



أكاديمية جيمس الأمريكية – أبوظبي

GEMS American Academy

ABU DHABI

PROGRAM OF STUDIES 2021-2022

Secondary School

GAA SECONDARY PROGRAM OF STUDIES

The Secondary School program is based on the US Common Core Standards and International aims – with a focus on deep understandings and transferable skills. American curriculum offers a wide range of academic subjects along with a holistic approach to learning. The core academic program intends to build knowledge, skills and understandings around literacy, numeracy, creativity and sustainability. This core is supplemented by instruction in Visual Arts, Music, Drama, Informational Technology, World Languages and Physical Education.

The American approach offers more than a larger selection of course offerings and activities; this American education can be described as a student-centered, inclusive and adaptive approach to learning. Curriculum and instruction at GAA celebrates and cultivates students' ability to problem-solve, and use their imagination while developing critical thinking skills. Our students also develop important social/emotional skills and confidence that is essential in personal development.

At GAA, each student's program is made up of a combination of different courses:

1. GAA Core Academic Courses/IBDP Courses
2. ADEK Required Courses
3. GAA Elective Courses

For promising grade 11 and 12 students we offer the opportunity to take the International Baccalaureate Diploma Programme. The IBDP is an academically challenging and balanced program of education, designed to address the intellectual, social, emotional and physical well-being of students.

Department of Education and Knowledge (ADEK) requirements vary depending upon a child's nationality and religion. Our school uses information provided by parents during the school registration process. Requirements for Arabic Language, Islamic Studies and UAE Social Studies courses vary according to each student's registered nationality and religion. In order to comply with ADEK regulations, every student has specific course requirements according to one of the following four categories:

- Group 1 – Arab Muslim
- Group 2 – Arab Non-Muslim
- Group 3 – Non-Arab Muslim
- Group 4 – Non-Arab Non-Muslim

TABLE OF CONTENTS

[ADEK Requirements](#)

[Moral Education](#)

[English](#)

[Language Acquisition](#)

- [Arabic](#)
- [French](#)
- [Spanish](#)

[Social Studies](#)

- [Humanities](#)
- [UAE Social Studies](#)
- [Islamic](#)

[Sciences](#)

[Mathematics](#)

[Arts](#)

- [Visual Arts](#)
- [Music](#)
- [Theater Arts](#)

[PE](#)

[Electives](#)

ADEK REQUIREMENTS

UAE HIGH SCHOOL EQUIVALENCY REQUIREMENTS

The UAE High School Equivalency is a certification given by the Abu Dhabi Department of Education and Knowledge (ADEK) to students **of any nationality**, graduating from a school in the UAE, and who wish to have the UAE equivalency authentication granted for their high school diploma. This is required for all students – regardless of nationality - wishing to study in many post-secondary institutes in the UAE and other Arab countries, and may be required for graduates to be eligible to work in the UAE and other Arab countries. Arab national students are highly advised to seek the UAE high school equivalency.

These students must meet the following requirements below that are set by ADEK:

1. COURSE REQUIREMENTS FOR EQUIVALENCY OF AMERICAN DIPLOMA

- Students must complete both their Islamic and Arabic courses every year in grades 9, 10, 11, and 12.
- All students holding passports from the below mentioned Arabic speaking countries must take native Arabic courses in grades 9, 10, 11, and 12.
- Non-Muslim students are not required to take Islamic courses.
- Students holding passports from non-Arabic speaking countries are expected to take non-native Arabic courses.
- Successfully complete five of the following ADEK approved courses each year in grades 10, 11, and 12:

English, Mathematics, Physics, Chemistry, Biology, Geology, Health & Nutrition Science, Economics, History, Psychology, Business, Geography, Sociology, French, Arts & Design, Information Technology, Computer Science. These offerings may vary from year-to-year.

2. ARABIC AND ISLAMIC BOARD EXAMS

- Students seeking equivalency must pass both the Islamic Studies and Arabic Ministry board exams in native or non-native Arabic. (Non-Muslim students are not required to sit for the Islamic Ministry exam.)
- These examinations are offered and scheduled by ADEK to students in grade 12 on two separate days during the month of May.
- All students holding passports from the below mentioned Arabic speaking countries are expected to take the appropriate Ministry of Education examination(s) in native (first) language Arabic.

3. OTHER REQUIREMENTS

- Original International TOEFL Certificate with a minimum score of 61 for the online test and 500 for the written test
- Original MATH/SAT 1 Certificate with minimum 400 score

*REQUIREMENT FOR CITIZENS OF ARAB COUNTRIES

All students holding passports from the following Arabic speaking countries must take native language Arabic in grade 9 and grade 10: Algeria, Bahrain, Comoros Islands, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, and Yemen.

All Muslim students are required to take Islamic Studies courses every year in high school. These courses are offered both in native Arabic and in English.

GROUP REQUIREMENTS

In GAA, courses in grades 6-12 are in three different categories:

1. GAA Core Courses/IBDP Courses
2. ADEK Required Courses
3. GAA Elective Courses

Each student's program is made up of a combination of these different categories of courses.

Department of Education and Knowledge (ADEK) requirements vary depending upon a child's nationality and religion. Our school uses information provided by parents during the school registration process. Requirements for Arabic Language, Islamic Studies and UAE Social Studies courses vary according to each student's registered nationality and religion. In order to comply with ADEK regulations, every student has specific course requirements according to one of the following four categories:

- Group 1 – Arab Muslim
- Group 2 – Arab Non-Muslim
- Group 3 – Non-Arab Muslim
- Group 4 – Non-Arab Non-Muslim

ADEK REQUIREMENTS (GRADES 6-10)

	Group 1	Group 2	Group 3	Group 4
PE	✓	✓	✓	✓
Art OR French/Spanish	✓	✓	✓	N/A
Art			*	✓

	Group 1	Group 2	Group 3	Group 4
French or Spanish				✓
Arabic	✓ Native	✓ Native	✓ Non-Native	✓ Non-Native
Islamic Studies	✓ In Arabic	N/A	✓ In English	N/A
UAE Social Studies in Arabic	✓	✓	N/A	N/A
UAE Social Studies in English	✓	✓	✓	✓
Moral Education*	✓	✓	✓	✓

MORAL EDUCATION

“Moral Education is designed by the UAE Ministry of Education to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity.

It promotes character building to develop the next generation of role models and leaders, who contribute positively to the long-term health and well-being of society and the wide world.

Moral Education covers four pillars – character and morality; the individual and the community; civic studies; and cultural studies and blends academic content with an exploration of character and ethics. It has been designed as a progressive series of units to be taught (for 45 minutes each week) over twelve eleven years of schooling from Grade 1 to Grade 12.”

www.moraleducation.ae

GROUP 1: ENGLISH

English Language at GAA is a mandatory subject from grades 6 through 12. Using Project AERO/Common Core+ standards as the objectives for learning, emphasis is placed on multiple literacies and writing strategies for IB and college prep. English Language consists of classroom instruction that relies heavily on reading, writing, listening and speaking. Courses are vertically aligned and each grade level's curriculum is thoughtfully scaffolded by age-appropriate skills. Students' analytical and writing skills are honored through the exploration of novels, short stories, non-fiction and poetry. Assessment tools vary by grade level and unit, and are often tailored to meet the specific needs of students. Assessments are utilized to measure and monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

English 6

Credit: N/A

Prerequisite: Completion of grade 5 English

Core Instructional Materials:

Literary anthologies, novels, short stories and a variety of media

English 6 will focus on the effective usage of spoken and written language and on the development of the student as an active reader and writer. Reading, writing and speaking will be at the center of this course. Students will read complex topic related selections in a wide range of genres. Students will be writing in a variety of forms, with a focus on narrative, argumentative, analytical and research writing. Students will work together in small groups to complete assignments, research, projects and presentations.

English 7

Credit: N/A

Prerequisite: Completion of grade 6 English

Core Instructional Materials:

Literary anthologies, novels, plays and various media.

English 7 introduces students to the major genres (poetry, fiction, non-fiction, and drama) and their principal characteristics. Through complex texts, students will examine the many universal themes in literature while continually working on their writing skills. The course stresses the importance of research skills as students explore various real-world topics. Students will be writing in a variety of forms, with a focus on argumentative, analytical, and creative writing. Analytical reading, writing, oral communication and thinking skills - that students need for success in secondary school academic programs - will be practiced and mastered.

English 8	
<p><u>Credit:</u> N/A</p> <p><u>Prerequisite:</u> Completion of grade 7 English</p> <p><u>Core Instructional Materials:</u> Literary anthologies, novels, plays and various media.</p>	<p>English 8 further explores the major genres (poetry, fiction, non-fiction, and drama) and their principal characteristics. Students examine the many universal themes in literature while continually working on their writing skills. The course stresses the importance of robust research skills and understanding different perspectives. Analytical reading, writing, oral communication and thinking skills that students need for success in secondary school academic programs will be practiced and mastered. Students will study and interpret complex texts from contemporary and historical periods, including plays, short stories, novels, poetry and short essays. An important focus will be on narrative, analytical and argumentative writing.</p>
English 9	
<p><u>Credit:</u> 1.0</p> <p><u>Prerequisite:</u> Completion of grade 8 English</p> <p><u>Core Instructional Materials:</u> Literary anthologies, novels, plays and various media.</p>	<p>English 9 focuses on the complementary themes of coming of age, challenging truths, society and its structure and the quest for identity. The thematic lens of this course provides students with a platform from which they can develop their skills as critical thinkers, readers, and writers. In their reading and discussion of various complex texts—including short stories, poetry, novels and articles—they will consider both the meaning and form of the works. Throughout the course they will write in a variety of genres including personal narrative, argumentative writing, reflection and literary analysis. The appropriate use of technology and digital media are integral parts of this course.</p>
English 10	
<p><u>Credit:</u> 1.0</p> <p><u>Prerequisite:</u> Completion of grade 9 English</p> <p><u>Core Instructional Materials:</u> Literary, novels, plays and various media.</p>	<p>English 10 is designed to build on knowledge and skills acquired in earlier grades, but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Through the study of the theme of heroes instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, cultural and ethical perspectives. Throughout the course they will write in a variety of genres including personal narrative, argumentative writing and literary analysis. The appropriate use of technology and digital media are integral parts of this course.</p>

Honors English	
<p><u>Credit</u>: 1.0 (Grades 9 & 10)</p> <p><u>Prerequisite</u>: Above grade level achievement and growth on MAP and CAT4, high grades in past English course(s) and AtLs</p>	<p>Honors is designed for highly motivated students who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The pace and the depth of this course is designed for those students who are ready to engage on a more advanced level.</p>
English 11	
<p><u>Credit</u>: 1.0</p> <p><u>Prerequisite</u>: Completion of English 10</p> <p><u>Core Instructional Materials</u>: , novels, plays and various media.</p>	<p>English 11 continues to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Kate Chopin; seminal pieces from W.E.B. Du Bois, and Booker T. Washington; and contemporary literature from Tim O'Brien and Louise Erdrich. Through the study of a variety of complex text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. An important focus will be placed on narrative, analytical and argumentative writing. The appropriate use of technology and digital media are integral parts of this course.</p>
English 12	
<p><u>Credit</u>: 1.0</p> <p><u>Prerequisite</u>: Completion of English 11</p> <p><u>Core Instructional Materials</u>: Literary anthologies, novels, plays and various media.</p>	<p>English Grade Twelve offers a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 lessons comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills.</p> <p>Fused with the study of these selections is the continued refinement of composition skills, usage skills, and research skills that students need for success in post-secondary school academic programs. The writing focus in this course includes analysis, synthesis, and argumentation. The appropriate use of technology and digital media are integral parts of this course.</p>

IBDP 1&2 English Language & Literature (SL/HL)

Credit: 1.0 (each year)

Prerequisite: past grades, AtLs, MAP and CAT4 results are considered in guiding course requests

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, how we see and understand the world in which we live. A key aim of this course is to encourage students to question the meaning generated by language and texts, which is rarely straightforward and unambiguous. Helping students to focus on the language of the texts they study and to become aware of each text's wider context in shaping its meaning is central to the course.

The two-year "Language and Literature" course aims to develop skills of textual analysis and the understanding that texts emerge from a specific time and place, which need to be considered in order for the text to be fully understood. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of the IB and its commitment to intercultural understanding, the "Language and Literature" course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into the different ways in which cultures influence and shape the human experience.

[Return to Table of Contents](#)

GROUP 2: LANGUAGE ACQUISITION - WORLD LANGUAGES

ARABIC

MS Arabic Native 6

Credit: N/A

Prerequisite: Completion of grade 5 Arabic Native

يهدف منهج اللغة العربية للصف السادس إلى توثيق علاقة الطالب بلغته الأم، وتنمية مهارات اللغة الأربع من استماع وتحدث وقراءة وكتابة، وتعزيز القيم الإنسانية والانتماء للوطن، وحثه على توظيف اللغة العربية في حياته اليومية من خلال التركيز على مهارات التفكير العليا واستخدام مهارات القرن الواحد والعشرين وتعزيز مفاهيم المواطنة

يحتوي منهج اللغة العربية للصف السادس على مجموعة من النصوص الأدبية الشعرية والنثرية إضافة إلى النصوص المعلوماتية المرتبطة بواقع الطالب والتي تحثه على مكارم الأخلاق والتي تنمي مهارة القراءة والإلقاء والاستنباط والتذوق وتزيد من حصيلة الطالب اللغوية وتكسبه أساليب بلاغية وأدبية جديدة

حيث يحل المتعلم أنواعًا مختلفة من النصوص فيعمل على تفسير كلمات النص ويحدد علاقات التضاد والترادف، مفرغًا ما قرأه من معلومات في خريطة مفاهيمية، كما يتعرف الخصائص العامة للسيرة الغيرية والذاتية

كما يسلم المنهج الضوء على بعض المفاهيم اللغوية كتمييز الفعل المعرب من المبني، والتعرف على علامات الإعراب الأصلية والفرعية في الجملة الاسمية، والتعرف على المعطوف والمعطوف عليه وإعرابهما إعراب المثنى وجمع المذكر والمؤنث السالم وإعراب جملة كان وجملة إن، والعمل على تفعيل هذه المهارات في إنتاج اللغة كتابةً وتحدثًا بشكل صحيح. بالإضافة إلى مهارات إملائية عدة ككتابة الهزرة المتطرفة بشكل صحيح، وكتابة الكلمات التي تسقط منها الهزرة، واستخدام علامات الترقيم استخدامًا سليمًا، إلى جانب المهارات الكتابية والتي تعرفه على أنواع الفنون الأدبية وخصائصها: ككتابة نصوص سردية متضمنة حبكة وإطارًا زمنيًا ومكانيًا مستخدمًا تقنيات الحوار والسرد والوصف وكتابة نصوص تفسيرية وإقناعية ليعرض وجهة نظره في القضية التي يتناولها مقدمًا أدلة مقنعة ومخاطبًا اهتمامات القارئ.

كما يستمع المتعلم لمجموعة من النصوص فيحللها ويخمن معاني الكلمات في النص المسموع ويظهر فهمًا للموضوع ويقدم عرضًا تقديميًا إقناعيًا عن وجهة نظره مستخدمًا اللغة العربية ضبط الفصيحة كما يعد وينشئ قصة ويقدمها مستخدمًا استراتيجيات وآليات الكلام المتضمنة التنعيم ووضوح الصوت

Core Instructional Materials:
Ministry of Education curriculum

MS Arabic Native 7

Credit: N/A

Prerequisite: Completion of grade 6 Arabic Native

يهدف منهج اللغة العربية للصف السابع إلى توثيق علاقة الطالب بلغته الأم، وتنمية مهارات اللغة الأربع من استماع وتحدث وقراءة وكتابة، وتعزيز القيم الإنسانية والانتماء للوطن، وحثه على توظيف اللغة العربية في حياته اليومية من خلال التركيز على مهارات التفكير العليا واستخدام مهارات القرن الواحد والعشرين وتعزيز مفاهيم المواطنة

يحتوي منهج اللغة العربية للصف السابع مجموعة من النصوص الأدبية الشعرية والنثرية إضافة إلى النصوص المعلوماتية المرتبطة بواقع الطالب والتي تحثه على مكارم الأخلاق والتي تنمي مهارة القراءة والإلقاء والاستنباط والتذوق وتزيد من حصيلة الطالب اللغوية وتكسبه أساليب بلاغية وأدبية جديدة

حيث يتم تناول المفاهيم النحوية والصرفية في ظل دراسة النصوص الأدبية والمعلوماتية تحت مسمى (الإضاءات اللغوية) دون أفراد درس مستقل لكل مفهوم كما تم تناول المفاهيم البلاغية من خلال النص الشعري كأن يفسر المتعلم معاني المفردات باستخدام المعجم ويستنتج الدلالات والتعبيرية اللفظية والصور الشعرية، ويبين المعنى العام للنصوص ويتعرف تقنيات العمل المسرحي وتقنيات السرد والحوار والوصف في القصة

كما يسلط المنهج الضوء على بعض المفاهيم اللغوية كتمييز الفعل الصحيح من المعتل، والفعل المبني للمعلوم من المبني للمجهول، والتعرف على أحوال العدد، والتعرف على الفعل المضارع رفعاً ونصباً وجزماً وإعرابه إعراباً سليماً، والتعرف على المفعول المطلق وإعرابه والعمل على تفعيل هذه المهارات في إنتاجه اللغة كتابةً وتحديثاً فتتطرق أيضاً إلى مهارات إملائية عدة: كتابة الألف اللينة في نهاية الأسماء والأفعال الثلاثية وكتابة ألف الاثنين في الأفعال المنتهية بهمزة متطرفة وكتابة همزة المد كتابة صحيحة (همزة الوصل والقطع إلى وأشكال الهمزة المتوسطة)، واستخدام علامات الترقيم، والكتابة الجيدة بخط الرقعة جانب المهارات الكتابية والتي تعرفه على أنواع الفنون الأدبية وخصائصها مثل: كتابة قصة قصيرة منتبهة لعناصرها الفنية مشتملة على تقنيات السرد والوصف والحوار، وكتابة نصوص ليعرض وجهة نظره في القضية التي يتناولها مقدماً أدلة مقنعة ومُخاطباً تفسيرية وإقناعية اهتمامات القارئ

كما يستمتع المتعلم لمجموعة من النصوص فيحللها ويخمن معاني الكلمات غير المعروفة في النص المسموع ويظهر فهماً للموضوع ويقدم عرضاً تقديمياً إقناعياً عن وجهة نظره مستخدماً اللغة العربية الفصيحة

Core Instructional Materials:
Ministry of Education
curriculum

MS Arabic Native 8

Credit: N/A
Prerequisite: Completion of
grade 7 Arabic Native

يهدف منهج اللغة العربية للصف الثامن الناطقين إلى توثيق علاقة الطالب بلغته الأم، وتعزيز مهاراته اللغوية من استماع وتحدث وقراءة وكتابة، حيث سيتعلم الطالب تحليل مجموعة من النصوص الأدبية الشعرية والنثرية قديمة وحديثة، ويتعرف خصائصها. وسيتناول نصوصاً قرآنية ونصوصاً من الحديث النبوي الشريف ويطلع على نصوص شعرية من العصر الأموي والعباسي والشعر الحديث تتناول الحكمة ومكارم الأخلاق، ويقارن بين بعض الأنواع الأدبية ليتعرف ميزات كل فن.

يوجه المنهج الطالب إلى البحث واستقصاء المعلومات وتنمية ثقافته ومهاراته في التحدث والإقناع والتخطيط لمشروع بحثي وكتابة نصوص متعددة منها (الإقناعي والفسيري والرسالة الرسمية، مع مراعاة المهارات الإملائية والكتابية من حيث سلامة اللغة وتقدير الموضوع وعلامات الترقيم.

يتعرف الطالب من خلال منهج الصف الثامن مفهوم الفعل المجرد والمزيد ومصادر الأفعال الثلاثية وغير الثلاثية بالإضافة إلى الحال والأفعال الخمسة والمفعول له والمضاف إليه، وسينتج جملاً تحتوي أنواع التشبيه المختلفة ويميزها في النصوص الأدبية، وسيجدد مواطن التضمن والإقتباس في الأعمال الأدبية ويستخدمها في إنتاجه اللغوي

Core Instructional Materials:
Ministry of Education
curriculum

HS Arabic Native 9

Credit: 1.0

Prerequisite: Completion of grade 8 Arabic Native

Core Instructional Materials: Ministry of Education curriculum

يهدف منهاج اللغة العربية وتعزيز مهاراته اللغوية من ،لصف التاسع الناطقين إلى توثيق علاقة الطالب بلغته الأم استماع وتحدث وقراءة وكتابة، حيث سيتعلم الطالب تحليل مجموعة من النصوص الأدبية الشعرية والنثرية قديمة وحديثة، ويتعرف خصائصها. وسيتناول نصوصاً قرآنية ونصوصاً من الحديث النبوي الشريف ويطلع على نصوص شعرية من العصر الجاهلي والعصر العباسي تتناول الحكمة ومكارم الأخلاق، بالإضافة إلى شعر التفعيلة الذي يعزز ارتباط الطالب بوطنه وأرضه، ويتعلم عن أدب الرحلات والمقال بأنواعه الصحفي والأدبي والمعلوماتي وكذلك السيرة الذاتية، والقصة القصيرة كما يعمل المنهاج على إلى توسيع أفق المعرفة والثقافة وتدريب الطالب على القراءة الحرة والتثقيف الذاتي، واكتساب مهارات جديدة، والتدريب على المهارات الأساسية، مهارات التفكير والتحليل والمناقشة والمشاركة.

بالإضافة إلى التعرف على مفهوم الميزان الصرفي واشتقاق اسم الفاعل واسم المفعول، وصيغ التشبيه البليغ والاستعارة، ويتعرف الأفعال التي تنصب مفعولين والتوكيد والممنوع من الصرف وصياغة العدد.

أما في المهارات اللغوية فسوف يتمكن الطالب من كتابة مقالات متنوعة عن علماء ومفكرين من العالم العربي وعن شخصيات قيادية ناجحة، وينتج نصاً عن سيرته الذاتية

HS Arabic Native 10

Credit: 1.0

Prerequisite: Completion of grade 9 Arabic Native

Core Instructional Materials: Ministry of Education curriculum

يتوقع من الطالب خلال العام الدراسي في (المعارف الأدبية) قراءة الآيات القرآنية والنصوص الشعرية والنثرية قراءة سليمة مع تمثّل المعنى، وتحليل النصوص الأدبية التي يقرأها كبعض القصص القصيرة التي تهدف لمساعدة الفقراء والمحتاجين، وتقوية العلاقات بين الجيران، والشوق والحنين إلى الوطن. وأبيات من الشعر الجاهلي في مكارم الأخلاق وأبيات من الشعر الحديث في مدح الشيخ زايد، مع تحديد العاطفة المسيطرة على الشاعر. ونصوص أدبية من أدب الخراب، مستخلصاً سمات هذا الأدب. بالإضافة إلى التمييز بين الحوار الداخلي والخارجي في القصة الواقعية، وتفسير بواعث الحدث القصصي، وكذلك شرح الآيات القرآنية والأحاديث النبوية التي تحث على مكارم الأخلاق وأيضاً مساعدة المحتاجين، مع تحليل عناصرها الفنية.

كما يتوقع من الطالب في المفاهيم اللغوية من التمييز بين صيغ المبالغة والصفة المشبهة وإعرابهما، وبين أسلوب الاختصاص والاستثناء، وتحليل عناصرهما. وكذلك التمييز بين الخبر والإنشاء، واستخدام الاستعارة بنوعها في تعبيراته استخداماً سليماً، واستخراج الطباق والمقابلة والتقديم والتأخير من النصوص مع تحديد وظيفتها.

أما في المهارات اللغوية فسوف يتمكن الطالب من كتابة سيرة ذاتية واستجابة أدبية، وكتابة مقالات عن القراءة والكتابة، مراعيًا عناصر كتابة المقال.

HS Arabic Native 11

Credit: 1.0

Prerequisite: Completion of grade 10 Arabic Native

يتوقع من الطالب خلال العام الدراسي في (المعارف الأدبية) قراءة الآيات القرآنية والنصوص الشعرية والنثرية قراءة سليمة مع تمثّل المعنى، وتحليل النصوص الأدبية التي يقرأها كبعض القصص القصيرة التي تهدف لمساعدة الفقراء والمحتاجين، وتقوية العلاقات الأسرية، والشوق والحنين إلى الوطن. وأبيات من الشعر الجاهلي في مكارم الأخلاق وأبيات من الشعر الحديث

<p>Core Instructional Materials: Ministry of Education curriculum</p>	<p>في البُعد عن التكبر، مع تحديد العاطفة المسيطرة على الشاعر. ونصوص أدبية من أدب الوصف، مستخلصًا سمات هذا الأدب. بالإضافة إلى التمييز بين الحوار الداخلي والخارجي في القصة الواقعية، وتفسير بواعث الحدث القصصي، وكذلك شرح الآيات القرآنية والأحاديث النبوية التي تُحْت على ضرورة التحليّ بالعلم، وأيضًا هداية الله للمخلوقات، مع تحليل عناصرها الفنيّة.</p> <p>كما يتوقع من الطالب في المفاهيم اللغوية من التمييز بين اسم التفضيل واسم الآلة وإعرابهما، وبين اسمي الزمان والمكان، وتحليل عناصر كاد وأخواتها، والبدل، والنداء. وكذلك التمييز بين الخبر والإنشاء، واستخدام التشبيه بأنواعه (ضمني- تمثيلي) في تعبيراته استخدامًا سليمًا، واستخراج الكناية والجناس من النصوص مع تحديد وظيفتها.</p> <p>أما في المهارات اللغوية فسوف يتمكن الطالب من كتابة سيرة ذاتية واستجابة أدبية، وكتابة مقالات عن ذكريات أيام الطفولة، وعن النجاح والتخطيط للمستقبل، مراعيًا عناصر كتابة المقال.</p>
--	---

HS Arabic Native 12

<p>Credit: 1.0 Prerequisite: Completion of grade 11 Arabic Native</p> <p>Core Instructional Materials: Ministry of Education curriculum</p>	<p>يتوقع من الطالب خلال العام الدراسي في (المعارف الأدبية) قراءة الآيات القرآنية والنصوص الشعرية والنثرية قراءة سليمة مع تمثّل المعنى، وتحليل النصوص الأدبية التي يقرؤها ك بعض القصص القصيرة التي تهدف لمساعدة الفقراء والمحتاجين، وتقوية العلاقات الأسرية، والإخلاص في العمل، والتحلّي بمكارم الأخلاق. أبيات من شعر العصر العباسي في مدح الخلفاء والثناء عليهم، وأبيات من الشعر الحديث في الشوق والحنين إلى الوطن، مع تحديد العاطفة المسيطرة على الشاعر. ونصوص معلوماتية عن أهمية مادة الجغرافيا، وعن دور علوم الفضاء في حياتنا. بالإضافة إلى التمييز بين الحوار الداخلي والخارجي في القصة الواقعية، وتفسير بواعث الحدث القصصي، وكذلك شرح الآيات القرآنية والأحاديث النبوية التي تُحْت على هداية نور الله لمخلوقاته، وأيضًا أهمية التوبة إلى الله، مع تحليل عناصرها الفنيّة.</p> <p>كما يتوقع من الطالب في المفاهيم اللغوية من التمييز بين كان وأخواتها وإنّ وأخواتها وإعرابهما، وبين المفاعيل بأنواعها، وتحليل عناصر كاد وأخواتها، والتّوابع الأربعة، وتحديد الفرق بين الحال والتمييز. وكذلك استخدام المُحسنات البيديّة (الجناس- الطباق- المقابلة) والصّور البيانيّة (التشبيه- الاستعارة) في تعبيراته استخدامًا سليمًا.</p> <p>أما في المهارات اللغوية فسوف يتمكن الطالب من كتابة نص تأملي إقناعي، وسيرة غيريّة ذاتيّة وكتابة استجابة لنص أدبي.</p>
--	---

NON NATIVE ARABIC

MS Arabic Non-Native Foundation A

<p>Credit: N/A Prerequisite: Students must be new to the Arabic language or finish their first year of learning Arabic</p>	<p>The primary goal of this introductory course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the Arabic language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal</p>
--	--

<p><u>Core Instructional Materials:</u> Ministry of Education curriculum for Non- Native speakers</p>	<p>interest. Students will begin with the sounds, the alphabet and numbers and work their way through the themes of:</p> <ul style="list-style-type: none"> • Daily life (greetings, personal information) • School life • Home and daily routine • My country • Health and welfare. • Weather forecast • Environmental local area • Free time
---	--

MS Arabic Non-Native Foundation B

<p><u>Credit:</u> N/A <u>Prerequisite:</u> Students must have finished at least two years of Arabic</p> <p><u>Core Instructional Materials:</u> Ministry of Education Ministry of Education curriculum for Non-Native speakers.</p>	<p>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper interpretation, expression of opinions and ideas, and reflection through research in topics of personal interest. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • Self and others • Back to school. • Health and welfare • The Arab world • Summer holidays • World of work • Health and welfare • In The Arab world
---	--

MS Non-Native Arabic Standard 6

<p><u>Credit:</u> N/A <u>Prerequisite:</u> completion of Arabic Non-Native Standard 5</p>	<p>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • Myself and others • Home and school life • Daily routines
---	--

<p><u>Core Instructional Materials:</u> Ministry of Education curriculum for Non- Native speakers.</p>	<ul style="list-style-type: none"> • Food • The arts • City and Town life • Animal Kingdom and ethics • Jobs • Transportation
--	---

MS Non-Native Arabic Standard 7

<p><u>Credit:</u> N/A <u>Prerequisite:</u> completion of Non-Native Arabic Standard 6 (or gr.6 Foundation B)</p> <p><u>Core Instructional Materials:</u> Ministry of Education curriculum for Non- Native speakers.</p>	<p>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • Myself and others • Home and school life • Daily routines • Health and Body • Human and the environment • The Weather • The History of flying • Hobbies • Traditional Arabic Stories
---	---

MS Non-Native Arabic Standard 8

<p><u>Credit:</u> N/A <u>Prerequisite:</u> completion of Non-Native Arabic Standard 7 (or gr.7 Foundation B).</p>	<p>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • Myself and others • Home and school life • Everyday activity • My future job • Social relationships
---	--

<p><u>Core Instructional Materials:</u> Ministry of Education curriculum for Non- Native speakers Standards</p>	<ul style="list-style-type: none"> • Traditional Arabic Stories • Cultural History • Healthy Habits
---	--

HS Arabic Non-Native Foundation A

<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> Students must be new to or in their first year of Arabic language and be in grade 9 or 10</p> <p><u>Core Instructional Materials:</u> Ministry of Education curriculum for Non- Native speakers.</p>	<p>The primary goal of this introductory course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the Arabic language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in topics of personal interest by interpreting, responding, expressing opinions and ideas, reflecting, and researching. Students will begin with the sounds, the alphabet, and numbers, then work their way through the themes of:</p> <ul style="list-style-type: none"> • Daily life (greetings, personal information) • School life • Home and daily routine • My country • Health and welfare. • Weather forecast • Environmental local area • Free time • World of work
---	--

HS Arabic Non-Native Foundation B

<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> Students must have finished at least two years of Arabic and be in grade 9, 10, or 11</p> <p><u>Core Instructional Materials:</u> Ministry of Education</p>	<p>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deep in all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper interpretation, expression of opinions and ideas, and reflection through research in topics of personal interest. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • Self and others • Back to school • Health and welfare • In The Arab world • Holidays • Art and Talent • Media and communication
--	---

<p>curriculum for Non- Native speakers.</p>	<ul style="list-style-type: none"> • Around the Arab world
<p>HS Non-Native Arabic Standard 9</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> completion of Non-Native Arabic Standard 8 (or G.8 Foundation B). <u>Core Instructional Materials:</u> Ministry of Education curriculum for Non- Native speakers.</p>	<p>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and they will study some Arabic stories through learning, writing skills, sentence structure, comprehension and syntax through the themes of:</p> <ul style="list-style-type: none"> • Daily life and Social relationships • Traditional Arabic Stories • Culture and History • Scientific facts
<p>Non-Native Arabic Standard 10</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> completion of Arabic non-native standard 9 (or gG.9 Foundation B). <u>Core Instructional Materials:</u> the Ministry of Education curriculum for Non- Native speakers.</p>	<p>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and they will study some Arabic stories through learning, writing skills, sentence structure, comprehension and syntax through the themes of:</p> <ul style="list-style-type: none"> • Daily life and Social relationships • School life • Scientific facts • Heritage Arabic stories • Hobbies • Historical figures
<p>HS Non-Native Arabic Standard 11</p>	
<p><u>Credit:</u> 1.0</p>	<p>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening,</p>

<p><u>Prerequisite:</u> completion of Non-Native Arabic Standard 10 (or G.10 Foundation B).</p> <p><u>Core Instructional Materials:</u> the Ministry of Education curriculum for Non- Native speakers</p>	<p>writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • School and daily life • Communications • Technology • Historical figures • Transportation • Arabic proverbs • Heritage Arabic stories • Family relationships • Scientific facts
---	---

HS Non-Native Arabic Standard 12

<p><u>Credit:</u> 1.0</p> <p><u>Prerequisite:</u> completion of Non-Native Arabic Standard 11 (or G.11 Foundation B)</p> <p><u>Core Instructional Materials:</u> the Ministry of Education curriculum for Non- Native speakers.</p>	<p>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • School and daily life • Life cycle • Space flight • Alternative Energy • Heritage Arabic stories • Historical figures
---	---

IBDP Arabic Ab Initio (SL)

<p><u>Credit:</u> 1.0 (each year)</p> <p><u>Prerequisite:</u> The Language Ab Initio course is designed for students with little experience of the Arabic language.</p>	<p>The two-year Language Ab Initio course is organized into five themes:</p> <ul style="list-style-type: none"> • Identities • Experiences • Human ingenuity • Social organization • Sharing the planet
---	--

<p><u>Core Instructional Materials:</u> IBDP language B Guide, and a variety of IBDP appropriate Arabic stories and books</p>	<p>Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each Language Ab Initio course has a language syllabus that is used in conjunction with the guide.</p>
<p>IBDP Arabic (SL/HL)</p>	
<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u> Students must have finished at least three years of Arabic; past grades, and AtLs are considered in guiding course requests</p> <p><u>Core Instructional Materials:</u> IBDP language B Guide, and a variety of IBDP appropriate Arabic stories and books</p>	<p>In this two-year course, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading.</p> <p>Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • Identities • Experiences • Human ingenuity • Social organization • Sharing the planet • Two works of Arabic literature

[Return to Table of Contents](#)

FRENCH

Students are encouraged to choose one world language (French or Spanish) in grade 6 and continue with that language throughout their secondary education in order to reach their best potential when they enter the IB Diploma program in grades 11-12. **As such, students are not to switch languages from one year to the next.** Students new to GAA will be placed in the class of the world language they have studied in their previous school.

Secondary aims of the World Languages program (including French, Spanish, and Non-Native Arabic) are to develop global awareness, international understanding and an appreciation of cultural diversity. Summative evaluations in these courses are framed around these secondary aims yet criteria based to include the primary aims of speaking, listening, writing and reading.

MS French 1

Credit: N/A

Prerequisite: None.

Core Instructional Materials:
Tricolore Total 1, and other resources

The primary goal of this course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the target language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will begin with the sounds, the alphabet and numbers and work their way through the themes of:

- School
- Daily life
- Family
- The weather and Sports and leisure activities
- Physical descriptions
- Clothing

MS French 1/2

Credit: N/A

Prerequisite: One year of French completed.

In this second year of French, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will deepen vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will continue from previous learning and work through the themes of:

- Sports and leisure
- Order food in cafes and restaurants

<p><u>Core Instructional Materials:</u> Tricolore Total 2, and other resources</p>	<ul style="list-style-type: none"> • Travel plans • Welcome to Paris • Summer holidays
<p>MS French 2</p>	
<p><u>Credit:</u> N/A <u>Prerequisite:</u> 2 years of French completed</p> <p><u>Core Instructional Materials:</u> Tricolore Total 3, and other resources</p>	<p>In this third year of French, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Secondary aims of the program are to develop global awareness, international understanding and an appreciation of cultural diversity. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • Teenagers around the French speaking world • Before and after: changes in my life. • Around our world • Environment • How to stay healthy
<p>HS French 1/2</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> None</p> <p><u>Core Instructional Materials:</u> Panorama Francophone 1 (Part 1), and other resources</p>	<p>The primary goal of this course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the target language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will begin with an introduction topic on Francophone countries and work their way through the themes of:</p> <ul style="list-style-type: none"> • Daily life (greetings/ days of the week and months /my home/my family/my pets). • Portraits (Physical appearance and personalities) • Food • Around town • My daily environment • Work and Leisure

HS French 2/3	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> successfully completed MS 2 or HS 1/2</p> <p><u>Core Instructional Materials:</u> Tricolore Total 4 (part 1), and other resources</p>	<p>The primary goal of this course is to develop effective communication skills while enabling students to deepen their understanding of the linguistic, cultural and social nature of the French language. Through classroom activities (individual, pair and group) students will practice and develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will explore the themes of:</p> <ul style="list-style-type: none"> • Teenagers around the French speaking world • Town and the countryside and evolution of transportation. • Staying with a francophone family in their country. • Living a healthy life (physically and mentally) • Francophone art and culture
HS French 3/4	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> successfully completed HS 2/3</p> <p><u>Core Instructional Materials:</u> Mainly tricolore Total 4 (part 2)</p>	<p>The primary goal of this course is to continue to develop effective communication skills while enabling students to deepen their understanding of the linguistic, cultural and social nature of the French language. Through classroom activities (individual, pair and group) students will practice and develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will explore the themes of:</p> <ul style="list-style-type: none"> • French around the world • Media and technology • Food and culture • Health and emergencies • My planet • Jobs and careers
IBDP 1 & 2 French Ab Initio (SL)	
<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u> The French Ab Initio course is designed for</p>	<p>The two-year Language Ab Initio course is designed for students who have no or little prior exposure to the language. The course is organized into 5 themes.</p> <ul style="list-style-type: none"> • Identities

<p>students with little experience of the French language.</p> <p><u>Core Instructional Materials:</u> Panorama Francophone 1&2</p>	<ul style="list-style-type: none"> • Experiences • Human ingenuity • Social organization • Sharing the planet <p>Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus that is used in conjunction with the guide. Language Ab Initio is available at SL only.</p> <p><u>Placement:</u> All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course is a challenging educational experience for the student.</p>
IBDP 1 & 2 French (SL/HL)	
<p><u>Credit:</u> 1.0 (each year)</p> <p><u>Prerequisite:</u> Students must have finished at least three years of French; past grades, and AtLs are considered in guiding course requests. Success in HL requires high grades in HS French 3/4.</p> <p><u>Core instructional materials:</u> IB Skills and Practice (Oxford) and a range of other materials published for the IB course.</p>	<p>French B is an additional two-year language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.</p> <p>This course is organized into 5 themes:</p> <ul style="list-style-type: none"> • Identities • Experiences • Human ingenuity • Social organization • Sharing the planet <p>HL students will also be studying two novels.</p> <p><u>Placement:</u> All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them.</p>

SPANISH

Students are encouraged to choose one world language (French or Spanish) in grade 6 and continue with that language throughout their secondary education in order to reach their best potential when they enter the IB Diploma program in grades 11-12. **As such, students are not to switch languages from one year to the next.** Students new to GAA will be placed in the class of the world language they have studied in their previous school.

Secondary aims of the World Languages program (including French, Spanish, and Non-Native Arabic) are to develop global awareness, international understanding and an appreciation of cultural diversity. Summative evaluations in these courses are framed around these secondary aims yet criteria based to include the primary aims of speaking, listening, writing and reading.

MS Spanish 1

Credit: N/A

Prerequisite: None

Core Instructional Materials:
Spanish language acquisition,
phase 1&2

The primary goal of this course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the target language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will begin with the sounds, the alphabet and numbers and work their way through the themes of:

- How do we learn?
- Who am I?
- My daily routines
- Home sweet home

MS Spanish 1/2

Credit: N/A

Prerequisite: One year of Spanish completed

In this second year of Spanish, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will deepen vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will continue from previous learning and work through the themes of:

- My free time
- Traditions and celebrations
- Healthy life

<p><u>Core Instructional Materials:</u> Spanish language acquisition, phase 1&2</p>	<ul style="list-style-type: none"> • The languages of my life
<p>MS Spanish 2</p>	
<p><u>Credit:</u> N/A <u>Prerequisite:</u> 2 years of Spanish completed</p> <p><u>Core Instructional Materials:</u> Spanish language acquisition, phase 1&2</p>	<p>In this third year of Spanish, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> • My neighborhood and community • “Www” a tool to learn • We go on a trip • The geographical and cultural diversity of the Spanish speaking world
<p>HS Spanish 1/2</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> None.</p> <p><u>Core Instructional Materials:</u> Panorama Hispanohablante 1 (Part 1)</p>	<p>The primary goal of this course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the target language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will begin with an introduction topic on Spanish speaking countries and work their way through the themes of:</p> <ul style="list-style-type: none"> • Basic information and greetings • Portraits (Physical appearance and personalities) • Daily routine • Food and drinks • Around town • Holiday plans • At school
<p>HS Spanish 2/3</p>	
<p><u>Credit:</u> 1.0</p>	<p>The primary goal of this course is to develop effective communication skills while enabling students to deepen their</p>

<p><u>Prerequisite:</u> successfully completed MS 2 or HS 1/2</p> <p><u>Core Instructional Materials:</u> MYP Spanish Language acquisition, phases 3&4</p>	<p>understanding of the linguistic, cultural and social nature of the Spanish language. Through classroom activities (individual, pair and group) students will practice and develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will explore the themes of:</p> <ul style="list-style-type: none"> • We are what we do • That makes a change! • School is my life • My house is your house
<p>HS Spanish 3/4</p>	
<p><u>Credit:</u> 1.0</p> <p><u>Prerequisite:</u> successfully completed HS 2/3</p> <p><u>Core Instructional Materials:</u> MYP Spanish Language acquisition, phases 3&4</p>	<p>The primary goal of this course is to continue to develop effective communication skills while enabling students to deepen their understanding of the linguistic, cultural and social nature of the Spanish language. Through classroom activities (individual, pair and group) students will practice and develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will explore the themes of:</p> <ul style="list-style-type: none"> • Let's save our world! • Believes and values • Social network • Trips • Media
<p>IBDP 1 & 2 Spanish Ab Initio (SL)</p>	
<p><u>Credit:</u> 1.0 (each year)</p> <p><u>Prerequisite:</u> The Spanish Ab Initio course is designed for students with little experience of the Spanish language.</p>	<p>The two-year Language Ab Initio course is designed for students who have no or little prior exposure to the language. The course is organized into 5 themes.</p> <ul style="list-style-type: none"> • Identities • Experiences • Human ingenuity • Social organization • Sharing the planet <p>Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of</p>

<p><u>Core Instructional Materials:</u> Diverso basico - curso de espanol</p>	<p>receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus that is used in conjunction with the guide. Language Ab Initio is available at SL only.</p> <p><u>Placement:</u> All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course is a challenging educational experience for the student.</p>
<p>IBDP 1 & 2 Spanish (SL/HL)</p>	
<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u> Students must have finished at least three years of Spanish; past grades, and AtLs are considered in guiding course requests. Success in HL requires high grades in HS Spanish 3/4.</p> <p><u>Core instructional materials:</u> IB Skills and Practice (Oxford) and a range of other materials published for the IB course.</p>	<p>Spanish is an additional two-year language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.</p> <p>This course is organized into 5 themes:</p> <ul style="list-style-type: none"> • Identities • Experiences • Human ingenuity • Social organization • Sharing the planet <p>HL students will also be studying two novels.</p> <p><u>Placement:</u> All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them.</p>

[Return to Table of Contents](#)

GROUP 3: INDIVIDUALS & SOCIETY

SOCIAL STUDIES

Social Studies at GAA is a mandatory subject from grade 6 through 12. In grade 6 through 10, students are placed in specific courses with grade level peers. In grades 11 and 12, a variety of college preparatory courses are taught at the IBDP and high school diploma level. In this subject group, students collect, describe, and analyze data used in the studies of societies, test hypotheses, and learn how to interpret complex information, including original source material. Social Studies is relevant, engaging, and focuses on real-world examples; research and analysis is an essential aspect of this subject group. Assessment tools vary by grade level and subject, but inquiry is at the forefront of the subject group involving a variety of performance-based assessment, while complementing traditional tests, quizzes, essays, and reports. Students are assessed through both formative and summative assessments, and teachers apply a shared department criterion/rubric for all summative assessments based on the project AERO/ Common Core+ standards.

Social Studies 6/ [UAE Social Studies 6](#)

Credit: N/A

Prerequisite: none

Core Instructional Materials:

Textbook - World History (Holt McDougal), Geography (Holt McDougal). Other instruction materials include the History Channel, e-resources, documentaries, videos, and primary documents.

In this course students will gain an understanding of the integrative subjects of geography, history and global issues that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. For example, knowing where physical, social or political events or processes occur helps students gain a spatial perspective on them. Studying social studies, students receive practical guidance for decision-making and problem solving to make informed discussions about social issues.

Social Studies 7/ [UAE Social Studies 7](#)

Credit: N/A

Prerequisite: none

Core Instructional Materials:

Textbook - World History (Holt McDougal), Geography (Holt McDougal). Other instruction materials include the History Channel, e-resources, documentaries, videos, and primary documents.

In this course students will gain an understanding of the integrative subjects of geography, history and global issues that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. For example, understanding the processes that shape the earth and knowing how life forms interact with the environment allow them to view events from an ecological perspective. Studying social studies, students receive practical guidance for decision-making and problem solving to make informed discussions about social issues.

Social Studies 8 / [UAE Social Studies 8](#)

Credit: N/A

Prerequisite: none

Core Instructional Materials:

Textbook - World History (Holt McDougal), Geography (Holt McDougal). Other instruction materials include the History Channel, e-resources, documentaries, videos, and primary documents.

In this course students will gain an understanding of the integrative subjects of geography, history and global issues that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. For example, historical and economic perspectives help students understand the relationship between people and their environments, as well as interactions that occur among groups of people. Studying social studies, students receive practical guidance for decision-making and problem solving to make informed discussions about social issues.

Social Studies 9/ [UAE Social Studies 9](#)

Credit: 1.0

Prerequisite: none

Core Instructional Materials:

Textbook – World History: The Modern Era (Prentice Hall) and other materials including e-resources, documentaries, and primary documents.

This course is built to explore the AERO strands of:

- Connections and conflict
- Culture, society and identity
- Government
- Production, distribution and consumption
- Science, technology and society

all under the overarching theme of time, continuity and change in regions and nations of modern history. In preparing for future Social Studies courses, students learn knowledge of political, social, and economic challenges and develop critical thinking skills necessary when facing those challenges.

World Studies (10)

Credit: 1.0

Prerequisite: none

Core Instructional Materials:

Variety of instruction materials including e-resources, documentaries, videos, and primary documents.

This course is built to explore a range of content within Social Studies, viewed through the perspectives of anthropology, economy, politics, and sociology. This course is thematically based on concepts, such as Globalization. Main goals of World Studies is to develop critical thinking, help students find a specific area of interest within Social Studies and prepare students for their future studies in Psychology, Economics and/or Business.

History Studies: U.S. History (elective)

Credit: 1.0

Prerequisite: none

US History is a requirement for some US colleges. This course examines the political, economic, geographic, and social development of the United States of America from the Age of Discovery to the present. Emphasis is placed on identifying the

<p><u>Core Instructional Materials:</u> Textbook - The Americans (Holt-McDougal). Other instructional material includes news websites, library tools, and online resources.</p>	<p>effects of the following: economic and technological change, increasing interdependence of the United States and its world relationships, the role of conflicting viewpoints and reform, the relationship between cultural arts and attitudes and values, and the development of American democracy and culture. Students will work on developing a sense of historical time and chronology, expository writing skills, and research techniques. Primary sources of information are used to advance critical thinking and to provide personal and vivid accounts of people, events, and time periods.</p>
<p>Introduction to Economics (11)</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> none <u>Core Instructional Materials:</u> Textbook – Economics: Economic Principles and Practices (Holt McDougal)</p>	<p>The Introduction to Economics course will provide students with an understanding of major economic concepts and systems, the principles of economic decision making, and increasing interdependence of economies and economic systems throughout the world.</p>
<p>Introduction to Psychology (12)</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> none <u>Core Instructional Materials:</u> Textbook - Psychology Principles in Practice (Holt McDougal)</p>	<p>Psychology students will scientifically examine human behaviors and mental processes from social, cognitive, and biological points of view. These aspects of psychology will be applied to the studies of abnormal psychology. Throughout the duration of the course, students will also build skills related to scientific questioning and critical thinking.</p>
<p>IBDP 1&2 Economics (SL/HL)</p>	
<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u> past grades, AtLs, MAP and CAT4 results are considered in guiding course requests</p>	<p>The two-year IB Diploma Programme Economics course is about dealing with scarcity, resource allocation and the methods and processes by which choices are made. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. This two-year course emphasizes the economic theories of microeconomics (economic variables affecting individuals, firms and markets), and of macroeconomics (economic variables affecting countries, governments and societies) as applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.</p> <p>The ethical dimensions involved in the application of economic theories and policies encourages students to develop international</p>

	perspectives, foster a concern for global issues, and raise their awareness of their responsibilities.
IBDP Economics (SL)	
<p><u>Credit:</u> 1.0</p> <p><u>Prerequisite:</u> in grade 12; past grades and AtL results are considered in guiding course requests</p>	<p>Economics is a dynamic social science, forming part of group 3— individuals and societies. The focus of economics is scarcity, resource allocation and the methods and processes by which choices are made to satisfy human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. This one-year IB Diploma Programme Economics course emphasizes the economic theories of microeconomics (economic variables affecting individuals, firms and markets), and of macroeconomics (economic variables affecting countries, governments and societies). This one-year course seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve local, national and international issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.</p>
IBDP 1&2 Psychology (SL/HL)	
<p><u>Credit:</u> 1.0 (each year)</p> <p><u>Prerequisite:</u> past grades, AtLs, MAP and CAT4 results are considered in guiding course requests</p>	<p>The two-year IB Diploma Programme Psychology course is the systematic study of behaviour and mental processes. Since the psychology course examines the interaction of biological, cognitive and sociocultural influences on human behaviour, it is well placed in group 3, individuals and societies. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.</p>
IBDP 1 & 2 Business & Management (SL/HL)	
<p><u>Credit:</u> 1.0 (each year)</p> <p><u>Prerequisite:</u> past grades, AtLs, MAP and CAT4 results are</p>	<p>Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals</p>

considered in guiding course requests

and groups interact in an organization and of the transformation of resources. It is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

Core Instructional Materials:
Business and Management for the IB Diploma (Oxford Press).

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth, and business strategy.

[Return to Table of Contents](#)

UAE SOCIAL STUDIES

UAE Social Studies Arabic 6

Credit: NA

Prerequisite: completion of UAE SS Grade 5

Core Instructional Materials:
UAE SS Ministry of Education curriculum and standards.

يهدف منهج الدراسات الاجتماعية إلى تعميق المفاهيم التاريخية والوطنية والجغرافية، يستخلص الطلاب مفهوم الحضارة وعوامل قيامها وآثار التواصل الحضاري بين دولة الإمارات العربية المتحدة والدول المجاورة. سيوضح ملامح الثورات الحضارية ويفتخر بإنجازاتها، كما سيتعرف الطلاب على الهجرات العربية وقيام الحضارات وسيناقش الحضارة اليونانية وأهم المفكرين وإنجازاتهم، وإبراز دور الاستشراق في التوجه إلى شبه الجزيرة العربية وأهم روادها. كما سوف يتعرف الطلاب على قارة آسيا وبعض الدول كاليهند والصين وكوريا طبيعياً وبشرياً وتاريخياً والأنشطة الاقتصادية التي يمارسها سكان الدول وعلاقاتها الدولية وعلى الموقع الجغرافي لقارة آسيا وأهميتها واكتشاف المظاهر الجغرافية والعوامل المؤثرة في المناخ. بالإضافة إلى تحديد مفهوم الموروث الوطني المادي والمعنوي ومعرفة الرياضات التراثية في دولة الإمارات العربية المتحدة، كما سيوضح دور الأباء المؤسسين والحكام الحاليين بدولة الإمارات العربية المتحدة في تحقيق رفاهية الشعب وتعزيز القيم الإيجابية والمسؤولية الاجتماعية. وسيلقي الضوء على السيرة الذاتية للبناني المؤسس ودوره في بناء وتطوير الدولة وضمان رفاهية الشعب وخاصة في المجال التعليمي لإبراز أهداف ودور المدرسة الإماراتية في تحقيق رؤية الإمارات المستقبلية للتعليم 2021 وتقديم المساعدات الإنسانية والاعتراف بشهداء العمل الإنساني. سيقدم الطلاب مجموعة من الأبحاث والتقارير وتصميم المشاريع عن أهم الشخصيات التاريخية التي تركت بصمات خالدة، ويقدم ملخصاً عن أهم إنجازاتها. يوظف مهارات التفكير العليا في تحليل النصوص والقضايا المعاصرة وتقديم حلول إبداعية وابتكارية.

UAE Social Studies Arabic 7

Credit: NA

Prerequisite: completion of UAE SS Grade 6

سيتعرف الطلاب على الموقع الجغرافي لشبه الجزيرة العربية والخصائص السكانية في لها. يحدد القيم والدروس المستفادة المكتسبة من دراسة المقارنة التاريخية. كما سيتعرف الطلاب على السياسة الخارجية لدولة الإمارات العربية المتحدة مع دول شبه الجزيرة العربية. سوف يشرح تأثير التكنولوجيا المتقدمة ومجالات استخدامها مطبقاً مهارات تكنولوجيا حديثة معترفاً بجهود دولة الإمارات في مجال الفضاء محللاً القضايا الاجتماعية تحت مظلة الخصائص الطبيعية والبشرية في دولة الإمارات. سوف يحلل مفاهيم المواطنة الصالحة ويحدد مقوماتها مستنتجاً روابط الوحدة بين أبناء دولة الإمارات العربية المتحدة، ويستنتج دوره في تحقيق إنجازات الوطن ويتعرف أهمية العمل التطوعي والخدمة الوطنية، كما يتعرف على المناسبات الوطنية في دولة الإمارات وأهميتها. سيتعرف الطالب على دول مجلس التعاون الخليجي والعلاقات الطيبة التي تربطها بدولة الإمارات العربية المتحدة. كما سيناقش دور الباني المؤسس الشيخ زايد بن سلطان آل نهيان - رحمه الله - في تحقيق التضامن العربي مستشعراً إنسانيته وعطاءه في بلاده. يبين دور قادة البلاد في دعم الاتحاد وإنجازاتهم التنموية ويحدد صلاحيات ووظائف الهيئات الحكومية الدولية. يجمع المعلومات حول موضوع تاريخي ما من مصادر أولية وثانوية مختلفة ويحدد الفكرة أو المعلومة الرئيسية من مصدر أولي أو ثانوي ويستشهد بأدلة نصية لدعم تحليله للمصادر الأولية الثانوية. يعد ملخصاً للمعلومات التي جمعها بشكل دقيق. يجري بحثاً حول مواضيع تتعلق بالدراسات الاجتماعية من خلال جمع المعلومات من مصادر متعددة مطبوعة ورقمية (مثال: نصوص، مواد مرئية، جداول، رسومات بيانية، خرائط، وغيرها). سيشارك الطلاب ضمن مجموعات

<p>Core Instructional Materials: UAE SS Ministry of Education curriculum and standards.</p>	<p>في تقييم المصادر عن طريق التَّمييز بين الحقائق والمواقف/الآراء. يفسر الخرائط والجداول والرسومات البيانية وغيرها من وسائل الإيضاح لدعم نتائج حول مواضيع تتعلق بالدراسات الاجتماعية. يميز بين الحقيقة والرأي والحكم المنطقي في نص ما. يكتب أطروحة مستخدماً مصادرًا متعددة للتوصل إلى استنتاجات لدعم هذه الأطروحة، ويعرض نتائجه مستشهداً بالمصادر والأدلة. يوظف مهارات التَّفكير العُلْيَا في تحليل النُّصوص والقضايا المعاصرة وتقديم حلول إبداعية وابتكارية.</p>
<p>UAE Social Studies Arabic 8</p>	
<p>Credit: NA Prerequisite: completion of UAE SS Grade 7</p> <p>Core Instructional Materials: UAE SS Ministry of Education curriculum and standards.</p>	<p>سيتعرف الطُّلاب على قضية الجزر الإماراتية الثلاث والأدلة على عروبها والحلول التي حددها صاحب السمو الشيخ خليفة بن زايد -حفظه الله- لحل قضية الجزر. سيتطرق إلى مفهوم الامن الوطني ومجالاته وقضاياها، والاطلاع على أبرز مجالات التنمية البشرية وجهود دولة الإمارات العربية المتحدة في هذا المجال، ومناقشة العوامل المؤثرة في توزيع سكان العالم ومناطق الاستقرار السُّكاني. سيُحلل الطُّلاب نسب الأمويين ونشأتهم وإنجازات العرب المسلمين في عهد الدَّولة الأمويَّة، و سيُفسر الطُّلاب ضعف الدَّولة الأمويَّة و أسباب سُقوطها، كما سيتعرف الطلاب على نسب العباسيين ونشأتهم، وتفسير سقوط الخلافة العباسية في بغداد والتَّعرف على إنجازات الحضارة العربية الإسلامية في العصر العباسي ويحلل الخرائط والجداول والخط الزماني لدعم الاستنتاجات في القضايا التي تتعلق بقيام الدولة الأموية والدَّولة العباسية. يُحدد المناطق التي فتحها المسلمون في بلاد ما وراء النهر وبلاد السِّند، ويُعدد المعارك التي خاضها المسلمون أثناء فتح بلاد ما وراء النهر والسند ويعتبر الطلاب أحوال الأندلس قبل الفتح الإسلامي لها. يتتبع الطُّلاب خط سير قادة الفتح الإسلامي للأندلس. يلقي الضوء على أسس ومقومات وعوامل قيام الدولة، متطرقاً إلى النهضة الأوروبية وعوامل قيامها والشخصيات الرائدة فيها. يناقش أهمية عوامل ومظاهر الوحدة الوطنية وجهود الدولة في تحقيقها، ويستخلص مفهوم وأهداف ومهام القوة الناعمة بدولة الإمارات العربية المتحدة. يلقي الضوء على مظاهر الاهتمام بقطاع الشباب ودوره في مسيرة التنمية والبناء، يقارن بين النقل والمواصلات قبل الاتحاد وبعده، وأثره في تشجيع النُّمو الاقتصادي بالدولة، وتعزيز مهارات الابتكار في هذا القطاع. يُقدر الطُّلاب جهود دولة الإمارات العربية في تحقيق الأمن الوطني في دولة الإمارات، ويثمن جهود دولة الإمارات في مواجهة التحديات وسعيها الدَّؤوب لتحقيق مفهوم التعايش السلمي، يُفسر و يُحلل الخرائط والجداول لدعم الاستنتاجات في قضايا تتعلق بعلم السكان، يبدي رأيه بما توصل إليه الآخرون من تفسيرات يُحلل القضايا العربية والعالمية المعاصرة. يجري بحثاً حول مواضيع تتعلق بالدراسات الاجتماعية من خلال جمع المعلومات من مصادر متعددة مطبوعة ورقمية (مثال: نصوص، مواد مرئية، جداول، رسومات بيانية، خرائط، وغيرها). سيُشارك الطُّلاب ضمن مجموعات في تقييم المصادر عن طريق التَّمييز بين الحقائق والمواقف/الآراء. يفسر الخرائط والجداول والرسومات البيانية وغيرها من وسائل الإيضاح لدعم نتائج حول مواضيع تتعلق بالدراسات الاجتماعية. يميز بين الحقيقة والرأي والحكم المنطقي في نص ما. يكتب أطروحة مستخدماً مصادر متعددة للتوصل إلى استنتاجات لدعم هذه الأطروحة، ويعرض نتائجه مستشهداً بالمصادر والأدلة. يكتب ويُنهي مهارات القراءة الحرة ويتدرب على الكتابة من خلال القراءة الخارجيّة. يوظف مهارات التَّفكير العُلْيَا في تحليل النُّصوص والقضايا المعاصرة وتقديم حلول إبداعية وابتكارية.</p>

UAE Social Studies Arabic 9	
<p>Credit:0.5</p> <p>Prerequisite: completion of UAE SS Grade 8</p> <p>Core Instructional Materials: UAE SS Ministry of Education curriculum and standards.</p>	<p>سيتعرف الطُّلاب تاريخ الدَّولة العثمانية والاستعمار الأوروبي في الوطن العربي ونماذج من التَّضامن العربي والعلاقات الإماراتية السعودية، يطلُّع على التَّواصل الحضاري بين دولة الإمارات العربية المتحدة ودول العالم، ماراً على أهمية موقع الخليج العربي وعرويته، مثمناً جهود الحكومة في صون وحماية التراث الثقافي. يتعرف العلاقات الإماراتية عبر التاريخ وفي الوقت الحاضر مع دول شرق آسيا والهند. يلقي الضوء على موقع الوطن العربي وتضاريسه المختلفة والأقاليم المناخية والنباتيَّة الساندة فيه، يُناقش القضايا العربية المُعاصرة مُقدِّماً حلولاً ابتكارية تواكب مُتطلبات العصر الحديث والاطلاع على ما حققته دولة الإمارات العربية من حلول ابتكارية لمواجهة القضايا المُعاصرة. ويوظف مصادر المعرفة المختلفة لحل المشكلات الجغرافية بطرق ابتكارية، مستخلصاً الحقائق من الأشكال البيانية المختلفة. يناقش توزيع الموارد الاقتصادية ومصادر الطاقة في الوطن العربي وتأثير الرياح الموسمية على تجارة أهل الخليج. يتعرف على بنود الدستور وأهميته والاتجاهات العامة لدستور دولة الإمارات العربية المتحدة ويلقي الضُّوء على دور المرأة الإماراتية قبل وبعد الاتحاد وعلى مسؤوليَّة الفرد ودوره في المجتمع ويوضح العناصر الرئيِّسة لرؤية الإمارات 2021 ومحاوِر الأجندة الوطنية. يطرح أسئلة ذات صلة تتعلق بقضايا في الدراسات الاجتماعية لمناقشة وجهة نظر ما. يجمع معلومات دقيقة ذات صلة من مصادر مطبوعة ورقمية متعددة موظفاً أساليب البحث المتقدمة بكفاءة. يستخلص المعلومات من أنواع نصوص مختلفة بهدف دعم التَّحليلات والتَّأمّلات والأبحاث ويحدد أبرز معالم الفكرة الرئيِّسية ويضع ملخصاً دقيقاً للمعلومات التي تم جمعها من مصادر أولية أو ثانوية. يعطي أمثلة صحيحة وواقعية عن حقائق قام ببحثها أو تعميمات توصل إليها في مواضيع مختلفة تتعلق بالدراسات الاجتماعية. يخطط مشاريع بحثية قصيرة ومتعمقة للإجابة على ادعاء ما أو إثبات نظرية أو نفيها، بما في ذلك الادعاءات التي يضعها هو، أو لحل قضية عامة. يصمم خرائط ذهنية وخطط لمعالجة وحل مشكلات متنوعة وينقد الآراء ووجهات النظر لإثبات مصداقيتها، يعرض المقترحات المناسبة والأدلة الواقعية لحل المشكلات المطروحة. يكتسب ويُنمي مهارات القراءة الحرة ويتدرب الطالب على الكتابة من خلال القراءة. يوظف مهارات التَّفكير العُلْيَا في تحليل النُّصوص والقضايا المُعاصرة وتقديم حلول إبداعية وابتكارية.</p>
UAE Social Studies 6 (English)	
<p>Credit: N/A</p>	<p>The focus of UAE Social Studies 6 in English is “The United Arab Emirates”. In grade 6, this is broken into six units of study: UAE in history, notable people, geography, demographics, culture & heritage, and UAE in the global society. Students learn the 7 Emirates and the geographical location of UAE, and study physical features of UAE such as bodies of water and landforms. Exploration of UAE tourism, industry, and environmental issues allow students to critically think about their role in the UAE.</p>
UAE Social Studies 7 (English)	
<p>Credit: N/A</p> <p>Core Instructional Materials: Flashes of Thought</p>	<p>The focus of UAE Social Studies 7 in English is the UAE’s priorities and government. In grade 7, the students read and discuss “Flashes of Thought”.</p>

UAE Social Studies 8 (English)	
<u>Credit:</u> N/A <u>Core Instructional Materials:</u> Eternal Imprints	The focus of UAE Social Studies 8 in English is the role of the UAE in global initiatives. In grade 8, students read and discuss “Eternal Imprints”.
UAE Social Studies 9 (English)	
<u>Credit:</u> N/A <u>Core Instructional Materials:</u> My Vision	The focus of UAE Social Studies 9 in English is the infrastructures and vision of the United Arab Emirates. In grade 9, students read and discuss “My Vision” which is broken into the following themes: <ul style="list-style-type: none"> • The Pulse of Development. • The Elements of the Development Industry. • Development for Survival. • Excellence • The Road to the Future.

ISLAMIC STUDIES

ISLAMIC STUDIES IN ARABIC

Islamic Studies Arabic 6	
<p>يهدف منهج الدّراسات الإسلاميّة إلى خلق شخصيّة مسلمة ملتزمة بالعقيدة السّليمة والأخلاق الإسلاميّة السّميحة، عالمة بالأحكام الشرعيّة الصحيحة وذلك من خلال دراسة النصوص الشرعيّة من آيات وأحاديث. بالإضافة إلى تطبيق الأحكام الفقهيّة وفهم مدى أهميّتها في حياة الطالب . كما يسلط المنهج الضوء على التّاريخ والشخصيات والقضايا الإسلاميّة المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهويّة والثقافة الإسلاميّة.</p> <p>وسوف يدرس الطلاب في جميع المراحل والصفوف الدراسيّة نفس المحاور السابقة الذكر، مع اختلاف في عناوين ومستوى الدروس بشكل يتناسب مع المرحلة العمريّة والصفية حسب توصيات ومنهج وزارة التربيّة والتعليم.</p>	<u>Credit:</u> NA <u>Prerequisite:</u> completion of Islamic grade 5 <u>Core Instructional Materials:</u> Ministry of Education Curriculum
Islamic Studies Arabic 7	
<p>يهدف منهج الدّراسات الإسلاميّة إلى خلق شخصيّة مسلمة ملتزمة بالعقيدة السّليمة والأخلاق الإسلاميّة السّميحة، عالمة بالأحكام الشرعيّة الصحيحة وذلك من خلال دراسة النصوص</p>	<u>Credit:</u> NA <u>Prerequisite:</u> completion of Islamic grade 6

<p>الشرعية من آيات وأحاديث. بالإضافة إلى تطبيق الأحكام الفقهية وفهم مدى أهميتها في حياة الطالب . كما يسلط المنهج الضوء على التّاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية.</p> <p>وسوف يدرس الطلاب في جميع المراحل والصفوف الدراسية نفس المحاور السابقة الذكر، مع اختلاف في عناوين ومستوى الدروس بشكل يتناسب مع المرحلة العمرية والصفية حسب توصيات ومنهج وزارة التربية والتعليم.</p>	<p>Core Instructional Materials: Ministry of Education Curriculum</p>
<p>Islamic Studies Arabic 8</p>	
<p>يهدف منهج الدّراسات الإسلاميّة إلى خلق شخصيّة مسلمة ملتزمة بالعقيدة السّليمة والأخلاق الإسلاميّة السّميحة، عالمة بالأحكام الشرعية الصحيحة وذلك من خلال دراسة النصوص الشرعية من آيات وأحاديث. بالإضافة إلى تطبيق الأحكام الفقهية وفهم مدى أهميتها في حياة الطالب . كما يسلط المنهج الضوء على التّاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية.</p> <p>وسوف يدرس الطلاب في جميع المراحل والصفوف الدراسية نفس المحاور السابقة الذكر، مع اختلاف في عناوين ومستوى الدروس بشكل يتناسب مع المرحلة العمرية والصفية حسب توصيات ومنهج وزارة التربية والتعليم.</p>	<p>Credit: NA Prerequisite: completion of Islamic grade 7</p> <p>Core Instructional Materials: Ministry of Education Curriculum</p>
<p>Islamic Studies Arabic 9</p>	
<p>يهدف منهج الدّراسات الإسلاميّة إلى خلق شخصيّة مسلمة ملتزمة بالعقيدة السّليمة والأخلاق الإسلاميّة السّميحة، عالمة بالأحكام الشرعية الصحيحة وذلك من خلال دراسة النصوص الشرعية من آيات وأحاديث. بالإضافة إلى تطبيق الأحكام الفقهية وفهم مدى أهميتها في حياة الطالب . كما يسلط المنهج الضوء على التّاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية.</p> <p>وسوف يدرس الطلاب في جميع المراحل والصفوف الدراسية نفس المحاور السابقة الذكر، مع اختلاف في عناوين ومستوى الدروس بشكل يتناسب مع المرحلة العمرية والصفية حسب توصيات ومنهج وزارة التربية والتعليم.</p>	<p>Credit: 0.5 Prerequisite: completion of Islamic grade 8</p> <p>Core Instructional Materials: Ministry of Education Curriculum</p>
<p>Islamic Studies Arabic 10</p>	
<p>يهدف منهج الدّراسات الإسلاميّة إلى خلق شخصيّة مسلمة ملتزمة بالعقيدة السّليمة والأخلاق الإسلاميّة السّميحة، عالمة بالأحكام الشرعية الصحيحة وذلك من خلال دراسة النصوص الشرعية من آيات وأحاديث. بالإضافة إلى تطبيق الأحكام الفقهية وفهم مدى أهميتها في حياة</p>	<p>Credit: 0.5 Prerequisite: completion of Islamic grade 9</p>

<p>الطالب . كما يسلط المنهج الضوء على التّاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية.</p> <p>وسوف يدرس الطلاب في جميع المراحل والصفوف الدراسية نفس المحاور السابقة الذكر ، مع اختلاف في عناوين ومستوى الدروس بشكل يتناسب مع المرحلة العمرية والصفية حسب توصيات ومنهج وزارة التربية والتعليم.</p>	<p>Core Instructional Materials: Ministry of Education Curriculum</p>
<p>Islamic Studies Arabic 11</p>	
<p>يهدف منهج الدّراسات الإسلاميّة إلى خلق شخصيّة مسلمة ملتزمة بالعقيدة السّليمة والأخلاق الإسلاميّة السّميحة، عالمة بالأحكام الشرعية الصحيحة وذلك من خلال دراسة النصوص الشرعية من آيات وأحاديث. بالإضافة إلى تطبيق الأحكام الفقهيّة وفهم مدى أهميتها في حياة الطالب . كما يسلط المنهج الضوء على التّاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية.</p> <p>وسوف يدرس الطلاب في جميع المراحل والصفوف الدراسية نفس المحاور السابقة الذكر ، مع اختلاف في عناوين ومستوى الدروس بشكل يتناسب مع المرحلة العمرية والصفية حسب توصيات ومنهج وزارة التربية والتعليم.</p>	<p>Credit: 0.5 Prerequisite: completion of Islamic grade 10</p> <p>Core Instructional Materials: Ministry of Education Curriculum</p>
<p>Islamic Studies Arabic 12</p>	
<p>يهدف منهج الدّراسات الإسلاميّة إلى خلق شخصيّة مسلمة ملتزمة بالعقيدة السّليمة والأخلاق الإسلاميّة السّميحة، عالمة بالأحكام الشرعية الصحيحة وذلك من خلال دراسة النصوص الشرعية من آيات وأحاديث. بالإضافة إلى تطبيق الأحكام الفقهيّة وفهم مدى أهميتها في حياة الطالب . كما يسلط المنهج الضوء على التّاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية.</p> <p>وسوف يدرس الطلاب في جميع المراحل والصفوف الدراسية نفس المحاور السابقة الذكر ، مع اختلاف في عناوين ومستوى الدروس بشكل يتناسب مع المرحلة العمرية والصفية حسب توصيات ومنهج وزارة التربية والتعليم.</p>	<p>Credit: 0.5 Prerequisite: completion of Islamic grade 11</p> <p>Core Instructional Materials: Ministry of Education Curriculum</p>
<p>ISLAMIC STUDIES IN ENGLISH</p>	
<p>Islamic Studies English 6</p>	
<p>The main goal of this course is to demonstrate the true Islam aspects and its tolerance principles while studying Quran and Ahadeeth and enabling students to understand some of the topics</p>	<p>Credit: N.A Prerequisite: completion of Islamic grade 5</p>

<p>related to faith, worshiping, and the cultural and social nature of Islam. Meanwhile students develop an awareness and understanding of peaceful living among Muslims and others. This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><u>Core Instructional Materials:</u> Ministry of Education curriculum for non-native speakers.</p>
<p>Islamic Studies English 7</p>	
<p>The main goal of this course is to demonstrate the true Islam aspects and its tolerance principles while enabling students to understand some of the topics related to faith, worshiping, and the cultural and social nature of Islam. Meanwhile students develop an awareness and understanding of peaceful living among Muslims and others. This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><u>Credit:</u> N.A <u>Prerequisite:</u> completion of Islamic grade 6</p> <p><u>Core Instructional Materials:</u> Ministry of Education curriculum for non-native speakers.</p>
<p>Islamic Studies English 8</p>	
<p>The main goal of this course is to demonstrate the true Islam aspects and its tolerance principles while studying Quran and Ahadeeth and enabling students to understand some of the topics related to faith, worshiping, and the cultural and social nature of Islam. Meanwhile students develop an awareness and understanding of peaceful living among Muslims and others. This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><u>Credit:</u> N.A <u>Prerequisite:</u> completion of Islamic grade 7</p> <p><u>Core Instructional Materials:</u> Ministry of Education curriculum for non-native speakers.</p>
<p>Islamic Studies English 9</p>	
<p>The main goal of this course is to demonstrate the true Islam aspects and its tolerance principles while studying Quran and Ahadeeth and enabling students to understand some of the topics related to faith, worshiping, and the cultural and social nature of Islam. Meanwhile students develop an awareness and understanding of peaceful living among Muslims and others. This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><u>Credit:</u> 0.5 <u>Prerequisite:</u> completion of Islamic grade 8</p> <p><u>Core Instructional Materials:</u> Ministry of Education curriculum for non-native speakers.</p>

Islamic Studies English 10	
<p>The main goal of this course is to demonstrate the true Islam aspects and its tolerance principles while studying Quran and Ahadeeth and enabling students to understand some of the topics related to faith, worshiping, and the cultural and social nature of Islam. Meanwhile students develop an awareness and understanding of peaceful living among Muslims and others. This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><u>Credit:</u> 0.5 <u>Prerequisite:</u> completion of Islamic Grade 9 <u>Core Instructional Materials:</u> Ministry of Education curriculum for non-native speakers.</p>
Islamic Studies English 11	
<p>The main goal of this course is to demonstrate the true Islam aspects and its tolerance principles while studying Quran and Ahadeeth and enabling students to understand some of the topics related to faith, worshiping, and the cultural and social nature of Islam. Meanwhile students develop an awareness and understanding of peaceful living among Muslims and others. This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><u>Credit:</u> 0.5 <u>Prerequisite:</u> completion of Islamic grade 10 <u>Core Instructional Materials:</u> Ministry of Education curriculum for non-native speakers.</p>
Islamic Studies English 12	
<p>The main goal of this course is to demonstrate the true Islam aspects and its tolerance principles while studying Quran and Ahadeeth and enabling students to understand some of the topics related to faith, worshiping, and the cultural and social nature of Islam. Meanwhile students develop an awareness and understanding of peaceful living among Muslims and others. This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><u>Credit:</u> 0.5 <u>Prerequisite:</u> completion of Islamic grade 11 <u>Core Instructional Materials:</u> Ministry of Education curriculum for non-native speakers.</p>

[Return to Table of Contents](#)

GROUP 4: SCIENCES

The Group 4 sciences are aligned from grade 6 through to grade 12 to allow students the opportunity to explore, investigate, and learn scientific content and skills. Each course is designed with the goal of preparing our students for the IBDP and to produce as many talented, innovative, and inspired scientists as possible. Scientific literacy is so important in the 21st century and it is our responsibility to make sure that students are prepared for whatever path to success they may take. With this in mind, our students learn scientific content and theory and are expected to apply this to a range of situations, investigations, and hypotheses. Standards for courses are from Project AERO/NGSS and IBDP, including laboratory skills and scientific literacy, along with the topic specific knowledge and skills.

Integrated Science 6

Credit: N/A

Prerequisite: Completion of 5th grade

Core Instructional Materials:
Textbook – Integrated Science (Glencoe), a variety of other resources

Integrated Science 6 encourages more student-centered learning where students think critically, problem solve, communicate, and collaborate—in addition to learning important scientific concepts in biology, chemistry, physics, and earth and space science. Students will begin their journey towards becoming scientifically literate, learning to research, write laboratory reports and design experiments within overarching skills based on the project AERO/ NGSS standards:

- Developing and using models
- Planning and carrying out scientific investigations
- Applying mathematics
- Explaining using evidence
- Designing solutions
- Evaluating the validity of claims
- Obtaining and communicating scientific information

Integrated Science 7

Credit: N/A

Prerequisite: Completion of 6th grade

Integrated Science 7 encourages more student-centered learning where students think critically, problem solve, communicate, and collaborate—in addition to learning important scientific concepts. Students will continue their journey towards becoming a competent scientist, studying a variety of topics in biology, chemistry, physics, and earth and space science while learning important scientific and engineering practices within overarching skills based on the project AERO/ NGSS standards:

- Developing and using models

<p><u>Core Instructional Materials:</u> Science Explorer series (Prentice Hall), a variety of other resources</p>	<ul style="list-style-type: none"> • Planning and carrying out scientific investigations • Analyzing and interpreting data • Explaining using evidence • Designing solutions • Constructing scientific arguments
<p>Integrated Science 8</p>	
<p><u>Credit:</u> N/A <u>Prerequisite:</u> Completion of 7th grade</p> <p><u>Core Instructional Materials:</u> Science Explorer series (Prentice Hall), a variety of other resources</p>	<p>Students in Integrated Science 8 will develop a deeper understanding of biology, chemistry, physics, and earth and space science concepts with a greater emphasis on physical science and investigative skills. In this course, students continue to build their abilities to communicate, collaborate, inquire, think critically and problem solve within the following overarching skills based on the project AERO/ NGSS standards:</p> <ul style="list-style-type: none"> • Developing and using models • Questioning, and planning and carrying out scientific investigations • Analyzing and interpreting data • Using mathematical and computational thinking • Explaining using evidence and reasoning • Evaluating the validity of claims • Defining problems and designing solutions • Communicating scientific information
<p>Biology (9)</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> Completion of 8th grade</p> <p><u>Core Instructional Materials:</u> Textbook – Biology (Miller & Levine), a variety of other resources</p>	<p>Biology - based on project AERO/ NGSS and framed as preparation for IBDP - is rich in both content and practice. Students gain in-depth understanding of content while developing skills in scientific and engineering practices that include:</p> <ul style="list-style-type: none"> • Developing and using models • Using mathematical and computational thinking • Explaining using evidence and reasoning • Evaluating scientific investigations • Communicating scientific information • Evaluating validity of scientific claims
<p>Chemistry (10)</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> Biology</p>	<p>Chemistry is a laboratory science course based in project AERO/ NGSS standards and preparation for IBDP. In addition to learning</p>

<p><u>Core Instructional Materials:</u> Textbooks – Chemistry (Pearson), a variety of other resources</p>	<p>important concepts, students refine their scientific and engineering practices through the following topics:</p> <ul style="list-style-type: none"> • Atomic Structure • Matter and Energy • Chemical Quantities • Molar Relationships • Chemical Systems <p>There is a heavy emphasis on practical skills with students expected to plan, carry out, and evaluate their scientific method. Students will be writing scaffolded laboratory reports, leading up to writing a report similar to the Internal Assessment in the IBDP. Students will conduct investigations with a wide variety of instruments to increase their practical laboratory skills.</p>
<p>Physics (10-12)</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> Successful completion of Integrated Math 2</p> <p><u>Core Instructional Materials:</u> Textbook – Conceptual Physics (Prentice Hall), a variety of other resources</p>	<p>In this rigorous high school science course based in project AERO/ NGSS standards, students will conduct scientific inquiry and learn important content and practices about topics such as:</p> <ul style="list-style-type: none"> • Oscillations & Waves • Mechanics • Fields • Electricity • Thermal Physics <p>There is a heavy emphasis on practical skills with students expected to develop and use models, explain using evidence and data, use mathematics, evaluate and communicate data, plan and conduct investigations, and evaluate the validity of claims.</p>
<p>Health & Nutrition Science</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> successful completion of high school level biology and chemistry</p>	<p>This course will provide students with the knowledge, skills, and abilities necessary to scientifically analyze food and nutrition and propose healthy living strategies along with solutions to global food issues. Using project AERO/ NGSS standards in biology and chemistry, students will develop a wider and more focused understanding of what makes up our food, how our choices affect the planet, and what changes can be made to achieve specific goals.</p> <p>The core content covered could include, but are not limited to:</p> <ul style="list-style-type: none"> • Chemical reactions within the human body • Connection between health and cellular respiration • Role of sugars and enzymes in human health • Scientific analysis of nutritional value of food

	<ul style="list-style-type: none"> • The systems of the human body and their interactions • Nutrition and meal analysis and planning • Genetically modified organisms • Bacteria and antibiotics
IBDP 1 & 2 Biology (SL/HL)	
<p><u>Credit</u>: 1.0 (each year)</p> <p><u>Prerequisite</u>: past grades, AtLs, MAP and CAT4 results are considered in guiding course requests</p>	<p>This two-year course is broken into specific content areas:</p> <ol style="list-style-type: none"> 1. Structure and function. This relationship is probably one of the most important in a study of biology and operates at all levels of complexity. Students should appreciate that structures permit some functions while, at the same time, limiting others. 2. Universality versus diversity. At the factual level, it soon becomes obvious to students that some molecules (for example, enzymes, amino acids, nucleic acids and ATP) are ubiquitous, and so are processes and structures. However, these universal features exist in a biological world of enormous diversity. Species exist in a range of habitats and show adaptations that relate structure to function. At another level, students can grasp the idea of a living world in which “universality” means a diverse range of organisms (including ourselves) are connected and interdependent. 3. Equilibrium within systems. Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life. 4. Evolution. The concept of evolution draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function. <p>These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional higher-level (AHL) material, and the options.</p>
IBDP 1 & 2 Chemistry (SL/HL)	
<p><u>Credit</u>: 1.0 (each year)</p> <p><u>Prerequisite</u>: past grades, AtLs, MAP and CAT4 results are considered in guiding course requests</p>	<p>Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. This two-year chemistry course includes the essential principles of the subject but also, includes the practical applications that connect chemistry to our all facets of our society:</p> <ul style="list-style-type: none"> • modern analytical chemistry, • human biochemistry,

	<ul style="list-style-type: none"> • chemistry in industry and technology, • medicines and drugs, • environmental chemistry <p>The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.</p>
IBDP 1 & 2 Physics (SL/HL)	
<p><u>Credit</u>: 1.0 (each year)</p> <p><u>Prerequisite</u>: past grades, AtLs, MAP and CAT4 results are considered in guiding course requests</p>	<p>Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles – quarks (perhaps 10-17 m in size), which may be truly fundamental – to the vast distances between galaxies (10²⁴ m).</p> <p>Observations remain essential at the very core of physics, and this sometimes requires a leap of imagination to decide what to look for. Models are developed to try to understand the observations, and these themselves can become theories that attempt to explain the observations. Theories are not directly derived from the observations but need to be created. The two-year Diploma Programme Physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right.</p>
IBDP 1 & 2 Computer Science (SL/HL)	
<p><u>Credit</u>: 1.0 (each year)</p>	<p>Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The two-year Diploma Programme Computer Science course is engaging, accessible, inspiring and rigorous. It develops knowledge and understanding and computational thinking, while empowering innovation and raising ethical issues. During the course the student will develop computational solutions. This will involve the ability to:</p> <ul style="list-style-type: none"> • identify a problem or unanswered question • design, prototype and test a proposed solution • liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

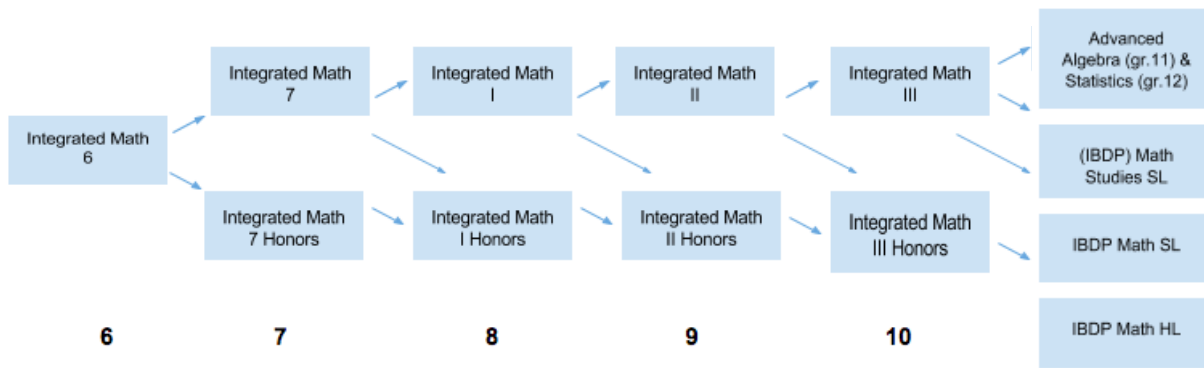
GROUP 5: MATHEMATICS

At GAA, we use an integrated math approach because we:

- See mathematics as a coherent whole, where Number and Quantity, Algebra, Functions, Modelling, Geometry and Statistics and Probability are all learned each year
- Strive to provide opportunities for connections across the units
- Aim to align with IBDP Math curriculum which also uses an integrated approach.

The active engagement of students along with the use of manipulatives and technology, such as algebra tiles, geometric figures, graphing calculators, and computers, will allow students to develop and build on the understandings and modeling of the mathematical principles they are learning. While students gain content specific knowledge and skills based on projectAERO/ Common Core+ standards, an emphasis is placed on learning essential life-long mathematical skills in:

- Problem Solving
- Reasoning
- Communication



Integrated Math 6

Credit: N/A

Prerequisites: completion of grade 5 math

Integrated Math 6 is a mathematics course for sixth grade students who are transitioning from the emphasis placed on whole number arithmetic in elementary school to the foundations of algebra. The course is developed from middle school project AERO/ Common Core+ standards and focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Through collaboration and discussions, students learn to communicate and reason about mathematical thinking and applications. Topics are found in six major areas:

	<ul style="list-style-type: none"> • Rational numbers and integers • Coordinate plane and number lines • Ratios and proportions • Basics of algebra: expressions, equations, inequalities • Surface area and volume of prisms • Organization of data
Integrated Math 7	
<p><u>Credit:</u> N/A</p> <p><u>Prerequisites:</u> successful completion of Integrated Math 6 or equivalent</p> <p><u>Core Instructional Materials:</u> Pre-Algebra (Glencoe)</p>	<p>Developed from middle school project AERO/ Common Core+ standards, this course further develops algebra and geometry skills. Students examine algebra- and geometry-preparatory concepts along with extending their communication, problem-solving and reasoning skills. Topics include:</p> <ul style="list-style-type: none"> • Rational and irrational numbers • Proportional relationships • Exponents • Linear equations and inequalities • Congruence and similarity • Volume of cylinders, cones, spheres • Probability • Central measures and variability <p>(Computations with fractions and negative numbers, along with order of operations, are considered prior knowledge and will be a necessary skill in all units.)</p>
Integrated Math 1	
<p><u>Credit:</u> N/A</p> <p><u>Prerequisites:</u> successful completion of Integrated Math 7 or similar</p> <p><u>Core Instructional Materials:</u> HMH Integrated Math 1</p>	<p>Developed from project AERO/ Common Core+ standards, this course further develops mathematical communication, problem-solving and reasoning skills. Students examine mathematical modeling in number sense, algebra, geometry and statistics. Topics include but are not limited to:</p> <ul style="list-style-type: none"> • Linear functions and inequalities • Introduction to systems • Computations with exponents • Exponential functions • Transformations • Geometric theorems and proof • Statistics: linear models and interpreting data • Basics of graphing calculators <p>(Computations with fractions and negative numbers, along with order of operations, and solving two-step equations are considered prior knowledge and will be interwoven into all units.)</p>

Integrated Math 2

Credit: 1.0

Prerequisites: successful completion of Integrated Math I or similar

Core Instructional Materials: HMH Integrated Math 2, and Geometry (Holt McDougal).

Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.

Developed from high school level project AERO/ Common Core+ standards, this course guides students to examine concepts in algebra, geometry, statistics and more along with further developing their number sense and computation skills. While further developing their ability to communicate, problem-solve and reason, students develop conceptual understanding in a variety of topics. Topics include but are not limited to:

- Linear, absolute value, and step functions
- Exponential and radical functions
- Rational exponents and radicals (roots)
- Computations with polynomials
- Modeling with functions
- Complex numbers
- Writing proofs
- Geometry of circles and circle theorems
- Triangle similarity
- Right triangles and trigonometry
- Solving complex volume problems
- Theoretical vs experimental probability

Integrated Math 2 Honors

Credit: 1.0

Prerequisites: successful completion of Integrated Math I or equivalent with top grades, high success on AtLs, and history of high scores on a variety of standardized assessment(s) like MAP and CAT4

Core Instructional Materials: HMH Integrated Math 2, and Geometry (Holt McDougal).

Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.

Developed from high school project AERO/ Common Core+ standards, this course further develops mathematical computation and reasoning skills. Students examine algebra, geometry and more at a faster pace. The faster pace of learning allows students to explore concepts at greater depth, and extend on their skills to higher level thinking problems and enrichment activities. Topics include but are not limited to:

- Linear, absolute value, piece-wise, and step functions
- Exponential and radical functions
- Rational exponents and radicals (roots)
- Computations with polynomials
- Modeling with functions
- Complex numbers
- Writing proofs
- Geometry of circles and circle theorems
- Triangle similarity
- Right triangles and trigonometry
- Solving complex volume problems
- Theoretical vs experimental probability

Integrated Math 3

Credit: 1.0

Prerequisite: Successful completion of Integrated Math II (or evidence of required prior knowledge)

Core Instructional Materials:

HMH Integrated Math 3.
Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.

In Integrated Math 3, students will learn more advanced math concepts using the high school projectAERO/ Common Core+ standards and **Mathematical Practices**:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Topics include but are not limited to:

- Polynomial functions (algebraic and graphically)
- Logarithms and logarithmic functions
- Operations with polynomials and complex numbers
- Trigonometric functions and periodic events
- Build new functions using polynomial, radical, rational, absolute value and exponential functions
- Compare and analyze function models
- Communicate and interpret data
- Inferences and justifications in statistics and probability

Graphing utilities, especially graphing calculators, are integral to the course to enhance understanding and as a problem-solving tool. GAA prefers the non-CAS TI-nspire.

Integrated Math 3 Honors

Credit 1.0

Prerequisite: successful completion of Integrated Math 2 or equivalent with top grades, high success on AtLs, and history of high scores on a variety of standardized assessment(s) like MAP and CAT4

This course is designed for students who require a fast paced, challenging learning environment. Students will learn a variety of concepts based on the high school projectAERO/ Common Core+ standards through the **Mathematical Practices**:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Topics include but are not limited to:

<p><u>Core Instructional Materials:</u> HMH Integrated Math 3. Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.</p>	<ul style="list-style-type: none"> ● Polynomial functions (algebraic and graphically) ● Logarithms and logarithmic functions ● Operations with polynomials and complex numbers ● Trigonometric functions and periodic events ● Build new functions using polynomial, radical, rational, absolute value and exponential functions ● Compare and analyze function models ● Communicate and interpret data ● Inferences and justifications in statistics and probability <p>Graphing utilities, especially graphing calculators, are integral to the course to enhance understanding and as a problem-solving tool. GAA prefers the non-CAS TI-nspire.</p>
--	---

Math Foundations: Advanced Algebra (11)

<p><u>Credit:</u>1.0 <u>Prerequisite:</u> successful completion of two high school math courses</p> <p><u>Core Instructional Materials:</u> Mathematics for Business and Personal Finance (Glencoe). Other resources as required. Students are required to have their computer devices in every class.</p>	<p>Through this course, students are encouraged to continue to develop their mathematical ideas in the context of real-world problems and decision-making through the analysis of information, modeling change, and mathematical relationships. Students will critique quantitative data; investigate and apply various mathematical models; and explore and apply concepts to model and solve real-world problems while learning to become critical consumers of the quantitative data that surround them every day, knowledgeable decision-makers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations. Concepts and processes will focus on managing finances, with an emphasis on the algebraic applications in business and personal wealth management.</p> <p>Graphing utilities - such as online graphing apps, use of spreadsheets, and graphing calculators - are an integral part of this course.</p>
--	---

Statistics (12)

<p><u>Credit:</u>1.0 <u>Prerequisite:</u> successful completion of two high school math courses</p> <p><u>Core Instructional Materials:</u></p>	<p>Students will be introduced to the major concepts of statistical methods and tools for collecting, analyzing, and drawing conclusions from data. Problems will integrate real-world data into examples and exercises while students learn:</p> <ul style="list-style-type: none"> ● descriptive statistics, ● the role of computers in statistics, ● sampling and data collection, ● distributions, ● statistical inference: estimation and significance tests, ● comparison of two groups,
---	--

<p>Elementary Statistics: A Step by Step Approach (Glencoe), Measurement and Data Analysis Handbook (Holt McDougal), online resources</p>	<ul style="list-style-type: none"> • analyzing variance, and • linear regressions, correlation, and goodness of fit. <p>Students are required to have a TI-84 graphing calculator or similar. Graphing utilities, especially graphing calculators, are integral to solving problems throughout this course.</p>
---	---

IBDP 1&2 Math Applications & Interpretations SL

<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u> past grades, AtLs, MAP and CAT4 results are considered in guiding course requests</p> <p><u>Core Instructional Materials:</u> Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.</p>	<p>The new Applications and Interpretation (AI) course emphasizes the applied nature of mathematics and the interpretation of results in context. While aspects of this course is relatively new, the content is similar to Mathematical Studies SL. Students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem solving (to include the Internal Assessment); SL content will be a complete subset of the HL content.</p> <ol style="list-style-type: none"> 1. Number and algebra basics 2. Functions 3. Sequences and series 4. Geometry and trigonometry 5. Complex numbers 6. Vectors 7. Differential and integral calculus 8. Probability and statistics <p>This course is for students who are interested in developing their mathematics for describing our world and solving practical problems. AI students will harness the power of technology alongside exploring mathematical models; the Applications and Interpretation course makes extensive use of technology. This course is aimed at students who are likely to go into Social Sciences, Natural Sciences etc.</p>
--	---

IBDP 1&2 Math Applications & Interpretations HL

<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u> past grades, AtLs, MAP and CAT4 results are considered in guiding course requests</p>	<p>The new Applications and Interpretation (AI) course emphasizes the applied nature of Maths and the interpretation of results in context. Much of this course is relatively new. HL students will complete 120 hours of AI SL content and 30 hours of investigation, inquiry and problem solving (to include the Internal Assessment) as well as a further 90 hours of additional content.</p> <ol style="list-style-type: none"> 1. Number and algebra basics 2. Functions 3. Sequences and series 4. Geometry and trigonometry 5. Complex numbers 6. Vectors
---	--

<p><u>Core Instructional Materials:</u> Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.</p>	<ol style="list-style-type: none"> 7. Differential and integral calculus 8. Probability and statistics <p>Further content includes matrices, modelling real-life phenomena, graph theory, and statistical analysis.</p> <p>This course is for students who are interested in developing their mathematics for describing our world and solving practical problems. All students will harness the power of technology alongside exploring mathematical models; the Applications and Interpretation course makes extensive use of technology. This course is aimed at students who are likely to go into Social Sciences, Natural Sciences etc.</p>
---	---

IBDP 1&2 Math Analysis & Approaches SL

<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u> past grades, AtLs, MAP and CAT4 results are considered in guiding course requests</p> <p><u>Core Instructional Materials:</u> Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.</p>	<p>The new Analysis and Approaches course reflects the emphasis on algebraic, graphical and numerical approaches. Much of this course is an updated version of the existing Mathematics SL syllabus. SL students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem solving (to include the Internal Assessment); SL content will be a complete subset of the HL content.</p> <ol style="list-style-type: none"> 1. Number and algebra basics 2. Functions 3. Sequences and series 4. Geometry and trigonometry 5. Complex numbers 6. Vectors 7. Differential and integral calculus 8. Probability and statistics <p>This course is for students that enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Students should take this course if they intend to go on to study subjects with substantial mathematics content at university (eg. Economics, Physical Sciences).</p>
--	---

IBDP 1&2 Math Analysis & Approaches HL

<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> past grades, AtLs, MAP and CAT4 results are considered in guiding course requests</p>	<p>The new Analysis and Approaches course reflects the emphasis on algebraic, graphical and numerical approaches. Much of this course is an updated version of the existing Mathematics HL main syllabus. HL students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem solving (to include the Internal Assessment) as well as a further 90 hours of additional content.</p>
--	--

<p><u>Core Instructional Materials:</u> Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.</p>	<ol style="list-style-type: none"> 1. Number and algebra basics 2. Functions 3. Sequences and series 4. Geometry and trigonometry 5. Complex numbers 6. Vectors 7. Differential and integral calculus 8. Probability and statistics <p>Further content includes proofs, and a greater emphasis on functions and calculus.</p> <p>This course caters for students with a good background in mathematics, who are competent in a range of analytical and technical skills and enjoy developing their mathematics to become fluent in the construction of mathematical arguments and thinking. Students taking this course will explore real and abstract applications of mathematics, with and without the use of technology. This course is intended for students who will go on to study subjects with substantial mathematics content at university (eg. Maths, Engineering, Economics, Physical Sciences).</p>
---	--

IBDP 2 Mathematical Studies SL

<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u> completion of IBDP 1 Mathematical Studies SL</p> <p><u>Core Instructional Material:</u> IB Mathematical Studies Textbook SL (Oxford)</p>	<p>The second half of this course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking.</p>
---	---

IBDP 2 Mathematics SL

<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u> completion of IBDP 1 Mathematics SL</p> <p><u>Core Instructional Materials:</u> IB Mathematics Standard Level Textbook (Oxford), IB Mathematics Standard Level Textbook (Cambridge), IB Exam Review Study Guide. Students are required to have a graphing</p>	<p>The second half of this course encourages students to take a considered approach to various mathematical activities and to explore different mathematical ideas while continuing to learn important topics outlined in the syllabus. The internally assessed component, the Math Exploration, offers students the opportunity for developing independence in their mathematical learning. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.</p>
--	---

calculator - GAA recommends the non-CAS TI-nspire.	
IBDP 2 Mathematics HL	
<p><u>Credit:</u>1.0</p> <p><u>Prerequisite:</u> completion of IBDP 1 Mathematics HL</p> <p><u>Core Instructional Materials:</u> IB Mathematics Higher Level Textbook (Oxford), IB Mathematics Higher Level Textbook (Cambridge), Calculus (Pearson), IB Exam Review Study Guide. Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.</p>	<p>The second half of this course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Students continue to learn important topics outlined in the syllabus with an emphasis on the option topic (Paper 3). The internally assessed component, the Math Exploration, offers students the opportunity for developing independence in their mathematical learning. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas, reasoning, and use of mathematical tools.</p>

[Return to Table of Contents](#)

GROUP 6: THE ARTS

Students will learn in the Arts through creating, responding, connecting and presenting. All courses in grades 6-10 utilize the National Core Arts Standards as the foundation for study and is the backdrop for development of appropriate habits and routines in Visual Arts, Music (Band, Vocal), and Theater Arts. All of these Arts courses incorporate a wide variety of learning and assessments strategies some of which include (but are not limited to):

- individualized learning,
- group discussions and activities,
- group rehearsal,
- research, and analysis,
- self- organized inquiry-based learning,
- developing a process portfolio,
- interviews,
- journal writing,
- written assignments,
- exhibition and presentation.

Formative and summative assessment will be used throughout the year in all of the Arts courses including peer evaluation and self- assessment methods. A main component is project-based and performance assessments.

Grade 6 Arts Rotation

Credit: N/A

Prerequisite: None

This course is an early introduction to the Secondary level Arts program at GAA. During each quarter of the course, students will be exposed to a brief survey of 4 disciplines within the Arts:

- 9 weeks dedicated to studio art-based learning;
- 9 weeks dedicated to theater performance-based learning;
- 9 weeks dedicated to instrumental music; and
- 9 weeks dedicated to vocal music training.

The Arts Rotation focuses on creating, responding, in all four disciplines. Both individual work and collaborative learning are valued in the Arts Rotation. Students are encouraged to set and strive for the success of achievable individual goals and to explore new areas of creative expression

VISUAL ARTS

MS Exploratory Arts – Visual Art 6G3

Credit: N/A

Prerequisite: in ADEK Group 2 or 3

This course is mandatory for all ADEK Group 2 or 3 students and is the same as the Visual Art 6 (above) but with an abbreviated delivery. Due to the shorter class time allotted some of the required class work and projects will be reduced.

The Visual Art 6G3 course is an early introduction to the Secondary level Visual Art program at GAA. In this course students will be exposed to a brief survey of studio-based learning with a focus on individual autonomous work and collaborate learning. The course introduces:

- the basics of design aesthetics,
- drawing, painting and craft making skills, and
- highlights of important figures from art history.

The development of improved studio learning-habits is emphasized including improved communication, attention to detail, observing, responding, organization and collaboration skills. Students are encouraged to set and strive for the success of achievable individual goals and to explore new areas of creative expression in order to make the most of their time in the art studio.

Visual Art 7

Credit: N/A

Prerequisite: None

The Visual Arts 7 course is designed to establish a proficient level of skills, knowledge, processes and discipline in visual art learning. In this course, students are expected to develop knowledge of basic art concepts and skill in two and three-dimensional media while learning strong studio habits. The course will provide an introductory study of:

- media, techniques, and processes,
- developing more advanced applications of ideas, materials and techniques, and
- the application of technology in the art making process.

Individual and group projects will be explored with presentations and group exhibitions.

Visual Art 8

Credit: N/A

Prerequisite: None

The Visual Arts 8 course is designed to establish a higher level of skills, knowledge, processes and discipline for more advanced study in art at the High School level, should students wish to continue visual art learning in the upper grades. In this course,

	<p>students are expected to deepen their knowledge of basic art concepts and skill in two and three-dimensional media while building strong studio learning-habits that translate to more challenging study of visual arts. The course will provide an in-depth study of:</p> <ul style="list-style-type: none"> ● media, techniques, and processes, ● developing more advanced applications of ideas, materials and techniques, and ● the application of technology in the art making process. <p>Individual and group projects will be explored with presentations and group exhibitions.</p>
--	--

MS Exploratory Arts – Visual Art 8G3

<p><u>Credit:</u> N/A <u>Prerequisite:</u> in ADEK Group 2 or 3</p>	<p><i>This course is mandatory for all ADEK Group 2 or 3 students and is the same as Visual Arts 8 but with an abbreviated delivery. Due to the shorter class time allotted some of the required class work and projects will be reduced.</i></p> <p>In this course, students are expected to develop knowledge of basic art concepts and skill in two and three-dimensional media while building strong Studio Learning Habits that translate to more challenging study as students progress through the visual art program. The course will provide in-depth study of media, techniques, and processes; focus on developing more advanced applications of ideas, materials and techniques, as well as the application of technology in the art making process. Individual and group projects will be explored with presentations and group exhibitions. Students will learn in the Arts through creating, responding, connecting and presenting.</p>
---	--

HS Visual Arts Foundations

<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> None</p>	<p>This course is designed for students with interest in creative endeavors, but who perhaps do not intend to advance into visual art as a career or advanced study. Learning will focus on individual autonomous work and collaborative work in a variety of techniques and media. Students will be engaged in the study of:</p> <ul style="list-style-type: none"> ● aesthetics and elements of art criticism; ● the exploration of art history; ● the contextual connections and functions of art; and ● the production of individual works of art. <p>Concept as well as studio skill development is emphasized using a variety of traditional and nontraditional media. Art making processes are explored that emphasize the understanding of enduring ideas and concepts about art and the art world. Students</p>
---	--

	<p>are encouraged to set their own success criteria for learning in the course based on improvement in individual art making skills along with increased understanding of art elements and principles of design and expanding creative thinking skills. Students will develop in a battery of skills related to creative problem solving, critical thinking, and lines of inquiry.</p>
--	--

<p>HS Comprehensive Visual Arts</p>	
--	--

<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> Successful completion of a previous high school visual arts course</p>	<p>This more advanced class is designed to help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Students research a social, cultural, and/or political concept, theme, or idea along with how it is addressed by artists and designers in their work. Students select and curate a collection of objects, artifacts, and/or artworks based on this social, cultural, and/or political concept, theme, or idea. The students will continue to maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program. Students should be prepared to take on the challenge of further developing their depth of art and art-making knowledge, their understanding of research and creative development processes, art-making skills, and studio work habits for more advanced study in visual arts.</p>
---	---

<p>IBDP 1 & 2 Visual Arts (SL/HL)</p>	
--	--

<p><u>Credit:</u> 1.0 (each year) <u>Prerequisite:</u></p>	<p>The IBDP Visual Arts core syllabus at SL and HL consists of three equal interrelated areas: visual arts in context, visual arts methods, communicating visual arts. Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts. The “visual arts in context” part of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them. The “visual arts methods” part of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods. The “communicating visual arts” part of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.</p>
--	--

MUSIC

MS Band

Credit: N/A

Prerequisite: Basic introductory skills to instruments and reading music

Core Instructional Materials:
Instrument, Music, Standard of Excellence and/or Sound Innovations Method Book, BYOD

Attention is focused on furthering the introductory music fundamentals, technical achievement, and acquisition of performance and rehearsal skills that were learned from prior instrumental music lessons. There will also be a music technology component to this course. After-school rehearsals and performances are required of all students as well as a concert dress code consisting of a black shirt, black pants, black socks and black shoes. Curriculum is aligned to the National Core Arts Standards.

Intermediate Band

Credit: N/A

Prerequisite: previous instrumental music experience; teacher recommendation

Core Instructional Materials:
Instrument, Music, Standard of Excellence and/or Sound Innovations Method Book, BYOD

Students are acquainted with the wide variety of literature and are given the opportunity to develop high standards of general musicianship. Emphasis is placed on artistic performance commensurate with the maturation level and experience of the group. Performances are an important part of the group activities. After-school rehearsals and performances are required of all students as well as a concert dress code consisting of a black shirt, black pants, black socks and black shoes. Students enrolled in Intermediate Band will learn with the HS Band class and may be required to rehearse and perform with the GAA Big Band from time to time. Curriculum is aligned to the National Core Arts Standards.

MS Choir

Credit: N/A

Prerequisite: None

Students build skills by working on vocal technique, music theory and music history. Grading will be based on attendance and participation, healthy vocal technique and vocal quality, intonation and rhythm, and written assignments. Cooperation within the ensemble, participation in concerts, and practice outside of class is expected. Curriculum is aligned to the National Core Arts Standards.

HS Band

Credit: 1.0 (in high school)

Prerequisite: previous instrumental music experience

Students are acquainted with the wide variety of literature and are given the opportunity to develop high standards of general musicianship. Emphasis is placed on artistic performance

<p><u>Core Instructional Materials:</u> Instrument, Music, Standard of Excellence and/or Sound Innovations Method Book, BYOD</p>	<p>commensurate with the maturation level and experience of the group. Performances are an important part of the group activities. After-school rehearsals and performances are required of all students as well as a concert dress code consisting of a black shirt, black pants, black socks and black shoes. Students enrolled in HS Band may be required to rehearse and perform with the GAA Big Band from time to time. Curriculum is aligned to the National Core Arts Standards.</p>
<p>HS Concert Band</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> Must be in high school. Audition for band director. Limited to specific instruments. <u>Core Instructional Materials:</u> Instrument, Music, Standard of Excellence and/or Sound Innovations Method Book, BYOD. A dress code of black socks, black dress shoes, black dress pants, and black button down long sleeve shirt or men or women or a long black dress with shoulders covered with black scarf will be enforced.</p>	<p>This course gives students the opportunity to develop high standards of musicianship. Emphasis is placed on artistic performance commensurate with advanced performance literature. Individual practice and sectionals will be required outside of normal school time. Students will also be part of chamber music ensembles to provide entertainment for school functions. There will also be a music technology unit focused on the creation of music and recording. After-school rehearsals and performances are required of all students. Membership is based on instrument, ability, interest, and experience following the director's approval. Students in the HS Concert Band are expected to rehearse and perform with the GAA Big Band. Curriculum is aligned to the National Core Arts Standards.</p>
<p>Digital Music 1</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> Must be in grades 10, 11, or 12; teacher recommendation. Students are encouraged to acquire one or more of the software required for this course.</p>	<p>The HS Digital Music course is structured for students in grades 10, 11 and 12 designed to develop and enhance growth in the skills of observation, analysis, oral and written articulation, creative thinking and creative expression. Students will be introduced to the foundational aspects of Digital Music including:</p> <ul style="list-style-type: none"> ● Digital Music Production ● Audio Recording ● Music for Media (movies, advertisements, games) ● Mixing techniques ● Ethics of music publishing and royalties <p>Students will also explore a variety of artistic and technical aspects of Digital Music while working collaboratively and independently in the production of original compositions. Key academic goals will be drawn from the National Core Arts</p>

	<p>Standards in support of this course along with a combination of project based, written and oral assessments.</p>
<p>Digital Music 2</p>	
<p><u>Credit:</u> 1.0 <u>Prerequisite:</u> Successful completion of Digital Music. Students are encouraged to acquire one or more of the software required for this course.</p>	<p>The Digital Music 2 course is structured for students who were successful in HS Digital Music. This more advanced course is designed for students to further develop their skills of observation, analysis, oral and written articulation, creative thinking and creative expression. Students will extensively explore:</p> <ul style="list-style-type: none"> ● Digital Music Production ● Audio Recording ● Music for Media (movies, advertisements, games) ● Mixing techniques ● Ethics of music publishing and royalties <p>Key academic goals will be drawn from the National Core Arts Standards in support of this course along with a combination of project based, written and oral assessments.</p>
<p>IBDP 1 & 2 Music (SL/HL)</p>	
<p><u>Credit:</u> 1.0 (each year)</p>	<p>Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This invites exciting exploration and sensitive study. Such richness offers a variety of ways to encounter and engage with a constantly changing world. A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity. The IBDP Music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.</p>

THEATER ARTS

Theater Arts 7

Credit: N/A

Prerequisite: None

In this class, students will continue to refine their dramatic skills to perform more sophisticated work. Students will use various creative drama techniques to build ensemble, stimulate imagination, movement, and role-play with an emphasis on concentration. Students will be taught to direct their focus, intent, and motivation to create and sustain a character. Students will address plot, setting, and character in monologues. Students will learn and use drama and theatre vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills. Students will exhibit and reinforce their skills through individual and group presentations, performances, and script and journal writing.

MS Exploratory Arts – Theater Arts 7G3

Credit: N/A

Prerequisite: in ADEK Group 2 or 3

This course is mandatory for all ADEK Group 2 or 3 students. Due to the shorter class time allotted, this is an abbreviated version of Theater Arts 7. In this class, students will refine their dramatic skills to perform more sophisticated work. A variety of creative drama techniques will be used to build ensemble, stimulate imagination, movement, and role-play with an emphasis on concentration. Students will be taught to direct their focus, intent, and motivation to create and sustain a character, while addressing plot, setting, and character in monologues. Drama and theatre vocabulary will be learned and used in class discussions and the activities will address the promotion and reinforcement of students' literacy skills.

Theater Arts 8

Credit: N/A

Prerequisite: None; previous theater experience is recommended

In this class, students will build upon previously learned skills to portray more compelling characters and complex scenes. Students will use various creative drama techniques to build ensemble, stimulate imagination, movement, and role-play with an emphasis on movement and stage presence. Students will focus on realistic acting, commanding audience attention, and developing a stage presence. They will understand and follow stage directions, and use proper techniques for body and voice control. Students will learn and discuss the basic elements of drama to better understand and analyze characters and scripted material. Students will learn and use drama and theatre vocabulary in class discussions and the activities will address the promotion and reinforcement of students'

	literacy skills. Students will exhibit and reinforce their skills through individual and group presentations, performances, and script and journal writing.
HS Theater Arts and Drama	
<u>Credit:</u> 1.0 <u>Prerequisite:</u> None	Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills; they cultivate and refine their artistic abilities and appreciation of theatre arts.
HS Scene and Film Study	
<u>Credit:</u> 1.0 <u>Prerequisite:</u> successful completion of previous high school theater arts and/or teacher recommendation	Through research, performance, and evaluation, students develop artistic criteria that are applied to performing and directing. They study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills.
HS Exploratory Arts – Theater Arts 9G3	
<u>Credit:</u> 0.5 <u>Prerequisite:</u> in ADEK Group 2 or 3	<i>This course is mandatory for all ADEK Group 2 or 3 students. Due to shortened duration of this course, this is an abbreviated version of HS Beginner Theater Arts.</i> Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills; they cultivate and refine their artistic abilities and appreciation of theatre arts.
IBDP 1 & 2 Theatre (SL/HL)	
<u>Credit:</u> 1.0 (each year)	Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It

	<p>emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.</p>
--	---

[Return to Table of Contents](#)

PHYSICAL EDUCATION

The SHAPE America standards form the framework for knowledge, skills, understandings and assessments in PE with personal health and wellbeing featuring prominently. Students are expected to display good sportsmanship, work collaboratively, and build leadership skills. A main focus of the program is to have students reflecting on their own and others' performance and progress. Self- and peer-assessments, along with goal setting, are an integral part of the Secondary School PE program.

The courses from grade 6 to grade 9 traditionally consist of six units lasting roughly six weeks. An aquatics unit and a health unit are delivered in each year of the program. A focus on invasion games, fitness, net/striking games, and other sports or games (such as international sport) are delivered throughout the year and are decided on through facility availability and weather conditions. The focus of these units is not solely on skill acquisition, but also on the ability of the students to show and develop determination, communication skills, confidence, and commitment to self and others.

Students are expected to come appropriately dressed to each and every class.

Physical Education 6

Credit: N/A
Prerequisite: None

Students combine fundamental skills into more complex movement forms in modified games and recreational activities. Cooperative and competitive small-group games are developmentally appropriate, with the emphasis being on developing skills and tactical understanding. Students learn to cooperate with others, make decisions and develop strategies for problem-solving and critical thinking. Students assess their health-related fitness status and learn to set reasonable and appropriate goals for development, maintenance, and improvement.

Physical Education 7

Credit: N/A
Prerequisite: None

In Physical Education 7, students continue to develop competence in modified versions of various games, sport, and recreational activities. They vary movement during dynamic and changing game situations. Students relate the importance of physical activity to health; create plans for improving personal strengths and focus on helping their classmates. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students participate in, and analyse the movement of, different health-related fitness exercises.

Physical Education 8	
<u>Credit:</u> N/A <u>Prerequisite:</u> None	<p>Students demonstrate competence in skillful movement in modified, dynamic game/sport situations and in a variety of game/sport and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. Students apply their knowledge and skills to set goals, track practice and create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit. Students model respect for others, responsible behavior, and practice decision-making.</p>
High School Physical Education	
<u>Credit:</u> 1.0 <u>Prerequisite:</u> None	<p>In HS PE, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. By the end of this course, students demonstrate the ability to plan and implement personal fitness programs; demonstrate competency in two or more physical activities, describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.</p>

[Return to Table of Contents](#)

ELECTIVES

Intro to Design

Credit: 1.0

Prerequisite: in gr.9

Core Instructional Material:

Students may be required to supply their own materials to complete some projects.

In this project-based course, students will investigate computer engineering-related concepts by following the design cycle in digital applications. Areas of focus will include: research and design, prototyping and modeling, use of digital tools such as computer-aided design, basic coding, resource management and sustainability, marketing, and web and digital design. For each innovative project, students will conduct research-based planning to write a project proposal, develop and manage their own timeline of achievement goals, use the design cycle to develop their digital project, and produce media to promote their final product.

Intro to Computer Science

Credit: 1.0

Prerequisite: None

This course will introduce students to computational thinking and the basics of computer science. Topics will include how computers work, web sciences, databases, modeling & simulation, game design, and robotics; the impact of these technologies on our society will also be examined. Students will also learn beginning programming across several languages. Target objectives are to:

1. Develop abstractions and test, refine, create, and modify computing systems.
2. Communicate computing ideas to recognize and define computational problems using algorithms.
3. Construct abstractions, create computational artifacts through programming, and test and refine computational solutions.
4. Communicate to recognize, define, and use data in computational problems and in creating computational artifacts.
5. Explain how information is sent by the Internet and understand the importance of security when using technology.
6. Explain the impact and effect computing technology has on our everyday lives and the causes and possible solutions of the digital divide.

Arts & Design: Journalism & Yearbook

Credit: 1.0

Prerequisite: In gr.11 or 12

Through the use of technology, students implement the design cycle along with the principles and elements of arts and design, to create and produce a variety of media arts projects the main one of which is compiling the high school newspaper and assisting in production of the GAA yearbook. Students will

- understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press in the United States
- analyze and evaluate the accuracy and effectiveness of news and information found in print, on the Internet, and in other media (i.e. photography)
- discuss writing ideas with others
- progress through stages of journalistic writing processes.
- write news stories, features stories, editorials, opinions and commentaries effectively and accurately in print and media
- analyze and use elements and principles of graphic design to develop visual presentations that reinforce and enhance written messages with special attention to typography and layout

English Literature: Creative Writing

Credit: 1.0

Prerequisite: Must be in grades 10, 11, or 12

The Creative Writing course is designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, and peer reviews/conferences. To show evidence of writing development throughout the course, students will be required to engage in writing that require sharing one's work and in publishing one's writing beyond the classroom setting, including designing and editing. Upon completion, students should be able to:

- Analyze the impact of an author's choices in theme, structure, character development, and point of view.
- Determine the meaning of words and phrases used in text, including figurative, connotative, and technical meanings.
- Write narratives of real or imagined events effectively.
- Develop, revise and publish writing appropriate to task, purpose and audience.
- Prepare for and participate in discussions and presentations.
- Apply the rules of Standard English in writing.

Sociology: Global Politics

Credit: 1.0

Prerequisite: Must be in grades 10, 11, or 12

Global Politics aims to explore fundamental political concepts, in a range of contexts and through a variety of approaches. It allows students to develop an understanding of political activity through different perspectives, as well as allowing them the opportunity to explore political issues affecting the world around them. This course consists of four overarching themes:

- Power, Sovereignty and International Relations (Theoretical Background)
- Human Rights (Social Issues)
- Development (Economic Issues)
- Peace and Conflict (Political Issues)

Content is learned along with skills in analyzing, arguing, evaluating, communicating, and researching. Students will examine contemporary global political challenges through case studies, simulations, and written tests.

Public Speaking

Credit: 1.0

Prerequisite: in gr.10, 11, or 12

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research, preparation, and delivery. Evaluation will be on informative, persuasive, argumentative, debate and other formal and informal speaking occasions. Its goal is to prepare students for success in presentation situations and to provide them with the basic principles of organization and research needed for effective speeches and idea pitches. Upon completion, students should be able to:

- Interpret, analyze and cite credible evidence from grade-level informational texts, exemplar speeches and personal anecdotes.
- Research, organize, and propose credible topics for formal and informal presentations and speeches.
- Produce, develop, and revise writing for multiple purposes and audiences.
- Prepare for and participate in formal and informal discussions, presentations and speeches.
- Apply the rules of Standard English in writing and oral delivery.

[Return to Table of Contents](#)