

AMERICAN SCHOOL OF KUWAIT



HS COURSE SELECTION BOOKLET

2020 - 2021



SEEK INNOVATION

PRACTICE COMPASSION

LEARN FOR LIFE

MISSION

THE AMERICAN SCHOOL OF KUWAIT INSPIRES LIFE-LONG LEARNERS
EMPOWERED TO EXCEL IN AMERICAN HIGHER EDUCATION AND THE
GLOBAL COMMUNITY AS INNOVATIVE, COMPASSIONATE CITIZENS.



WE BELIEVE THAT

A PARTNERSHIP AMONG FAMILIES, TEACHERS, AND STUDENTS IS ESSENTIAL FOR SUCCESSFUL LEARNING.

SUCCESSFUL STUDENTS REQUIRE A SAFE, SUPPORTIVE, AND RIGOROUS LEARNING ENVIRONMENT.

LEARNING EMPOWERS THE INDIVIDUAL BY EXPANDING OPPORTUNITIES AS GLOBAL CITIZENS.

STUDENTS' ACTIVE ENGAGEMENT AND CRITICAL REFLECTION IN THEIR OWN LEARNING IS A KEY TO THEIR ONGOING SUCCESS.

DIVERSITY AND INCLUSIVENESS ARE ESSENTIAL WITHIN OUR SCHOOL COMMUNITY.

AN ENRICHING SCHOOL EXPERIENCE ENCOURAGES INDEPENDENT THINKING, FOSTERS SELF-ESTEEM, AND BUILDS
SELF-CONFIDENCE.

EDUCATION ENCOMPASSES THE DEVELOPMENT OF THE WHOLE INDIVIDUAL.

OUR GRADUATES WILL

BE ABLE TO THRIVE IN A HIGHER EDUCATION SETTING.

BE INDEPENDENT, LOGICAL, AND REFLECTIVE DECISION MAKERS.

DEMONSTRATE CREATIVE PROBLEM SOLVING SKILLS.

COLLABORATE POSITIVELY AND EFFECTIVELY WITH OTHERS.

ACCEPT OTHERS AS INDIVIDUALS.

RECOGNIZE AND RESPECT DIVERSE BACKGROUNDS AND VIEWPOINTS.

BE OPEN-MINDED AND INTELLECTUALLY CURIOUS.

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Graduation Requirements

The American School of Kuwait's diploma is awarded to individuals who have completed a minimum of eight semesters of academic work beyond the eighth grade and have earned a minimum of 30 high school credits. One credit is awarded for the successful completion of one year of coursework. One-half credit is awarded for one semester of coursework. Credit is awarded at the end of each semester. The grades from eight semesters of high school are averaged to determine top academic honors. For graduating seniors to be considered for top academic honors, they must have attended ASK for at least their complete junior and senior years.

To earn an ASK diploma, students **must attend 8 semesters** in high school and must **earn 30 credit hours**.

Courses	Credits Required
English	5.0 <i>(English Electives in 9, 10, 11 or 12)</i>
Social Studies	3.0
Math	3.0 <i>(Highly recommend 4)</i>
Science	3.0 <i>(Highly recommend 4)</i>
World Languages	2.0 <i>(2 in the same language)</i>
Technology	1.0
Fine Arts	1.0
Physical Education	1.5
	20.5
Elective Credits	9.5
Total Credits	30.0

- ❖ All credits above the minimum fulfill elective credits.

General Information

Course of Study

The American School of Kuwait High School is proud of its diverse academic and Advanced Placement curriculum. On the following pages, you will find descriptions of all courses offered at ASK. Take time to examine all 10 curricular areas before you decide upon a particular course of study. With the available offerings, you should be able to create a well-rounded, rigorous academic experience that will satisfy your current interests and future goals.

Note: All elective courses listed will be offered contingent upon sufficient enrollment.

Class Standing

Students need to complete **7 credits** to be considered a **sophomore**. They need to complete **14 credits** to be considered a **junior**. Students need to complete **22 credits** to be considered a **senior**. Credits will be evaluated in January and June of each year.

Enrollment Deadline

Students who do not begin classes by the end of the fourth week of school in any semester shall not be granted credit for any work completed during that semester. This does not apply to students who have already been attending another school during that semester and bring with them transfer grades.

Course Load

All students are expected to carry a complete course load of eight classes. When registering for your classes, keep in mind that a year-long class cannot be dropped at the semester. The only exception to that is if the student has an F for the first semester in a non-required class and has the approval of the teacher to drop.

Schedule Change Policy

Students have the last two weeks of school in the spring to make changes in their schedules for the upcoming year, with no changes made after that. Since student requests are made in the pre-registration process, any changes should be to correct an error in placement.

Summer School Policy

Credit will only be given for summer school classes when a student has failed a particular class during the normal school year. A grade of P (Pass) or F (Fail) will be given in the summer school course. The original F will remain on the transcript.

Required Courses by Grade Level

Grade 9 – Freshman	Grade 10 – Sophomore
English 9 World History I Algebra I General Science Physical Education Arabic or Arabic as a Foreign Language ¹ Religion ³	English 10 World History II Geometry Biology Electives Arabic or Arabic as a Foreign Language ² Religion ³
Grade 11 – Junior	Grade 12 – Senior
English 11 US History Algebra II Chemistry Electives Arabic or Arabic as a Foreign Language ² Religion ³	English 12 Math (Highly Recommended) Science (Highly Recommended) Electives Arabic or Arabic as a Foreign Language ² Religion ³

¹Grade 9 students must take either Arabic or AFL

²Students with passports from Arabic countries must take Arabic for 4 years

³For Muslim Students

- All students must attempt all required courses for the full year
- For graduation, all students must pass US History and all English classes
- All students must complete and pass a minimum of 3 math courses in high school

Credit Deficiencies

- Students who are credit deficient for graduation because of failed classes taken during the regular school year may transfer a maximum of 4 credits from outside sources such as correspondence or summer school. These courses must be pre-approved by an ASK counselor prior to enrollment. A grade of Pass (P) or Fail (F) is given. The original failing grade remains on the transcript.
- Correspondence classes must be finished by May 15 for credit to be awarded in the current academic year.
- Students who choose to participate in courses outside the regular high school or ASK summer school program are solely responsible for successfully enrolling in and completing the program and having their final grades sent to the high school.
- No summer school or correspondence classes will be accepted except for classes taken during the regular school year and failed.

Activities & Athletics

ASK offers a variety of activity & athletic programs which include service projects, leadership opportunities, clubs, the fine arts and competitive competition. All students are encouraged to join and take an active part in our activities & athletics program. After-school activities operate from 3:10pm to 4:30pm throughout the year, while activities taking place in the mornings before school run from 7:00am - 8:00am. The American School of Kuwait is a member of the Near East Schools Activities Conference (NESAC) and the Kuwait American Schools Activities Conference (KASAC). ASK activity & athletic groups travel to other countries and also host international events.

<u>Seasonal (NESAC) Activity & Athletic Offerings</u>		
<u>Fall Season</u>	<u>Winter Season</u>	<u>Spring Season</u>
Academic Games (JV/V)	Speech & Debate	Band & Choir
Swimming (JV/V)	Soccer (JV/V)	Track & Field (JV/V)
Volleyball (JV/V)	Basketball (JV/V)	Badminton (JV/V)

<u>Other Activity & Athletic Offerings</u>		
Peers & Leaders	Model United Nations	Quills & Scrolls
Project Reach	Beginners/Advanced Band	Choir Ensembles
Fitness & Strength Training	HS/MS Musical	HS Drama
Falcon Media	HS/MS Yearbook	Roots & Shoots
Compassion Club	Art Council	TEDx

<u>Student Leadership / Honor Societies</u>		
National Honor Society	Student Council	Tri-M Honor Society
Math Honor Society	Science National Honor Society	Thespian Honor Society

Advanced Placement at ASK

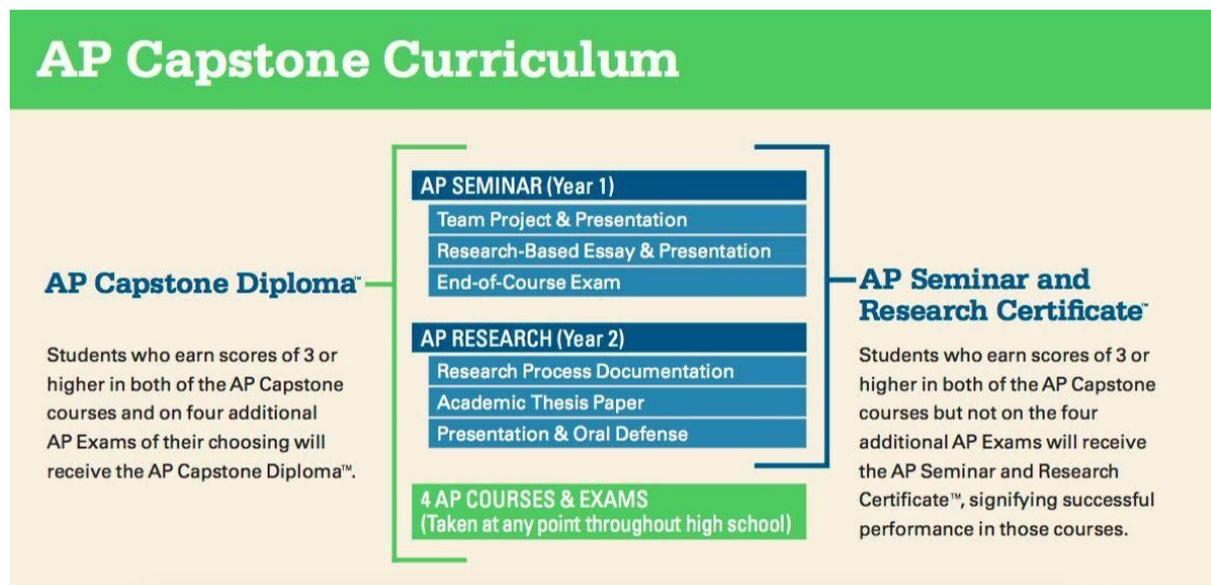
In addition to several Advanced Placement (AP) courses, the American School of Kuwait is proud to offer the Advanced Placement Capstone Diploma. We encourage our students to challenge themselves by taking AP classes, which are rigorous and allow students the opportunity to earn college credit while in high school.

At ASK, students may participate in the Advanced Placement program in one of two ways:

- Students may take any stand-alone AP class(es) for which they qualify
- Students may opt to participate in the AP Capstone Diploma program

Advanced Placement Capstone Diploma Overview

AP Capstone is an innovative, new diploma program that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. To earn an AP Capstone Diploma, students must earn a 3 or higher on six Advanced Placement exams, including AP Seminar in their 11th grade year and AP Research in their 12th grade year. Students may choose the remaining four necessary AP classes from the 23 courses that we offer, or by taking an additional exam for which they are prepared. The AP Capstone Diploma requirements are outlined below:



Within the AP Capstone Diploma, there are two options, the Diploma and the Certificate. At ASK, we will consider tenth grade students applying to the program who intend to complete the Diploma. However, should a student fail to complete the additional four courses, s/he would be eligible for the AP Capstone Certificate.

Advanced Placement Capstone Diploma Eligibility

Students entering grade 11 are eligible to apply for the AP Capstone Diploma program at ASK. The following requirements are in place for students wishing to be considered:

- Complete AP Capstone Diploma application and submit by the posted deadline
- Have completed at least two other AP classes by the end of 11th grade in any of the below sequence:
 - Take one AP subject class in grade 9
 - Take one AP subject class in grade 10
 - Take two AP subject classes in grade 11
- Undergo a review of application by the designated AP Capstone Committee

A designated committee will be in place to review all Capstone applicants. The committee will consider the application, the student's academic progress and the student's participation in other AP classes in coming to a final decision.

Students will be notified via the Counseling Office of their acceptance into the AP Capstone Diploma program. Once accepted, and prior to being registered for the AP Seminar class, students and parents will be asked to attend a mandatory AP Capstone meeting.

Advanced Placement Classes

ASK offers, if there is sufficient enrollment, the following Advanced Placement courses:

Sciences

- AP Biology
- AP Chemistry
- AP Physics 1
- AP Physics 2
- AP Environmental Science

Math

- AP Statistics
- AP Calculus AB

English

- AP English Language (grade 11)
- AP English Literature (grade 12)

Visual Art

- AP Studio Art (2D, 3D or Drawing)
- AP Music Theory

Capstone

- AP Seminar
- AP Research

Social Sciences

- AP World History
- AP Human Geography
- AP United States History
- AP Economics (Macro and Micro)
- AP Psychology
- AP Comparative Government & Politics

World Languages

- AP French Language
- AP Spanish Language

IT

- AP Computer Science
- AP Computer Science Principles

Advanced Placement Course Eligibility

To be eligible to take AP classes, students must meet the following criteria:

1. Must have a minimum of **B-** first semester and **B** second semester in the prerequisite classes listed below:

Sciences

AP Biology	Biology
AP Chemistry	Chemistry and Algebra II
AP Physics I	Algebra II
AP Physics II	AP Physics I (C average) AP Environmental
Science	Biology and Chemistry

Math

AP Statistics	Algebra II
AP Calculus AB	Pre-Calculus

English

AP English Language	English 10
AP English Literature	English 11

Visual Art

AP Studio Art	Advanced Fine Art
AP Music Theory	One year previous music class or lessons

IT

AP Computer Science	Advanced Computer Science
AP Computer Science Principles	Algebra I

Social Sciences

AP World History	World History I
AP Human Geography	World History I
AP United States History	World History II
AP Economics	Microeconomics and Algebra II
AP Psychology	Biology and Psychology
AP Comparative Government & Politics	International Relations

World Languages

AP Spanish Language	Spanish III / Spanish IV or Native Fluency
AP French Language	French III / French IV or Native Fluency

If your grade drops to below a B in the prerequisite course during the second semester, you will be dropped from the AP course and asked to choose an alternate class.

2. Complete a free-response sample in the requested AP course(s)
3. Undergo AP Committee Review. The committee will meet to review students' grades, teacher recommendations, and free-response samples. The committee will make recommendations regarding the AP choices of the students.

AND

4. A signed parent permission slip acknowledging that:
 - The student will be graded as a university student, not as a high school student.
 - The student will be held to the expectation level of a university student – i.e. at least three hours of studying for every hour spent in class; students must also demonstrate academic independence and maturity.
 - Any student withdrawing from an AP course will have their first semester grade noted on their transcript.
 - Any student withdrawing from an AP course will also have this noted on their official transcript either as “Withdraw – Passing” or as “Withdraw – Failing” depending on the student's course grade at the time of withdrawing. Although not computed into the student's GPA, this does indicate to universities considering the student that he or she did not successfully complete the AP course. They may or may not weigh this into their acceptance decision.
 - Students will not be allowed to withdraw from an AP class until the end of Semester 1.
 - A student must take the AP exam in May or the AP weighting will be removed from the transcript.

Advanced Placement Required Summer Assignment & First Day Summative

All AP and Honors courses will have a rigorous summer assignment intended to prepare students for the course material and expectations. All students must submit a completed summer assignment by the first day of class or they will be dropped from the class. In addition there is also a summative on the first day of class covering the material presented in the summer assignment.

Advanced Placement Courses

Advanced Placement Capstone Seminar

<i>Grades:</i>	11
<i>Credit:</i>	1.0 (year-long course)
<i>Prerequisites:</i>	Application and Committee Review; Completion of at least two AP courses by the end of eleventh grade. Required summer assignment and first day summative.

Description:

The AP Capstone Seminar course is an introductory college-level course and aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Using an inquiry framework of questioning, understanding, evaluating, synthesizing, and transforming (QUEST), students practice reading and analyzing articles, research studies, foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; experiencing artistic works and performances; conducting research and evaluating evidence; constructing and supporting arguments; and collaborating and communicating. The course topics and themes engage students in cross curricular conversations that explore complexities of academic and real-world topics and themes through the examination of divergent perspectives. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze these diverse perspectives.

AP Seminar requires students to participate in collaborative research and inquiry. A Team Project is a significant portion of the course, which includes a team report and presentation. Students will also write and present an individual research-based essay and take the AP written exam in May. All coursework will be designed to prepare students for the three major course assessments required by CollegeBoard. A required Advanced Placement examination is given in May.

Advanced Placement Capstone Research

<i>Grades:</i>	12
<i>Credit:</i>	1.0 (year-long course)
<i>Prerequisites:</i>	Successful completion of AP Seminar. Required summer assignment and first day summative.

Description:

AP Research is an introductory college-level course and is the second course in the Capstone experience and allows students to explore deeply an academic topic, problem, or issue of individual interest. Through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation to address a research question.

In the AP Research course, students further the skills that they acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic research paper of approximately 5,000 words and a presentation with an oral defense. A required Advanced Placement examination is given in May.

Advanced Placement Biology

<i>Grades:</i>	10, 11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Biology 8th Edition</i> , Campbell et al
<i>Materials:</i>	Lab journal
<i>Prerequisite:</i>	A minimum of “B-” first semester and “B” second semester in Biology, must be taken concurrently with Chemistry if not previously completed; A free-response sample reviewed by the Science Department. Required summer assignment and first day summative.

Description:

AP Biology is an introductory college-level course in Biology and is usually taken by Biology majors during their first year of college. Students cultivate their understanding of Biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy & communication, genetics, information transfer, ecology, and interactions. Independent study is expected and summer and vacation assignments are required. College Board recommends four hours of personal study time for every hour of contact time. A required Advanced Placement examination is given in May.

Advanced Placement Chemistry

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Chemistry 8th Edition</i> , (Zumdahl), Houghton Mifflin Company
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Chemistry and Algebra II or a “C” in Honors Chemistry; A free-response sample reviewed by the Science Department; Honors Chemistry highly recommended - students entering AP Chemistry from general chemistry are subject to a skills exam to ensure preparedness for the course

Description:

AP Chemistry is an introductory college-level course in Chemistry and encouraged for students with a strong interest in pursuing collegiate studies in engineering and natural sciences. College Board describes the course as, “the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems.” Quantitative and physical chemistry topics include: structure of matter, kinetic theory of gases, chemical equilibriums, chemical kinetics, and concepts of thermodynamics. In addition, descriptive chemistry topics include the chemistry involved in environmental and societal issues. Laboratory experience is an integral part of the course and requires, on average, one to two hours outside of class time per investigation. College Board recommends four hours of personal study time for every hour of contact time. A required Advanced Placement examination is given in May.

Advanced Placement Environmental Science

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Environmental Science for AP (Friedland/Relyea), 2015</i>
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Chemistry and Biology or a “C” in Honors Chemistry; A free-response sample reviewed by the Science Department. Required summer assignment and first day summative.

Description:

AP Environmental Science is an introductory college-level course recommended for students with a strong interest in pursuing collegiate studies in physical and natural sciences. College Board describes the course as, “a course that will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.”

Emphasis in this class is placed on science as a process, energy conversions underlying all ecological processes, the Earth as an interconnected system, how humans alter the environment, environmental problems and their social context and developing sustainable practices. This course adheres to the objectives instituted by the College Board for all AP Environmental Science. Laboratory experience is an integral part of the course and requires, on average, one to two hours outside of class time per investigation. College Board recommends four hours of personal study time for every hour of contact time. A required Advanced Placement examination is given in May.

Advanced Placement Physics 1

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Physics: Principles with Applications, 7th edition. Giancoli, Pearson, 2014</i>
<i>Materials:</i>	TI-Nspire CX Graphing Calculator is required
<i>Prerequisite:</i>	A minimum grade of “B-” first semester and “B” second semester in Algebra II; Recommend Pre-Calculus or Calculus completed or to be taken concurrently; A free-response sample reviewed by the Science Department Required summer assignment and first day summative.

Description:

AP Physics 1 is an introductory college-level course that is equivalent to a first semester introductory Algebra-based college Physics course. Topics include kinematics, force, energy, momentum, circular motion, and an introduction to electrical circuits. The curriculum stresses a deep conceptual knowledge of these topics and focuses on science inquiry. A required Advanced Placement examination is given in May. A time commitment in excess of class time is necessary; summer and vacation assignments are required.

Advanced Placement Physics 2

<i>Grades:</i>	12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Physics: Principles with Applications, 7th edition. Giancoli, Pearson, 2014</i>
<i>Materials:</i>	TI-Nspire CX Graphing Calculator is required
<i>Prerequisite:</i>	A minimum grade of “C” in AP Physics 1; A free-response sample reviewed by the Science Department. Required summer assignment and first day summative.

Description:

AP Physics 2 is an introductory college-level course that is equivalent to a second semester Algebra-based college Physics course. Topics include electricity and magnetism, circuits, fluids, thermodynamics, and atomic theory. The curriculum stresses a deep conceptual knowledge of these topics and focuses on science inquiry. A required Advanced Placement examination is given in May. A time commitment in excess of class time is necessary; summer and vacation assignments are required.

Advanced Placement Statistics

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>The Practice of Statistics 3rd edition, Yates, Moore & McCabe, W.H. Freeman & Co.</i>
<i>Materials:</i>	Graphing Calculator with statistical functions (TI-Nspire CX)
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Algebra II or a “C+” or better if entering from Pre-calculus; A free-response sample reviewed by the Math Department. Required summer assignment and first day summative.

Description:

AP Statistics is an introductory college-level Statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. A required Advanced Placement examination is given in May.

Advanced Placement Calculus AB

<i>Grades:</i>	12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Calculus Ninth Edition, Larson and Edwards, Houghton Mifflin</i>
<i>Materials:</i>	Graphing Calculator required (TI-Nspire CX or CAS)
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Pre-Calculus; A free-response sample reviewed by the Math Department. Required summer assignment and first day summative.

Description:

AP Calculus is an introductory college-level course in Calculus. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. A required Advanced Placement examination is given in May.

Advanced Placement English Language and Composition 11

Grade: 11
Credit: 1.0 (year-long course)
Text: *The Language of Composition*, 2nd Edition by Shea, Scanlon, & Aufses, Bedford St. Martin's 2013
Prerequisites: A minimum of "B-" first semester and "B" second semester in English 10 or a minimum of a "C" in Honors English 10; A timed writing sample reviewed by the English department; Honors English 10 highly recommended. Required summer assignment and first day summative.

Description:

AP English Language and Composition is an introductory college-level course for students who have both the desire and ability to do college-level English in high school. An AP course in English Language and Composition engages students in becoming skilled readers of various non-fiction texts including book-length works, essays, op-eds, political cartoons, photographs, and blog posts. Students also learn to write various types of essays including rhetorical analysis, argumentative, and synthesis of information. Both their writing and reading should make students aware of the interactions among a writer's purpose, audience expectations, and the demands of the occasion that produced the writing, as well as how stylistic conventions and the resources of language contribute to effectiveness in writing. The culmination of the course is the required Advanced Placement examination in Language and Composition in May.

Advanced Placement English Literature and Composition 12

Grades: 12
Credit: 1.0 (year-long course)
Text: *Literature Sound and Sense*: Perrine's Literature
Prerequisites: A minimum of "B-" first semester and "B" second semester in English 11 or a minimum of a "C" in AP English Language and Composition; A timed writing sample reviewed by the English department; AP English Language and Composition 11 highly recommended. Required summer assignment and first day summative.

Description:

Advanced Placement English Literature and Composition is an introductory college-level course for students who have both the desire and ability to read college level literature in high school. The course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller scale elements as the use of

figurative language, imagery, symbolism, and tone. Although the focus is on literature originally written in English, works written in translation are also part of the course. A variety of literary periods and genres are examined in depth. Extensive reading and writing, as well as research projects, are assigned. The culmination of the course is the required Advanced Placement examination in Literature and Composition in May.

Advanced Placement Studio Art (2-D, 3-D or Drawing)

Grades: 11 and/or 12
Credit: 1.0 (year-long course)
Prerequisites: A minimum of “B-” first semester and “B” second semester in Advanced Fine Art or Teacher Approval; A free-response sample reviewed by the Art Department. Required summer assignment and first day summative.

Description:

AP Studio Art is an introductory college-level course that is a rigorous, year-long course consisting of three separate options: 2-D, 3-D, and Drawing. The courses are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation. This involves the completion of 24 major pieces of work and fulfilling the requirements set by the AP Board. The AP Studio Art program encourages creative and systematic investigation of formal and conceptual issues, idea development and refinement, and critical decision making. Students taking AP Studio Art should have strong technical skills and a thorough understanding of composition and design principles. Significant work outside of class is required to fulfill AP requirements. Students are evaluated using the AP College Board rubrics. A required Advanced Placement examination is given in May.

AP Music Theory

Grades: 11 or 12
Credit: 1.0 (year-long course)
Text: “*Tonal Harmony*” 7th ed. – Stefan Kostka, Dorothy Payne, “*Tonal Harmony*” workbook, “*Music for Sight Singing*” 9th ed. – Nancy Rogers, Robert Ottman
Prerequisite: Minimum one-year previous music class or lessons; A free-response sample reviewed by the Music Department. Required summer assignment and first day summative.

Description:

The AP Music Theory course is an introductory college-level course that corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. A required Advanced Placement examination is given in May.

Advanced Placement Computer Science A

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Materials:</i>	Software (<i>BlueJ, Java.util</i>), MY AP Classroom
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Advanced Computer Science; A free-response sample reviewed by the Technology Department. Required summer assignment and first day summative.

Description:

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. A required Advanced Placement examination is given in May.

Advanced Placement Computer Science Principles

<i>Grades:</i>	9, 10, 11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>TBD</i> , My AP Classroom
<i>Prerequisite:</i>	A minimum of “B-” first semester and “B” second semester in Algebra I; A free-response sample reviewed by the Technology Department. Required summer assignment and first day summative.

Grade 9 Prerequisites

A minimum of “A-” first and second semester in Algebra I; Recommendation from MS Principal; Recommendation from MS Counselor; A free-response sample reviewed by the Technology Department. Required summer assignment and first day summative.

Description:

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. A required Advanced Placement examination is given in May.

Advanced Placement World History

<i>Grades:</i>	10, 11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>World Civilizations: The Global Experience (5th Edition)</i> Pearson Education
<i>Prerequisite:</i>	A minimum of “B-” first semester and “B” second semester in World History I; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

This course prepares students to take the AP Exam in World History. This wide-ranging course begins with the Prehistoric foundations of civilizations and continues to the Present. In addition, the course is organized around developments in environmental, cultural, political, social and

economic history. As with all AP courses, students should expect a rigorous workload and pace resembling that of a college class. A required Advanced Placement examination is given in May.

Advanced Placement Human Geography

Grades: 9, 10, 11 or 12
Credit: 1.0 (year-long course)
Text: *The Cultural Landscape, 11th Edition*, 2014
Prerequisite: A minimum of “B-” first semester and “B” second semester in World History I; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Grade 9 Prerequisites

A minimum of “A-” first and second semester in Social Studies 8;
A minimum of “A-” first and second semester in Language Arts 8 or a minimum of “B” first and second semester in Honors Language Arts 8;
Recommendation from MS Principal; Recommendation from MS Counselor; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

This course prepares students to take the AP exam in Human Geography. The focus of human geography is the man-made landscape or the human imprint on the physical environment. In this way, human geography differentiates itself from physical geography which is focused on the elements of the natural world. Human geographers do examine physical elements such as terrain and climate but only to the extent that they influence human activity and the “built environment” of human culture. Additionally, the approach of human geography is not regional. It does not focus on any specific place, but rather, considers global topics in order to discover broad similarities and explore reasons for differences in landscape patterns across the planet. Some of the topics include population, cultural development, agricultural land use, industrialization, economic development, cities and urbanization, and more. A required Advanced Placement examination is given in May.

Advanced Placement United States History

Grades: 11 or 12
Credit: 1.0 (year-long course)
Text: *The American Pageant*, 2013
Prerequisite: A minimum of “B-” first semester and “B” second semester in World History II; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. A required Advanced Placement examination is given in May.

Advanced Placement Comparative Government & Politics

Grades: 10, 11 or 12

Credit: .5 (semester long course)

Text: TBD

Prerequisite: A minimum of “B” in International Relations ; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of selected countries: China, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. A required Advanced Placement examination is given in May.

Advanced Placement Economics (Micro and Macro)

Grades: 11 and 12

Credit: 1.0 (year-long course)

Text: *Economics*, McGraw Hill

Prerequisites: A minimum of “B-” first semester and “B” second semester in Microeconomics and Algebra II; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

AP Economics is an introductory college-level course that is taught in two different sections. In the macroeconomics section, emphasis is placed on the themes of national income, price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth and international economics. In microeconomics, the emphasis is on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Students who take this rigorous course should expect a pace and workload similar to that of a college class. A required Advanced Placement examination is given in May.

Advanced Placement Psychology

Grades: 11, 12

Credit: 1.0 (year-long course)

Text: *Myers, David G. (2013). Psychology 10th Edition. New York: Worth*

Prerequisite: A minimum of “B-” first semester and “B” second semester in Biology and Psychology; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. A required Advanced Placement examination is given in May.

Advanced Placement French Language and Culture

Grades: 10, 11 or 12

Credit: 1.0 (year-long course)

Text: *AP French. Preparing for the Language and Culture Examination.*
Pearson Educational, Inc., 2012

Prerequisites: A minimum of "B-" in the first semester and "B" in the second semester in French III or French IV in HS or Native Fluency; A free response sample reviewed by the World Languages Department. Summer assignment required and first day summative.

Description:

Advanced Placement French Language and Culture is an introductory college-level that is intended for students with a strong interest in French and a willingness to meet a demanding standard of accomplishment. In this course, students reinforce their knowledge of grammar, increase their vocabulary, sharpen their speaking, writing, listening and reading skills through documents that involve culture and history without forgetting the literature since they have to make cultural and linguistic comparisons in part II of the exam and also become familiar with the AP French Language and Culture examination format. Classes are conducted exclusively in French; therefore, students who take this course are expected to have a firm command of the target language and to use it at all times. A required Advanced Placement examination is given in May.

Advanced Placement *Spanish Language and Culture*

Grades: 10, 11 or 12

Credit: 1.0 (year-long course)

Prerequisites: A minimum of "B-" in the first semester and "B" in the second semester in Spanish III or Spanish IV in HS or Native Fluency; A free response sample reviewed by the World Languages Department. Summer allocation required and first summative day.

Texts: *AP Spanish Preparing for the Language and Culture Examination*,
Pearson Educational Inc., 2012
Abriendo Paso Gramatica, Prentice Hall, 2007
Abriendo Paso Lectura, Prentice Hall, 2007

Description:

Advanced Placement Spanish Language and Culture is an introductory college-level course that is intended for students with a strong interest in Spanish and a willingness to meet a demanding standard of accomplishment. In this course, students reinforce their knowledge of grammar, increase their vocabulary, sharpen their speaking, writing, listening and reading skills through documents that involve culture and history without forgetting the literature since they have to make cultural and linguistic comparisons in part II of the exam and also become familiar with the AP Spanish Language and Culture examination format. Classes are conducted exclusively in Spanish; therefore, students who take this course are expected to have a firm command of the target language and to use it at all times. A required Advanced Placement examination is given in May.

Small Learning Community (SLC)

In order to prepare students for success in the Advanced Placement (AP) courses and the prestigious Advanced Placement Capstone Program offered at the American School of Kuwait, ASK is pleased to offer a Small Learning Community (SLC). This two-year honors program is designed to help students foster cross-curricular thinking while developing the skills necessary for success in AP courses.

Grade 9 - Small Learning Community Overview

At ASK, ninth grade students on a traditional education plan take eight courses a day, four of which are dedicated to General Science/Biology, World History I, English 9 Algebra I/Geometry. Within these subjects, students are expected to fulfill a certain number of standards (e.g. 34 Common Core State Standards in English Language Arts) and are assigned by the teacher.

In the SLC students still take eight courses, but the core content areas (science, history, math, and English) are no longer treated as discrete subjects. Instead, students are given a list of the same standards students receive in the traditional track but are challenged to design personalized learning plans that detail when and how they will uncover a particular standard, as opposed to being told by a teacher. Consequently, in a given project one student might choose to marry three English standards with two World History standards. By the end of the year, students will be expected to have completed all of the standards for the 9th grade core subjects. Evidence of learning will be documented in a portfolio and evaluated with a series of benchmark exams.

This model puts students at the center of curriculum design, which is supported through regular conferences with their academic advisor. As such, students are expected to take greater ownership of their learning through metacognitive practices, personal agency, and creative thought.

Small Learning Community Curriculum

Students accepted into the program will spend four periods a day in the SLC in addition to Arabic, religion--if applicable--, physical education, and an elective course. During the first SLC period, students will be instructed in various project mediums, (e.g. podcasting, web design, multimodal storytelling). The second SLC period will be dedicated to whole-group instruction where a content specialist will deliver a lesson related to standards from one of the core subjects. For the final two SLC periods, students will work on exploring the core standards through the project medium, meeting with their advisors, or receiving individual/small group instruction from other content specialists.

Course Work:

Although the four SLC periods are cross-curricular, students will receive grades for the following courses on their transcripts

- SLC: Honors English 9
- SLC: Honors World History I
- SLC: Honors Biology
- SLC: Honors Geometry
- SLC: Portfolio

Small Learning Community Components

- **Program Eligibility:** *Students will be considered eligible for the Small Learning Community if they fulfill the following criteria. Applications will then be further reviewed by a SLC panel.*
 - A minimum of “B-” first semester and “B” second semester in English 8 or “C” in Honors English 8;
 - A minimum of “B-” first semester and “B” second semester in Algebra I;
 - Completion of a timed free-response sample reviewed by the SLC Committee
- **Standards:** *Students will be expected to uncover all essential standards from the following core subjects.*
 - English 9 Common Core Standards
 - World History I AERO and Common Core Standards
 - Biology Next Generation Science Standards
 - Geometry Common Core State Standards
- **Course Work:** *Although the four SLC periods are cross-curricular, students will receive grades for the following courses on their transcripts*
 - SLC: Honors English 9
 - SLC: Honors World History I
 - SLC: Honors Biology
 - SLC: Honors Geometry
 - SLC: Portfolio
- **Assessment:** *Students will be assessed by content area specialists on each standard. Progress and evidence of learning will be documented through the completion of a portfolio and several benchmark exams.*

SLC: Honors World History I: Prehistory

<i>Grades:</i>	9
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Ancient World History: Patterns of Interaction</i> , McDougal Littell
<i>Co-requisite:</i>	Enrolled in the SLC honors program

Description:

World History I is an overview of world history from Prehistory to the period of European Exploration. This course focuses on topics in cultural, political, economic, and social history. Special attention is given to improving student writing, understanding and interpreting primary sources, and developing research skills. Implicit in this is an understanding of the historical method, the inquiry process, and historical reasoning and interpretation. World History I Honors is an accelerated course that familiarizes students with concepts that will be addressed more thoroughly in the AP Capstone program. Students will explore how notions of history transcend this domain and inform the other core disciplines. Within this context, particular emphasis will be placed not only on cross-curricular exploration but also on project based instruction. Students should expect a rigorous, challenging, and active experience.

SLC: Honors Geometry

<i>Grades:</i>	9 or 10
<i>Credit:</i>	1.0 (year-long course meets 4 times a week)
<i>Text:</i>	<i>Geometry Common Core</i> , Pearson, 2012
<i>Materials:</i>	TI-Nspire CX graphing Calculator required
<i>Co-requisite:</i>	Enrolled in the SLC honors program
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Algebra I;

Description:

Honors Geometry is the in-depth study of two and three-dimensional figures. This course extends the content of the standard geometry course, with an in-depth exploration of proofs and applications. Students develop their ability to construct formal, logical arguments in geometric settings through multi-step problems. Students will use visualizations, spatial reasoning, and geometric modeling to solve problems, as well as develop their skills with the TI-Nspire CX graphing Calculator. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries. Geometry honors is an accelerated course that familiarizes students with concepts that will be addressed more thoroughly in the AP Capstone program and advanced math courses. Students will explore how mathematical principles transcend this domain and inform the other core disciplines. Within this context, particular emphasis will be placed not only on cross-curricular exploration but also on project based instruction. Students should expect a rigorous, challenging, and active experience.

SLC: Honors Biology

<i>Grades:</i>	9
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Biology</i> , Miller & Levine, Pearson
<i>Co-requisite:</i>	Enrolled in the SLC honors program
<i>Prerequisite:</i>	9th graders – must have completed Algebra 1 in Grade 8

Description:

SLC: Honors Biology is a laboratory-based course that examines the natural world around us. Topics include the study of experimental design, basic biochemistry, cell structure and function, photosynthesis, cellular respiration and fermentation, cell growth and division, and genetics. These areas are developed within a framework of principle biological theories with an emphasis on critical thinking and science process skills. Biology honors is an accelerated course that familiarizes students with concepts that will be addressed more thoroughly in the AP Capstone program. Students will explore how scientific notions transcend this domain and inform the other core disciplines. Within this context, particular emphasis will be placed not only on cross-curricular exploration but also on project based instruction. Students should expect a rigorous, challenging, and active experience.

SLC: Honors English 9

<i>Grade:</i>	9
<i>Credit:</i>	1.0 (year-long course)

Text: *Elements of Literature, Third Course:* Holt, Rinehart and Winston
Co-requisite: Enrolled in the SLC honors program
Prerequisite: A minimum of “B-” first semester and “B” second semester English 8 or a minimum of a “C” in Honors English 8

Description:

SLC: Honors English 9: Narrative Perspectives. In Honors English 9, students work to improve reading skills, appreciate and analyze literature, apply research strategies, and learn academic writing skills. With a focus on the course theme – “Narrative Perspectives” – Honors English 9 introduces students to a wide range of literature from various genres and eras, with a major emphasis on the novel, non-fiction, epic poetry, and drama, supplemented by short stories, poetry, song lyrics, and visual art. Writing assignments often evolve from the reading selections, both fiction and non-fiction, and focus on research, different types of writing (informative, analytical, and narrative), and the development of English language skills with an emphasis on grammar, usage and mechanics. SLC: Honors English is an accelerated course that familiarizes students with concepts that will be addressed more thoroughly in the AP Capstone program, AP Language, and AP literature. Students will explore how the elements of literature and language transcend this domain and inform the other core disciplines. Within this context, particular emphasis will be placed not only on cross-curricular exploration but also on project based instruction. Students should expect a rigorous, challenging, and active experience.

SLC: Portfolio

Grades: 9
Credit: 0 (virtual class)
Text: N/A
Co-requisite: Enrolled in the SLC honors program

Description:

Over the course of the year, students will be guided in uncovering 29 English Literature and Composition standards, 54 Geometry standards, 35 World History I standards, and 16 biology standards. The portfolio is a testament to this learning. It features anticipated learning plans, artifacts that speak to learning—such as formative and summative assessments— and substantial reflection. Additionally, as part of the portfolio, students will be required to take a series of benchmark exams to ensure that their progress is comparable to those on a traditional academic track.

Grade 10 - Small Learning Community Overview

At ASK, 10th grade students on a traditional education plan take eight courses a day, four of which are dedicated to Biology/Chemistry, World History II, English 10, Geometry/Algebra II. Within these subjects, students are expected to fulfill a certain number of standards (e.g. 34 Common Core State Standards in English Language Arts) and are assigned by the teacher.

In the SLC students still take eight courses, but the core content areas (science, history, math, and English) are no longer treated as discrete subjects. Instead, students are given a list of the same standards students receive in the traditional track but are challenged to design personalized learning plans that detail when and how they will uncover a particular standard, as opposed to being told by a teacher. Consequently, in a given project one student might choose to marry three

English standards with two science standards. By the end of the year, students will be expected to have completed all of the standards for the 10th grade core subjects. Evidence of learning will be documented in a portfolio and evaluated with a series of benchmark exams.

This model puts students at the center of curriculum design, which is supported through regular conferences with their academic advisor. As such, students are expected to take greater ownership of their learning through metacognitive practices, personal agency, and creative thought.

The second year of the program will extend the practices honed in grade 9. Students will still drive the curriculum. However, there will be greater emphasis placed on seminar-styled learning and real-world application.

Small Learning Community Curriculum

Students accepted into the program will spend four periods a day in the SLC in addition to Arabic, religion--if applicable--, physical education, and an elective course. During the one SLC period, students will be instructed in various project mediums, (e.g. podcasting, web design, multimodal storytelling). The second SLC period will be dedicated to exploring the core standards through the project medium, meeting with advisors, or receiving individual/small group instruction from other content specialists. The final two SLC periods will be seminar-styled whole-group lessons, during which a content specialist will deliver lessons related to standards from their core subject. These classes are intended to be driven by the students and will revolve largely around discussion and a thoughtful exploration of pre-assigned material.

Small Learning Community Components

- **Program Eligibility:** *Students will be considered eligible for the Small Learning Community if they fulfill the following criteria. Applications will then be further reviewed by a SLC panel.*
 - A minimum of “B-” first semester and “B” second semester in English 9 or a minimum of a “C” in Honors English 9;
 - A minimum of “B-” first semester, “B” second semester in Algebra 1 AND Geometry, or a minimum of “C” both semesters in Honors Geometry;
 - Completion of a timed free-response sample reviewed by the SLC Committee OR successful completion of SLC 9, as determined by the SLC Committee
 - Concurrent enrollment in Honors Chemistry and AP World History

- **Standards:** *Students will be expected to uncover all essential standards and requisite content information (as determined by the College Board) for the following core subjects.*
 - English 10 Common Core Standards
 - Algebra II Common Core State Standards
 - Chemistry Next Generation Science Standards
 - Advanced Placement World History

- **Course Work:** *Although the four SLC periods are cross-curricular, students will receive grades for the following courses on their transcripts*
 - SLC: Honors English 10
 - SLC: Honors Algebra II
 - SLC: Honors Chemistry
 - SLC: AP World History

■ SLC: Portfolio

- **Assessment:** *Students will be assessed by content area specialists on each standard. Progress and evidence of learning will be documented through the completion of a portfolio and several benchmark exams.*

SLC: Advanced Placement World History

<i>Grades:</i>	10
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>World Civilizations: The Global Experience (5th Edition)</i> Pearson Education,
<i>Co-requisite:</i>	Enrolled in the SLC honors program
<i>Prerequisite:</i>	A minimum of “B-” first semester and “B” second semester in World History I; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

This course prepares students to take the AP Exam in World History. This wide-ranging course begins with the Prehistoric foundations of civilizations and continues to the Present. In addition, the course is organized around developments in environmental, cultural, political, social and economic history. As with all AP courses, students should expect a rigorous workload and pace resembling that of a college class.

SLC: Honors Algebra II

<i>Grades:</i>	10
<i>Credit:</i>	1.0 (year-long course meets 4 times a week)
<i>Text:</i>	<i>Algebra II Common Core</i> , Pearson, 2012
<i>Materials:</i>	TI-Nspire CX graphing Calculator required
<i>Co-requisite:</i>	Enrolled in the SLC honors program
<i>Prerequisites:</i>	A minimum of “B-” first semester, “B” second semester in Algebra I AND Geometry, or a minimum of “C” both semesters in Honors Geometry.

Description:

SLC Honors Algebra II is a course designed for mathematically-talented students to study mathematics topics more in-depth and with a focus on advanced algebra. Topics to be discovered will include: Linear Functions and Relations, Systems of Linear Equations and Inequalities, Graphing in Space, Polynomials and Rational Expressions, Sequences, Exponents and Logarithms, Probability, and Matrices. The use of technology is an important feature of this course and the scope, depth, and pace of this course is more extensive than in Algebra II.

SLC: Honors Chemistry SLC

<i>Grades:</i>	10
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Chemistry</i> , Pearson, Wilbraham, et. al., 2012
<i>Materials:</i>	Lab journal
<i>Co-requisite:</i>	Enrolled in the SLC honors program
<i>Prerequisite:</i>	A minimum of “B-” first semester and “B” second semester in Biology, must be taken concurrently with Chemistry if not previously completed; A free-response sample reviewed by the Science Department.

Description:

This course is designed as an alternative to General Chemistry that focuses on a more in depth and experimental-based curriculum to better prepare students interested in pursuing the redesigned AP chemistry curriculum in the following year. Topics will be aligned to specifically meet the rigorous prerequisites necessary to be successful in AP chemistry. The topics covered will coincide with the general chemistry course of study but with more in-depth practice and a focus on application. Students should have a working knowledge of percent, ratio, proportions, graphing, solving for unknowns in an algebraic equation, the ability to solve word problems and analyze both graphical and written information.

SLC: Honors English 10

<i>Grade:</i>	10
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>World Literature Elements of Language, Fourth Course:</i> Holt, Rinehart and Winston
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in English 9 or a minimum of a “C” in Honors English 9; A timed writing sample reviewed by the English department.

Description:

In SLC Honors English 10, students continue to develop their abilities in reading comprehension, writing, literary analysis, grammar and usage, oral communication, and research. Students will explore the overarching theme—“Varying Perspectives”—through a variety of texts, including nonfiction, poetry, drama, novels, and various forms of mass media. A focus on persuasion introduces students to the study of rhetorical analysis, building the foundation for in-class debates and a persuasive speech. Vocabulary study and grammar lessons are integrated into the study of literature and other texts. Honors English is an accelerated course that familiarizes students with concepts that will be addressed more thoroughly in the Advanced Placement Language and Literature courses. As a result, students should expect a rigorous, challenging, and active experience

SLC: Portfolio

<i>Grades:</i>	10
<i>Credit:</i>	0 (virtual class)
<i>Text:</i>	N/A
<i>Co-requisite:</i>	Enrolled in the SLC honors program

Description:

Over the course of the year, students will be guided in uncovering English Literature and Composition standards, Algebra II standards, AP World History concepts I standards, and chemistry standards. The portfolio is a testament to this learning. It features anticipated learning plans, artifacts that speak to learning—such as formative and summative assessments—and substantial reflection. Additionally, as part of the portfolio, students will be required to take a series of benchmark exams to ensure that their progress is comparable to those on a traditional academic track.

Arabic

All Arabic students are required to take four years (4.0 credits) of Arabic or Arabic as a Foreign Language.

Arabic 9

Grade: 9
Credit: 1.0 (year-long course)
Text: *Arabic Language, Grammar* published by the Ministry of Education
Prerequisite: Grade 8 Arabic

Description:

All freshmen who are native Arabic speakers are taught reading, writing, literature, grammar, and composition according to the Ministry of Education program.

Arabic 10

Grade: 10
Credit: 1.0 (year-long course)
Text: *Arabic Language, Grammar* published by the Ministry of Education
Prerequisite: Grade 9 Arabic

Description:

All sophomores who are native Arabic speakers are taught reading, writing, literature, grammar, and composition according to the Ministry of Education program.

Arabic 11

Grade: 11
Credit: 1.0 (year-long course)
Text: *Arabic Language, Grammar* published by the Ministry of Education
Prerequisite: Grade 10 Arabic

Description:

All juniors who are native Arabic speakers are taught reading, writing, literature, grammar, and composition according to the Ministry of Education program.

Arabic 12

Grade: 12
Credit: 1.0 (year-long course)
Text: *Arabic Language, Grammar* published by the Ministry of Education
Prerequisite: Grade 11 Arabic

Description:

All seniors who are native Arabic speakers are taught reading, writing, literature, grammar, and composition according to the Ministry of Education program.

AFL

Students can only take up to two years of AFL.

Arabic as a Foreign Language (AFL) I

Grades: 9, 10, 11, 12

Credit: 1.0 (year-long course)

Text: *Arabic Reading* published by the Ministry of Education

Prerequisite: None

Description:

All foreign students who are not native Arabic speakers are taught reading, writing and conversation according to the Ministry of Education guidelines.

Arabic as a Foreign Language (AFL) II

Grades: 9, 10, 11, 12

Credit: 1.0 (year-long course)

Text: *Arabic Reading* published by the Ministry of Education

Prerequisite: Successful completion of AFL I

Description:

All foreign students who are not native Arabic speakers and have passed level I are taught reading, writing and conversation according to the Ministry of Education guidelines.

Arabic as a Foreign Language (AFL) III

Grades: 9, 10, 11, 12

Credit: 1.0 (year-long course)

Text: *Arabic Reading* published by the Ministry of Education

Prerequisite: Successful completion of AFL II

Description:

All foreign students who are not native Arabic speakers and have passed level II are taught reading, writing and conversation according to the Ministry of Education guidelines.

Arabic as a Foreign Language (AFL) IV

Grades: 9, 10, 11, 12

Credit: 1.0 (year-long course)

Text: *Arabic Reading* published by the Ministry of Education

Prerequisite: Successful completion of AFL III

Description:

All foreign students who are not native Arabic speakers and have passed level III are taught reading, writing and conversation according to the Ministry of Education guidelines.

Arabic as a Foreign Language (AFL) V

Grades: 9, 10, 11, 12

Credit: 1.0 (year-long course)
Text: *Arabic Reading* published by the Ministry of Education
Prerequisite: Successful completion of AFL IV

Description:

All foreign students who are not native Arabic speakers and have passed level IV are taught reading, writing and conversation according to the Ministry of Education guidelines.

Arabic as a Foreign Language (AFL) VI

Grades: 9, 10, 11, 12
Credit: 1.0 (year-long course)
Text: *Arabic Reading* published by the Ministry of Education
Prerequisite: Successful completion of AFL V

Description:

All foreign students who are not native Arabic speakers and have passed level V are taught reading, writing and conversation according to the Ministry of Education guidelines.

Arabic as a Foreign Language (AFL) VII

Grades: 9, 10, 11, 12
Credit: 1.0 (year-long course)
Text: *Arabic Reading* published by the Ministry of Education
Prerequisite: Successful completion of AFL VI

Description:

All foreign students who are not native Arabic speakers and have passed level VI are taught reading, writing and conversation according to the Ministry of Education guidelines.

Arabic as a Foreign Language (AFL) VIII

Grades: 9, 10, 11, 12
Credit: 1.0 (year-long course)
Text: *Arabic Reading* published by the Ministry of Education
Prerequisite: Successful completion of AFL VII

Description:

All foreign students who are not native Arabic speakers and have passed level VII are taught reading, writing and conversation according to the Ministry of Education guidelines.

English

6.0 credits of English are required to earn an ASK diploma.

ASK English Department Philosophy

The English Department strives to enable all students to be effective communicators and lifelong learners. By studying texts from varied times, cultures, and genres (fiction, nonfiction, poetry, drama, and other art forms), students will learn to comprehend, interpret, and connect through reading and writing. Moreover, the study of English will engender an appreciation for the knowledge, insight, and enjoyment that can be gained from the written or spoken word.

- Students will be able to comprehend and interpret literature and language and will be able to transfer this knowledge and insight to areas outside of the English classroom.
- Students will use English fluently to communicate effectively by speaking and writing in a variety of settings and modes, including via technology.
- Students will appreciate the value of texts as an avenue to knowledge, understanding, and personal enjoyment

The English Department follows the Common Core State Standards curriculum for English Language Arts.

Note: Students are required to take 2.0 credit of English electives over the course of their 9th, 10th, 11th, and 12th grade years. These electives are comparable in rigor (workload and challenge): all courses include reading, writing, and speaking components; students will be expected to engage in independent work both in and out of class; students will be assessed on department-wide rubrics; all classes will include a minimum of two or three 2-5 page papers or comparable summative assessments with appropriate corresponding formative assessments.

Core English Courses

English 9

<i>Grade:</i>	9
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Elements of Literature, Third Course:</i> Holt, Rinehart and Winston
<i>Prerequisite:</i>	English 8

Description:

English 9: Narrative Perspectives. In English 9, students work to improve reading skills, appreciate and analyze literature, apply research strategies, and learn academic writing skills. With a focus on the course theme – “Narrative Perspectives” – English 9 introduces students to a wide range of literature through a reader’s workshop approach with an emphasis on choice within genre - novel, non-fiction, poetry, drama, and short stories, supplemented by song lyrics and visual art. A writer’s workshop approach is used when teaching writing with writing assignments often evolving from the reading selections, both fiction and non-fiction. Writing lessons will focus on research, different types of writing (informative, analytical, and narrative), and the development of English language skills with an emphasis on grammar, usage and mechanics.

Honors English 9

<i>Grade:</i>	9
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Elements of Literature, Third Course:</i> Holt, Rinehart and Winston
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in English 8 or a minimum of a “C” in Honors English 8; A timed writing sample reviewed by the English department. Required summer assignment and first day summative.

Description:

Honors English 9: Narrative Perspectives. In Honors English 9, students work to improve reading skills, appreciate and analyze literature, apply research strategies, and learn academic writing skills. With a focus on the course theme – “Narrative Perspectives” – Honors English 9 introduces students to a wide range of literature from various genres and eras, with a major emphasis on the novel, non-fiction, epic poetry, and drama, supplemented by short stories, poetry, song lyrics, and visual art. Writing assignments often evolve from the reading selections, both fiction and non-fiction, and focus on research, different types of writing (informative, analytical, and narrative), and the development of English language skills with an emphasis on grammar, usage and mechanics. Honors English is an accelerated course that familiarizes students with concepts that will be addressed more thoroughly in the Advanced Placement Language and Literature courses. As a result, students should expect a rigorous, challenging, and active experience.

English 10

<i>Grade:</i>	10
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>World Literature Elements of Language, Fourth Course:</i> Holt, Rinehart and Winston
<i>Prerequisite:</i>	English 9

Description:

English 10: Varying Perspectives. In English 10, students continue to develop their abilities in reading comprehension, writing, literary analysis, grammar and usage, oral communication, and research. By examining a range of texts (non-fiction, poetry, drama, novels, multi-media), students explore the overarching theme – “Varying Perspectives” – and related issues, including cultural differences, opposing arguments, moral dilemmas, historical context, and author’s purpose. Vocabulary study and grammar lessons are integrated into the study of literature and other texts.

Honors English 10

<i>Grade:</i>	10
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>World Literature Elements of Language, Fourth Course:</i> Holt, Rinehart and Winston
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in English 9 or a minimum of a “C” in Honors English 9; A timed writing sample reviewed by the English department. Required summer assignment and first day summative.

Description:

Honors English 10: Varying Perspectives. In Honors English 10, students continue to develop their abilities in reading comprehension, writing, literary analysis, grammar and usage, oral communication, and research. Students will explore the overarching theme—“Varying Perspectives”—through a variety of texts, including nonfiction, poetry, drama, novels, and various forms of mass media. A focus on persuasion introduces students to the study of rhetorical analysis, building the foundation for in-class debates and a persuasive speech.

Vocabulary study and grammar lessons are integrated into the study of literature and other texts. Honors English is an accelerated course that familiarizes students with concepts that will be addressed more thoroughly in the Advanced Placement Language and Literature courses. As a result, students should expect a rigorous, challenging, and active experience.

English 11

Grade: 11
Credit: 1.0 (year-long course)
Text: *Elements of Literature, Fifth Course:* Holt, Rinehart and Winston
Prerequisite: English 10

Description:

English 11: Historical Perspectives. In English 11, students explore the relationship of text to time, with a focus on the analysis and appreciation of American Literature. Students will develop critical thinking skills through the study of all periods and genres in American Literature, their unique characteristics, and the journey of the American voice. Furthermore, students will expand their writing skills by experimenting with several forms of writing, including comparison/contrast, formal research, persuasive essays, and imitation of various authors with an emphasis on tone and voice. An intensive review of grammar, usage, and mechanics serves as preparation for the SAT. Students synthesize these reading and writing skills in a formal research paper.

Advanced Placement English Language and Composition 11

Grade: 11
Credit: 1.0 (year-long course)
Text: *The Language of Composition, 2nd Edition* by Shea, Scanlon, & Aufses, Bedford St. Martin’s 2013
Prerequisites: A minimum of “B-” first semester and “B” second semester in English 10 or a minimum of a “C” in Honors English 10; A timed writing sample reviewed by the English department; Honors English 10 highly recommended. Required summer assignment and first day summative.

Description:

AP English Language and Composition is an introductory college-level course for students who have both the desire and ability to do college-level English in high school. An AP course in English Language and Composition engages students in becoming skilled readers of various non-fiction texts including book-length works, essays, op-eds, political cartoons, photographs, and blog posts. Students also learn to write various types of essays including rhetorical analysis, argumentative, and synthesis of information. Both their writing and reading should make students aware of the interactions among a writer’s purpose, audience expectations, and the demands of the occasion that produced the writing, as well as how stylistic conventions and the resources of

language contribute to effectiveness in writing. The culmination of the course is the required Advanced Placement examination in Language and Composition in May.

English 12

Grade: 12
Credit: 1.0 (year-long course)
Text: *Elements of Literature*, Sixth Edition
Prerequisite: English 11

Description:

In English 12, students build and refine their reading and writing skills, while looking ahead to their future academic careers. Students will use advanced literary analysis skills to explore the course theme – “New Perspectives” – through a variety of novels, poetry, essays, short stories, and graphic novels, including at least one play by Shakespeare. Students will also focus on response to texts in the form of expository, analytical, and narrative essays, with an emphasis on research and analytical skills needed for college and career readiness.

Advanced Placement English Literature and Composition 12

Grades: 12
Credit: 1.0 (year-long course)
Text: *Literature Sound and Sense*: Perrine’s Literature.
Prerequisites: A minimum of “B-” first semester and “B” second semester in English 11 or a minimum of a “C” in AP English Language and Composition; A timed writing sample reviewed by the English department; AP English Language and Composition 11 highly recommended. Required summer assignment and first day summative.

Description:

Advanced Placement English Literature and Composition is an introductory college-level course for students who have both the desire and ability to read college level literature in high school. The course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. Although the focus is on literature originally written in English, works written in translation are also part of the course. A variety of literary periods and genres are examined in depth. Extensive reading and writing, as well as research projects, are assigned. The culmination of the course is the required Advanced Placement examination in Literature and Composition in May.

English Electives

Dramatic Literature

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Materials: Texts and films selected by teacher
Prerequisite: None

Description:

Dramatic Literature will serve as a survey course, designed to illustrate the conventions and essential themes of major theatrical pieces as they evolve from antiquity to modernity. Students will read, discuss, watch, and research a range of plays while maintaining focus on the ideas of duty, loyalty, and adaptation. In addition to a series of writing assignments, students will write, create, and showcase an original adaptation of a one-act play.

World Mythology

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: English 9

Description:

World Mythology focuses on various myths around the world, supplementing students' literary backgrounds. As myths are read and discussed, projects, essays, and productions are assigned to encourage understanding of civilizations/cultures and how other literary works allude to particular myths.

Young Adult Literature/Bestseller

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: English 9

Description:

The Young Adult Literature/Bestseller course is designed to encourage students in the process of becoming lifelong readers and appreciators of literature through the thematic approach of contemporary perspectives. Students will be expected to complete work and reading both in class and independently. Class activities will include online discussions and debates to help build 21st century skills and global citizenship. Individual projects, presentations, and participation will all factor into student success.

Writing and Reading for Publication

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: English 9

Description:

Writing and Reading for Publication endeavors to support students as they participate in the literacy communities that are important to them, such as fan-fiction writing, performing spoken-word poetry, or broadcastings sport podcasts. In order to do so, the class will particularly emphasize cycles of inquiry, curiosity, and authentic assessment and learning. Students will be expected to read literature, think analytically about the traits of the genre, and attempt to replicate the norms of their communities through their own writing.

Reading and Writing Skills Lab

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: D or lower in previous English course

Description:

Reading and Writing Skills Lab is an English elective open to students in grades 9 through 12. The goal of the Lab is to provide students with additional help mastering general language and literacy skills. Topics covered include: organization of writing, reading comprehension strategies, essay question and test taking strategies and discussion and presentation practice. In addition to Lab specific formative and summative assessment, students will also apply addressed skills and strategies to current reading and writing assignments in their core classes.

Public Speaking

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)

Description:

Throughout Public Speaking, students will engage in valuable skills that will help in their coursework at ASK as well as in a university or professional setting. Delivery techniques, presentation skills - such as the use of visual aids, and research techniques - including the use of full-sentence outlining and MLA citation - will be covered, and students will have many opportunities to practice these skills in front of an audience of their peers. This course will require students to complete four summative assessments: a research-based Informative Speech, a research-based Invitational Group Speech, a research-based Persuasive Speech, and a personal-based Commemorative Speech. Students will also take a final examination that assesses their knowledge of three key areas pertaining to public speaking: Why do we speak in public? How do effective public speakers organize and present their ideas? Why is it necessary to consider purpose and audience when planning a speech?

Media Literacy

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)

Description:

Media Literacy is an example-rich course that helps students acquire skills to navigate their media-saturated environments, including the ability to access, analyze, evaluate and produce communication in a variety of forms. In addition to recognizing and deconstructing the ways messages are conveyed in film, television, and new media, students will also create their own messages using a wide range of technologies (i.e. cameras, online threaded discussions, multimedia presentations), while continuing to develop their proficiencies in reading, writing, oral communication, and research.

Film Studies

Grades: 11 or 12
Credit: 0.5 (semester course)
Prerequisite: English 10

Description:

Film Studies takes a dual approach to gaining knowledge and understanding of visual literacy: first, students will be required to demonstrate knowledge of filming techniques to convey the author and/or director's artistic vision. The goal is for students to be able to understand and explain how films convey meaning through diverse styles, periods, and genres from multiple regions. Second, students will be required, via a survey of theoretical approaches, to attempt to tackle the question "How is meaning possible?" with the goal being for students to be able to explain how films convey meaning to viewers and how viewers ascribe meaning to films. As an English elective, students are expected to engage in college-preparatory reading, writing, and research, use the vocabulary of the film industry and theorists, and work toward a more comprehensive understanding of the variety of competing "literacies" required by contemporary life.

Introduction to Creative Writing

Grades: 10, 11, 12
Credit: 0.5 (semester course)
Prerequisite: English 9

Description:

Introduction to Creative Writing offers an overview of three specific genres: fiction, creative nonfiction, and poetry. The semester begins by establishing a writing practice; the whole class reads Natalie Goldberg's *Writing Down The Bones*. Then, students read and write within each genre, producing thematic portfolios of their best work. Students keep a Writing Practice notebook, which is used to practice the revision process. Students also participate in small and large group discussions and workshops.

Advanced Creative Writing

Grades: 10, 11, 12
Credit: 0.5 (semester course)
Prerequisite: Introduction to Creative Writing

Description:

Advanced Creative Writing offers students an opportunity to pursue their writing beyond the Introductory class. Students choose a theme and develop a portfolio centered on that theme; students may work in their preferred genres. Students read about writing and learn to read for writing too. Students keep a Writing Practice notebook and take risks in their writing, experimenting with genre expectations and revision. Students participate in workshop and lead informed discussions on current genre reading or writing projects.

Introduction to Philosophy

Grade: 11 or 12
Credit: 0.5 (semester-long course)
Text: *Wisdom Without Answers (5th edition)*
Prerequisite: English 10

Description:

Introduction to Philosophy serves as a college-preparatory course that exposes students to major philosophical insights and thinkers as a means to support critical thinking and acts as a segue to university-level reading, writing, and research. By taking a survey approach to the major concerns of philosophy – that is, epistemology, metaphysics, and ethics – students will be able to read, discuss, understand, and hypothesize about theories concerning individuals' significance and proper action. By examining relevant theories and one's own principles, students will be able to engage in mature, informed, rational decision-making, resulting in rigorous, critical reflection.

Fine Arts

Two semesters (1.0 credit) of fine arts (art/music/drama) are required to earn an ASK diploma.

ASK Fine Arts Department Philosophy Statement

The Visual and Performing Arts (VPA) Department at the American School of Kuwait aims to provide students with an appreciation of the arts and an understanding of its cultural and academic value. It is our belief that the arts are intended to be shared by everyone, from elementary to high school, novice to advanced. While we offer some advanced courses for students intending to pursue the arts at the university level, other offerings are for the student who wishes to participate in order to broaden their cultural awareness and to experience the enjoyment the fine arts afford. In addition, we strive to enhance the appreciation of the arts throughout the school community through a variety of performances, including art exhibits, concerts, and plays.

The VPA Department aims to provide ASK students with an appreciation of artistic expression, of artistic heritage, and of artistic and cultural diversity, for as English art and social critic John Ruskin said, “Fine art is that in which the hand, the head, and the heart of man go together.”

Overall, it is our goal to:

- Provide the students and the community with an understanding that knowledge and appreciation of the arts enriches their lives and enhances their lifelong learning experience.
- Emphasize and develop the creative and intuitive nature of the whole child.
- Provide valuable experience for students as performers and as appreciators of the arts.
- Encourage self-directed learning, self-critique, and personal reflection.
- Develop students as individuals, thereby teaching tolerance by giving the opportunity to recognize and appreciate the views of others while challenging our own perceptions.

The Fine Arts Department uses the National Core Arts Standards to guide their curriculum.

The Visual Arts

Foundations of Art

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: None

Description:

This course is an entry-level prerequisite class for grade 9 – 12 art courses. Students are introduced to the elements and principles of art through classroom practice assignments and studio art projects in introductory-level drawing, painting, three-dimensional art, and printmaking. Topics in art history are also explored. Student evaluations are based on individual progress, effort, and completion of projects with specific expectations and guidelines. Quizzes and a final culminating performance task or exhibition are part of the evaluation.

Printmaking

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: Foundations of Art

Description:

This is an interdisciplinary class that incorporates traditional printmaking techniques and methods with more contemporary alternative styles of art. Using the elements and principles of design as a guide, students explore layout, typography, and image making through etching, carving and cutting. Projects are theme based, exploring a variety of printing that calls for specific planning, outlining, and great attention to detail. Some alternative techniques such as collage and stencil making will be included in the course. Students are evaluated using performance-based objectives, effort, and craftsmanship. Students will also be greatly encouraged to submit their work for school art shows.

Drawing

Grades: 9, 10, 11, 12
Credit: 0.5 (semester course)
Prerequisite: Foundations of Art

Description:

Students build on concepts, principles, and skills learned in Foundations of Art. Elements and principles of design are explored in detail with an increased emphasis on technical development. Drawing would cover pencil, colored pencil, charcoal, pastel, and oil pastel.

Painting

Grades: 9, 10, 11, 12
Credit: 0.5 (semester course)
Prerequisite: Drawing

Description:

Students build on concepts, principles, and skills learned in Foundations of Art and Drawing. Elements and principles of design are explored in detail with an increased emphasis on technical development. Painting would cover watercolor, acrylic, and gouache paintings.

Beginning 3D Art

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: Foundations of Art

Description:

This course explores sculptural form with the development of processes and techniques. The course will challenge students to set personal goals in terms of research and art production. In addition, students will develop greater strength and abilities in articulating and investigating the significance of their own work and the work of other artists. There will be a variety of media including: wire, wood, clay, cardboard, found objects, mixed media, and installation.

Advanced 3D Art

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: Beginning Ceramics

Description:

This course explores advanced problems in sculptural form with the development of processes and techniques. Advanced 3D Art offers a course of study for students to develop a sophisticated body of work, an individualized area of research, and directed, productive approach to studio practice. The course will challenge students to set personal goals in terms of research and art production. In addition, students will develop greater strength and abilities in articulating and investigating the significance of their own work and the work of other artists. There will be a variety of media including: wire, wood, clay, cardboard, found objects, mixed media, and installation.

Sculpture

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: Foundations of Art

Description:

Students will explore 3-dimensional design through sculptural projects involving a variety of media which may include paper, wire, wood, clay, plaster, or found objects. The elements and principles of design are implemented and art appreciation, art criticism, and art history are studied alongside each project. Student performance is evaluated using a standard learning objectives form which includes teacher and self-assessment based on their effort and creativity.

Fiber Arts

Grades: 9, 10, 11, 12
Credit: 0.5 (semester course)
Prerequisite: Foundations of Art

Description:

Fiber Arts introduces students to a variety of approaches and techniques that build a base understanding of textile mediums and how they can be manipulated. Techniques introduced include dyeing, surface design, weaving, felting, embroidery, and sewing. Projects may include Islamic quilt patterns, felted landscapes, and soft sculpture. Students will create quality art pieces while exploring their ideas through fibers.

Advanced Fine Art

Grades: 10, 11 or 12
Credit: 1.0 (year-long course)
Prerequisites: Foundations of Art & one other art course

Description:

Expanding on basic design theory and foundations skills, students work in a variety of disciplines

which may include drawing, painting, sculpture, printmaking, and mixed media. Projects are designed around themes that allow for personal expression and ongoing technical and conceptual development. Contemporary issues in art making are also covered. The sketchbook, written analysis, and post-work reflection are all important aspects of the class. Students are encouraged to go beyond the ordinary and take risks in their creative problem solving. Student performance is evaluated using standard learning objective rubrics, which include teacher and self-assessment.

Advanced Placement Studio Art (2-D, 3-D or Drawing)

Grades: 11 and/or 12

Credit: 1.0 (year-long course)

Prerequisites: A minimum of “B-” first semester and “B” second semester in Advanced Fine Art or Teacher Approval; A free-response sample reviewed by the Art Department. Required summer assignment and first day summative.

Description:

AP Studio Art is an introductory college-level course that is a rigorous, year-long course consisting of three separate options: 2-D, 3-D, and Drawing. The courses are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation. This involves the completion of 24 major pieces of work and fulfilling the requirements set by the AP Board. The AP Studio Art program encourages creative and systematic investigation of formal and conceptual issues, idea development and refinement, and critical decision making. Students taking AP Studio Art should have strong technical skills and a thorough understanding of composition and design principles. Significant work outside of class is required to fulfill AP requirements. Students are evaluated using the AP College Board rubrics. A required Advanced Placement examination is given in May.

The Performing Arts – Theatre

Drama I – Foundations of Theatre

Grades: 9, 10, 11 or 12

Credit: 0.5 (semester course)

Prerequisite: None

Description:

The aim of this course is to introduce students to the fundamental aspects of drama. Students learn terminology, basic theatre history, and play analysis. Students build skills by developing themselves as actors and improvisors, using various principles and techniques and character analysis. Evaluation is through classroom assignments, projects, research, and performance.

Drama II – Performance Theatre

Grades: 9, 10, 11 or 12

Credit: 0.5 (semester course)

Prerequisite: Successful completion of Drama I or experience in stage performance

Description:

The aim of this course is to lead students through the process of script interpretation and

presentation. With the aid of the director, students conceptualize and design an overall vision of a production. The class simulates a production team and evaluates themes, characters, lighting, costumes, sound, set, style, etc. Students research, evaluate, and synthesize information to support artistic choices. The goal is to lead students interested in acting and producing through the creative process from text to performance.

The Performing Arts – Music

Beginning Class Piano

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Text: <http://www.sites.google.com/a/ask.edu.kw/mrgrovespianoclass>
www.emusictheory.com Study texts created/provided by teacher
Prerequisite: None

Description:

Beginning Class Piano is a one-semester course designed to give the student the basic knowledge of reading music in both the bass and treble clefs and its application to the piano keyboard. In addition to reading musical notation, Chord symbols are also introduced to give the student a more “real-world” application to piano.

Beginning Guitar

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Text: *Hal Leonard’s Guitar Method Book 1* by Will Schmidt *Mel Bay’s Modern Guitar Method, Grade 1 Progressive Rhythm Guitar* by Gary Turner *Alfred’s Basic Guitar Theory* by Ron Manus and Morton Manus
Prerequisite: Beginners only (Students are responsible to acquire their own guitar)

Description:

Beginning Guitar exposes students to the basic note reading skills through the medium of guitar. This includes musical theory, note-reading, chord-strumming and picking. One hundred minutes of practice a week is required. This course is recommended for students who have no previous musical/guitar experience and wishing to learn how to read music.

Beginning Band

Grades: 9, 10, 11 and 12
Credit: 1.0 (year-long course)
Text: Musical Selections and Method Books from Band Library.
Fees: KWD 40 Instrument usage fee for students who do not have their own instrument

Description:

Group instrumental instruction and ensemble performance are included in this course. Basic music theory, history and appreciation are explored as well. One hundred minutes of at home practice a week is required. Students must be willing to work at improving their instrumental technique and skills. Only those students who are able to make the commitment to this group endeavor need to

sign up for this ensemble. This is a course for wind instruments only. Percussionists should sign up for the Percussion Ensemble course.

Advanced Band

Grades: 9, 10, 11 and 12
Credit: 1.0 (year-long course)
Text: Musical Selections and Method Books from Band Library.
Fees: KWD 40 Instrument usage fee for students who do not have their own instrument
Prerequisites: Beginning Band /or Band Director's written approval

Description:

Group instrumental instruction and ensemble performance are included in this course. Basic music theory, history and appreciation are explored as well. One hundred minutes of at home practice a week is required. Students must be willing to work at improving their instrumental technique and skills. Only those students who are able to make the commitment to this group endeavor need to sign up for this ensemble. This is a course for wind instruments only. Percussionists should sign up for the Percussion Ensemble course.

Percussion Ensemble

Grades: 9, 10, 11 and 12
Credit: 1.0 (year-long course)
Text: Each student will be provided music, instructional books, keyboard mallets, and sticks for course use
Additional Materials: Students are encouraged to purchase practice pads and a metronome.
Prerequisites: A serious interest in Percussion; willingness to learn; ability to participate as part of a group Band/Percussion Director's written approval; Two-year Piano experience preferred

Description:

The purpose of the Percussion Ensemble course is to offer all percussion music students a well-rounded approach to learning the basics of membrane and non-membrane percussion instruments in order to develop a sense of overall percussion musicianship. Students will be able to further develop their sticking, rudiments, and mallet keyboard techniques in areas of percussion including auxiliary percussion instruments. The student will participate in various percussion ensembles and will perform as the percussion section for the high school wind ensemble. It is expected that all percussion students enrolled in the course are committed for one academic year, have serious interest in playing various percussion instrumentation in a music ensemble. A minimum of one hundred minutes of at home practice a week is required in order to perform successfully. This course is NOT for beginning percussion students. Interested experienced percussion students must sign up for this course.

Choir

Grades: 9, 10, 11 and 12
Credit: 1.0 (year-long course)
Text: *Successful Sight Singing, Book 1*, Nancy Telfer
Prerequisites: Audition & Director's approval

Description:

Combined Choir is a vocal training program for the intermediate to advanced singer. The course includes music theory and sight singing. Previous musical experience is required, as is the ability to match pitch. Students must audition for this class - auditions are one-on-one with the director. After school rehearsals and performances are required.

Introduction to Music Theory

Grades: 9, 10, 11 or 12
Credit: 1.0 (year-long course)
Text: *"Tonal Harmony" 7th ed.* – Stefan Kostka, Dorothy Payne, *"Tonal Harmony" workbook*, *"Music for Sight Singing" 9th ed.* – Nancy Rogers, Robert Ottman
Prerequisite: Minimum one-year previous music class or lessons; A free-response sample reviewed by the Music Department. Required summer assignment and first day summative.

Description:

The Introduction to Music Theory course introduces students to topics such as musicianship, theory, musical materials, and procedures. The purpose of the Introduction Music Theory course is to develop mastery of foundational theoretical concepts dealing with common-practice melody, harmony, voice leading, form, sight-reading skills, aural skills, counterpoint basics and to also demonstrate their analytical and compositional uses. This course prepares students for entry into the Advanced Placement Music Theory course.

AP Music Theory

Grades: 11 or 12
Credit: 1.0 (year-long course)
Text: *"Tonal Harmony" 7th ed.* – Stefan Kostka, Dorothy Payne, *"Tonal Harmony" workbook*, *"Music for Sight Singing" 9th ed.* – Nancy Rogers, Robert Ottman
Prerequisite: Minimum one-year previous music class or lessons; A free-response sample reviewed by the Music Department. Required summer assignment and first day summative.

Description:

The AP Music Theory course is an introductory college-level course that corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe

basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. A required Advanced Placement examination is given in May.

Mathematics

Three years (3.0 credits) of mathematics are required to earn an ASK diploma. Students must take and pass three math classes to earn the ASK diploma.

The high school mathematics program provides and encourages a four-year mathematics experience for all students. Students follow the sequence of Algebra I, Geometry, Algebra II, and Pre-Calculus, with the option of Honors Geometry and Honors Algebra II for students meeting placement requirements. Elective courses offered are Business Math, Calculus, AP Statistics and AP Calculus.

ASK Math Department Philosophy

The Mathematics Department at ASK provides class experiences that support a curriculum designed to give our students a solid foundation in mathematics. Diverse teaching strategies empower students with tools that can be used to apply mathematics both inside and outside the classroom.

We strive to educate students who:

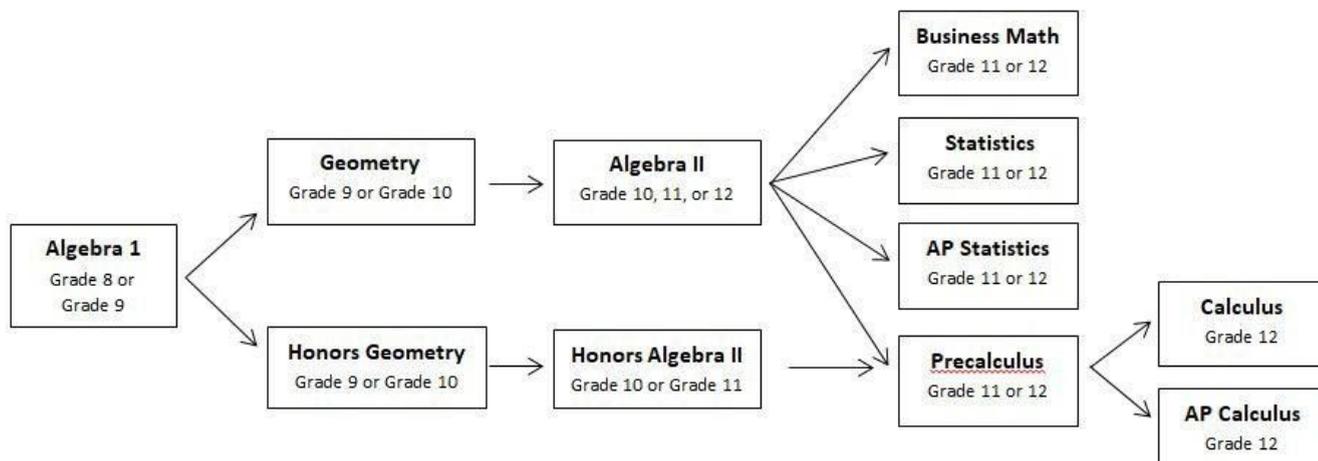
- recognize and value how mathematics is applied daily,
- apply problem solving strategies using real life scenarios,
- are prepared for their future course of study,
- possess excellent critical thinking skills,
- communicate solutions clearly,
- utilize appropriate technology in solving complex problems,

To do this we:

- use appropriate technological resources,
- provide a range of course options to meet the needs of all students,
- provide opportunities for students to reach their personal goals,
- include practical, real-world application of content

The mathematics department follows the Common Core State Standards curriculum for Mathematics.

Mathematics Forward Flow Chart



Algebra I

Grade: 9
Credit: 1.0 (year-long course)
Text: *Algebra I Common Core*, Pearson, 2012
Materials: TI-Nspire CX graphing Calculator required
Prerequisite: 8th grade mathematics

Description:

Algebra I introduces fundamental topics of algebra including graphing and solving linear equations, and graphing and solving quadratic equations. Students are being assessed on their level of understanding, not just on finding an answer. To help students be more successful with future math classes, the students need to understand how to get to a solution instead of just finding a solution itself. The course is designed to provide practice developing essential skills and have students apply those skills to a variety of realistic problems, as well as allow students to familiarize themselves with the TI-Nspire CX graphing Calculator. It is intended for capable students who have a good understanding of basic skills from a pre-algebra course.

Geometry

Grades: 9 or 10
Credit: 1.0 (year-long course)
Text: *Geometry Common Core*, Pearson, 2012
Materials: Graphing calculator required (TI-Nspire CX recommended)
Prerequisites: Completion of Algebra 1

Description:

Geometry focuses on the proof and application of theorems involving two and three-dimensional figures. Students are challenged to think critically during each class period. Students develop their ability to construct formal, logical arguments in geometric settings through multi-step problems. Students will use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals

and other polygons; circles; coordinate geometry; three-dimensional solids and symmetry. Students will have opportunities to improve their skills with a graphing calculator.

Honors Geometry

Grades: 9 or 10
Credit: 1.0 (year-long course)
Text: *Geometry Common Core*, Pearson 2012
Materials: Graphing calculator required (TI-Nspire CX recommended)
Prerequisites: A minimum of “B-” first semester and “B” second semester in Algebra I; A free response sample reviewed by the Math department. Required summer assignment and first day summative.

Description:

Honors Geometry is the in-depth study of two and three-dimensional figures. This course extends the content of the standard geometry course, with an in-depth exploration of proofs and applications. Students develop their ability to construct formal, logical arguments in geometric settings through multi-step problems. Students will use visualizations, spatial reasoning, and geometric modeling to solve problems, as well as develop their skills with a graphing calculator. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; symmetry; the use of transformations; and non-Euclidean geometries. The scope, depth, and pace of this course is more extensive than in Geometry.

Algebra II

Grades: 10, 11 or 12
Credit: 1.0 (year-long course)
Text: *Algebra II Common Core*, Pearson, 2012
Materials: TI-Nspire CX Graphing Calculator is required
Prerequisites: Completion of Algebra I and Geometry

Description:

Algebra II is designed to build on algebraic and geometric concepts. It develops advanced algebra skills applied to simplifying, solving and graphing systems of equations, advanced polynomials and polynomial functions, imaginary and complex numbers, quadratics, exponential and logarithmic functions and sequences. It also introduces matrices and their properties, while continuing to build skills with frequent use of the TI-Nspire CX graphing Calculator.

Honors Algebra II

Grades: 10, 11 or 12
Credit: 1.0 (year-long course)
Text: *Algebra II Common Core*, Pearson, 2012
Materials: TI-Nspire CX Graphing Calculator is required
Prerequisites: A minimum of “B-” first semester, “B” second semester in Algebra I AND Geometry, or a minimum of “C” both semesters in Honors Geometry; A free response sample reviewed by the Math department. Required summer assignment and first day summative.

Description:

Honors Algebra II is a course designed for mathematically-talented students to study mathematics topics more in-depth and with a focus on advanced algebra. Topics to be discovered will include: Linear Functions and Relations, Systems of Linear Equations and Inequalities, Graphing in Space, Polynomials and Rational Expressions, Sequences, Exponents and Logarithms, Probability, and Matrices. The use of technology is an important feature of this course and the scope, depth, and pace of this course is more extensive than in Algebra II.

Precalculus

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Precalculus, Tenth Edition</i> . Global Edition Pearson, 2017
<i>Materials:</i>	TI-Nspire CX Graphing calculator is required
<i>Prerequisite:</i>	Algebra II with a minimum of “C+”. Honors Algebra II with a minimum of “C”; A free-response sample reviewed by the Math department. Required summer assignment and first day summative.

Description:

The Precalculus course is designed to prepare students for Calculus, AP Calculus, and other advanced level math courses. In this course all types of functions are studied in-depth, advanced algebraic skills are enhanced, and circular trigonometric functions and their applications are explored. Two-dimensional vectors and an introduction to limits and differentiation will also be included as a part of the course. Students will expand on their technological skills with frequent use of the TI-Nspire CX graphing Calculator.

Business Math

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Business Mathematics</i> , 13th Edition, Pearson, 2014
<i>Materials:</i>	Scientific Calculator
<i>Prerequisite:</i>	Algebra II

Description:

This course is designed to help foster an understanding and appreciation of the fundamentals of mathematics within the world of Business. The course covers finance topics including income (gross and net), banking, credit cards, loans and investments. In addition, the course covers business decisions including accounting, financial management, statistics and inventory.

Statistics

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Stats data and Models</i> 4th Edition, Pearson, 2016
<i>Materials:</i>	TI-Nspire CX Graphing Calculator is required
<i>Prerequisites:</i>	Successful completion of Algebra II

Description:

The Introduction to Statistics course is intended to allow students to begin learning about data and how it is used in our everyday world. Most decisions we make are based on data but understanding how to interpret data correctly is a challenge. The field of Statistics provides “tools for describing variability in data and for making informed decisions that take it into account” (Common Core State Standards). Almost all university majors require students to have a basic understanding of data and statistics so this course is designed for all students, but in particular those students who do not feel prepared to take AP Statistics.

Calculus

<i>Grade:</i>	12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Calculus – Concepts and Applications</i> , Paul A. Foerster, Key Curriculum Press, 2 nd Edition
<i>Materials:</i>	TI-Nspire CX Graphing Calculator is required
<i>Prerequisites:</i>	Completion of Pre-Calculus with a minimum of “C”; A free response sample reviewed by the Math department. Required summer assignment and first day summative.

Description:

The Calculus class studies the four basic parts of introductory calculus; limits, differentiation, definite integration and indefinite integration. The class follows closely the syllabus of the AP Calculus (AB) program; however the demands are not as rigorous as those placed on students participating in the AP Calculus (AB) program.

Advanced Placement Statistics

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>The Practice of Statistics 3rd edition</i> , Yates, Moore & McCabe, W.H. Freeman & Co.
<i>Materials:</i>	Graphing Calculator with statistical functions (TI-Nspire CX)
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Algebra II or a “C+” or better if entering from Pre-calculus; A free-response sample reviewed by the Math Department. Required summer assignment and first day summative.

Description:

AP Statistics is an introductory college-level Statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. A required Advanced Placement examination is given in May.

Advanced Placement Calculus AB

<i>Grades:</i>	12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Calculus Ninth Edition</i> , Larson and Edwards, Houghton Mifflin
<i>Materials:</i>	Graphing Calculator required (TI-Nspire CX or CAS)
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Pre-Calculus; A free-response sample reviewed by the Math Department. Required summer assignment and first day summative.

Description:

AP Calculus is an introductory college-level course in Calculus. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. A required Advanced Placement examination is given in May.

Physical Education

Three semesters (1.5 credits) of PE are required to earn an ASK diploma. Students may take a maximum of one PE class per semester.

ASK PE Department Philosophy

The intent of the Physical Education Program at ASK is to offer the students a multitude of quality opportunities to acquire the knowledge and skills, appreciation and self-directed initiative to live a healthy and active lifestyle.

The PE Department takes a holistic approach to the development of the student's physical, mental and emotional well-being. We offer standard-based skills that challenge the student through achievable and measurable tasks. The ASK PE Program keeps up with current research regarding safety, fitness/wellness, motor skill acquisition and sport.

Our aim is that students will:

- Take initiative and enjoyment in a healthy and active lifestyle
- Acquire the knowledge and skills to maintain physical, social and mental well-being
- Demonstrate competency and proficiency in a variety of movement forms
- Apply movement concepts and principles to the learning and development of motor and psychomotor skills
- Understand and respect differences among people's physical abilities
- Interact positively with others
- Realize and analyze the impact of behaviors and choices on overall well-being
- Take both leadership and collaborative roles
- Learn how to enhance health based on continual self-assessment

The PE Department follows National Association for Sport and Physical Education (NASPE) standards and the Spark resource to guide their course development.

General Physical Education

(Separate classes for girls and boys)

Grade: 9
Credit: 1.0 (year-long course)
Prerequisite: None

Description:

General Physical Education exposes the student to a variety of recreational activities at an introductory level. The skills developed in these recreational activities are sufficient so as to allow participation beyond the scope of this class. In addition, the student learns to appreciate the values of physical activity and physical fitness as they are challenged to improve their own physical fitness level. Classes are segregated by gender. This class is required for the entire year before any additional P.E. can be taken.

Weight Training, Conditioning & Fitness (boys only)

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: General Physical Education

Description:

Weight Training, Conditioning, and Fitness is designed to teach the student about how the muscles and joints work, and how to design a safe fitness routine according to their individual goals. These goals are developed in the areas of cardiovascular fitness, strength, muscular endurance, flexibility, and weight management. Students also learn about nutrition.

Advanced Weight Training Conditioning & Fitness (boys only)

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: Weight Training, Conditioning & Fitness

Description:

Advanced Weight Training, Conditioning, and Fitness takes the student to a higher level of competency, and gives them the tools to create a personal fitness regime. This course is the student's first step into personal training. This course is designed for students who wish to gain a deeper knowledge of exercise prescription and program design for specific results such as weight management, hypertrophy, functional training and sports conditioning. Due to the constantly growing body of information and research, this class may be repeated with teacher approval.

Girls Fitness

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: General Physical Education

Description:

This course is focused on allowing girls to develop a fitness plan to meet their personal fitness goals. Students learn about areas of fitness including cardiovascular fitness, strength, muscular endurance and flexibility. Goal-setting, decision-making, and taking responsibility for personal actions are emphasized. Students also learn the four aspects of health with an emphasis on physical health.

Advanced Girls Fitness

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: Girls Fitness

Description:

This course allows girls to further develop a fitness plan to meet their personal fitness goals. Students learn about areas of fitness including cardiovascular fitness, strength, muscular endurance, and flexibility. Goal-setting, decision-making, and taking responsibility for personal

actions will be emphasized. Students also cover current health issues in the news as well as the systems of the body. Due to the constantly growing body of information and research, this class may be taken more than one time with teacher approval.

Intermediate PE

(Separate classes for girls and boys)

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: General Physical Education

Description:

This course is designed to utilize advanced skills, knowledge, and resources related to physical education. Leadership, participation, sport appreciation, and knowledge of game rules are some of the topics covered. Students will participate in a variety of sports and activities, that may include soccer, basketball, volleyball, table tennis, touch rugby, water polo, lacrosse, and much more.

Advanced PE

(Separate classes for girls and boys)

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: Intermediate PE

Description:

Advanced P.E. is a course that focuses on developing all the skills required to excel at leadership. The skills focused on for this course include adaptability, creativity, effective communication, and planning, among others. This inquiry-based course has students plan, design, and implement their own training sessions and workshops according to the sport being studied in class. The student-coaches will be responsible for teaching, testing, and handling the managerial tasks associated with physical education instruction.

Religion

ASK Religion Department

The Islamic religion courses explore the different ways in which Muslims interpret and put into practice the prophetic message of Muhammad (pbuh). Content taught in classes cover historical and phenomenological analyses of varying theological, philosophical, legal, political, mystical and literary writings. These courses encourage participants to develop a better understanding of the Quran as well as the symbolism used to depict the Islamic religion both historically and in modern times.

Religion

All Muslim students from Grade 9 to Grade 12 take Religion four days per week.

Special Religion

All non-Arabic speaking Muslim students from Grade 9 to Grade 12 take Special Religion four days per week.

Religion 9

Grade: 9
Credit: 1.0 (year-long course)
Text: Ministry of Education Books/Holy *Quran*
Prerequisite: Grade 8 Religion

Description:

The students learn of Allah, the relationship between human beings and the universe, legislation, the worship of God (Allah), priorities of the strong believer and the values of Islam.

Special Religion 9

Grade: 9
Credit: 1.0 (year-long course)
Text: Ministry of Education Books/Holy *Quran*
Prerequisite: Special Religion 8

Description:

Non-Arabic speaking students learn of Allah, the relationship between human beings and the universe, legislation, the worship of God (Allah), priorities of the strong believer and the values of Islam.

Religion 10

Grade: 10
Credit: 1.0 (year-long course)
Text: Ministry of Education Books/Holy *Quran*
Prerequisite: Grade 9 Religion

Description:

The students learn of Allah, the relationship between human beings and the universe, legislation, the worship of God (Allah), priorities of the strong believer and the values of Islam.

Special Religion 10

Grade: 10
Credit: 1.0 (year-long course)
Text: Ministry of Education Books/Holy *Quran*
Prerequisite: Special Religion 9

Description:

Non-Arabic speaking students learn of Allah, the relationship between human beings and the universe, legislation, the worship of God (Allah), priorities of the strong believer and the values of Islam.

Religion 11

Grade: 11
Credit: 1.0 (year-long course)
Text: Ministry of Education Books/Holy *Quran*
Prerequisite: Grade 10 Religion

Description:

The students learn of Allah, the relationship between human beings and the universe, legislation, the worship of God (Allah), priorities of the strong believer and the values of Islam.

Special Religion 11

Grade: 11
Credit: 1.0 (year-long course)
Text: Ministry of Education Books/Holy *Quran*
Prerequisite: Special Religion 10

Description:

Non-Arabic speaking students learn of Allah, the relationship between human beings and the universe, legislation, the worship of God (Allah), priorities of the strong believer and the values of Islam.

Religion 12

Grade: 12
Credit: 1.0 (year-long course)
Text: Ministry of Education Books/Holy *Quran*
Prerequisite: Grade 11 Religion

Description:

The students learn of Allah, the relationship between human beings and the universe, legislation, the worship of God (Allah), priorities of the strong believer and the values of Islam.

Special Religion 12

Grade: 12
Credit: 1.0 (year-long course)
Text: Ministry of Education Books/Holy *Quran*
Prerequisite: Special Religion 11

Description:

Non-Arabic speaking students learn of Allah, the relationship between human beings and the universe, legislation, the worship of God (Allah), priorities of the strong believer and the values of Islam.

Science

Three years (3.0 credits) of science are required to earn an ASK diploma.

ASK Science Department Philosophy

The Science faculty at The American School of Kuwait is committed to creating an environment in which students develop a scientific interest in critical thinking, investigation, and problem-solving. Our goal is to cultivate the knowledge, skills, and virtues that make for not only successful science students, but also informed and effective citizens. As a department we work to foster an inquisitive and creative approach to science with the overall goal of producing balanced students who have the ability to think critically, reason objectively, and solve problems in all aspects of life. It is our hope that our students leave The American School of Kuwait with the knowledge of the problems faced by the international community today, the desire and skills to help find solutions to those problems, and an understanding of their importance as individuals in this process.

Our departmental goals are to:

- Provide a challenging, applicable, and fair science curriculum across all disciplines
- Give ample opportunity for our students to have hands-on learning and laboratory experience so they are comfortable and effective in a post-secondary laboratory setting
- Incorporate technology into our lessons so that students are exposed to a variety of teaching mediums and styles
- Use an assortment of assessment strategies so that all students have a chance to showcase their talents and abilities
- Make connections between the classroom and the outside world so that students can see the relevance of what they are learning
- Engage students in critical thinking activities, discussions, and debates involving scientific issues
- Create globally aware citizens, problem solvers, and independent thinkers who are prepared to tackle the scientific problems of today and tomorrow

The Science department incorporates the Next Generation Science Standards (NGSS) and the Common Core Literacy Standards for Science in designing their curriculum.

General Science

<i>Grades:</i>	9
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Physical Science with Earth Science</i> , Glencoe, Feather et. al, 2012
<i>Prerequisite:</i>	None

Description:

General Science provides a basic foundation in chemistry, physics, biology, earth science, and experimental design taught at the high school level. The course enables students to acquire useful laboratory, communication, and reasoning skills. These skills will aid the student as they travel through the sciences.

Biology

<i>Grades:</i>	9 or 10
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Biology</i> , Miller & Levine, Pearson 2010
<i>Prerequisite:</i>	9th graders – must have completed Algebra 1 in Grade 8 and a signed parent permission form; 10th graders – General Science

Description:

Biology is a laboratory-based course that examines the natural world around us. Topics include the study of experimental design, basic biochemistry, cell structure and function, photosynthesis, cellular respiration and fermentation, cell growth and division, and genetics. These areas are developed within a framework of principle biological theories with an emphasis on critical thinking and science process skills.

Advanced Placement Biology

<i>Grades:</i>	10, 11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Biology 8th Edition</i> , Campbell et al
<i>Materials:</i>	Lab journal
<i>Prerequisite:</i>	A minimum of “B-” first semester and “B” second semester in Biology, must be taken concurrently with Chemistry if not previously completed; A free-response sample reviewed by the Science Department. Required summer assignment and first day summative.

Description:

AP Biology is an introductory college-level course in Biology and is usually taken by Biology majors during their first year of college. Students cultivate their understanding of Biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy & communication, genetics, information transfer, ecology, and interactions. Independent study is expected and summer and vacation assignments are required. College Board recommends four hours of personal study time for every hour of contact time. A required Advanced Placement examination is given in May.

General Chemistry

<i>Grades:</i>	10, 11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Chemistry</i> , Pearson, Wilbraham, et. al., 2012
<i>Prerequisite:</i>	Biology

Description:

Chemistry emphasizes the qualitative and quantitative study of substances and the changes that occur in them. Students investigate using various lab techniques and apply mathematical skills with the use of chemical quantities in problem solving. A survey of concepts includes atomic structure, chemical bonding, formulas and equations, stoichiometry, and other calculations based on molar relationships, phases of matter and the kinetic theory, acid-base theory, and simple organic chemistry. This course is intended for college preparatory and general education purposes.

Honors Chemistry

<i>Grades:</i>	10 or 11
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Chemistry</i> , Pearson, Wilbraham, et. al., 2012
<i>Prerequisite:</i>	A minimum of “B-” first semester and “B” second semester in Biology. A free response sample reviewed by the Science Department. Required summer assignment and first day summative.

Description:

This course is designed as an alternative to General Chemistry that focuses on a more in depth and experimental-based curriculum to better prepare students interested in pursuing the redesigned AP chemistry curriculum in the following year. Topics will be aligned to specifically meet the rigorous prerequisites necessary to be successful in AP chemistry. The topics covered will coincide with the general chemistry course of study but with more in-depth practice and a focus on application. Students should have a working knowledge of percent, ratio, proportions, graphing, solving for unknowns in an algebraic equation, the ability to solve word problems and analyze both graphical and written information.

General Physics

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Physics</i> , James S. Walker
<i>Prerequisite:</i>	A minimum grade of “C+” in Algebra II or Precalculus. Required summer assignment and first day summative.

Description:

This course is an introductory one-year course designed to provide a basic background in physics for students intending to pursue an interest in science and engineering. It aims to broaden their perspective and encourages them to approach problem solving through an analytical and systematic approach.

Advanced Placement Chemistry

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Chemistry 8th Edition</i> , (Zumdahl), Houghton Mifflin Company
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Chemistry and Algebra II or a “C” in Honors Chemistry; A free-response sample reviewed by the Science Department; Honors Chemistry highly recommended - students entering AP Chemistry from general chemistry are subject to a skills exam to ensure preparedness for the course.

Description:

AP Chemistry is an introductory college-level course in Chemistry and encouraged for students with a strong interest in pursuing collegiate studies in engineering and natural sciences. College Board describes the course as, “the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and

a reasonable competence in dealing with chemical problems.” Quantitative and physical chemistry topics include: structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and concepts of thermodynamics. In addition, descriptive chemistry topics include the chemistry involved in environmental and societal issues. Laboratory experience is an integral part of the course and requires, on average, one to two hours outside of class time per investigation. College Board recommends four hours of personal study time for every hour of contact time. A required Advanced Placement examination is given in May.

Advanced Placement Environmental Science

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Environmental Science for AP (Friedland/Relyea), 2015</i>
<i>Prerequisites:</i>	A minimum of “B-” first semester and “B” second semester in Chemistry and Biology or a “C” in Honors Chemistry; A free-response sample reviewed by the Science Department. Required summer assignment and first day summative.

Description:

AP Environmental Science is an introductory college-level course recommended for students with a strong interest in pursuing collegiate studies in physical and natural sciences. College Board describes the course as, “a course that will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.”

Emphasis in this class is placed on science as a process, energy conversions underlying all ecological processes, the Earth as an interconnected system, how humans alter the environment, environmental problems and their social context and developing sustainable practices. This course adheres to the objectives instituted by the College Board for all AP Environmental Science. Laboratory experience is an integral part of the course and requires, on average, one to two hours outside of class time per investigation. College Board recommends four hours of personal study time for every hour of contact time. A required Advanced Placement examination is given in May.

Advanced Placement Physics 1

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<i>Physics: Principles with Applications, 7th edition. Giancoli, Pearson, 2014</i>
<i>Materials:</i>	TI-Nspire CX Graphing Calculator is required
<i>Prerequisite:</i>	A minimum grade of “B-” first semester and “B” second semester in Algebra II; Recommend Pre-Calculus or Calculus completed or to be taken concurrently; A free-response sample reviewed by the Science Department. Required summer assignment and first day summative.

Description:

AP Physics 1 is an introductory college-level course that is equivalent to a first semester

introductory Algebra-based college Physics course. Topics include kinematics, force, energy, momentum, circular motion, and an introduction to electrical circuits. The curriculum stresses a deep conceptual knowledge of these topics and focuses on science inquiry. A required Advanced Placement examination is given in May. A time commitment in excess of class time is necessary; summer and vacation assignments are required.

Advanced Placement Physics 2

Grades: 12
Credit: 1.0 (year-long course)
Text: *Physics: Principles with Applications, 7th edition. Giancoli, Pearson, 2014*
Materials: TI-Nspire CX Graphing Calculator is required
Prerequisite: A minimum grade of “C” in AP Physics 1; A free-response sample reviewed by the Science Department. Required summer assignment and first day summative.

Description:

AP Physics 2 is an introductory college-level course that is equivalent to a second semester Algebra-based college Physics course. Topics include electricity and magnetism, circuits, fluids, thermodynamics, and atomic theory. The curriculum stresses a deep conceptual knowledge of these topics and focuses on science inquiry. A required Advanced Placement examination is given in May. A time commitment in excess of class time is necessary; summer and vacation assignments are required.

Science Electives

Chemistry of Food and Medicine

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: Biology

Description:

This course will focus on the biological and nonbiological chemical compounds that are encountered in everyday life as a component of the things we consume. The topics will focus on macronutrients, micronutrients, preservatives, analysis of health statistics, common drug/medicinal compounds. Students will explore how these compounds affect the substances themselves, our bodies when we consume them, and the environment (when applicable). Positive and negative effects will be explored, researched, and debated. Lab experiments to be explored would include extraction and synthesis some of the aforementioned compounds. (minimal lab work required)

Earth and Space Science

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Text: *Earth Science Allison, DeGaetano, & Passchoff Astronomy: A Beginner’s Guide to the Universe, 6th Ed., Pearson, 2010*
Prerequisite: General Science and Biology recommended

Description:

This one semester course provides the opportunity to develop knowledge and understanding about the solar system, galaxy, and universe in which we live. Much attention is given to an appreciation for how we have obtained this information about the universe. Students use tools of observation to learn about space and learn how other astronomers past and present have used tools available.

Environmental Science

Grades: 10, 11 or 12

Credit: 0.5 (semester course)

Text: *Environmental Science: Your World, Your Turn*, Pearson, 2011

Prerequisite: Biology recommended

Description:

The environment, by definition, makes up everything that surrounds us. It is *not* an unchanging “quantity,” and we, as humans, have caused substantial impacts. The goal of this course is to acquire a general understanding of the natural environment and to assess how human activity alters this extremely complex system. The premise is that an increasing population magnifies these impacts, and this is a theme that is woven throughout the lecture material. Given the wide scope of the course, we focus on four broad content areas: ecosystems, population, energy, and pollution. Each content area is discussed in detail while population issues are integrated throughout the course conversation.

Social Sciences

Three years (3.0 credits) of Social Sciences are required to earn an ASK diploma. Students must pass US History.

Social Sciences Department Philosophy

The History & Social Science Department provides students with an understanding of the world through analysis of the past and discussions of the present. Students are encouraged to pose questions, examine evidence and reach conclusions about the development of humankind.

At the American School of Kuwait, students discover the historical method of gathering and interpreting factual information from primary and secondary sources in order to gain a better understanding of the past. All course offerings stress the importance of writing, data analysis, critical thinking, the analysis of concepts, as well as the ability to discuss and debate the events that have shaped the modern world. To this end, teachers introduce historiography, emphasize primary source analysis, supervise research and formal writing, and develop oral presentation skills.

More importantly, the History & Social Science Department program prepares students to be compassionate, interested, and effective citizens in the global community.

Successful students in our courses are able to:

- Think like a historian (pose questions; gather, interpret, select, and organize information; and reach conclusions).
- Assess primary and secondary sources from electronic sources and draw conclusions about their significance, points of view, context, and potential bias.
- Construct sophisticated written arguments based on evidence.

The Social Sciences department uses the C3 Social Studies Framework standards to develop life-long skills in conjunction with essential historical content.

World History I: Prehistory – 1500

Grades: 9

Credit: 1.0 (year-long course)

Text: *Ancient World History: Patterns of Interaction*, McDougal Littell

Prerequisite: None

Description:

World History I is an overview of world history from Prehistory to the period of European Exploration. This course focuses on topics in cultural, political, economic, and social history. Special attention is given to improving student writing, understanding and interpreting primary sources, and developing research skills. Implicit in this is an understanding of the historical method, the inquiry process, and historical reasoning and interpretation.

World History II: 1500 – Present

Grades: 10

Credit: 1.0 (year-long course)

Text: *Modern World History: Patterns of Interaction*, McDougal Littell
Prerequisite: World History I

Description:

This course is a continuation of World History I and is an overview of world history from the European Renaissance to the Present. This course focuses on topics in cultural, political, economic, and social history. In addition, particular emphasis is placed on writing and the historical method.

Advanced Placement World History

Grades: 10, 11 or 12
Credit: 1.0 (year-long course)
Text: *World Civilizations: The Global Experience (5th Edition)* Pearson Education
Prerequisite: A minimum of “B-” first semester and “B” second semester in World History I; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

This course prepares students to take the AP Exam in World History. This wide-ranging course begins with year 1200 and continues to the Present. In addition, the course is organized around developments in environmental, cultural, political, social and economic history. As with all AP courses, students should expect a rigorous workload and pace resembling that of a college class. A required Advanced Placement examination is given in May.

Advanced Placement Human Geography

Grades: 9, 10, 11 or 12
Credit: 1.0 (year-long course)
Text: *The Cultural Landscape, 11th Edition*, 2014
Prerequisite: A minimum of “B-” first semester and “B” second semester in World History I
A free-response sample reviewed by the Social Science Department.
Required summer assignment and first day summative.

Grade 9 Prerequisites

A minimum of “A-” first and second semester in Social Studies 8;
A minimum of “A-” first and second semester in Language Arts 8 or a minimum of “B” first and second semester in Honors Language Arts 8;
Recommendation from MS Principal; Recommendation from MS Counselor;
A free-response sample reviewed by the Social Science Department.
Required summer assignment and first day summative.

Description:

This course prepares students to take the AP exam in Human Geography. The focus of human geography is the man-made landscape or the human imprint on the physical environment. In this way, human geography differentiates itself from physical geography which is focused on the elements of the natural world. Human geographers do examine physical elements such as terrain and climate but only to the extent that they influence human activity and the “built environment”

of human culture. Additionally, the approach of human geography is not regional. It does not focus on any specific place, but rather, considers global topics in order to discover broad similarities and explore reasons for differences in landscape patterns across the planet. Some of the topics include population, cultural development, agricultural land use, industrialization, economic development, cities and urbanization, and more. A required Advanced Placement examination is given in May.

United States History: Civil War – Present

Grades: 11 or 12
Credit: 1.0 (year-long course)
Text: *The Americans*, McDougal Littell
Prerequisite: World History II

Description:

This full year course introduces students to the history of the United States with a focus on the Post-Civil War Industrial Age to the Present. Beginning with a review of prior political, intellectual, and demographic transformations that shaped the nation, students learn about major political, philosophical, and historical underpinnings of the government. Throughout the course, students analyze how ideas of freedom and equality have shaped the collective past and explore implications for the future. Adopting a chronological approach, students analyze their causes and effects of events in the nation's past. They use primary and secondary sources to explore time and place in the twentieth century. Within their historical study of twentieth century America, students deepen their understanding of major geographical themes, economic principles, and significant concepts in United States government. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

Advanced Placement United States History

Grades: 11 or 12
Credit: 1.0 (year-long course)
Text: *The American Pageant*, 2013
Prerequisite: A minimum of "B-" first semester and "B" second semester in World HistoryII; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. A required Advanced Placement examination is given in May.

Advanced Placement Comparative Government & Politics

Grades: 10, 11 or 12
Credit: .5 (semester long course)
Text: TBD
Prerequisite: A minimum of “B” in International Relations ; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of selected countries: China, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. A required Advanced Placement examination is given in May.

American Government

Grades: 11 and 12
Credit: 0.5 (semester course)
Text: *United States Government; Principles in Practice*, Holt McDougal, 2010
Prerequisite: United States History

Description:

This semester-long course is an introduction to major legal and political issues in American history. This course builds on students’ prior knowledge of American history to examine, in detail, the following topics: the Constitution as a plan for government; the institutions and relationships that comprise the federal government; the electoral process; and American civil rights and civil liberties. Typically taken in the 12th grade, students further develop their writing and research skills as well as their understanding of the historical process

Microeconomics

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Text: *Principles of Economics*, Gregory Mankiw, 2015
Prerequisite: A solid foundation in mathematics, especially Algebra 1

Description:

This course covers the introductory microeconomic theory, introducing students to the fundamental principles of how to think like an economist. The students will learn how product markets work by studying the core concepts of economics: scarcity of resources, opportunity cost, comparative advantage and trade, property rights, and marginal analysis.

They will learn how demand and supply jointly determine market prices in equilibrium, how price changes affect consumer or producer behavior, and how markets affect consumer utility and produce value for society. The students will also learn the behavior of individual participants in

the economy, such as individuals, families, and businesses. Students will study how price controls, such as the minimum wage and rent control, and taxes impact supply and demand. The course will also explain the positive effects of government in remedying various market failures.

Macroeconomics

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Text: Principles of Economics, Gregory Mankiw, 2015
Prerequisite: Microeconomics

Description:

This introductory course is designed for students wishing to acquire a deeper understanding of the field of economics, and it builds on the knowledge and skills that were covered in Microeconomics. Macroeconomics focuses on the economy as a whole. In addition to exploring how the government and individuals attempt to alleviate economic challenges, students also learn about money & banking, financial markets, economic indicators & measurements, and international trade. Successful completion of both Microeconomics and Macroeconomics is excellent preparation for Advanced Placement Economics.

Advanced Placement Economics (Micro and Macro)

Grades: 11 and 12
Credit: 1.0 (year-long course)
Text: *Economics*, McGraw Hill
Prerequisites: A minimum of “B-” first semester and “B” second semester in Microeconomics and Algebra II; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

AP Economics is an introductory college-level course that is taught in two different sections. In the macroeconomics section, emphasis is placed on the themes of national income, price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth and international economics. In microeconomics, the emphasis is on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Students who take this rigorous course should expect a pace and workload similar to that of a college class. A required Advanced Placement examination is given in May.

International Relations

Grades: 10, 11 and 12
Credit: 0.5 (semester course)
Text: *International Relations*, Pearson Longman, 2012
Prerequisites: World History II

Description:

International Relations is a semester long elective course designed to introduce students to

contemporary global politics and the current state of world affairs. Topics include the international system, power politics, conflict & war, international organizations, and international law. This course is also a prerequisite for Advanced Placement Comparative Government & Politics.

Sociology

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Text: *Sociology and You, 2010* Glencoe/McGraw Hill
Prerequisite: None

Description:

This elective introduces students to the study of society and social interaction. It is also designed to provide students with a greater understanding of the ways in which social studies relates to their lives. Students are expected to comprehend, synthesize, and analyze sociological material. In addition, students will develop their ability to understand, predict, and explain some of the social phenomena prevalent in modern societies.

Psychology

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Text: *Psychology (2010)* Holt McDougal
Prerequisite: None

Description:

This course will introduce students to the study of behavior and mental processes. In addition to conducting in-class experiments to test the underlying theories related to the concepts we will be studying, students will also be asked to analyze current research and synthesize their findings. Lastly, students will participate in frequent class discussions and write personal reflections as a way to apply concepts and terms to their own lives.

Advanced Placement Psychology

Grades: 11, 12
Credit: 1.0 (year-long course)
Text: *Myers, David G. (2013). Psychology 10th Edition. New York: Worth*
Prerequisite: A minimum of “B-” first semester and “B” second semester in Biology and Psychology; A free-response sample reviewed by the Social Science Department. Required summer assignment and first day summative.

Description:

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. A required Advanced Placement examination is given in May.

Technology

One year (1.0 credit) of computer related courses is required to earn an ASK diploma. Within the high school Computer Department, there are two distinct strands of Technology:

ASK Technology Department Philosophy

To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology appropriately. Our vision involves leveraging technology to establish and maintain an engaging educational setting where students become:

- capable information technology users
- information seekers, analyzers, and evaluators
- problem solvers and decision makers
- creative and effective users of productivity tools

ASK Technology Strands

Strand 1

Computer Science  Advanced Computer Science
AP Computer Science Principles
AP Computer Science

Strand 2

Media Technology  Web 2.0 Applications
Multimedia Production

Strand 3

Digital Arts  Introduction to Digital Arts
Intermediate Digital Arts

Strand 4

Computer Engineering  Introduction to Engineering Design

All of these strands have common elements within them to reinforce the global interchangeability of the subject. Wherever possible, every strand offers students the opportunity to use current and industry standard software.

The IT department uses the ISTE Standards in their curriculum design.

Strand 1 – Computer Science

Advanced Computer Science

Grades: 10, 11 or 12

Credit: 1.0 (year-long course)

Materials: Software (BlueJ, Scratch and Alice)

Prerequisite: A minimum of “B-” first semester and “B” second semester in previous math course.

Description:

This course is designed to provide students with a foundation in basic programming concepts in preparation for AP Computer Science A. In this course students will leverage IDEs like BlueJ, Scratch, and Alice. The programming language used in this class is Java. It is a prerequisite for AP Computer Science A.

Advanced Placement Computer Science A

Grades: 11 or 12
Credit: 1.0 (year-long course)
Materials: Software (*BlueJ, Java.util*), MY AP Classroom
Prerequisites: A minimum of “B-” first semester and “B” second semester in Advanced Computer Science: A free-response sample reviewed by the Technology Department. Required summer assignment and first day summative.

Description:

AP Computer Science A (AP CSA) is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. A required Advanced Placement examination is given in May.

Advanced Placement Computer Science Principles

Grades: 9, 10, 11 or 12
Credit: 1.0 (year-long course)
Text: *TBD*, My AP Classroom
Prerequisite: A minimum of “B-” first semester and “B” second semester in Advanced Computer Science: A free-response sample reviewed by the Technology Department. Required summer assignment and first day summative.

Grade 9 Prerequisites

A minimum of “A-” first and second semester in Algebra I;
Recommendation from MS Principal; Recommendation from MS Counselor; A free-response sample reviewed by the Technology Department; Required summer assignment and first day summative.

Description:

AP Computer Science Principles (AP CSP) is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. A required Advanced Placement examination is given in May.

Strand 2 – Media Technology**Web 2.0 Applications**

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Materials: Software (Windows 10, Google Suite)
Prerequisite: None

Description:

In Web 2.0 Applications, students will explore cutting-edge web-based productivity and content creation tools. Topics covered include website creation, blogging, micro-blogging, social networking services, and real-time co-authoring of documents. Focus centers on how these applications are used and their impact on society, culture and business. Assignments will involve applying critical and creative thinking to the study of these applications through mastery usage and written evaluation. Classes have an interactive mix of lecture, peer collaboration, and program application.

Multimedia Production

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Materials: Adobe Premiere 2020
Prerequisite: None

Description:

In Multimedia Production, students will be concentrating on introductory tools and techniques, basics of photography, video editing, and media analysis used to make high quality video clips audio tracks. This will involve working with non-linear editing software to edit and manipulate videos on a professional level, such as Real-time video editing, waveform sound editing and other methods of audio/video production will be stressed.

Strand 3 – Digital Arts**Introduction to Digital Arts**

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Materials: Software (Photoshop, Illustrator)
Prerequisite: None

Description:

Introduction to Digital Arts is an introduction to using industry standard design software programs to create vivid graphic images based on design principles. Over the semester, students will learn how to create expressive and powerful compositions in conjunction with digital layout and formatting. Students will create layouts that show expression through designs as well as support their work with artist statements and presentations.

Intermediate Digital Arts

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Materials: Software (Photoshop, Illustrator, Paint 3D)
Prerequisite: Introduction to Digital Arts

Description:

In Intermediate Digital Arts, students will begin working towards a final portfolio demonstrating themselves as Graphic Artists by creating designs and compositions using photography, Paint 3D,

Photoshop, and Illustrator. Students will create designs that show expression using photography, graphics, and layouts, write artist statements, and give presentations describing their work.

Strand 4 – Computer Engineering

Introduction to Engineering Design

Grades: 10, 11 or 12

Credit: 0.5 (semester course)

Materials: Software (Microsoft MakeCode Arcade, Trimble SketchUp Free, Google Suite)

Prerequisite: HS Math Course

Description:

Engineering Design is a project-based course, where students explore aspects of Engineering, designing architecture and construction, and the processes of the design cycle. The Design Cycle is at the very heart of this course, and it is expected that students will use this process in practical, investigative work as well as in theory. In this class, students will become familiar with the fundamentals of design, including video game design, hand-drawn sketching, drafting, perspective and blueprint drawing, and 3-D modeling. The emphasis of this course is on using the Design Cycle to solve a problem, or to realize an opportunity, using relevant information and production techniques to create a solution.

World Languages

Two years (2.0) credits of a given World Language (Arabic included) are required to earn an ASK diploma. Students must take two (2) years of the same language and will be taking semester exams.

ASK World Languages Philosophy

As technology and globalization shorten distances among countries, the ability to communicate in a foreign language has become essential. Therefore, in the World Language Department, we strive to enable students to communicate successfully beyond the classroom setting and to assume their role as global citizens in a multilingual and multicultural society.

Students will :

- Be able to communicate successfully beyond the classroom setting for personal, social and professional purposes.
- Broaden their understanding of *their own* language and culture.
- Have additional bodies of knowledge that may be unavailable to the monolingual speaker.
- Develop an understanding of and appreciation towards the Foreign Language Cultures and other cultures outside their own.
- Use the Foreign Language for personal enjoyment and enrichment at home and around the world.

The World Language Program is intended for students who are beginning or continuing their learning of French or Spanish. Students who are native speakers of the target language are not allowed to enroll in any of these courses except for the upper levels (Levels III -IV or AP).

Likewise, heritage speakers – students whose parents are native speakers of the target language but who have never actually lived in a country where the language is spoken – must interview with the teacher in order to be placed at an appropriate level.

The World Languages Department uses the ACTFL standards and the AERO Common Core Literacy standards in their curriculum design.

French I

<i>Grades:</i>	9, 10, 11 or 12
<i>Credit:</i>	1.0 (year-long course)
<i>Text:</i>	<u><i>Discovering French 1 (Bleu): Today!</i></u> Holt-McDougal (Houghton-Mifflin-Harcourt), 2013
<i>Prerequisite:</i>	None

Description:

The aim of this course is to enable students to communicate in the target language at a basic level. Students learn basic language functions and grammatical structures. They are introduced to the culture of the French speaking world, and they are provided with opportunities to practice French using all four skills: speaking, listening, reading and writing.

French II

- Grades:* 9, 10, 11 or 12
Credit: 1.0 (year-long course)
Text: Discovering French 2 (Blanc): Today! Holt-McDougal
(Houghton-Mifflin-Harcourt), 2013
Prerequisites: French I or completion of ASK's Middle School French program (3 semesters) with a minimum of a "B".

Description:

The aim of this course is to enable students to communicate in the target language at a lower-intermediate level. Students review and build on the language functions and grammatical structures learned in French I. They continue to cultivate their knowledge and appreciation of the French language culture, and to develop and reinforce the four basic skills: listening, speaking, reading, and writing. Although communication is still the focus of the course, an increased emphasis is placed on grammatical accuracy and pronunciation.

French III

- Grades:* 10, 11 or 12
Credit: 1.0 (year-long course)
Text: Discovering French 3 (Rouge): Today! Holt-McDougal
(Houghton-Mifflin Harcourt), 2013
Prerequisites: French in HS or Native Fluency. Students transferred from the French High School will have to take a placement assessment.

Description:

The aim of this course is to enable students to communicate in the target language at an upper-intermediate level. Students review and build on the language functions and grammatical structures learned in French II. They enhance their knowledge and understanding of the francophone culture and continue to develop and reinforce the four basic skills: listening, speaking, reading, and writing. In this course, more emphasis is placed on accuracy of simple and complex grammatical structures, pronunciation, and on reading and writing for academic purposes. This is a challenging course intended for highly motivated students. Classes are conducted exclusively in French; therefore, students who take this course are expected to have a firm command of the target language and to use it at all times.

French IV

- Grades:* 10, 11 or 12
Credit: 1.0 (year-long course)
Text: Discovering French 3 (Rouge): Today! Holt-McDougal
(Houghton-Mifflin Harcourt), 2013
Prerequisites: French III in HS or Native Fluency or Placement Test

Description:

The aim of this course is to enable students to communicate in the target language at an upper-intermediate level. Students review and build on the language functions and grammatical structures learned in French III. They enhance their knowledge and understanding of the French

language cultures and history - requirements for the AP French Course -, and continue to develop and reinforce the four basic skills: listening, speaking, reading, and writing. In this course, more emphasis is placed on accuracy of simple and complex grammatical structures, pronunciation, and on reading and writing for academic purposes. This is a challenging course intended for highly motivated students. Classes are conducted exclusively in French; therefore, students who take this course are expected to have a firm command of the target language and to use it at all times.

Advanced Placement *French Language and Culture*

Grades: 10, 11 or 12

Credit: 1.0 (year-long course)

Texts: *AP French. Preparing for the Language and Culture Examination.*
Pearson Educational, Inc., 2012

Prerequisites: A minimum of "B-" in the first semester and "B" in the second semester in French III or French IV in HS or Native Fluency; A free response sample reviewed by the World Languages Department. Summer assignment required and first day summative.

Description:

Advanced Placement French Language and Culture is an introductory college-level that is intended for students with a strong interest in French and a willingness to meet a demanding standard of accomplishment. In this course, students reinforce their knowledge of grammar, increase their vocabulary, sharpen their speaking, writing, listening and reading skills through documents that involve culture and history without forgetting the literature since they have to make cultural and linguistic comparisons in part II of the exam and also become familiar with the AP French Language and Culture examination format. Classes are conducted exclusively in French; therefore, students who take this course are expected to have a firm command of the target language and to use it at all times. A required Advanced Placement examination is given in May.

Spanish I

Grades: 9, 10, 11 or 12

Credit: 1.0 (year-long course)

Text: *Así Se Dice 1 McGraw Hill 2012*

Prerequisite: None

Description:

The aim of this course is to enable students to communicate in the target language at a basic level. Students learn basic language functions and grammatical structures. They are introduced to the culture of the Spanish-speaking world, and they are provided with opportunities to practice Spanish using all four skills: speaking, listening, reading and writing.

Spanish II

Grades: 9, 10, 11 or 12

Credit: 1.0 (year-long course)

Text: *Así se Dice 2 McGraw Hill 2012*

Prerequisites: Spanish I or completion of ASK's Middle School Spanish program (3 semesters) with a minimum of a "B".

Description:

The aim of this course is to enable students to communicate in the target language at a lower-intermediate level. Students review and build on the language functions and grammatical structures learned in Spanish I. They continue to cultivate their knowledge and appreciation of the Spanish-speaking world, and to develop and reinforce the four basic skills: listening, speaking, reading, and writing. Although communication is still the focus of the course, an increased emphasis is placed on grammatical accuracy and pronunciation.

Spanish III

Grades: 10, 11 or 12
Credit: 1.0 (year-long course)
Text: Así se Dice 3 McGraw Hill 2012
Prerequisites: Spanish II in HS or Native Fluency

Description:

The aim of this course is to enable students to communicate in the target language at an upper-intermediate level. Students review and build on the language functions and grammatical structures learned in Spanish II. They enhance their knowledge and understanding of the Spanish speaking world, and continue to develop and reinforce the four basic skills: listening, speaking, reading, and writing. In this course, more emphasis is placed on accuracy of simple and complex grammatical structures, pronunciation, and on reading and writing for academic purposes. This is a challenging course intended for highly motivated students. Classes are conducted exclusively in Spanish; therefore, students who take this course are expected to have a firm command of the target language and to use it at all times.

Spanish IV

Grades: 10, 11 or 12
Credit: 1.0 (year-long course)
Text: Así se Dice 4 McGraw Hill 2012
Prerequisites: Spanish III in HS or Native Fluency or Placement Test

Description:

The aim of this course is to enable students to communicate in the target language at an upper-intermediate level. Students review and build on the language functions and grammatical structures learned in Spanish III. They enhance their knowledge and understanding of Spanish speaking cultures and history, requirements for the AP Spanish Courses, and continue to develop and reinforce the four basic skills: listening, speaking, reading, and writing. In this course, more emphasis is placed on accuracy of simple and complex grammatical structures, pronunciation, and on reading and writing for academic purposes. This is a challenging course intended for highly motivated students. Classes are conducted exclusively in Spanish; therefore, students who take this course are expected to have a firm command of the target language and to use it at all times.

Advanced Placement *Spanish Language and Culture*

Grades: 10, 11 or 12

Credit: 1.0 (year-long course)

Prerequisites: A minimum of "B-" in the first semester and "B" in the second semester in Spanish III or Spanish IV in HS or Native Fluency; A free response sample reviewed by the World Languages Department. Summer allocation required and first summative day.

Texts: *AP Spanish Preparing for the Language and Culture Examination*,
Pearson Educational Inc., 2012
Abriendo Paso Gramatica, Prentice Hall, 2007
Abriendo Paso Lectura, Prentice Hall, 2007

Description:

Advanced Placement Spanish Language and Culture is an introductory college-level course that is intended for students with a strong interest in Spanish and a willingness to meet a demanding standard of accomplishment. In this course, students reinforce their knowledge of grammar, increase their vocabulary, sharpen their speaking, writing, listening and reading skills through documents that involve culture and history without forgetting the literature since they have to make cultural and linguistic comparisons in part II of the exam and also become familiar with the AP Spanish Language and Culture examination format. Classes are conducted exclusively in Spanish; therefore, students who take this course are expected to have a firm command of the target language and to use it at all times.

A required Advanced Placement examination is given in May.

General Electives

Advanced Placement Capstone Seminar

<i>Grades:</i>	11
<i>Credit:</i>	1.0 (year-long course)
<i>Prerequisites:</i>	Application and Committee Review; completion of at least two AP courses by the end of eleventh grade. Required summer assignment and first day summative.

Description:

The AP Capstone Seminar course is an introductory college-level course and aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Using an inquiry framework of questioning, understanding, evaluating, synthesizing, and transforming (QUEST), students practice reading and analyzing articles, research studies, foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; experiencing artistic works and performances; conducting research and evaluating evidence; constructing and supporting arguments; and collaborating and communicating. The course topics and themes engage students in cross curricular conversations that explore complexities of academic and real-world topics and themes through the examination of divergent perspectives. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze these diverse perspectives.

AP Seminar requires students to participate in collaborative research and inquiry. A Team Project is a significant portion of the course, which includes a team report and presentation. Students will also write and present an individual research-based essay and take the AP written exam in May. All coursework will be designed to prepare students for the three major course assessments required by CollegeBoard. A required Advanced Placement examination is given in May.

Advanced Placement Capstone Research

<i>Grades:</i>	12
<i>Credit:</i>	1.0 (year-long course)
<i>Prerequisites:</i>	Successful completion of AP Seminar. Required summer assignment and first day summative.

Description:

AP Research is an introductory college-level course and is the second course in the Capstone experience and allows students to explore deeply an academic topic, problem, or issue of individual interest. Through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation to address a research question.

In the AP Research course, students further the skills that they acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic research paper of approximately 5,000 words and a presentation with an oral defense. A required Advanced Placement examination is given in May.