



**"Igniting the Torch for  
Amazing Learning"**

**High School  
Programs of Studies**

Nibras is dedicated to igniting the torch of learning in every child so they learn to levels that amaze them. By promoting their interests, we develop curious, knowledgeable, self-aware citizens who have the integrity and drive to build a better global world.

### **Our Vision**

To empower the next generation of global leaders who can excel anywhere in the world.

### **Philosophy**

The New Nibras believes that each individual has a unique potential to amaze. Our goal is to nurture that potential to ensure our students learn, lead and inspire so that the world becomes a better place. We do this through our commitment to three fundamentals:

#### **Amazing Learning**

Nibras embraces the unique individuality of every learner. We support student learning through a robust student-focused curriculum, and enriching after-school programs. Nibras focuses relentlessly on each child's ability to amaze. Whether through mentoring, enrichment or personalized study Nibras recognizes and nurtures each student's gifts and talents so that they amaze themselves and inspire others.

#### **Global Vision**

The Nibras mission, vision, and principles arise globally from the ISP network of schools. Students develop a sense of themselves, as well as the world around them; by making connections within and between cultures. NIS opens students' hearts and minds so that they embrace challenges and opportunities, share ideas and purpose and truly inspire others to make a positive impact on school and society.

#### **Community**

The NIS community is a family of highly diverse individuals whose collective aim is to build a better world through amazing learning. The power of the NIS learning community is achieved by recognizing, valuing and connecting the different contributions and talents of all its members. Through an uncompromising balance of individualism and unity we inspire students to find their own unique paths to making a difference.

Welcome to Nibras International School (NIS), a part of the International Schools Partnership (ISP). On behalf of our entire team, we are incredibly excited to have you as a member of our educational community. Through the support of ISP, we are proud to offer ever-improving curricular offerings filled with amazing opportunities for each of our students to grow, develop and become the person they aspire to be. We embark on this journey with a pledge to consistently provide each student with Amazing Learning experiences. I want you to know that each student is at the heart of everything we do.

During the school year, we will emphasize the growth and development of each student and will work hard to ignite their passions. We will:

- Provide Amazing Learning for every student, every period, every day!
- Unlock their passions and help them to find their talents.
- Help them understand that success is not always easy and that to really learn and develop it takes work.
- Help them understand that you should have fun along the way.

Your child will leave NIS as a confident, competent and responsible young man or woman with a strong set of skills, both academically and personally, to guide not only their future, but the future of the world. At NIS, our students play an integral role in their own education. They will learn to work independently, as well as be part of a team, and be well prepared to play their part in creating a future to benefit all of society. We build the foundation of this “Family” through a loving and caring leadership team; emphasis on the importance of meaningful relationships, the delivery of relevant and engaging lessons, and effective communication so that our children can become contributing members of the global community.

We look forward to a very positive and productive year together! We extend a special invitation to parents, to join our school activities and events whenever possible. We value your involvement and support in your child’s education! Parents active participation is key to the success of our students. We encourage you to contact school leaders if/when the need arises, and to stay in the know about the school, its students, its families, and the community.

Again, welcome to NIS and to our wonderful learning community, a place alive with energy, enthusiasm, and a high standard of excellence! It is, indeed, a place where opportunities abound! Here’s to an AMAZING new school year as we work together to make our school a great place where learning takes place each day!

Sincerely,

Mike Cipriano  
Principal

## Nibras International School Course Progression Sheet

The course progressions below will assist scholars and parents when requesting course as scholars matriculate through High School. Below are the classes listed by grade; items in blue are required for graduation, and items in black are electives. All scholars take Arabic up to 9<sup>th</sup> grade. Arabic is compulsory yearly for all Arab scholars. Islamic Studies is compulsory yearly for all Muslim scholars. Your NIS school counselor will work with all scholars and parents yearly to request and create each semester's schedule.

<b>Name:</b>	<b>Date:</b>
<b>Career Goal:</b>	<b>Grade:</b> 9    10    11    12
<b>Educational Goal:</b>	

Courses	Credits Needed to Graduate	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English	4				
Mathematics	3				
Science	3				
Social Studies	2				
Foreign Language (Compulsory for Non-Muslim/Non-Arab Scholars)	2				
Physical Education/Health	2				
Fine Arts	0.5				
Electives	7.5 (except Arab/Muslim scholars 5.5)				
Islamic Education (Compulsory Muslim Scholars)	2				
Arabic (Compulsory for Arab scholars)	4				
Community Service Hours	25 during HS				
Muslim/Arab Scholars Total:	26 credits				
Nom-Muslim/Arab Scholars Total:	24 credits				
Non-Arab/Muslim Scholars Total:	24 credits				
Non-Muslim/Non-Arab Scholars Total:	24 credits				

All scholars in the class of 2023 will be required to take and pass at least one Advanced Placement class before completion of their senior year. Also, scholars will be required to have a minimum of 25 community service hours that are documented with Nibras International School.

Ninth Grade -Freshman Year			
1 <sup>st</sup> Semester	Credits	2 <sup>nd</sup> Semester	Credits
English 9	0.5	English 9	0.5
Integrated Math 1	0.5	Integrated Math 1	0.5
General Science	0.5	General Science	0.5
Social Studies	0.5	Social Studies	0.5
PE/Health	0.5	PE/Health	0.5
Arabic	0.5	Arabic	0.5
Islamic Studies	0.5	Islamic Studies	0.5
Art/Music	0.5	Art/Music	0.5
<b>Total Credits</b>	<b>4</b>	<b>Total Credits</b>	<b>4</b>

*Scholars must obtain a minimum of six credits to be promoted to the 10<sup>th</sup> grade.*

Tenth Grade -Sophomore Year			
1 <sup>st</sup> Semester	Credits	2 <sup>nd</sup> Semester	Credits
English 10	0.5	English 10	0.5
Integrated Math 2	0.5	Integrated Math 2	0.5
Science	0.5	Science	0.5
Social Studies	0.5	Social Studies	0.5
PE/Health	0.5	PE/Health	0.5
Arabic	0.5	Arabic	0.5
Islamic Studies	0.5	Islamic Studies	0.5
Foreign Language (Compulsory for Non Arab/Non Muslim)	0.5	Foreign Language (Compulsory for Non Arab/Non Muslim)	0.5
<b>Total Credits</b>	<b>4</b>	<b>Total Credits</b>	<b>4</b>

*Scholars must obtain a minimum of 12 credits to be promoted to the 11<sup>th</sup> grade.*

Eleventh Grade -Junior Year			
1 <sup>st</sup> Semester	Credits	2 <sup>nd</sup> Semester	Credits
English (choice)	0.5	English (choice)	0.5
Integrated Math 3	0.5	Integrated Math 3	0.5
Science	0.5	Science	0.5
Arabic	0.5	Arabic	0.5
Islamic Studies	0.5	Islamic Studies	0.5
Social Studies (Recommended)	0.5	Social Studies (Recommended)	0.5
Elective	1	Elective	1
<b>Total Credits</b>	<b>4</b>	<b>Total Credits</b>	<b>4</b>

*Scholars must obtain a minimum of 18 credits to be promoted to the 12<sup>th</sup> grade.*

Twelfth Grade -Senior Year			
1 <sup>st</sup> Semester	Credits	2 <sup>nd</sup> Semester	Credits
English (choice)	0.5	English (choice)	0.5
Math (Recommended)	0.5	Math (Recommended)	0.5
Science (Recommended)	0.5	Science (Recommended)	0.5
Arabic	0.5	Arabic	0.5
Islamic Studies	0.5	Islamic Studies	0.5
Elective	1.5	Elective	1.5
<b>Total Credits</b>	<b>4</b>	<b>Total Credits</b>	<b>4</b>

*Scholars must complete all requirements to receive an American diploma.  
Course offerings are subject to change at the discretion of the NIS administration.  
Not all courses will be offered every year.*

## Course Suggestions for Career Pathways

### **Medical Pathway:**

Coursework should include English/Language Arts, Algebra, Geometry, Biology and Chemistry. Other recommended courses include Physics, Psychology, Trigonometry, and Foreign Language. Many college advisors recommend higher-level Advanced Placement (AP) classes when possible.

### **Engineering Pathway:**

The typical high school requirements for engineering colleges include four years of English; four years of mathematics– algebra, geometry, and calculus; three years of science, biology, chemistry, physics and two years of social sciences.

### **Computer Science:**

A Computer Science major has various Math courses as requirements, which include Calculus I and II.

### **Humanities and Art**

Math, Physics, Calculus

Visual Art: Painting, Design, Photography.

Writing: English Composition

### **Multidisciplinary**

A combination of courses is taken to fulfill a balanced amount of required credits.

## Advanced Placement Information

All scholars are encouraged to take at least one Advanced Placement (AP) course before graduating from NIS. Scholars in the Class of 2023 graduating class and thereafter, will be mandated to take and pass at least one AP course before graduating from NIS.

A number of colleges and universities in the United States and around the world will give scholars college credit for obtaining a qualifying score (3, 4, or 5) on the AP exam. NIS has an educational relationship with American University of Dubai. AUD has provided us the following message concerning AP courses.

*Advanced Placement (AP) Examinations provide students with the opportunity to complete college-level coursework while in high school and to gain valuable skills and study habits for college. If a student achieves a qualifying score of 3 or higher on the respective AP Examination, proficiency credit is awarded if the course content matches AUD's course content; and thus, will be transferred towards student's graduation at AUD. Students must submit an official AP score report and syllabus to be evaluated for this proficiency credit award. (American University of Dubai)*

## NIS Advance Placement FAQs

***Below are some frequently asked questions about Advance Placement class(es).***

### ***What is the Advanced Placement program?***

Advanced Placement (AP) **courses** are **college-level courses** offered in high school. AP courses reflect what is taught in top introductory college courses. The College Board offers the AP program to high schools around the world.

At the end of the course, students take **AP exams**—standardized exams that measure how well scholars have mastered college-level course work. Scholars who do well on AP exams can earn credit and/or placement into advanced courses at four-year colleges.

### ***What are the advantages of my son/daughter taking an AP course?***

The main advantage of taking an AP course is better preparation for college. It has been shown that scholars are more successful at the college level after completing AP courses in high school.

AP courses can be challenging, but it is work that pays off:

- AP courses offer intellectually challenging and intriguing material
- Scholars develop confidence and learn the study habits and time management skills essential for success in college
- College credit earned through AP exams allows scholars to move into upper-level college courses sooner, pursue a double major and gain time to study and travel abroad (*check with your scholar's potential university*).

### ***How does an AP class compare to other high school courses?***

In AP classrooms, the focus is not on memorizing facts and figures. Instead, you'll engage in intense discussions, solve problems collaboratively and learn to write clearly and persuasively.

AP courses typically demand more of students than regular or honors courses:

- Classes tend to be fast-paced and cover more material than typically high school classes
- More time, inside and outside of the classroom, is required to complete lessons, assignments and homework
- AP teachers expect their scholars to think critically, analyze and synthesize facts and data and weigh competing perspectives.

### ***How will taking an AP class affect their GPA?***

KHDA allows for weighted grade points on the GPA for taking an AP course. Scholars that take an AP course will have .25 added to the GPA of that particular course. Colleges look favorably on scholars who attempt and are successful in AP courses.

### ***How many AP classes can/should a scholar take?***

This varies by scholars. NIS does not limit the number of AP courses that scholars can take. It is not uncommon for a scholar to request one or two AP courses to have to adjust their commitments outside of school to make more time for these courses. However, a scholar requesting to take three or more AP courses would need the approval of the Head of High School due to the rigorous nature three or more AP classes can bring.

**What preparation does my son/daughter need in order to succeed in an AP course?**

Scholars should have had practice in analyzing content, drawing comparisons and reasoning through problems. They must be able to read perceptively and independently. Additionally, scholars will need to be proficient in writing clear, concise essays. The keys to success in an AP class are motivation, self-discipline and academic preparation.

**What AP courses does NIS offer?**

AP American Language and Composition  
AP American Literature and Composition  
AP Chemistry

AP Physics  
AP Biology  
AP Calculus AB

AP Psychology

**How can I assist my son/daughter with doing well in AP courses?**

Ensure that your son/daughter understands the time and effort required to be successful in an AP course. In addition:

- Encourage time management
- Remind them to prioritize their responsibilities both in and outside of school
- Recommend they form study groups
- Designate specific areas for homework and studying
- Stay in regular contact with their AP teacher and check grades on Engage.

**How much does it cost to take an AP exam?**

AP exams are scheduled for May of the academic school year, and the College Board determines pricing for AP exams. NIS will determine how much AP exams will cost scholars per academic year exam session. Typically, the cost is around 600 AED not including any additional test Preparation support. This is much less than you might pay for a 3 credit course at the university.

**Does my child have to take the AP exam for their AP course?**

Scholars in the 2023 graduating class will have to take and pass at least one AP class before graduating high school; along with taking the AP exam. Other scholars are strongly encouraged to take at least one AP class before graduating from NIS (Class of 2020, 2021, & 2022).

**Will my son/daughter receive college credit?**

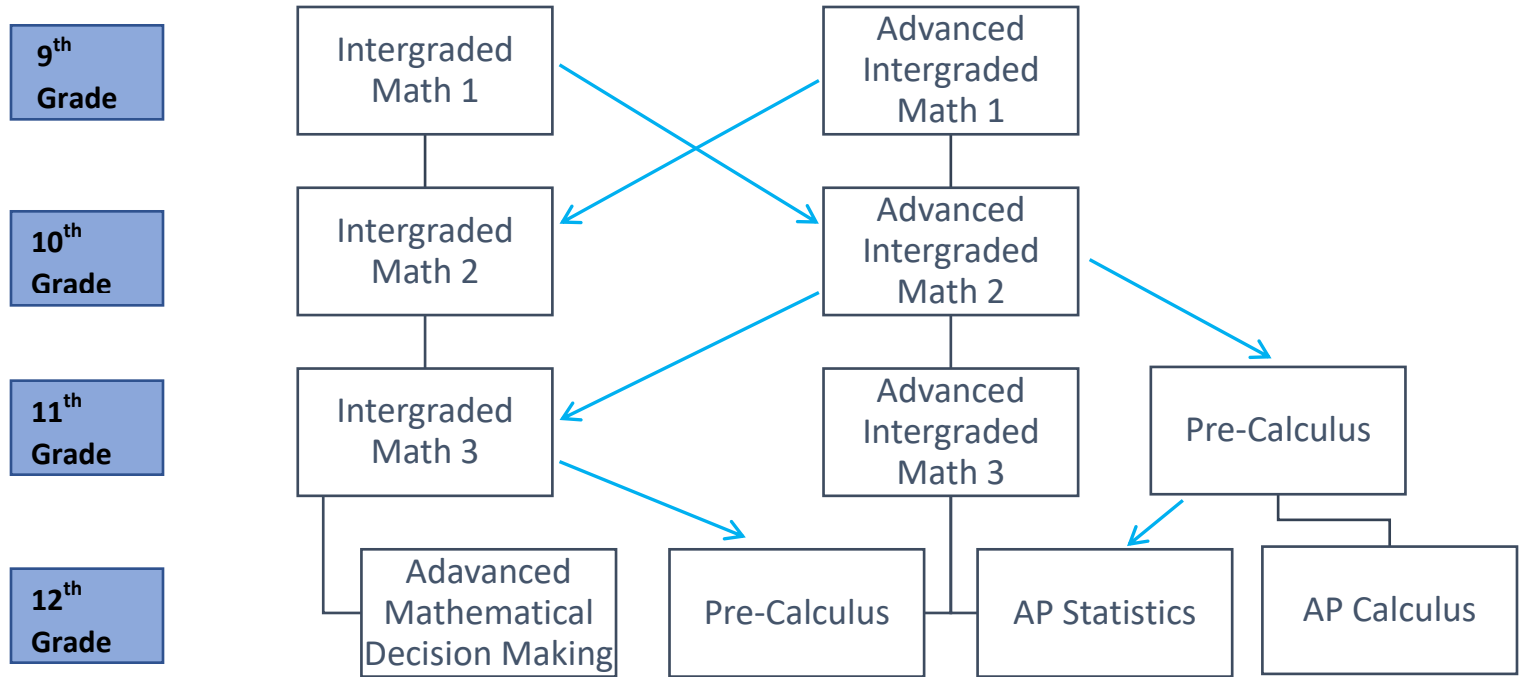
Most two-and four-year colleges and universities in the US and around the world offer credit or advanced placement for qualifying AP exam scores.

- **Credit:** Scholars earn credit toward their college degrees
- **Advanced placement:** Scholars can skip introductory courses and move directly into higher-level classes and/or fulfill general education requirements
- Scores are reported to colleges, designated by the scholar, and range from 1 (no recommendation) to 5 (extremely qualified). However a score of 3 is recognized as a “qualifying score”.
- Each college/university determines the scores to be accepted as credit for their college/university.
- Students should visit college websites to learn about their AP credit policy.

*(See previous page concerning AP exam scoring, and AUD.)*



## Mathematics Department Course Progression Chart



Math study in high school in NIS goes beyond the simple arithmetic and pre-algebra learned in grades prek-8. High school math prepares students for college study in STEM-related fields and other mathematical applications. Each course in high school math includes a combination of modules, resources, tools, and assessments. All five math courses correlate to AERO Standards.

<b>Course:</b> <b>Integrated Math 1</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b>		<b>Prerequisite</b>	
9		Grade 8 Math	
<p><b>Integrated Math 1 course is an integrated curriculum modeled on the international math pathway. It is approved and aligned to meet Common Core content standards and mathematical practices. Integrated Math 1 course will primarily focus on five main topics: Number Quantity, Algebra, Functions, Geometry, and Statistics with probability. In the Algebra units, instructional time will focus on (1) Seeing structure in Expression, (2) Creating Equations, and (3) Reasoning with Equations and Inequalities. In the Functions units, this course will be on (1) Seeing structure in Expression, (2) Creating Equations, and (3) Reasoning with Equations and Inequalities. In the Functions units, this course will be on (1) Congruence and (2) Expressing Geometric Properties with Equations, and (3) Reasoning with Equations and Inequalities. In the Functions units, this course will be on (1) Congruence and (2) Expressing Geometric Properties with Equations, In the Statistics and Probability units, the concentration will be on Interpreting Categorical and Quantitative Data.</b></p>			

<b>Course:</b> <b>Integrated Math 2</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b> 10		<b>Prerequisite</b>	
		Algebra I, Geometry, Algebra II, or Integrated Math 1	
<b>Integrated Math 2 course is an integrated curriculum molded on the international math pathway. It is approved and aligned to meet Common Core content standards and mathematical practices. Integrated Math 2 will primarily focus on three main topics: Quadratic Functions and equations, Geometry and probability. In the quadric units, instructional time will focus on (1) Modeling with quadric and (2) Solving Quadratic Equations. The Geometry units will cover (1) coordinate geometry (2) Similarity and (3) geometric modeling. The probability unit will leave students with the ability to (1) describe events as subsets of a sample space (2) Understand how two events A and B are independent, and (3) calculate conditional Probabilities.</b>			

<b>Course:</b> <b>Integrated Math 3</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b> 11		<b>Prerequisite</b>	
		Algebra I, Geometry, Algebra II, or Integrated Math 1, and Integrated Math 2	
<b>In Integrated Math 3, students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas. Students apply methods from probability and statistics to draw inferences and conclusions from data. They expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include all triangles. Finally, students bring together all of their expertise with functions and geometry to create models and solve contextual problems. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skill, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities.</b>			

<b>Course:</b> <b>Advance Mathematical Decision Making</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b> 12		<b>Prerequisite</b>	
		Algebra I, Geometry, Algebra II, or Integrated Math 1, Integrated Math 2, and Integrated Math 3	
<b>In this course, students will be taking knowledge learned in their three previous years of math and applying it to real world scenarios. Most of the content will be taught in a “hands-on” manner. Students will be completing many mini and major projects throughout this course. Concepts that will be covered in this course are graphing, personal finance, estimation, data and statistics, research applications, and geometry.</b>			

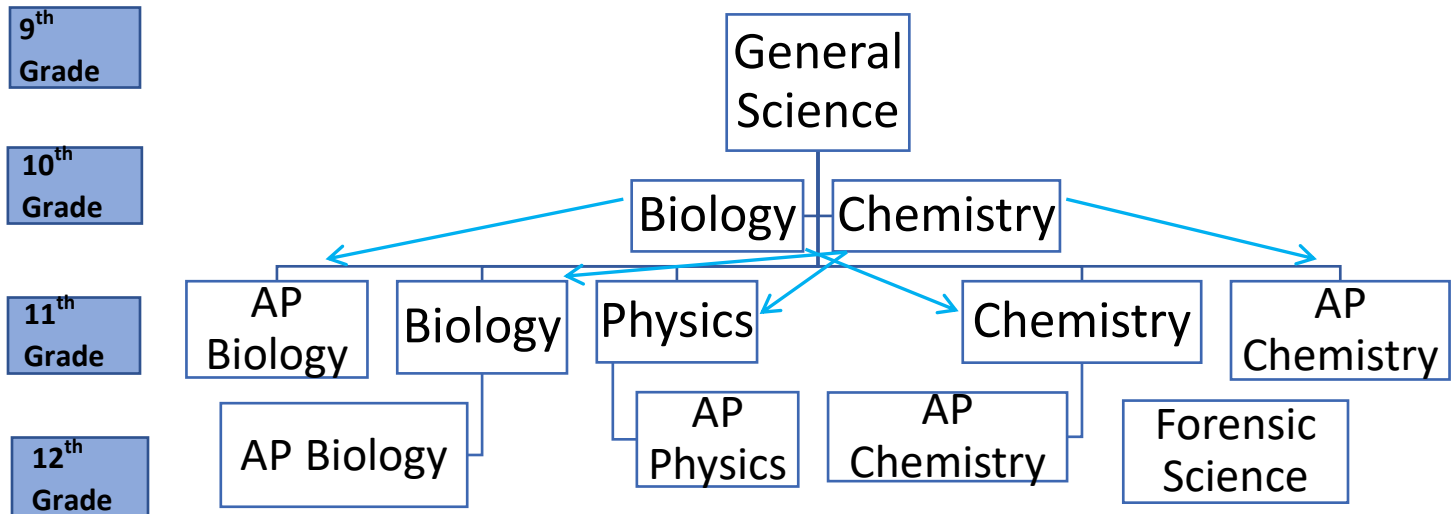
<b>Course:</b> <b>Pre-Calculus</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b> 11 – 12	<b>Resources:</b>	<b>Prerequisite</b>	
		Algebra I, Geometry, Algebra II, or Math 1, and Math 2	
<b>Pre-Calculus is a course that combines the review of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses.</b>			

<b>Course:</b> <b>Advanced Placement Calculus AB</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b>  11 – 12 <i>(Must have HOD approval)</i>		<b>Prerequisite</b>	
		Algebra I, Geometry, Algebra II, or Math 1, Math 2, & Pre-Calculus	
<p><b>In AP Calculus AB students will work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. Students should understand the connections among their representations. Understand the meaning of the derivative in terms of a rate of change and local linear approximation and use derivatives to solve a variety of problems. Understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and use integrals to solve a variety of problems. Understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. Communicate mathematics both orally and in well-written sentences and explain solutions to problems. Model a written description of a physical situation with a function, a differential equation, or an integral. Use technology to help solve problems, experiment, interpret results, and verify conclusions. Determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement. Develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.</b></p> <p><b><i>(College Board)</i></b></p>			

<b>Course:</b> <b>Advanced Placement Statistics</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b>		<b>Prerequisite</b>	
11 – 12 <i>(Must have HOD approval)</i>		Algebra I, Geometry, Algebra II, and Math 2, and Math 3	
<b>The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusion from data. Students are exposed to four broad conceptual themes:</b> <b>Exploring Data:</b> Describing patterns and departures from patterns, <b>Sampling and Experimentation:</b> Planning and conducting a study, <b>Anticipating Patterns:</b> Exploring random phenomena using probability and simulation, <b>Statistical Inference:</b> Estimating population parameters and testing hypotheses. <i>(College Board)</i>			

<b>Course:</b> <b>Math Support</b>	<b>Number of credits earned:</b> <b>.5 credit or 1 credit</b>	<b>Length of course:</b> <b>Semester or Full</b>	
Grade Level:		Prerequisite	
9 – 12		None	
<b>The purpose of the Mathematics Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics Support is an elective class that should be taught concurrently with a student’s regular mathematics class.</b>			

## Science Department Course Progression Chart



In Grades 9 – 12 students will study Science in an integrated fashion, before narrowing their focus to the specific core sciences of Biology, AP Biology, Chemistry, AP Chemistry, Physics, AP Physics, and Forensic Science. Students have the option to specialize in the Science of their choice to deepen their understandings of those areas. The curriculum is based on NGSS Standards, and supplemented with the necessary practical and theoretical knowledge to prepare students to continue their studies in the universities. In these courses, students will deepen their understanding and further investigate the world around them, including living organisms.

<b>Course:</b> <b>General Science 9<sup>th</sup> Grade</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>
Grade Level:		Prerequisite
9		General Science 9 <sup>th</sup> Grade
<p><b>Integrated Science is a cross curricular course which looks at global issues through an integrated scientific focus. Topics such as water, petrochemicals, renewable resources, and the carbon cycle are studied through an approach that brings together physics, chemistry, biology and environmental science under a theme of human energy use. The course uses the New Generation Science Standards which encourage a scholar centered investigative approach to learning. The first semester focuses on water, while the second semester is focused on the topic of energy.</b></p>		

<b>Course:</b> <b>Biology</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>
Grade Level:		Prerequisite
10 – 11		General Science 9 <sup>th</sup> Grade
<p><b>The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.</b></p>		

<b>Course:</b> <b>Chemistry</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>
Grade Level:		Prerequisite
10-11		General Science 9 <sup>th</sup> Grade
<p><b>The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.</b></p>		

<b>Course:</b> <b>Physics</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:		Prerequisite	
10 -11		General Science 9 <sup>th</sup> Grade	
<p><b>The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.</b></p>			

<b>Course:</b> <b>Forensic Science</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:		Prerequisite	
12		General Science 9 <sup>th</sup> Grade, and Chemistry or Physics	
<b>In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.</b>			

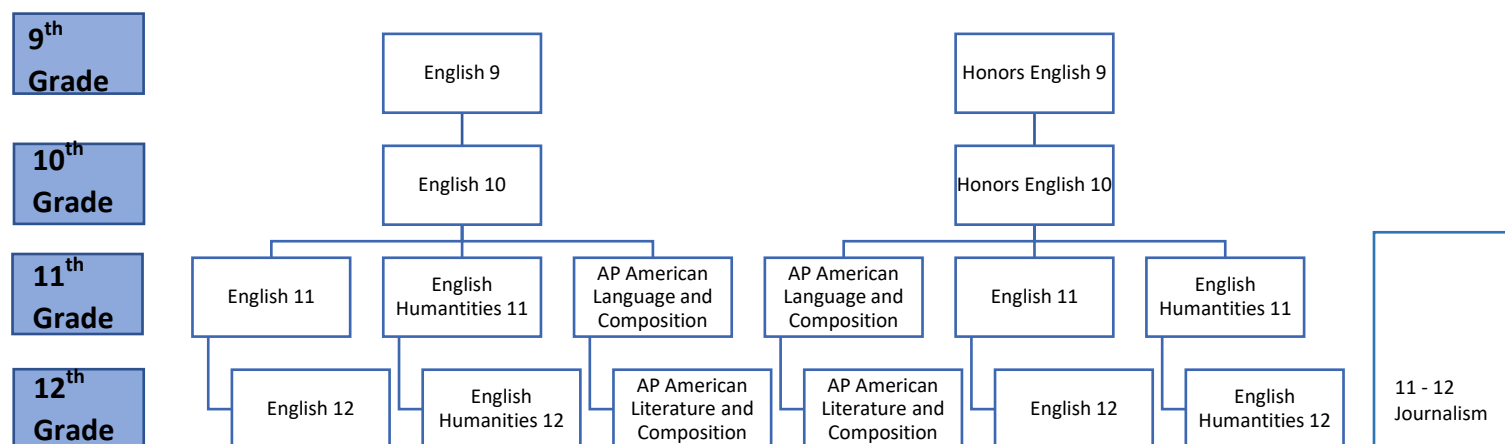
<b>Course:</b> <b>Advanced Placement Biology</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b>	<b>Resources:</b>	<b>Prerequisite</b>	
11 – 12 (Must have HOD approval)		General Science 9 <sup>th</sup> Grade, and Chemistry or Physics	
<b>This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations.</b>			



<b>Course:</b> <b>Advanced Placement Chemistry</b> <i>(Must have HOD approval)</i>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:	Resources:	Prerequisite	
11 – 12		General Science 9 <sup>th</sup> Grade, and Chemistry or Physics	
<b>The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.</b>			

<b>Course:</b> <b>Advanced Placement Physics</b> <i>(Must have HOD approval)</i>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:	Resources:	Prerequisite	
11 – 12		General Science 9 <sup>th</sup> Grade, and Chemistry or Physics	
<b>AP Physics 1 is an algebra-based introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics by explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course. This course is designed to enable students to develop the ability to reason about physical phenomena using important science process skills.</b>			

# English Department Course Progression Chart



Nibras International School's English Language Arts Department teaches 21st Century Literacy skills that includes reading, writing, and the creative and analytical acts involved in producing and comprehending texts. Reading and writing are important to ensure success in post-secondary education, on the job, and in society. Today's expectations, however, encompass more than the ability to read, write, speak, and listen. These expectations include use of oral and written language to make sense of the world and to communicate, problem solve, and participate in decision-making.

In a global economy, emerging technology, and the ability to rapidly access information, the concept of literacy has assumed new meanings that include, developing proficiency with the tools of technology, building relationships with others to pose and solve problems collaboratively and cross-culturally, designing and sharing information for global communities to meet a variety of purposes and managing, analyzing, and synthesizing multiple streams of simultaneous information. These skills are at the heart of an American education and are offered at all levels of English in our school.

<b>Course:</b> <b>English 9</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b>		<b>Prerequisite</b>	
9		Grade 8 English	
<p><b>This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</b></p>			

<b>Course:</b> <b>Honors 9<sup>th</sup> Grade English</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:	Resources:	Prerequisite	
9		Grade 8 English	
<b>English 9 Honors extends the English 9 curriculum to include additional readings and a sophisticated academic study of all literature read. Students will learn techniques of literary criticism and be introduced to major components of literary theory. It is expected that students already are proficient in essay writing and able to demonstrate strong critical thinking skills. In the first semester, students will enhance their understanding of principles of critical thinking and apply their knowledge in writing, analysis, and oral presentations. In the second semester, students will apply higher order thinking, in-depth research, and advanced writing techniques to refine the written assessments students produce.</b>			

<b>Course:</b> <b>English 10</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b> 10		<b>Prerequisite</b>	
		English I	
<p><b>This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</b></p>			

<b>Course:</b> <b>Honors 10<sup>th</sup> Grade English</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b> 10	<b>Resources:</b>	<b>Prerequisite</b>	
		English 9 and English 10	
<p><b>English 10 Honors is a one-term course and is a course that will prepare students for AP Literature courses. It includes short stories, expository texts, novels, drama and poetry. Students will be challenged and given the opportunity to grow in their practical language skills through meaningful class discussions, journal prompts, essay writing, creative projects, oral presentations, theater arts. Students will continue to use and practice grammar, punctuation, and vocabulary skills. With an understanding of the fundamentals of research elements, students will construct multi-paragraph essays that respond to expository texts, analyze literature, persuade, and narrate events, as well as experiment with other written forms, such as business letters and technical documents. Analysis is key as students learn to go beyond rephrasing and defining into looking at the significance of the elements of a piece of writing. Ultimately, students will write research papers in which they investigate and research multiple sources, then analyze those sources to create a unique thesis statement and provide evidence to support the argument. Because additional works are added, students should expect a faster pace when addressing this curriculum. The writing focus is designed to prepare students for the SAT, AP Exams, and college level writing requirements.</b></p>			

<b>Course:</b> <b>English 11</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b>		<b>Prerequisite</b>	
11		English 9 and English 10	
<b>This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</b>			

<b>Course:</b> <b>English Humanities III</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:	Resources:	Prerequisite	
11		English 9 and English 10	
<b>Scholars explore historical topics over time via historical documents, literature, art, and music, analyzing the factors that drive global change. Through close study of literature of other countries, scholars will attain an understanding of other societies and construct a narrative of history over time. Scholars will cultivate critical-thinking, writing, and speaking skills in a holistic academic setting that values the full range of humanistic fields. Other social science genres, such as non-fiction, media, psychology, and documentaries are also explored.</b>			

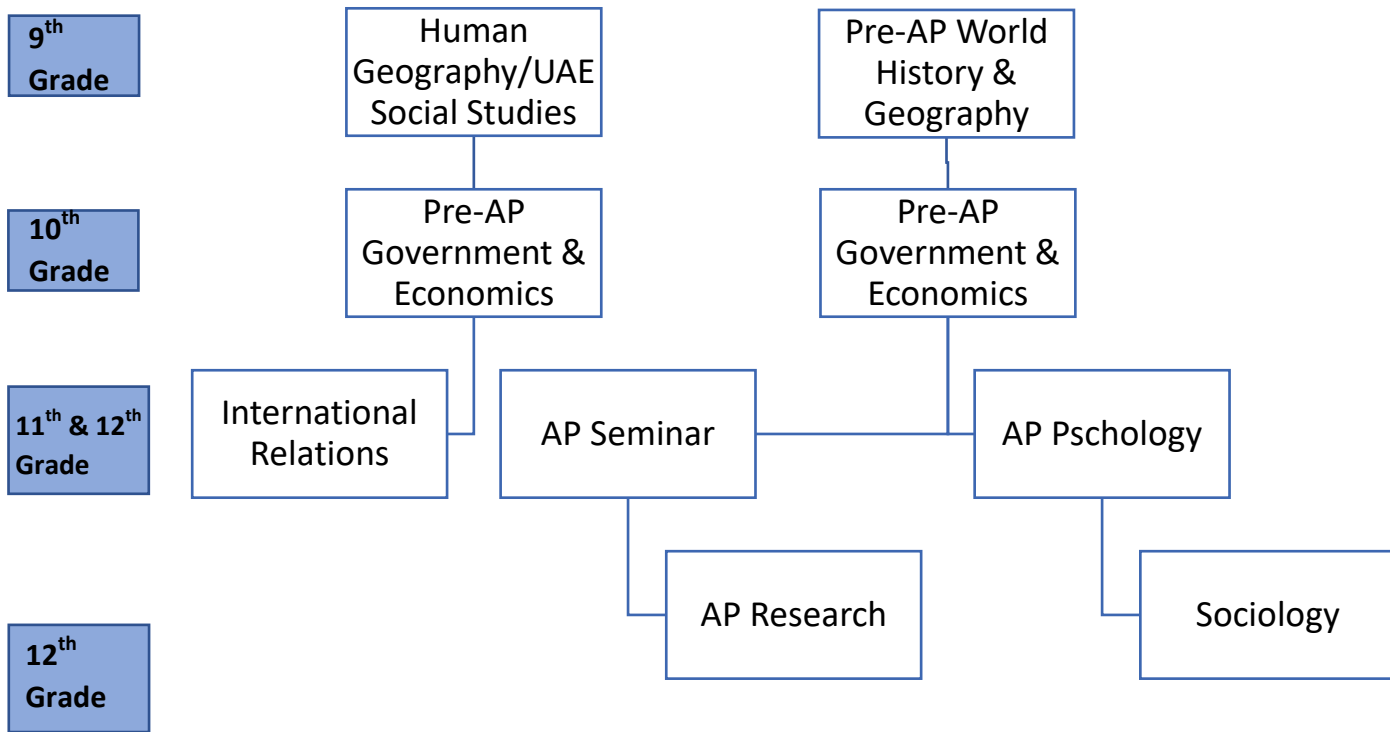
<b>Course:</b> <b>AP English Language and Composition</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:		Prerequisite	
11 <i>(Must have HOD approval)</i>		English 9 and English 10	
<b>The AP English Language and Composition course aligns to introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.</b>			

<b>Course:</b> <b>English 12</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b> 12	<b>Resources:</b>	<b>Prerequisite</b>	
		English 9, English 10, and English 11	
<b>This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</b>			

<b>Course:</b> <b>English Humanities IV</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:	Resources:	Prerequisite	
12		English 9 , English 10 and English 11	
<b>Scholars explore historical topics over time via historical documents, literature, art, and music, analyzing the factors that drive global change. Through close study of literature of other countries, scholars will attain an understanding of other societies and construct a narrative of history over time. Scholars will cultivate critical-thinking, writing, and speaking skills in a holistic academic setting that values the full range of humanistic fields. Other social science genres, such as non-fiction, media, psychology, and documentaries are also explored.</b>			

<b>Course:</b> <b>AP English Literature and Composition</b> <i>(Must have HOD approval)</i>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b> 12	<b>Resources:</b>	<b>Prerequisite</b>	
		English 9 , English 10 and English 11	
<b>The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.</b>			

## Social Studies Department Course Progression Chart



Cross-cultural tolerance, understanding, diplomacy, and civic duty are just as important for our future leaders as any other classroom subject. Yet, Nibras International School seeks those invaluable exchanges beyond the confines of the rote and conventional. As part of our International Studies/Social Studies program, several initiatives are being implemented as the unified means to a truly important end—to let the world affect change in our students so that they may in turn change the world.

Aside from student-centered classroom settings and project-based summative assessments, Nibras' International Studies/Social Studies curriculum also creates spaces for scholars to IDENTIFY, RESEARCH, and PRESENT content that supports “international-mindedness” in a variety of ways, including campus-wide cultural events, unique course offerings (i.e., AP Seminar), and an array of clubs like “The Griots” and “Model United Nations.”



<b>Course:</b> <b>UAE Social Studies</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:		Prerequisite	
9		none	
<p><b>This project-based course will utilize and develop students' critical faculties in various discourses within the topic of human geography—notably conflict and resolution, migration and other transnational issues, cultural and social anthropology, cultural diversity and development/underdevelopment, revolutions, and interventionism. These geographically broad and historically deep topics are to be analyzed through the lens of cultural particularism, insofar that it is important to consider the “historical and cultural trajectories” of a country when analyzing any geopolitical issue. Aside from gaining a true understanding of the historical causes of current geopolitical scenarios, students in this course will also create new ideas through the power of inquiry. Although extensive research and source citing will be conducted in this course, each summative assessment will result in an original product created by the scholar. Moreover, group collaboration will be a must; hence students will experience social growth in addition to academic development in this course.</b></p>			

<b>Course:</b> <b>Comparative Government</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:		Prerequisite	
10		none	
<p><b>In the first half of this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of the American Government and other governments around the world. This course is the builds upon teachings of previous social studies classes to prepare students to solve society’s problems, to understand and to participate in the governmental process, and to be a responsible citizen of the world. As for the Economics half of this course, the general objective is for students to master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data as well.</b></p>			

<b>Course:</b> <b>Sociology</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:		Prerequisite	
12		none	
<p><b>Sociology is a course that explores the meaning of the cliché, "today we live in a globally interconnected world" by mobilizing students' sociological imagination; first starting with, analysis of themselves in their specific time and place, in their particular social and economic circumstances. The units of study for this course will span from Sociological Imagination and Sociological Theory (linking theory, method, and practice, i.e., ethnography) to Global Inequality and Political Theory but the end may yield even more topics of study. This course is divided into distinct units and the capstone for each unit will be a summative assessment project that builds off of the formative assessments done during the previous weeks of study. Although extensive research and source citing will be conducted in this course, each summative assessment will result in an original product created by the student. This is truly a student-centered course and group collaboration is a must, hence students will develop social growth in addition to academic development in this course.</b></p>			

<b>Course:</b> <b>International Relations</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b> <b>11 – 12</b>		<b>Prerequisite</b>	
		none	

**This project-based course uses the power of inquiry to examine various global interactions within several “theatres,” while also considering the historical trajectories of affected countries and cultures (cultural particularism). From conflict and resolution, to trade and exploitation, to revolution and the inevitable creation/destruction of various institutions—the study of international relations is replete with 2 lessons to be learned. The various units of study for this course will span from critical analysis of events surrounding the Cold War and the rise of trade blocs to human rights interventionism in LDC’s (less developed countries) and geopolitical analysis of the Middle East. The capstone for each unit will be a summative assessment project that builds off of the formative assessments done during the previous weeks of study. Although extensive research and source citing will be conducted in this course, each summative assessment will result in an original product created by the student. Being a truly student-centered course, group collaboration is a must; hence students will develop social growth in addition to developing their critical faculties in this course.**

<b>Course:</b> <b>Advanced Placement Psychology</b> <i>(Must have HOD approval)</i>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b>		Prerequisite	
11 – 12		none	
<b>The purpose of the AP Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice.</b>			

<b>Course:</b> <b>AP Seminar</b> <i>(Must have HOD approval)</i>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
<b>Grade Level:</b>		Prerequisite	
11 or 12		none	
<b>This course will equip students with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop deep understanding of complex issues and topics in order to make connections between these issues and your everyday life. Teachers have the flexibility to choose one or more themes that allow for deep exploration based on: concepts or Issues from other AP courses, student interests, local and/or civic issues, and global or international topics.</b>			

<b>Course:</b> <b>AP Research</b> <i>(Must have HOD approval)</i>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Full</b>	
Grade Level:		Prerequisite	
12		none	
<b>AP Research is designed to allow students to dive into an academic topic, problem, or issue of individual interest. Students will further develop the skills you acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense during which students will answer questions about their academic papers. AP Seminar is a prerequisite for this course.</b>			

## ICT Department Course Progression Chart

9<sup>th</sup> – 12<sup>th</sup>  
Grade

Web Design

3D Printing

AutoCAD

Programming  
C++

Robotics

Information Computer Technology is included in the NIS curriculum to improve learning. Our mission is to prepare our graduates, to join the technology race and competitive members of tomorrow's society. NIS aims to promote meaningful uses of integrated technology, which inspires students to develop critical thinking skills. Students from grade (6-8) will learn the basic concepts of ICT, and the responsible and ethical uses of technology in both social and personal contexts. High school students (9-12), will have a variety of courses to choose from that will help them to continue their studies in the universities, such as (Web design, Programming C++, Robotics, 3D Printing and AutoCAD).

Course: Web Design	Number of credits earned: .5 credit	Length of course: Semester	
Grade Level:		Prerequisite	
9 – 12		None	
<p><b>This course introduces scholars to basic web design using HTML (Hypertext Markup Language). Throughout the course scholars will develop skills to plan and design effective web pages; implementing web pages by writing HTML code, enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia.</b></p>			

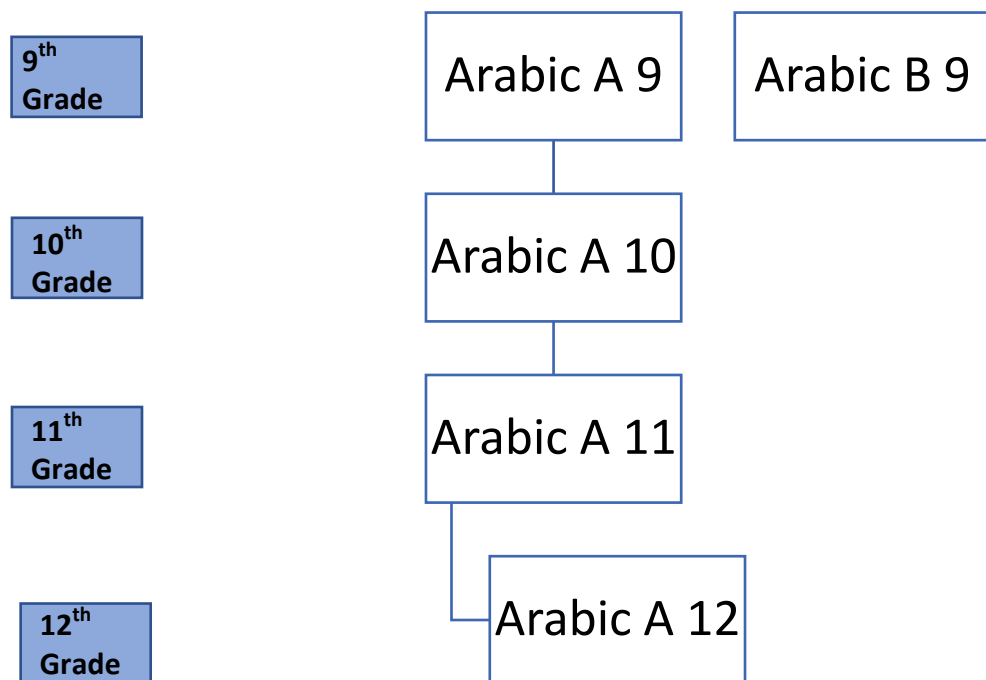
<b>Course:</b> <b>Robotics</b>	<b>Number of credits earned:</b> <b>.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
<b>Grade Level:</b>		<b>Prerequisite</b>	
9 – 12		None	
<b>This course utilizes hands on approach in designing, building, programming, and testing robots. Scholars will engage in a variety of activities that incorporate various engineering principles. Scholars also learn the value of teamwork and even friendly competition.</b>			

<b>Course:</b> <b>AutoCAD</b>	<b>Number of credits earned:</b> <b>.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
Grade Level:	Resources:	Prerequisite	<b>Grade Level:</b>
9 – 12		None	
<b>This course explores the three-dimensional viewing and construction capabilities of AutoCAD. It is an introduction to 2D Computer Aided drawing, using AutoCAD, and 3D using Sketch Up. Scholars will learn to use the programs in many different ways, and start to develop techniques that improve their speed and accuracy.</b>			

<b>Course:</b> <b>3D Printing</b>	<b>Number of credits earned:</b> <b>0.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
Grade Level:		Prerequisite	<b>Grade Level:</b>
9-12		None	
<b>This course introduces 3D printing technologies including history and basics of 3D printing. Scholars will get a general idea on the major players in 3D printing industry, and global effects of 3D printing, scholars will create a 3D design along with creating a functional prototype.</b>			

<b>Course:</b> <b>Programming C++</b>	<b>Number of credits earned:</b> <b>0.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
Grade Level:		Prerequisite	
9-12		None	
<b>The C++ course prepares scholars for Post-Secondary Computer Science topics in C++ and other programming paradigms. Topics include advance coursework in data types, variables, and arithmetic; strings, arrays, graphics, methods and constructions, etc.</b>			

## Arabic Department Course Progression Chart



The Arabic language curriculum for its speakers is based on the curriculum of the Development and Knowledge Authority in Dubai, which is the textbook for each educational stage. The book presents a number of skills: (Reading, writing, speaking, listening, grammar). Scholars will be introduced to a number of selected external lessons to develop scholars' different skills. Scholars will learn through the project presented and educational trips, along with participating in internal and external activities

<b>Course:</b> <b>Arabic A</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
Grade Level:		Prerequisite	
9		Arabic 8 <sup>th</sup> Grade	
<b>Arabic A for 9<sup>th</sup> grade scholars focuses on short stories, grammar rules, and classic literacy. Topics include the criteria of successful leadership characteristics, happiness, and speaking about the future of UAE, and its new projects.</b>			

<b>Course:</b> <b>Arabic A</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
Grade Level:		Prerequisite	
10		Arabic 9 <sup>th</sup> Grade	
<b>Arabic A for 10<sup>th</sup> grade scholars focuses on analyzing stories and creative writing literature. Scholars will focus on the rules following grammar areas: imperative form, exception, specialism, and pronouns. The topics given are based on solving social problems, (ex: with neighbors, the problem of wasting time using social media) by having in class debates while using classic Arabic focused on these topics.</b>			

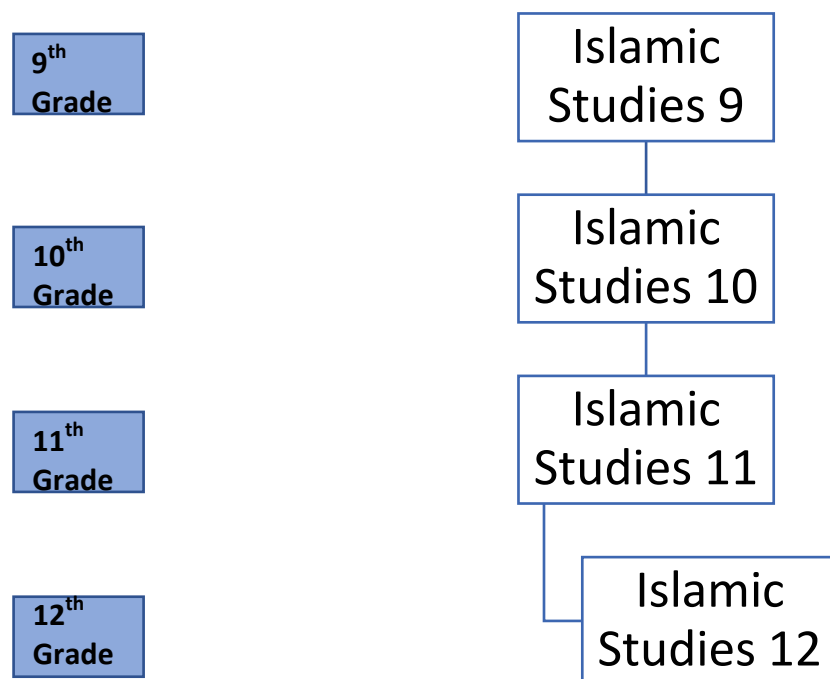
<b>Course:</b> <b>Arabic A</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
Grade Level:		Prerequisite	
11		Arabic 10 <sup>th</sup> Grade	
<b>Arabic A for 11<sup>th</sup> grade scholars focuses on the journal and biographical writing while using Arabic. Scholars will present real life experiences (ex: giving scholars a chance to ambassadors for their home countries). During the course scholars will write and speak about their own memories while using classic Arabic.</b>			



<b>Course:</b> <b>Arabic A</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
Grade Level:		Prerequisite	
12		Arabic 11 <sup>th</sup> Grade	
<b>Arabic A for 12<sup>th</sup> grade scholars will focus on literacy by giving scholars the opportunity to participate in debates in classic Arabic centered on a variety of open book topics. Scholars will create biographies on important historical people using previously taught grammar rules to frame their sentences in paragraphs and dialogues in classic Arabic.</b>			

<b>Course:</b> <b>Arabic B</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
Grade Level:		Prerequisite	
9			
<b>The Arabic language curriculum for its non- speakers is based on the curriculum of the Development and Knowledge Authority in Dubai, following the standards according to the number of years of learning Arabic. The standards cover the 4 skills: reading, writing, speaking, and listening.</b>			

## Islamic Studies Department Course Progression Chart



Islamic Education Curriculum addresses diverse topics that collectively represent the domains of and focal points of the curriculum; discussing Divine Revelation, Creed, the Values, mannerisms of Islam, the rulings of Islam and their purposes. The biography of Prophet Mohammed PBUH, prominent Muslim characters, national identity and contemporary issues will be discussed. Scholars will be provided with a simultaneous gate way to increase and enrich their knowledge via classroom learning activities. The course has also targeted the realization of the characteristics of Emirati scholars in this age-group, and developing those characteristics that peculiarly belong to the 21<sup>st</sup> century, thinking skills and the requirements of sustainable development.

<b>Course:</b> <b>Islamic Studies</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
Grade Level:		Prerequisite	
9 <sup>th</sup>			
<p><b>Islamic Education for 9<sup>th</sup> grade has focused on required religious knowledge and concepts linking them to previous knowledge and these concepts to contemporary life. The novelties in the light of the principles of Islamic Sharia, whose hallmark is moderation, tolerance, positivity, individual and communal responsibilities will be discussed. The Islamic Education book for the MOE is divided into two parts discussing a number of topics and figures to be discussed throughout the year.</b></p>			

<b>Course:</b> <b>Islamic Studies</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
Grade Level:		Prerequisite	
10 <sup>th</sup>	1	Grade 9	
<p><b>Islamic Education for 10<sup>th</sup> grade scholars attempts to strike a balance between religious knowledge and learning activities by introducing the necessary religious knowledge and concepts. The first part of the Islamic Education book, scholars learn the lessons from Surat ul Kahf, features of Makkan and Madinite Surahs, the collection of the Qur'an, the methodology of thinking in Islam, along with a number of different topics. The second part of the Islamic Education book, includes the worlds as a place of action, chastity, rules of marriage, the prophet's methods in taking care of his family, faith in the unseen, tolerance, along with additional topics.</b></p>			

<b>Course:</b> <b>Islamic Studies</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
Grade Level:		Prerequisite	
11 <sup>th</sup>			
<b>Scholars in the 11<sup>th</sup> grade will focus on developing performance skills that relate to Islamic Education giving special emphasis to Islamic values in pursuit of structuring conscious personalities that adhere to religion and contribute to nation building. Scholars will learn the lessons from Surat ul Ahzab, relationship between reason and revelation, importance of abstinence, financial contracts in Islam, the Arabic language and culture, the prohibited degrees of female relations, methodology of thinking in Islam, and social networking along with additional topics.</b>			

<b>Course:</b> <b>Islamic Studies</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
Grade Level:		Prerequisite	
12 <sup>th</sup>			
<b>Scholars in 12<sup>th</sup> grade will participate in multiple and diverse learning activities that contribute to the development of critical thinking skills. This is a contemporaneous requirement that fortify scholars against deviant ideas and uniformed imitation. Critical thinking skills also contribute to developing creative and incentive thinking. During the course scholars will learn the lessons of Surat un-Noor, exegetical methods, extremism, separation of spouses, Allah’s Messenger and his social life, Divine Laws, responsibility in Islam, the five purposed of legislation, social media-good conduct and manner, the Prophet’s methodology in health care, prohibited sales, tolerance towards people of different faiths, along with additional topics.</b>			

## NIS Non-Core Elective Courses – World Language

<b>Course:</b> <b>French 1</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
<b>Grade Level:</b> 9 <sup>th</sup> – 12 <sup>th</sup>		<b>Prerequisite</b>	
		None	

During lessons, scholars have access to a variety of learning resources in order to promote their independence and maximize their progress in French. These resources included short video tutorials as well as language specific websites which challenged and extend their knowledge. A wide range of different topics are covered over the course of their language learning journey and the scholar's developed their speaking, listening, reading and writing skills. The goal is to develop the ability to use the language effectively for purposes of practical communication. The basic objectives of French 1 are to help each student attain proficiency in the four skills of listening, speaking, reading, and writing. The language is presented within the context of the contemporary French-speaking world and its culture.

*At the conclusion of the course, scholars are offered the possibility to enter the DELF exam qualification. DELF – Diploma in French Language Studies is an official diploma. DELF certifies four levels of French language comprehension and proficiency (A1, A2, B1, B2). It allows the scholar to improve their knowledge, and skills in French for personal, school academic, or professional goals.*

<b>Course:</b> <b>French 2</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year</b>	
<b>Grade Level:</b>		<b>Prerequisite</b>	
9 <sup>th</sup> – 12 <sup>th</sup>		None	

During lessons, scholars have access to a variety of learning resources in order to promote their independence and maximize their progress in French. These resources included short video tutorials as well as language specific websites which challenged and extend their knowledge. A wide range of different topics are covered over the course of their language learning journey and the scholar’s developed their speaking, listening, reading and writing skills. The goal is to develop the ability to use the language effectively for purposes of practical communication. The course emphasis is on effective communication skills, French culture, and advanced grammar. Students will complete several projects.

*At the conclusion of the course, scholars are offered the possibility to enter the DELF exam qualification. DELF – Diploma in French Language Studies is an official diploma. DELF certifies four levels of French language comprehension and proficiency (A1, A2, B1, B2). It allows the scholar to improve their knowledge, and skills in French for personal, school academic, or professional goals.*

## NIS Non-Core Elective Courses – Fine Arts

<b>Course:</b> <b>Foundations of Art</b>	<b>Number of credits earned:</b> <b>.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
Grade Level:		Prerequisite	
9 – 12		None	
<b>This course is offered for the student who has shown an interest in art. It is an introduction to the elements of art. In addition to this, the student will gain knowledge in art history. The ability to discuss artwork in an educated manner will also be taught during this course.</b>			

<b>Course:</b> <b>Drawing and Painting</b>	<b>Number of credits earned:</b> <b>.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
Grade Level:		Prerequisite	
9 – 12		None	
<b>In Drawing and Painting the scholar will develop fundamental painting skills, strengthens composition and drawing skills and begins to create conceptual work. The course includes studies in color sensitivity and a wide range of media and techniques. Art History, criticism, and aesthetics are incorporated with studio production of drawings and paintings.</b>			

<b>Course:</b> <b>Arts and Crafts</b>	<b>Number of credits earned:</b> <b>.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
Grade Level:		Prerequisite	
9 – 12		None	
<b>Scholars will learn to think and act as artists and designers; working creatively and intelligently. They will develop an appreciation of and engagement in art, craft and design as critical consumers and audiences. In addition, scholars will develop an understanding of its role in the creative and cultural industries that shape and enrich different societies.</b>			

<b>Course:</b> Instrumental Music	<b>Number of credits earned:</b> .5 credit	<b>Length of course:</b> Semester	
Grade Level:		Prerequisite	
9 – 12		None	
<b>Scholars will explore the basics of music compositions through ukulele guitar tuition. The course will focus on the four chord technique which forms the basis of all popular music. Scholars will also experience the basics of piano through keyboard tuition. The key board/piano course introduces scholars to the basics of music theory. Both these instruments evaluate the elements of music such as rhythm, pitch, dynamics, and musical phrasing.</b>			

<b>Course:</b> <b>Social Studies in Music</b>	<b>Number of credits earned:</b> <b>.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
Grade Level:		Prerequisite	
9 – 12		None	
<b>This is a non-instrumental course where the class will look at music and composers that addressed social issues throughout history. The cross-curricular section closely supports critical thinking for essay writing skills in English. Higher order thinking skills will be utilized during this class.</b>			

<b>Course:</b> Sound Design	<b>Number of credits earned:</b> .5 credit	<b>Length of course:</b> Semester	
Grade Level:		Prerequisite	
9 – 12		None	
<b>Scholars are introduced to music software “Audiotool” as digital music application. This course focuses on digital music basics and the skills associated with it such as music mixing, sound effects, sound synthesis and music editing. As a final project scholars are required to submit an original digital music work.</b>			

## NIS Non-Core Elective Courses – Health and Physical Education

<b>Course:</b> <b>Physical Education</b>	<b>Number of credits earned:</b> <b>1 credit</b>	<b>Length of course:</b> <b>Year Long</b>	
<b>Grade Level:</b>		<b>Prerequisite</b>	
9 – 10		None	
<b>Focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Provides basic methods to attain a healthy and active lifestyle.</b>			

<b>Course:</b> <b>Team Sports</b>	<b>Number of credits earned:</b> <b>.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
Grade Level:		Prerequisite	
10 – 12		PE	
<b>Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.</b>			



<b>Course:</b> <b>Fitness</b>	<b>Number of credits earned:</b> <b>.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
<b>Grade Level:</b>		<b>Prerequisite</b>	
10 – 12		None	
<b>Enhances level-one skills in any different combination or variety of team sports, lifetime sports, track and field events, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Further promotes methods to attain a healthy and active lifestyle.</b>			

Course: Health	Number of credits earned: .5 credit	Length of course: Semester	
Grade Level:		Prerequisite	
9 & 10		None	
Health is a semester course that will guide students through the many dimensions of wellness. The Health Education Course is designed to enhance the awareness and knowledge of healthy lifestyle choices. Several adolescent risk behaviors, tobacco use, dietary patterns that contribute to disease, sedentary lifestyles, alcohol and drug use will be addressed while advocating for the students to make healthy choices for their overall health. We will also cover mental and emotional health, and nutrition.			

## NIS Non-Core Elective Courses – Personal Development

<b>Course:</b> <b>Internship</b>	<b>Number of credits earned:</b> <b>.5 credit</b>	<b>Length of course:</b> <b>Semester</b>	
Grade Level:		Prerequisite	
11 – 12			
<b>This course enhances skills learned in Peer Internship and provides students an opportunity to work in various areas within the school. Students will be able to increase their level of communication and demonstrating appropriate social interaction skills.</b>			