

**HIGH SCHOOL  
PROGRAM OF STUDIES  
2024/25**

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# DAA High School Program of Studies

## Curriculum

Dubai American Academy High School offers a diverse curriculum, which includes US High School, International Baccalaureate Diploma Programme, and Advanced Placement (AP) courses. All students who successfully complete the prescribed course of study receive an accredited US High School Diploma.

Academically challenging pre-university US High School courses are offered to students in Grades 9-12. The IB Diploma Programme is offered to students in Grades 11 and 12. This course of study leads to the award of both a US High School Diploma and IB Diploma at the end of Grade 12. Students may also enroll in individual IB Certificate Courses which require two years of study for completion. An IB Certificate is awarded for successful completion of the course in accordance with IB grading criteria.

Additionally, Advanced Placement (AP) courses are available to students in Grades 9-12. Advanced Placement courses are those offered by College Board in the USA which provide college-level courses in high school.

To be successful, students must be focused and guided in their choices by the following considerations:

- Academic interests
- Academic record
- Onward study and educational plans
- Specific skill set and talents

Based on the items above, realistic goals and pathways can then be identified from which the academic programmes at Dubai American Academy can support success.

In addition, students are encouraged to participate in co-curricular activities to supplement their academic program. Participation and experience of co-curricular activities is an excellent way to demonstrate commitment to learning away from academics and is looked on favourably by higher education institutions looking to accept students into their programmes.

At Dubai American Academy, it is expected that students assume responsibility for their own achievements in education while working in partnership with teacher and parent guidance.

## Advanced Placement (AP) Program

Advanced Placement (AP) is a program offered by College Board which provides high school students the opportunity to take rigorous, college-level courses and earn college credit while in high school.

Students engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively.

### Advanced Placement Eligibility

AP courses are rigorous, college level courses designed for Grade 10, 11 and 12 students and select Grade 9 and 10 students. Students must meet the [course recommendation criteria](#) to enroll in AP courses.

- Students in Grade 10 may enroll in a maximum of two AP courses with teacher recommendation. In exceptional circumstances Grade 10 students may take three AP courses with the approval of the AP Coordinator and the student's counselor.
- Students enrolled in the full IB Diploma Programme are not eligible for study in AP courses due to the demands of the study required for successful completion of the IB Diploma Programme.
- Students pursuing the US High School Diploma may take AP courses
- Students can combine a combination IB Diploma Programme courses with AP courses in certain circumstances.
- Enrollment priority for AP courses is given to Grade 10, 11 and 12 students
- AP courses have recommended prerequisites essential for successful engagement and completion of the course.

### Graduation Pathways

AP courses are an optional component of the DAA curriculum and not required for graduation in any particular pathway.

- **US Diploma** - Students following the US High School Diploma pathway may opt to take IB Certificates and AP Courses to engage with a more rigorous curriculum.
  - Though AP courses are not required, they do apply towards graduation credits in their subject areas.
  - AP courses may replace a grade level course in that subject area or may be considered an elective. Whether an AP course counts replaces a grade level course or is considered an elective depends on the specific course requirements.
- **IB Diploma Programme** - Students planning to enroll in the IB Diploma Programme may opt to take AP classes for which they have received a teacher recommendation in Grades 9 and/or 10. Once students begin the full IB Diploma Programme during Grades 11 and 12, they are no longer eligible to take AP courses at DAA.



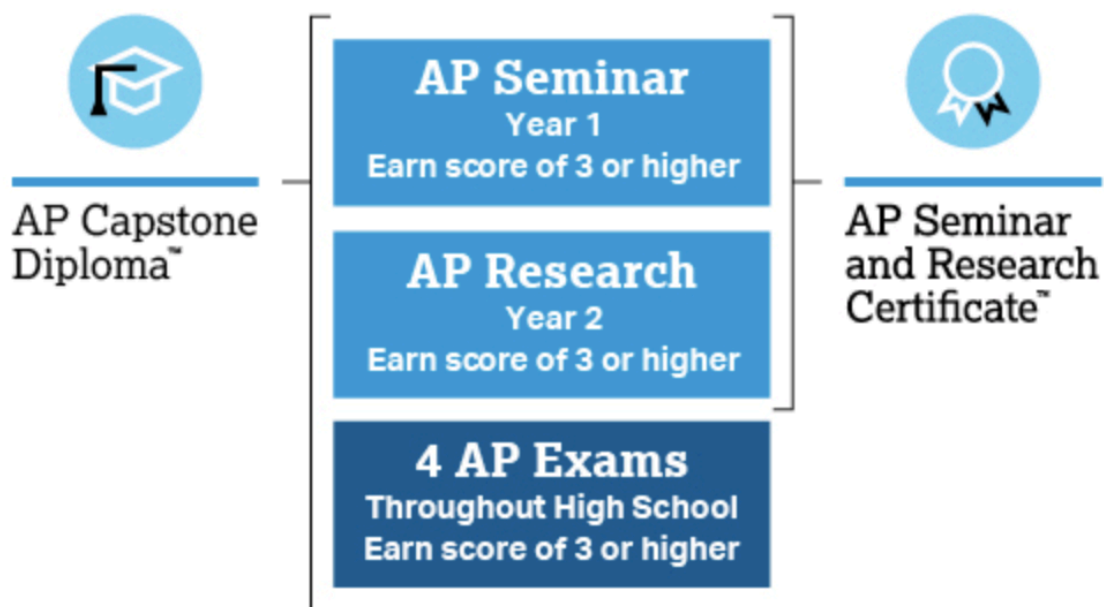
## Advanced Placement Capstone

AP Capstone is a Diploma program based on two year-long AP courses: AP Seminar and AP Research.

The courses are designed to complement other AP courses that the AP Capstone student may take.

Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approaches to develop critical thinking, research, collaboration, time management, and presentation skills students needed for college-level work.

College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.



Students who earn scores of 3 or higher in AP Seminar and AP Research **and** on four additional AP examinations receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™

## Advanced Placement Exams and Exam Fees

- **AP Exam Fees** - All AP course exams are subject to an external fee determined annually by College Board. Families are responsible for paying this fee to DAA during

the second semester of the school year. Registration in an AP course is an indication that the student will sit the final exam. Any registration changes made by the student after the initial ordering deadline will incur additional 'late' registration fees from College Board. Families are responsible for the payment of all such fees.

- **Enrollment in a course outside of DAA**

- It is strongly recommended that students enroll in AP courses offered at DAA rather than pursuing self-study courses. Historically students demonstrate greater achievement when enrolled in an AP course at DAA and supported by a qualified AP instructor. Should a student desire to pursue this, they first need to have a meeting with the AP Coordinator and counselor to discuss a plan of action, and only if there is an approved study plan may the student enroll. In any case, DAA only allows one course to be taken outside of DAA per year.
- For students intending to sit for an AP test in a course not offered by DAA, they should process that test registration through the AP Coordinator. The student is responsible for contacting the AP Coordinator in September in order to ensure registration and material ordering can be completed on time. Failure to do so will result in having to wait until the following year to take the exam.

## Long Term Impact of the Advanced Placement Course on DAA Transcript and University

- There is an additional weighting of 0.25 added to AP class GPA calculations during each semester.
- College/University Admission - the AP's international recognition means that universities recognize the level of work and skill necessary to be successful in an AP course and consider this demonstration of rigor on a transcript.
- College/University Credit - for students who earn a result of a 4 or 5 on the final AP exam, many universities may offer university credits either for general education or a specific course.

## AP Scholar Awards

- AP Scholar Awards are available to students who successfully complete AP courses and earn scores of 3 or higher on three or more AP Exams.
- AP Scholar with Honors Awards are available to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams
- AP Scholar with Distinction Awards are available to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

## AP International Diploma (APID)

The AP International Diploma (APID) is a globally recognized certificate awarded to students who display exceptional achievement across a variety of disciplines. Available to international students attending secondary schools outside the U.S. and to U.S. high school students applying to universities outside the country, the APID certifies outstanding academic excellence with a global perspective. (But it's not a substitute for a high school diploma.)

Students don't need to apply for the APID; it's automatically awarded in the year all eligibility requirements are met. The College Board notifies students by email after the award has been conferred. Students may self-print an APID certificate from AP Scores. At GEMS DAA, the AP Coordinator identifies APID students using the AP Scholars Report issued after the conclusion of each examination session.

Full details on the specific eligibility requirements and content areas required for the award of the APID can be found on the CollegeBoard website here: [AP International Diploma](#)

## Advanced Placement Courses Offered at DAA

AP course offerings are reviewed annually and subject to change based on student demand and staffing considerations.

While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered.

For details of the AP courses offered at DAA, please refer to course descriptions found on the [College Board website](#).

Course	Grade Level(s)
AP English Language and Composition (2024/25)	11, 12
AP English Literature and Composition (2025/26)	11, 12
AP Biology (2025/26)	11, 12
AP Chemistry (2024/25)	11, 12
AP Computer Science Principles	10, 11, 12
AP Human Geography	9, 10, 11, 12
AP World History: Modern	10, 11, 12
AP Macroeconomics (2024/25)	10, 11, 12

AP Microeconomics (2025/26)	10, 11, 12
AP Psychology (NEW)	11, 12
AP Statistics	10 (Elective), 11, 12
AP Precalculus (NEW)	10, 11, 12
AP Calculus AB	11, 12
AP Art and Design (2-D Art and Design) (NEW)	11, 12

AP Capstone Course	Grade Level(s)
AP Seminar	9, 10, 11, 12
AP Research (NEW)	11, 12

## International Baccalaureate Diploma Programme

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

### IB Learner Profile

The IB Learner Profile represents ten attributes valued by IB World Schools. We believe these attributes help individuals and groups become responsible members of local, national, and global communities.

#### **IB Learners strive to be:**

##### **Inquirers**

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

##### **Open-Minded**

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

##### **Knowledgeable**

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

##### **Caring**

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

##### **Thinkers**

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

##### **Risk-Takers**

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

### **Communicators**

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

### **Balanced**

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

### **Principled**

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

### **Reflective**

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

## **The IB Diploma Programme Curriculum**

The IB Diploma Programme curriculum is made up of six subject groups.

- Group 1: Studies in Language and literature
- Group 2: Language acquisition
- Group 3: Individuals and societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts/Electives

Students must select *one* subject from each Group 1-5. For the final choice of subject a student can undertake study in a Group 6 Arts subject *or* choose a second Group 1-4 subject.

Additionally, students must also complete the requirements of the IB Core. The IB Core consists of three elements:

- Creativity, Activity, Service (CAS)
- Extended Essay (EE)
- Theory of Knowledge (TOK).

Through the IB Diploma Programme Core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Further details on the IB Diploma Programme curriculum can be found here: [IB Diploma Programme curriculum](#).

## IB Diploma Programme Subjects Offered at DAA

Group	Subjects	Level (SL/HL)
<b>Group 1</b> Studies in Language and Literature	English A: Language and Literature	SL/HL
	School Support Self-Taught Language A: Literature*	SL Only
<b>Group 2</b> Language Acquisition	Arabic B	SL/HL
	French Ab Initio	SL Only
	French B	SL/HL
	Spanish Ab Initio	SL Only
	Spanish B	SL/HL
<b>Group 3</b> Individuals and Societies	Business Management	SL/HL
	Economics	SL/HL
	Global Politics	SL/HL
	History	SL/HL
	Psychology	SL/HL
	Environmental Systems and Societies**	SL
<b>Group 4</b> Sciences	Biology	SL/HL
	Chemistry	SL/HL
	Computer Science	SL/HL
	Design Technology	SL/HL
	Physics	SL/HL
	Environmental Systems and Societies**	SL
<b>Group 5</b> Mathematics	Mathematics Analysis and Approaches	SL/HL
	Mathematics Applications	SL/HL

	and Interpretations	
<b>Group 6</b> The Arts	Film	SL/HL
	Music	SL/HL
	Theatre	SL/HL
	Visual Arts	SL/HL

\*Students who are fluent in a language other than English, that is recognised by the IB, may opt to take *two* Group 1: Studies in Language and Literature subjects to receive a Bilingual IB Diploma. The study of the second 'A' Language would be done under the supervision of a school-approved tutor and is the School Supported Self-taught option. This is a school supported self-taught option.

\*\* Environmental Systems and Societies is an interdisciplinary subject which can be studied ESS as either Group 3 or Group 4 or as both Group 3 and Group 4.

## IB Course Certificates

Not all students choose to take the full course load leading to a diploma. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme.

For example, a student may take six SL courses but does not receive the IB Diploma because they did not take three HL classes, TOK, the EE, and CAS.

## IB Subject Briefs

Each IB Diploma Programme subject offered by DAA has its own, specific, course content.

For details on generic assessment and course description and aims, curriculum overview, assessment models, and sample questions please refer to the IB Subject Briefs provided by IB here: [IB Subject Brief](#).

## Assessment and Exams

The International Baccalaureate (IB) assesses student work as direct evidence of achievement against the stated goals of the IB Diploma Programme courses. For more details on IB assessment and examinations please read further here: [IB assessment and examination](#).

## Who is the IB Diploma Programme for?



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

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

## IB Approaches to Learning

At DAA, both Middle School and High School students are encouraged to develop transferable Approaches to Learning through our DAA Learning Skills. These Approaches to Learning are attitudes, dispositions, and skills that will equip students to do well across a range of situations.

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

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

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

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

1. Based on inquiry
2. Focused on conceptual understanding
3. Developed in local and global contexts
4. Focused on effective teamwork and collaboration
5. Differentiated to meet the needs of all learners
6. Informed by formative and summative assessment

## Modified Pathway

The Modified Pathway Program at DAA offers a path to a modified American High School Completion Certificate for students that are unable to access the general education curriculum with significant modification.

The general structure of this program is designed to place students in the Least Restrictive Environment. Students in the program will have access to the following:

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

Students in the Modified Pathway Program will participate in academic courses that are aligned with DAA curriculum standards. Additionally, they are provided with increased access to functional academics and adaptive programming.

At the end of four years in the Modified Pathway Program, students receive a High School Completion Certificate equivalent to the 22 credits required for all students at DAA.

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

- increased student independence and self-reliance
- increased student self-esteem
- increased academic growth
- decreased dropout rates

## High School Graduation Requirements

Students enroll in courses according to graduation requirements, the student's abilities and interests, and previous educational experience. Students earn credit for the successful completion of courses with a 60% (D-) or higher.

According to the Knowledge and Human Development Authority (KHDA), one credit is equivalent to 120 hours of instructional time. While most courses are one academic year in duration, courses are divided into two distinct semesters for grading purposes. Each semester constitutes 60 hours of instruction, or 0.5 credit hours.

Twenty-two credits are required for graduation.

It is the responsibility of students and parents to ensure thorough research has been undertaken to determine the number of credits needed for admission to a particular university.

Subject	Required Credits DAA/KHDA Graduation	Recommended Credits University Application	UAE Equivalency Requirements: US Diploma <sup>3, 4</sup>
English	4	4	Required to complete five Ministry of Education approved courses in each academic year-Grades 10, 11, and 12.  (One of the courses each year <i>must</i> include English)  <a href="#">US Diploma Requirements - Class of 2023 &amp; Beyond</a>  <a href="#">Requirements for KHDA Attestation &amp; UAE Equivalency</a>
Science	3	3-4 (Lab Science)	
Math	3	4	
Modern Foreign Language	2	2 (Same Language)	
Social Studies	2	3-4	
Physical Education	2	2	
Visual/Performing Art	0.5	1	
Electives	5.5		0
Arabic <sup>1</sup>	4		4
Islamic Education <sup>2</sup>	2		2

### Footnotes

- Arabic:** Arabic is mandatory for Arab Nationals. Arabic credits can replace a combination of credits or units from the elective and Modern Foreign Language components.
- Islamic Education:** Islamic Education is mandatory Muslim students. Islamic Education credits can replace a combination of credits or units from the elective component.
- Equivalency:** Students shall successfully pass 5 of the Ministry of Education Approved courses within Grades 10-12 ; noting that English must be one of the credits and that the Arabic language and Islamic Education credits are not included. Please refer to [Requirements for KHDA Attestation & UAE Equivalency](#) for details.
- Equivalency and The IB Diploma:** The requirements for the IB Diploma Programme align with and fulfill UAE Equivalency requirements.

**Definition - "Lab Science":** Laboratory Science is scientific instruction or experimentation that provides opportunities for students to interact *directly* with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. Typically Biology, Chemistry and Physics are recognised as 'Lab Science'. Other Science-based courses may not be recognised as 'lab Science'.

## Arabic Language Requirements

All students registered through KHDA with an Arab passport must complete study in Arabic language in every semester throughout High School. This stipulation is mandated by KHDA. The list of Arab nations is designated as follows:

Algeria	Bahrain	Comoros	Djibouti
Egypt	Iraq	Jordan	Kuwait
Lebanon	Libya	Mauritania	Morocco
Oman	Palestine	Qatar	Saudi Arabia
Somalia	Sudan	Syria	Tunisia
United Arab Emirates	Yemen		

**Arabic language is a required course for all Grade 9 students, regardless of nationality.**

## Islamic Education Requirements

All Muslim students are required to undertake studies in Islamic Education every semester to meet KHDA requirements.

## United Arab Emirates Equivalency

United Arab Emirates Equivalency may be required, depending on a student's post-graduation plans.

Equivalency is the process by which the UAE Ministry of Education officially endorses High School qualifications and provides a Declaration document which states equivalency between the qualification MOE UAE standards.

Equivalency typically involves attestations from relevant authorities, following which the letter of Equivalency is issued from the Ministry of Education. **Equivalency requirements are above and beyond DAA/KHDA High School graduation requirements.**

There are *two* pathways to UAE Equivalency, the US High School Diploma or the IB Diploma.

Further details regarding UAE Equivalency can be found in the [UAE Equivalency presentation](#).

### **US Diploma and Blended Pathway (US Diploma with IB/AP courses) Equivalency Requirements:**

- Achieve US Diploma
- Pass 18 credits in Grades 9, 10, 11, and 12 with a D- (60% or above), (does not include Arabic or Islamic)

- Must complete 4 credits in Science (must include Physics in Grade 11 or 12)
- Must complete 4 credits in Math
- Must complete 3 credits in Social Studies
- Complete EmSAT and/or SAT requirements

**IB Diploma Requirements:**

- Achieve full IB Diploma
- EmSAT is not required

**Equivalency is required if:**

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

## Class Names

The following terms are used for each class:

Grade Level:	Nomenclature:
Grade 9	Freshman
Grade 10	Sophomore
Grade 11	Junior
Grade 12	Senior

## Course Selection

Each spring, students choose courses for the following academic year.

Administrators, teachers, and school counselors introduce the course selection process by speaking to students in each grade level about course requirements, the overall process of selection, and strategies to ensure 'best practice' in the choice of courses.

**Before** selecting new courses, students are encouraged to investigate future pathways and course content and to be proactive in seeking advice and guidance from teachers and counselors. The completion of a '4-Year Plan' is highly recommended. Informed by this information, students plan their proposed course of study for the remaining years of High School.

The identification of a clear outline and progression through High School allows students to set a goal of where they wish to go - academically and personally - and to reflect on where their academic record places them. It also allows for a realistic approach to selection to ensure success in future graduating outcomes.

Parents are *strongly encouraged* to discuss and collaborate with their son/daughter in the completion of the 4-Year Plan.

## Prerequisites

A prerequisite is required before a course can be taken.

Examples of prerequisites may include a course, skill level, minimum grade, experience, or instructor approval. Prerequisites are listed in course descriptions, and students should be aware of them *before* making course selections.

## Course Changes

Course changes are not permitted for elective courses. Students may **request** core course or level changes during the 'Add/Drop' period allowed in the first ten days of the first Semester.

After the first ten days of Semester 1, course change requests **may be considered** for Advanced Placement, IB Diploma Programme, IB Course Certificate, and yearlong courses. Typically, changes will be considered in response to teacher, counselor, and administrator recommendations.

Changes are **considered** on a case by case basis in response to well-being and mental health concerns, change in graduation pathway, or other factors that significantly impact students' academic success and well-being

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## 2024/25 Pathways and Course Descriptions

### English Language Arts

Credit: English		
Course	Credits	Grade
Journalism	1	9, 10, 11, 12
English 9	1	9
English 10	1	10
English 11	1	11
English 12	1	12
AP Capstone - Seminar	1	9, 10, 11, 12
AP Capstone - Research (NEW)	1	11, 12
AP English Language and Composition	1	11, 12
AP English Literature and Composition	1	11, 12
IB English A Language and Literature SL	2	11, 12
IB English A Language and Literature HL	2	11, 12
IB English A Literature SL	2	11, 12
IB English A Literature HL	2	11, 12

**Note:**

1. AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered.
2. AP English Language and Composition and AP English Literature and Composition are offered in alternating years. AP English Language and Composition is offered in 2024/25.



## English Language Arts Course Descriptions

**Course Name:** Journalism  
**Department:** HS English Department  
**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level(s):** 9-12  
**Prerequisite:** N/A

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

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

**Course Description:** English 9 is a course designed to introduce students to the reading, writing, speaking, listening, and analytical thinking skills required for successful completion of high school level English courses and the IB Diploma. Throughout the year, students study and discuss texts from a wide variety of genres including both fiction and nonfiction text types. Analytical thinking, writing, and collaboration are fostered throughout each unit of study in order to prepare students for a variety of high school English courses. Texts in this course include: *The House on Mango Street* by Sandra Cisneros, *Fahrenheit 451* by Ray Bradbury and *Romeo and Juliet* by William Shakespeare.

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

**Course Description:** This course focuses on developing key skills in reading, writing, speaking, listening, and analytical thinking. Students study a range of genres, including poetry, short stories, visual texts, drama, and novels, and further develop the skills acquired in Grade 9. They

are encouraged to demonstrate a critical awareness of a broad range of written skills and use an effective choice of register to express their ideas clearly and coherently. Oral skills will also be developed further through a variety of tasks in preparation for the rigorous oral assessments in the English IB Diploma programme. Texts include: Selected poems; *Macbeth* by William Shakespeare, *Of Mice and Men* by John Steinbeck and selected nonfiction articles.

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

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

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

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

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**Course Name:** AP Seminar  
**Department:** HS English Department  
**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level:** 9, 10, 11  
**Prerequisite:** Successful completion of English 9, 10, and teacher recommendation.

**Course Description:** The purpose of AP seminar is to teach research skills such as evaluating sources, synthesizing connections between sources, citing sources, putting sources into conversations with one another, and using persuasive techniques to interact with sources. Students complete four research projects throughout the year that include a written component and a presentation component. Students will also be required to provide a rationale for their choices throughout the research process. Students are required to engage in authentic collaboration in order to receive high marks on the AP exam.

Please refer to the [AP Seminar](#) site on College Board for additional information.

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**Course Name:** AP Research  
**Department:** HS English Department  
**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level:** 11, 12  
**Prerequisite:** Successful completion of AP Seminar.

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

Please refer to the [AP Research](#) site on College Board for additional information.

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**Course Name:** AP English Language and Composition  
**Department:** HS English Department  
**Credit:** 1.0  
**Length:** 1 Year  
**Grade Level:** 11, 12  
**Prerequisite:** Successful completion of English 10 or 11 and teacher recommendation.  
**Recommended:** Successful completion of AP Seminar

**Course Description:** The primary purpose of this course is to enable students to read complex, nonfiction texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with sophisticated readers. Students read, analyze, and work with nonfiction text, literature, essays, letters, speeches, and images to deepen their awareness of rhetoric and of how language works. Writing and reading activities help students to become aware of the interaction between a writer's purpose and the audience's expectations, as well as

the way the conventions and resources of language contribute to the effectiveness of writing. The course expects students to write in several forms: narrative, expository, analytical, and argumentative—on many different subjects from personal experiences to public policies, from nonfiction essays and memoirs to popular culture. This course teaches students to read primary and secondary source materials carefully, to synthesize material from these texts in their own compositions, and to cite source material using conventions recommended by the Modern Language Association (MLA).

Refer to the [College Board website](#) for additional information.

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

**Department:** HS English Department

**Credit:** 1.0

**Length:** 1 Year

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of English 10 or 11 and teacher recommendation.

**Recommended:** Successful completion of AP Seminar

**Course Description:** The primary purpose of this course is to enable students to read complex, literary texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with sophisticated readers. Students read, analyze, and work with a wide variety of literary genres and texts, learning to understand and interpret the nuances of the author's craft. Writing and reading activities help students to become aware of the interaction between a writer's purpose and the audience's expectations, as well as the way the conventions and resources of language contribute to the effectiveness of writing. The course expects students to perform an analysis of a variety of literary forms, including both poetry and prose. In addition, students will learn how to write and develop literary arguments and lines of inquiry. This course teaches students to read literary texts carefully, to synthesize material from these texts in their own compositions, and to cite source material using conventions recommended by the Modern Language Association (MLA).

Refer to the [College Board website](#) for additional information.

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

**Department:** HS English Department

**Credit:** 2.0

**Length:** 2 Years

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of English 10

**Course Description:** This is an intensive two-year course that develops students' critical literacy through the exploration of a variety of literary and nonliterary texts. Students consider the ways in which meaning is both constructed and negotiated by studying the relationships between texts, readers and writers; the range and functions of texts across geographical space

and historical time; and aspects of intertextuality. Key aims of the course include developing interpretive, analytical, and evaluative skills; understanding the relationships between texts and perspectives, including cultural contexts and global issues; and appreciating the diverse meanings and responses that arise from examining the formal and aesthetic qualities of texts. (*IB Language and Literature Guide*)

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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**Course Name:** IB English A Language and Literature HL

**Department:** HS English Department

**Credit:** 2.0

**Length:** 2 Years

**Grade Level:** 11, 12

**Prerequisite:** Completion of English 10 with a B+ or above, or teacher recommendation

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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**Course Name:** IB English A Literature SL

**Department:** HS English Department

**Credit:** 2.0

**Length:** 2 Years

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of English 10

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

The SL group is assessed on 10 texts over the two years of IB, which include: Poetry of Carol Ann Duffy, *The Thief and the Dogs* by Naguib Mahfouz, *The Stranger* by Albert Camus, *The Elephant Vanishes* by Haruki Murakami, *King Lear* by William Shakespeare, *Slaughterhouse 5* by Kurt Vonnegut, *Antigone* by Sophocles, *Tess of the D'Urbervilles* by Thomas Hardy, *The Left Hand of Darkness* by Ursula LeGuin and *A Streetcar Named Desire* by Tennessee Williams.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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**Course Name:** IB English A Literature HL

**Department:** HS English Department

**Credit:** 2.0

**Length:** 2 Years

**Grade Level:** 11, 12

**Prerequisite:** Completion of English 10 with a B+ or above, or teacher recommendation

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

The HL group is assessed on 13 texts over the two-years of IB. Key texts include: Poetry of Carol Ann Duffy, *The Thief and the Dogs* by Naguib Mahfouz, Essays by David Foster Wallace, *The Stranger* by Albert Camus, *The Elephant Vanishes* by Haruki Murakami, *King Lear* by William Shakespeare, *Slaughterhouse 5* by Kurt Vonnegut, *The Things They Carried* by Tim O'Brian, *Antigone* by Sophocles, *Tess of the D'Urbervilles* by Thomas Hardy, *The Left Hand of Darkness* by Ursula LeGuin and *A Streetcar Named Desire* by Tennessee Williams and one other chosen in collaboration by teacher and students.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Mathematics

Credit: Math		
Course	Credits	Grade
Integrated Math I	1	9
Integrated Math II	1	9, 10
Integrated Math II Extended	1	9, 10
Integrated Math III	1	10, 11
Integrated Math III Extended	1	10, 11
Math Modeling: Functions	1	11, 12
Math Modeling: Statistics and Probability	1	11, 12
Pre-calculus	1	11, 12
Calculus	1	11, 12
AP Statistics	1	10 (Elective), 11,12
AP Precalculus (NEW)	1	10, 11, 12
AP Calculus AB	1	11, 12
IB Math Applications and Interpretations SL	2	11 and 12
IB Math Applications and Interpretations HL	2	11 and 12
IB Math Analysis and Approaches SL	2	11 and 12
IB Math Analysis and Approaches HL	2	11 and 12

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

## Mathematics Course Descriptions

**Course Name:** Integrated Math I

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9

**Prerequisite:** Successful completion of Grade 8 mathematics

### **Course Description:**

This course teaches topics in a style that is concept-based and integrated. The fundamental purpose of Integrated Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Math I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Course Name:** Integrated Math II

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

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

**Prerequisite:** Successful completion of Integrated Math I (or equivalent) and/or teacher recommendation

### **Course Description:**

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

**Course Name:** Integrated Math II Extended

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

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



**Prerequisite:** Successful completion of Integrated Math I (or equivalent) and/or teacher recommendation

**Course Description:**

Integrated Math II Extended studies the concepts of the Integrated Math II course at a faster pace and is more in-depth. This course teaches topics in a style that is concept-based and integrated, concentrating on algebraic concepts such as: sequences; linear and exponential relationships, their graphs and functions; systems of linear equations and linear inequalities; powers and exponents; quadratic relationships, their graphs and functions; transformations of quadratic graphs; factoring and solving quadratic equations. Key geometric concepts are also included, such as: Pythagorean Theorem, congruency, angle and triangle properties; right-angled trigonometry. Critical thinking skills are emphasized throughout the course. Students also learn to use technology to aid them in problem solving.

**Course Name:** Integrated Math III

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

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

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

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

**Course Name:** Integrated Math III Extended

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

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

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

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

**Course Name:** Math Modeling: Functions

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

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

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

**Course Description:** Mathematical Modeling: Functions consolidates and completes the Common Core Standards, in addition to exposing students to topics encountered on the SAT. The course focuses on Algebra, Geometry, Exponential and Logarithmic Models, Trigonometry, and Finance applications. This course is suitable for students with a secure understanding of basic mathematical concepts who wish to explore these concepts in real-life situations.

**Course Name:** Math Modeling: Statistics and Probability

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

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

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

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

**Course Name:** PreCalculus

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

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

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

**Course Description:**

PreCalculus is an academically rigorous course in mathematics that builds on and extends the topics studied in geometry and algebra. This course covers the topics of geometry, trigonometry, and statistics at the pre-calculus level. Topics include: Number Patterns, Equations, Inequalities, Functions, Rational Functions, Exponential and Logarithmic functions, Trigonometry and their Graphs, Trigonometry Equations and Proofs, Trigonometric Applications, Analytic Geometry, Matrices, Statics and Probability, and potentially Limits if time permits. The inquiry based approach to mathematics allows students to explore how pre-calculus based mathematics connects to a variety of different tasks in the modern day world.

**Course Name:** Calculus

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

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

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

**Course Description:** During the calculus course, students undergo a detailed study of differential and integral calculus as well as its applications in real world problems. Strong skills and knowledge of algebra, functions, geometry, and trigonometry are required for success in the course since the material builds upon and extends the concepts covered in the precalculus course. In particular, the classes of functions used to develop an understanding of calculus and its applications include polynomials, rationals, trigonometric, exponential and logarithmic functions. The concepts of limits, differentiation and integration will be applied to solve problems of rates of change, curve sketching, related rates, areas and volumes of revolution.

**Course Name:** AP Statistics

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 Year

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

**Prerequisite:** Successful completion of Integrated Math II Extended or higher (or second-year course in algebra) and teacher recommendation

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

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

Refer to the [College Board website](#) for additional information.

**Course Name:** AP Precalculus

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

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

**Prerequisite:** Successful completion of Integrated Math II Extended or Integrated Maths III and teacher recommendation

**Course Description:** AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework

delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. This course covers the following topics: Polynomials and Rational functions, exponential and logarithmic, trigonometric and polar functions and functions Involving Parameters, Vectors, and Matrices.

Refer to the [College Board website](#) for additional information.

**Course Name:** AP Calculus

**Department:** HS Math Department

**Credit:** 1.0

**Length:** 1 year

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

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

**Course Description:** AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

Refer to the [College Board website](#) for additional information.

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

**Department:** HS Math Department

**Credit:** 2.0

**Length:** 2 years

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

**Prerequisite:** Successful completion of Math Integrated Math II extended or Integrated Math III and a teacher recommendation.

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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

**Department:** HS Math Department

**Credit:** 2.0

**Length:** 2 years

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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

**Department:** HS Math Department

**Credit:** 2.0

**Length:** 2 years

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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

**Department:** HS Math Department

**Credit:** 2.0

**Length:** 2 years

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Science

Credit: Science		
Course	Credits	Grade
Integrated Science 9	1	9
Integrated Science 10	1	10
Biology 11/12	1	11,12
Chemistry 11/12	1	11,12
Physics 11/12	1	11, 12
AP Biology	1	11, 12
AP Chemistry	1	11, 12
IB Biology SL	2	11 and 12
IB Biology HL	2	11 and 12
IB Chemistry SL	2	11 and 12
IB Chemistry HL	2	11 and 12
IB Physics SL	2	11 and 12
IB Physics HL	2	11 and 12
IB Environmental Systems and Societies SL	2	11 and 12
IB Environmental Systems and Societies HL	2	11 and 12

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

## Science Course Descriptions

**Course Name:** Integrated Science 9

**Department:** Science  
**Credits:** 1.0  
**Length:** 1 Year  
**Grade Level(s):** Grade 9  
**Prerequisites:** Successful completion of Grade 8 Science

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

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

**Course Name:** Integrated Science 10  
**Department:** Science  
**Credits:** 1.0  
**Length:** 1 Year  
**Grade Level(s):** Grade 10  
**Prerequisites:** Successful completion of Integrated Science 9

**Course Description:**

Integrated Science 10 is a cross-curricular course that examines global issues through an integrated scientific focus. Topics learned in Grade 10 include electricity and magnetism, physics of motion, the universe, fuels, stoichiometry, rate of reaction, cellular biology and genetics. Topics are studied through an approach that brings together physics, chemistry, biology, and earth and space science under essential themes. The course applies the Next Generation Science Standards (NGSS), which encourages a student-centered investigative approach to learning.

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

**Course Name:** Biology 11/12  
**Department:** Science  
**Credit:** 1.0  
**Length:** 1 Year



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

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

**Course Description:** High School Biology is a laboratory-based science emphasizing the process of scientific investigation through the study of living things. Throughout the course, skills in experiment design, experiment reporting, and scientific thinking are developed. Emphasis is placed on critical thinking and the investigation process as used in IB Biology. The course consists of five units: Molecular Biology, Cellular Biology, Genetics, Ecology and Human Physiology. Assessment of the course includes summative assessments (tests), projects, and lab report writing.

**Course Name:** Chemistry 11/12

**Department:** Science

**Credits:** 1.0

**Length:** 1 Year

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

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

**Course Description:** Chemistry is the study of matter. In this course, students explore matter from its smallest detail to its broadest scope. This interdisciplinary, inquiry-based class focuses on the application of chemistry concepts to real world examples through thematic units. Topics include: atomic structure, medicinal and organic chemistry, acids and titrations, water treatment and environmental chemistry.

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

**Course Name:** Physics 11/12

**Department:** Science

**Credits:** 1.0

**Length:** 1 Years

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

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

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

**Course Name:** AP Biology

**Department:** Science

**Credits:** 1.0

**Length:** 1 Years

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

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

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

Refer to the [College Board website](#) for additional information.

**Course Name:** AP Chemistry

**Department:** Science

**Credits:** 1.0

**Length:** 1 year

**Grades:** 11, 12

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

**Course Description:** AP Chemistry is an intensive course designed to be the equivalent of an introductory college-level course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. This course also prepares the high school student to take the AP exam given in May. Students must be highly motivated and driven to excel in this very challenging and fast-paced course. The format for this is primarily lecture and lab, supported by interactive labs, and hands-on activities.

Refer to the [College Board website](#) for additional information.

**Course Name:** IB Biology SL

**Department:** Science

**Credits:** 2.0

**Length:** 2 Years

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

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

**Course Description:** The Standard Level IB Biology course involves the study of living things and is undertaken at a variety of levels, from the molecular to the biosphere. The syllabus comprises of four themes; Unity and diversity, Form and function, Interaction and interdependence and Continuity and change. There are also four levels of biological organisation; Molecules, Cells, Organisms and Ecosystems. Through the study of these topics, students appreciate that despite the great diversity of species and individuals, there is a fundamental unity with regard to structure, and dependence on a dynamic equilibrium and ecological balance. Discussion and study of theory is supported by extensive practical investigation and the use of computer and data-logging tools where appropriate. Participation in the Group 4 project promotes an appreciation of multidisciplinary scientific research.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Biology HL

**Department:** Science

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisites:** Completion of Integrated Science 10 with a grade of A- or above, MAP Science score of 230 and above, MAP Reading score of 220 and above and teacher recommendation.

**Course Description:** The Higher Level IB Biology course involves the study of living things and is undertaken at a variety of levels, from the molecular to the biosphere. The syllabus comprises of four themes; Unity and diversity, Form and function, Interaction and interdependence and Continuity and change. There are also four levels of biological organisation; Molecules, Cells, Organisms and Ecosystems. Through the study of these topics, students appreciate the nature of science and that, despite the great diversity of species and individuals, there is a fundamental unity with regard to their structure and dependence on a dynamic equilibrium and ecological balance. Discussion and study of theory is supported by extensive practical investigation and the use of computer and data-logging tools where appropriate. Participation in the Group 4 project promotes an appreciation of multidisciplinary scientific research. This class goes into more depth and covers more conceptual and laboratory content than the biology standard level course and thus proceeds at a faster pace. Higher level biology prepares students for higher education in the fields of medical science, agricultural science, environmental science, veterinary science, and biotechnology.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Chemistry SL

**Department:** Science

**Credits:** 2

**Length:** 2 Years

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

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Chemistry HL

**Department:** Science

**Credits:** 2

**Length:** 2 Year

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

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Physics SL

**Department:** Science

**Credits:** 2

**Length:** 2 Year

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

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

**Course Description:** Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself. Topics studied in year one include space, time and motion, wave behaviour, as well as nuclear and quantum physics. This course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal, information and communication technology skills, which are essential in modern scientific endeavors and are important life-enhancing, transferable skills in their own right. Participation in the Group 4 project will promote an appreciation of multidisciplinary scientific research.

Year two will also provide extensive time to work on the required Internal Assessment. Topics studied include fields and the particulate nature of matter. This course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal, information and communication technology skills, which are essential in modern scientific endeavors and are important life-enhancing, transferable skills in their own right.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Physics HL

**Department:** Science

**Credits:** 2

**Length:** 2 Years

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

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

**Course Description:** Physics is the most fundamental of the experimental sciences as it seeks to explain the basic structure of the universe and how it works. Topics include space, time and motion, wave behavior, fields, as well as nuclear and quantum physics. Additional higher level content is included in this course, making it more in depth in some sections and faster paced than the standard level course. This two-year course allows students to develop practical skills, inquiry techniques, and increase mastery in the application of mathematics, the language of physics. The mathematical treatment of the topics covered is more demanding than in the standard level course. Discussion and study of theory is supported by extensive practical investigations and the use of computer and data-logging tools where appropriate. Participation in the Group 4 project promotes an appreciation of multidisciplinary scientific research. This course prepares students for higher education in the fields of physical sciences and the various fields of engineering.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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

**Department:** Science

**Credits:** 2.0

**Length:** 2 Years

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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

**Department:** Science

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisites:** Successful completion of Integrated Science 10 with an A- overall grade in semester 1 or above and teacher recommendation

**Course Description:** The ESS HL (Environmental Systems and Societies Higher Level) course builds upon the content covered in the ESS SL (Standard Level) course, delving deeper into various environmental systems. It explores topics such as ecosystem dynamics, atmospheric and oceanic physics, and hydrological systems, providing a comprehensive understanding of environmental issues. The course addresses critical global issues like climate change, biodiversity loss, and food security in greater detail. HL students also study additional modules in Environmental Law, Environmental and Ecological Economics, and Environmental Ethics, fostering connections between different areas of the syllabus. This approach leads to increased networked knowledge and a holistic understanding of the complexities of environmental challenges, as well as potential strategies, solutions, and management approaches. HL students are expected to demonstrate critical evaluation, synthesis of material from core content and extensions, and analyze problems with greater breadth and depth.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Social Studies

Credit: Social Studies		
Course	Credits	Grade
Geography	0.5	9, 10, 11, 12
History 9	1	9
History 10	1	10
History Through the Arts and Media <sup>1</sup>	1	11, 12
US History <sup>1</sup>	1	11, 12
AP Human Geography <sup>2</sup>	1	9, 10, 11, 12
AP World History: Modern <sup>2</sup>	1	10, 11, 12
IB History SL	2	11 and 12
IB History HL	2	11 and 12
IB Global Politics SL	2	11 and 12
IB Global Politics HL	2	11 and 12

### Notes:

1. AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered.
2. History Through the Arts and Media and US History are offered in alternating years. History Through the Arts and Media is offered in 2024/25.



## Social Studies Course Descriptions

**Course Name:** Introduction to Geography

**Department:** Social Studies

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisite:** N/A

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

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

**Course Name:** History 9

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

**Grade Level:** 9

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

**Course Description:** A core curriculum course, Grade 9 History is the study of the development of the interconnected human community over time. This specific course is themed as “Revolutions” and will study and analyze the political, social, economic, and cultural upheavals of the modern world from the French Revolution through to the early 20th century. By looking at the consequences of imperialism and industrialization, the aim is to gain an understanding of the foundations of the modern world. As a final unit of study and to teach historical research skills in depth, students will engage in a research project and presentation about a topic of their own interest regarding the history of the United Arab Emirates.

Running themes of this study include the emergence of modern independent nations and states, the development of a world capitalist economy and the dawn of an interconnected global society. The Age of Enlightenment and its impact on the liberal revolutions in Europe and around the world (specifically the French Revolution) is the starting point and is analyzed

in order to thoughtfully ask and attempt to address the following questions: What are the foundations of the modern world? How did we get here? Where are we going?

**Course Name:** History 10

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

**Grade Level:** 10

**Prerequisites:** Successful completion of History 9

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

In the second semester, the course broadens in both content and in the scope, targeting key historical skills, unashamedly preparing students for the rigor of historical inquiry at the junior and senior level, and begins to incorporate actual IB-style assessment tasks for practice. A source-based study examining the history and events of the Civil Rights Movement in the United States places the student firmly in the contemporary world, where issues of citizenship, political participation and conflict continue to play key roles. As a final unit of study and to teach historical research skills in depth, students will engage in a research project and presentation about a topic of their own interest regarding the history of the United Arab Emirates.

All of these inquiries are conducted with the goal of students thoughtfully asking and attempting to address the following questions: What are the foundations of the modern world? Who are we? How did we get here? Why does the world look and act the way it does today? Where are we going? What are the trends and prospects for the future of the human community?

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

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

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

**Prerequisite:** Successful completion of History 10

**Course Description:** Curriculum for this course will involve the viewing and analysis of a number of art forms, which are meant to represent significant events in history. The Arts and Media can be a method for the study of history, and that is the goal of this course. Students will study various art and media films and participate in related research and study that will allow them to analyze and evaluate the historical accuracy, and in some cases the inaccuracy, portrayed through these various art forms and media. Participating in this course will afford students a unique opportunity to use critical thinking skills to enrich their study of history.

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

\* Offered alternating years with US History

**Course Name:** US History

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

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

**Prerequisite:** Successful completion of History 10

**Course Description:** This course covers United States history from its pre-colonial period beginning c. 1492 to the present. It covers all major aspects of American history during that period including: political, diplomatic, intellectual, cultural, economic, and social. In addition, the course deals extensively with learning how to read, understand, analyze and interpret a wide variety of both primary and secondary texts together with the maps, graphs, and pictorial materials associated with them. The course also aims to help students to put the knowledge and understanding they are gaining into practice through sharpening their oral and written communication skills.

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

**Course Name:** AP World History: Modern

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 Year

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

**Prerequisite:** B+ or above in Grade 9 and/or Grade 10 History and History teacher recommendation

**Course Description:** In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Refer to the [College Board website](#) for additional information.

**Course Name:** AP Human Geography

**Department:** Social Studies

**Credits:** 1.0

**Length:** 1 year

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

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

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

There are three "Big Ideas" that serve as the foundation of the course, enabling students to create meaningful connections among concepts and develop deeper conceptual understanding: Big Idea 1: Patterns and Spatial Organization, Big Idea 2: Impacts and Interactions, and Big Idea 3: Spatial Process and Societal Change. Additionally, the following skill categories describe what skills students should develop during the course: Concepts and Processes, Spatial Relationships, Data Analysis, Source Analysis, and Scale Analysis.

Refer to the [College Board website](#) for additional information.

**Course Name:** IB History SL

**Department:** Social Studies

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** Successful completion of Grade 10 with a B+ or higher in History10 or a B- or higher in AP World History / AP Human Geography and teacher recommendation

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB History HL

**Department:** Social Studies

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** Grade 11 and 12

**Prerequisite:** Successful completion of Grade 10 with an B+ or higher in History10 or a B or higher in AP World History / AP Human Geography and teacher recommendation

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Global Politics SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** Successful completion of World History 10 with a B+ or higher OR B- or higher in AP World History: Modern / AP Human Geography

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Global Politics HL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** Successful completion of World History 10 with a B+ or higher OR B or higher in AP World History: Modern / AP Human Geography

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Social Sciences

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

### Notes:

1. AP course offerings are dependent upon the interest of qualified students and scheduling considerations. While every attempt is made to fulfill students' course requests, inclusion of AP courses in the Program of Studies does not guarantee that the course will be offered.
2. AP Macroeconomics and AP Microeconomics are offered in alternating years. AP Macroeconomics is offered in 2024/25.

## Social Sciences Course Descriptions

**Course Name:** Introduction to Entrepreneurship

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisite:** N/A

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

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

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

**Course Name:** Introduction to Economics

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisites:** N/A

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

The course will allow students to analyze the functions of individual decision makers within the economic system, placing emphasis on the nature and function of product markets, factor



markets, and the role of government in the economy as well as issues of personal finance and investing.

**Course Name:** Introduction to Psychology

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisites:** N/A

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

**Course Name:** Introduction to Sociology

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisite:** N/A

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

The fundamental aim of the course is to introduce students to key sociological terms and theories and to train students to begin to understand cultural norms and values of the world. The course will teach students to recognize the invisible social forces at play that influence the decisions people make and the lives they lead. Students will also study the forces of social control put in place influencing people to conform to cultural norms and values. Discussions and debates will often center around difficult or uncomfortable, but critical, topics that are intended to push students out of their comfort zone and help them make sense of the world around them. Ultimately, sociology will help students develop an understanding and an appreciation of the world's ethnic, cultural, and religious diversity.

**Course Name:** Introduction to Law

**Department:** Social Sciences

**Credits:** 0.5

**Length:** 1 Semester

**Grades:** 10, 11, and 12

**Prerequisite:** N/A

Introduction to Law is designed to give students an overview of the origins of the English common law system and its connection to the U.S. legal system.

This course will provide students with an overview of legal concepts, procedures, terminology and current issues in law including constitutional law, civil law, criminal law, commercial and labor law.

The course will be taught using the following methods of instruction: lecture, socratic seminars, class discussions, presentations, research assignments and mock trials. By the end of the semester course, students should be able to: Define various concepts in law. Explain the doctrine of stare decisis. Identify and understand the sources and bodies of law. Understand the differences between criminal and civil law, state and federal laws, private and public laws and procedural and substantive laws. Understand basic constitutional principles. Understand how to frame issues and analyze case law and final judgments. Compare and contrast evidentiary concepts eg: relevant and material, direct and circumstantial, competent and credible, opinion and hearsay evidence. Understand the basic history and terminology related to statutory enactments. Understand the organizational format in writing essays and legal opinions. Understand the importance and use of grammar, spelling, and style in legal writing.

**Course Name:** Investing and Finance

**Department:** Social Sciences

**Credits:** 1.0

**Length:** 1 year

**Grades:** 11 and 12

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

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

**Course Name:** AP Macroeconomics

**Department:** Social Sciences

**Credits:** 1.0

**Length:** 1 year

**Grades:** 10, 11, 12

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

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

**Note:** AP Macroeconomics and AP Microeconomics are offered in alternating years.

Refer to the [College Board website](#) for additional information.

**Course Name:** AP Microeconomics

**Department:** Social Sciences

**Credits:** 1.0

**Length:** 1 Year

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

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

**Course Description:**

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

**Note:** AP Macroeconomics and AP Microeconomics are offered in alternating years.

Refer to the [College Board website](#) for additional information.

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

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**The Grade Level:** 11 and 12

**Prerequisite:** N/A

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Economics SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Year

**Grade Level:** 11 and 12

**Prerequisite:** N/A

**Course Description:** IB Economics as the main goal of teaching students to think like an economist. Students will gain a thorough understanding of the principles of micro and macroeconomics. The course requires that students recognize that the existence of limited

resources along with unlimited wants forces individuals to make choices. The course aims to develop in students an understanding of economic concepts and an ability to apply these concepts to real life situations. Students are encouraged to develop a global perspective while also understanding the importance of local issues that affect them. They are encouraged to interpret and evaluate economic data, develop an awareness of economic change around them and understand economic issues and problems, and acquire the skills to evaluate possible solutions.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Economics HL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** AP Psychology

**Department:** Social Sciences

**Credits:** 1.0

**Length:** 1 year

**Grades:** 11 and 12

**Prerequisite:** Successful completion of Introduction to Sociology OR Introduction to Psychology

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as

they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Refer to the [College Board website](#) for additional information.

**Course Name:** IB Psychology SL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** N/A

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Psychology HL

**Department:** Social Sciences

**Credits:** 2.0

**Length:** 2 Years

**Grade Level:** 11 and 12

**Prerequisite:** N/A

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

At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: Biological, Cognitive and Sociocultural. Students at the higher level will engage in qualitative research in psychology and dive deeper into experimental research methodology. HL students will complete two options from a choice of the following five topics: Abnormal psychology, Developmental psychology, Health psychology, Psychology of human relationships and Sport psychology.

The study of behavior and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognizing that behavior is not a static phenomenon,

it is adaptive, and as the world, societies and challenges facing societies change, so does behavior.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Design and Emerging Technology

Credit: Varies		
Course	Credits	Grade
Introduction to Design Technology	0.5	9, 10, 11, 12
Introduction to Engineering	0.5	9, 10, 11, 12
Introduction to Programming	0.5	9, 10, 11, 12
Game Design and Virtual Reality	0.5	9, 10, 11, 12
Robotics	0.5	9, 10, 11, 12
Blockchain Technology	0.5	9, 10, 11, 12
3D Modeling	0.5	9, 10, 11, 12
Architecture and Interior Design	0.5	10, 11, 12
Introduction to Computer Science	0.5	10, 11, 12
AI and Emerging Technologies	1	10, 11, 12
AP Computer Science Principles	1	10, 11, 12
IB Computer Science SL	2	11 and 12
IB Computer Science HL	2	11 and 12
IB Design Technology SL	2	11 and 12
IB Design Technology HL	2	11 and 12

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

## Design and Emerging Technology Course Descriptions

**Course Name:** Introduction to Design Technology

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisites:** N/A

**Course Description:** This semester-long course is designed as an introduction to the subject, as well as a preparatory course for the IB Design Technology course. Students who may like to take Design Technology as their IB Group 4 Science at higher level are recommended to take this elective. This course differs from Introduction to Engineering in that there will be a sizable practical element where students learn how to use the tools and equipment in the lab to design and create products. Additionally, the majority of work is completed individually as opposed to collaboratively.

**Course Name:** Introduction to Engineering

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 semester

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

**Prerequisites:** N/A

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

**Course Name:** Introduction to Programming

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisite:** N/A

**Course Descriptions:** Students learn the fundamentals of programming through the use of the Python language. The majority of the class will focus on developing computational thinking skills, the use of pseudocode, and the creation of text based programs and algorithms. Concepts will include variables, conditional statements, loops, lists, and libraries and will make use of the Python console and Python Turtle, which allows for visual coding. The skills taught in this class provide an excellent foundation for success in IB Computer Science. This course also



serves as a prerequisite for the year long Artificial Intelligence and Emerging Technologies course.

**Course Name:** Game Design and Virtual Reality  
**Department:** Design and Emerging Technologies  
**Credits:** 0.5  
**Length:** 1 Semester  
**Grade Level(s):** 9, 10, 11, 12  
**Prerequisite:** N/A

**Course Descriptions:** The purpose of this course is to provide students with opportunities to learn how to write code that creates games and content for VR and AR. Students will begin by using block based coding using CoSpaces or other similar programs to create their own characters and scenes. These programs can then be uploaded and viewed through a VR headset. Advanced students will also be given support and resources to learn how to create content in the Unity game engine. As a final project, students will be tasked with creating learning resources that can be used by students in their other classes (English, Math, Science, etc).

**Course Name:** Robotics  
**Department:** Design and Emerging Technologies  
**Credits:** 0.5  
**Length:** 1 Semester  
**Grade Level(s):** 9, 10, 11, 12  
**Prerequisite:** N/A

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

**Course Name:** Blockchain Technology  
**Department:** Design and Emerging Technologies  
**Credits:** 0.5  
**Length:** 1 semester  
**Grades:** 9, 10, 11, 12  
**Prerequisite:** N/A

**Course Description:** The Blockchain course is a technical course for students interested in computer science and/or how blockchain projects like Bitcoin work. Students will build a conceptual foundation by not only exploring, in-depth, blockchain technology (primarily Bitcoin) to learn how it works and what makes it special, but by also exploring economic and political impacts of blockchain technology through debates, research and other projects. The goal is to

educate students in a technology that is becoming pervasive and will impact their adulthood, whether it is by directly interacting with blockchain-based platforms or through fiscal and monetary avenues in the future and to have the ability to separate fact from fiction as they learn to navigate the ever growing space of blockchain based platforms.

**Course Name:** 3D Modeling

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisite:** N/A

**Course Descriptions:** In this elective, students will navigate the design cycle, undertaking both independent and collaborative tasks and projects to develop their skills. There will be a particular emphasis on the physical and 3D modeling phase to include a more hands on approach to learning. The course will emphasize 3D drawing techniques, modeling and proficiency in Autodesk Fusion 360, a widely-used university and industry-standard 3D software. Students will progress from simpler projects to grasp the intricacies of 3D printer tolerances before delving into their main project. This elective differs from other DET electives as it focuses on user-centered design with a particular focus on inclusive design and/or the UN Sustainable Development Goals.

**Course Name:** Architecture and Interior Design

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisite:** Intro to Engineering or Intro to Design Technology or 3D Modeling

**Course Descriptions:** This course combines elements of engineering, technology, and art to teach students how to develop both 2D and 3D designs. These designs will consist of both 2D and 3D sketches as well as the use of the industry standard 3D software Autodesk Fusion 360 for computer aided design (CAD). Students will also learn how to use equipment such as 3D printers and laser cutters to bring their designs to life. Once learned, skills will be applied to projects in both interior design and architecture. In these projects students will work through the design cycle and create physical prototypes for their designs.

**Course Name:** Introduction to Computer Science

**Department:** Design and Emerging Technologies

**Credits:** 0.5

**Length:** 1 Semester

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

**Prerequisite:** Introduction to Programming

**Course Descriptions:** Introduction to Computer Science is the prerequisite, introductory course for the IB Computer Science diploma course for Grades 11 and 12. The aim of this course is to prepare students for the rigor of the IB Computer Science course by giving them a solid introduction to text-based computer programming. Fundamental coding concepts will be taught using Processing and Arduino which are both Java based, visual/physical coding languages. The primary programming concepts are variables, conditional statements, loops, and arrays. Students will also be introduced to the concept of object oriented programming. Since the language for IB Computer Science is Java, all concepts and skills will be highly beneficial for students planning to take IB.

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

**Department:** Design and Emerging Technologies

**Credits:** 1.0

**Length:** 1 Year

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

**Prerequisite:** Introduction to Programming

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

**Course Name:** AP Computer Science Principles

**Department:** Design and Emerging Technologies

**Credits:** 1.0

**Length:** 1 year

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

**Prerequisite:** N/A

**Course Description:** This course is designed by AP to make learning about computer science more accessible to a wider range of students. While still rigorous, it is an introductory level course that focuses equally on general concepts and writing code. The big ideas for the class are Creative Development, Data, Algorithms and Programming, Computing Systems and Networks, and Impact of Computing. Prior experience with writing text based code is beneficial but certainly not required for success. The designated language for the course is Python and the concepts will include variables, conditional statements, loops, lists, and dictionaries. The AP exam for this course consists of a multiple choice exam as well as the project based Create Performance Task.

Refer to the [College Board website](#) for additional information.

**Course Name:** IB Computer Science SL  
**Department:** Design and Emerging Technologies  
**Credits:** 2.0  
**Length:** 2 Years  
**Grade Level(s):** 11 and 12  
**Prerequisite:** Introduction to Computer Science

**Course Description:** Computer Science is a 2-year IB course offered as standard level and fulfills the IB Group 4 requirement. At the standard level, students will learn general system fundamentals, computer organization, as well as the impacts of computer science on society. The majority of the time will be spent on exploring computational thinking (i.e. fundamentals of programming) including object oriented programming using Java. Students will practice the software development cycle as they go through all the stages of product development as part of the creation of a working program that solves a problem for a client. Computer Science is geared towards students who are tech savvy, who can think logically and procedurally and who have an interest in how computers and the programs that run on them function.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Computer Science HL  
**Department:** Design and Emerging Technologies  
**Credits:** 2.0  
**Length:** 2 Years  
**Grade Level(s):** 11 and 12  
**Prerequisite:** Introduction to Computer Science (recommended) and teacher recommendation

**Course Description:** In addition to the topics and skills taught in IB Computer Science SL (see course description above), students selecting HL will also be required to learn about networks, databases, and abstract data structures (linked lists, stacks, queues, and binary trees). As in IB Computer Science SL, the designated language will be Java.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Design Technology SL  
**Department:** Design and Emerging Technologies  
**Credits:** 2  
**Length:** 2 Years  
**Grade Level(s):** 11 and 12  
**Prerequisites:** Successful completion of Grade 10 Science

**Course Description:** This course is run over two years and includes six core units of work. All units of work focus back to the Design Cycle. The six core units are: Human Factors and Ergonomics, Resource Management, Modeling, Final Production, Innovation and Design, and Classic Design. Through the study of these units students will understand the nature of design, focus on design tasks themselves and realize solutions to problems. There is a **significant**

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Design Technology HL

**Department:** Design and Emerging Technologies

**Credits:** 2.0

**Length:** 2 Years

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

**Prerequisites:** Intro to Design Technology

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Arabic

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

[HS Languages - Frequently Asked Questions](#)

### Arabic Course Descriptions

**Course Name:** Arabic I

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9

**Prerequisite:** N/A

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

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

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

**Course Name:** Arabic II

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

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

**Prerequisite:** Completion of Arabic I

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

**Course Name:** Arabic III

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9

**Prerequisite:** Completion of Arabic II

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

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

**Course Name:** Arabic IV

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 10

**Prerequisite:** Arabic III

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

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

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

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 9

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

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

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

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 10

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

**Expected study time per lesson:** 80

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



**Course Name:** Arabic as a First Language (Language A Arabic) Grade 11

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 11

**Prerequisite:** Arabic as a First Language – Grade 10

**Expected study time per lesson:** 80

**Course Description:** Arabic as a First Language 11 is a course for students who grew up speaking, listening to, reading, and/or writing Arabic in the home. The course builds on knowledge of the language developed in Arabic as a First Language 10, enhancing students' communication skills in the language. Arabic as a First Language 11 is not just on acquiring the language, but using Arabic language with sophistication for a variety of academic purposes and audiences. This course challenges students to become more sophisticated in their use of Classical Arabic when communicating orally (speeches, discussions, formal dialogue, etc.) and in writing (letters, essays, articles, etc.). Moreover, students are encouraged to articulate their opinions on socially important issues, especially ones that are particularly relevant in the Arab community. Students recognize and understand authentic texts, including pieces of literature, as identified by the teacher.

**Course Name:** Arabic as a First Language (Language A Arabic) Grade 12

**Department:** Arabic

**Credit:** 1.0

**Length:** 1 Year

**Grade Level(s):** 12

**Prerequisite:** Arabic as a First Language – Grade 11

**Expected study time per lesson:** 80

**Course Description:** Arabic as a First Language 12 is a course for students who grew up speaking, listening to, reading, and/or writing Arabic in the home. The course builds on knowledge of the language developed in Arabic as a First Language 11, enhancing students' communication skills in the language. Arabic as a First Language 12 includes language acquisition and the use of the Arabic language with sophistication for a variety of academic purposes and audiences. This course challenges students to become more sophisticated in their use of Classical Arabic when communicating orally (speeches, discussions, formal dialogue, etc.) and in writing (letters, essays, articles, etc.). Moreover, students are encouraged to articulate their opinions on socially important issues, especially ones that are particularly relevant in the Arab community. Students recognize and understand authentic texts, including pieces of literature, as identified by the teacher.

**Course Name:** IB Arabic B SL  
**Department:** Arabic  
**Credit:** 2.0  
**Length:** 2 Years  
**Grade Level(s):** 11 and 12  
**Prerequisite:** Arabic IV or Language A Arabic 10

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Arabic B HL  
**Department:** Arabic  
**Credit:** 2.0  
**Length:** 1 Year  
**Grade Level(s):** 11 and 12  
**Prerequisite:** Arabic III, Arabic IV and Oral Interview

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

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## Modern Foreign Languages - French and Spanish

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

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

[HS Languages - Frequently Asked Questions](#)

## French and Spanish Course Descriptions

### French

**Course Name:** French II

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

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

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

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

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

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

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

**Course Name:** French III

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

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

**Prerequisite:** Recommendation from French C teacher (DAA Middle School) or recommendation from French II teacher (DAA High School), placement exam for new students

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

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

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

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

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

**Course Name:** French IV

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Grades:** 10, 11, 12

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

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

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

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

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

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

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

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

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

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

IB French Ab Initio SL is a two-year course designed for students who have no previous experience in the French language. The main focus of this course is on the acquisition and

development of interactive, productive and receptive skills in both familiar and unfamiliar contexts. Students will strengthen their listening, speaking, reading and writing skills alongside the appreciation of the French cultures while exploring the five IB themes: identities, experiences, sharing the planet, human ingenuity and social organization. They will also develop conceptual understandings of how language works and learn the standards and criteria of each IB assessment.

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB French B SL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

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

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

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB French B HL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

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

**Course Description:**

French is the medium of instruction.

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Spanish

**Course Name:** Spanish I

**Department:** Modern Foreign Language

**Credit:** 1.0

**Length:** 1 Year

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

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

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

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

Students are encouraged to use Spanish through immersive activities in the classroom and beyond. They will as well reinforce their language skills through regular practice.

**Course Name:** Spanish II

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

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

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

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

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

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

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

**Course Name:** Spanish III

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

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

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

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

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

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

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



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

**Course Name:** Spanish IV

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

**Grades:** 10, 11, 12

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

**Course Description:**

Spanish is the medium of instruction.

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

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

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

**Course Name:** AP Spanish Language and Culture

**Department:** Modern Foreign Language

**Credits:** 1.0

**Length:** 1 Year

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

**Prerequisite:** Successful completion of Spanish 4 and teacher recommendation.

**Course Description:** AP Spanish Language and Culture course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP Spanish Language and Culture course prepares students for the College Board's AP Spanish Language and Culture exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century.

The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish.

Refer to the [College Board website](#) for additional information.

**Course Name:** IB Spanish Ab Initio SL  
**Department:** Modern Foreign Language  
**Credits:** 2.0  
**Length:** 2 Years  
**Grade(s):** Grades 11 and 12  
**Prerequisite:** No previous experience of the language

**Course Description:**

Spanish is the medium of instruction.

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Spanish B SL  
**Department:** Modern Foreign Language  
**Credits:** 2.0  
**Length:** 2 Years  
**Grade(s):** Grades 11 and 12  
**Prerequisite:** Recommendation from Spanish III teacher (DAA High School) or from Spanish IV teacher (DAA High School) or placement exam for new student

**Course Description:**

Spanish is the medium of instruction.

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

develop conceptual understandings of how language works and learn the standards and criteria of each IB assessment.

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Spanish B HL

**Department:** Modern Foreign Language

**Credits:** 2.0

**Length:** 2 Years

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

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

**Course Description:**

Spanish is the medium of instruction.

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Physical Education and Health

Credit: Physical Education and Health		
Course	Credits	Grade
Physical Education 9 and 10	1	9,10
Physical Education 11/12	1	11, 12
Sports Conditioning	0.5	11, 12
Aquatics	0.5	9, 10, 11, 12

### Physical Education and Health Course Descriptions

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

**Department:** Physical Education

**Credit:** 1.0

**Length:** 1 Year

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

**Prerequisite:** N/A

**Course Description:** In Physical Education 9 and 10 students develop knowledge about how to lead healthy lifestyles and be lifelong enthusiasts of activity and sport. Interwoven within every class leadership development and transferable concepts that can be used in other educational disciplines, other areas in their stage of growth now, and the years to come.

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

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

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

**Department:** Physical Education

**Credit:** 1.0

**Length:** 1 Year

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

**Prerequisite:** N/A

**Course Description:**

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

**Course Name:** Sports Conditioning

**Department:** Physical Education

**Credit:** 0.5

**Length:** 1 Semester (Semester 1)

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

**Prerequisite:** See [recommendation criteria](#).

**Course Description:**

Dubai American Academy's Physical Education and Health program's Sports Conditioning elective course will provide students with further opportunities to develop their interest and understanding of physical training for Sports Conditioning in relation to their personal health and fitness goals. The course will align with the High School Physical Education program to develop an enjoyment of physical exercise in all learners including concepts of safety, physical literacy, and critical thinking that will allow them to continue an active and healthy lifestyle even after they leave our school. Personal fitness evaluations, goal setting and exercise programming will be core to empowering students with the confidence and ability to integrate safe and effective forms of physical training in their personal lives.

**Course Name:** Aquatics

**Department:** Physical Education

**Credit:** 0.5

**Length:** 1 Semester (Semester 2)

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

**Prerequisite:** N/A

**Course Description:**

Dubai American Academy's Physical Education and Health program's Aquatics elective course will provide students with an opportunity to learn and/or further develop their swimming ability, introduce them to swim teaching and coaching, personal survival/life saving skills in an aquatic setting, along with exploring aquatics sports such as water polo. The course will align with the High School Physical Education program to develop an enjoyment of physical activity in all learners including concepts of safety, physical literacy, teamwork, and strategic thinking that will allow them to continue an active and healthy lifestyle even after they leave our school. Goal

setting, swim development, swim analysis, leadership and feedback will be core to developing students' confidence and ability to apply to their personal wellbeing and work to integrate this learning in their involvement in the community at large.

## The Arts

Credit: The Arts - some courses do NOT carry a Fine Arts credit - please see column 3.			
Course	Credits	Fine Arts Credit?	Grade
<b>Visual Arts</b>			
Printmaking	0.5	Yes	9, 10, 11, 12
Ceramics and Sculpting 1	0.5	Yes	9, 10, 11, 12
Ceramics and Sculpting 2 (NEW)	0.5	Yes	10, 11, 12
Fashion Design	0.5	Yes	9, 10, 11, 12
Fashion Illustration	0.5	Yes	9, 10, 11, 12
Art: Technical Skills	0.5	Yes	9, 10, 11, 12
Drawing and Painting	0.5	Yes	9, 10, 11, 12
AP Art and Design (2-D Art and Design) (NEW)	1.0	Yes	10, 11
IB Visual Art SL	2	Yes	11, 12
IB Visual Art HL	2	Yes	11, 12
<b>Media Arts</b>			
Introduction to Film Studies	0.5	No	9, 10, 11, 12
Digital Art	0.5	Yes	9, 10, 11, 12
Digital Video	0.5	Yes	9, 10, 11, 12
Yearbook	1	No	9, 10, 11, 12
IB Film SL	2	No	11 and 12
IB Film HL	2	No	11 and 12
<b>Performing Arts</b>			
Public Speaking	0.5	No	9, 10, 11, 12
Acting - Beginning (NEW)	0.5	Yes	9, 10, 11, 12

Acting - Intermediate (NEW)	0.5	Yes	9, 10, 11, 12
IB Theatre SL	2	Yes	11 and 12
IB Theatre HL	2	Yes	11 and 12
<b><u>Music</u></b>			
Introduction to Electronic Music and Sound Production	0.5	Yes	9, 10, 11, 12
Advanced Music Studies	0.5	Yes	9, 10, 11, 12
Advanced Electronic Music and Sound Production	0.5	Yes	9, 10, 11, 12
Contemporary Music Studies	1	Yes	9, 10, 11, 12
Beginning Band	1	Yes	9, 10, 11, 12
Concert Band	1	Yes	9, 10, 11, 12
IB Music SL	2	Yes	11 and 12
IB Music HL	2	Yes	11 and 12



## The Arts Course Descriptions

### Visual Arts

**Course Name:** Printmaking

**Department:** HS Art Dept

**Credit:** 0.5 - Fine Arts

**Length:** 1 Semester

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

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

**Course Description:** This course will focus on using a variety of Print techniques to create artwork. This may include lino print, screen print, collagraph print and digital Photoshop print while exploring both traditional and modern techniques. Methods taught will encourage experimentation, with each medium having a special, identifiable quality. Students will be encouraged to learn each process and then combine them to create their own voice and working style. Printmaking has a wonderful connection to painting, drawing and design.

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

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

**Course Name:** Ceramics and Sculpting Level 1

**Department:** HS Arts Dept

**Credit:** 0.5 - Fine Arts

**Length:** 1 Semester

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

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

**Course Description:** This course can have 2 components. The first using clay to build artworks around a given theme. The second, making a sculpture using a wider variety of materials such as wire, paper, card, mod-roc, paper mache, found objects, plaster, and wood, around a given theme. We also have an element of 3D design using an online digital program such as Stratasculpt or similar.

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

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

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

**Course Name:** Ceramics and Sculpting Level 2

**Department:** HS Arts Dept

**Credit:** 0.5 - Fine Arts

**Length:** 1 Semester

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

**Prerequisite:** An interest in extending ceramics and sculpting skills. The Ceramics and Sculpting Level 2 course is a successor to Ceramics and Sculpting Level 1 course. Students should successfully complete Ceramics and Sculpting Level 1 before moving onto Level 2.

**Course Description:** Ceramics 2: Advanced Ceramics: Glazing Techniques and Casting serves as an immersive exploration into ceramic arts.

The purpose of this course is to deepen students' understanding and mastery of ceramics by focusing on advanced glazing techniques and casting methods.

Key content includes an in-depth study of various glazing approaches, experimentation with casting processes, and the development of skills in manipulating clay forms.

Students will engage in hands-on learning activities such as glaze formulation experiments, mold-making for casting, and individualized ceramic projects.

Through these experiences, students will cultivate not only technical proficiency but also creative expression in ceramic art.

The learning outcomes encompass proficiency in advanced glazing and casting, a refined ability to conceptualize and execute ceramic artworks, and an enriched understanding of the role of glazing and casting in contemporary ceramic practice.

**Course Name:** Fashion Design

**Department:** HS Arts Dept

**Credit:** 0.5 - Fine Arts

**Length:** 1 Semester

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

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

**Course Description:** A comprehensive introduction to fashion design. The main objective of this course is to introduce students to a holistic approach to fashion design. Areas that are

covered include; clothing design, pattern making and manipulation, garment construction, historical influences on trends and future fashion forecasts as well as fabric manipulation and embellishment.

Students are encouraged to think critically and develop their individual design aesthetic and design ethos through the process of refining and design variation. Practical aspects of the course allow students to understand how to manipulate 2D shapes to fit a 3D figure while learning new sewing machine techniques and how to fit garments to a mannequin.

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

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

**Course Name:** Fashion Illustration

**Department:** HS Arts Dept

**Credit:** 0.5 - Fine Arts

**Length:** 1 Semester

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

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

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

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

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

**Course Name:** Art Technical Skills

**Department:** HS Arts Dept

**Credit:** 0.5 - Fine Arts

**Length:** One Semester

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

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

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

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

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

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

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

**Course Name:** Drawing and Painting

**Department:** HS Art Dept

**Credit:** 0.5 - Fine Arts

**Length:** 1 Semester

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

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

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

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

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

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

**Course Name:** AP Art and Design (2-D Art and Design)

**Department:** High School Arts Department

**Credit:** 1.0 - Fine Arts

**Length:** 1 Year

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

**Prerequisite:** N/A

**Course Description:**

In the AP Art and Design course, DAA students will gain the opportunity to engage in a pre-College level course in Visual Arts.

Students will develop the skills that artists and designers use and create a portfolio of work to submit for an AP score. AP Art and Design students submit their portfolios digitally through the AP Digital Portfolio. Students do not mail physical work to the AP Program.

Unlike traditional AP exams that utilize a multiple-choice section, free response section, and (occasionally) an audio section, the AP Studio Art Exam is a portfolio that encompasses three different categories: Quality, Concentration, and Breadth.

In 2-D Art and Design the portfolio consists of the following:

- **Section I: Quality:** A student submits **five** actual artwork that represents the student's quality of designing pieces in 2-D.
- **Section II: Concentration:** A student submits **twelve** different slides that demonstrate the student's ability to make a variety of pieces in 2D that relate to **one** idea. These are arranged in a special order on slide coverings provided by College Board.
- **Section III: Breadth:** A student submits **twelve** additional and different slides that demonstrate the student's ability to incorporate 2-D design principles that include unity/variety, balance, emphasis, contract, rhythm, repetition, proportion/scale, and figure-ground relationship. These are arranged similar to Section II.

Submission of the completed portfolio is required internally by the **end of May** in the year of completion.

Refer to the [College Board website](#) for additional information.

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

**Department:** HS Arts Dept

**Credit:** 2.0 - Fine Arts

**Length:** 2 year

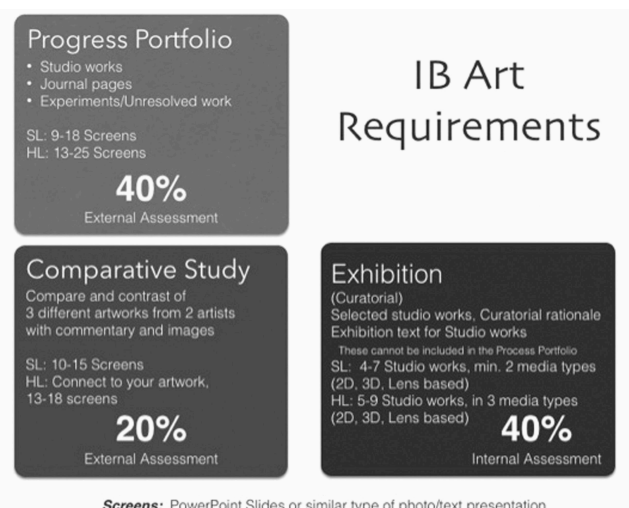
**Grade Level(s):** Grades 11 and 12

**Prerequisite:** Course acceptance is based on teacher recommendation. It is essential that students have previous art experience and a working knowledge of the elements and principles

of art. Ideally students will have completed at least two out of those available Art electives: Digital Art, Sculpture and Ceramics, Drawing Painting, Printmaking, Art Technical Skills, Fashion Design and Fashion Illustration (However allowances may be made based on individual situations).

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

The course expounds creativity; however the foundation of this creativity is research and the exploration into practical art, as well as art theory, history and culture. The Diploma Programme arts courses enables students to engage in both practical exploration and artistic production, and in independent contextual, visual, and critical investigation. Growth and commitment is integral and is attained through the exploration of art concepts and skills, solving formal and technical problems encountered in studio practice, and exhibiting technical skills and appropriate use of media. (See breakdown of SL and HL in diagram).



Due to the independent nature of the course, it is imperative that candidates are self-motivated and highly organized, in addition to upholding a genuine interest in making art. Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Media Arts

**Course Name:** Introduction to Film Studies

**Department:** HS Arts Dept

**Credit:** 0.5 - NOT Fine Arts

**Length:** 1 Semester

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

**Prerequisite:** none

### **Course Description:**

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

**Course Name:** Digital Art

**Department:** HS Art Dept

**Credit:** 0.5 - Fine Arts

**Length:** 1 Semester

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

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

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

Students will be trained in the IT tools needed to create a variety of digital works, including photo manipulation/photoshop, graphic design and typography. This will include topics such as digital composition, use of color, light and editing. Students will also learn how to manipulate photographs using hands-on collage and painting techniques to artistically alter to discover and create new perspectives in Art.

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

Students are required to have a computer capable of running photoshop. The iPad Pro does not offer full functionality of photoshop and is not suitable for this course.

**Course Name:** Digital Video

**Department:** Social Sciences

**Credits:** 0.5 - Fine Arts

**Length:** 1 Semester

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

**Prerequisite:** N/A



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

**Course Name:** Yearbook

**Department:** The Arts

**Credits:** 1.0 - **NOT Fine Arts**

**Length:** 1 Year

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

**Prerequisite:** N/A

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

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

**Course Name:** IB Film SL & HL

**Department:** HS Arts Dept

**Credit:** 2.0 - NOT Fine Arts

**Length:** 2 years

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

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

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



film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Performing Arts

**Course Name:** Acting - Beginner

**Department:** Arts

**Credits:** 0.5 - Fine Arts

**Length:** 1 Semester

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

**Prerequisite:** N/A

### **Course Description:**

The Acting Beginning course is aimed to provide an introduction to acting and performance and create a program that gives students a thorough introduction to the world of theatre and performance.

The course also allows for those students committed to performing arts, who have already shown talent and commitment to engage in a more challenging and serious course.

The course is a consolidation of existing Performing Arts provision into one rigorous course.

Modules in this course include Improv, Conventions and Basel Masks, Musical Theatre, Scene Study, and Ensemble Work.

The course is aimed at students who are interested in Theatre and want to perform. Students will improve themselves and their approach to performance to enhance their skill in this area.

**Course Name:** Acting - Intermediate

**Department:** Arts

**Credits:** 0.5 - Fine Arts

**Length:** 1 Semester

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

**Prerequisite:** Completion of Acting - Beginner course would be advantageous. Previous study in Musical Theatre, Ensemble or in current Performing Arts provision are also advantageous.

### **Course Description:**

The Acting Intermediate course is aimed to create a program that gives students a thorough and detailed study of the world of theatre and performance.

The course also allows for those students committed to performing arts, who have already shown talent and commitment in the Acting - Beginning course to engage in a more challenging, serious and in-depth way with performing arts..

Modules in this course will include Improv, Conventions and Basel Masks, Musical Theatre, Scene Study, and Ensemble Work.

The course is aimed at students who are interested in Theatre and want to perform. Students will improve themselves and their approach to performance to enhance their skill in this area.

**Course Name:** Public Speaking

**Department:** Arts

**Credits:** 0.5 - NOT Fine Arts

**Length:** 1 Semester

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

**Prerequisite:** N/A

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

**Course Name:** IB Theatre SL

**Department:** HS Arts

**Credit:** 2.0 - Fine Arts

**Length:** 2 Years

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

**Prerequisite:** N/A

**Course Description** The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work.

The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre - as participants and audience members - they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Students are required to investigate the core syllabus areas from the perspectives of creator,

designer, director, performer and spectator. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Theatre HL

**Department:** HS Arts

**Credit:** 2.0 - Fine Arts

**Length:** 2 Years

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

**Prerequisite:** Approval from IB Theatre Teacher

**Course Description:** The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work.

The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Students are required to investigate the core syllabus areas from the perspectives of creator, designer, director, performer and spectator. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Music

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

**Department:** Music

**Credits:** 0.5 - Fine Arts

**Length:** 1 Semester

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

**Prerequisite:** N/A

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

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

This course will involve:

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

Students will be required to:

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

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

**Course Name:** Advanced Music Studies

**Department:** Music

**Credits:** 0.5 - Fine Arts

**Length:** One Semester

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

**Prerequisite:** None

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

- Exploring Music in Context
- Experimenting with Music
- Presenting Music

They will develop perceptual skills in responding to music and demonstrate knowledge of music in relation to time and place. This course is strongly recommended to students planning to study music in the IB Diploma Programme.

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

**Department:** Music

**Credits:** 0.5 - Fine Arts

**Length:** 1 Semester

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

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

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

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

This course will involve:

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

Students will be required to:

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

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

**Course Name:** Contemporary Music Studies

**Department:** Music

**Credit:** 1.0 - Fine Arts

**Length:** 1 year

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

**Prerequisite:** N/A

**Course Description:** This course is specially designed to include opportunities for all students who may play an instrument not typically seen within the context of a traditional band. This includes, guitars, drums, laptop producers, singer-songwriters and anything in-between. Throughout this course, students will be able to learn both practical and theoretical applications of music and work together to play and compose music, enhancing their own instrumental skills and techniques.

**Course Name:** Beginner Band

**Department:** Music

**Credits:** 1.0 - Fine Arts

**Length:** 1 year

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

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

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

**Course Name:** Concert Band

**Department:** Music

**Credits:** 1.0 - Fine Arts

**Length:** 1 year

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

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

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

- Exploring music in context
- Experimenting with music

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- Presenting music

This course will involve:

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

Students will be required to:

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

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

**Course Name:** IB Music SL

**Department:** Music

**Credits:** 2.0 - Fine Arts

**Length:** 2 Year

**Grade Level:** 11 and 12

**Prerequisite:** Teacher recommendation

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

- the research, study, and analysis of musical works, composers/artists and music-making processes;
- the exploration and development of skills and understanding in a range of music-making skills, techniques, and processes;

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- the creation of a body of work that demonstrates a solid understanding of the vocabulary of the musician; and
- the composition of written commentary and reflection on artistic discoveries and music making.

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

**Course Name:** IB Music HL

**Department:** Music

**Credits:** 2.0 - Fine Arts

**Length:** 2 Year

**Grade Level:** 11 and 12

**Prerequisite:** Teacher recommendation

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

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

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

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

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

Refer to the curriculum pages of the [IB Diploma Programme](#) for additional information.

## Islamic Education

Credit: Islamic Education		
Course	Credits	Grade
Islamic Education 9 Native	0.5	9
Islamic Education 10 Native	0.5	10
Islamic Education 11 Native	0.5	11
Islamic Education 12 Native	0.5	12
Islamic Education 9 Non-native	0.5	9
Islamic Education 10 Non-native	0.5	10
Islamic Education 11 Non-native	0.5	11
Islamic Education 12 Non-native	0.5	12

### Islamic Education Course Descriptions

**Course Name:** Islamic Education, Native & Non-native

**Department:** Islamic

**Credits:** 0.5

**Length:** 1 Year

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

**Prerequisite:** N/A

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

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

Our units of study are designed in a way to include a variety of topics and themes. Across all grade levels, we choose topics as per six fundamental themes that are aligned with the requirements of the Ministry of Education. These themes are: divine revelation, Islamic rulings,

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