



ABU DHABI
INTERNATIONAL
SCHOOL



High School

Course Description Guide

Academic Year 2025-2026

MBZ Campus

AIS Vision

To prepare global citizens who will lead for positive change

AIS Mission

To support all students attain their full potential in personal development and active citizenship by providing the foundation for lifelong learning through quality education.

Preamble

This document is the Grades 9-12 course guide that includes a detailed description of the courses available to high school students enrolled in the American program. We understand that choosing the right courses is an important decision for students and their families, and we are committed to providing a comprehensive and diverse range of options to support each student's individual needs and interests.

Note: This course guide has been reviewed to implement a new course credit system that complies with ADEK requirements. Changes have been applied starting from Grade 9, and will be extended to subsequent grades in the following years.

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AIS Definition of High-Quality Learning

At AIS, we are committed to ensuring that learners engage in high quality learning by providing effective pedagogies and learning experiences through which they develop the knowledge, understanding, skills, and hence the attributes necessary to become lifelong learners and active citizens capable of making a positive and sustainable change in their own lives, their communities and the world.

High quality learning at AIS is that which is consistent with the school's overarching framework defined by its core values—**Personal Development, Active Citizenship, Lifelong Learning, Leading for Positive Change**. It involves the development of knowledge, understanding, and skills that are ultimately manifested in the learner as the AIS Learner Attributes: **Knowledgeable, Thinker, Inquirer, Reflective, Communicator, Courageous, Determined, Compassionate, Tolerant, Collaborator, Responsible, Integrous**.

AIS Core Values:

- **Personal Development:** Students develop the knowledge, understanding, and skills that prepare them for success and the realization of happiness as a result.
- **Active Citizenship:** Students learn to become exemplary citizens in their local, global and digital communities by exercising tolerance, empathy, and sustainability.
- **Lifelong Learning:** Students learn to deliberate, reflect, and voluntarily act in the ongoing pursuit of learning and growth.
- **Leading for Positive Change:** Ultimately, learners draw on their knowledge, understanding, skills, and attributes to make a positive impact on their communities and contribute a positive change to the world.

AIS Learner Attributes:

- **Knowledgeable:** Learners demonstrate a strong knowledge base that they use to explore and construct new ideas to engage in both academic and societal matters and issues. They make meaningful connections between concepts and ideas to deepen their understanding of the world.
- **Thinker:** Learners are able to think critically to analyze, evaluate, and make sound judgments; and innovatively to create solutions or construct new ideas.
- **Inquirer:** Learners are curious; they independently ask questions and seek to find answers and investigate and explore new ideas.
- **Reflective:** Learners are thoughtful and critical about their intellectual, personal, and social deliberations and take the necessary steps to improve as learners, individuals, and citizens.
- **Communicator:** Learners communicate their ideas clearly and express their opinions confidently, while carefully listening to and respecting the viewpoints of others.
- **Courageous:** Learners approach challenges and uncertainties with confidence and prudence.
- **Determined:** Learners are determined to develop and grow as individuals and active citizens despite challenges they may face.
- **Compassionate:** Learners respect diversity, and show care and empathy towards others. They are committed to service that would make a positive change in the lives of others.
- **Self-Disciplined:** Learners have the ability to regulate emotions and control actions, thoughts, and behaviors in order to achieve goals or adhere to certain standards, even when faced with distractions or challenges.
- **Collaborative:** Learners have the skills to productively work together productively in their intellectual and social endeavors to achieve their goals.
- **Responsible:** Learners act responsibly towards themselves, others, and the environment. They understand the importance of their own mental, physical and emotional wellbeing, as well as that of others, and the significance of their actions in preserving the environment and the planet.
- **Integrous:** Learners act with integrity and honesty, and hold a strong sense of respect for the dignity and rights of others.

Principles & Pedagogical Approaches for High Quality Learning

Effective teaching involves the use of various pedagogical approaches and learning environments that are necessary for creating high quality learning experiences. These approaches draw on the constructivist theories that view effective learning as a process in which learners actively construct their knowledge and understanding, and develop their skills through their active engagement in various contexts. The following are the learning principles that the school's pedagogical approaches are based on and that are consistent with the cognitive and social constructivist claims:

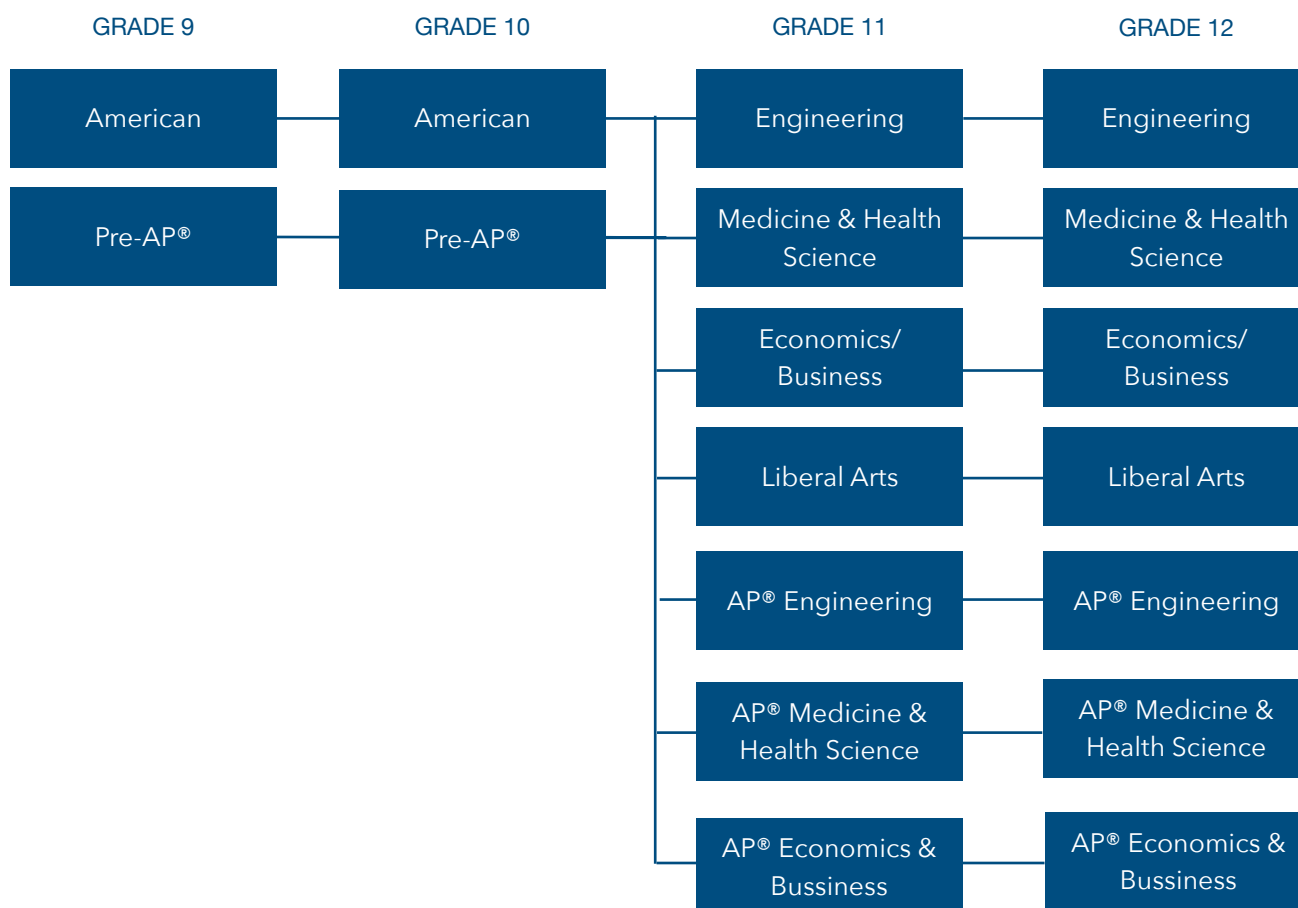
1. **Learning is an active meaning making process:** *Learners construct their own understanding based on their prior knowledge, and their social and cultural background.* Learning experiences must take into account students' preconceptions and the significant impact of their social and cultural background on their knowledge construction. The learning environment must be student- centered designed and resourced to encourage inquiry that is self-directed, engaging and purposeful, where students take ownership to develop their knowledge, understanding, and skills.
2. **Learning is contextual:** *Students learn best when their learning experiences have context, and are trans-disciplinary and meaningful connecting to their lives and the world they live in.* Learning experiences must support students in transferring their learning between contexts, relating and making connections in various interdisciplinary contexts, and seeing the relevance between, across and beyond disciplines and transcend disciplinary boundaries to connect to the real world.
3. **Learning is a personal endeavor:** *Students learn best when learning activities are of appropriate challenge to meet individual needs and abilities, talents and interests.* Learning experiences should be designed based on identified students needs, talents, and interests, and should be differentiated to meet the needs of all groups of students providing them the right opportunities to progress and reach their full potential. Resources should be effectively utilized to challenge and support all groups of students in making progress, with time allocated to allow for reasoning and reflection.
4. **Learning is social in nature:** *Students learn through interaction, construct meaning through discussion and dialogue, and acquire skills through observation and social interaction.* Learning experiences must support students' development through social interaction and language use and by engaging them in discussions and dialogue. This interaction challenges student thinking, engages them in higher order reasoning, nurtures their communication and collaborative skills, and builds awareness and an understanding of other cultures, perspectives, and the interdisciplinary nature of knowledge. Through this social interaction, students should be given meaningful feedback on their learning, and the next steps for growth.
5. **Learning is skills-based:** *Learners will only become better learners if they acquire the appropriate cognitive, affective, and metacognitive skills for lifelong learning.* Central to the learning experiences is the deliberate nurturing of these skills—cognitive skills or the information- processing and thinking skills; affective skills that relate to behavior and emotional management; and metacognitive skills that students use to monitor and evaluate their learning.

Program Overview

The Abu Dhabi International School (AIS) is an American curriculum-based global school that aims to instill a sense of responsibility and citizenship in its students. The school offers a well-rounded and customized program of study that prepares students for a wide range of post-secondary opportunities around the world. Through our curriculum, we encourage students to become self-motivated and enthusiastic learners, who are ready for college-level courses. In addition to our academic programs, we also offer advisory, electives, experiential learning, and extracurricular activities that help develop executive skills and competencies, and enable students to explore their interests and abilities.

AIS provides the opportunity for its students to graduate from the American program, the International Baccalaureate Diploma Program or the British program, based on the UAE Ministry of Education rules and regulations.

This course guide is designed to provide a detailed description of the structure and course offerings for the AIS American program. AIS offers its American curriculum from KG to Grade 12 and is implemented based on a rigorous international standards and practices in teaching and learning. Students who continue in the American Program in Grade 9 and can work towards a High School Diploma by completing 4 years (Grades 9-12) in the program. In Grades 11 and 12, students are offered 4 choices of academic tracks; these tracks include the Engineering focus, Medical & Health Sciences focus, Economics & Business focus, and Liberal Arts focus. Students must meet the minimal course requirements to be admitted to the academic track of their choice. In these tracks, students are offered the Advanced Placement (AP®) syllabus in the core courses of their academic qualification.





INTERNATIONAL AP® CERTIFICATE COURSE

The AP® International Course is globally recognized and offered by the College Board for students attending schools outside the U.S. Students who receive scores of three or higher in 5 courses across specific content areas will be awarded this distinction. This is not a substitute for the regular high school diploma but rather an opportunity to highlight outstanding academic achievement across a variety of disciplines by our international students.

Students at AIS can meet the eligibility requirements of the certificate by completing the following four AP® courses of their choice. Student must earn 3 points or higher in each the courses.

AP® COURSE WITH A GLOBAL PERSPECTIVE	AP® SCIENCE OR MATH OR COMPUTER SCIENCE COURSE
AP® Macroeconomics or AP® Microeconomics	AP® Calculus AB AP® Biology AP® Chemistry AP® Physics C: Mechanics AP® Physics C: Electricity and Magnetism

TRACK & COURSE SELECTION

Course selections should be made in alignment with AIS graduation requirements, prerequisites and students' four-year plans. The Career & University Guidance Counselor works closely with the students in making the right track and course choices. The process of academic track and course selection should be completed before the start of an academic year. Students may submit a request to change their academic tracks, or drop and add a course, only during the first 2 weeks of an academic year. No requests will be processed after this deadline. Requests will be reviewed by the Academic Committee and will not be processed unless approved.

- To request a course change, the Drop and Add Course Form must be completed and submitted to the Principal's office. Parental approval is mandatory.
- The Academic Committee will review the request and will decide whether it is accepted or rejected.
- New schedules will be issued before the start of the third week of school. Attendance in the student's original class is required until the change has been confirmed by the Academic Committee and the student has received a new schedule.
- Course change is highly discouraged, and is only permitted in rare circumstances that justify changing courses

Credit Hour System

The credit hour system is a measure of the amount of time a student spends studying a particular course. It is an essential component of academic planning and helps students to track their progress towards degree completion while enabling institutions to ensure that students meet the necessary requirements for graduation.

At AIS, the credit hour system is applied in Grades 9-12. Each course is assigned a specific number of credit hours, which is proportional to the amount of time a student spends in class and the expected amount of work outside the class required to complete the course, such as reading, studying, and completing assignments. Typically, a credit hour represents one hour of class time per week. At AIS, the following system for credit hour assignment is adopted.

Since courses span the course of a whole academic year, and since each course is delivered through instructional periods that have a duration of 45-50 minutes, AIS bases its credit hour system on a constant. This constant reflects the duration of time any course would require if delivered as one 50-minute period per week for a total of 36 weeks, which is the duration of the academic year.

The credit-hour constant is the product of the duration of the 1 period and the number of weeks in the academic year: 50 minutes x 36 weeks, which is equal to 1,800 minutes per course. Expressed in hours, rather than minutes, a single credit hour equates to 30 hours of study per annum. The number of credits allotted to each course is determined by the number of instructional periods per week required to deliver the course. The total of hours per annum required to complete the course is then approximated by multiplying the number of credits, or periods, with the credit-hour constant. So a course that is determined to be a 3 credit course is delivered as 3 periods per week and is estimated to require 90 hours of study per year, which is calculated as the product of 3 periods per week and credit hour constant 30 hours per annum.

However, when the credit hour system is applied to determine the general average of a student it does not fully lend itself to allow for a more equitable weighting of the average. Therefore, some constraints are applied. These constraints set limits to the range within which credits are allotted to any particular course. The range is such that the minimum credits allotted to a course is 2 credit hours and the maximum is 4 credit hours. These limits allow the school to reflect its philosophy of education by keeping courses closely yet equitably weighted when calculated a general average.

Graduation Requirements

American Program Students must meet the following graduation requirements in order to be awarded the High School Diploma:

- Students must complete all the Grades 9-12 course requirements, that are equivalent to 30-32 credits per year, to be eligible to graduate from the American Program.
- Students are expected to meet the school's curricular requirements of their course of study by scoring a minimum of 60% on each subject, including Ministry subjects.
- Students who achieve a grade less than 60% in 3 or less courses may have the chance to sit for make-up examinations at the end of the academic year. This also applies even if the student's total average across all subjects is above 60%. In order to graduate, students are expected to achieve at least at a 60% achievement level on their make-up examinations. Otherwise, the student will not graduate and will be retained.
- Students who achieve a grade less than 60% in 4 or more courses are required to repeat the year and are not entitled to sit for make-up examinations.
- Students must obtain a minimum score of 61 IBT on the TOEFL, or a minimum score of 5.0 on the IELTS, and a minimum score of 450 on SAT I Math. However, the school recommends a score of 100 on the TOEFL, 7.5 on the IELTS and 600 on the SAT for admission to competitive universities.
- Students sit for the SAT I test in Grade 11 and can repeat the test in Grade 12 if they score below the accepted level.
- Students may sit for SAT II tests in Grade 12 in the subject areas of their choice.
- Students—including students of determination unless exempted—who require the equivalency from the Ministry of Education (Al Thanawiya) must:
 - Pass the Arabic Ministry Exam (*for Arabs only*) and Islamic Studies Ministry Exam (*formuslims only*).
 - Pass the EmSAT English with a minimum score of 1100 and EmSAT math with a minimum score of 500 for UAE National students.
- Students who wish to have their High School Diploma attested by governments of certain countries may need to sit for other external examinations and meet the requirements set forth by the respective government. It is advised to contact the embassies or the education department entities of the respective countries to learn more about such requirements.

Grade Point Average (GPA)

Term Average for each subject is a percentage of the Term Marks and the End-of-Term Marks. A total term average and a cumulative grade point average (GPA) is computed for each term. These averages are generated according to the number of credit hours assigned to each subject.

The Total Term Average is a weighted average. It is calculated by multiplying the Term Average for each subject by the number of credit hours for that subject; and then adding all these products and dividing by the total number of credit hours.

The GPA is calculated by multiplying the grade point received in each subject by the number of credit hours for that subject. Grade points are obtained using the conversion chart below. Grade points for all subjects are then added together and divided by the total number of credits a student has taken.

Note that after the system computes the GPA and the Total Term Average, the Term Average for each subject is rounded to the nearest whole number. For example, (a) 92.4 is rounded to 92, and (b) 92.5 is rounded to 93).

Grade Point Conversion Chart

Letter Grade	Percent Grade	Grade Point
A+	97.00–100.00	4.0
A	93.00–96.99	3.9
A-	90.00–92.99	3.7
B+	87.00–89.99	3.3
B	83.00–86.99	3.0
B-	80.00–82.99	2.7
C+	77.00–79.99	2.3
C	73.00–76.99	2.0
C-	70.00–72.99	1.7
D+	67.00–69.99	1.3
D	63.00–66.99	1.0
D-	60.00–62.99	0.7
F	Below 60	0.0

Note that this chart is used to convert the average of each subject to a Grade Point. It is not used to convert the total average.

Graduation Requirements

Grades 9	
Courses (2025-2026)	Minimum Required Credits to Complete Gr. 9
Arabic Language*	1.0
Islamic Studies*	0.5
UAE Social Studies*	0.5
English language	1.0
Mathematics	1.0
Physics	0.5
Biology	0.5
Chemistry	1.0
History	0.5
Technology & Computer Science	0.5
Physical Education II	0.5
Physical Education I	0.5
Spanish	0.5
French Language	0.5
Performing Arts: Music I.a & I.b	0.5
Performing Arts: Drama I	0.5
Performing Arts: Music I.c & I.d	0.5
Visual Arts I & II & III	0.5

Grades 10	
Courses (2025-2026)	Minimum Required Credits to Complete Gr. 10
Arabic Language*	4.0
Islamic Studies*	2.0
UAE Social Studies*	-
English language	4.0
Mathematics	4.0
Physics	3.0
Biology	3.0
Chemistry	3.0
History/Economics	3.0
Technology & Computer Science	2.0
Physical Education II	1.0
World Language	2.0
French Language	
Spanish	
Performing Arts: Music	
Visual Arts	

* Arabic, UAE Social Studies, and Islamic Studies are offered in Grades 9-12 according to the UAE Ministry of Education requirements.

Gr. 11 Engineering

Courses (2025-2026)	Minimum Required Credits to Complete Gr. 11
Arabic Language*	4.0
Islamic Studies*	2.0
English language	4.0
Mathematics	4.0
Physics	4.0
Chemistry	4.0
Business	3.0
Psychology	-
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Language	2.0
French Language	
Performing Arts: Music	
Visual Arts	
College Prep	0

Gr. 11 Economics & Business

Arabic Language*	4.0
Islamic Studies*	2.0
English Literature	4.0
Mathematics	4.0
Sciences	3.0
Business	4.0
Economics	4.0
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Language	2.0
French Language	
Performing Arts: Music	
Visual Arts	

Gr. 11 Medicine & Health Science

Courses (2025-2026)	Minimum Required Credits to Complete Gr. 11
Arabic Language*	4.0
Islamic Studies*	2.0
English language	4.0
Mathematics	4.0
Biology	4.0
Chemistry	4.0
Business	-
Psychology	3.0
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Language	2.0
French Language	
Performing Arts: Music	
Visual Arts	
College Prep	0

* Arabic, UAE Social Studies, and Islamic Studies are offered in Grades 9-12 according to the UAE Ministry of Education requirements.

Gr. 11 Liberal Arts	
Courses (2025-2026)	Minimum Required Credits to Complete Gr. 11
Arabic Language*	4.0
Islamic Studies*	2.0
English Literature	4.0
Mathematics	4.0
Sciences	3.0
Business	4.0
Psychology	4.0
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Languages	2.0
French Language	
Performing Arts: Music	
Visual Arts	
College Prep	0

Gr. 11 AP® Engineering	
Courses (2025-2026)	Minimum Required Credits to Complete Gr. 11
Arabic Language*	4.0
Islamic Studies*	2.0
English language	4.0
Mathematics	4.0
AP® Physics C - Mechanics	4.0
AP® Chemistry	4.0
Business Studies	2.0
Psychology	2.0
Technology & Computer Science	3.0
Physical Education and Health	1.0
World Language	2.0
French Language	
Performing Arts: Music	
Visual Arts	
College Prep	0

* Arabic, UAE Social Studies, and Islamic Studies are offered in Grades 9-12 according to the UAE Ministry of Education requirements.

Gr. 12 Engineering

Courses (2025-2026)	Minimum Required Credits to Complete Gr. 12
Arabic Language*	4.0
Islamic Studies*	2.0
English language	4.0
Mathematics	4.0
Physics	4.0
Chemistry	4.0
Business	-
Psychology	3.0
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Language	2.0
French Language	
Performing Arts: Music	
Visual Arts	

Gr. 12 Economics & Business

Arabic Language*	4.0
Islamic Studies*	2.0
English Literature	4.0
Mathematics	3.0
Sciences	3.0
Business	4.0
Economics	4.0
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Language	2.0
Performing Arts: Music	
Visual Arts	
College Prep	0

Gr. 12 Medicine & Health Science

Courses (2025-2026)	Minimum Required Credits to Complete Gr. 12
Arabic Language*	4.0
Islamic Studies*	2.0
English language	4.0
Mathematics	4.0
Biology	4.0
Chemistry	4.0
Business	3.0
Psychology	-
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Language	2.0
French Language	
Performing Arts: Music	
Visual Arts	
College Prep	0

* Arabic, UAE Social Studies, and Islamic Studies are offered in Grades 9-12 according to the UAE Ministry of Education requirements.

Gr. 12 Liberal Arts	
Courses (2025-2026)	Minimum Required Credits to Complete Gr. 12
Arabic Language*	4.0
Islamic Studies*	2.0
English Literature	4.0
Mathematics	4.0
Sciences	3.0
Business	4.0
Psychology	4.0
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Languages	2.0
Performing Arts: Music	
Visual Arts	
College Prep	0

Gr. 12 AP® Engineering	
Courses (2025-2026)	Minimum Required Credits to Complete Gr. 12
Arabic Language*	4.0
Islamic Studies*	2.0
English language	4.0
Mathematics	4.0
AP® Physics C - Mechanics	4.0
AP® Chemistry	4.0
Business Studies	-
Psychology	3.0
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Language	2.0
Performing Arts: Music	
Visual Arts	
College Prep	0

* Arabic, UAE Social Studies, and Islamic Studies are offered in Grades 9-12 according to the UAE Ministry of Education requirements.

Gr. 12 AP Medicine & Health Science	
Courses (2025-2026)	Minimum Required Credits to Complete Gr. 11&12
Arabic Language*	4.0
Islamic Studies*	2.0
English language	4.0
Mathematics	4.0
AP® Biology	4.0
AP® Chemistry	4.0
Business Studies (Only 12)	3.0
Psychology (Only 11)	-
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Languages	2.0
Performing Arts: Music	
Visual Arts	
College Prep	0

Gr. 12 AP Economics & Business	
Courses (2025-2026)	Minimum Required Credits to Complete Gr. 11&12
Arabic Language*	4.0
Islamic Studies*	2.0
English language	4.0
Mathematics	4.0
Sciences	3.0
AP® Microeconomics	3.0
Business Studies	3.0
Technology & Computer Science	2.0
Physical Education and Health	1.0
World Languages	2.0
Performing Arts: Music	
Visual Arts	
College Prep	0

* Arabic, UAE Social Studies, and Islamic Studies are offered in Grades 9-12 according to the UAE Ministry of Education requirements.

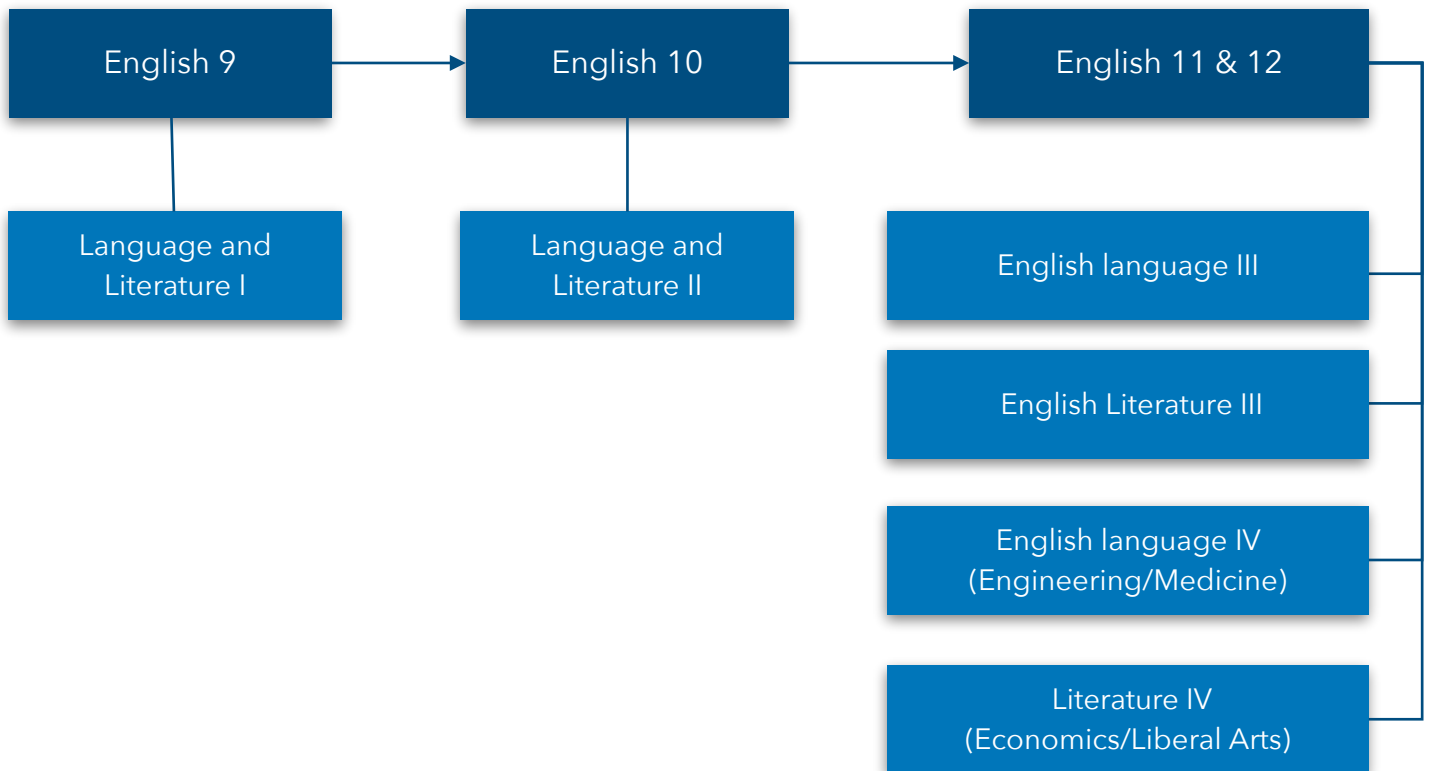


COURSE DESCRIPTIONS

English

The English Language Arts Program for Grades 9-12 is designed to provide students with the skills and knowledge they need to succeed in college and career. Our program is aligned with the Common Core Curriculum, which sets rigorous standards for effective communication, research, listening, reading, speaking, analytical, and writing skills, and emphasizes the development of critical thinking skills and the ability to analyze complex texts.

ENGLISH COURSE SEQUENCE



English Course Descriptions

LANGUAGE AND LITERATURE I

Credit: 4.0 EN

Length: 1 Year

Level(s): Grade 9

Prerequisites: None

During this course students cover literary and non-fiction texts, like drama, novel, short story, and poetry. As developing writers, students are introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, analytical and persuasive, all the while citing sources and orally articulating their ideas. Part of their learning experience is connecting their academic experiences to the AIS learner's attributes, taking advantage of these to grow, develop and to better master skills in class. Students are expected to reflect on their learning and progress by the end of each unit, as well as make connections to their self, world and other texts. Global issues and current affairs are also examined, especially by the end of the short story, novel and drama units, exposing the students to world and current affairs. There is a focus on presentation skills in employing and organizing content, and body language, such as gestures and facial expressions. Students explore a range of speaking and listening skills, including the ability to participate in engaging conversations and civilly responding to other opinions.

LANGUAGE AND LITERATURE II

Credit: 4.0 EN

Length: 1 Year

Level(s): Grade 10

Prerequisites: Successful completion of English: Language and Literature I

This course broadens students' literary experiences by introducing them to classical and contemporary works of literature, establishing a foundation for the advanced study of various genres in the IB, AP and American Programs. Units include short stories, drama, poetry, fiction, and nonfiction, with an emphasis on developing a passion for reading. In addition to reading and analyzing texts, the course emphasizes the development of writing, research, speaking, listening, grammar, and vocabulary skills, connecting texts to relevant, current issues. Students analyze fiction and non-fiction, examining the author's use of literary devices and major social, political, and economic forces related to the works. They are also trained to analyze non-literal texts and connect these to their learning. In addition to reflections, connections and responses to literature, students explore writing an argumentative piece of writing through research and reading informational texts. Students participate in many class activities that help build independence and proficiency in reading at grade level and developing analytical skills, including connecting to global issues. By the end of each unit, students reflect on their learning and connect to the world they live in, both written and verbal; they also reflect on AIS's learner's attributes and personal growth through their learning.

ENGLISH LANGUAGE III

Credit: 4.0 EN

Length: 1 Year

Level(s): Grade 11

Track(s): Engineering, Medicine

Prerequisites: Successful completion of English: Language and Literature II

This course is designed to further hone skills in language and writing. Students continue to hone their writing and critical thinking skills through literary and non-fiction texts, providing learners with a solid foundation for further study to read, interpret, evaluate and respond to a range of tasks. Through their reading of diverse genres and texts, students develop, analyze, and evaluate facts, ideas, and opinions, demonstrating an understanding of how writers achieve their purpose and influence readers. Through research of various reliable and credible sources, primary and secondary, students select appropriate information for specific purposes, be that narrative, expository or argumentative. Through literary and non-literary text, students recognise and respond to linguistic devices, figurative language, and imagery, as well as facts, ideas, perspectives, opinions, and biases. In developing reading, writing, listening and speaking skills, students engage with a range of genres and text types, including literature, fiction, and non-fiction, to respond in structured PEAS, discursive essays, and articles. Additionally, students analyze, evaluate, and develop evidence and arguments using appropriate support from a text. To express themselves, orally and in writing, students utilize proper spelling, punctuation, and grammar to organize and structure ideas and opinions for deliberate effect, through a range of vocabulary and varied sentence structures. There is an emphasis on growth and progress through reflecting on the AIS learner's attributes and implementing those in their academic experiences.

ENGLISH LITERATURE III

Credit: 4.0 EN

Length: 1 Year

Level(s): Grade 11

Track(s): Economics, Liberal Arts

Prerequisites: Successful completion of English: Language and Literature II

This course is a study of how the American experience is reflected in American literature. Students continue to hone their writing and critical thinking skills through literary and non-fiction texts, providing learners with a solid foundation for further study to read, interpret, evaluate and respond to a range of literature, including drama, prose and poetry. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects, to explore wider and universal issues, promoting a better understanding of themselves and the world. Students are prompted to practice various attained skills in close reading through the study of literary extracts, developing skills of analysis and interpretation of texts, alongside their expression of personal response to the texts studied. In addition to their end-of-unit written self-reflections, constructed responses and text connections, students research, read and write their own editorials from a wide variety of topics. In developing reading, writing, listening and speaking skills, students engage with a range of genres and text types, including literature, fiction, and non-fiction, to respond in structured PEAS, narrative essays, and editorials. Students explore a range of speaking and listening skills, including the ability to participate in conversations engagingly, respond spontaneously and present skilfully. There is an emphasis on growth and progress through reflecting on the AIS learner's attributes and implementing those in their academic experiences.

ENGLISH LANGUAGE IV

Credit: 4.0 EN

Length: 1 Year

Level(s): Grade 12

Track(s): Engineering, Medicine

Prerequisites: Successful completion of English: Language III

The course is intended to prepare students for university, college, or the workplace. It emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life, on campus and beyond the school classroom. Consolidating literacy, communication, and critical and creative thinking skills, students analyze a range of literary texts from various periods, countries, and cultures. They interpret and evaluate texts, literal and nonliteral, to create oral, written, and media texts in a variety of forms. A major target is using academic language coherently and confidently and developing greater control in writing, demonstrating an awareness of purpose, speaker and audience. Throughout the course, students write well-organized essays with strong transitions using persuasive support, precise, relevant examples and concise, precise diction. Not only do students write business letters and responses to literature, reflective compositions, and historical investigative reports, but they also develop presentations using clear research questions and critical research strategies. These demonstrate effective control of grammar, diction, style and sentence structure. Additionally, students employ a range of speaking and listening skills, including the ability to participate in conversations engagingly, respond spontaneously and present skilfully. By the end of each unit, students reflect on their learning, drawing connections to the AIS learner's attributes.

ENGLISH LITERATURE IV

Credit: 4.0 EN

Length: 1 Year

Level(s): Grade 12

Track(s): Economics, Liberal Arts

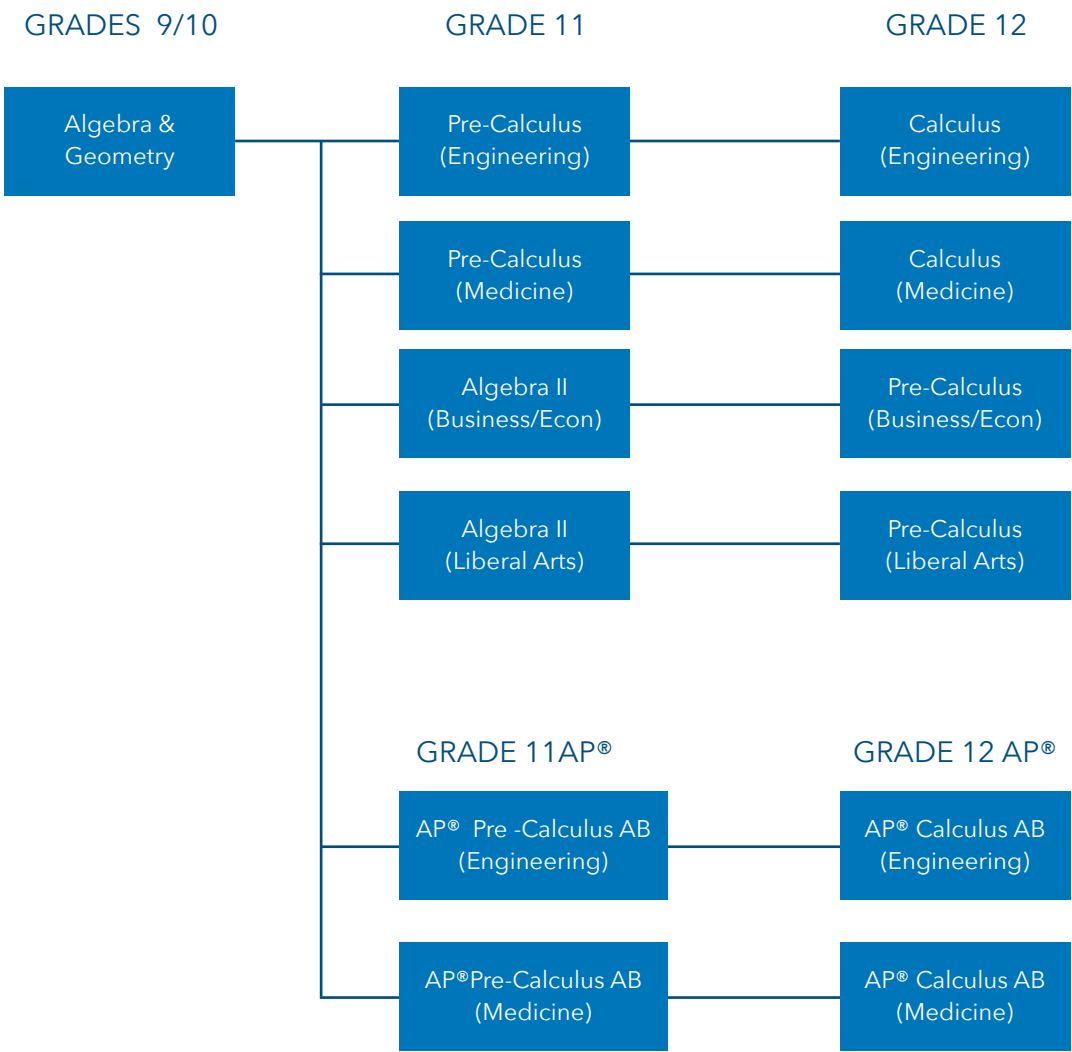
Prerequisites: Successful completion of English: Literature III

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life beyond the school classroom. Students will analyze literary texts from various periods, countries, and cultures, as well as a range of informational and non-literary texts, and create oral, written, and media texts. An important focus is using language with precision and clarity and incorporating stylistic devices appropriately and effectively. Since the course is intended to prepare students for university and career, the major forms of writing studied this year are personal statements, historical investigation reports, business letters/essays, and reflections and connections. Students are granted opportunities to create their own imaginative and persuasive writing for different purposes and audiences, as well as engage in researching, selecting and shaping information from different sources. Another important focus is using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. Additionally, students exhibit a range of speaking and listening skills, including the ability to participate in conversations engagingly, respond spontaneously and present skilfully. By the end of each unit, students reflect on their learning, drawing connections to the AIS learner's attributes.

Mathematics

Our Mathematics Program for Grades 9-12 is designed to provide students with a strong foundation in algebraic reasoning, geometric understanding, statistical analysis, pre-calculus and calculus. The program follow the Common Core Curriculum and emphasizes mathematical practices to ensure that our students are well-prepared for college and beyond.

MATHEMATICS COURSE SEQUENCE



Mathematics Course Descriptions

INTRODUCTION TO ALGEBRA & GEOMETRY

Credit: 4.0 MM/CELT
Length: 1 Year
Grade Level(s): Grade 9
Prerequisite: None.

This course offers an integrated introduction to both Algebra and Geometry. The Algebra component covers essential topics such as linear functions, equations, inequalities, and polynomials, enabling students to apply mathematical concepts to real-world scenarios and solve related problems. The Geometry segment provides a comprehensive understanding of key concepts and practical applications, establishing a solid mathematical foundation. Additionally, students are introduced to formal and informal reasoning, synthetic, coordinate, and transformational approaches, all of which are crucial to the study of Geometry. The course incorporates real-world examples and practical suggestions to enhance

ALGEBRA I

Credit: 4.0 MM/CELT
Length: 1 Year
Grade Level(s): Grade 10
Prerequisite: Students should have successfully completed Introduction to Algebra & Geometry.

This course provides a comprehensive exploration of fundamental algebraic skills, designed to fully engage students in the study of mathematics. By building these essential skills, students will be motivated to develop their mathematical thinking and practice, and to apply these skills to real-world situations. Through this approach, students can deepen their understanding of mathematics. The course covers a range of topics, including Polynomial Functions, Rational Functions, Logarithmic Functions, Trigonometric Functions, Matrices, Equations, Geometric Sequences and Series, Probability, and Statistics.

ALGEBRA II

Credit: 4.0 MM/CELT
Length: 1 Year
Grade Level(s): Grade 11
Track(s): Business, Liberal Arts
Prerequisite: Students should have successfully completed Algebra I.

This course builds upon the concepts covered in Algebra I and Geometry, including linear, quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions, as well as descriptive statistics and properties of the unit circle. By developing these skills, students will be motivated to enhance their mathematical thinking and practice, as well as to apply these concepts to real-life situations.

PRE-CALCULUS

Credit: 4.0 MM/CELT
Length: 1 Year
Grade Level(s): Grades 11-12
Track(s): Engineering, Medicine (grade 11)/Business, Liberal Arts (grade 12)
Prerequisite: Students should have successfully completed Algebra I or Algebra II.

In this course, students will develop a deep understanding of precalculus concepts and their real-world applications. Students will embark on an advanced study of functions, including trigonometric functions and identities, as well as rectangular and polar coordinate systems, vectors, conic sections, sequences and series, binomial expansion, mathematical induction, evaluating limits, and derivatives. By the end of the course, students will be well-prepared for more advanced studies in calculus and beyond.

CALCULUS

Credit: 4.0 MM/CELT

Length: 1 Year

Grade Level(s): Grade 12

Track(s): Engineering, Business

Prerequisite: Students should have successfully completed Pre-Calculus.

This course aims to equip students with a solid understanding of calculus concepts, techniques, and practical applications, ensuring they are well-prepared for more advanced university coursework. Throughout the course, students will delve into essential topics such as limits and continuity, differentiation, and its applications, integration, and its applications, as well as separable differential equations and further integration techniques, including integration by parts and by partial fractions

AP[®] CALCULUS AB

Credit: 4.0 MM/CELT

Length: 1 Year

Grade Level(s): Grade 12

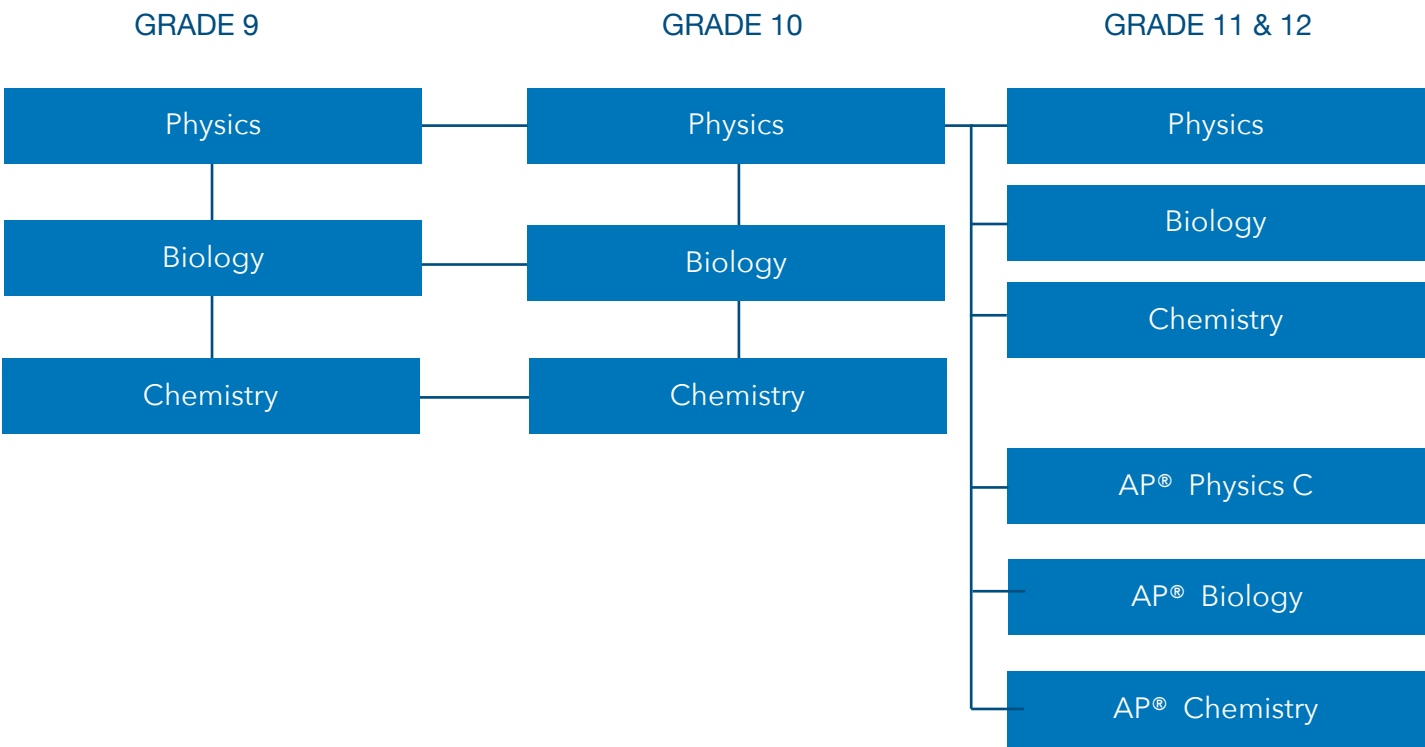
Prerequisite: Students should have successfully completed Precalculus and be enrolled in the AP[®] program.

This course is designed to deepen students' understanding of calculus concepts and provide them with ample experience applying various methods. Throughout the course, students will explore eight units covering essential topics such as limits and continuity, basic differentiation rules, and the derivative of composite, implicit, and inverse functions. Moreover, they will study contextual and analytical applications of differentiation, as well as integration and accumulation of change, differential equations, and applications of integration.

Science

The science program for Grades 9-12 is designed to offer students a comprehensive education in the fields of physics, chemistry, and biology. Our curriculum is based on the Next Generation Science Standards (NGSS) and the Advanced Placement (AP) syllabi, ensuring that students receive a rigorous and challenging education that prepares them for college and beyond. Through our program, students will develop a deep understanding of the fundamental concepts and principles of physics, chemistry, and biology. They will explore topics such as mechanics, thermodynamics, chemical reactions, cell biology, genetics, ecology, and much more. Our program is designed to be hands-on, with plenty of opportunities for students to conduct experiments, collect data, and analyze their findings.

SCIENCE COURSE SEQUENCE



* Students should plan on taking 3 + years of Lab Science, Which are minimum requirements for most universities.

SCIENCE Course Descriptions

BIOLOGY I

Credit: 3.0 SC/CELT
Length: 1 Year
Level(s): Grade 9
Prerequisites: None

This course includes a study of living organisms and vital processes. Topics in this course include scientific skills, cell studies, cellular processes, biochemistry, classification of organisms, and plant and human body systems. Students will be expected to apply and show knowledge in various forms, such as lab investigations, formative and summative testing, research, and presentation work.

BIOLOGY II

Credit: 3.0 SC/CELT
Length: 1 Year
Level(s): Grade 10
Prerequisites: Students should have successfully completed Biology I.

This course is an exploratory lab-based course that provides essential foundation skills to support future scientific study. It incorporates new perspectives and understanding across major subdisciplines of biology. Some areas covered include genetics, cell biology, development, behavior, classification, support and movement, and immunology.

Pre-IB/AP® BIOLOGY

Credit: 6.0 SC/CELT
Length: 2 Years
Level(s): Grades 9-10
Prerequisites: Students must be successfully enrolled in the Pre-IB/AP® program.

This course focuses on the molecular basis of biology. The unifying principles that define this course are cells, genetics, natural selection and diversity, ecology, animal structure, and function and plant structure and function. Labs will be performed at least once per week. Students will be responsible for completing labs in class. An Independent assessment (IA) will be done during the year.

BIOLOGY III.a

Credit: 3.0 SC/CELT
Length: 1 Year
Level(s): Grade 11
Track(s): Business, Liberal Arts
Prerequisites: Students should have successfully completed Biology II or Pre-IB/Pre-AP® Biology .

This course seeks to deepen students' understanding of the processes that occur in biological systems. Students will focus on the theoretical aspects of many of the major disciplines of biological study. Students will study theory and conduct investigations in ecology; biodiversity; evolution as a natural selection; classification; the structure and function of animals and plants.

BIOLOGY III.b

Credit: 4.0 SC/CELT
Length: 1 Year
Level(s): Grade 11
Track(s): Medicine
Prerequisites: Students should have successfully completed Biology II or Pre-IB/Pre-AP® Biology .

This course is a comprehensive overview of biological systems and processes emphasizing medical knowledge and understanding. During class discussions and laboratory sessions, students will focus on biology's theoretical and practical aspects. Topics covered include biochemistry, cell biology, metabolism, photosynthesis, cellular respiration, meiosis, genetics, and human body systems.

BIOLOGY IV.a

Credit: 3.0 SC/CELT
Length: 1 Year
Level(s): Grade 12
Track(s): Business, Liberal Arts
Prerequisites: Students should have successfully completed Biology III.a

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and investigate metabolic processes, molecular genetics, homeostasis, reproduction, epidemiology, and population dynamics. Emphasis will be placed on achieving the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

BIOLOGY IV.b

Credit: 4.0 SC/CELT

Length: 1 Year

Level(s): Grade 12

Track(s): Medicine

Prerequisites: Students should have successfully completed Biology III.b

This course aims to provide the student with a comprehensive understanding of the ecological systems and biomes, evolution as natural selection, classification, and the human body at the gross anatomical and microanatomical levels. The basic concepts of the main biological concepts are described in lectures and small group laboratory sessions. Laboratory facilities are provided for various investigations and case studies. Grade 12 medicine course covers the following topics: ecological systems, ecological cycles, the impact of human activities on the ecosystem, the different biomes, adaptation, natural selection, classification, and the human body systems and diseases.

BIOLOGY AP®

Credit: 8.0 SC/CELT

Length: 2 Years

Level(s): Grades 11-12

Prerequisites: Students should have successfully completed Biology II and be enrolled in the AP® program.

AP® Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Students will have information about the chemistry of life, cell structure and function, cellular energetics, cell communication, cell cycle, heredity and gene expression, natural selection, and ecology.

CHEMISTRY I

Credit: 3.0 SC/CELT

Length: 1 Year

Level(s): Grade 9

Prerequisites: None

The high school Chemistry performance expectations blend the core ideas with scientific and technological practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the disciplines. The course provides students with a fundamental understanding of the concepts and principles that govern the behavior of matter and energy including atomic structure, chemical bonding, stoichiometry, thermodynamics, kinetics, acids and bases, and organic chemistry. Throughout the course, students will explore real-world phenomena, ask questions, state claims, test their ideas and find solutions through reasoning. With the transformed lesson structure, teachers will become facilitators who empower students to learn through self-directed exploration, analysis, application, and explanation—in short, to think and behave like scientists. Upon completion of this course, students will have gained a strong foundation in the principles of chemistry and will be prepared for further study in advanced chemistry courses. They will also have developed critical thinking and problem-solving skills that will be valuable in many other fields.

CHEMISTRY II

Credit: 3.0 SC/CELT

Length: 1 Year

Level(s): Grade 10

Prerequisites: Students should have successfully completed Chemistry I.

The high school Chemistry performance expectations blend the core ideas with scientific and technological practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the disciplines. The course provides students with a fundamental understanding of the concepts and principles that govern the behavior of matter and energy including atomic structure, chemical bonding, stoichiometry, thermodynamics, kinetics, acids and bases, and organic chemistry. Throughout the course, students will explore real-world phenomena, ask questions, state claims, test their ideas and find solutions through reasoning. With the transformed lesson structure, teachers will become facilitators who empower students to learn through self-directed exploration, analysis, application, and explanation—in short, to think and behave like scientists. Upon completion of this course, students will have gained a strong foundation in the principles of chemistry and will be prepared for further study in advanced chemistry courses. They will also have developed critical thinking and problem-solving skills that will be valuable in many other fields.

Pre-IB/Pre-AP® CHEMISTRY

Credit: 6.0 SC/CELT

Length: 2 Years

Level(s): Grades 9-10

Prerequisites: Students must be successfully enrolled in the Pre-IB/AP® program.

The pre-IB/AP® Chemistry course is a rigorous course designed to prepare students for the International Baccalaureate (IB) and Advanced Placement (AP®) Chemistry programs. This course provides students with a strong foundation in the fundamental principles of chemistry and develops their critical thinking and problem-solving skills necessary for success in higher-level chemistry courses. Throughout the course, students will explore topics including atomic structure, chemical bonding, chemical reactions, stoichiometry, energetics and kinetics.

The course emphasizes the development of laboratory skills and techniques, including data collection, analysis, and presentation. Students will also learn how to design and conduct experiments, analyze and interpret data, and draw conclusions based on their findings.

To succeed in this course, students should be able to work independently, manage their time effectively, and be able to communicate their ideas effectively through written reports and oral presentations. Upon completion of this course, students will have gained a deep understanding of the principles of chemistry and be well-prepared for higher-level chemistry courses, including IB and AP® Chemistry. They will also have developed a strong foundation in laboratory skills and techniques, essential for success in advanced science courses.

CHEMISTRY III

Credit: 4.0 SC/CELT

Length: 1 Year

Level(s): Grade 11

Track(s): Engineering, Medicine

Prerequisites: Students should have successfully completed a general high school chemistry course and Algebra II.

This is an advanced Chemistry course designed to provide students with a deep understanding of the fundamental principles of chemistry, as well as an advanced knowledge of chemical reactions and properties. The course covers a wide range of topics, including atomic structure, chemical bonding, periodic table, and stoichiometry. Throughout the course, students will engage in a variety of activities, including laboratory experiments, problem-solving exercises, and collaborative projects, to deepen their understanding of chemical concepts and their applications in the real world. They will also develop critical thinking skills, scientific inquiry skills, and laboratory techniques, which are essential for success in college-level science courses. They will communicate their findings effectively through written reports and oral presentations. By the end of the course, students will have a comprehensive understanding of chemistry, and they will be prepared to pursue further study of other related disciplines in Chemistry.

CHEMISTRY IV

Credit: 4.0 SC/CELT

Length: 1 Year

Level(s): Grade 12

Track(s): Engineering, Medicine

Prerequisites: Students should have successfully completed Chemistry III and Algebra II

Chemistry IV is a continuation of Chemistry III and is designed to provide students with a comprehensive understanding of the advanced topics in chemistry. The course begins with a review of the fundamental concepts covered in Chemistry III and then progresses to advanced topics such as equilibrium, acid-base chemistry, kinetics, electrochemistry, and organic chemistry.

Students will learn how to apply mathematical and conceptual models to solve problems in these areas of chemistry. This course emphasizes the importance of scientific inquiry and the scientific method. Students will learn how to design and conduct experiments, collect and analyze data, and draw conclusions based on their findings. They will also learn how to communicate their scientific ideas effectively through oral and written presentations.. Upon completion of High School Advanced Chemistry IV, students will have a thorough understanding of advanced chemistry concepts and will be well-prepared for college-level chemistry courses. They will also have developed critical thinking, problem-solving, and communication skills that will be useful in a wide range of fields.

AP® CHEMISTRY

Credit: 8.0 SC/CELT

Length: 2 Years

Level(s): Grades 11-12

Prerequisites: Students should have successfully completed a general high school chemistry course and Algebra II.

AP® Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Throughout the course, students will explore a wide range of topics, including atomic structure, chemical bonding, thermodynamics, kinetics, equilibrium, acids and bases, and electrochemistry. The course focuses on several science practices including models and representations, question and method, representing data and phenomena, model analysis, mathematical routines and argumentation. This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). Successful completion of this course will enable students to pursue further studies in chemistry and related fields, and will also help them develop a deeper appreciation for the role of chemistry in society.

PHYSICS I

Credit: 3.0 SC/CELT

Length: 1 Year

Level(s): Grade 9

Prerequisites: None

In this course, students will gain an understanding of the fundamental principles of physics, including motion, forces, work and energy, momentum, and collisions. Through hands-on laboratory exercises, inquiry-based learning, and other methods, students will develop their scientific reasoning skills while exploring these principles. Over the course of the year, students will delve into matter and energy and gain a solid grasp of the metric system. By the end of the course, students will have a working knowledge of the basic concepts of physics and the tools necessary to apply them in real-world situations.

PHYSICS II

Credit: 3.0 SC/CELT

Length: 1 Year

Level(s): Grade 10

Prerequisites: Students should have successfully completed Physics I.

This course focuses on waves, in which the focus will be on types of waves, sound waves and harmonics, single slit diffraction, Young's double slit experiment, Diffraction Gratings; optics where the main focus will be on reflection and refraction of light; electrostatics and the types of charging, electric fields and electric forces; electric circuits, in which the focus will be on grouping resistors, energy and power in electric circuits; magnetism and magnetic fields, magnetism from electricity and magnetic force; finally, electromagnetism, induction, transformers and electromagnetic waves. Students will enjoy physics through several investigations and projects

Pre-IB/Pre-AP® PHYSICS

Credit: 6.0 SC/CELT

Length: 2 Years

Level(s): Grades 9-10

Prerequisites: Students must be successfully enrolled in the Pre-IB/AP® program.

The first module introduces students to the basic principles of physics (Motion, Two Dimensional Motion, Forces, Newton's Laws of Motion in One and Two Dimensions, Work and Energy, Momentum and Collisions). Students explore scientific principles and learn scientific reasoning through discovery, inquiry and other means. The course includes a variety of hands-on laboratory exercises and demonstrations. Students are expected to gain a working knowledge of the metric system as they progress through the year through an in-depth study of matter and energy. By the end of the course, the students will write a Physics investigation where they have to analyze and evaluate their work.

The second module focuses on waves, in which the focus will be on types of waves, sound waves and harmonics, single slit diffraction, Young's double slit experiment, Diffraction Gratings; optics where the main focus will be on reflection and refraction of light; electrostatics and the types of charging, electric fields and electric forces; electric circuits, in which the focus will be on grouping resistors, energy and power in electric circuits; magnetism and magnetic fields, magnetism from electricity and magnetic force; finally, electromagnetism, induction, transformers and electromagnetic waves. Students will enjoy physics through several investigations and projects. By the end of the course, the students will write a Physics investigation where they have to analyze and evaluate their work.

PHYSICS III

Credit: 4.0 SC/CELT

Length: 1 Year

Level(s): Grade 11

Track(s): Engineering, Economics, Liberal Arts

Prerequisites: Students should have successfully completed Physics II.

In this course, students will explore the field of mechanics, covering seven interconnected parts: kinematics in one and two dimensions, Newton's Laws of Motion, work and energy, system of particles and linear momentum, rotation, gravitation, fluids, and oscillations. Through engaging investigative activities, students will develop a deep understanding of these concepts, preparing them for further studies at the university level.

PHYSICS IV

Credit: 4.0 SC/CELT

Length: 1 Year

Level(s): Grade 12

Track(s): Engineering, Economics, Liberal Arts

Prerequisites: Students should have successfully completed Physics III.

In this course, students will explore the topics of electricity and magnetism, and will gain a deep understanding of electrostatics, including the principles of charging objects, Coulomb's law, and electric field and potential. They will also delve into the intricate workings of electric circuits, examining the behavior of series and parallel circuits, as well as the properties of resistors and capacitors. Finally, students will explore electromagnetism, including electromagnetic induction, AC voltage, transformers, and magnetic force. By the end of the course, students will have developed a comprehensive knowledge of these fundamental concepts and their real-world applications.

AP[®] PHYSICS C- MECHANICS, ELECTRICITY & MAGNETISM

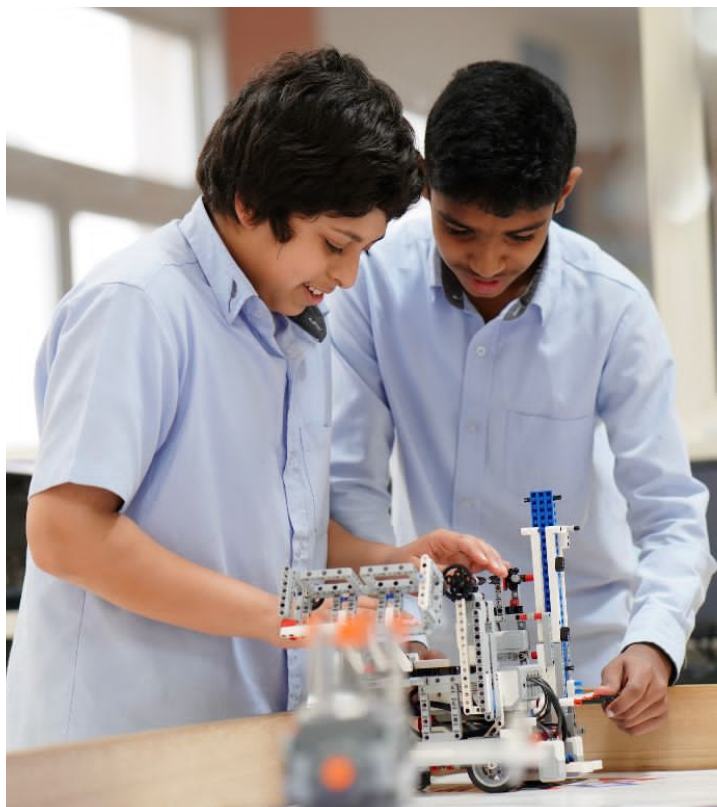
Credit: 4.0 SC/CELT

Length: 2 Years

Level(s): Grade 11/12

Prerequisites: Students should have successfully completed a pre-IB/AP[®] high school Physics course

This course is designed to provide students with an in-depth understanding of advanced mechanics, electrostatics, electric circuits, and electromagnetism. In the first module, students will delve into calculus-based mechanics, covering topics such as kinematics, dynamics, energy, rotation, and oscillations. In the second module, they will explore the principles of electrostatics, including charging objects, Coulomb's law, electric field, and electric potential. They will also learn about electric circuits, examining the properties of series and parallel circuits, as well as resistors and capacitors. Finally, students will uncover the mysteries of electromagnetism, exploring topics such as electromagnetic induction, AC voltage, transformers, and magnetic force. The objectives of the course are aligned with the College Board's standards, ensuring that students will develop a comprehensive knowledge of these fundamental concepts and their real-world applications.



Social Sciences

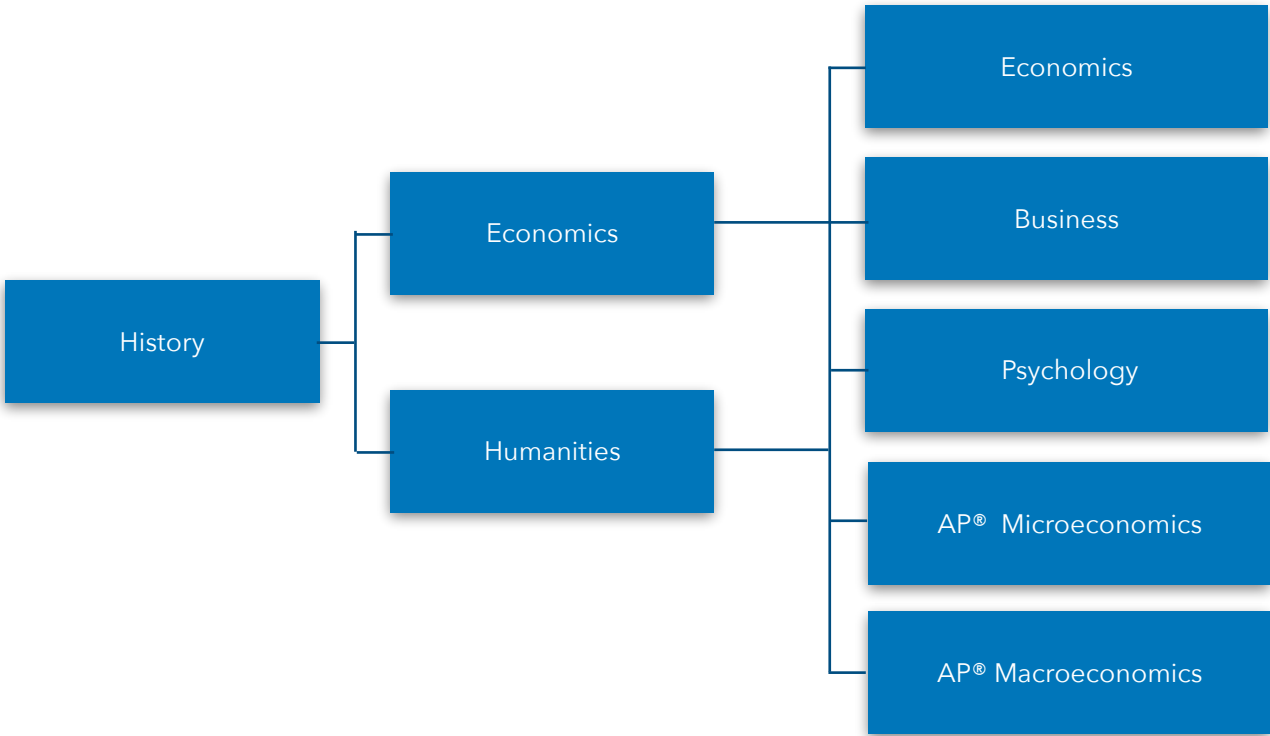
The Social Sciences Program for Grades 9-12 is designed to provide students with a comprehensive understanding of the social, economic, and psychological forces that shape our society. The program combines four key disciplines: history, business, economics, and psychology, to give students a broad perspective on the world around them. Throughout the program, students will develop critical thinking skills and learn to analyze complex problems from multiple perspectives. They will be encouraged to apply what they have learned to real-world situations, and to use their knowledge to make informed decisions about their own lives and the world around them.

SOCIAL SCIENCES COURSE SEQUENCE

GRADE 9

GRADE 10

GRADE 11 & 12



Social Science Course Descriptions

HISTORY

Credit: 3.0 SS
Length: 1 Year
Grade Level(s): Grade 9
Prerequisite: None.

This course introduces students to prehistory and discusses life in the ancient world with a particular focus on Mesopotamia, Egypt, India, China, Greece, and Rome. It points out the major events that shape ancient civilizations from developments in agriculture, science, technology, economics, politics, art, philosophy, and culture. This course is designed to help students trace the historical origins of the modern world. Source Analysis and Historiography are introduced and developed as well.

ECONOMICS I

Credit: 3.0 SS
Length: 1 Year
Grade Level(s): Grade 10
Prerequisite: None.

The primary goal of this course is to survey economics, and in doing this, emphasize the basic economic principles that will endure beyond today's headlines. Terms and concepts are introduced, built upon, and layered so that the learning is scaffolded. Broad concepts are developed so that the learner understands them in depth, applies them specifically and evaluates them progressively. Sufficient time is allocated to recap the topics, examine the links between them, and engage students in real-life application of them. Course material and teaching techniques will be adjusted in accordance to the learner and learning style. Students will be expected to link concepts and theories taught to the global economy and specifically to the UAE.

HUMANITIES

Credit: 3.0 SS
Length: 1 Year
Grade Level(s): Grade 10
Prerequisite: Students must be enrolled in the pre-IB/AP program.

Integrated Humanities course encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economical, technological and cultural factors that have an impact on individuals, societies and environments. The study of integrated humanities helps students to critically assess the diversity of human culture, attitudes and beliefs. This subject helps students to recognize that content and methodology can be debatable, controversial, and relative.

BUSINESS STUDIES I

Credit: 4.0 SS
Length: 1 Year
Grade Level(s): Grade 11
Track(s): Engineering, Economics, Liberal Arts
Prerequisite: None.

Business Studies I is an introductory course which focuses on improving students' understanding of the business environment and on developing skills for life, work, and further study. It enables students to make informed decisions in the everyday business of living, which contributes to their understanding of the world of business, which encourages a positive attitude to enterprise, and which develops appropriate skills in that field. The course is balanced between the business education necessary for the individual/household area and business education in the purely commercial context. The business concepts and skills introduced in one section are restated and reinforced in the other. Upon completion of this course, students would have covered the dynamics of business and economics, starting and growing a business as well as managing for quality and competitiveness.

BUSINESS STUDIES II

Credit: 4.0 SS

Length: 1 Year

Grade Level(s): Grade 12

Track(s): Economics, Liberal Arts

Prerequisite: Successful completion of Business I

This course is a continuation of Business Studies I focusing on more advanced concepts such as management, human resources, marketing and financing. The course focuses on improving students' understanding of the business environment and on developing skills for life, work, and further study. It enables students to make informed decisions in the everyday business of living, which contributes to their understanding of the world of business, which encourages a positive attitude to enterprise, and which develops appropriate skills in that field. The course is balanced between the business education necessary for the individual/household area and business education in the purely commercial context. The business concepts and skills introduced in one section are restated and reinforced in the other. Upon completion of this course, students would have gained lifelong skills allowing them to analyze business situations and reach decisions or judgments.

AP® MICROECONOMICS

Credit: 5.0 SS

Length: 1 Year

Grade Level(s): Grade 11

Track(s): Economics

Prerequisite: Successful completion of Economics I

This course focuses on the central core of economics—on those enduring truths that will be just as important in the twenty-first century as they were in the twentieth. Microeconomics concepts such as scarcity, efficiency, the gains from specialization, and the principle of comparative advantage will be crucial concepts if scarcity itself exists. Terms and concepts are introduced, built upon, and layered so that the learning is scaffolded. Broad concepts are developed so that the learner understands them in depth, applies them specifically and evaluates them progressively.

Enough time is allocated to recap the topics, examine the links between them, and engage students in real-life application of them. Course material and teaching techniques will be adjusted in accordance to the learner and learning style. Students will be expected to link concepts and theories taught to the global economy and specifically to the UAE.

AP® MACROECONOMICS

Credit: 5.0 SS

Length: 1 Year

Grade Level(s): Grade 12

Track(s): Economics

Prerequisite: Successful completion of Microeconomics

This course is an introduction to Macroeconomics whereby the “big scale” economical aspects are subjects of study and analysis. The goal of this course is to introduce students to college level Economics, helping them understand and apply the economic perspective and reason accurately and objectively about economic matters. Terms and concepts are introduced, built upon, and layered so that the learning is scaffolded. Broad concepts are developed so that the learner understands them in depth, applies them specifically and evaluates them progressively. Enough time is allocated to recap the topics, examine the links between them, and engage students in real-life application of them. Course material and teaching techniques will be adjusted in accordance to the learner and learning style. Students will be expected to link concepts and theories taught to the global economy and specifically to the UAE.

PSYCHOLOGY I

Credit: 3.0 SS

Length: 1 Year

Grade Level(s): Grade 11

Track(s): Medicine, Liberal Arts (grade 11), Engineering (grade 12)

Prerequisite: None.

Psychology I is an introductory course that provides students with a holistic understanding of the scientific study of the human mind and behavior in various contexts. Through a multidimensional lens, students will explore the biological, cognitive, and sociocultural levels of analysis to gain insights into the diverse influences that shape human behavior and mental processes. Cultural diversity is a central theme throughout the course, and students are encouraged to develop empathy for individuals from different cultures. The curriculum covers a wide range of topics, including history and research methods, lifespan development, sensation and perception, motivation and emotion, and psychological disorders. By the end of the course, students will have a deep understanding of the human mind and behavior, and will be equipped with a set of skills and knowledge to apply in their daily lives.

PSYCHOLOGY II

Credit: 3.0 SS

Length: 1 Year

Grade Level(s): Grade 12

Track(s): Liberal Arts

Prerequisite: Successful completion of Psychology I.

Psychology II is a continuation of Psychology I, which builds upon the knowledge gained in the previous course and delves deeper into core aspects of human behavior. The course takes an interactive approach that engages students and enhances their learning experience. Throughout the course, students will explore a variety of topics, including cognition, learning and memory, social influence, personality, and human development. By examining these topics, students will gain a better understanding of how individuals perceive, think, learn, and interact with others, both within and across cultures. Through various activities, students will be able to apply psychological theories and concepts to real-world situations.

World Languages

The World Languages Program offers students the opportunity to learn French and Spanish, two of the world's most widely spoken and influential languages. We believe that learning a new language can open doors to new cultures, people, and ideas, and we are committed to providing students with a rich and engaging language-learning experience. Our program is designed to help students develop proficiency in the four language skills: speaking, listening, reading, and writing. We use a communicative approach that focuses on practical language use in real-world situations. In this program, students engage in lively discussions, challenging them to think critically, and helping them to develop the skills they need to succeed in language learning and beyond.

WORLD LANGUAGES COURSE SEQUENCE

FRENCH / SPANISH



Please read the following specific course descriptions for information on Prerequisites.

* 2+ years or more of the same World Language is recommended by most universities.

2022-2023

Course Descriptions

FRENCH / SPANISH PROGRAM

SPANISH I

Credit: 2.0
Length: 1 Year
Level(s): Grades 9-11
Prerequisites: None

In this introductory course, students will attain a beginning level proficiency of the language through the meaning, usage, and pronunciation of vocabulary and grammar. Students will participate in various listening, speaking, reading, and writing activities. Students will be exposed to general conversational Spanish.

SPANISH II

Credit: 2
Length: 1 Year
Level(s): Grades 10-12
Prerequisites: Successful completion of Spanish I

In this continuum course, more emphasis is placed on speaking, reading, and writing. By the end of this course, the students will be able to initiate and direct a conversation on familiar topics and will have increased their knowledge of the cultures from a variety of Spanish-speaking countries.

FRENCH I

Department: World Languages
Credit: 2.0 WL (1 credit per year)
Length: 1 or 2 Years
Grade Level(s): Grade 9-12
Pre-Requisites: Intermediate Low proficiency

This course reinforces the proficiency-oriented approach, which focuses on communicative competence and performance. The use of acquired structures and vocabulary is intensified and the creative process of language is emphasized, preparing the student to converse in present, past, and future tense and get in and out of daily situations without complication. Students at this proficiency level use a range of vocabulary from familiar themes, can speak to topics of personal interest and global issues, and recognize and use some culturally appropriate expressions and gestures in everyday interactions.

FRENCH II

Department: World Languages
Credit: 2.0 WL (1 credit per year)
Length: 1 or 2 Years
Grade Level(s): Grade 9-12
Pre-Requisites: Intermediate Mid proficiency

This course reinforces the proficiency-oriented approach, which focuses on communicative competence and performance. Students should be able to follow the main message in various time frames in straightforward and sometimes descriptive, paragraph length informational texts. They can exchange information in conversations and some discussions on a variety of familiar and some concrete topics using connected sentences that may combine to form paragraphs. Students will also be able to tell stories about school and community events and personal experiences using a few short paragraphs, often across various time frames.

FRENCH III

Department: World Languages

Credit: 4.0 WL (1 credit per year)

Length: 1 or 2 Years

Grade Level(s): Grade 9-12

Pre-Requisites: Minimum Intermediate Mid to Intermediate High range

By the end of this course students will be able to participate with ease and confidence in conversations on familiar subjects and to talk about experiences and events in various time frames. Learners will also be able to handle social interactions in everyday situations even when there is unexpected complication and to make presentations on topics they have researched. Furthermore, students will be able to understand, read and write paragraph length texts in the present, past and future on a variety of topics related to everyday life and personal interests. Furthermore, students will further develop an insight into several practices, perspectives and products of culture.

FRENCH IV

Department: World Languages

Credit: 2.0 WL (1 credit per year)

Length: 1 or 2 Years

Grade Level(s): Grade 9-12

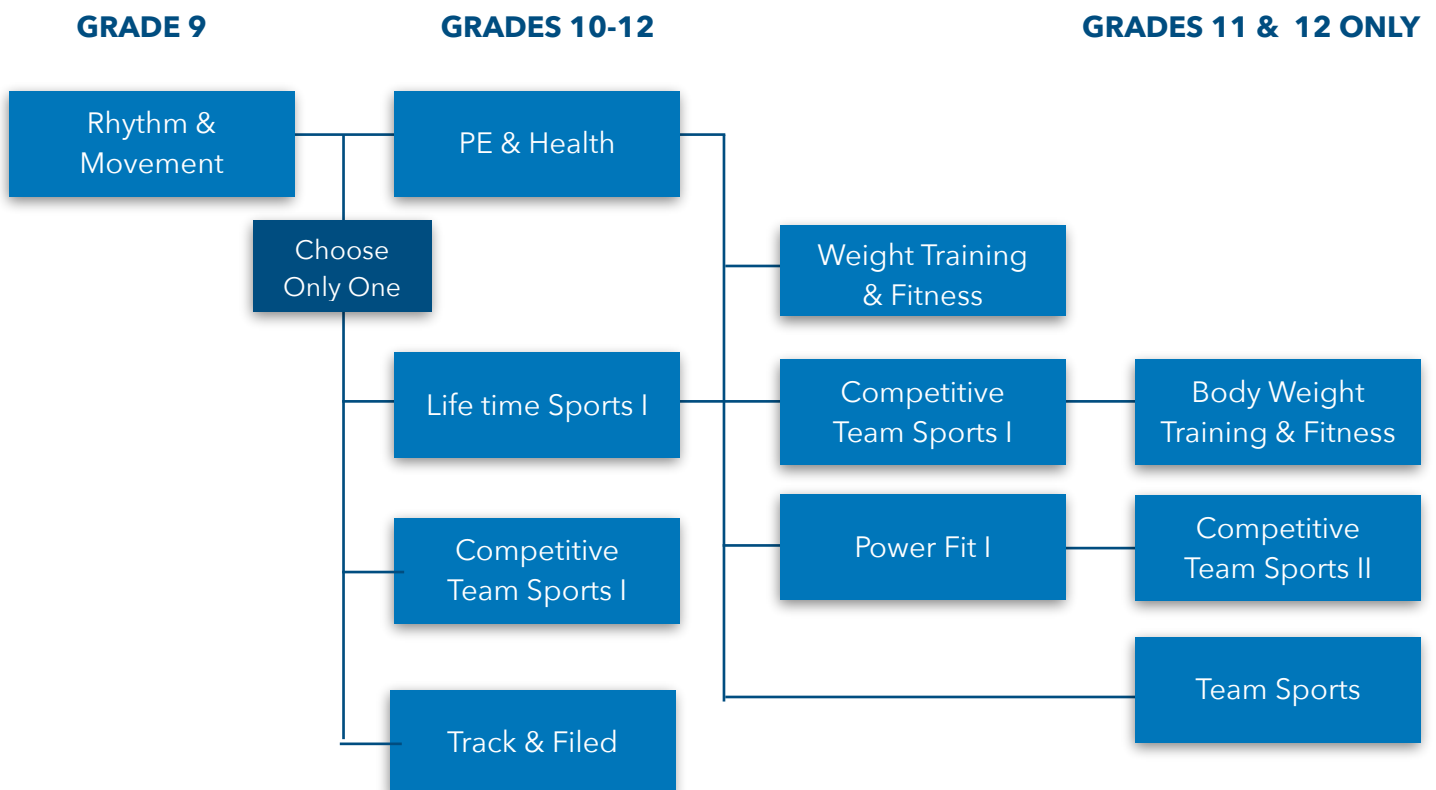
Pre-Requisites: Intermediate High proficiency to Advanced Low proficiency range

By the end of this course students will be able to participate with ease and confidence in conversations on familiar subjects and to talk about experiences and events in various time frames. Learners will also be able to handle social interactions in everyday situations even when there is unexpected complication and to make presentations on topics they have researched. Furthermore, students will be able to understand, read and write extended discourse length texts in the present, past and future on a variety of topics related to everyday life, personal interests and social issues. Furthermore, students will further develop an insight into several practices, perspectives and products of culture.

Physical Education and Health

The Physical & Health Education Program provides an opportunity for students to develop a range of motor, social, and life skills, alongside Health and Fitness training, which includes body weight exercises, ergonomics, nutrition, and hygiene. The program covers lifetime sports in an engaging, creative, and motivational way, as well as offering in-depth training in three levels of competitive team sports, such as soccer, basketball, volleyball, handball, futsal, dodge ball, pickle ball, badminton, and touch rugby. The program places emphasis on both gameplay and individual skill acquisition, while also improving athletic ability. In advanced stages of the modules, students will be challenged to play at a high level and explore complex strategies and techniques of the games. Students can expect fast-paced games that accelerate their skill development and physical fitness. The program also places an emphasis on developing social skills such as leadership, communication, responsibility, problem-solving, teamwork, determination, inquiry, and values such as respect, compassion, and integrity. These skills and values will enhance their performance and prepare them to be active and successful contributors to society. The course also includes fitness testing and skill assessments.

PHYSICAL EDUCATION AND HEALTH COURSE SEQUENCE



PHYSICAL EDUCATION AND HEALTH COURSE DESCRIPTION

RHYTHM AND MOVEMENT

Credits: 2.0

Length: 1 year

Grade Level(s): Grades 9 - 12 (Girls)

Prerequisites: None

This course offers female students in grades 9-12 a unique opportunity to explore various styles of dance, including ballet, modern, jazz, and folk dance "Dabkeh". Through individual and group exercises, students will develop technical skills and creative expression in dance. The course will also provide an introduction to dance history and theory, as well as choreography and improvisation.

In Grade 9, students will be introduced to dance history and basic ballet, modern and contemporary dance techniques, as well as folk dance including Dabkeh. In Grade 10, the focus will be on choreography, improvisation, and partner work in ballet, modern and contemporary dance, as well as folk dance including Dabkeh.

In Grade 11, the course will cover advanced dance techniques, historical and cultural influences in dance, and performance, as well as folk dance and forming a Dabkeh squad. By Grade 12, students will have the opportunity to demonstrate their skills in composition and choreography, production, and performance in front of an audience.

Through participation in this course, students will develop their physical and artistic abilities, build confidence, and enhance their overall academic experience. Dance education promotes self-discipline, creativity, teamwork, and expression, all of which are essential skills for personal and professional growth. Students will also gain an understanding and appreciation of the historical, cultural, and social significance of

PE & HEALTH

Credits: 2.0

Length: 1 year

Grade Level(s): Grade 9

Prerequisites: None

Throughout this course, students will have the opportunity to advance their fundamental movement skills and expand their knowledge in this area. By engaging in various activities, they will enhance the range, complexity, and quality of their motor skills and techniques. In addition, students will be encouraged to adopt a healthy lifestyle that encompasses proper training, appropriate nutrition, and sufficient rest.

Furthermore, students will develop a broad range of skills and strategies that will enable them to effectively participate in various sports, including football, basketball, volleyball, handball, badminton, net/wall games, track and field, and fitness/body weight exercises.

To promote holistic wellness, this course will also cover important health topics such as hygiene, ergonomics, and nutrition. Both formative and summative assessments will be incorporated to ensure that students' progress is continuously evaluated and monitored.

LIFETIME SPORTS I

Credits: 2.0

Length: 2 Semesters

Grade Level(s): Grade 10

Prerequisites: PE & Health in Grade 9

This course is designed for students who did not demonstrate an advanced level of performance in the Physical Education and Health module in Grade 9. It is part of the required Grade 10 program, in addition to track and field. The course aims to expose students to a diverse range of physical activities such as Frisbee, net/wall games, fitness, dodge ball, and small invasion games.

Throughout the two semesters, students will undergo summative assessments at the end of each unit to evaluate their skills and fitness levels. Additionally, ongoing assessments will be conducted to ensure that students are meeting their individual goals.

In Grade 10, students can choose between Life Sports I or Competitive Games I, depending on their level of proficiency. By the end of the course, students will have developed their physical and social skills, including teamwork, communication, and leadership.

Overall, this course provides students with an opportunity to improve their fitness levels and enhance their overall wellbeing, while also encouraging a lifelong appreciation for physical activity.

COMPETITIVE SPORTS I

Credits: 2.0

Length: 1 year

Grade Level(s): Grade 10

Prerequisites: PE & Health in Grade 9

This course is designed for students who demonstrated a high level of performance in Physical Education and Health during Grade 9 and are eager to further develop their skills in competitive sports. The course offers advanced level games in football, basketball, handball, volleyball, futsal, and may also introduce touch rugby, ultimate frisbee, and netball.

Under pressure and in fast-paced games, students will utilize a range of tactics, offensive and defensive strategies, and team communication to overcome challenges and achieve their goals. To succeed, students will need to be physically fit and understand the critical role that fitness plays in competitive sports and overall health.

Throughout the course, both formative and summative assessments will be implemented to evaluate students' progress and understanding.

In Grade 10, students can choose between Life Sports I or Competitive Games I, depending on their level of proficiency. By the end of the course, students will have enhanced their physical and mental fitness, improved their teamwork and communication skills, and gained a deeper appreciation for the competitive nature of sports.

TRACK & FIELD

Credits: 2.0

Length: 1 Semester

Grade Level(s): Grade 10

Prerequisites: Lifetime Sports I

This course is designed to teach students the fundamental skills of running, jumping, and throwing, which are essential to moving efficiently and leading an active, productive, and healthy life. The course will cover a range of events, including hurdles, sprints, endurance running, high jump, triple jump, long jump, javelin, discus, and shot-put.

To succeed in this course, students should have a basic understanding of biomechanics and physiology. Throughout the semester, both formative and summative assessments will be implemented to evaluate students' progress and understanding.

By the end of the course, students will have gained a strong foundation in running, jumping, and throwing, which they can use to pursue athletics at a more advanced level, or simply to maintain an active and healthy lifestyle.

BODY WEIGHT TRAINING & FITNESS

Credits: 2.0

Length: 1 Semester

Grade Level(s): Grades 11 -12

Prerequisites: Lifetime Sports I or Competitive Team Sports I

This course offers athlete students with a comprehensive understanding of fitness training and nutrition to develop their bodies and maintain optimal physical health. Students will learn various techniques to design their own fitness program based on their individual goals and preferences, and acquire a deeper knowledge of anatomy and its relation to exercise intensity and duration. The course will cover a range of training methods including body weight exercises, circuit training, suicide races, HIIT workouts, and cardiovascular/endurance training. Ongoing fitness assessments will be conducted to monitor students' progress and evaluate their cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Additionally, Grade 12 students will have the opportunity to participate in an intramural challenge to compete with other talented students.

COMPETITIVE SPORTS II

Credits: 2.0

Length: 2 Semesters

Grade Level(s): Grade 11

Prerequisites: Lifetime Sports I or Competitive Team Sports

This course offers students the opportunity to advance their performance and skills in competitive sports, with a focus on strategic gameplay and tactics. Students will need to be physically fit and possess a high level of skill to succeed in the fast-paced games. Through a combination of theory and practical application, students will learn advanced tactics and techniques to modify and apply them in different game scenarios. The course includes ongoing formative and summative assessments to monitor and measure students' progress and performance throughout the module.

COMPETITIVE SPORTS II

Credits: 2.0

Length: 1 Semester

Grade Level(s): Grade - 12

Prerequisites: Lifetime Sports I or Competitive Team Sports

This course is designed to challenge students to improve their performance and skills in competitive sports by emphasizing game strategies and tactics. To excel in this course, students must possess a high level of fitness and skill to keep up with the fast-paced games. The module is structured to promote overall physical fitness and skill development through formative and summative assessments. As students progress through the course, they will have the opportunity to share and modify tactics to improve their performance in various game scenarios.

TEAM SPORTS

Credits: 2.0

Length: 1 Semester

Grade Level(s): Grade 12

Prerequisites: Competitive Team Sports II

This course will challenge students with fast-paced games, high-level tactics, and pressure situations, encouraging them to take ownership of their learning. Students will lead teams, develop their own tactics, and organize and run leagues in various sports. Additionally, they will visit Elementary School PE classes, where they will teach younger students specific skills and lead activities. This experience will foster self-expression and help students become successful contributors to society. In addition to assessing physical and motor skills, students will be graded on their leadership, teamwork, and communication abilities.

CREATIVE ARTS



The Creative Arts Program for Grades 9-12 is designed to foster creativity, self-expression, and artistic skill development in students. The program is designed to provide a comprehensive education in the visual arts, music, and theatre, encouraging students to explore their creativity and develop their artistic talents.

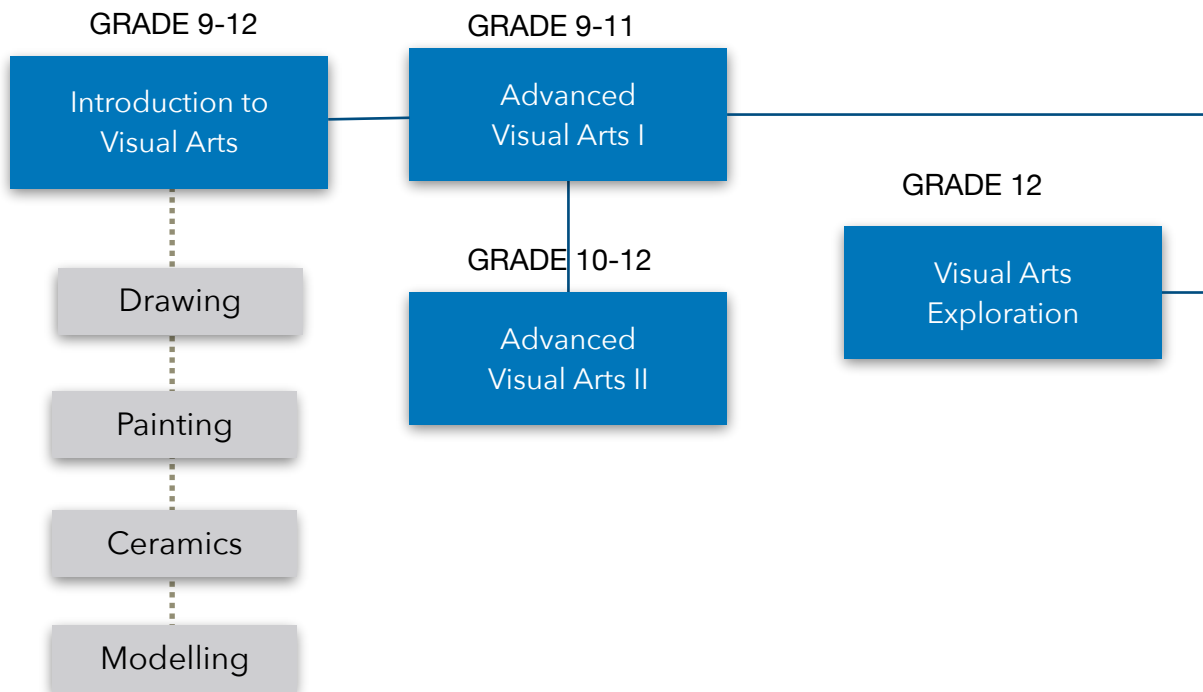
The visual arts component of the program covers a wide range of media, including drawing, painting, sculpture, and digital art. Students will learn the fundamentals of art and design, including color theory, composition, and perspective. They will explore different artistic styles and techniques and use their creativity to produce original works of art.

The music component of the program focuses on developing students' musical skills and appreciation. Students will learn to read and write music notation, develop their vocal and instrumental techniques, and explore different genres and styles of music. They will also have the opportunity to participate in music ensembles and perform in front of audiences.

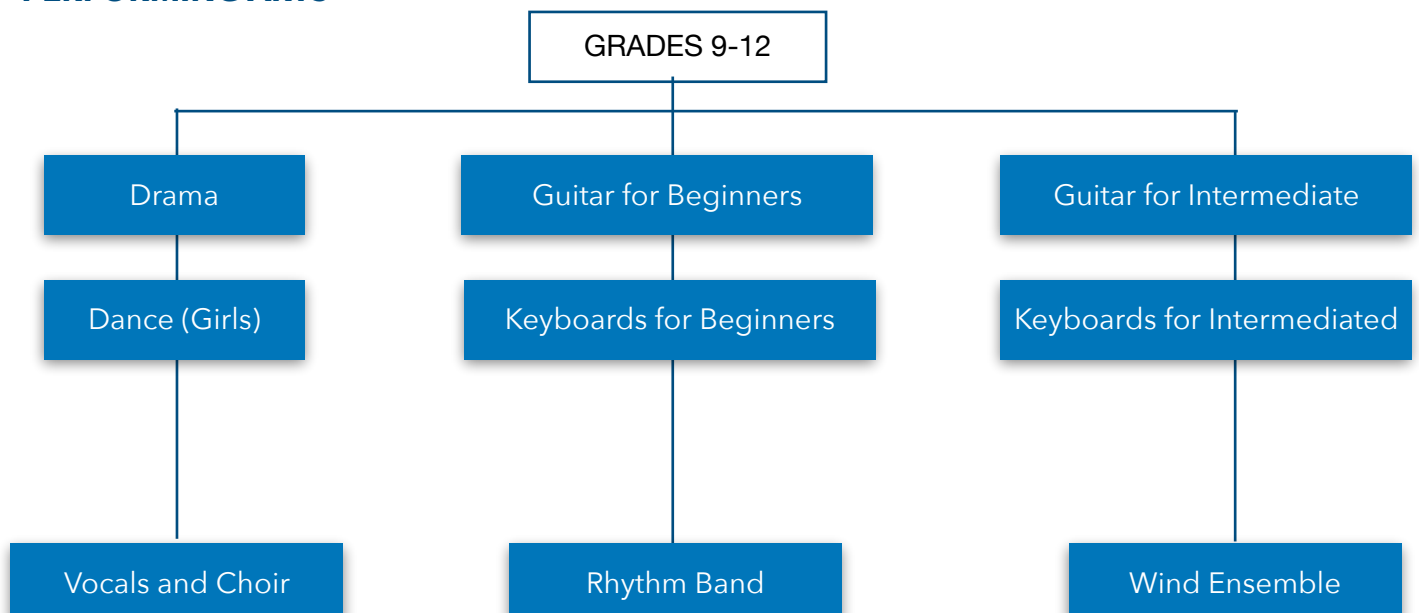
The theatre component of the program focuses on developing students' acting and stagecraft skills. Students will learn about stage design, lighting, and sound, and will work on developing their performance skills through scene work and improvisation. They will also have the opportunity to perform in productions and gain experience in all aspects of theatre production.

Throughout the program, students will develop critical thinking skills and learn to analyze and interpret works of art. They will be encouraged to experiment with different media and techniques, and to develop their own artistic voice. They will also gain experience working collaboratively on group projects, learning to communicate effectively and work as part of a team..

CREATIVE ARTS COURSE SEQUENCE



PERFORMING ARTS



INTRODUCTION TO VISUAL ARTS

Credit: 2
Length: 1 Year
Grade level: 9-11
Prerequisite: None

This course provides an introduction to the Elements of Art and Principles of Design and their applications in four areas, namely painting, drawing, ceramics, and modelling. The painting module covers various styles, including blending and layering techniques. The drawing module focuses on shading and multiple drawing media, such as charcoal and pastels. The ceramic module teaches students how to create 3D hand-built forms, while the 3D recycle unit emphasizes modelling and constructing. The final project is a unit of choice, allowing students to develop specialized skills in their preferred area of interest. All projects follow a structured process that includes a research stage, a design stage, and a final outcome. Each project is grounded in the historical or contemporary style of an artist or culture, and all projects are aligned with the Massachusetts Arts Standards 1-10. Through these projects, students will gain a deeper understanding of contemporary art, art history, and the vocabulary of art elements and design principles, enabling them to write about artworks with confidence.

VISUAL ARTS EXPLORATION

Credit: 2
Length: 1 Year
Grade level: 12
Prerequisite: None

In this course, students will embark on an exploration of the Elements of Art and Principles of Design, learning how these concepts can be applied across two different disciplines—painting and ceramics. The painting unit will focus on both group and individual expressive realism, with an emphasis on developing skills in mixing, color matching, outlining, and dry and wet blending. Meanwhile, the ceramic unit will delve into 2D and 3D hand-built sculptures, with a focus on developing skills in coiling, slab, subtractive, additive, pinch, and modeling methods. All projects will involve three stages: research, design, and final outcome, and will be grounded in the styles of either historical or contemporary artists/cultures. Each project will include a practical outcome, as well as an artist study research presentation that will foster understanding of contemporary art, art history, and the use of art elements and design principles vocabulary for writing about artworks. These projects are aligned with Massachusetts Arts Standards 1-10 and are designed to be accessible to all ability levels.

ADVANCED VISUAL ARTS I

Credit: 1.0

Length: 1 Year

Grade level: 9 and 11

Prerequisite: Completed Visual Arts Grade 6-8

This course caters to highly motivated students with an interest in pursuing IB-focused high school art. The course is portfolio-based, dedicated to exploring the intricate concepts of art-making, and provides guided choices in media. Students develop a body of work and art journal for exhibition, preparing them for a second year of independent studio-based art. Throughout the course, students complete various tasks, including curatorial rationale, brainstorming given themes, researching artists, writing about art, developing designs, and producing five final project outcomes each year. The course encompasses four units, each emphasizing a variety of styles and media, and focusing on different skills—Painting & Drawing, Digital Art & Mixed Media, Ceramic & 3D, and Textiles & Print. At the end of the course, students showcase their work in an exhibition, complete with a curatorial rationale, exhibition text, and arrangement.

ADVANCED VISUAL ARTS II

Credit: 2.0

Length: 1 Year

Grade level: 10 and 12

Prerequisite: Completed Grade 9 and 11 Visual Art 2

This course serves as a continuation of the Advanced Visual Arts I course. It is a portfolio-based course dedicated to exploring the intricate concepts of art-making, with guided choices in media. Students work independently to develop a body of work and an art journal for exhibition. Throughout the course, they complete various tasks, including curatorial rationale, brainstorming self-directed themes, researching artists, writing about art, developing designs, and producing five final project outcomes per year. The course emphasizes independent studio work in specialized media areas and selected themes, allowing students to apply a wide variety of skills and techniques. Students will be required to complete a comparative study, process portfolio, and exhibition submission requirements. At the end of the course, students showcase their work in an exhibition, complete with a curatorial rationale, exhibition text, and arrangement.



PERFORMING ARTS

DRAMA

Credit: 1
Length: 1 year
Grade level: grades 9-12
Prerequisite: None

This course provides a comprehensive exploration of theater, covering its history, techniques, and production. Students will gain an in-depth understanding of acting skills, script analysis, and stagecraft. They will develop their physical and vocal abilities to effectively portray characters and bring them to life on stage. The course is divided into four levels, with each level building on the previous one. Level 1 is an introduction to theater history, acting techniques, and script analysis. Level 2 focuses on scene study and character development, physical acting, and improvisation. Level 3 delves deeper into advanced acting techniques, directing, and stagecraft. Finally, Level 4 offers the opportunity for students to explore playwriting and production, culminating in a live performance in front of an audience.

DANCE

Credit: 1
Length: 1 year
Grade level: grades 9-12
Prerequisite: None

In this course, girls will have the opportunity to explore a variety of dance styles, such as ballet, modern, and jazz. Through a combination of individual and group exercises, students will develop technical skills and creative expression in dance. Additionally, the course provides an introduction to dance history and theory, as well as choreography and improvisation. The course is structured into four levels. Level 1 provides an introduction to dance history, basic ballet, modern, and contemporary dance techniques. In Level 2, students will explore choreography, improvisation, and partner work in ballet, modern, and contemporary dance. Level 3 focuses on advanced dance techniques, historical and cultural influences in dance, and performance. Finally, in Level 4, students will have the opportunity to explore composition and choreography, production, and performance in front of an audience.

GUITAR FOR BEGINNERS

Credit: 1
Length: 1 year
Grade level: grades 9-12
Prerequisite: none

This course is designed for students in grades 9-12 who are new to playing guitar. Students will learn the basics of playing guitar, including tuning, finger placement, and strumming techniques. They will also learn to read basic music notation and tablature. By the end of the course, students will be able to play simple songs and will have developed a foundation for further study in guitar.

This course offers a comprehensive introduction to playing the guitar, covering fundamental skills such as chords, strumming, and fingerpicking. Students will also learn to apply music theory to the guitar and perform both solo and in ensembles. The course culminates with a public performance, giving students the opportunity to showcase their newly acquired skills. The course is divided into four levels, each building upon the previous one. Level 1 provides an introduction to the guitar, basic chords, and strumming techniques. In level 2, students will develop fingerpicking techniques and learn scales and melodies. Level 3 covers advanced fingerpicking and strumming techniques, as well as the application of music theory to the guitar. Finally, in level 4, students will learn to perform solo and in ensembles, delve into music production and recording, and further develop their skills.



GUITAR FOR INTERMEDIATE

Credit: 1

Length: 1 year

Grade level: grades 9-12

Prerequisite: Guitar for Beginners or equivalent experience

This course is tailored to students who possess basic knowledge in playing the guitar, either by completing a beginner guitar course or having prior experience. The course aims to enhance the students' foundational skills and elevate their proficiency by emphasizing advanced techniques such as fingerpicking, soloing, and improvisation. Moreover, students will have the chance to showcase their individual abilities by performing both individually and in small groups.

KEYBOARDS FOR BEGINNERS

Credit: 1

Length: 1 year

Grade level: grades 9-12

Prerequisite: none

This course is designed for students in grades 9-12 who are new to playing keyboard. Students will learn the basics of playing keyboard, including hand position, finger placement, and playing simple melodies. They will also learn to read basic music notation. By the end of the course, students will be able to play simple songs and will have developed a foundation for further study in keyboard.

This course offers a comprehensive introduction to playing the keyboard, covering fundamental skills such as scales, chords, and melodies. Students will develop their finger technique, explore dynamics and expression, and study music theory as it applies to the keyboard. Additionally, they will have the opportunity to perform both solo and in ensembles, culminating in a public performance to showcase their progress. The course is divided into four grades, each building upon the previous one. Level 1 provides an introduction to the keyboard, basic scales, chords, and melodies. In level 2, students will focus on developing their finger technique, playing with dynamics and expression, and improving their sight-reading skills.

Level 3 covers advanced techniques in playing with dynamics, playing in different styles and genres, and delving deeper into music theory as it applies to the keyboard. Finally, in level 4, students will have the chance to perform solo and in ensembles, as well as explore music production and recording, honing their skills and preparing them for future musical pursuits.

KEYBOARDS FOR INTERMEDIATE

Credit: 1

Length: 1 year

Grade level: grades 9-12

Prerequisite: Keyboard for Beginners or equivalent experience

This course is designed for students who have completed the beginner keyboard course or possess prior experience playing the keyboard. Building upon the foundational skills acquired in the beginner course, students will be exposed to more advanced techniques such as playing with both hands, improvisation, and composition. The course is structured to enable students to explore the full potential of the keyboard, and to develop their musical creativity and expression. By the end of the course, students will have a deeper understanding of keyboard music and will have developed the skills necessary to perform at an intermediate level.

VOCALS AND CHOIR

Credit: 1

Length: 1 year

Grade level: grades 9-12

Prerequisite: none

Throughout this course, students will build upon their foundational knowledge of vocal technique, deepening their understanding of key elements such as breath control, tone production, and harmonization. They will expand their repertoire, gaining proficiency in a variety of musical styles and genres, while also delving into music theory as it pertains to vocals. As the course progresses, students will have the opportunity to perform as part of an ensemble, including a choir, honing their skills in group dynamics and musical collaboration. The course will culminate in a public performance, allowing students to showcase their growth and progress.

RHYTHM BAND

Credit: 1

Length: 1 year

Grade level: grades 9-12

Prerequisite: Musical background and proficiency in playing a musical instrument required

In this course, students who have experience playing a musical instrument will further develop their skills by learning to play rhythm and percussion instruments in an ensemble setting. Through the study of ensemble playing techniques, dynamics, and improvisation, as well as the application of music theory concepts, students will improve their ensemble playing skills. The course will provide ample opportunities for students to perform in ensembles, with a final public performance as the culminating event.



WIND ENSEMBLE

Credit: 1

Length: 1 year

Grade level: grades 9-12

Prerequisite: none

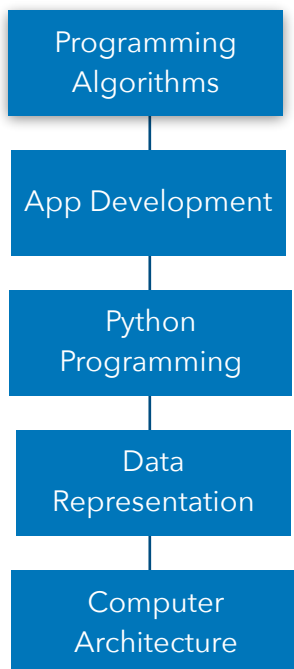
This course is designed to teach students how to play wind instruments, including brass and woodwinds, in an ensemble setting. Throughout the course, students will learn basic scales and techniques, play in various styles and genres, and study music theory as it applies to wind instruments. The course culminates in a public performance, allowing students to showcase their skills and hard work. By the end of the course, students will have gained the skills and knowledge needed to become proficient wind instrument players and confident ensemble performers.

COMPUTER SCIENCE

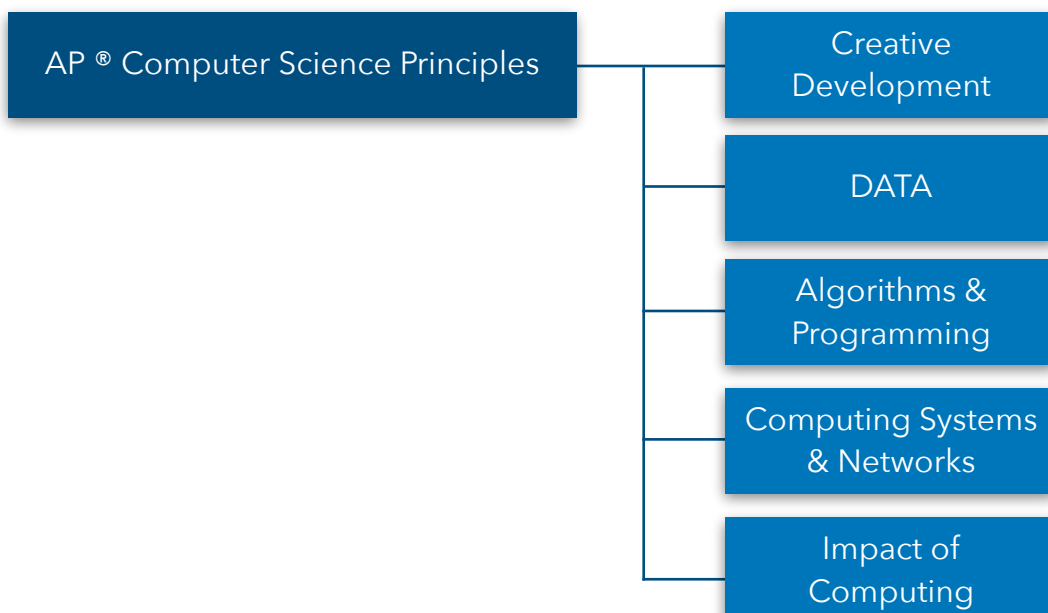
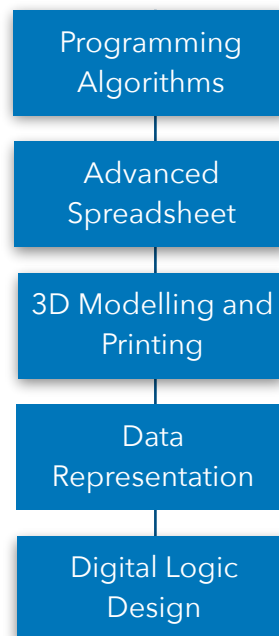
The Computer Science Program for Grades 9-12 is designed to provide students with a solid foundation in computer science concepts and skills, preparing them for college and careers in the fast-growing field of technology. The program covers a wide range of topics, including programming, algorithms, data structures, computer architecture, and software engineering. Throughout the program, students will develop critical thinking skills and learn to approach problems with a systematic and analytical mindset. They will be encouraged to think creatively and to use their programming skills to create innovative solutions to real-world problems.

TECHNOLOGY, ENGINEERING, AND COMPUTER SCIENCE COURSE SEQUENCE

GRADE 9-10



GRADE 11 & 12



COMPUTER SCIENCE

PROGRAMMING & ALGORITHMS

Credits: 2

Length: 2 Terms (Grade 9), 1 Term (Grade 10)

Grade Level(s): 9-10

The main goal of this course is to equip students with fundamental programming skills and computational thinking abilities, achieved through engaging hands-on activities designed to make the learning process both enjoyable and approachable.

App Development (Grade 9): Students will be taught the basics of programming and app development, using App Inventor, a user-friendly online platform. Students will develop their apps on a web browser and test their creations using a connected tablet. This will allow them to simulate their apps to assess their functionality, as well as debug their programs when necessary.

Python Programming (Grades 9-10): Students will be introduced to text coding using Python; an easy-to-use, powerful, and multipurpose programming language that allows students to learn basic programming concepts, using easy syntax. This course is intended to make students develop their programming skills to an intermediate level, by moving beyond the basics. Students will learn advanced programming concepts and techniques, including iterations, lists, nested conditionals, and more.

DATA REPRESENTATION

Credits: 2

Length: 1 Term

Grade Level(s): 9

In this course, students will explore how data, such as numeric data, alphanumeric data, images, and audio is represented in a computer system using binary code. They will also learn how to convert between decimal and binary number systems. Students will also gain an understanding of the importance of data representation in computer systems and how it impacts the accuracy and efficiency of data processing.

COMPUTER ARCHITECTURE

Credits: 2

Length: 1 Term

Grade Level(s): 10

Students will be introduced to Digital Logic and explore how logic gates are used to create logic circuits. Students will also gain hands-on experience with logic gate circuits using software simulation tools. Additionally, students will then dive deep into the inside of a computer system and develop an understanding of how the CPU operates, the different types of memory used in a computer system, and how cache helps improve system performance. By the end of the unit, students will gain insight into the computers' architecture and how internal components work together to power modern computing.

PROGRAMMING & ALGORITHMS

Credits: 2

Length: 1 Term

Grade Level(s): 11

This course is intended to make students develop their programming skills to the intermediate level in Python, by moving beyond the basics. Students will learn more advanced programming concepts and techniques, including iterations, lists, functions, nested conditionals, and more. Students will also understand the characteristics of various algorithms as well as be able to implement them in Python.

ADVANCED SPREADSHEETS

Credits: 2
Length: 1 Term
Grade Level(s): 11

Students will be introduced to advanced features and techniques of Microsoft Excel for creating, manipulating, and analyzing data in spreadsheets. Topics covered may include advanced formulas and functions, data validation, charts and pivot tables. The course will also guide students towards using the best practices for organizing and presenting data in spreadsheets for maximum clarity and impact. Students may be expected to complete complex assignments that require them to apply their knowledge to real-world scenarios. The course will also include opportunities for students to develop their teamwork and collaboration skills through group projects.

3D MODELLING AND PRINTING

Credits: 2
Length: 1 Term
Grade Level(s): 11

Students will also be introduced to 3D modelling and printing. They will gain understanding of how to use the 3D printing software and know its limitations. Students will be introduced to the basic operations in Fusion 360, including sketching, extruding 3D objects from sketches, 3D modelling and sculpting. In addition, students will have the opportunity to print their designs using a 3D printer. This will give them hands-on experience in printing their designs and understanding the practical aspects of 3D printing technology. They will learn how to prepare their 3D designs for printing, and operate the 3D printer to produce their physical objects.

ALGORITHMS & PROGRAMMING

Credits: 2
Length: 1 Term
Grade Level(s): 12

This course is intended to make students develop their programming skills to the intermediate level in Python, by moving beyond the basics. Students will learn more advanced programming concepts and techniques, including iterations, lists, functions, nested conditionals, and more. Students will also understand the characteristics of various algorithms as well as be able to implement them in Python.

DATA REPRESENTATION

Credits: 2
Length: 1 Term
Grade Level(s): 12

Data representation is a fundamental concept in computer science, and understanding how data is encoded and decoded is essential for working with computers and computer systems. In this course, students will learn about the three most common number systems used in computer science: binary, decimal, and hexadecimal, and the conversions between them.

DIGITAL LOGIC DESIGN

Credits: 2
Length: 1 Term
Grade Level(s): 12

This course will delve into digital logic design, which encompasses topics like logic gates, Boolean algebra, and combinational logic circuits. The course will also provide hands-on experience with breadboarding and electronics to construct combinational digital logic circuits that perform specific functions. Overall, this course is a great way for students to gain the necessary skills to analyse, design and build digital logic circuits, which are the building blocks of modern electronic devices and computers.

AP[®] Computer Science Principles

The course framework includes two essential components.

COMPUTATIONAL THINKING PRACTICES The computational thinking practices are central to the study and practice of computer science. Students should practice and develop these skills on a regular basis over the span of the course.

COURSE CONTENT The course content is organized into big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course. The content and conceptual understandings within the big ideas reflect what colleges and universities typically expect students to master to qualify for college credit and/or placement. The course content will be delivered as a you-year program.

CREATIVE DEVELOPMENT

*Credits: 2
Length: 1 Term
Grade Level(s): 11 AP[®]*

In this course, students work collaboratively to design and develop programs using an iterative development process. They identify the needs of all users by gathering input from people from different backgrounds and demographics. Once the program is developed, they test it to ensure it meets these needs.

DATA

*Credits: 2
Length: 1 Term
Grade Level(s): 11 AP[®]*

Everything we do with a computer is being broken down into some form of data, it is important for students to develop a breadth of understanding of how computers handle data and how students can use those same data to solve problems. In this course, students will gain a deep understanding of how information is stored on a computer in binary and seamlessly translated into what is seen on the screen or heard through speakers. Students will also learn how data is processed to learn something new.

ALGORITHMS & PROGRAMMING

*Credits: 2
Length: 2 Terms
Grade Level(s): 11 AP[®]*

All programming languages, whether block-based or text-based, use similar programming structures and commands. Having a basic understanding of how these building blocks are combined to form algorithms and abstractions in one language makes it easier to apply these same understandings to other programming languages. This big idea focuses on determining the efficiency of algorithms, as well as writing and implementing algorithms in a program. This big idea can be paired with any of the other big ideas and taught throughout the school year.

ALGORITHMS & PROGRAMMING

*Credits: 2
Length: 2 Terms
Grade Level(s): 11 AP[®]*

Students will enhance their programming abilities in Python and apply what they learned through the completion of a Performance Task, wherein they will think of a problem that can be solved by programming and then use their coding skills to create a program to solve it.

ALGORITHMS & PROGRAMMING

Credits: 2
Length: 2 Terms
Grade Level(s): 12 AP®

Students will enhance their programming abilities in Python and apply what they learned through the completion of a Performance Task, wherein they will think of a problem that can be solved by programming and then use their coding skills to create a program to solve it.

COMPUTING SYSTEMS AND NETWORKS

Credits: 2
Length: 1 Term
Grade Level(s): 12 AP®

In this course, students will learn how computer systems and networks, primarily the Internet, work. Students will learn about how information is transmitted on the Internet and about the safeguards that have been put in place to keep this system from breaking down. Students will also learn the effect the dividing tasks across multiple computing devices can have on the speed at which processes can occur. In addition, students will explore how the creation of computer programs can have extensive impacts on societies, economies, and cultures. Students will also explore these effects, the legal and ethical concerns that come with programs, and the responsibilities of programmers. Students will learn how to use computing safely and responsibly, and be aware of privacy, security, and ethical issues, both as programmers and as computer users.

IMPACT OF COMPUTING

Credits: 2
Length: 1 Term
Grade Level(s): 12 AP®

The creation of computer programs can have extensive impacts, some unintended, on societies, economies, and cultures. In this big idea, students explore these effects, the legal and ethical concerns that come with programs, and the responsibilities of programmers. When using computing innovations and transmitting information via the Internet, students should be aware of the risk of sharing personal identifiable information about themselves, such as their age or address, and actively take steps to keep this information safe. This big idea can be integrated throughout the course and works well with the Creative Development, Data, and Computing Systems and Networks big ideas.

Appendix Summary of 2022-2023 Course Offerings

GRADE: 9	
Course	Credits
Arabic Language - Arabs	1.0
Arabic Language - Non Arabs	1.0
Islamic Studies	0.5
UAE Social Studies	0.5
English Language	1.0
Mathematics	1.0
Physics	0.5
Biology	0.5
Chemistry	1.0
History	0.5
Information Communication Technology	0.5
Spanish Language	0.5
French Language	0.5
Physical Education	
Physical Education I	0.5
Physical Education II	0.5
Performing Arts: Music I.a	0.5
Performing Arts: Music I.b	0.5
Performing Arts: Drama I	0.5
Performing Arts: Music I.c	0.5
Performing Arts: Music I.d	0.5
Visual Arts I	0.5
Visual Arts II	0.5
Visual Arts III	0.5

GRADE: 10	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
Mathematics	4.0
Physics	3.0
Biology	3.0
Chemistry	3.0
History	3.0
Economics	3.0
Information Communication Technology	2.0
Spanish Language	2.0
French Language	
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Music I.c	
Performing Arts: Music I.d	
Visual Arts I	
Visual Arts II	
Visual Arts III	

GRADE: 11 ENGINEERING	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
Mathematics: Pre-Calculus	4.0
Physics	4.0
Chemistry	4.0
Business Studies	3.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Music I.c	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Performing Arts: Music III.a	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 11 MEDICINE & HEALTH SCIENCES	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
Mathematics: Pre-Calculus	4.0
Biology	4.0
Chemistry	4.0
Psychology	3.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Music I.c	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Performing Arts: Music III.a	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 11 ECONOMICS & BUSINESS	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Literature	4.0
Mathematics : (Algebra 2)	4.0
Physics*	3.0
Biology *	3.0
Chemistry*	3.0
Business Studies	4.0
Economics	4.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Music I.c	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Performing Arts: Music III.a	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 11 LIBERAL ARTS	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Literature	4.0
Mathematics : (Algebra 2)	4.0
Physics*	3.0
Biology*	3.0
Chemistry*	3.0
Business Studies	4.0
Psychology	4.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Music I.c	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Performing Arts: Music III.a	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 11 AP ENGINEERING	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
Mathematics: Pre-Calculus	4.0
AP® Physics C - Mechanics	4.0
AP® Biology	4.0
AP® Chemistry	4.0
Business Studies	2.0
Psychology	2.0
Information Communication Technology	3.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Music III.a	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Music I.c	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 11 AP MEDICINE AND HEALTH SCIENCES	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
Mathematics: Pre-Calculus	4.0
AP® Physics C - Mechanics	4.0
AP® Biology	4.0
AP® Chemistry	4.0
Business Studies	3.0
Psychology	3.0
Information Communication Technology	3.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Music III.a	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Music I.c	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 11 AP ECONOMICS/BUSINESS	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
Mathematics: Pre-Calculus	4.0
Biology	3.0
Physics	3.0
Chemistry	3.0
Business Studies	3.0
Information Communication Technology	2.0
Spanish Language	4.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.b	
Performing Arts: Music I.a	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Music I.c	
Performing Arts: Music II.b	
Performing Arts: Music II.a	
Performing Arts: Music III.a	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 12 ENGINEERING	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
Mathematics - Calculus	4.0
Physics	4.0
Chemistry	4.0
Psychology	2.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Drama III	
Performing Arts: Music I.c	
Performing Arts: Music I.d	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 12 MEDICINE & HEALTH SCIENCES	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
Mathematics: Pre-Calculus	4.0
Biology	4.0
Physics	
Chemistry	4.0
Business Studies	3.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.b	
Performing Arts: Music I.a	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Music I.c	
Performing Arts: Music II.b	
Performing Arts: Music II.a	
Performing Arts: Music III.a	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 12 ECONOMICS & BUSINESS	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Literature	4.0
Mathematics: Pre-Calculus	4.0
Physics*	3.0
Biology*	3.0
Chemistry*	3.0
Business Studies	4.0
Economics	4.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Drama III	
Performing Arts: Music I.c	
Performing Arts: Music I.d	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Visual Arts I	
Visual Arts II	
Visual Arts III-V	

GRADE: 12 LIBERAL ARTS	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	12.0
English Literature	4.0
Mathematics: Pre-Calculus	4.0
Physics*	3.0
Biology*	3.0
Chemistry*	3.0
Business Studies	4.0
Psychology	4.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Drama III	
Performing Arts: Music I.c	
Performing Arts: Music I.d	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Visual Arts I	
Visual Arts II	
Visual Arts III-V	

GRADE: 12 AP ENGINEERING	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
AP® Calculus	4.0
AP® Physics C - Electricity and Magnetism	4.0
AP® Chemistry	4.0
Business Studies	
Psychology	3.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Drama III	
Performing Arts: Music I.c	
Performing Arts: Music I.d	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 12 AP MEDICINE & HEALTH SCIENCE	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
AP® Calculus	4.0
AP® Physics C - Electricity and Magnetism	
AP® Chemistry	4.0
AP® Biology	4.0
Business Studies	3.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.a	
Performing Arts: Music I.b	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Drama III	
Performing Arts: Music I.c	
Performing Arts: Music I.d	
Performing Arts: Music II.a	
Performing Arts: Music II.b	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	

GRADE: 12 AP ECONOMICS & BUSINESS	
Course	Credits
Arabic Language - Arabs	4.0
Arabic Language - Non Arabs	4.0
Islamic Studies	2.0
English Language	4.0
Mathematics: Pre-Calculus	4.0
Biology	4.0
Physics	4.0
Chemistry	4.0
Business Studies	3.0
AP Microeconomics	5.0
Information Communication Technology	2.0
Spanish Language	2.0
Physical Education	
Physical Education I	
Physical Education II	
Performing Arts: Music I.b	
Performing Arts: Music I.a	
Performing Arts: Drama I	
Performing Arts: Drama II	
Performing Arts: Music I.c	
Performing Arts: Music II.b	
Performing Arts: Music II.a	
Performing Arts: Music III.a	
Visual Arts I	
Visual Arts II	
Visual Arts III	
Visual Arts IV	



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