



# PROGRAM OF STUDIES 2024-2025 SECONDARY DIVISION

MIDDLE SCHOOL - GRADES 6-8

HIGH SCHOOL - GRADES 9-12



مدرسة أكاديمية جيمس الأمريكية أبو ظبي الخاصة  
**GEMS American Academy**  
ABU DHABI

## 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. An 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 to 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. Students also develop important social/emotional skills and confidence that is essential in personal development.

Based upon a myriad of data points, students are reviewed for placement into IB and/or AP which are pre-collegiate level courses. These courses prepare scholars for the rigors of higher education while cultivating a love for learning. These options diversify the curriculum pathways for GAA scholars into 4 paths: American Diploma, IB diploma, IB course, and AP.

### Standards Based Learning and Assessment

As a Standards Based Curriculum school, we see grades as a means of communicating a student's learning.

In education, the term “standards-based” refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. These knowledge and skills are known as standards - concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. In schools that use standards-based approaches the standards determine the goals of a lesson or course. Teachers then determine how and what to teach students so they achieve the learning expectations described in the standards. At GAA, curriculum standards are defined for each course and specifically indicate what the student is expected to learn and demonstrate on assessments.

Throughout each course, the completed assessments help the teacher provide feedback and learning targets as well as track progress toward proficiency of each curriculum standard. When assessments target multiple curriculum standards, a proficiency level is determined for each one. Our proficiency levels are **Mastery, Proficient, Developing and Emerging**.

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### COLOR KEY FOR GROUP TABLES

GREY	AVAILABLE
BLUE	NOT AVAILABLE

## ADEK REQUIREMENTS

### UAE HIGH SCHOOL EQUIVALENCY REQUIREMENTS

Students of all nationalities who graduate from a high school in the UAE may have their high school diploma (certification) attested by the Abu Dhabi Department of Education and Knowledge (ADEK). Equivalency is granted by the Ministry of Education (MOE).

This attestation and equivalency is required for many students – regardless of nationality - to apply to university. Those applying to institutions in the UAE and other Arab countries will be required to submit attested documents with equivalence. These documents will also be required for graduates to be eligible to work in the UAE and other Arab countries. Arab national students are highly advised to have their diploma attested and to seek the UAE high school equivalency.

We recommend that students, upon deciding where they will study, visit the MOE website shown below for a confirmation on the requirement of equivalency for their chosen post-secondary education.

Students graduating from a UAE based school must meet the below requirements set by ADEK:

#### 1. COURSE REQUIREMENTS FOR EQUIVALENCY OF AMERICAN DIPLOMA

- Group 1 students must complete both their Islamic and Arabic courses every year in grades 9, 10, 11, and 12.
- All students holding passports from the Arabic speaking countries, mentioned in the next page, 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 until the end of Grade 9.
- Successfully complete (>60%) five courses each year in grades 10, 11, and 12.

#### 2. ARABIC AND ISLAMIC UNIFIED EXAM

- Students seeking equivalency must pass both the Islamic Studies and Arabic Ministry Unified 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 FOR EQUIVALENCY

- Copy of graduation diploma
- Copy of transcripts for grades 10, 11 & 12
- Students are required to pass (D or higher) 5 approved subjects successfully (note: Arabic and Islamic Studies are excluded from these subjects)
- Emirati students:
  - EMSAT English (minimum score: 1100)
  - EMSAT Math (minimum score: 500)
- Resident students:
  - English: EMSAT English (minimum score: 1100) OR Academic IELTS (minimum score: 5.0) OR TOEFL IBT (minimum score: 61)
  - Math: EMSAT Math (minimum score: 500) OR SAT1 Math (minimum score: 450)

#### 4. EMSAT REQUIREMENTS

- Some students will be required to take the EMSAT exams - this requirement is contingent on the decision of the student on where they would like to continue their future studies and if equivalency of the high-school certification is required.
- We recommend contacting MOE with details of the students' future study plans, in order to receive full advice on which exams are required.
- All UAE nationals are obligated to attend EMSAT exams regardless of location of future study.
- Full details of EMSAT requirements are on the website mentioned below.

#### Useful Links:

- [MOE website](#)
- [EMSAT website](#)

#### \*REQUIREMENTS FOR CITIZENS OF ARAB COUNTRIES

All students holding passports from the following Arabic speaking countries must take native language Arabic in grades 6, 7, 8, 9, 10, 11, and 12:

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

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

#### GROUP REQUIREMENTS

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

- GAA Core Courses and/or International Baccalaureate Diploma Programme (IBDP) Courses
- Department of Education and Knowledge Required Courses
- 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 during the school registration process to determine Group and course requirements. 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
Arabic	Native	Native	Non-Native	Non-Native
Islamic Studies	✓ In Arabic		✓ In English	
UAE Social Studies in Arabic	✓	✓		
Moral Education*	✓	✓		
Moral, Social and Cultural Studies			✓	✓

## GAA DIPLOMA REQUIREMENTS

### Grades 9-12 Credit Requirements

English	4 Credits
World Language	3 Credits
Social Studies	3 Credits
Science	4 Credits
Math	4 Credits
Arts	1 Credit
Physical Education	1 Credit
Electives	7+ Credits
<b>Total Credits</b>	<b>25 Credits (minimum)</b>

## Grading at GAA

%		A-F		Standards Based Grading		IB		AP	GPA
<i>Aligned to ADEK</i>		I-M	50-100	1-7		1-5		0-4.3	
Grade Scales	Letter	Proficiency	Proficiency Value	SL	HL		GPA Scale	IB SL/HL Addition	AP Addition
96-100	A+	Mastery	100	7	7	5	4.3	Additional 0.25 SL Additional 0.5 HL Additional 0.15 AP	
93-95	A	Mastery		6	6	5	4		
90-92	A-	Mastery		6	6	4	3.7		
87-89	B+	Proficient	85	5	5	4	3.3		
83-86	B	Proficient		5	5	4	3		
80-82	B-	Proficient		4	4	3	2.7		
77-79	C+	Developing	73	4	4	3	2.3		
73-76	C	Developing		3	3	3	2		
70-72	C-	Developing		3	3	2	1.7		
67-69	D+	Emerging	62	2	2	2	1.3		
60-66	D	Emerging		2	2	2	1		
<59	F	Insufficient	50	1	1	1	0		

# ENGLISH

GRADE	6		7		8		9		10		11/12
	MAP		MAP		MAP		MAP		MAP		GAA
	Reading	Language Usage	Reading	Language Usage	Reading	Language Usage	Reading	Language Usage	Reading	Language Usage	Grade
ENGLISH LANGUAGE LEARNING	201	202	202	203	207	207	215	213	218	217	80
ENGLISH	212	211	217	216	221	221	228	226	231	229	
ENGLISH HONORS	218	218	220	220	222	222	230	228	232	230	90
JOURNALISM											
CREATIVE WRITING											
PUBLIC SPEAKING											
AP LANGUAGE AND COMPOSITION											
IB LANGUAGE B SL/HL	Prerequisite – English Honors										
IB LANGUAGE & LITERATURE SL/HL	Prerequisite – English Honors										



## 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 college preparation. 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		
<b>Credit:</b>	N/A	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.
<b>Prerequisite:</b>	Successful completion of grade 5 English	
<b>Core Instructional Materials:</b>	Literary anthologies, novels, short stories and a variety of media	
English 7		
<b>Credit:</b>	N/A	English 7 develops students into active readers, equipping them with the tools to comprehend and analyze a range of fiction, non-fiction, and poetry. Through regular collaboration, they enhance their critical thinking and creativity, honing their listening and speaking skills in the process. The course places a particular emphasis on effective questioning. Students are encouraged to be purposeful writers. From narrative poetry to persuasive essays, they will consider the impact of language choices on different audiences and craft their texts accordingly. Students also refine research skills, developing sound judgment of sources - a valuable skill in this age of information.
<b>Prerequisite:</b>	Successful completion of grade 6 English	
<b>Core Instructional Materials:</b>	Literary anthologies, novels, plays and various media	
English 8		
<b>Credit:</b>	N/A	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. Students will practice and master analytical reading, writing, oral communication, and thinking skills. Students will study and interpret complex texts from contemporary and historical periods, including short stories, poetry, and short essays. An important focus will be on character analyses, analytical writing, as well as persuasive writing. Students also refine research skills, developing sound judgment of sources - a valuable skill in this age of information.
<b>Prerequisite:</b>	Successful completion of grade 7 English	
<b>Core Instructional Materials:</b>	Literary anthologies, novels, plays and various media	

## English 9

<b>Credit:</b>	1.0	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.
<b>Prerequisite:</b>	Successful completion of grade 8 English	
<b>Core Instructional Materials:</b>	Literary anthologies, novels, plays and various media	

## English 10

<b>Credit:</b>	1.0	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 thematic study, instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, and cultural 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.
<b>Prerequisite:</b>	Successful completion of grade 9 English	
<b>Core Instructional Materials:</b>	Literary anthologies, novels, plays and various media	

## English Language Learner (ELL)

<b>Offered to Grades 6, 7, 8, 9, 10, 11</b>		Reading, writing, listening and speaking skills will be at the center of this course.  This class will offer the English Language Learner (ELL) an opportunity to gain language proficiency. The course focuses on practicing and building upon their reading, writing, speaking, listening, vocabulary, and grammar skills.
<b>Credit:</b>	1.0 (Grades 9, 10, 11)	
<b>Prerequisite:</b>	Identified fluency and literacy skill development required to successfully learn in an English medium curriculum and enroll in mainstream English classes in later grade levels. May include internal and extra data sources (eg. WIDA).	
<b>Core Instructional Materials:</b>	Literary sources, novels, plays and various media.	

English Honors		
<b>Offered to Grades 6, 7, 8, 9, 10</b>		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.
<b>Credit:</b>	1.0 (Grades 9, 10)	
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• High grades</li> <li>• Well-developed ATL skills</li> <li>• Strong MAP and CAT4 performance</li> <li>• Teacher recommendation supporting rigorous coursework</li> </ul>	
<b>Core Instructional Materials:</b>	Literary sources, novels, plays and various media.	
English 11		
<b>Credit:</b>	1.0	<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. The idea of identity anchors student exploration of narratives and poetry. They demonstrate responsive action to global challenges by being encouraged to navigate their place in the world. Their awareness, responsiveness, and contribution to their local, regional, and global communities will inform their research work. Recognizing how varied media formats and rhetoric influence personal opinions and shape identities will be part of their coursework.</p> <p>By studying various 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 is an integral part of this course.</p>
<b>Prerequisite:</b>	Successful completion of grade 10 English	
<b>Core Instructional Materials:</b>	Literary anthologies, novels, plays and various media	
English 12		
<b>Credit:</b>	1.0	<p>The Grade 12 English course is premised on consolidating the fundamental college readiness skills. Students engage in intellectually-stimulating and comprehensive exploration of advanced concepts in literature and writing.</p> <p>Designed to cultivate critical thinking skills, and enhance student's proficiency in literary analysis, the course delves into a variety of traditional and contemporary texts. There is a heavy emphasis on both collaboration and individual explorations of perspectives through an examination of rhetoric and textual analysis. Students will be required to develop and present their own perspectives in response to the exploration of the texts and related themes, coupled with, and supported by in-depth research from credible sources. Through the use of technology and digital media, students will apply the knowledge and skills</p>
<b>Prerequisite:</b>	Successful completion of grade 11 English	
<b>Core Instructional Materials:</b>	Literary anthologies, novels, plays and various media	

		learned in the course to develop innovative and creative solutions to real world situations. As students navigate this culminating year of high school, they will emerge not only as adept writers but also as thoughtful interpreters of the human experience through the lens of literature.
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**Journalism**

<b>Credit:</b>	1.0	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: <ul style="list-style-type: none"> <li>• understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press in the United States</li> <li>• analyze and evaluate the accuracy and effectiveness of news and information found in print, on the Internet, and in other media (i.e. photography)</li> <li>• discuss writing ideas with others</li> <li>• progress through stages of journalistic writing processes.</li> <li>• write news stories, features stories, editorials, opinions and commentaries effectively and accurately in print and media</li> <li>• 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</li> </ul>
<b>Prerequisite:</b>	Must be in grades 10, 11, 12	

**Creative Writing**

<b>Credit:</b>	1.0	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: <ul style="list-style-type: none"> <li>• Analyze the impact of an author’s choices in theme, structure, character development, and point of view.</li> <li>• Determine the meaning of words and phrases used in text, including figurative, connotative, and technical meanings.</li> <li>• Write narratives of real or imagined events effectively.</li> <li>• Develop, revise and publish writing appropriate to task, purpose and audience.</li> <li>• Prepare for and participate in discussions and presentations.</li> <li>• Apply the rules of Standard English in writing.</li> </ul>
<b>Prerequisite:</b>	Must be in grades 10, 11, 12	

Public Speaking		
<b>Credit:</b>	1.0	<p>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:</p> <ul style="list-style-type: none"> <li>• Interpret, analyze and cite credible evidence from grade-level informational texts, exemplar speeches and personal anecdotes.</li> <li>• Research, organize, and propose credible topics for formal and informal presentations and speeches.</li> <li>• Produce, develop, and revise writing for multiple purposes and audiences.</li> <li>• Prepare for and participate in formal and informal discussions, presentations and speeches.</li> <li>• Apply the rules of Standard English in writing and oral delivery.</li> </ul>
<b>Prerequisite:</b>	Must be in grades 10, 11, 12	
AP Language and Composition		
<b>Credit:</b>	1.0	<p>The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.</p>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• High grades</li> <li>• Well-developed ATL skills</li> <li>• Strong MAP and CAT4 performance</li> <li>• Teacher recommendation supporting rigorous coursework</li> </ul>	
IBDP I and II English Language B (SL/HL)		
<b>Credit:</b>	1.0 (each year)	<p>The language B Standard Level (SL) and language B Higher Level (HL) courses are language acquisition courses for students with some previous experience in the target language.</p> <p>The distinction between Language B SL and HL can be seen in the number of recommended teaching hours, the level of competency the student is expected to develop in receptive, productive and interactive skills, and that HL students are required to study two literary works originally written in the target language.</p> <p>Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how</p>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• High grades</li> <li>• Well-developed ATL skills</li> <li>• Strong MAP and CAT4 performance</li> <li>• Teacher recommendation supporting rigorous coursework</li> </ul>	

		<p>language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for Language Ab Initio).</p> <p>The Language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, and can be included to enhance and deepen the student’s attainment and development.</p>
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**IBDP I and II English Language & Literature (SL/HL)**

<b>Credit:</b>	1.0 (each year)	<p>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.</p> <p>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.</p> <p>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.</p>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• High grades</li> <li>• Well-developed ATL skills</li> <li>• Strong MAP and CAT4 performance</li> <li>• Teacher recommendation supporting rigorous coursework</li> </ul>	

## ARABIC (NATIVE & NON-NATIVE)

GRADE	6	7	8	9	10	11/12
ARABIC NATIVE						
MS ARABIC NN FOUNDATION A					A B	
MS ARABIC NN FOUNDATION B						
MS ARABIC NN 6						
MS ARABIC NN 7						
MS ARABIC NN 8						
HS ARABIC NN LEVEL A						
HS ARABIC NN LEVEL B						
HS ARABIC NN 9						
HS ARABIC NN 10					B+	
HS ARABIC NN 11						
HS ARABIC NN 12						
IBDP ARABIC B SL/HL						SL HL
IBDP ARABIC A L&L SL						SL

## GROUP 2: LANGUAGE ACQUISITION WORLD LANGUAGES

### NATIVE ARABIC

#### MS Arabic Native 6

يهدفُ منهجُ 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 أنواعاً مختلفة من النصوص فيعمل على تفسير كلمات النص ويحدد علاقات التضاد والترادف، مفرغاً ما قرأه من معلومات في خريطة مفاهيمية، كما يتعرف الخصائص العامة للسيرة الغيرية والذاتية.

كما يسلط 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 إنتاجه اللغة كتابةً وتحدثاً بشكل صحيح. بالإضافة إلى مهارات إملائية عدة ككتابة الهمزة المتطرفة بشكل صحيح، وكتابة الكلمات التي تسقط منها الهمزة، واستخدام علامات الترقيم استخداماً سليماً، إلى جانب المهارات الكتابية والتي تعرفه على أنواع الفنون الأدبية وخصائصها: ككتابة نصوص سردية متضمنة حبكة وإطاراً زمنياً ومكانياً مستخدماً تقنيات الحوار والسرد والوصف وكتابة نصوص تفسيرية وإقناعية ليعرض وجهة نظره في القضية التي يتناولها مقدماً أدلةً مقنعة ومُخاطباً اهتمامات القارئ.

كما يستمع المتعلم لمجموعة من النصوص فيحللها ويخمن معاني الكلمات في النص المسموع ويظهر فهماً للموضوع ويقدم عرضاً تقديمياً إقناعياً عن وجهة نظره مستخدماً اللغة العربية الفصيحة كما يعد وينشئ قصة ويقدمها مستخدماً استراتيجيات وآليات الكلام المتضمنة ضبط التنغيم ووضوح الصوت.

**Prerequisite:** Successful completion of grade 5 Arabic Native

**Core Instructional Materials:** Ministry of Education curriculum

#### MS Arabic Native 7

يهدفُ منهجُ 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 إفراد درس مستقل لكل مفهوم كما تم تناول المفاهيم البلاغية من خلال النص الشعري كأن يفسر المتعلم معاني المفردات باستخدام المعجم ويستنتج الدلالات التعبيرية اللفظية والصورة 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 وتحدثاً فتطرق 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 وأشكال الهمزة المتوسطة)، واستخدام علامات الترقيم، والكتابة الجيدة بخط الرقعة إلى 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 تفسيرية وإقناعية ليعرض وجهة نظره في القضية التي يتناولها مقدماً أدلةً مقنعة ومُخاطباً اهتمامات القارئ كما يستمع 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.

**Prerequisite:** Successful completion of grade 6 Arabic Native

**Core Instructional Materials:** Ministry of Education curriculum



## MS Arabic Native 8

يهدف منهاج اللغة العربية للصف الثامن الناطقين إلى توثيق علاقة الطالب بلغته الأم، وتعزيز مهاراته اللغوية من استماع وتحدث 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 وتفكير الموضوع وعلامات الترقيم.

يتعرف الطالب من خلال منهاج 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، وسيحدد مواطن التضمين والاقتراس في الأعمال الأدبية ويستخدمها في إنتاجه اللغوي.

**Prerequisite:** Successful completion of grade 7 Arabic Native

**Core Instructional Materials:** Ministry of Education curriculum

## HS Arabic Native 9

يهدف منهاج اللغة العربية للصف التاسع الناطقين إلى توثيق علاقة الطالب بلغته الأم، وتعزيز مهاراته اللغوية من استماع وتحدث 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 المنهج 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.

**Credit: 1.0**

**Prerequisite:** Successful completion of grade 8 Arabic Native

**Core Instructional Materials:** Ministry of Education curriculum

## HS Arabic Native 10

يتوقع من الطالب خلال العام الدراسي في (المعارف الأدبية) قراءة الآيات القرآنية والنصوص الشعرية والنثرية قراءة سليمة مع تمثيل المعنى، وتحليل النصوص الأدبية التي يقرأها كـ بعض 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 وظيقتها.

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

**Credit: 1.0**

**Prerequisite:** Successful completion of grade 9 Arabic Native

**Core Instructional Materials:** Ministry of Education curriculum

## HS Arabic Native 11

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 كـ بعض 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 في البعد 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 تُحث على ضرورة التحليّ بالعلم، وأيضًا هداية الله للمخلوقات، مع تحليل عناصرها الفنية. كما يتوقع من الطالب في المفاهيم اللغوية من التمييز بين اسم التفضيل واسم الآلة وإعرابهما، وبين اسمي الزمان والمكان، وتحليل عناصر كاد وأحواتها، والبدل، والنداء. وكذلك التمييز بين الخبر والإنشاء، واستخدام التشبيه بأنواعه (ضمني- تمثيلي) في تعبيراته استخدامًا سليمًا، واستخراج الكناية والجناس من النصوص مع تحديد وظيفتها. 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.

**Credit: 1.0**

**Prerequisite:** Successful completion of grade 10 Arabic Native

**Core Instructional Materials:** Ministry of Education curriculum

## HS Arabic Native 12

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 كـ بعض القصص القصيرة التي تهدف لمساعدة الفقراء والمحتاجين، وتقوية العلاقات الأسرية، والإخلاص في العمل، والتحليّ 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 الغرافين، 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 تُحث على هداية نور الله لمخلوقاته، وأيضًا أهمية التوبة إلى الله، مع تحليل عناصرها الفنية. كما يتوقع من الطالب في المفاهيم اللغوية من التمييز بين كان وأحواتها وإن وأحواتها وإعرابهما، وبين المفاعيل بأنواعها، وتحليل عناصر كاد وأحواتها، والتوابع الأربعة، وتحديد الفرق بين الحال والتمييز. وكذلك استخدام المُحسنات البديعية (الجناس- الطباق- المقابلة) والصّور البيانية (التشبيه- الاستعارة) في تعبيراته استخدامًا سليمًا. أما في المهارات اللغوية فسوف يتمكن الطالب من كتابة نص تأملي إقناعي، وسيرة غيريّة وذاتية وكتابة استجابة لنص أدبي.

**Credit: 1.0**

**Prerequisite:** Successful completion of grade 11 Arabic Native

**Core Instructional Materials:** Ministry of Education curriculum

## NON-NATIVE ARABIC

MS Arabic Non-Native Level A	
<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.</p> <p>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:</p> <ul style="list-style-type: none"><li>• Daily life (greetings, personal information)</li><li>• School life</li><li>• Home and daily routine</li><li>• My country</li><li>• Health and welfare.</li><li>• Weather forecast</li><li>• Environmental local area</li><li>• Free time</li></ul>	<p><b>Prerequisite:</b> Students must be new to the Arabic language or finish their first year of learning Arabic</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum for Non-Native speakers</p>
MS Arabic Non-Native Level B	
<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.</p> <p>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"><li>• Self and others</li><li>• Back to school</li><li>• Health and welfare</li><li>• The Arab world</li><li>• Summer holidays</li><li>• World of work</li></ul>	<p><b>Prerequisite:</b> Students must have finished at least two years of Arabic</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum for Non-Native speakers</p>

### MS Arabic Standard Non-Native 6

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:

- Myself and others
- Home and school life
- Daily routines
- Food
- The arts
- City and Town life
- Animal Kingdom
- Ethics
- Jobs
- Transportation

**Prerequisite:** Successful completion of Arabic Non-Native Standard 5

**Core Instructional Materials:**  
Ministry of Education curriculum for Non-Native speakers

### MS Arabic Standard Non-Native 7

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:

- 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

**Prerequisite:** Successful completion of Non-Native Arabic Standard 6 (or gr.6 Foundation B)

**Core Instructional Materials:**  
Ministry of Education curriculum for Non-Native speakers

### MS Arabic Standard Non-Native 8

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:

- Myself and others
- Home and school life
- Everyday activity
- My future job
- Social relationships
- Traditional Arabic Stories
- Cultural History
- Healthy Habits

**Prerequisite:** Successful completion of Non-Native Arabic Standard 7 (or GR7 Foundation B)

**Core Instructional Materials:** Ministry of Education curriculum for Non-Native speakers

### HS Arabic Non-Native Level A

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:

- 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

**Credit: 1.0**

**Prerequisite:** Students must be new to or in their first year of Arabic language and be in grade 9 or 10

**Core Instructional Materials:** Ministry of Education curriculum for Non-Native speakers

### HS Arabic Non-Native Level B

Students will continue to develop their competency using all communicative skills. Through classroom activities students will deeply engage 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

**Credit: 1.0**

**Prerequisite:** Students must have finished at least two years of Arabic and be in grade 9, 10, or 11

<p>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"> <li>• Self and others</li> <li>• Back to school</li> <li>• Health and welfare</li> <li>• In The Arab world</li> <li>• Holidays</li> <li>• Art and Talent</li> <li>• Media and communication</li> <li>• Around the Arab world</li> </ul>	<p><b>Core Instructional Materials:</b> Ministry of Education curriculum for Non-Native speakers</p>
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### HS Arabic Standard Non-Native 9

<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.</p> <p>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"> <li>• Daily life and Social relationships</li> <li>• Traditional Arabic Stories</li> <li>• Culture and History</li> <li>• Scientific facts</li> </ul>	<p><b>Credit: 1.0</b></p> <p><b>Prerequisite:</b> Successful completion of Non-Native Arabic Standard 8 (or GR8 Foundation B)</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum for Non-Native speakers</p>
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### HS Arabic Standard Non-Native 10

<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.</p> <p>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"> <li>• Daily life and Social relationships</li> <li>• School life</li> <li>• Scientific facts</li> <li>• Heritage Arabic stories</li> <li>• Hobbies</li> <li>• Historical figures</li> </ul>	<p><b>Credit: 1.0</b></p> <p><b>Prerequisite:</b> Successful completion of Arabic non-native standard 9 (or GR9 Foundation B)</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum for Non- Native speakers</p>
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### HS Arabic Standard Non-Native 11

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:

- School and daily life
- Communications
- Technology
- Historical figures
- Transportation
- Arabic proverbs
- Heritage Arabic stories
- Family relationships
- Scientific facts

**Credit: 1.0**

**Prerequisite:** Successful completion of Arabic non-native standard 10 (or GR10 Foundation B)

**Core Instructional Materials:**  
Ministry of Education curriculum for Non- Native speakers

### HS Arabic Standard Non-Native 12

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:

- School and daily life
- Life cycle
- Space flight
- Alternative Energy
- Heritage Arabic stories
- Historical figures

**Credit: 1.0**

**Prerequisite:** Successful completion of Arabic non-native standard 11 (or GR11 Foundation B)

**Core Instructional Materials:**  
Ministry of Education curriculum for Non- Native speakers

### IBDP I and II Arabic B (SL/HL)

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.

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 work through the themes of:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

**Credit: 1.0 (each year)**

**Prerequisite:** Students must have:

- finished at least three years of Arabic:
- High grades
- Well-developed ATL skills
- Strong MAP and CAT4 performance
- Teacher recommendation supporting rigorous coursework

- Two works of Arabic literature

**Core Instructional Materials:**  
IBDP Language B Guide, and a variety of IBDP appropriate Arabic stories and books

**IBDP I and II Arabic A Language and Literature (SL)**

The course is organized into three areas of exploration, seven central concepts; and focuses on the study of both literary and non-literary texts. The three areas of exploration of the course allow the student to explore the Language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop literary and textual analysis skills and the ability to present their ideas effectively. A key aim is the development of critical literacy.

Students study four (4) works at a standard level, from a representative selection of literary forms, periods, and places to a range of non-literary texts and bodies of work that include various text types. Students develop the techniques needed for critical communication analysis, becoming alert to interactions between readers, audience, and purpose.

Understanding how language, culture, and context determine the construction of meaning is developed through exploring texts, some of which are studied in translation from various cultures, periods, text types, and literary forms.

Students are assessed through a combination of formal examinations, written coursework, and oral activities. The formal examination comprises two essay papers, one requiring the analysis of unseen non-literary text and the other a comparative response to a question based on two literary works studied. Finally, students also perform an oral activity presenting their analysis of academic work and a non-literary body of work learning.

**Credit: 1.0 (each year)**

**Prerequisite:**

- High grades
- Well-developed ATL skills
- Strong MAP and CAT4 performance
- Teacher recommendation supporting rigorous coursework



## WORLD LANGUAGES

GRADE	6	7	8	9	10	11/12
MS FRENCH PHASE 1						
MS FRENCH PHASE 1-2						
MS FRENCH PHASE 2						
FRENCH 1						
FRENCH 2						
FRENCH 3						
IB FRENCH AB INITIO SL						
IB FRENCH B SL/HL						
MS SPANISH PHASE 1						
MS SPANISH PHASE 1-2						
MS SPANISH PHASE 2						
SPANISH 1						
SPANISH 2						
SPANISH 3						
IB SPANISH AB INITIO SL						
IB SPANISH B SL/HL						
IB SELF-TAUGHT						

## 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 full potential within the language of choice. As such, students are recommended 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. World language is only offered to group 4 students in grade 6.

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 Phase 1		
<b>Prerequisite:</b>	None	<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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Daily life</li> <li>• Family</li> <li>• Physical descriptions</li> </ul>
<b>Core Instructional Materials:</b>	Tricolore Total 1, and other resources	
MS French Phase 1-2		
<b>Prerequisite:</b>	One year of French completed	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Sports and leisure</li> <li>• Order food in cafes and restaurants</li> <li>• The weather</li> <li>• Welcome to Paris</li> <li>• Clothing</li> </ul>
<b>Core Instructional Materials:</b>	Tricolore Total 2, and other resources	

## MS French Phase 2

<b>Prerequisite:</b>	2 years of French completed	<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.</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, and 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"> <li>• City and country life</li> <li>• Traveling</li> <li>• Life after school</li> <li>• Environment</li> <li>• Technology</li> </ul>
<b>Core Instructional Materials:</b>	Tricolore Total 3, and other resources	

## HS French 1

<b>Credit:</b>	1.0	<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.</p> <p>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"> <li>• Daily life (greetings/days of the week and months/my home/my family/my pets).</li> <li>• Portraits (physical appearance and personalities)</li> <li>• Around town</li> <li>• My daily routine</li> <li>• Work and Leisure</li> </ul>
<b>Prerequisite:</b>	None	
<b>Core Instructional Materials:</b>	Panorama Francophone 1 (Part 1), and other resources	

## HS French 2

<b>Credit:</b>	1.0	<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.</p> <p>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"> <li>• Francophone schools</li> <li>• Town and the countryside and evolution of transportation.</li> <li>• Living a healthy life (physically and mentally)</li> <li>• Bon voyage!</li> </ul>
<b>Prerequisite:</b>	Successful completion MS 2 or HS 1/2	
<b>Core Instructional Materials:</b>	Tricolore Total 4 (part 1), and other resources	

### HS French 3

<b>Credit:</b>	1.0	<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.</p> <p>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"> <li>• Les médias sociaux et les jeunes</li> <li>• La santé mentale est importante!</li> <li>• Planète bleue, planète verte</li> <li>• Le monde du travail</li> </ul>
<b>Prerequisite:</b>	Successful completion HS 2 and 3	
<b>Core Instructional Materials:</b>	Mainly Tricolore Total 4 (part 2)	

### IBDP I and II French Ab Initio (SL only)

<b>Credit:</b>	1.0 (each year)	<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"> <li>• Identities</li> <li>• Experiences</li> <li>• Human ingenuity</li> <li>• Social organization</li> <li>• Sharing the planet</li> </ul>
<b>Prerequisite:</b>	The French Ab Initio course is designed for students with little experience of the French language	
<b>Core Instructional Materials:</b>	Panorama Francophone 1 & 2	<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>Placement: 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 I and II French B (SL/HL)

<b>Credit:</b>	1.0 (each year)	<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.</p> <p>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"><li>• Identities</li><li>• Experiences</li><li>• Human ingenuity</li><li>• Social organization</li><li>• Sharing the planet</li></ul>
<b>Prerequisite:</b>	<p>Students must have:</p> <ul style="list-style-type: none"><li>• Finished at least three years of French,</li><li>• High grades,</li><li>• Well-developed ATL skills,</li><li>• Strong MAP and CAT4 performance,</li><li>• Teacher recommendation supporting rigorous coursework.</li></ul>	
<b>Core Instructional Materials:</b>	<p>IB Skills and Practice (Oxford) and a range of other materials published for the IB course.</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. World language is only offered to group 4 students in grade 6.

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 Phase 1		
<b>Prerequisite:</b>	None	<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.</p> <p>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 following units:</p> <ul style="list-style-type: none"> <li>• About me</li> <li>• In the school</li> <li>• My family</li> <li>• My routine</li> <li>• Home sweet home</li> </ul>
<b>Core Instructional Materials:</b>	Spanish language acquisition, phase 1 & 2	
MS Spanish Phase 1-2		
<b>Prerequisite:</b>	One year of Spanish completed	<p>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.</p> <p>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 following units:</p> <ul style="list-style-type: none"> <li>• My free time</li> <li>• Food and recipes</li> <li>• In the restaurant</li> <li>• Health</li> <li>• The weather</li> <li>• Studying abroad</li> </ul>
<b>Core Instructional Materials:</b>	Spanish language acquisition, phase 1 & 2	

## MS Spanish Phase 2

<b>Prerequisite:</b>	One or two years of Spanish completed	<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 and research) topics of personal interest. Students will continue from previous learning and work through the themes of:</p> <ul style="list-style-type: none"> <li>• My neighborhood and community</li> <li>• “www” a tool to learn</li> <li>• We go on a trip</li> <li>• The geographical and cultural diversity of the Spanish-speaking world.</li> </ul>
<b>Core Instructional Materials:</b>	Spanish language acquisition, phase 1 & 2	

## HS Spanish 1

<b>Credit:</b>	1.0	<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.</p> <p>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"> <li>• Basic information and greetings</li> <li>• Portraits (Physical appearance and personalities)</li> <li>• Daily routine</li> <li>• Food and drinks</li> <li>• Around town</li> <li>• Holiday plans</li> <li>• At school</li> </ul>
<b>Prerequisite:</b>	None	
<b>Core Instructional Materials:</b>	Panorama Hispanohablante 1 (Part 1)	

## HS Spanish 2

<b>Credit:</b>	1.0	<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 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.</p> <p>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"> <li>• We are what we do</li> <li>• That makes a change!</li> <li>• School is my life</li> <li>• My house is your house</li> </ul>
<b>Prerequisite:</b>	Successful completion MS Spanish 2 or HS Spanish 1	
<b>Core Instructional Materials:</b>	MYP Spanish Language acquisition, phases 3&4	

### HS Spanish 3

<b>Credit:</b>	1.0	<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.</p> <p>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"> <li>• Let's save our world!</li> <li>• Believes and values</li> <li>• Social network</li> <li>• Trips</li> <li>• Media</li> </ul>
<b>Prerequisite:</b>	Successful completion HS Spanish 2	
<b>Core Instructional Materials:</b>	MYP Spanish Language acquisition, phases 3&4	

### IBDP I and II Spanish Ab Initio (SL only)

<b>Credit:</b>	1.0 (each year)	<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"> <li>• Identities</li> <li>• Experiences</li> <li>• Human ingenuity</li> <li>• Social organization</li> <li>• Sharing the planet</li> </ul> <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.</p> <p>Language Ab Initio is available at SL only.</p> <p>Placement: 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>
<b>Prerequisite:</b>	The Spanish Ab Initio course is designed for students with little experience of the Spanish language	
<b>Core Instructional Materials:</b>	Diverso basico - curso de Espanol	



## IBDP I and II Spanish (SL/HL)

<b>Credit:</b>	1.0 (each year)	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.
<b>Prerequisite:</b>	<p>Students must have:</p> <ul style="list-style-type: none"> <li>• finished at least three years of Spanish,</li> <li>• High grades,</li> <li>• Well-developed ATL skills,</li> <li>• Strong MAP and CAT4 performance,</li> <li>• Teacher recommendation supporting rigorous coursework</li> </ul>	<p>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"> <li>• Identities</li> <li>• Experiences</li> <li>• Human ingenuity</li> <li>• Social organization</li> <li>• Sharing the planet</li> </ul>
<b>Core Instructional Materials:</b>	IB Skills and Practice (Oxford) and a range of other materials published for the IB course.	<p>HL students will also be studying two novels.</p> <p>Placement: 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>

## SOCIAL STUDIES

GRADE	6	7	8	9	10		11/12
					MAP		GAA
					Reading	Language Usage	Grade
SOCIAL STUDIES							
WORLD STUDIES					232	230	88
GEOGRAPHY					Grade 10, 11 or 12 Elective		
ECONOMICS					Grade 10, 11 or 12 Elective		
PSYCHOLOGY					Grade 10, 11 or 12 Elective		
GLOBAL POLITICS					Grade 10, 11 or 12 Elective		
AP MACROECONOMICS							
IB BUSINESS MANAGEMENT SL/HL							
IB ECONOMICS SL/HL							
IB PSYCHOLOGY SL/HL							

## GROUP 3: SOCIAL STUDIES

### HUMANITIES

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		
<b>Prerequisite:</b>	None	<p>This course is the foundation of the Social Studies Middle School curriculum. It introduces students to conceptual categories with which to understand human history and society. Some examples of these are:</p> <ul style="list-style-type: none"><li>• Causation</li><li>• Change and continuity</li><li>• Evidence</li><li>• Significance</li><li>• Interconnectedness</li></ul> <p>It teaches the basics of these conceptual understandings by looking at human history from the first known civilization, Mesopotamia up to the turn of the Common Era, and roughly the Roman Empire. This course is integral to ensuring our students gain a truly global historical perspective, moving away from a Europe-centered view.</p> <p>We focus in particular on Africa, China, and the Middle East. In addition, we begin to introduce students to the work and role of real-life historians, archaeologists and geographers within the field. Through investigating these topics and the work of these academics, students will begin to develop key skills such as annotation and note-taking, map and graph analysis, skim and scan reading, basic paragraph and essay structuring, as well as basic research approaches - all delivered through classes that constantly encourage questioning, discussion and critical thinking.</p>
<b>Core Instructional Materials:</b>	A variety of instruction materials beginning from historical and geographical scholarship, down to documentaries and videos, purpose-made worksheets and primary source evidence.	

## Social Studies 7

<b>Prerequisite:</b>	None	<p>Grade 7 Social Studies aims to deepen and build upon the skills and conceptual categories established in Grade 6. It is an essential grade for students, in that the topics covered in this course see students study some of the greatest peoples, cultures and empires of Eurasia, such as the Mongols and the Byzantine Empire. This is crucial in our goal of making sure students have a global understanding of history, and has huge implications for how they will understand the world, as compared with more traditional purely Western courses.</p> <p>In terms of skills, students will begin to develop their essay writing with more detail, analyse graphs and maps with greater precision, and work with historical evidence with more confidence.</p>
<b>Core Instructional Materials:</b>	A variety of instruction materials beginning from historical and geographical scholarship, down to documentaries and videos, purpose-made worksheets and primary source evidence.	

## Social Studies 8

<b>Prerequisite:</b>	None	<p>In Grade 8 Social Studies, students will begin to solidify many of the key skills and conceptual understandings they have practiced and developed in previous grades.</p> <p>The course has a broad focus on the rise of Europe and the West. It aims to tell a wider story of the development of human rights by looking at the dark, and entangled story of the West with transatlantic slavery, and the responses to such injustice in the 19th and 20th centuries.</p> <p>Students will also develop key critical thinking skills further by looking at the uses of history in relation to Russia and Ukraine.</p>
<b>Core Instructional Materials:</b>	A variety of instruction materials beginning from historical and geographical scholarship, down to documentaries and videos, purpose-made worksheets and primary source evidence.	

## Social Studies 9

<b>Credit:</b>	1.0	<p>This course is built to explore the AERO strands of:</p> <ul style="list-style-type: none"> <li>• Connections and conflict</li> <li>• Culture, society and identity</li> <li>• Government</li> <li>• Production, distribution and consumption</li> <li>• Science, technology and society</li> </ul> <p>all under the overarching themes of time and continuity and change in regions and nations of modern history.</p> <p>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.</p>
<b>Prerequisite:</b>	None	
<b>Core Instructional Materials:</b>	Variety of instruction materials including e-resources, documentaries, videos, and primary documents.	

## World Studies 10

<b>Credit:</b>	1.0	This course is built to explore a range of content within Social Studies, viewed through the perspectives of business studies, economy, politics, and sociology. This course is thematically based on concepts, such as Globalization.  The main goals of World Studies are 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.
<b>Prerequisite:</b>	None	
<b>Core Instructional Materials:</b>	Variety of instruction materials including e-resources, documentaries, videos, and primary documents.	

## Geography (10, 11, 12)

<b>Credit:</b>	1.0	In this course, students will explore the relationships between people, places, and environments that result in geographic patterns on the earth.  The students will use a range of geographic techniques to compare and analyze landforms, climates, and natural resources, as well as cultural, political, economic factors.  This course will require students to master and showcase all ATL skills but especially the Research and Thinking skills as much of information related to the geography of the different world regions will be derived through the use of a variety of primary and secondary research sources including websites, articles, databases, maps, pictures, and research journals.
<b>Prerequisite:</b>	None	
<b>Core Instructional Materials:</b>	Variety of instruction materials including e-resources, documentaries, videos, and primary documents	

## Global Politics (11, 12)

<b>Credit:</b>	1.0	The Global Politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives.  The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.
<b>Prerequisite:</b>	None	
<b>Core Instructional Materials:</b>	Other instructional material includes news websites, library tools, and online resources	

## Economics (10, 11, 12)

<b>Credit:</b>	1.0	The 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.
<b>Prerequisite:</b>	None	
<b>Core Instructional Materials:</b>	Textbook – Economics: Economic Principles and Practices (Holt McDougal)	

## Psychology (10, 11, 12)

<b>Credit:</b>	1.0	Psychology students will scientifically examine human behaviors and mental processes from social, cognitive, and biological points of view.  This course is designed to prepare students for Psychology courses at college/university level. Students will do this by exploring research methods, health, sociocultural influences, and abnormal psychology and treatment. These topics will allow students to better understand themselves and others, in the hope that they can go on to live happy and successful lives.  Throughout the duration of the course, students will also build skills related to scientific questioning and critical thinking.
<b>Prerequisite:</b>	None	

## AP Macroeconomics

<b>Credit:</b>	1.0	AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole.  The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.  Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.  AP Macroeconomics is equivalent to a one-semester introductory college course in Economics. Students should be able to read a college-level textbook and possess basic mathematics and graphing skills.
<b>Prerequisite:</b>	<ul style="list-style-type: none"><li>• High grades</li><li>• Well-developed ATL skills</li><li>• Strong MAP and CAT4 performance</li><li>• Teacher recommendation supporting rigorous coursework</li></ul>	

## IBDP I and II Economics (SL/HL)

<b>Credit:</b>	1.0 (each year)	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.  The ethical dimensions involved in the application of economic theories and policies encourages students to develop international perspectives, foster a concern for global issues, and raise their awareness of their responsibilities.
<b>Prerequisite:</b>	<ul style="list-style-type: none"><li>• High grades</li><li>• Well-developed ATL skills</li><li>• Strong MAP and CAT4 performance</li><li>• Teacher recommendation supporting rigorous coursework</li></ul>	

## IBDP I and II Psychology (SL/HL)

<b>Credit:</b>	1.0 (each year)	<p>The two-year IB Diploma Programme Psychology course is the systematic study of behavior and mental processes. Since the Psychology course examines the interaction of biological, cognitive and sociocultural influences on human behavior, 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 behavior.</p> <p>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 behavior 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>
<b>Prerequisite:</b>	<ul style="list-style-type: none"><li>• High grades</li><li>• Well-developed ATL skills</li><li>• Strong MAP and CAT4 performance</li><li>• Teacher recommendation supporting rigorous coursework</li></ul>	

## IBDP I and II Business & Management (SL/HL)

<b>Credit:</b>	1.0 (each year)	<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 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.</p> <p>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.</p> <p>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.</p>
<b>Prerequisite:</b>	<ul style="list-style-type: none"><li>• High grades</li><li>• Well-developed ATL skills</li><li>• Strong MAP and CAT4 performance</li><li>• Teacher recommendation supporting rigorous coursework</li></ul>	
<b>Core Instructional Materials:</b>	Business and Management for the IB Diploma (Oxford Press).	

<b>ISLAMIC (NATIVE &amp; NON-NATIVE)</b>										
<b>GRADE</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>				
ISLAMIC NATIVE (GROUP 1)										UNIFIED EXAM (APRIL/MAY)
ISLAMIC NON-NATIVE (GROUP 3)										UNIFIED EXAM (APRIL/MAY)
<b>UAE SOCIAL STUDIES (NATIVE)</b>										
UAE SS NATIVE (GROUPS 1 & 2)										



UAE Social Studies Arabic 6

<b>Prerequisite:</b>	Successful completion of UAE SS Grade 5	<p>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 كالهند 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 الآباء المؤسسين والحكام الحاليين بدولة الإمارات العربية المتحدة في تحقيق رفاهية الشعب وتعزيز القيم الإيجابية والمسؤولية الاجتماعية. وسيلقي الضوء على السيرة الذاتية للبابي 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 والاعتزاز بشهداء العمل الإنساني. سيقدم الطلاب مجموعة من الأبحاث والتقارير وتصميم المشاريع عن أهم الشخصيات التاريخية التي تركت بصمات خالدة، ويُقدم مُلخصاً عن أهم إنجازاتها. يوظف مهارات التفكير العليا في تحليل النصوص والقضايا المعاصرة وتقديم حلول إبداعية وابتكارية.</p>
<b>Core Instructional Materials:</b>	UAE SS Ministry of Education curriculum and standards.	

UAE Social Studies Arabic 7

<b>Prerequisite:</b>	Successful completion of UAE SS Grade 6	<p>سيتعرف الطلاب على الموقع الجغرافي لشبه الجزيرة العربية والخصائص السكانية فيها. 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 تكنولوجية حديثة معتزاً 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 البابي 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 في تقييم المصادر عن طريق التمييز بين الحقائق والمواقف والآراء. 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 التفكير العليا في تحليل النصوص والقضايا المعاصرة وتقديم حلول إبداعية وابتكارية.</p>
<b>Core Instructional Materials:</b>	UAE SS Ministry of Education curriculum and standards.	

## UAE Social Studies Arabic 8

<b>Prerequisite:</b>	Successful completion of UAE SS Grade 7	سيتعرف الطُّلاب على قضية الجزر الإماراتية الثلاث والأدلة على عروبتهما والحلول التي حددها صاحب السمو الشيخ خليفة بن زايد -حفظه الله- لحل قضية الجزر. سيتطرق إلى مفهوم الأمن 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 السكاني. سيحلل الطُّلاب نسب الأمويين ونشأتهم وإنجازات العرب المسلمين في عهد الدولة الأموية، وسيُفسر الطُّلاب ضعف الدولة الأموية وأسباب سُقوطها، كما سيتعرف الطُّلاب على نسب العباسيين ونشأتهم، وتفسير سقوط الخلافة العباسية في بغداد والتعرف على إنجازات الحضارة العربية الإسلامية في العصر العباسي ويحلل الخرائط والجداول والخط الزمني لدعم الاستنتاجات في القضايا التي تتعلق بقيام الدولة الأموية والدولة العباسية. يُحدد المناطق التي فتحها المسلمون في بلاد ما وراء النهر وبلاد السند، ويُعدّد المعارك التي خاضها المسلمون أثناء فتح بلاد ما وراء النهر والسند ويتعرف الطُّلاب 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 النمو الاقتصادي بالدولة، وتعزيز مهارات الابتكار في هذا القطاع. يُقدر الطُّلاب جهود دولة الإمارات العربية في تحقيق الأمن الوطني في دولة الإمارات، ويؤمن جهود دولة الإمارات في مواجهة التحديات وسعيها الدؤوب لتحقيق مفهوم التعايش السلمي، يُفسر ويحلل الخرائط والجداول لدعم الاستنتاجات في قضايا تتعلق بعلم السكان، يبدي رأيه بما توصل إليه الآخرون من تفسيرات يُحلل القضايا العربية والعالمية المُعاصرة. 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 الطُّلاب ضمن مجموعات في تقييم المصادر عن طريق التمييز 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. يكتسب ويُنمي مهارات القراءة الحرة ويتدرَّب على الكتابة من خلال القراءة الخارجية. يوظف مهارات التفكير العليا في تحليل النصوص والقضايا المُعاصرة وتقديم حلول إبداعية وابتكارية.
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## UAE Social Studies Arabic 9

<b>Credit:</b>	0.5	سيتعرف الطُّلاب تاريخ الدولة العثمانية والاستعمار الأوروبي في الوطن العربي ونماذج من التّضامن العربي والعلاقات الإماراتية السعودية، يتطلّع على التّواصل الحضاري بين دولة الإمارات العربية المتحدة ودول العالم، ماراً على أهمية موقع الخليج العربي وعروبته، 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 والنباتية السائدة فيه، يُناقش القضايا العربية المُعاصرة مُقدماً 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 الضوء على دور المرأة الإماراتية قبل وبعد الاتحاد وعلى مسؤولية الفرد ودوره في المجتمع ويوضح العناصر الرئيسة لرؤية الإمارات 2021 ومحاور 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
<b>Prerequisite:</b>	Successful completion of UAE SS Grade 8	
<b>Core Instructional Materials:</b>	UAE SS Ministry of Education curriculum and standards.	

		<p>البحث المتقدمة بكفاءة. يستخلص المعلومات من أنواع نصوص مختلفة بهدف دعم التحليلات والتأملات والأبحاث ويحدد أبرز معالم الفكرة الرئيسية ويضع ملخصًا دقيقًا 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 التفكير العليا في تحليل النصوص والقضايا المعاصرة وتقديم حلول إبداعية وابتكارية.</p>
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#### UAE Social Studies 6-9 (Non-Native)

<b>Credit:</b>	N/A	<p>The focus of UAE Social Studies 6-9 for Non-Native students is “The United Arab Emirates”. In grade 6-9, this is broken into units of study that cover UAE in history, notable people, geography, demographics, culture &amp; heritage, and UAE in the global society.</p> <p>Students learn about the 7 Emirates and the geographical location of the 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>
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## ISLAMIC STUDIES

### Islamic Studies Arabic

Islamic Studies Arabic 6	
<p>يهدف منهج الدراسات الإسلامية إلى خلق شخصية مسلمة ملتزمة بالعبقيدة السليمة والأخلاق الإسلامية 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 التاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية 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><b>Prerequisite:</b> Successful completion of Islamic grade 5</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum</p>
Islamic Studies Arabic 7	
<p>يهدف منهج الدراسات الإسلامية إلى خلق شخصية مسلمة ملتزمة بالعبقيدة السليمة والأخلاق الإسلامية 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 التاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية 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><b>Prerequisite:</b> Successful completion of Islamic grade 6</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum</p>
Islamic Studies Arabic 8	
<p>يهدف منهج الدراسات الإسلامية إلى خلق شخصية مسلمة ملتزمة بالعبقيدة السليمة والأخلاق الإسلامية 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 التاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية 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><b>Prerequisite:</b> Successful completion of Islamic grade 7</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum</p>
Islamic Studies Arabic 9	
<p>يهدف منهج الدراسات الإسلامية إلى خلق شخصية مسلمة ملتزمة بالعبقيدة السليمة والأخلاق الإسلامية 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 التاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية 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><b>Credit: 0.5</b></p> <p><b>Prerequisite:</b> Successful completion of Islamic grade 8</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum</p>
Islamic Studies Arabic 10	
<p>يهدف منهج الدراسات الإسلامية إلى خلق شخصية مسلمة ملتزمة بالعبقيدة السليمة والأخلاق الإسلامية 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 التاريخ والشخصيات والقضايا الإسلامية المعاصرة ويغرس في الطالب شعور الانتماء والفخر بالهوية والثقافة الإسلامية 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><b>Credit: 0.5</b></p> <p><b>Prerequisite:</b> Successful completion of Islamic grade 9</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum</p>

Islamic Studies Arabic 11	
<p>يهدف منهج الدراسات الإسلامية إلى خلق شخصية مسلمة ملتزمة بالعقيدة السليمة والأخلاق الإسلامية 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 التاريخ 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><b>Credit: 0.5</b></p> <p><b>Prerequisite:</b> Successful completion of Islamic grade 10</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum</p>
Islamic Studies Arabic 12	
<p>يهدف منهج الدراسات الإسلامية إلى خلق شخصية مسلمة ملتزمة بالعقيدة السليمة والأخلاق الإسلامية 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 التاريخ 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><b>Credit: 0.5</b></p> <p><b>Prerequisite:</b> Successful completion of Islamic grade 11</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum</p>

## Islamic Studies Non-Native

Islamic Studies Non-Native 6	
<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.</p> <p>This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study the same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><b>Prerequisite:</b> Successful completion of Islamic grade 5</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum for non-native speakers</p>
Islamic Studies Non-Native 7	
<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.</p> <p>This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study the same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><b>Prerequisite:</b> Successful completion of Islamic grade 6</p> <p><b>Core Instructional Materials:</b> Ministry of Education curriculum for non-native speakers</p>

Islamic Studies Non-Native 8	
<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.</p> <p>This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification. Students will study the same fields in all grade levels, but different content which will be provided by MOE based on their grade level.</p>	<p><b>Prerequisite:</b> Successful completion of Islamic grade 7</p>
	<p><b>Core Instructional Materials:</b> Ministry of Education curriculum for non-native speakers</p>
Islamic Studies Non-Native 9	
<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.</p> <p>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><b>Credit: 0.5</b></p>
	<p><b>Prerequisite:</b> Successful completion of Islamic grade 8</p>
	<p><b>Core Instructional Materials:</b> Ministry of Education curriculum for non-native speakers</p>
Islamic Studies Non-Native 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.</p> <p>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><b>Credit: 0.5</b></p>
	<p><b>Prerequisite:</b> Successful completion of Islamic grade 9</p>
	<p><b>Core Instructional Materials:</b> Ministry of Education curriculum for non-native speakers</p>
Islamic Studies Non-Native 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.</p> <p>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><b>Credit: 0.5</b></p>
	<p><b>Prerequisite:</b> Successful completion of Islamic grade 10</p>
	<p><b>Core Instructional Materials:</b> Ministry of Education curriculum for non-native speakers</p>

## Islamic Studies Non-Native 12

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.

**Credit: 0.5**

**Prerequisite:** Successful completion of Islamic grade 11

**Core Instructional Materials:**  
Ministry of Education curriculum for non-native speakers

## MORAL EDUCATION (GROUP 1 AND 2)

### MORAL, SOCIAL AND CULTURAL EDUCATION (GROUP 3 AND 4)

The Moral Education Program is designed to prepare students for the ever-changing demands of the world around them in which they will be required to adapt to changes in the moral, community, civic and cultural dimensions of society. It encourages students to evaluate their current choices and set goals for improvement in line with the values and ethics of the UAE. This helps develop leaders of tomorrow who are critical and creative thinkers and are caring and solution focused.

The Moral Education Program is divided into 3 explicit domains: Moral, Social and Cultural. These 3 domains form the basis of the Moral, Social and Cultural Studies (MSCS) Curriculum Framework and covers four pillars of teaching and learning: character and morality; the individual and the community; civic studies; and cultural studies. The program blends academic content with an exploration of character and ethics which 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.” (for Group 1 and 2 Students).

[www.moraleducation.ae](http://www.moraleducation.ae)

## SCIENCE

GRADE	6	7	8	9	10	11/12
SCIENCE					MAP Science	GAA
BIOLOGY					Math	Grade
CHEMISTRY						88
PHYSICS	Available to grade 10 students if pursuing IB Physics the following year					
COMPUTER SCIENCE	Grade 10, 11 or 12 Elective					
SPORT SCIENCE	Grade 10, 11 or 12 Elective					
ENVIRONMENTAL STUDIES	Grade 10, 11 or 12 Elective					
AP BIOLOGY	Prerequisite – Successful completion of Biology and Chemistry					
AP CHEMISTRY	Prerequisite – Successful completion of Chemistry and Integrated Math 3					
AP PHYSICS	Prerequisite – Successful completion of Physics					
AP COMPUTER SCIENCE PRINCIPLES	Prerequisite – Successful completion of Integrated Math 2, English and Biology					
IB BIOLOGY SL/HL	Prerequisite – Take Biology in Grade 9 and achieve M					
IB CHEMISTRY SL/HL	Prerequisite – Take Chemistry in Grade 10 and achieve M					
IB PHYSICS SL/HL	Prerequisite – Take Physics in Grade 10 and achieve M or pass a screener test					
IB COMPUTER SCIENCE SL/HL	Prerequisite – Take Computer Science and achieve M					



## GROUP 4: SCIENCE

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, AP and IBDP, including laboratory skills and scientific literacy, along with the topic specific knowledge and skills.

Integrated Science 6		
<b>Prerequisite:</b>	Successful completion of 5th grade	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: establishing a foundation of skills based on the project AERO/ NGSS practices: <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Developing and using models</li> <li>• Planning and carrying out investigations</li> <li>• Analyzing and interpreting data</li> <li>• Using mathematics and computational thinking</li> <li>• Constructing explanations</li> <li>• Engaging in argument from evidence</li> <li>• Obtaining, evaluating, and communicating information</li> </ul>
<b>Core Instructional Materials:</b>	Laptop, notebook, calculator and a variety of other physical and digital resources.	
Integrated Science 7		
<b>Prerequisite:</b>	Successful 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 building on a foundation of skills based on the project AERO/ NGSS practices: <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Developing and using models</li> <li>• Planning and carrying out investigations</li> <li>• Analyzing and interpreting data</li> <li>• Using mathematics and computational thinking</li> <li>• Constructing explanations</li> <li>• Engaging in argument from evidence</li> <li>• Obtaining, evaluating, and communicating information</li> </ul>
<b>Core Instructional Materials:</b>	Laptop, notebook, calculator and a variety of other physical and digital resources.	

## Integrated Science 8

<b>Prerequisite:</b>	Successful completion of 7th grade	<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 life science. In this course, students continue to build their abilities to communicate, collaborate, inquire, think critically and problem solve based on the project AERO/ NGSS practices:</p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Developing and using models</li> <li>• Planning and carrying out investigations</li> <li>• Analyzing and interpreting data</li> <li>• Using mathematics and computational thinking</li> <li>• Constructing explanations</li> <li>• Engaging in argument from evidence</li> <li>• Obtaining, evaluating, and communicating information</li> </ul>
<b>Core Instructional Materials:</b>	Laptop, notebook, calculator and a variety of other physical and digital resources.	

## Biology (9)

<b>Credit:</b>	1.0	<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"> <li>• Developing and using models</li> <li>• Using mathematical and computational thinking</li> <li>• Explaining using evidence and reasoning</li> <li>• Evaluating scientific investigations</li> <li>• Communicating scientific information</li> <li>• Evaluating validity of scientific claims</li> </ul>
<b>Prerequisite:</b>	Successful completion of 8th grade	
<b>Core Instructional Materials:</b>	Laptop, notebook, calculator and a variety of other physical and digital resources.	

## Chemistry (10)

<b>Credit:</b>	1.0	<p>Chemistry is a laboratory science course based on NGSS standards and preparation for IBDP. In addition to learning important concepts, students refine their scientific and engineering practices through the following topics:</p> <ul style="list-style-type: none"> <li>• Atomic Structure</li> <li>• Matter and Energy</li> <li>• Chemical Quantities</li> <li>• Molar Relationships</li> <li>• Chemical Systems</li> </ul> <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>
<b>Prerequisite:</b>	Biology	
<b>Core Instructional Materials:</b>	<u>Textbooks:</u> Chemistry (Pearson), a variety of other resources	
<b>Calculators:</b>	See suggested calculator list at the end of this document	

**Physics (10, 11, 12)** Available to grade 10 students if pursuing IB Physics the following year

<b>Credit:</b>	1.0	<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"> <li>• Oscillations &amp; Waves</li> <li>• Mechanics</li> <li>• Fields</li> <li>• Electricity</li> <li>• Thermal Physics</li> </ul> <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>
<b>Prerequisite:</b>	Successful completion of Integrated Math 2	
<b>Core Instructional Materials:</b>	<u>Textbook:</u> Conceptual Physics (Prentice Hall), a variety of other resources	
<b>Calculators:</b>	See suggested calculator list at the end of this document	

**Physiology and Sport Science (10, 11, 12)**

<b>Credit:</b>	1.0 Science	<p>This course offers students an opportunity to explore the scientific and technical skills related to the field of Sports Science and practically apply these skills to address current issues related to health, fitness and making healthy lifestyle choices within a local and global context. Students will be assessed using NGSS standards in life sciences and physical sciences, and acquire the knowledge and skills necessary for critically analyzing human performance. In addition to the NGSS standards, this course will also prepare students for some of the practical and theoretical requirements of the IB Group 4 (Science) subjects.</p> <p>This course will incorporate elements of the UAE's Healthy Living initiatives and will address issues related to the relationship between physical activity, healthy lifestyles, the prevention of chronic diseases and living longer. To this end students will use the skills and knowledge learnt during this course to create lifestyle programmes that address the needs and challenges related to people who fall into a wide range of fitness levels through Project Based Learning.</p> <p>The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of topics, and carry out practical investigations in both laboratory and field settings.</p> <p>The core content covered will include:</p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology for exercise, health and fitness</li> <li>• Biomechanics and Human Movement</li> <li>• Nutrition and Performance</li> <li>• Measurement and evaluation of Human Performance</li> <li>• Skills in Sports: Healthy Living</li> </ul>
<b>Prerequisite:</b>	Teacher recommendation in both Science and PE	
<b>Core Instructional Materials:</b>	Laptop, notebook, calculator and a variety of other physical and digital resources.	

## Environmental Studies (11, 12)

<b>Credit:</b>	1.0	In this course students study the natural world and how it is influenced by human activity. Students will explore the cycles, patterns and processes that exist on our planet, and how these are affected by natural and human impacts. Students will take an evidence-driven approach to examining environmental problems that our planet is currently facing, including the United Nations sustainable development goals, and develop practical solutions to address and solve these problems to ensure a sustainable future.  The course will be based on the NGSS standards and require students to further develop and apply a range of scientific skills learnt in previous Science courses.
<b>Prerequisite:</b>	none	
<b>Core Instructional Materials:</b>	Laptop, notebook, calculator and a variety of other physical and digital resources.	

## Computer Science (10, 11, 12)

<b>Credit:</b>	1.0	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 to program across several languages. Target objectives are to:  <ol style="list-style-type: none"><li>1. Develop abstractions and test, refine, create, and modify computing systems.</li><li>2. Communicate computing ideas to recognize and define computational problems using algorithms.</li><li>3. Construct abstractions, create computational artifacts through programming, and test and refine computational solutions.</li><li>4. Communicate to recognize, define, and use data in computational problems and in creating computational artifacts.</li><li>5. Explain how information is sent by the Internet and understand the importance of security when using technology.</li><li>6. Explain the impact and effect computing technology has on our everyday lives and the causes and possible solutions of the digital divide.</li></ol>
<b>Prerequisite:</b>	none	

## AP Biology

<b>Credit:</b>	1.0	AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.  The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors.  This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.
<b>Prerequisite:</b>	<ul style="list-style-type: none"><li>• Successful completion of Biology and Chemistry</li><li>• High grades</li><li>• Well-developed ATL skills</li><li>• Strong MAP and CAT4 performance</li><li>• Teacher recommendation supporting rigorous coursework</li></ul>	
<b>Calculators:</b>	See suggested calculator list at the end of this document	

## AP Chemistry

**Credit:** 1.0

**Prerequisite:**

- Successful completion of Chemistry and Integrated Math 3.
- High grades
- Well-developed ATL skills
- Strong MAP and CAT4 performance
- Teacher recommendation supporting rigorous coursework

**Calculators:** See suggested calculator list at the end of this document

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

## AP Computer Science Principles

**Credit:** 1.0

**Prerequisite:**

- High grades
- Well-developed ATL skills
- Strong MAP and CAT4 performance
- Teacher recommendation supporting rigorous coursework

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science.

Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

## AP Physics 1

**Credit:** 1.0

**Prerequisite:**

- Successful completion of Physics
- High grades
- Well-developed ATL skills
- Strong MAP and CAT4 performance
- Teacher recommendation supporting rigorous coursework

**Calculators:** See suggested calculator list at the end of this document

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

Inquiry-based laboratory experiences support the AP Physics 1 course and AP Course Audit curricular requirements by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

		Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.
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### IBDP I and II Biology (SL/HL)

<b>Credit:</b>	1.0 (each year)	<p>This two-year course is broken into specific content areas:</p> <ol style="list-style-type: none"> <li><b>Structure and function.</b> 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.</li> <li><b>Universality versus diversity.</b> 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.</li> <li><b>Equilibrium within systems.</b> Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.</li> <li><b>Evolution.</b> 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.</li> </ol> <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>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>High grades</li> <li>Well-developed ATL skills</li> <li>Strong MAP and CAT4 performance</li> <li>Teacher recommendation supporting rigorous coursework</li> </ul>	
<b>Calculators:</b>	See suggested calculator list at the end of this document	

### IBDP I and II Chemistry (SL/HL)

<b>Credit:</b>	1.0 (each year)	<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 all facets of our society.</p> <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>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>High grades</li> <li>Well-developed ATL skills</li> <li>Strong MAP and CAT4 performance</li> <li>Teacher recommendation supporting rigorous coursework</li> </ul>	
<b>Calculators:</b>	See suggested calculator list at the end of this document	

## IBDP I and II Physics (SL/HL)

<b>Credit:</b>	1.0 (each year)	<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<sup>-17</sup> m in size), which may be truly fundamental – to the vast distances between galaxies (10<sup>24</sup> 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.</p> <p>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.</p> <p>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 endeavors and are important life-enhancing, transferable skills in their own right.</p>
<b>Prerequisite:</b>	<ul style="list-style-type: none"><li>• High grades</li><li>• Well-developed ATL skills</li><li>• Strong MAP and CAT4 performance</li><li>• Teacher recommendation supporting rigorous coursework</li></ul>	
<b>Calculators:</b>	See suggested calculator list at the end of this document	

## IBDP I and II Computer Science (SL/HL)

<b>Credit:</b>	1.0 (each year)	<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.</p> <p>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"><li>• identify a problem or unanswered question</li><li>• design, prototype and test a proposed solution</li><li>• liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.</li></ul>
<b>Prerequisite:</b>	<ul style="list-style-type: none"><li>• High grades</li><li>• Well-developed ATL skills</li><li>• Strong MAP and CAT4 performance</li><li>• Teacher recommendation supporting rigorous coursework</li></ul>	

# MATH

GRADE	6		7		8		9		10		11/12
	MAP	GAA	MAP	GAA	MAP	GAA	MAP	GAA	MAP	MAP	
MATH 6	224	86									
MATH 7			230	86							
MATH 7 HONORS											
MATH 8					235	86					
MATH FOUNDATIONS											
STATISTICS AND PROBABILITY											
INTEGRATED MATH 1 OR HONORS								240			
INTEGRATED MATH 2 OR HONORS											
INTEGRATED MATH 3 OR HONORS											
AP PRECALCULUS											
IB APPLICATIONS & INTERPRETATIONS SL											
IB APPLICATIONS & INTERPRETATIONS HL											
IB ANALYSIS & APPLICATION SL											
IB ANALYSIS & APPLICATION HL											

  

Independent Study Course	245	88
Independent Study Course	248	90
Independent Study Course	250	90
Independent Study Course	254	90
Independent Study Course	262	90
Independent Study Course	264	90

  

Prerequisite – Successful completion of Integrated Math 2	245	88
Prerequisite – Take Integrated Math 3 or AP PreCalculus in Grade 10	248	90
Prerequisite – Take Integrated Math 3 or AP PreCalculus in Grade 10	250	90
Prerequisite – Take Integrated Math 3 or AP PreCalculus in Grade 10	254	90
Prerequisite – Take Integrated Math 3 or AP PreCalculus in Grade 10	262	90
Prerequisite – Take Integrated Math 3 or AP PreCalculus in Grade 10	264	90



## 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 Project AERO Common Core+ standards, an emphasis is placed on learning essential life-long mathematical skills in:

- Problem Solving
- Reasoning
- Communication

Click [HERE](#) for a link to the approved calculators for all Math courses.

Math 6		
<b>Prerequisite:</b>	Successful completion of 5th grade	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"> <li>• Rational numbers and integers</li> <li>• Coordinate plane and number lines</li> <li>• Ratios and proportions</li> <li>• Basics of algebra: expressions, equations, inequalities</li> <li>• Surface area and volume of prisms</li> <li>• Organization of data</li> </ul>
<b>Core Instructional Materials:</b>	Scientific Calculator	
Math 7		
<b>Prerequisite:</b>	Successful completion of Math 6 or equivalent	Developed from middle school project AERO 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: <ul style="list-style-type: none"> <li>• Rational and irrational numbers</li> <li>• Proportional relationships</li> <li>• Exponents</li> <li>• Linear equations and inequalities</li> <li>• Congruence and similarity</li> <li>• Volume of cylinders, cones, spheres</li> <li>• Probability</li> <li>• Central measures and variability</li> </ul>
<b>Core Instructional Materials:</b>	Scientific Calculator	

		(Computations with fractions and negative numbers, along with order of operations, are considered prior knowledge and will be a necessary skill in all units.)
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### Math 7 Honors

<b>Prerequisite:</b>	Successful completion of Math 6 or equivalent and a demonstrated aptitude for math learning	Developed from middle school project AERO standards, this course further develops algebra and geometry skills at an accelerated rate for those students who have demonstrated achievement levels, strong Math MAP scores and ATLS. Students examine algebra and geometry preparatory concepts along with extending their communication, problem-solving and reasoning skills. Topics include:
<b>Core Instructional Materials:</b>	Scientific Calculator	<ul style="list-style-type: none"> <li>• Rational and irrational numbers</li> <li>• Proportional relationships</li> <li>• Exponents &amp; Scientific Notation</li> <li>• Linear equations and inequalities</li> <li>• Systems of equations</li> <li>• Congruence and similarity</li> <li>• Volume of cylinders, cones, spheres</li> <li>• Probability</li> <li>• Central measures and variability</li> </ul> <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>

### Math 8

<b>Prerequisite:</b>	Successful completion of Math 7 or equivalent	Developed from AERO standards, this grade 8 level course further advances algebraic reasoning, particularly as it relates to linear equations. Students extend their understanding of proportional relationships to include all linear equations, and they consider what a “solution” looks like when it applies to a single linear equation as well as a system of linear equations. Learning that linear equations can be a useful representation to model bivariate data and to make predictions is a primary focus. Functions emerge as a new domain of study, laying a foundation for more in-depth study of functions in high school. Lastly, students engaged in a close study of figures, lines, and angles in two-dimensional and three-dimensional space, investigating how these figures move and how they are measured.
<b>Core Instructional Materials:</b>	Scientific Calculator	<ul style="list-style-type: none"> <li>• Exponents &amp; Scientific Notation</li> <li>• Equations</li> <li>• Linear Relations</li> <li>• Systems of Linear Equations</li> <li>• Functions</li> <li>• Transformations and Angle Relationships</li> <li>• Pythagorean Theorem</li> <li>• Volume</li> <li>• Bivariate Data</li> </ul>

## Integrated Math 1 Honors

<b>Prerequisite:</b>	Successful completion of Math 7 or equivalent	<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"> <li>• Linear functions and inequalities</li> <li>• Introduction to systems of equations</li> <li>• Functions</li> <li>• Transformations</li> <li>• Geometric theorems and proof</li> <li>• Statistics: linear models and interpreting data</li> <li>• Basics of graphing calculators</li> </ul> <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>
<b>Core Instructional Materials:</b>	Graphing Calculator	

## Integrated Math 2

<b>Credit:</b>	1.0	<p>Developed from high school level project AERO Common Core+ standards, this course guides students to examine concepts in algebra and geometry and further develop 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:</p> <ul style="list-style-type: none"> <li>• Rational exponents and radicals (roots)</li> <li>• Polynomial operations</li> <li>• Quadratic equations</li> <li>• Quadratic functions</li> <li>• Triangle similarity</li> <li>• Writing geometric proofs</li> <li>• Geometry of circles and circle theorems</li> <li>• Triangle similarity</li> <li>• Right triangles and trigonometry</li> <li>• Solving complex volume problems</li> <li>• Theoretical vs experimental probability</li> </ul>
<b>Prerequisite:</b>	Successful completion of Integrated Math 1 or similar	
<b>Core Instructional Materials:</b>	Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.	

## Integrated Math 2 Honors

<b>Credit:</b>	1.0	<p>Developed from high school level project AERO Common Core+ standards, this course further develops mathematical computation and reasoning skills in algebra and geometry 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:</p> <ul style="list-style-type: none"> <li>• Rational exponents and radicals (roots)</li> <li>• Polynomial operations</li> <li>• Quadratic equations</li> <li>• Complex numbers</li> <li>• Quadratic functions</li> <li>• Triangle similarity</li> <li>• Writing geometric proofs</li> <li>• Right triangle trigonometry</li> </ul>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• Successful completion of Integrated Math 1 or equivalent with top grades,</li> <li>• high success on AtLs, and</li> <li>• history of high scores on a variety of standardized assessment(s) like MAP and CAT4</li> </ul>	
<b>Core Instructional Materials:</b>	Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.	

## Integrated Math 3

<b>Credit:</b>	1.0	<p>In Integrated Math 3, students will learn more advanced math concepts using the high school project AERO/ Common Core+ standards and Mathematical Practices:</p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul> <p>Units include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Modeling with Polynomial Relationships</li> <li>• Modeling with Rational and Radical Relationships</li> <li>• Modeling with Exponents and Logarithm</li> <li>• Modeling with Trigonometry</li> <li>• Modeling with Geometry</li> <li>• Modeling with Statistics and Probability</li> <li>• Matrices?</li> </ul> <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>
<b>Prerequisite:</b>	Successful completion of Integrated Math 2 (or evidence of required prior knowledge)	
<b>Core Instructional Materials:</b>	Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.	

## Integrated Math 3 Honors

<b>Credit:</b>	1.0	<p>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 project AERO/ Common Core+ standards through the Mathematical Practices:</p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• Successful completion of Integrated Math 2 or equivalent with top grades,</li> <li>• high success on AtLs, and</li> <li>• history of high scores on a variety of standardized assessment(s) like MAP and CAT4</li> </ul>	
<b>Core Instructional Materials:</b>	<p>Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.</p>	
		<p>Topics include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Polynomial functions (algebraic and graphically)</li> <li>• Logarithms and logarithmic functions</li> <li>• Operations with polynomials and complex numbers</li> <li>• Trigonometric functions and periodic events</li> <li>• Build new functions using polynomial, radical, rational, absolute value and exponential functions</li> <li>• Compare and analyze function models</li> <li>• Communicate and interpret data</li> <li>• Inferences and justifications in statistics and probability</li> <li>• Matrices</li> </ul> <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 (11)

<b>Credit:</b>	1.0	<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.</p> <p>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.</p> <p>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>
<b>Prerequisite:</b>	Successful completion of two high school math courses	
<b>Core Instructional Materials:</b>	<p>Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.</p>	

## Statistics and Probability Mathematics (12)

<b>Credit:</b>	1.0	<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"> <li>• descriptive statistics,</li> <li>• the role of computers in statistics,</li> <li>• sampling and data collection,</li> <li>• normal distributions,</li> <li>• statistical inference: estimation and significance tests,</li> <li>• comparison of two groups,</li> <li>• analyzing variance, and</li> <li>• linear regressions, correlation, and goodness of fit.</li> </ul> <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>
<b>Prerequisite:</b>	Successful completion of three high school math courses	
<b>Core Instructional Materials:</b>	Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.	

## AP PreCalculus

<b>Credit:</b>	1.0	<p>AP PreCalculus is a research-based course that focuses on functions as models for dynamic phenomena, aiming to prepare students for college-level calculus and establish a foundation for various mathematics and science disciplines. Covering a wide range of function types, the course is applicable to careers in fields such as mathematics, physics, biology, health science, business, social science, and data science. Emphasizing a holistic approach, the course serves as a capstone experience rather than solely concentrating on preparing for future courses.</p> <p>Throughout the curriculum, students refine symbolic manipulation skills and explore functions through graphical, numerical, analytical, and verbal representations, gaining a deep conceptual understanding. The course underscores that functions map input values to output values, embodying dynamic covariation—a crucial concept for calculus readiness.</p> <p>Students learn to develop and validate function models based on data sets, relative rates of change, or specific characteristics, enabling them to interpolate, extrapolate, and interpret information accurately within various contexts. The examination of functions from multiple perspectives equips students with a robust understanding of both specific function types and functions in general, facilitating engagement with diverse contexts.</p>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• Successful completion of Integrated Math 2</li> <li>• High grades</li> <li>• Well-developed ATL skills</li> <li>• Strong MAP and CAT4 performance</li> <li>• Teacher recommendation supporting rigorous coursework</li> </ul>	
<b>Core Instructional Materials:</b>	Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.	

## IBDP I and II Math Applications & Interpretations SL/HL

<b>Credit:</b>	1.0 (each year)	<p>The Applications and Interpretation (AI) course emphasizes the applied nature of mathematics and the interpretation of results in context. Students will complete 120 hours of SL content and 30 hours of investigation; HL students will have 210 hours of content and 30 hours of investigation (to include the Internal Assessment); SL content will be a complete subset of the HL content.</p> <ul style="list-style-type: none"> <li>Sequences and series</li> <li>Financial mathematics</li> <li>Matrices</li> <li>Complex numbers</li> <li>Properties and application of functions</li> <li>Geometry of 3D shapes</li> <li>Trigonometry</li> <li>Graph Theory</li> <li>Voronoi Diagrams</li> <li>Vectors</li> <li>Principles of statistics and probability</li> <li>Probability distributions</li> <li>Hypothesis testing</li> <li>Confidence intervals</li> <li>Differential and Integral calculus, including applications to kinematics and Ordinary Differential Equations.</li> </ul>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>Successful completion of Integrated Math 3</li> <li>High grades</li> <li>Well-developed ATL skills</li> <li>Strong MAP and CAT4 performance</li> <li>Teacher recommendation supporting rigorous coursework</li> </ul>	
<b>Core Instructional Materials:</b>	Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.	<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 I and II Math Analysis & Approaches SL

<b>Credit:</b>	1.0 (each year)	<p>The Analysis and Approaches course reflects the emphasis on algebraic, graphical and numerical approaches. 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"> <li>Number and algebra basics</li> <li>Functions</li> <li>Sequences and series</li> <li>Geometry and trigonometry</li> <li>Differential and integral calculus</li> <li>Probability and statistics</li> </ol>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>Successful completion of Integrated Math 3</li> <li>High grades</li> <li>Well-developed ATL skills</li> <li>Strong MAP and CAT4 performance</li> <li>Teacher recommendation supporting rigorous coursework</li> </ul>	
<b>Core Instructional Materials:</b>	Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.	<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 I and II Math Analysis & Approaches HL

<b>Credit:</b>	1.0 (each year)	<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> <ul style="list-style-type: none"> <li>• Number and algebra basics</li> <li>• Functions</li> <li>• Sequences and series</li> <li>• Geometry and trigonometry</li> <li>• Complex numbers</li> <li>• Vectors</li> <li>• Differential and integral calculus</li> <li>• Probability and statistics</li> <li>• Further content includes proofs, and a greater emphasis on functions and calculus.</li> </ul>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• Successful completion of Integrated Math 3</li> <li>• High grades</li> <li>• Well-developed ATL skills</li> <li>• Strong MAP and CAT4 performance</li> <li>• Teacher recommendation supporting rigorous coursework</li> </ul>	
<b>Core Instructional Materials:</b>	<p>Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.</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. Math, Engineering, Computer Science and Programming, Economics, Physical Sciences).</p>

### \* Regular Math Track to Honors Track

Students who wish to move between the Regular Math Track and the Honors Track are able to do so by demonstrating their ability via MAP scores and Assessment results. In Grade 8 and Grade 9 students are only able to make this move by completing two online courses at the required level.

**Grade 8** students in Grade 8 Math would need to complete [Secondary Mathematics I Part I](#) and [Part 2](#) via BYU Online HS (\$199.00 per Part) in order to be considered for Integrated Math II in Grade 9.

**Grade 9** students would need to complete [Secondary Mathematics II Part 1](#) and [Part 2](#) via BYU Online HS (\$199.00 per Part) in order to be considered for Integrated Math 3. The cost of these courses is to be covered by the student.

Students will need to complete these courses on their own. The results of these courses will need to be shared to then be accurately reflected on the student's transcript.



VISUAL ARTS										
GRADE	6	7	8	9	10	11/12				
GRADE 6 ELECTIVE ROTATION										
MS EXPLORATORY ARTS (Group 2 or 3)										
MS DESIGN A										
MS DESIGN B										
VISUAL ARTS 7										
VISUAL ARTS 8										
STEAM										
VISUAL ARTS 1										
VISUAL ARTS 2										
IBDP I AND II VISUAL ARTS (SL/HL)										

MUSIC						
GRADE	6	7	8	9	10	11/12
MS EXPLORATORY MUSIC— Group 2 or 3						
BAND I						
BAND II		Prerequisite Band I or Audition			Grade 9, 10, 11 or 12 Elective	
BAND III					Grade 10, 11 or 12 Elective	
DIGITAL MUSIC I					Grade 10, 11 or 12 Elective	
THEATER ARTS						
THEATER 7						
MS EXPLORATORY ARTS – THEATER ARTS 7- Group 2 or 3						
THEATER 8						
HS EXPLORATORY ARTS – THEATER ARTS 9- Group 2 or 3						
HS THEATER 1					Grade 9, 10, 11 or 12 Elective	
HS THEATER 2		Prerequisite Theater 1			Grade 10, 11 or 12 Elective	
HS THEATER 3					Grade 10, 11 or 12 Elective	
FILM STUDIES					Grade 10, 11 or 12 Elective	

## 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 Elective Rotation		
<b>Prerequisite:</b>	None	<p>This course is an early introduction to the Secondary level Elective program at GAA and to our Approaches to Learning (ATLs).</p> <p>During each quarter of the course, students will be exposed to a brief survey of 4 disciplines within the Arts and our ATLs. There are 6 total courses and students will be randomly assigned to 4 in a school year. Each course is 9 weeks long. This is not a choice but placed according to the individual student schedule needs.</p> <p>The below courses are those chosen for students:</p> <ul style="list-style-type: none"> <li>• Visual art-based learning</li> <li>• Theater-based learning</li> <li>• Instrumental music</li> <li>• Design</li> <li>• Approaches to Learning A</li> <li>• Approaches to Learning B</li> </ul> <p>The rotation focuses on creating, responding, in multiple disciplines to support the creativity and transition of 6th graders from grade 5.</p>

## VISUAL ARTS

### MS Exploratory Arts – Visual Arts 6G3

<b>Prerequisite:</b>	in ADEK Group 2 or 3	<p><i>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.</i></p> <p>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 collaborative learning. The course introduces:</p> <ul style="list-style-type: none"> <li>• the basics of design aesthetics,</li> <li>• drawing, painting and craft making skills, and</li> <li>• highlights of important figures from art history.</li> </ul> <p>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.</p>
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### MS Design A

<b>Prerequisite:</b>	Successful completion of 6th grade	<p>Design A is an introductory course into the design thinking process model used to identify and manufacture efficient, effective user centered design solutions: Empathy, Defining the problem, ideation of potential solutions, prototyping models and testing analysis are foundation to modifying and improving designs according to feedback data.</p> <p>Most importantly this course aims to raise student awareness of the holistic and inherent nature of design in human behavior. Problem solving methodologies, promoting collaboration, curiosity, how design is an essential aspect of the human condition and our responsibilities as consumers to make considered choices on our design desires and needs, or, those we could live without.</p> <p>Students will learn various resistant material modeling skills using a variety of machines and hand tools (textiles, plastics, woods etc), digital, graphic communication basics and be required to adhere to rigorous health and safety workshop practices.</p>
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### MS Design B

<b>Prerequisite:</b>	Successful completion of MS Design A	<p>Building on the knowledge and skills sets acquired in the Design A course students will, essentially, be going from novice to autonomous practitioner. Students will now define their own design projects.</p> <p>The foundation concepts, material knowledge and manufacturing skills will be taught and executed to higher degrees of quality and product design innovation.</p> <p>New materials, processes, machines will be introduced and greater freedom to self-direct solutions and/or identify unique design solutions will be available. There will also be more theory of design language,</p>
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		<p>design legacy and more open-ended debate about the potential of design for future generations.</p> <p>Real life design briefs leading to usable products for the GAA community will be a focus and deeper inquiry into the psychology of human behavior in relation to human resource consumption and how entrepreneurial ambitions need to be carefully considered for a healthier and more equitable future.</p>
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### STEAM (9, 10, 11, 12)

<b>Credit:</b>	1.0	<p>The STEAM (Science, Technology, Engineering, Arts, and Mathematics) course integrates knowledge and skills from various disciplines to foster creativity, critical thinking, and problem-solving abilities in students. It provides a rigorous, engaging and holistic STEAM experience, integrating AERO standards, NGSS Engineering standards, ISTE standards, and National Arts standards.</p> <p>This elective offers a comprehensive and hands-on approach to STEAM education that will prepare students to impact the world through exploration, innovation and collaboration.</p>
<b>Prerequisite:</b>	In Grade 9 or above	
<b>Core Instructional Materials:</b>	Students may be required to supply their own materials to complete some projects.	

### Visual Arts 1

<b>Credit:</b>	1.0 (Grade 9-12 only)	<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"> <li>• aesthetics and elements of art criticism;</li> <li>• the exploration of art history;</li> <li>• the contextual connections and functions of art; and</li> <li>• the production of individual works of art.</li> </ul> <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 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>
<b>Prerequisite:</b>	None	

### Visual Arts 2

<b>Credit:</b>	1.0 (Grade 9-12 only)	<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.</p> <p>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.</p>
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<b>Prerequisite:</b>	Successful completion of a previous high school Visual Arts course	<p>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.</p> <p>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>
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### IBDP I and II Visual Arts (SL/HL)

<b>Credit:</b>	1.0 (each year)	<p>The IBDP Visual Arts core syllabus at SL and HL consists of three equal interrelated areas:</p> <ul style="list-style-type: none"> <li>• visual arts in context,</li> <li>• visual arts methods,</li> <li>• communicating visual arts.</li> </ul> <p>Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.</p> <p>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.</p> <p>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.</p> <p>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>
<b>Prerequisite:</b>	<ul style="list-style-type: none"> <li>• High grades</li> <li>• Well-developed ATL skills</li> <li>• Strong MAP and CAT4 performance</li> <li>• Teacher recommendation supporting rigorous coursework</li> </ul>	

## MUSIC

MS Exploratory Music – 6 G3		
<b>Prerequisite:</b>	in ADEK Group 2 or 3	<p><i>This course is mandatory for all ADEK Group 2 or 3 students and is the same as High School Choral class 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>This course will broaden students’ understanding of vocal techniques by strengthening their choral skills through group performances, individual performance, and conducting practice. It will allow students to work together as a group with a performance outcome and understand how this serves the community as a whole. Students will have the opportunity to sing a wide range of genres and cultural songs.</p>
MS Exploratory Music – 8 G3		
<b>Prerequisite:</b>	in ADEK Group 2 or 3	<p><i>This course is mandatory for all ADEK Group 2 or 3 students and is similar to the High School Digital Music class 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>Exploring all the elements of music (including: rhythm, melody, harmony, texture, form, timbre, dynamics, and tonality) by completing the following activities/units:</p> <ul style="list-style-type: none"> <li>• Music Theory</li> <li>• Listening Exercises</li> <li>• Creating compositions</li> <li>• Creating audio and video recordings</li> <li>• Performance</li> <li>• Music Marketing</li> </ul> <p>The exploration of these activities and topics strengthen the students’ creativity and allow the student to express themselves by using a wide range of mediums. Students are taught to engage in their learning and take ownership of their music, by using the creative process.</p>
Band 1		
<b>Credit:</b>	1.0 (in High School)	<p>Students are acquainted with the wide variety of literature and are given the opportunity to develop high standards of general musicianship.</p> <p>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.</p> <p>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>
<b>Prerequisite:</b>	previous instrumental music experience	
<b>Core Instructional Materials:</b>	Instrument, Music, Standard of Excellence and/or Sound Innovations Method Book, BYOD	

## Band 2

<b>Credit:</b>	1.0	<p>This course gives students the opportunity to develop high standards of musicianship. Emphasis is placed on artistic performance commensurate with advanced performance literature.</p> <p>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.</p> <p>There will also be a music technology unit focused on the creation of music and recording.</p> <p>After-school rehearsals and performances are required of all students.</p> <p>Membership is based on instrument, ability, interest, and experience following the director's approval.</p> <p>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>
<b>Prerequisite:</b>	Must be in High School. Audition for band director. Limited to specific instruments.	
<b>Core Instructional Materials:</b>	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 for men or women or a long black dress with shoulders covered with black scarf will be enforced.	

## Band 3

<b>Credit:</b>	1.0	<p>Advanced Band Level 3 is designed for high school students with a strong instrumental music foundation and are committed to further developing their skills as ensemble performers. This course builds upon the techniques, concepts, and repertoire introduced in previous levels, with a focus on refining musicianship, ensemble coordination, and individual expression.</p> <p>Through a combination of rehearsal, performance, and individual practice, students will deepen their understanding of music theory, sight-reading, and interpretive skills. Advanced Band Level 3 emphasizes a diverse range of musical styles and genres, including classical, contemporary, jazz, and world music, to expand student's musical horizons and appreciation for different cultures.</p> <p>Additionally, students will explore advanced instrumental techniques, such as extended range, alternate fingerings, and advanced articulation, under the guidance of the teacher.</p>
<b>Prerequisite:</b>	Intermediate Band Level 2 or equivalent proficiency as determined by audition.	
<b>Core Instructional Materials:</b>	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 for men or women or a long black dress with shoulders covered with black scarf will be enforced for performances.	



## Digital Music 1

<b>Credit:</b>	1.0	<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"><li>• Digital Music Production</li><li>• Audio Recording</li><li>• Music for Media (movies, advertisements, games)</li><li>• Mixing techniques</li><li>• Ethics of music publishing and royalties</li></ul> <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 Standards in support of this course along with a combination of project based, written and oral assessments.</p>
<b>Prerequisite:</b>	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.	

## THEATER ARTS

Theater Arts 7		
<b>Prerequisite:</b>	None	<p>In this class, students will continue to refine their dramatic skills to perform more sophisticated work.</p> <p>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.</p> <p>Students will address plot, setting, and character in monologues. Students will learn and use drama and theater vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills.</p> <p>Students will exhibit and reinforce their skills through individual and group presentations, performances, and script and journal writing.</p>
MS Exploratory Arts – Theater Arts 7 G3		
<b>Prerequisite:</b>	in ADEK Group 2 or 3	<p><i>This course is mandatory for all ADEK Group 2 or 3 students.</i></p> <p>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.</p> <p>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.</p> <p>Drama and theater vocabulary will be learned and used in class discussions and the activities will address the promotion and reinforcement of students' literacy skills.</p>
Theater Arts 8		
<b>Prerequisite:</b>	None; Previous theater experience is recommended	<p>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.</p> <p>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 theater vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills.</p> <p>Students will exhibit and reinforce their skills through individual and group presentations, performances, and script and journal writing.</p>

## Film Studies

<b>Credit:</b>	1.0	<p>High School Film Studies is designed for students who have interests in arts and creative studies, but limited experience or interest in traditional visual or performing art forms. This course combines compulsory academic study skills with analytical thinking, storytelling, creative problem solving, and engagement with media-based technology.</p> <p>This course introduces students to the basics of film literacy, composition and analysis of film, as well as filmmaking and production. Students will use various creative techniques to build skill, awareness, creativity, develop confidence with camera use and basic editing with an emphasis on understanding processes of effective and exciting film making. Students will learn to discuss and reflect on the basic elements of film (genre, cinematography and conventions) to better understand and analyze film and storyline structure.</p> <p>Students will learn and use the associated vocabulary in class discussions and assignments. Students will experience making film, analysing film and maybe even acting for film if this is an interest. These skills will be developed through individual and group activities, practical sessions and analytical writing.</p>
<b>Prerequisite:</b>		

## Exploratory Arts – Theater Arts 9 G3

<b>Credit:</b>	0.5	<p><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></p> <p>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 theater arts.</p>
<b>Prerequisite:</b>	in ADEK Group 2 or 3	

## Theater 1

<b>Credit:</b>	1.0	<p>This beginner-novice level course will build student confidence and experience in Theater study and performance by exploring the elements of theater through various units of work. Students explore the process of playing characters and developing theater work by studying and responding to a variety of theatrical experiences and traditions. The work is designed to refine their collaborative, analytical, interpretive, and problem-solving skills, while building on their artistic abilities and appreciation of theater arts.</p> <p>HS Beginner Theater students will learn skills and processes to portray compelling characters and complex scenes. Students will use various creative drama techniques to build ensemble awareness, stimulate creativity, develop confidence with movement and role development with an emphasis on intention and stage presence. Students will understand and follow stage directions, and use techniques to manage</p>
<b>Prerequisite:</b>	None	

		<p>and control body, movement, space and voice. Students will learn to discuss and reflect on the basic elements of drama (action, tension, role and focus) to better understand and analyze characters and storyline structure. Students will learn and use drama and theater vocabulary in class discussions to promote and reinforce students' literacy skills. Students will rehearse and demonstrate these skills through individual and group presentations, performances, and reflection writing.</p> <p>The basics of body, voice, movement and space are taught to effectively create action, focus and tension. We learn and develop strong rehearsal and performance etiquette. The course will involve the study of:</p> <ul style="list-style-type: none"> <li>• acting techniques and processes</li> <li>• effective theatrical ideas and how to create them</li> <li>• research, investigation and performance of theater traditions</li> <li>• basic character analysis for informed character portrayal</li> <li>• Understanding and application of basic stage direction</li> </ul> <p>Learning will facilitate the growth and understanding of drama and theater vocabulary, address and promote students' literacy skills as well as the learning habits that are essential for success in the Theater studio.</p>
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**Theater 2**

<b>Credit:</b>	1.0	This intermediate level Theater course builds on basic theater knowledge to advance students' experience, skill, and motivation in theater arts studies. Students entering this course will have successfully completed the prerequisite course with a designation of Proficient or above, and/or be recommended for placement by the designated theater arts instructor.
<b>Prerequisite:</b>	Theater 1 or an audition if a transfer student	<p>HS Theater 2 students will further develop skills and processes to portray compelling characters, execute clear technical choices, and develop complex scenes.</p> <p>Students will use various creative drama techniques to build ensemble awareness, stimulate creativity, develop confidence with movement and role development with an emphasis on intention and stage presence.</p> <p>Students will understand and follow stage directions, and use techniques to manage and control movement, space, technical equipment, body, and voice.</p> <p>Students will develop greater awareness and ability to use drama and theater vocabulary in class discussion and reflections to promote and reinforce theater literacy. Students will be encouraged to become more discerning about what works for them as a performing artist. Students will devise, rehearse and demonstrate these skills through individual and group presentations, performances, and reflection writing.</p>

### Theater 3

<b>Credit:</b>	1.0	This advanced level course will give students the space to independently grow in theater studies.
<b>Prerequisite:</b>	Theater 2 or an audition if a transfer student	<p>Students who have successfully completed Theatre 2 with a Proficient or above will be challenged to take ownership and further master theater techniques and processes.</p> <p>Students will make connections and respond to the world around them through appreciation of and interaction in theatre works. The course will explore a variety of careers and roles in theater and allow students to become confident in independent decision making by taking on these roles in more depth.</p> <p>Students will take on leadership in theater roles and demonstrate understanding and application of producing, directing, devising, and playwriting. They will use research, revision, and discussion to continue to develop their craft as ensemble and crew members, actors, and technical designers while creating dynamic theatrical pieces for competition and performance which focus on clear intention.</p>

PHYSICAL EDUCATION						
Grade	6	7	8	9	10	11/12
PE						
HS WEIGHT TRAINING AND FITNESS						Grade 10, 11 or 12 elective

## GROUP 7: 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		
<b>Prerequisite:</b>	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		
<b>Prerequisite:</b>	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 analyze the movement of, different health-related fitness exercises.
Physical Education 8		
<b>Prerequisite:</b>	None	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.

## Physical Education 9

<b>Credit:</b>	1.0	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.
<b>Prerequisite:</b>	None	

## HS Weight Training and Fitness (10,11,12)

<b>Credit:</b>	1.0	<p>Weight Training and Fitness is a course that is designed for students who are either already passionate about fitness or who are interested in learning more about and increasing their fitness levels, through fitness training, weight lifting and making healthy lifestyle choices. Students will learn how to safely use the equipment in the weight room to enhance their workout programs and achieve their lifestyle and fitness goals through a variety of training methods including circuit training, interval training, crossfit, and cardiovascular workouts.</p> <p>Students will also be introduced to fitness appraisals, anatomy, physiology, nutrition and supplements, and biophysical principles to enhance their understanding of the body and evaluating the effectiveness of fitness training, weight lifting and making healthy lifestyle choices, on the human body.</p> <p>Students will be assessed using SHAPE standards and will design and implement a variety of personalized training programs to help students at GAA meet their fitness and lifestyle goals. There will be both theory and practical sessions in this course with a large emphasis on practical and project work.</p> <p>This course will provide students with opportunities (choices) to select, advocate and develop programs that best suit their interests and long-term fitness goals through Project Based Learning. This course will equip students with the skills, knowledge and competencies required to make informed decisions related to their wellbeing, lifestyle and fitness levels as a means of being active for life.</p>
<b>Prerequisite:</b>	Recommendations from Grade 9 PE teacher	



## APPROVED CALCULATOR LIST

At GAA, some courses in the American Diploma and IB Diploma require the use of a calculator that complies with the requirements of the relevant examination bodies, accreditation organizations and the GEMS curriculum team. The information below provides examples of calculators which are approved for use in IB courses and should be used in American Diploma courses requiring a calculator. This list will be updated as and when necessary and students and parents will be informed accordingly by Curriculum Coordinators and teachers.

### Recommended calculators

The following calculator models meet the minimum requirements for all mathematics courses in High School and will be required for all High School students:

- TI-Nspire CX II (non-CAS models)\*
- TI-Nspire CX II-T (non-CAS models)\*

\* CAS models will not be permitted.

### Any Scientific Calculator can be used in the following courses:

- All Middle School mathematics courses
- All Middle School Science courses
- All High School Science courses (students may also use the calculators listed under the recommended calculators list above)

### Notes related to use of calculators:

- Any devices with unrestricted/candidate accessible WiFi functionality are not permitted.
- Candidates may not use or store data/notes, programs or flash (ROM) applications (Apps) in their calculators that may assist them in an examination by removing the need to recall facts or formulae.

### Specific subject requirements:

The requirements above relate to all IB, AP and American Diploma courses. Students are expected to follow these guidelines when purchasing a calculator.

Here is a list of courses that require a calculator that meet the above requirements:

### Mathematics Courses:

- IB Math Analysis & Approaches (HL & SL)
- IB Math Applications & Interpretations (HL & SL)
- Integrated Math I
- Integrated Math II
- Integrated Math III
- Math Statistics & Probability
- AP PreCalculus

## Special notes on requirements of Graphic Display Calculators (GDC):

A GDC with the following minimum functionalities is required on all papers:

- draw graphs with any viewing window
- solve equations numerically
- find a numerical derivative at a point
- find a numerical definite integral financial package
- add and multiply and find inverse matrices (further mathematics HL only)
- find statistical values including:
  - normal distribution
  - binomial distribution
  - Poisson distribution
  - t-distribution
  - binomial coefficient  $\binom{n}{r}$  nPr
  - 1 and 2 var stats
  - chi squared values (including p values)

Examiners will set questions assuming that all candidates have a GDC with the minimum functionalities listed here. Candidates using only four-function or scientific calculators, or using a less able GDC, will be at a disadvantage.

## Sciences: Courses include:

Requires a Basic Scientific Calculator, but the calculators recommended for Mathematics can be used for all science courses listed below:

- IB Biology (HL & SL)
- IB Chemistry (HL & SL)
- IB Physics (HL & SL)
- High School Biology
- High School Chemistry
- High School Physics
- AP Physics
- AP Chemistry
- AP Biology