



# Secondary School Program of Study *2021-2022*



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## Mission

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 influence others to make a positive difference.

## Vision

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

## Core Values

NIS 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.

Our core values are the foundations that enable:

- **Creative Thinkers:** Create dynamic and technology enabled risk-takers who can innovate and lead their own learning journey.
- **Aspirational and Adaptable Learners:** Consistently challenged by high standards and aspired to strengthen their skills
- **Reflective Learners:** Become active participants in a lifelong learning process, fostering curiosity, creativity, and an on-going cycle of self-improvement
- **Effective Communicators:** Empower responsible and respectful citizens to voice their own opinion and express themselves in various situations and mediums.

## Torch Values

Ignite the TORCH as we strive to be...

Tolerant

Organized

Respectful

Caring

Honest



## Amazing Learning

Learning is about getting better, academically, socially, and emotionally. Amazing Learning happens when students surprise themselves by getting better to a level beyond which they thought possible. Whether through mentoring, enrichment, or personalized study, NIS Dubai is intentional about 1) embracing the individuality of every learner; 2) supporting individual learning through a robust, child-focused curriculum; 3) relentless focus on each child's ability to amaze; and 4) nurturing each child's gifts and talents so that they amaze themselves and inspire others.

## International Schools Partnership

The International Schools Partnership (ISP) is a growing group of committed colleagues in financially responsible schools around the world, all of which aim to be the school of choice in their local area. Learning is at the heart of everything we do for our students, colleagues, and parents. We are committed to getting better, all the time.

We are here to help our schools. We want them to get better. The best people to run our schools are the people in our schools. We call our way of working the ISP Framework. Our main role is as a critical friend and advisor to our schools.

ISP was founded by an experienced team of committed educationalists and commercial operators who have worked together over many years. Our growing group of private schools located in the UK, the USA, Spain, Chile, Colombia, Costa Rica, Ecuador, the United Arab Emirates, Qatar, Malaysia, Mexico, and Peru educate children and students from 2–18 years of age. We have now expanded to 46 schools delivering multiple curricula and building on local brands and reputations with around 45,000 students and 7,000 staff located across the globe.

We believe that successful schools are the ones that put learning at the heart of everything they do, always aiming to create rounded individuals that can forge successful careers and lives in a rapidly changing world. Our goal is to enable our schools to be the leading school of choice in their local area. We are a truly international group working in different cultures and speaking different languages. We work across countries and cultures, too, by working with each other and with other schools and communities. At ISP, we continue to engage with schools around the world that are interested in becoming part of our global group of schools and look forward to welcoming more students and staff to the group.



## Middle School Program

Our middle school consists of grades 6-8. As these years are a critical period of transition in a child's development, we focus on the whole child as we provide student-centered learning experiences that cater to the needs of our students. Our curriculum is based on US AERO Standards as well as other US National Standards (for non-AERO subjects) and UAE National Standards (for Ministry of Education subjects). All courses are of equal importance and treated as such. This does not mean that each course has the same amount of time allocated to it, but we strive to give students a balanced curriculum that allows them to explore and develop their full potential.

## High School Program

Our high school consists of grades 9-12 and is designed to prepare students for entrance into the university and program of their choice without having to complete a foundation year. Though our courses are challenging, we still focus on the whole child as we provide student-centered learning experiences that cater to the needs of our students. Our curriculum is based on US AERO Standards as well as other US National Standards (for non-AERO subjects) and UAE National Standards (for Ministry of Education subjects). All courses are of equal importance as successful completion of each course earns students a half or full credit towards meeting their graduation requirements.

Though the academic year in the country is split into three terms, American-curriculum schools such as NIS run on two semesters (or four quarters). Courses (except Islamic) that bear a half (0.5) credit only last for a semester. Islamic lasts the entire year but will still earn 0.5 credit once successfully completed. Courses that bear a full (1.0) credit last the entire school year (both semesters). Passing a full year course is determined by averaging the first and second semester grade. Successful completion requires a grade of 60% or higher.

## Grade Calculation

Course grades will be calculated based on the following:

- Ongoing** – 70% – This is the grade that will be seen on Google Classroom, but this is **NOT** the overall grade.
- Midterm** – 10% – This exam will be taken at the end of Quarters 1 and 3, which is the middle of each semester.
- Final** – 20% – This exam will be taken at the end of Semester 1 and 2.

## Grading Scale

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
D-	Below 65	0.5
E/F	Below 60	0.0

## Graduation Requirements

From grade 9 through grade 12, students take various courses and strive to earn course credit. Based on a student's achievements, s/he will earn one of the following high school diploma designations. To graduate high school, a student is required to at least earn the "Basic Diploma" designation.

Designation	Mandatory Credits and GPA	Mandatory High School Courses	Matriculation Options <i>Students will...</i>
Basic Diploma	24 credits ≤ 1.7 GPA	4 English, 4 Mathematics, 4 Science (must complete Physics for equivalency), 3 Social Studies and Humanities, 2 World Language (4 Arabic if an Arab native), 2 Islamic Studies (for Muslim students), 2 Physical Education, 0.5 Fine Art, and various electives* for the remaining courses	1) have access to a limited number of local university options. 2) more than likely be required to take foundation courses.
General Diploma	24 credits 1.7-2.9 GPA	<i>same as above...</i>	1) have access to a limited number of university options. 2) possibly be required to take foundation courses with a GPA of ≤ 2.5.
General Diploma with Distinction	≥ 24 credits 3.0-3.4 GPA	<i>same as above plus...</i> Mathematics – must complete Algebra 1, Geometry, and Algebra 2 <b>OR</b> Integrated Mathematics 1, 2, and 3 Science – must complete Biology, Chemistry, and Physics World Language – must complete two consecutive years of a language	1) have access to a wider group of university options. 2) be ready for regular university-level courses.
Honors Diploma	≥ 24 credits ≥ 3.5 GPA	<i>same as above plus...</i> at least 1 AP course in grade 11 with a score of at least a 3 on the College Board exam	1) have access to a competitive group of university options. 2) be ready for advanced university-level courses.
Honors Diploma with MOE	≥ 24 credits ≥ 3.5 GPA	<i>same as above plus...</i>	1) have access to a competitive group of university options.



Advanced Path Equivalency		1) AP Calculus AB and 2) AP Biology or AP Chemistry	2) be ready for advanced university-level courses.
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\*For the remaining courses, how are the electives calculated?

- Arab Muslims – 0.5
- Arab Non-Muslims – 2.5
- Non-Arab Muslims – 2.5
- Non-Arab Non-Muslims – 4.5

## Course Load

Every student is required to take a course each period of the day. All students in grades 9-12 have one study hall period during the week, giving them an opportunity to complete homework, do research, and study. Not using this time effectively will result in parent contact, and a note will be placed in the student's file as a reference point during conferences.

## Advanced Placement

The College Board developed the [Advanced Placement \(AP\) Program](#) to allow highly motivated students to take university-level courses while still in high school. When taking an AP course, a student could earn university credits based on an AP exam score. This could also lead to avoiding foundation courses at university. Taking an AP course also shows universities that a student is dedicated and able to navigate the academic expectations that will be encountered at university.

The content in each AP course is set by the College Board and cannot be altered, as the information learned will prepare students for the AP exam. The students enrolled in an AP course are expected to take the AP exam, and these are scored on a scale of 1-5. The [exam schedule](#) is also set by the College Board, and we cannot make local changes to it. Please understand that an AP exam could be scheduled on a Friday, as the schedule is based on the school week in the United States. These exams are comprehensive evaluations of the university-level work that has been covered throughout the school year. The fee (to be determined) for each exam must be paid to [NIS accounts](#) by the specified date that will be determined by the [AP Coordinator](#).

We encourage all students to challenge themselves through their academic journey. However, because of the increased expectations in an AP course, students must carefully consider their level of commitment before requesting to take any of the offered AP courses. Throughout the school year, AP students will be required to complete assignments, readings, and projects outside of class time. To be admitted, students must fulfill all prerequisites set by College Board and NIS (based on various data points). In some cases,



students might also be asked to seek a teacher recommendation. If the teacher does not recommend a student for the course of choice, a student can take a placement test but must score at least an 80% to enter the course selected.

Due to the rigor of these courses, an additional 0.25 weight will be added to a student's GPA on the transcript, per KHDA. Regardless, if 1) the AP exam is not taken and 2) a student earns a course grade lower than a C- (70%) in an AP course, s/he will not receive the 0.25 weight.

For the 2021-2022 school year, NIS is offering the AP courses as follows: English Language and Composition, Calculus AB, Biology, and Chemistry.

## Changing a Course

A teacher can recommend, or a family can request, that a student drop a course. **This should be done within the first three weeks of school.** Student-initiated requests for course changes should be done using the drop-add form. When dropping a course, a student must add a course that is running in the same block. Complete schedule shifts will only be considered if graduating is in jeopardy without the shift. Also, if changing the schedule negatively impacts graduation requirements, entrance into certain university programs, or success on mandatory assessments set by KHDA, the drop/add will not be approved. The drop-add form should be completed and turned into the Secondary Office. Then a meeting will be scheduled with the University Counseling team, and parents will be contacted if necessary. After considering graduation requirements, what is available within the schedule, and university entrance needs, NIS staff will approve or deny the request. If approved, we will change the schedule and revert to the student/family.

## Transcripts

A transcript is an official document that details all the credit-bearing courses a student took while at NIS. When students are applying to university, NIS will provide an unofficial transcript signed by the Head of Secondary and stamped. Upon completion of grade 12, NIS will produce an official high school transcript. This will be signed by the Principal and stamped. To maintain the integrity of our transcripts, requests to omit/change grades, course titles, and/or grade point averages will not be considered.

## University and Career Guidance

At NIS, we are focused to ensure that students successfully complete a high school education. We provide support to students as they decide their next steps after high school. Before course selection, if a student needs guidance in determining which courses to take to satisfy requirements for a specific country and/or university/college, please contact [niscounselor@nisdubai.ae](mailto:niscounselor@nisdubai.ae) to schedule a virtual meeting. Please be sure that a family conversation has occurred prior to this meeting. This will lead to a more





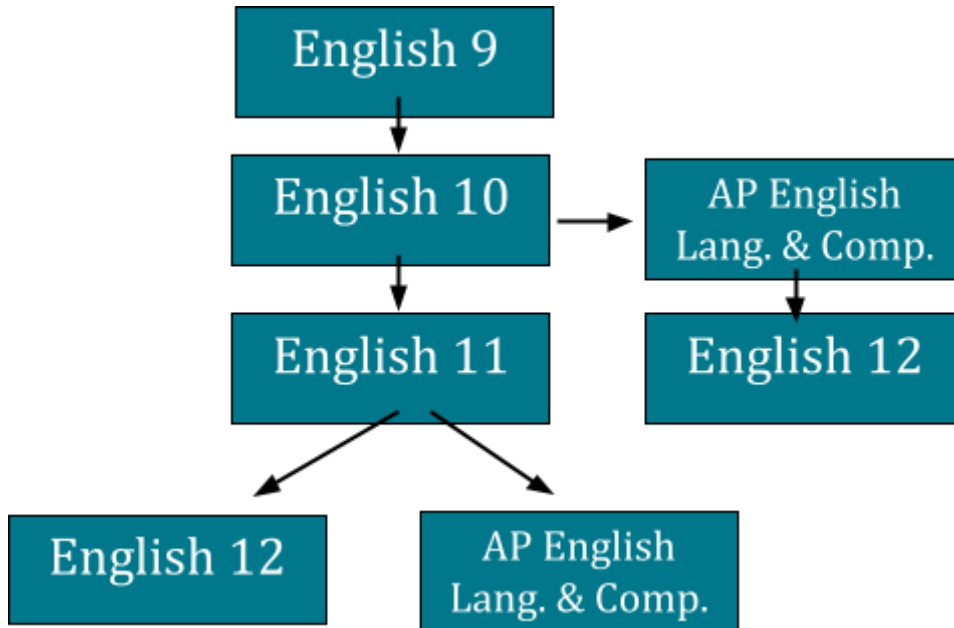
productive conversation if the student has an idea of the country in which s/he wants to study as well as the career.

## Course Selection Process

A brief description of each course is below. Some courses are mandatory, and others are based on choice. Revert to page 6 for the graduation requirements. Click [here](#) to read the directions and complete the course selection. Join us on Wednesday, 26 May 2021, from 3-5 p.m. for a [course selection help session](#). We will go through information in detail and help you to complete selections in real time.

# Course Descriptions

## English Language Arts



### **English 9**

**1.0 credit**

**Grade 9**

**Prerequisite:** Middle School English

English 9 provides instruction in reading, writing, speaking, and listening. It broadens the students' literary experiences and research skills, emphasizing all stages of the writing process, formal and informal presentations, analysis of genres, and the development of grammar and vocabulary skills.

### **English 10**

**1.0 credit**

**Grade 10**

**Prerequisite:** English 9

English 10 surveys world literature from historical and cultural perspectives, connecting historic texts to relevant, current issues. Students analyze fiction and non-fiction text, examining the author's use of literary devices as well as the major social, political, and economic forces related to the work. Students continue to develop in reading, writing, speaking, and listening.



## **English 11**

**1.0 credit**

**Grade 11**

**Prerequisite:** English 10

English 11 develops students' understanding of themes as literature relates to life, noticing that themes are recurring in the literary world. The students explore the effect of themes regarding interpretation. Students will dive deeper into research as they continue to demonstrate understanding in reading, writing, speaking, and listening.

## **English 12**

**1.0 credit**

**Grade 12**

**Prerequisite:** English 11 or AP English Language and Composition

English 12 engages students in the study of a variety of text types and media. Students analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. They continue to refine their composition, usage, and research skills needed for success in postsecondary academics and career. The writing focus in this course includes analysis, synthesis, and argumentation, requiring the appropriate use of technology and digital media.

## **AP English Language and Composition**

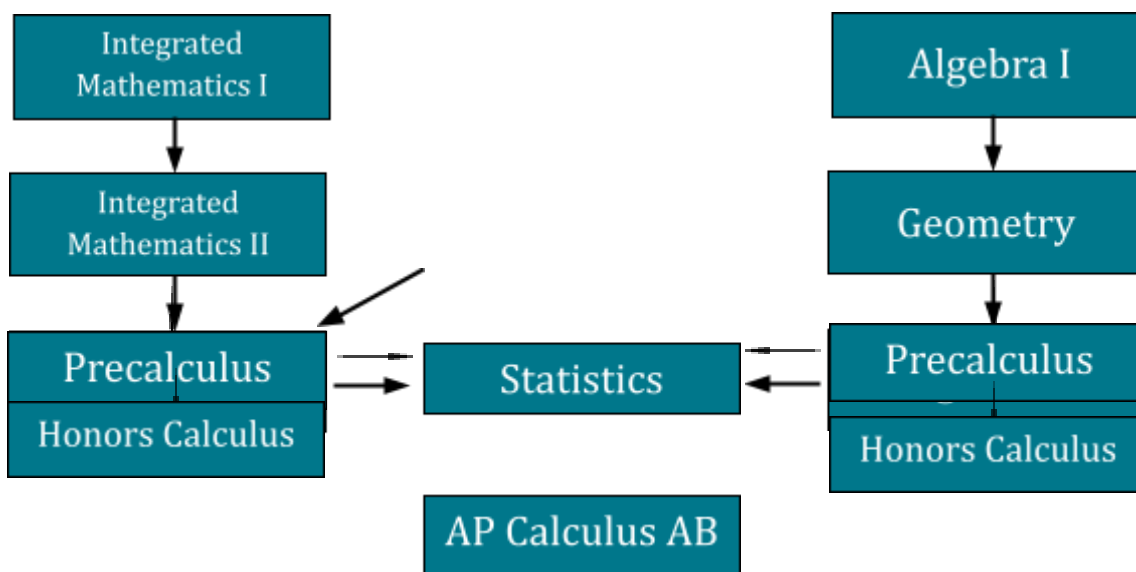
**1.0 credit**

**Grades 11 and 12**

**Prerequisite:** English 10 or English 11 and Teacher Recommendation

AP English Language and Composition focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Students are expected to take the Advanced Placement exam offered by the College Board.

## Mathematics



**Note:** *Integrated Mathematics I will no longer be offered as NIS is moving to the progression that begins with Algebra I. Students who already took Integrated Mathematics I will finish the integrated progression to have a seamless transcript. In the coming years, Geometry and Algebra II will be introduced as the integrated series is phased out.*

### **Algebra I**

**1.0 credit**

**Prerequisite:** Middle School Mathematics

**Calculator:** not allowed

Algebra I builds the foundation of algebra by developing students' understanding of linear and exponential relationships as well as systems of equations and inequalities through quantitative reasoning and pattern recognition. Students will also be introduced to statistical measures and models. Throughout these topics, an emphasis is placed on communicating mathematics and conceptual understanding.

### **Integrated Mathematics II**

**1.0 credit**

**Prerequisite:** Integrated Mathematics I

**Calculator:** allowed

Integrated Mathematics II further develops and expands students' understanding of linear, quadratic, and exponential relationships as well as systems of equations and inequalities. Principles of geometry are



expanded to right triangle trigonometry. Students are introduced to probability, including conditional probability and decision-making. Throughout these topics, an emphasis is placed on communicating mathematics and conceptual understanding.

### **Integrated Mathematics III**

**1.0 credit**

**Prerequisite:** Integrated Mathematics II

**Calculator:** allowed... A graphing calculator is preferred but not mandatory.

Integrated Mathematics III is designed for students who have developed an extensive background in algebra and principles of geometry. Function relationships are expanded upon, and more sophisticated topics (e.g., complex plane and polynomial, inverse, logarithmic, and trigonometric functions) are explored. Principles of geometry are connected to algebra through the study of circles and trigonometry related to right and non-right triangles. Students further develop their understanding of statistics are introduced to probability theory.

### **Statistics**

**1.0 credit**

**Prerequisite:** Integrated Mathematics III

**Calculator:** allowed... A graphing calculator is mandatory.

Statistics develops students' mathematical exploration skills in real world contexts. It provides an understanding of descriptive and inferential statistics. The content shall include, but is not limited to, data collection; descriptive statistics; relationships between variables; probability and probability distributions; and sampling and inferences. Emphasis is on applications of statistical concepts.

### **Precalculus**

**1.0 credit**

**Prerequisite:** Integrated Mathematics III

**Calculator:** allowed... A graphing calculator is mandatory.

Precalculus extends the understanding of algebra and geometry concepts as it emphasizes the students' study of functions and other areas necessary for the study of calculus. With a focus on problem solving, the content shall include, but is not limited to, exponential and logarithmic functions; trigonometric functions, identities, and equations; conic sections; parametric equations, polar equations, and vectors; and a preview of limits.

### **AP Calculus AB**

**1.0 credit**

**Prerequisite:** Precalculus or Honors Calculus and Teacher Recommendation

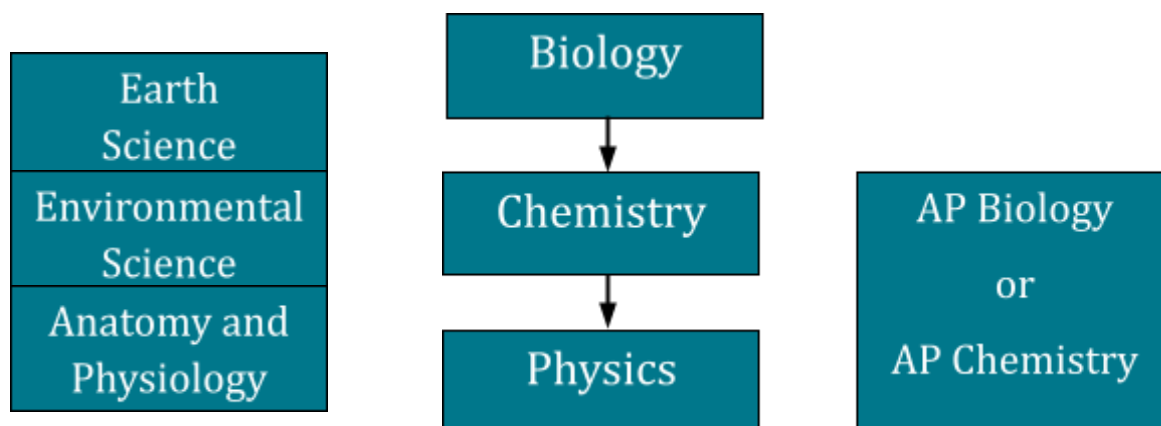
**Calculator:** allowed... A graphing calculator is mandatory.

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Using the big ideas of calculus (e.g., modeling change, approximation and



limits, and analysis of functions), this course is a cohesive whole, rather than a collection of unrelated topics. Students are required to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Students are expected to take the Advanced Placement exam offered by the College Board.

## Science



**Note:** Students must take Biology, Chemistry, and Physics, but Earth Science, Environmental Science, and Anatomy and Physiology can be taken alongside them. For example, a grade 10 student can take Chemistry and Earth Science in the same year. If this child only wants to take one science course, it must be Chemistry.

### **Biology**

#### **1.0 credit**

**Prerequisite:** Middle School Science

Biology provides a challenging, in-depth study of living organisms while providing a strong foundation for students who will choose to pursue advanced biology. Students utilize the science and engineering practices of questioning, modeling, analyzing of data, constructing explanations, and communicating throughout the year. They apply these practices through the concepts of inheritance and variation, matter and energy in organisms and ecosystems, and natural selection and evolution. Students are challenged in their ability to construct meaning from laboratory investigations, simulations, and data analysis, and they apply this understanding to new scenarios.

### **Chemistry**

#### **1.0 credit**

**Prerequisite:** Biology and Integrated Mathematics I (or Algebra I)

Chemistry continues students' investigations of the physical sciences and builds the necessary skills to be proficient in advanced chemistry. Students investigate chemistry concepts through experience in laboratories and field work using the inquiry process. The content shall include, but is not limited to, 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.

## **Physics**

### **1.0 credit**

**Prerequisite:** Chemistry and Integrated Mathematics II

Physics continues students' investigations of the physical sciences and builds the necessary skills to be proficient in advanced physics. Students investigate physics concepts through experience in laboratories and field work using the inquiry process. The content shall include, but is not limited to, interactions of matter and energy, velocity, acceleration, force, energy, momentum, charge, and the study of the correction to Newtonian physics given by quantum mechanics and relativity.

## **Earth Science**

### **1.0 credit**

**Prerequisite:** none

Earth Science is an elective science course. Students who take this course also take a mandatory science course. Students study the various branches of Earth science through experiences that embed the scientific method. The content shall include, but is not limited to, plate tectonics, rocks, minerals, the Earth's atmosphere, weathering, the world's oceans, climate and climate change, and renewable and nonrenewable resources.

## **Environmental Science**

### **1.0 credit**

**Prerequisite:** none

Environmental Science is an elective science course. Students who take this course also take a mandatory science course. Students study the relationship between humans and the world in which we live. This course is particularly appealing to students who have a natural curiosity about sustainability, biodiversity, and how humans are impacting the Earth. The content shall include, but is not limited to, ecology, the biosphere, the land, forests and soil, the water, energy and resources, and societies and policies.

## **Anatomy and Physiology**

### **0.5 credit**

**Prerequisite:** Biology

Anatomy and Physiology is an elective science course. Students who take this course also take a mandatory science course. Students study the structure and function of the human body, and it prepares students for advanced biological studies and various science careers. The content shall include, but is not limited to, the major body systems; how the body systems work together to provide homeostasis; body functions in the healthy and diseased states; blood typing; muscle action; cranial nerve functioning; and bioethics.





## **AP Biology**

### **1.0 credit**

**Prerequisite:** Biology, Chemistry, and Teacher Recommendation

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. In this course, 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are expected to take the Advanced Placement exam offered by the College Board.

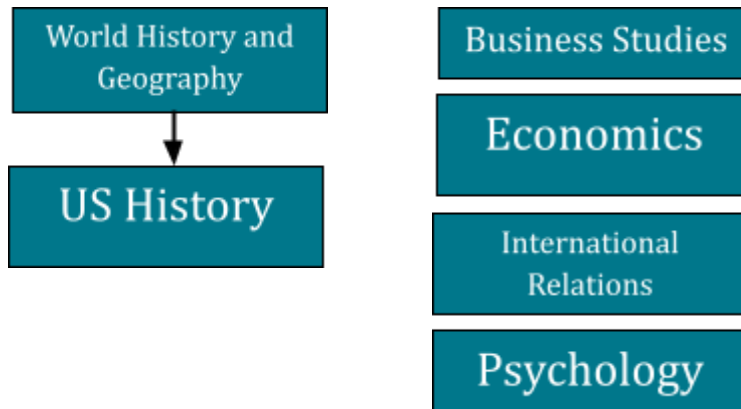
## **AP Chemistry**

### **1.0 credit**

**Prerequisite:** Chemistry, Integrated Mathematics III, and Teacher Recommendation

AP Chemistry provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. In this course, 25 percent of the instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). Students are expected to take the Advanced Placement exam offered by the College Board.

## Social Studies



### **World History and Geography**

**1.0 credit**

**Grade 9**

**Prerequisite:** Middle School Social Studies

World History and Geography develops students' critical thinking about the various topics of world history and physical/human geography—notably the impact of Islam on Europe and the Renaissance, the causes and effects of the Catholic Reformation, analysis of various scientist and geographers during the “Age of Exploration,” European [and African] forays in the New World with links to the Industrial Revolution, human-environment interaction around the world, and an overview of the constitution, rights, economic policies, and initiatives of the UAE. Students analyze these geographically broad and historically deep topics through the lens of cultural particularism, to the extent that it is important to consider the historical and cultural trajectories of a nation, and its people, when analyzing any geopolitical issue. Students create new meaning through the power of inquiry, collaboration, and research. This course integrates the UAE Social Studies curriculum from the Ministry of Education.

### **US History**

**1.0 credit**

**Grade 10**

**Prerequisite:** none

US History develops students' critical thinking about the various topics of Native American culture and history, the historical foundation and development of the United States up to reconstruction, and aspects of constitutional law. Linking events from Europe, Africa, and the Americas, students analyze the geographically broad and historically deep topics through the lens of cultural particularism, to the extent that it is important to consider the historical and cultural trajectories of a nation, and its people, when analyzing any geopolitical issue. Students create new meaning through the power of inquiry,



collaboration, and research. This course integrates the UAE Social Studies curriculum from the Ministry of Education.

### **Business Studies**

**0.5 credit**

**Prerequisite:** none

Business Studies introduces students to the world of business and sets a solid foundation for high school, university, and career. With the introduction to the private enterprise system, students acquire sound values and acceptable attitudes regarding their personal lives and on-the-job success. Students will be engaged in teamwork, presentations, computer-related activities, and current events while learning the following topics: consumerism, forms of business organizations, business finance, human resource management, production, entrepreneurship, business ethics, marketing, and the changing business environment.

### **Economics**

**1.0 credit**

**Grades 11 and 12**

**Prerequisite:** none

Economics builds students' analytical and problem-solving skills as they understand how economic markets around the world work. This course takes students on a journey through the fundamentals of economics, macroeconomics, microeconomics, international economics, and personal finance economics.

### **International Relations**

**1.0 credit**

**Prerequisite:** none

International Relations examine various global interactions within several theatres, while also considering the historical trajectories of affected countries and cultures (cultural particularism). Students dive into the experiences of conflict and resolution to trade and exploitation. They further their understanding of revolution and the inevitable creation/destruction of various institutions, critically analyzing the events surrounding the Cold War and the rise of trade blocs to human rights interventionism in less-developed countries and geopolitical analysis of the Middle East and the rest of the world.

### **Psychology**

**1.0 credit**

**Prerequisite:** none

Psychology focuses on thought. Students learn to restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding. This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students analyze some of the explorations and discoveries made by psychologists over the past century, and they assess some of the



differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives.

## Fine and Performing Arts

### **Art 1**

#### **0.5 credit**

**Prerequisite:** none

Art 1 provides students with a strong foundation for drawing. Units will focus on connecting the elements of art and the principles of design by producing and creating works of art. Integrated into learning, students will investigate the development and influence of art for communication and expression as well as various styles and artists throughout history and art eras.

### **Mixed Media**

#### **0.5 credit**

**Prerequisite:** none

Mixed Media provides students with a strong foundation for design through the study of basic art techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique of artwork to learn to personally consider and judge art and develop own critical sense. Problem solving, creativity, and originality will be cultivated through planning, art making, and reflection.

### **From Debussy to Drake: Music Through the Ages**

#### **0.5 credit**

**Prerequisite:** none

From Debussy to Drake: Music Through the Ages surveys the development of music throughout time and how music impacts today's society. Emphasis will be placed on the student having a general understanding of the three main classifications of music throughout time, these being *Classical Music*, *Folk/Traditional Music*, and *Popular Music*. Students will gain a general understanding of the development of music from the earliest known sources until the present day. The course will include the study of classical music, with emphasis on the Renaissance, Baroque, Classical, and Romantic eras.

Students will learn the characteristics of the eras along with key composers and musical stylings of the time. Students will also look at folk/traditional music cultures across the world and how those various forms of music have been passed down from generation to generation. Finally, students will look at 20<sup>th</sup> and 21<sup>st</sup> century popular music, modern day artists, and the origin of different genres/styles of music in the western world as well as how commercial music is produced, artists are developed, how the music industry operates, and how music creation has changed with the advancement of technology. At the end



of the course, each student will be expected to select a style/classification of music of focus to present an end-of-year project to an audience of their peers. The student will have the ability to design the project however they see fit, with guidance from the course instructor.

### **Center Stage: How to Become a Musical Performer**

**0.5 credit**

**Prerequisite:** none

Center Stage: How to Become a Musical Performer is a general study of music performance both as a solo instrumentalist and an ensemble player. Emphasis will be placed on conceptual understanding of the art of performance, music composition, both traditional and non-traditional, songwriting, and music production. Students will gain a general understanding of the development of music performance. The course will include the study of a musical instrument (guitar/ukulele, keyboard, voice, or percussion). Students will learn the basic elements of music theory, but the focus will be on modern musical composition with an emphasis on chords- building, reading, and progression. Students will learn about different genres and styles of modern-day music and the harmonic and rhythmic characteristics that make up its unique sound. At the end of the course, each student will be expected to perform both as a solo and ensemble act for an audience of their peers. The student will have full control of their artistic direction musically for their performances, with guidance from the course instructor.

## Information and Communication Technology

### **Web Design/Yearbook**

**1.0 credit**

**Prerequisite:** none

Web Design introduces students to the basics of web design using HTML (Hypertext Markup Language). Students develop skills to plan and design effective web pages, implement web pages by writing HTML code, and enhance web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia. Students will use digital tools like Google Sites to create the school's yearbook.

### **Coding**

**0.5 credit**

**Prerequisite:** none

Coding introduces students to the basics of computer programming and how to write programs in Python language. Students learn about the basics of Python as well as general computer programming concepts and techniques. The course familiarizes students with an object-oriented approach.



## **Robotics**

**0.5 credit**

**Prerequisite:** none

Robotics is a lab-based course that builds on students' creativity and problem solving skills to familiarize them with the basic concepts of robotics. The content shall include, but is not limited to, sensors, drones, and emerging technologies to support project based activities.

## Physical Education

### **Physical Education**

**0.5 credit**

**Prerequisite:** none

Physical Education examines the basic methods to sustain a healthy and active lifestyle. Students analyze mental health, emotional health, and nutrition. Physical health focuses on any combination of self-defense, recreational games, outdoor educational experiences, track and field sports, gymnastics, rhythm and dance, and water sports.

## World Languages

### **Arabic A**

**1.0 credit**

**Grade 9**

**Prerequisite:** Arabic A 8

Arabic A is for students who grew up speaking, listening to, reading, and writing Arabic at home. The course builds on knowledge of the language developed in previous courses, enhancing students' communication skills in the language. Students understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings, and ideas presented in oral and written language. The focus is not only acquiring the language but also using it with sophistication for a variety of academic purposes and audiences.

### **Arabic A**

**1.0 credit**

**Grade 10**

**Prerequisite:** Arabic A 9

Arabic A is for students who grew up speaking, listening to, reading, and writing Arabic at home. The 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 about 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.

### **Arabic A**

**1.0 credit**

**Grade 11**

**Prerequisite:** Arabic A 10

Arabic A is for students who grew up speaking, listening to, reading, and writing Arabic at home. The course influences students to interpret information presented in complex oral and written language, draw conclusions, and recognize implied opinions and attitudes in texts read and viewed. Students engage in conversations and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts.

### **Arabic A**

**1.0 credit**

**Grade 12**

**Prerequisite:** Arabic A 11

Arabic A is for students who grew up speaking, listening to, reading, and writing Arabic at home. Students understand and respond to a variety of spoken and written texts. They communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences, and concepts explored in class and research. Students identify aspects of format and style and speak and write with a clear sense of audience and purpose.

### **Arabic B**

**1.0 credit**

**Grade 9**

**Prerequisite:** none

Arabic B is mandatory through grade 9 for Non-Arab Nationals. Students construct meaning from simple sentences in informational and short fictional texts. Additionally, students are challenged to understand familiar questions and statements from simple sentences in conversations, as they request and provide information by asking and answering practiced and some original questions on familiar and everyday topics. Students present personal information about their lives and activities using simple sentences most of the time.

### **Arabic B**

**1.0 credit**

**Grade 10**

**Prerequisite:** Arabic B 9

Arabic B has been introduced to grade 10 for Non-Arab Nationals as a means for students to complete their foreign language credit. Students continue to develop language skills using a range of written and



spoken material. On this continued journey in language acquisition, students are challenged to move from everyday oral language to constructing meaning from literary texts.

### **French 1A**

**0.5 credit**

**Grades 9 and 10**

**Prerequisite:** Middle School French preferably

French 1A is intended to enhance students' reading, writing, listening, and speaking skills. It continues to build on the foundations of vocabulary and grammar while challenging students to become more proficient in the use of reflexive verbs, the perfect and imperfect tenses, the use of pronouns (objective and subjective), and differences of agreement. Students become more confident in their abilities to communicate in French in a variety of real-life circumstances. At the conclusion of the course, students are offered the opportunity to enter the DELF exam qualification. French 1B must be taken next school year to complete the 1.0 French I credit.

### **French II**

**1.0 credit**

**Grades 11 and 12**

**Prerequisite:** French I

French II provides students with the types of learning opportunities that develop their fluency in the language. In addition to continued emphasis on the development of reading, writing, listening, and speaking skills, students become more sophisticated in their abilities to communicate, as they answer questions and speak about real-life situations. More emphasis is placed on oral communication and written accuracy. At the conclusion of the course, students are offered the opportunity to enter the DELF exam qualification.

## Islamic Studies and Moral Education

### **Islamic Studies (A is for Arab Nationals, and B is for Non-Arab Nationals)**

**0.5 credit**

**Grades 9-12 – required at each grade level for Muslim students**

Islamic Studies prepares students to meet the challenges of the future and provides them with the necessary knowledge, skills, and values to do so. This course demonstrates the true Islam aspects and its tolerance principles. While studying Quran and Ahadeeth, students understand topics related to faith, worshiping, and the cultural and social nature of Islam. Students develop an awareness and understanding of peaceful living among Muslims and others. This course highlights moments in Islamic history, encouraging students to feel pride in Islamic identification. Students study same fields (the divine revelation, the creed, the values of





Islam and its etiquette, the ruling of Islam and its purposes and biographies) in all grade levels, but the content is different and provided by the Ministry of Education based on the grade level.

### **Moral Education**

#### ***0.0 credit***

***Grades 9-12 – required at each grade level for all students***

Moral Education covers four pillars of teaching and learning: character and morality; the individual and the community; civic studies; and cultural studies. The program blends academic content with an exploration of character and ethics. It has been designed as a progressive series of units to be taught over twelve years of schooling from grade 1 to grade 12, as a standalone course once a week or integrated into social studies.