

AMERICAN SCHOOL OF KUWAIT



# HS COURSE SELECTION BOOKLET

2017 - 2018



PRACTICE COMPASSION

MAKE A DIFFERENCE

LEARN FOR LIFE



# American School of Kuwait



PRACTICE COMPASSION, MAKE A DIFFERENCE, LEARN FOR LIFE

## 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.
- Education encompasses the development of the whole individual: academic, aesthetic, creative, social, physical, and emotional.
- Learning empowers the individual and expands options throughout life.
- Students' active engagement in their own learning is a key to their ongoing success.
- The diversity of our school community is one of our greatest assets.
- An enriching school experience encourages independent thinking, fosters self-esteem, and builds self-confidence.
- Innovative technologies and methodologies support problem-based learning.
- Every individual has inherent worth.

*Our mission at the American School of Kuwait is to inspire life-long learners empowered to excel in American Higher Education and the global community as productive, compassionate citizens.*

## Our Graduates will...

- Be able to thrive in a higher education setting and find a meaningful role within the learning community.
- Be independent, logical and critical decision makers.
- Demonstrate creative problem solving skills.
- Work and communicate positively and effectively with others.
- Respect and accept others as individuals.
- Recognize and respect diverse backgrounds and viewpoints.
- Be open-minded and demonstrate intellectual curiosity.

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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 for 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**.

<b>Courses</b>	<b>Credits Required</b>
English	6.0 <i>(Double English in grade 9; 1.0 credits of English Elective in 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
	<b>20.5</b>
Elective Credits	<b>9.5</b>
<b>Total Credits</b>	<b>30.0</b>

- ❖ All credits above the minimum fulfill elective credits.

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# **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 June and January 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.

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# **Required Courses by Grade Level**

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

<sup>1</sup>Grade 9 students must take either Arabic or AFL

<sup>2</sup>Students with passports from Arabic countries must take Arabic for 4 years

<sup>3</sup>For 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

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## **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.

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# **Activities & Athletics**

ASK offers a variety of activities & athletics which include service projects, leadership opportunities, clubs, intramurals and competitive competitions. ASK participates in a local conference (KSAA) and an international conference (NESAC) for activities & athletics. All students are encouraged to join and take an active part in our activity and athletic program.

<b>NESAC Activities &amp; Athletics</b>		
<b>Fall Season</b>	<b>Winter Season</b>	<b>Spring Season</b>
Academic Games (Varsity)	Forensics & Debate	Band & Choir
Academic Games (JV)	Soccer (Varsity)	Track & Field (Varsity)
Swimming (Varsity)	Soccer (JV)	Track & Field (JV)
Swimming (JV)	Basketball (Varsity)	Badminton (Varsity)
Volleyball (Varsity)	Basketball (JV)	Badminton (JV)
Volleyball (JV)		

<b>Other Activities &amp; Athletics</b>		
Swimming (Developmental)	Falcon Media	National Honor Society
Fitness + Strength Training	Model United Nations	Spring Drama
Student Council	Fall Musical	Mu Alpha Theta (Math Club)
Clubs + Intramurals (Fall)	Clubs + Intramurals (Spring)	Thespian Honor Society
Peers & Leaders	Roots & Shoots	Volunteering

# Advanced Placement at ASK

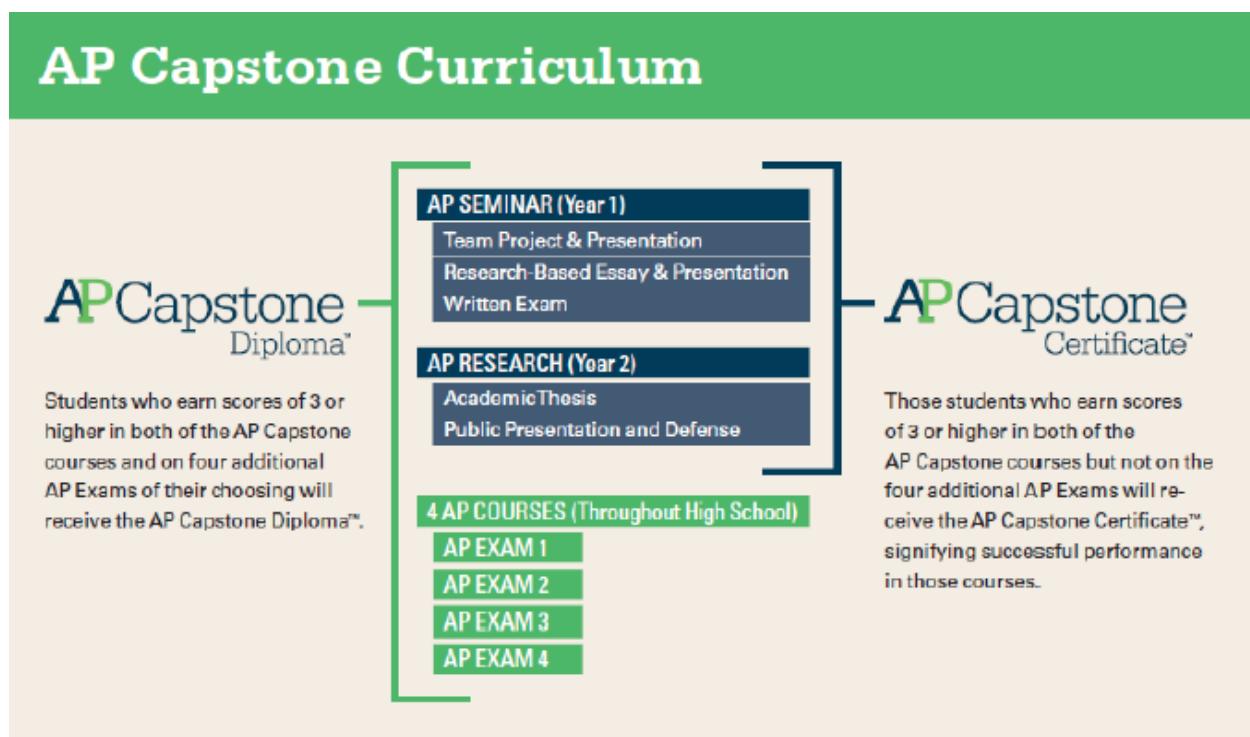
In addition to several Advanced Placement (AP) courses, the American School of Kuwait is proud to offer the Advanced Placement Capstone Diploma. We encourage our students to challenge themselves by taking AP classes, which are rigorous and allow students the opportunity to earn college credit while in 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 skill 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 11<sup>th</sup> grade year and AP Research in their 12<sup>th</sup> grade year. Students may choose the remaining four necessary AP classes from the 16 courses that we offer, or by taking an additional exam for which they are prepared. The AP Capstone Diploma requirements are outlined below:



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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 11<sup>th</sup> grade in any of the below sequence:
  - Take one AP subject class in grade 10 and one in grade 11
  - Take two AP subject classes in grade 11
  - Take one AP subject class in grade 9 (language only) and one in grade 10
- 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

### **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

### **World Languages**

- AP French Language
- AP Spanish Language

### **IT**

- AP Computer Science

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## **Advanced Placement Course Eligibility**

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

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

Sciences

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

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	Pre-AP Computer Science
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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

World Languages

AP Spanish Language	Spanish III or Native Fluency
AP French Language	French III 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.

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## **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 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.
  - A student must take the AP exam in May or the AP designation and weighting will be removed from the transcript.
  - A student must earn a 3 or higher on the AP exam in May or the AP weighting will be removed from the transcript.
  - The summer assignment is due on the first day of class. In case of absence, the student can e-mail the assignment in order not to miss the deadline. Students who do not complete the summer assignment will be dropped from the course.

## **Advanced Placement Summer Assignment**

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 on the first day of class or they will be dropped from the class.

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# **Advanced Placement Courses**

## **Advanced Placement Capstone Seminar**

**Grades:** 11

**Credit:** 1.0 credit (year-long course)

**Prerequisites:** Application and Committee Review; completion of at least two AP courses by the end of eleventh grade

### **Description:**

The AP Capstone Seminar course 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.

## **Advanced Placement Capstone Research**

**Grades:** 12

**Credit:** 1.0 credit (year-long course)

**Prerequisites:** Successful completion of AP Seminar

### **Description:**

AP Research (beginning in the fall 2015) 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.

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## **Advanced Placement Biology**

*Grades:* 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *Biology 8<sup>th</sup> Edition*, Campbell et al, 2008  
*Materials:* Lab journal  
*Prerequisite:* A minimum of “B-” first semester and “B” second semester in Biology and General Chemistry; A free-response sample reviewed by the Science Department

**Description:**

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year of college. The AP Biology exam is given in May. Expect an average of three hours work outside of class for every hour in class; summer and vacation assignments are required.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy & communication, genetics, information transfer, ecology, and interactions. Independent study is expected and summer and vacation assignments are required.

## **Advanced Placement Chemistry**

*Grades:* 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *Chemistry 8th Edition*, (Zumdahl), Houghton Mifflin Company, 2010  
*Prerequisites:* 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 a course for juniors and seniors 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.

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## **Advanced Placement Physics 1**

**Grades:** 11 or 12  
**Credit:** 1.0 credit (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 "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

**Description:**

Physics 1 is the equivalent of 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. The 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

**Description:**

Physics 2 is the equivalent of 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. The 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**

**Grades:** 11 or 12  
**Credit:** 1.0 credit (year-long course)  
**Text:** *The Practice of Statistics 3<sup>rd</sup> edition, Yates, Moore & McCabe, W.H. Freeman & Co.*  
**Materials:** Graphing Calculator with statistical functions (T1-Nspire CX)  
**Prerequisites:** A minimum of "B-" first semester and "B" second semester in Algebra II/Algebra II Daily or a "C+" or better if entering from Pre-calculus; A free-response sample reviewed by the Math Department

**Description:**

A statistics course is typically required in the university for majors in social sciences, health sciences, business, economics, science, engineering, and mathematics. The AP Statistics course emphasizes the topics in the AP syllabus for the Advanced Placement Statistics examination in May. Topics covered fall into four broad themes: exploring data, planning a study, anticipating patterns, and statistical inference.

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## **Advanced Placement Calculus AB**

*Grades:* 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *Calculus Ninth Edition*, Larson and Edwards, Houghton Mifflin, 2010  
*Materials:* Graphing Calculator required (TI-Nspire CX or CAS)  
*Prerequisites:* A minimum of “B-” first semester and “B” second semester in Pre-Calculus; A free-response sample reviewed by the Math Department

**Description:**

AP Calculus emphasizes the topics in the AP syllabus for the AB level of the Advanced Placement examination that takes place in May. Topics covered include limits, derivatives, and integrals.

## **Advanced Placement English Language and Composition 11**

*Grade:* 11  
*Credit:* 1.0 credit (year-long course)  
*Text:* *The Language of Composition*, 2<sup>nd</sup> 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

**Description:**

AP English Language and Composition is a 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 Advanced Placement examination in Language and Composition in May.

## **Advanced Placement English Literature and Composition 12**

*Grades:* 12  
*Credit:* 1.0 credit (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

**Description:**

Advanced Placement English Literature and Composition is a 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 Advanced Placement examination in Literature and Composition in May.

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

**Grades:** 11 and/or 12

**Credit:** 1.0 credit (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

### **Description:**

AP Studio Art 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 CollegeBoard rubrics.

## **AP Music Theory**

**Grades:** 11 or 12

**Credit:** 1.0 (year-long course)

**Text:** “*Tonal Harmony*” 7<sup>th</sup> ed. – Stefan Kostka, Dorothy Payne, “*Tonal Harmony*” workbook,  
“*Music for Sight Singing*” 9<sup>th</sup> ed. – Nancy Rogers, Robert Ottman

**Prerequisite:** Minimum one-year previous music class or lessons; A free-response sample reviewed by the Music Department

### **Description:**

The AP Music Theory course 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.

## **Advanced Placement Computer Science**

**Grades:** 11 or 12

**Credit:** 1.0 credit (year-long course)

**Materials:** Computer, Software (BlueJ, Java.util)

**Prerequisites:** A minimum of “B-” first semester and “B” second semester in Pre-Advanced Placement Computer Science: A free-response sample reviewed by the Technology Department

### **Description:**

This course is designed to teach students advanced material relating to the Java Programming Language. Students focus on advanced programming, GUI derivatives and concentrate on various case studies and free-response question prep. Students are required to write the AP exam in May.

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## **Advanced Placement World History**

**Grades:** 10, 11 or 12  
**Credit:** 1.0 credit (year-long course)  
**Text:** *World Civilizations: The Global Experience (5th Edition)* Pearson Education, 2007  
**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

**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.

## **Advanced Placement Human Geography**

**Grades:** 10, 11 or 12  
**Credit:** 1.0 credit (year-long course)  
**Text:** *The Cultural Landscape, 11<sup>th</sup> 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

**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.

## **Advanced Placement United States History**

**Grades:** 11 or 12  
**Credit:** 1.0 credit (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

**Description:**

This course prepares students to take the AP Exam in US History. Beginning with a study of Pre-Columbian societies and ending with the Post-Cold War World, this is an extremely challenging course that resembles a college course in terms of its rigor, workload, and pacing. Among the many themes that are addressed during the year, the political, economic, environmental, and cultural developments in American history are given particular emphasis.

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## **Advanced Placement Economics (Micro and Macro)**

*Grades:* 11 and 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *Economics*, McGraw Hill, 2009  
*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

**Description:**

AP Economics prepares students for the AP exams in Microeconomics and Macroeconomics. The course 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.

## **Advanced Placement Psychology**

*Grades:* 11, 12  
*Credit:* 1.0 credit (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

**Description:**

This course prepares students to take the AP exam in psychology. The purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The aim of Advanced Placement Psychology is to provide the students with a learning experience equivalent to that obtained in an introductory college psychology course. The rigorous course syllabus and college level texts both suggest that students who enroll should be highly motivated and intellectually curious.

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## **Advanced Placement French Language and Culture**

*Grades:* 9, 10, 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *AP French. Preparing for the Language Examination*, Pearson Educational, Inc., 2012  
*Allons au delà*, Pearson Educational, Inc., 2012 *L'étranger*, Albert Camus *Stupeur et tremblements*, Amélie Nothomb French short stories (if time permits)  
*Materials:* French films, other materials as provided  
*Prerequisites:* A minimum of “B-” first semester and “B” second semester in French III or Native Fluency; A free-response sample reviewed by the World Languages Department

**Description:**

Advanced Placement French Language and Culture is a course that prepares students for the AP French Language Examination, which enables them to earn college credit during their high school education. It is a challenging course, 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, 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. In order to earn AP credit for this course at ASK and be eligible for college credit, all students must take the Advanced Placement French Language Exam, and score a 3 or higher.

## **Advanced Placement Spanish Language and Cultures**

*Grades:* 9, 10, 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *Abriendo Paso Gramatica*,  
Prentice Hall, 2005  
*Abriendo Paso Lectura*, Prentice Hall, 2005  
*Prerequisites:* A minimum of “B-” first semester and “B” second semester in Spanish III or Native Fluency; A free-response sample reviewed by the World Languages Department

**Description:**

Advanced Placement Spanish is a course that prepares students for the AP Spanish Language Examination, which enables them to earn college credit during their high school education. It is a challenging course, 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, vastly increase their vocabulary, sharpen their speaking, writing, listening and reading skills, and also become familiar with the AP Spanish Language 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. In order to earn AP credit for this course at ASK and be eligible for college credit, all students must take the Advanced Placement Language Exam.

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# **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 credit (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 credit (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 credit (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.

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## **Arabic 12**

*Grade:* 12  
*Credit:* 1.0 credit (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.

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# **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 credit (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 credit (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 credit (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.

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## **Arabic as a Foreign Language (AFL) IV**

*Grades:* 9, 10, 11, 12  
*Credit:* 1.0 credit (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 credit (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 credit (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 credit (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.

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## **Arabic as a Foreign Language (AFL) VIII**

*Grades:* 9, 10, 11, 12

*Credit:* 1.0 credit (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.

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# **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 1.0 credit of English electives over the course of their 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.

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## **Core English Courses**

### **English 9**

*Grade:* 9  
*Credit:* 2.0 (year-long course)  
*Text:* *Elements of Literature, Third*  
Course: Holt, Rinehart and Winston, 2007  
*Elements of Language, Third*  
Course: Holt, Rinehart and Winston, 2007  
*Prerequisite:* 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**

*Grade:* 9  
*Credit:* 2.0 (year-long course)  
*Text:* *Elements of Literature, Third*  
Course: Holt, Rinehart and Winston, 2007  
*Elements of Language, Third*  
Course: Holt, Rinehart and Winston, 2007  
*Prerequisites:* A minimum of “B” in each semester of English 8 or a minimum of a “C” in Honors English 8; A timed writing sample reviewed by the English department

**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.

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## **English 10**

*Grade:* 10  
*Credit:* 1.0 (year-long course)  
*Text:* *World Literature*  
*Elements of Language, Fourth Course:* Holt, Rinehart and Winston, 2006  
*Prerequisite:* 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**

*Grade:* 10  
*Credit:* 1.0 (year-long course)  
*Text:* *World Literature*  
*Elements of Language, Fourth*  
*Course:* Holt, Rinehart and Winston, 2006  
*Prerequisites:* A minimum of “B” in each semester of English 9 or a minimum of a “C” in Honors English 9; A timed writing sample reviewed by the English department

### **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.

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## **English 11**

*Grade:* 11  
*Credit:* 1.0 (year-long course)  
*Text:* *Elements of Literature, Fifth*  
Course: Holt, Rinehart and Winston, 2009  
*Elements of Language, Fifth Course:* Holt, Rinehart and Winston, 2009  
*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 credit (year-long course)  
*Text:* *The Language of Composition,*  
2<sup>nd</sup> 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

**Description:**

AP English Language and Composition is a 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 Advanced Placement examination in Language and Composition in May.

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## **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 credit (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

**Description:**

Advanced Placement English Literature and Composition is a 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 Advanced Placement examination in Literature and Composition in May.

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## **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 life-long 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 21<sup>st</sup> century skills and global citizenship. Individual projects, presentations, and participation will all factor into student success.

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### **Writing and Reading for Publication**

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

**Description:**

Reading and Writing Skills Lab is an English elective open to students in grades 10 through 12. The goal of the Lab is 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:** 10, 11 or 12  
**Credit:** 0.5 (semester course)  
**Prerequisite:** English 9

**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?

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## **Media Literacy**

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

### **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, multi-media 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.

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## **Advanced Creative Writing**

*Grades:* 11 and 12

*Credit:* 0.5 (semester course)

*Prerequisite:* Introduction to Creative Writing and a writing sample approved by teacher

**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 (5<sup>th</sup> 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.

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# **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.

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# **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:* 10, 11 or 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.

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## **Painting**

*Grades:* 10, 11 or 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 water color, acrylic, and gouache paintings.

## **Beginning Ceramics**

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

### **Description:**

This class is designed for students who would like to explore handbuilding with clay. Hand-building techniques like pinching, coiling, and slabs are used with focus on craftsmanship and technical aspects of clay stages and formation. Students learn to plan and execute original ideas. Glazing and firing methods are explained and applied. Students are introduced to a variety of surface treatments and design applications like incising, stamping, stenciling, under-glazing, carving, and sgraffito. Quizzes and a final culminating performance task are part of the evaluation.

## **Advanced Ceramics**

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

### **Description:**

This course is designed for students who have mastered hand building skills in Beginning Ceramics and have a sound understanding of glazing and firing. In Advanced Ceramics, students will design and build complex projects using a combination of techniques, including wheel throwing. Trimming, glazing and firing processes will be explored. The class will culminate with a body of original work and students may have the opportunity to work in groups on public art projects.

## **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.

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## Fiber Arts

**Grades:** 10, 11 or 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 credit (year-long course)  
**Prerequisites:** A minimum of "B-" first semester and "B" second semester in Advanced Fine Art or Teacher Approval

**Description:**

AP Studio Art 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 CollegeBoard rubrics.

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# **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.

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## **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](http://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

#### **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.

### **Instrumental Music**

*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:* At least two years of previous instrumental music experience and/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.

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## 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. All interested experienced percussion students must sign up for this course.

## Combined 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.

## Girls Choir

*Grades:* 9, 10, 11 and 12  
*Credit:* 0.5 (semester course with year-long option)  
*Text:* *Exercises and texts provided by instructor*  
*Prerequisite:* None

### Description:

Girls Choir is a vocal training program for the beginner to advanced singer. The course includes music theory and sight singing. Previous musical experience is not required. Students must be able to match pitch. Music literature includes two-and three-part women's voicing from a variety of musical genres. After school rehearsals and performances are required.

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## **AP Music Theory**

**Grades:** 11 or 12  
**Credit:** 1.0 (year-long course)  
**Text:** “*Tonal Harmony*” 7<sup>th</sup> ed. – Stefan Kostka, Dorothy Payne, “*Tonal Harmony*” workbook,  
“*Music for Sight Singing*” 9<sup>th</sup> ed. – Nancy Rogers, Robert Ottman  
**Prerequisite:** Minimum one-year previous music class or lessons

**Description:**

The AP Music Theory course 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.

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# **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 one of two sequences: Algebra I with Lab, Geometry with Lab, Algebra II with Lab or Algebra I, Geometry, Algebra II, and Pre-Calculus. When appropriate, movement between sequences is possible. Elective courses offered are Applications of Math, Calculus, AP Statistics and AP Calculus.

**Note:** Students in the “Lab” courses will experience the same topics, objectives, and formal assessments as the math courses which meet 4 times a week.

## **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:

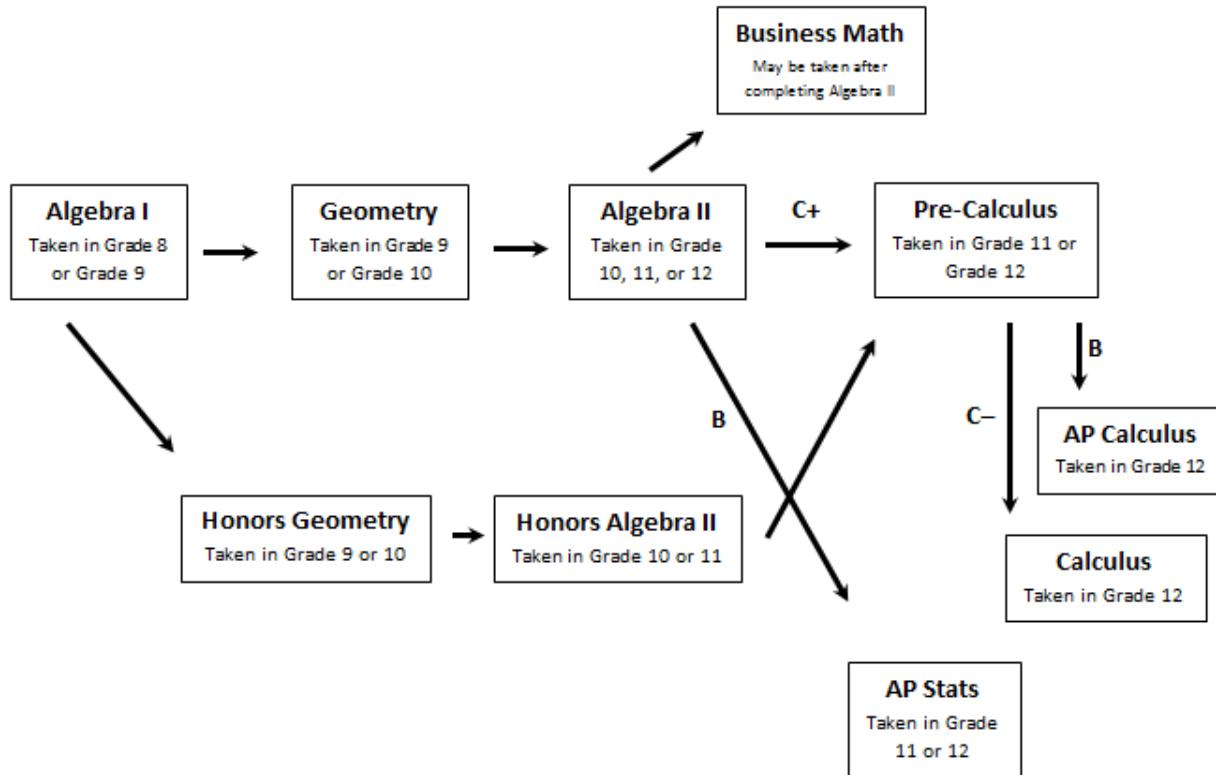
- recognize and value how mathematics is applied daily,
- apply problem solving strategies using real life scenarios,
- are prepared for their future course of study,
- possess excellent critical thinking skills,
- communicate solutions clearly,
- utilize appropriate technology in solving complex problems,

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 meets 4 times a week)  
**Text:** *Algebra I Common Core*, Pearson, 2012  
**Materials:** TI-Nspire CX graphing Calculator required  
**Prerequisite:** 8<sup>th</sup> grade mathematics

### **Description:**

Algebra I introduces fundamental topics of algebra including graphing and solving linear equations, and graphing and solving quadratic equations. 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.

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## **Math Lab 1**

*Grade:* 9  
*Credit:* 0.5 (semester-long course meets 4 times a week)  
*Text:* *Algebra I Common Core*, Pearson, 2012  
*Materials:* TI-Nspire CX graphing Calculator required  
*Prerequisite:* 8<sup>th</sup> grade mathematics

### **Description:**

Math Lab 1 supplements the fundamental topics of algebra course. 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. Students in this course will be meeting with an Algebra I course which meets four times a week. The lab portion gives students an opportunity to spend more time with the concepts. Because of the additional time, students may be engaged in instructional activities designed to promote a better understanding of course topics.

## **Geometry**

*Grades:* 9 or 10  
*Credit:* 1.0 (year-long course meets 4 times a week)  
*Text:* *Geometry Common Core*, Pearson, 2012  
*Materials:* TI-Nspire CX graphing Calculator required  
*Prerequisites:* Completion of Algebra 1

### **Description:**

Students in Geometry experience three core objectives: measurement, geometric applications of algebra, and reasoning. All units include elements from each objective. Geometry focuses on the proof and application of theorems involving geometric topics. Students are challenged to think critically during each class period. Many topics are discovered through investigation and experiential learning activities, and students will have opportunities to improve their skills with the TI-Nspire CX graphing Calculator.

## **Math Lab 2**

*Grades:* 10  
*Credit:* 0.5 (semester-long course meets 4 times a week)  
*Text:* *Geometry Common Core*, Pearson, 2012  
*Materials:* TI-Nspire CX graphing calculator required  
*Prerequisites:* Completion of Algebra I

### **Description:**

Students in Geometry experience three core objectives: measurement, geometric applications of algebra, and reasoning. All units include elements from each objective. Geometry focuses on the proof and application of theorems involving geometric topics. Students are challenged to think critically during each class period. Many topics are discovered through investigation and experiential learning activities, and students will have opportunities to improve their skills with the TI-Nspire CX graphing Calculator.

Students in this course will be meeting with a Geometry course which meets four times a week. The lab portion gives students an opportunity to spend more time with the concepts. Because of the additional time, students may be engaged in instructional activities designed to promote a better understanding of course topics.

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## Honors Geometry

*Grades:* 9 or 10  
*Credit:* 1.0 (year-long course meets 4 times a week)  
*Text:* *Geometry Common Core, Pearson, 2012*  
*Materials:* TI-Nspire CX graphing Calculator required  
*Prerequisites:* A minimum of "B" in each semester of Algebra I; A skills test reviewed by the Math department

### 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.

## Algebra II

*Grades:* 10, 11 or 12  
*Credit:* 1.0 (year-long course meets 4 times a week)  
*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 reviews and extends coverage of traditional Algebra I topics. The applications of algebraic skills in a variety of problem-solving situations are included. The course is appropriate for students who have a solid foundation in Algebra I. Students will continue building their skills with frequent use of the TI-Nspire CX graphing Calculator.

## Math Lab 3

*Grades:* 11 or 12  
*Credit:* 0.5 (semester-long course meets 4 times a week)  
*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 reviews and extends coverage of traditional Algebra I topics. The applications of algebraic skills in a variety of problem-solving situations are included. Students will continue to build their problem solving skills through regular use of the TI-Nspire CX graphing Calculator. Students in this course will be meeting with an Algebra II course which meets four times a week. The lab portion gives students an opportunity to spend more time with the concepts. Because of the additional time, students may be engaged in instructional activities designed to promote a better understanding of course topics.

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## **Business Math**

*Grades:* 11 or 12  
*Credit:* 1.0 (year-long course meets 4 times a week)  
*Text:* *Personal Finance*, Madura, Pearson 5th ed., 2014.  
*Materials:* Scientific Calculator  
*Prerequisite:* Algebra II or Algebra II Daily

### **Description:**

This course is designed to help foster an understanding and appreciation of the fundamentals of mathematics and how they are used in the world today. A variety of topics will be covered throughout this year-long course in an attempt to demonstrate the importance of mathematics to different areas that directly impact our lives. The first semester focuses on basic algebraic and geometric concepts such as quadratics and systems of equations and inequalities. Explorations with MS Excel, statistics, and probability as applied to life problems such as insurance are also covered.

The second semester of Business Math shifts focus to real-life financial situations. The course covers how to use income to create a budget, to pay bills, to pay taxes and to establish a plan for saving money. In addition, students learn other important concepts of personal finance such as car buying, mortgages, loans, credit cards and financial debt.

## **Pre-Calculus**

*Grades:* 11 or 12  
*Credit:* 1.0 (year-long course meets 4 times a week)  
*Text:* *Precalculus Functions and Graphs, A Graphing Approach* (Fifth Edition). Larson, Hostetler and Edwards, Houghton Mifflin Company, 2010  
*Materials:* TI-Nspire CX Graphing calculator is required  
*Prerequisite:* Algebra II or Algebra II with Lab with a minimum of “C+”

### **Description:**

Pre-Calculus emphasizes the application of advanced algebraic skills and the mastery of right triangle and circular trigonometric functions and their applications.

## **Calculus**

*Grade:* 12  
*Credit:* 1.0 (year-long course meets 4 times a week)  
*Text:* *Calculus – Concepts and Applications*, Paul A. Foerster, Key Curriculum Press, 2<sup>nd</sup> Edition  
*Materials:* TI-Nspire CX Graphing Calculator is required  
*Prerequisites:* Completion of Pre-Calculus with a minimum of “C-”

### **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.

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## **Advanced Placement Statistics**

*Grades:* 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *The Practice of Statistics 3<sup>rd</sup> edition*, Yates, Moore & McCabe, W.H. Freeman & Co.  
*Materials:* Graphing Calculator with statistical functions (TI-Nspire CX)  
*Prerequisites:* A minimum of “B-” first semester and “B” second semester in Algebra II/Algebra II with Lab or a “C+” or better if entering from Pre-calculus

**Description:**

A statistics course is typically required in the university for majors in social sciences, health sciences, business, economics, science, engineering, and mathematics. The AP Statistics course emphasizes the topics in the AP syllabus for the Advanced Placement Statistics examination in May. Topics covered fall into four broad themes: exploring data, planning a study, anticipating patterns, and statistical inference.

## **Advanced Placement Calculus AB**

*Grades:* 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *Calculus Ninth Edition*, Larson and Edwards, Houghton Mifflin, 2010  
*Materials:* Graphing Calculator required (TI-Nspire CX or CAS)  
*Prerequisites:* A minimum of “B-” first semester and “B” second semester in Pre-Calculus

**Description:**

AP Calculus emphasizes the topics in the AP syllabus for the AB level of the Advanced Placement examination that takes place in May. Topics covered include limits, derivatives, and integrals.

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# **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 wellbeing
- 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.

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## **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.

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## **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 responsibilities 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 participating in team sport activities and non-traditional physical education activities as well. Leadership, participation, sport appreciation, and knowledge of game rules are some of the topics covered. The following sports and activities are emphasized: basketball, soccer, volleyball, speedball, ultimate Frisbee, archery, wall climbing, disc golf, yoga and other activities as facilities and class size allow.

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## **Advanced PE**

(Separate classes for girls and boys)

*Grades:* 10, 11 or 12

*Credit:* 0.5 (semester course)

*Prerequisite:* Intermediate PE

### **Description:**

This is an advanced physical education class for students interested in participating in traditional activities at competitive level. Class activity emphasizes fitness through participation as well as higher level of skills and strategy. This course also provides leadership training in the physical education setting. Students will actively participate in and learn how to lead small and large group activities as well as improve their communication, organization, and problem solving skills. The students will actively participate in and lead small and large group activities and assist physical education teachers in teaching, testing, officiating, and handling the managerial tasks associated with physical education instruction. This course may be repeated with teacher approval.

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# **Religion**

## **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.

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## **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.

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## **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.

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# **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 department 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.

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## **General Science**

*Grades:* 9  
*Credit:* 1.0 (year-long course)  
*Text:* *Physical Science with Earth Science*, Glencoe, Feather et. al, 2012  
*Prerequisite:* 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**

*Grades:* 9 or 10  
*Credit:* 1.0 (year-long course)  
*Text:* *Biology*, Miller & Levine, Pearson 2010  
*Prerequisite:* 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**

*Grades:* 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *In Focus 1st Edition*, Campbell et al, 2008  
*Materials:* Lab journal  
*Prerequisite:* A minimum of “B-” first semester and “B” second semester in Biology and General Chemistry; A free-response sample reviewed by the Science Department

### **Description:**

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year of college. The AP Biology exam is given in May. Expect an average of three hours work outside of class for every hour in class; summer and vacation assignments are required.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy & communication, genetics, information transfer, ecology, and interactions. Independent study is expected and summer and vacation assignments are required.

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## **General Chemistry**

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

## **Science Lab 1**

*Grades:* 10  
*Credit:* 0.5 (semester-long course)  
*Text:* *Chemistry*, Pearson, Wilbraham, et. al., 2012  
*Prerequisites:* Biology

### **Description:**

Science Lab reviews and extends coverage of traditional chemistry topics, including the applications of chemistry skills in a variety of problem-solving situations. Students enrolled in this course will receive extra reinforcement on a variety of topics covered in the general chemistry course. The lab portion gives students an opportunity to spend more time with the concepts and is designed to promote a better understanding of the course topics.

## **Honors Chemistry**

*Grades:* 10 or 11  
*Credit:* 1.0 (year-long course)  
*Text:* *Chemistry*, Pearson, Wilbraham, et. al., 2012  
*Prerequisite:* A minimum of “B” in each semester of Algebra I; Biology

### **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.

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## **Advanced Placement Chemistry**

**Grades:** 11 or 12  
**Credit:** 1.0 credit (year-long course)  
**Text:** *Chemistry 8th Edition*, (Zumdahl), Houghton Mifflin Company, 2010  
**Prerequisites:** 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 skills exam to ensure preparedness for the course

**Description:**

AP Chemistry is a course for juniors and seniors 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.” This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. 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.

## **General Physics**

**Grades:** 11 or 12  
**Credit:** 1.0 (year-long course)  
**Text:** *Physics*, James S. Walker  
**Prerequisite:** A minimum grade of “C+” in Algebra II or Pre-Calculus

**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.

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## **Advanced Placement Physics 1**

*Grades:* 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *Physics: Principles with Applications, 7th edition. Giancoli, Pearson, 2014*  
*Materials:* TI-Nspire CX Graphing Calculator is required  
*Prerequisite:* A minimum 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

**Description:**

Physics 1 is the equivalent of 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. The 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

**Description:**

Physics 2 is the equivalent of 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. The Advanced Placement examination is given in May. A time commitment in excess of class time is necessary; summer and vacation assignments are required.

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## **Science Electives**

### **Chemistry of Food and Medicine**

**Grades:** 10, 11 or 12  
**Credit:** 0.5 (one 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.

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# **Social Science**

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 AERO standards for historical content and the Common Core State Standards for Social Sciences to guide their curriculum design.

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## **World History I: Prehistory – 1500**

*Grades:* 9  
*Credit:* 1.0 (year-long course)  
*Text:* *Ancient World History: Patterns of Interaction*, McDougal Littell, 2009  
*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, 2009  
*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 credit (year-long course)  
*Text:* *World Civilizations: The Global Experience (5th Edition)*  
Pearson Education, 2007  
*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

**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.

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## **Advanced Placement Human Geography**

*Grades:* 10, 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *The Cultural Landscape*, 11<sup>th</sup>  
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

**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 can 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.

## **United States History: Civil War – Present**

*Grades:* 11 or 12  
*Credit:* 1.0 (year-long course)  
*Text:* *The Americans*, McDougal Littell, 2009  
*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.

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## **Advanced Placement United States History**

*Grades:* 11 or 12  
*Credit:* 1.0 credit (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

### **Description:**

This course prepares students to take the AP Exam in US History. Beginning with a study of Pre-Columbian societies and ending with the Post-Cold War World, this is an extremely challenging course that resembles a college course in terms of its rigor, workload, and pacing. Among the many themes that are addressed during the year, the political, economic, environmental, and cultural developments in American history are given particular emphasis.

## **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 12<sup>th</sup> 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:* *Economics; Concepts & Choices*. McDougal Littell, 2008  
*Prerequisite:* None

### **Description:**

This introductory economics course offers students an economic way of viewing the world as they begin to understand how scarcity affects the choices people must make in relation to satisfying their needs and wants. Microeconomics is the study of the behavior of individual participants in the economy, such as individuals, families, and businesses. Students learn about economic systems, supply & demand, prices, market structures, and the various types of business organizations that exist in a market economy.

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## **Macroeconomics**

*Grades:* 10, 11 or 12  
*Credit:* 0.5 (semester course)  
*Text:* *Economics; Concepts & Choices.* McDougal Littell, 2008  
*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 credit (year-long course)  
*Text:* *Economics*, McGraw Hill, 2009  
*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

### **Description:**

AP Economics prepares students for the AP exams in Microeconomics and Macroeconomics. The course 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.

## **International Relations**

*Grades* 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.

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## 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 credit (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

### Description:

This course prepares students to take the AP exam in psychology. The purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The aim of Advanced Placement Psychology is to provide the students with a learning experience equivalent to that obtained in an introductory college psychology course. The rigorous course syllabus and college level texts both suggest that students who enroll should be highly motivated and intellectually curious.

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# **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**



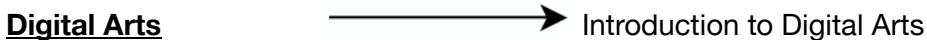
AP Computer Science

### **Strand 2**



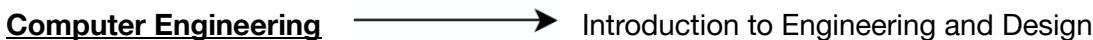
Video Production

### **Strand 3**



Intermediate Digital Arts

### **Strand 4**



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 NETS-S standards and the Common Core State Standards for Literacy for Technical Subjects in their curriculum design.

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# **Strand 1 – Computer Science**

## **Pre-Advanced Placement Computer Science**

*Grades:* 10, 11 or 12

*Credit:* 1.0 credit (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. This project-based class utilizes a program called BlueJ, Scratch, and Alice. The programming language used in this class is Java. It is a requirement for those considering AP Computer Science.

## **Advanced Placement Computer Science**

*Grades:* 11 or 12

*Credit:* 1.0 credit (year-long course)

*Materials:* Software (BlueJ,

Java.util)

*Prerequisites:* A minimum of “B-” first semester and “B” second semester in Pre-Advanced Placement Computer Science; A free-response sample reviewed by the Technology Department

**Description:**

This course is designed to teach students advanced material relating to the Java Programming Language. Students focus on advanced programming, GUI derivatives and concentrate on various case studies and free-response question prep. Students are required to write the AP exam in May.

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## **Strand 2 – Media Technology**

### **Web 2.0 Applications**

*Grades:* 9, 10, 11 or 12  
*Credit:* 0.5 credit (semester course)  
*Materials:* Software (OS X)  
*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.

### **Video Production**

*Grades:* 9, 10, 11 or 12  
*Credit:* 0.5 credit (semester course)  
*Materials:* Final Cut Pro  
*Prerequisite:* None

**Description:**

In Video Production, students explore the capabilities of the software Adobe Premiere Pro. Students learn basic video camera function and control and how to storyboard, format scripts, splice video clips, transition between edit clips, create text overlays, and much more. All of the facets of creating professional looking films are covered, and the focus is on post-production. Assignments include creating a stop motion, putting together a trailer from a feature film, and producing other types of short films.

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## **Strand 3 – Digital Arts**

### **Introduction to Digital Arts**

*Grades:* 9, 10, 11 or 12

*Credit:* 0.5 credit (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 strong 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 credit (semester course)

*Materials:* Software (Photoshop, Illustrator)

*Prerequisite:* Introduction to Digital Arts

**Description:**

Intermediate Digital Arts students will begin working towards a final portfolio demonstrating themselves as Graphic Artists by creating designs and compositions using photography, Photoshop and Illustrator. Students will create designs that show expression using photography, graphics, and layouts, write artist statements, and give presentations describing their work.

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## **Strand 4 – Computer Engineering**

### **Introduction to Engineering and Design**

*Grades:* 10, 11 or 12

*Credit:* 0.5 credit (semester course)

*Materials:* AutoCAD, Google Sketchup

*Prerequisite:* None

**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. In this class, we will familiarize ourselves with the fundamentals of Engineering and Design, this includes computer-aided 3-D drawings, hand-drawn sketching, drafting, perspective and blueprint drawings. We use the Design Cycle to solve a problem or create ideas based on real world objects. The computer-based tools used in this course include CAD software and Google Sketchup. Students' assessments are largely based on their ability to actively apply their skills and knowledge from research to create designs using 2D and 3D Computer Aided Design (CAD) software, building and testing objects and structures such as model bridges and furniture through the construction of computer based engineering models and hands on materials.

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# **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 years of the same language.

## **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.

### **Our aim is that:**

- Students will be able to communicate successfully beyond the classroom setting for personal, social and professional purposes;
- Students will broaden their understanding of their own language and culture;
- Students will develop an understanding of and an appreciation towards the target language culture and other cultures outside their own;
- Students will use the foreign language for personal enjoyment and enrichment.

The ASK 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 at the upper levels (Level III 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 Common Core Literacy standards in their curriculum design.

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## **French I**

*Grades:* 9, 10, 11 or 12  
*Credit:* 1.0 (year-long course)  
*Text:* *Discovering French 1 (Bleu): Today!* Holt-McDougal  
(Houghton-Mifflin-Harcourt), 2013  
*Materials:* Listening, writing, reading, video activities, *Bon Voyage!* Programs; other materials as provided  
*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 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  
*Materials:* Listening, writing, reading, speaking programs from *Discovering French ! Bleu: Today*  
*Un été pas comme les autres*, Huguette Zahler, Amsco School Publications: French short stories; other materials as provided  
*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 francophone 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.

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### **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

*Materials:* Listening, writing, reading, video activities, *Bon Voyage!* Programs; *Une Mystérieuse Disparition*, Huguette Zahler, Amsco School Publications; French short stories; other materials as provided

*Prerequisites:* French II 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 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.

### **Advanced Placement French Language and Culture**

*Grades:* 9, 10, 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *AP French. Preparing for the Language Examination*, Pearson Educational, Inc., 2012  
Allons au delà, Pearson Educational, Inc., 2012 *L'étranger*, Albert Camus  
*Stupeur et tremblements*, Amélie Nothomb French short stories (if time permits)

*Materials:* French films Other materials as provided

*Prerequisites:* A minimum of “B-” first semester and “B” second semester in French III or Native Fluency; A free-response sample reviewed by the World Languages Department

**Description:**

Advanced Placement French Language and Culture is a course that prepares students for the AP French Language Examination, which enables them to earn college credit during their high school education. It is a challenging course, 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, 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. In order to earn AP credit for this course at ASK and be eligible for college credit, all students must take the Advanced Placement French Language Exam, and score a 3 or higher.

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## **Spanish I**

*Grades:* 9, 10, 11 or 12  
*Credit:* 1.0 (year-long course)  
*Text:* *Así Se Dice 1 McGraw Hill*  
2012; Other resources will be provided as needed  
*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. Instruction is conducted in Spanish as much as student comprehension will allow.

## **Spanish II**

*Grades:* 9, 10, 11 or 12  
*Credit:* 1.0 (year-long course)  
*Texts:* *Así se Dice 2 McGraw Hill*  
2012 Other resources will be provided as needed  
*Prerequisites:* Spanish I or completion of Middle School Spanish program at ASK (3 semesters) with a minimum of “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 broaden the language functions and grammatical structures learned in Spanish I. They continue to cultivate their knowledge and appreciation of the culture of the Spanish-speaking world, and work to become more proficient at directly applying their knowledge in the areas of listening, speaking, reading, and writing. Instruction is conducted in Spanish as much as student comprehension will allow.

## **Spanish III**

*Grades:* 10, 11 or 12  
*Credit:* 1.0 (year-long course)  
*Texts:* *Así Se Dice 3; Other*  
resources will be provided as needed  
*Prerequisites:* Spanish II 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 apply their knowledge of the language to be able to gain understanding of the culture of the Spanish-speaking world through authentic sources. In this course, there is more emphasis placed on grammatical accuracy, pronunciation, and on reading and writing for academic purposes. This course is intended for highly motivated students who are genuinely interested in acquiring the language. Instruction is conducted in Spanish.

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## **Advanced Placement Spanish Language and Cultures**

*Grades:* 9, 10, 11 or 12  
*Credit:* 1.0 credit (year-long course)  
*Text:* *Abriendo Paso Gramatica*, Prentice Hall, 2005 *Abriendo Paso Lectura*, Prentice Hall, 2005  
*Prerequisites:* A minimum of “B-” first semester and “B” second semester in Spanish III or Native Fluency; A free-response sample reviewed by the World Languages Department

**Description:**

Advanced Placement Spanish is a course that prepares students for the AP Spanish Language Examination, which enables them to earn college credit during their high school education. It is a challenging course, 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, vastly increase their vocabulary, sharpen their speaking, writing, listening and reading skills, and also become familiar with the AP Spanish Language 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. In order to earn AP credit for this course at ASK and be eligible for college credit, all students must take the Advanced Placement Language Exam.

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# **General Electives**

## **SAT Preparation**

*Grades:* 10, 11 or 12  
*Credit:* 0.5 credit (semester course)  
*Text:* Gruber's 2010; Kaplan's 2011  
*Prerequisites:* None

### **Description:**

The SAT is an assessment tool designed to assess student's academic readiness for college. The SAT preparation course helps students develop their test-taking skills and prepares them for the Math and English content present on the test. The course is divided into two sections with half the course working on the English portion of the SAT and the other half preparing students for the Math portion of the test. Each portion is taught by the respective content teacher.

## **Advanced Placement Capstone Seminar**

*Grades:* 11  
*Credit:* 1.0 credit (year-long course)  
*Prerequisites:* Application and Committee Review; completion of at least two AP courses by the end of eleventh grade

### **Description:**

The AP Capstone Seminar course 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.

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## **Advanced Placement Capstone Research**

*Grades:* 12

*Credit:* 1.0 credit (year-long course)

*Prerequisites:* Successful completion of AP Seminar

**Description:**

AP Research (beginning in the fall 2015) 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 yearlong 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.



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Make a Difference  
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