade 11-12 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 Two IB Language and Literature course that leads to certification within the IB.

IB Spanish A HL: Language and Literature

Length & Credit: 2 years (2.0 credit)

Prerequisite: A- in Language A Preparatory Course or teacher recommendation.

This course is a two-year IB Language A program. It is designed for Grade 11-12 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. HL Students read two extra books and are required to submit one extra written task at the end of the course.

IB School Supported Self-Taught Languages

Length & Credit: 2 years (2.0 credits)

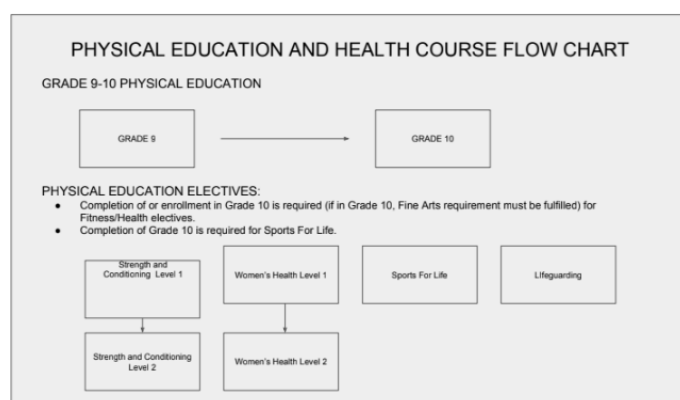
Prerequisite: IB diploma candidate and permission of IB Coordinator

IB diploma candidates are offered the opportunity to continue the study of their home language through a school-supported self-study option at the Language A SL. 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 view the Course Sequence Chart for Health and PE.



Physical Education & Health 9

Length & Credit: 1 years (1.0 credit)

Grade: 9

Prerequisite: None

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

Physical Education & Health 10

Length & Credit: 1 years (1.0 credit)

Grade: 10

Prerequisite: Completion of Physical Education 9 or equivalent

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

Sports for Life

Length & Credit: 1 semester (0.5 credit)

Grade: 11, 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.

Strength and Conditioning for Athletic Development, Level I

Length & Credit: 1 semester (0.5 credit)

Grade: 10, 11, 12

Prerequisite: Completion of or concurrent enrollment in PE 10 or equivalent. Grade 10 students must have completed or are currently enrolled in a 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

Strength and Conditioning for Athletic Development, Level II

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

Grade: 10, 11, 12

Prerequisite: Completion of or concurrent enrollment in Strength and Conditioning for Athletic Development, Level I. Grade 10 students must have completed or are currently enrolled in a Fine Arts credit.

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

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

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 & Credit: 1 semester (0.5 credit)

Grade: 10, 11, 12

Prerequisite: Female student, 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.

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 the quality of life and maximize personal potential. There may be potential fees for field trips taken during a semester.

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

Women's Health and Well-being, Level II

Length & Credit: 1 semester (0.5 credit)

Grade: 10, 11, 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 I 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. There may be potential fees for field trips taken during a semester.

Lifesaving and Aquatic Leadership

Length & Credit: 1 years (1.0 credit)

Grade: 11, 12

Prerequisite: Completion of PE 10 or equivalent. The student must also be able to swim 400 meters continuously with any stroke (not backstroke) and tread water for five minutes.

Lifesaving & 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 & 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 the pool, classroom, and dryland training settings.

Other Courses

Speech

Length & Credit: 1 semester (0.5 credit)

Grades: 10, 11, 12

Prerequisite: None

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

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

Senior Seminar

Length & 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 (TOK)

Length & Credit: 1 year (1.0 credit)

Grade: 11, 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

Analyze knowledge questions with insight and depth while exploring and evaluating assumptions and implications

Yearbook

Length & Credit: 1 year (1.0 credit)

Grade: 11, 12

Prerequisite: Yearbook Teacher approval

Class size maximum of 12 students.

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

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 & Success in HS
11	3	College Research
10	4	Career Exploration

Teacher Assistant

Length & Credit: 1 semester (0.5 credit)

Grade: 12

A non-graded class for pass/fail. The 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 the teacher and HS Counselor.

AP Capstone Seminar

Length & Credit: 1 year (1.0 credit)

Grade: 11, 12 (Priority is given to Grade 11)

Prerequisite: Strong reading and writing skills, and genuine curiosity

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.

AMERICAN SCHOOL OF DOHA

2019-2020 HIGH SCHOOL COURSE SELECTION FORM

Click [HERE](#) to download this form.



(Please print clearly in BLOCK CAPITAL letters.)

Course selections for 2019-2020	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 & Composition or IB Language & Literature HL/SL1 or IB A Literature HL/SL1
<input type="checkbox"/> AP English Language & Composition	1yr/1.0	11,12	B or higher in previous English course or teacher recommendation
<input type="checkbox"/> AP English Literature & Composition	1yr/1.0	11, 12	B or higher in previous English course or teacher recommendation
<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
MATH			
<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	9,10,11,12	A- in Algebra I and completion of Geometry or A- in Algebra I and co-enrollment in Geometry
<input type="checkbox"/> Algebra II with Trigonometry (Adaptive Learning and Knowledge Space)	1yr/1.0	9,10,11,12	A- in Algebra I and completion of Geometry 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, Algebra 1, and Geometry
<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 SL2	1yr/1.0	12	Successful completion of IB Mathematics Studies SL1

<input type="checkbox"/>	IB Mathematics SL2	1yr/1.0	12	Successful completion of IB Mathematics SL1
<input type="checkbox"/>	IB Mathematics HL2	1yr/1.0	12	Successful completion of IB Mathematics HL1
<input type="checkbox"/>	IB Mathematical Applications and Interpretation 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 Applications and Interpretation HL1	1yr/1.0	11	A- in Algebra II with Trigonometry or B in PreCalculus with limits
<input type="checkbox"/>	IB Mathematics Analysis and Approaches SL1	1yr/1.0	11	B in Algebra II or C in Algebra II with Trigonometry
<input type="checkbox"/>	IB Mathematics Analysis and Approaches HL1	1yr/1.0	11	A- in Algebra II with Trigonometry or B in PreCalculus with limits

SCIENCE

<input type="checkbox"/>	Biology	1yr/1.0	9,10,11,12	None
<input type="checkbox"/>	Chemistry	1yr/1.0	9,10,11,12	Enrollment in Algebra II or concurrent enrollment in Geometry and Algebra II
<input type="checkbox"/>	Physics	1yr/1.0	9,10,11,12	Completion of Algebra I. This course is not a prerequisite or lead-in course for students planning to enroll in AP Physics or IB Physics
<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	Completion of Geometry, completion of or concurrent enrollment in Algebra II, or recommendation from current Science teacher
<input type="checkbox"/>	AP Physics 2	1yr/1.0	11,12	Completion of 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
<input type="checkbox"/>	AP Biology	1yr/1.0	10,11,12	Completion of or concurrent enrollment in Chemistry, A- or higher in Biology, or AP Biology teacher recommendation
<input type="checkbox"/>	AP Chemistry	1yr/1.0	10,11,12	B or higher in Chemistry, successful completion of Algebra II or recommendation of AP Chemistry teacher.
<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 an IB Math course, 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 Mathematics Applications and Interpretation HL or any level of the Mathematics Analysis and Approaches. 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 Students who have completed Chemistry SL1 are not eligible for this course
<input type="checkbox"/>	IB Physics SL1	1yr/1.0	11	Completion of Geometry and concurrent placement in any IB Math course, 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 and recommendation of current Science teacher. Concurrent placement in Mathematics Applications and Interpretation HL or any level of the Mathematics Analysis and Approaches.
<input type="checkbox"/>	IB Physics HL2	1yr/1.0	12	Completion of Geometry and concurrent placement in any IB Math course, Algebra II, or higher

SOCIAL STUDIES

<input type="checkbox"/>	Global Issues In Action	1yr/1.0	9	None
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<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 or 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 or 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 or 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 or 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 or 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 or 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 or 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	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"/>	Introduction to Java Programming	1sem/0.5	9,10,11	Successful completion of Robotics or Web Design with a grade of B or higher, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD.
<input type="checkbox"/>	AP Computer Science A	1yr/1.0	10,11,12	Successful completion of Robotics or Web Design with a grade of B or higher, or a demonstration of the fundamental thinking and computer programming skills covered in those courses as they are taught at ASD.

VISUAL AND PERFORMING ARTS

<input type="checkbox"/>	Intro to 2D Design	1sem/0.5	9,10,11,12	None
<input type="checkbox"/>	2D Design	1yr/1.0	9,10,11,12	None
<input type="checkbox"/>	Intro to 3D Design	1sem/0.5	9,10,11,12	None
<input type="checkbox"/>	3D Design	1yr/1.0	9,10,11,12	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 or 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 or 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"/>	Advanced Drama 1, 2, 3 (<i>semester long</i>)	1sem/0.5	10, 11,12	Audition/Teacher Approval; Completion of previous level
<input type="checkbox"/>	Advanced Drama 1, 2, 3 (<i>year long</i>)	1yr/1.0	10, 11,12	Audition/Teacher Approval; Completion of previous level
<input type="checkbox"/>	Technical Theater	1sem/0.5	10,11,12	None
<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	None. 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	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 or teacher recommendation
<input type="checkbox"/>	Arabic as Foreign Language III/ IB Arabic Ab Initio 1	1yr/1.0	Completion of AFL II or 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 or teacher recommendation
<input type="checkbox"/>	Modern Standard Arabic I	1yr/1.0	Successful completion of placement test
<input type="checkbox"/>	Modern Standard Arabic II	1yr/1.0	Completion of MSA I or teacher recommendation
<input type="checkbox"/>	IB Arabic Language B SL1	1yr/1.0	B- in MSA II/L&L I or C in Arabic L&L II or 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		B+ in MSA III/L&L I or B- in Arabic L&L II or 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		Completion of MSA II or teacher recommendation
<input type="checkbox"/>	Arabic Language and Literature II	1yr/1.0		Completion of Arabic Language and Literature 1 or teacher recommendation
<input type="checkbox"/>	IB Arabic A: Language and Literature SL1	1yr/1.0		B+ in Arabic Language and Literature II or teacher recommendation
<input type="checkbox"/>	IB Arabic A: Language and Literature SL2	1yr/1.0		Completion of IB Language and Literature SL1
<input type="checkbox"/>	IB Arabic A: Language and Literature HL1	1yr/1.0		A- in Arabic Language and Literature II or teacher recommendation
<input type="checkbox"/>	IB Arabic A: Language and Literature HL2	1yr/1.0		Completion of IB Language and Literature HL1
<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		C- in French II or teacher recommendation
<input type="checkbox"/>	IB French <i>Ab Initio</i> 1	1yr/1.0		Limited previous exposure to French and teacher recommendation
<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		B- in French III or 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+ in French III or 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		C- in Spanish II or teacher recommendation
<input type="checkbox"/>	IB Spanish <i>Ab Initio</i> 1	1yr/1.0		Limited previous exposure to Spanish and teacher recommendation
<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		B- in Spanish III or teacher recommendation
<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+ in Spanish III or teacher recommendation
<input type="checkbox"/>	IB Spanish HL2	1yr/1.0		Completion of IB Spanish HL1 and teacher approval
<input type="checkbox"/>	Spanish A Preparatory Course	1yr/1.0	10	Native Spanish Speakers
<input type="checkbox"/>	IB Spanish A Language and Literature SL1	1yr/1.0		B+ in Spanish Language and Literature II or teacher recommendation
<input type="checkbox"/>	IB Spanish A Language and Literature SL2	1yr/1.0		Completion of IB Spanish A Language and Literature SL1 and teacher approval
<input type="checkbox"/>	IB Spanish A Language and Literature HL1	1yr/1.0		A- in Spanish Language and Literature II or teacher recommendation
<input type="checkbox"/>	IB Spanish A Language and Literature HL1	1yr/1.0		Completion of IB Spanish A Language and Literature HL1 and teacher approval
<input type="checkbox"/>	IB School Supported Self-Taught Languages	2yr/2.0		IB Diploma Candidate and permission of IB Coordinator

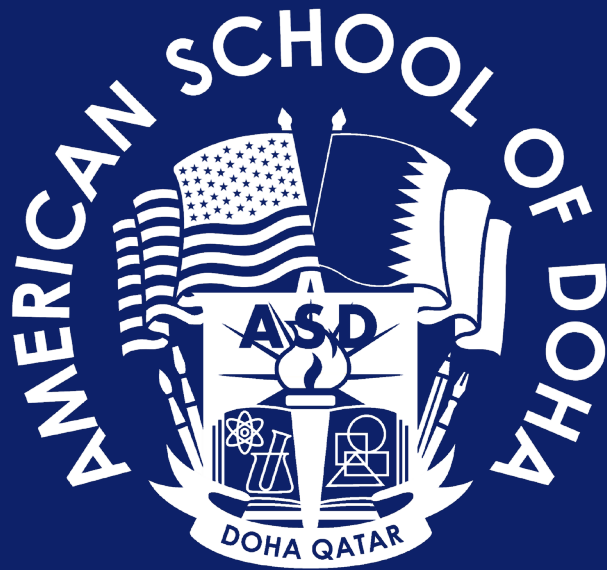
PHYSICAL EDUCATION & HEALTH

<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"/>	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. Strong reading and writing skills, and genuine curiosity
<input type="checkbox"/>	AP Capstone Research	1yr/1.0	12	Completion of AP Capstone Seminar



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