

High School

Course Selection Booklet 2016 - 2017



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**.

Courses	Credits Required
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
	20.5
Elective Credits	9.5
Total Credits	30.0

❖ All credits above the minimum fulfill elective credits.

General Information

Course of Study

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

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

Class Standing

Students need to complete **7 credits** to be considered a **sophomore**. They need to complete **14 credits** to be considered a **junior**. Students need to complete **22 credits** to be considered a **senior**. Credits will be evaluated in 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.

Required Courses by Grade Level

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

¹Grade 9 students must take either Arabic or AFL

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

³For Muslim Students

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

Credit Deficiencies

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

Activities & Athletics

ASK offers many clubs and organizations with activities from service projects to leadership opportunities to competitions. ASK participates in a local KSAA conference for athletics and activities and an international NESAC organization. All students are encouraged to join and take an active part in the club or activity of their choice and interest. Some of the clubs and activities are listed below:

NESAC Activities		
<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Volleyball – Varsity	Forensics & Debate	Badminton – Varsity
Volleyball – Junior Varsity	Basketball – Varsity	Badminton – Junior Varsity
Swimming – Varsity	Basketball – Junior Varsity	Track & Field – Varsity
Swimming – Junior Varsity	Soccer – Varsity	Track & Field – Junior Varsity
Academic Games – Junior Varsity	Soccer – Junior Varsity	
Academic Games – Varsity		
Non-NESAC Activities		
Student Council	Model United Nations	National Honor Society
Fitness Club	Drama – Fall Production	Drama – Spring Production
Intramurals – Semester 1	Intramurals – Semester 2	Mu Alpha Theta (Math Club)
Peers & Leaders	Falcon Spirit	Thespian Honor Society
Roots & Shoots Club	ASK Volunteers	

Advanced Placement at ASK

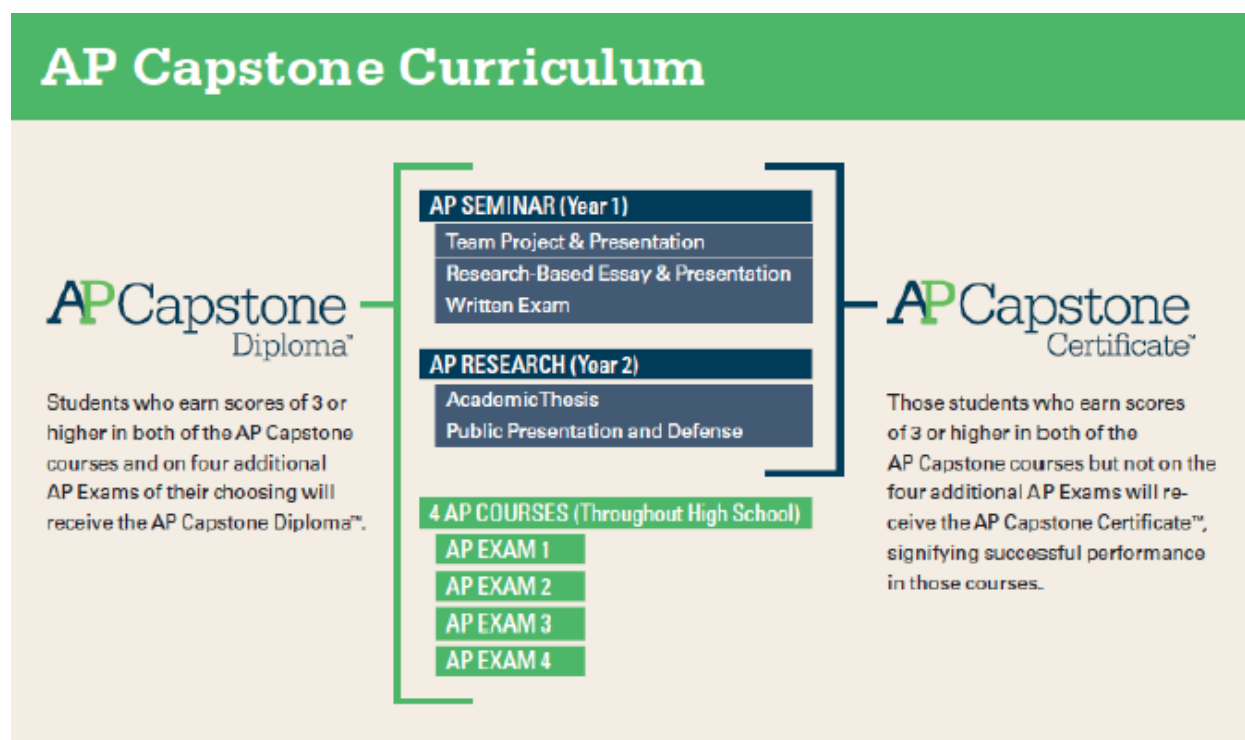
In addition to several Advanced Placement (AP) courses, the American School of Kuwait is proud to offer the Advanced Placement Capstone Diploma. We encourage our students to challenge themselves by taking AP classes, which are rigorous and allow students the opportunity to earn college credit while in 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 11th grade year and AP Research in their 12th 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:



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

Advanced Placement Capstone Diploma Eligibility

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

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

Advanced Placement International Diploma (APID)

The AP International Diploma (APID) is a globally recognized award for students interested in pursuing university study outside of their native country. It requires students to display mastery on AP Exams across several disciplines, and represents an exceptional level of achievement. The APID is available to all students throughout the globe. It is an optional certificate that is available to students attending secondary schools outside the U.S. Students do not formally apply for the AP International Diploma. It is automatically awarded to any AP student who resides outside the United States and who successfully meets the diploma criteria.

APID Criteria

Students must earn **scores of 3 or higher on five or more total AP Exams**, based on the exam criteria requirements listed within each of the content areas below.

1. – Two AP Exams from two different world language and culture courses – OR -
Two AP Exams from one world language/culture course and one English course
2. – One AP Exam offering a global perspective
3. – One AP Exam from either the sciences, or math and computer science
4. – One additional AP Exam; cannot be English or a world language

The APID requires a score of 3 or higher on five AP Exams, it allows students to demonstrate that they have exceeded most university entry requirements, and some of the most competitive scholarship awards consider students' AP Exam scores. More information is available on the APID page of the College Board website:
international.collegeboard.org/programs/apid

Advanced Placement Course Eligibility

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

1. Must have a 'B' for both semesters in the prerequisite classes listed below:

Sciences

AP Biology	Biology and Chemistry
AP Chemistry	Chemistry and Algebra I
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.

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. Teachers may require students to complete portions via Moodle or e-mail during the summer holiday. All students must submit a completed summer assignment on the first day of class or they will be dropped from the class.

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.

Advanced Placement Biology

Grades: 11 or 12
Credit: 1.0 credit (year-long course)
Text: *Biology* 8th Edition, Campbell et al, 2008
Materials: Lab journal
Prerequisite: A minimum of “B” in each semester of 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 a “B” in each semester of 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.

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” in each semester of 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 3rd edition, Yates, Moore & McCabe, W.H. Freeman & Co.*
Materials: Graphing Calculator with statistical functions (TI-Nspire CX)
Prerequisites: A minimum of a “B” in each semester of 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.

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” in each semester of 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*, 2nd Edition by Shea, Scanlon, & Aufses, Bedford St. Martin’s 2013
Prerequisites: A minimum of a “B” in each semester of 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” in each semester of 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.

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” in each semester of 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” 7th ed. – Stefan Kostka, Dorothy Payne, “Tonal Harmony” workbook, “Music for Sight Singing” 9th ed. – Nancy Rogers, Robert Ottman*
Prerequisite: Minimum one-year previous music class or lessons; A free-response sample reviewed by the Music Department

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” in each semester of 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.

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” in each semester of 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, 11th Edition*, 2014
Prerequisite: A minimum of “B” in each semester of 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” in each semester of 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.

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” in each semester of 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” in each semester of 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.

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” in each semester of 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” in each semester of 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.

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.

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.

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.

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.

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.

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 life-long 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.

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 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 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.

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 non-fiction, 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. As a result, students should expect a rigorous, challenging, and active experience.

English 11

Grade: 11
Credit: 1.0 (year-long course)
Text: *Elements of Literature, Fifth Course*: Holt, Rinehart and Winston, 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*, 2nd Edition by Shea, Scanlon, & Aufses, Bedford St. Martin's 2013
Prerequisites: A minimum of a "B" in each semester of 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.

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" in each semester of 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.

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 21st century skills and global citizenship. Individual projects, presentations, and participation will all factor into student success.

Reading and Writing Skills Lab

Reading and Writing Skills Lab

Grade: 10-12

Credit: 0.5 (semester-long course)

Prerequisite: English 9 and a C+ or lower in previous English coursework

Description:

Reading and Writing Skills Lab runs concurrently with the core English courses offered for 10th, 11th and 12th grades. The course is for students struggling to achieve a “meets standard” grade in their grade level English. Therefore, it is for students with a C+ or lower. Furthermore, it is the ideal course for ESL/ELL students looking to improve their English comprehension, speaking, and writing skills to an acceptable level. It includes, but is not limited to, the organization of writing, sentence formation, reading comprehension, and writing fiction. Assessments will be tailored to the individual needs of students in the class, but may include formal essays, formal presentations, short stories, portfolios, unit tests including essay questions, and a final project assessing skills covered in the class.

Public Speaking

Grades: 10, 11 or 12

Credit: 0.5 (semester course)

Prerequisite: English 9

Description:

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

Media Literacy

Grades: 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.

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.

Genre Study

Grade: 11 or 12
Credit: 0.5 (semester-long course)
Prerequisite: English 10

Description:

This course will focus reading of a variety of texts within a specific genre or selection of genres and allow students to read, enjoy, and understand a type of literature that is not normally covered extensively in English classes. The texts will be explored in depth, discussed as relevant works of literature, and analyzed for theme, literary devices, and cultural and historical context. Students will read closely, analyze, and develop interpretations based on evidence from the text. They will be required to present those interpretations in writing, discussion, and/or presentations. We will read texts in a variety of formats such as novels, short stories, poetry, and film. Possible genres of study include fairy tales, science fiction, fantasy, mystery, horror, short fiction, and narrative nonfiction.

Introduction to Philosophy

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

Description:

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

Fine Arts

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

ASK Fine Arts Department Philosophy Statement

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

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

Overall, it is our goal to

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

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

The Visual Arts

Foundations of Art

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

Description:

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

Printmaking

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

Description:

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

Drawing and Painting

Grades: 10, 11 or 12
Credit: 1.0 (year-long 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. Semester one is designed to build a breadth of technical knowledge in the areas of drawing, painting, and color theory. Semester two concentrates on gaining a deeper understanding of media and the development of personal voice. Student performance is evaluated using standard learning objective rubrics, which include teacher and self-assessment.

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.

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" in each semester of 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.

The Performing Arts – Theatre

Drama I – Foundations of Theatre

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

Description:

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

Drama II – Performance Theatre

Grades: 9, 10, 11 or 12
Credit: 0.5 (semester course)
Prerequisite: Successful completion of Drama I or experience in stage performance

Description:

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

The Performing Arts – Music

Beginning Class Piano

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

Description:

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

Beginning Guitar

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

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.

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.

Music Appreciation: From 450 to 1600

Grades: 9, 10, 11 or 12
Semester: Fall Semester only
Credit: 0.5 (semester course)
Text: *Music: An Appreciation 10th edition* by Roger Kamien
A Student's Guide to Music History by R. J. Stove
Listening: Compact Disc
Materials: Note taking materials, Study Guides, Quizzes, Exams
Prerequisite: None

Description:

A brief overview of music of the Western World from Medieval, Renaissance, and Baroque eras are explored. Brief introductions of music theory are discussed along with historical events and issues as related to music of the era. Throughout this course students listen to various examples of sacred and secular, vocal and instrumental music of the era. Students are exposed to the various forms of music popular within the period studied. This course is designed where students relate the advent of the musical arts as it pertains to Era's history and the contributions the arts made to the society and quality of life as a whole within the time period.

Music Appreciation: From 1600 to 20th Century

Grades: 9, 10, 11 or 12
Semester: Spring Semester Only
Credit: 0.5 (semester course)
Text: *Music: An Appreciation 10th Edition* by Roger Kamien
A Student's Guide to Music History by R. J. Stove
Materials: Note taking materials, Study Guides, Quizzes, Exams
Prerequisite: None

Description:

A brief overview of music of the Western World Classical, Romantic, and 20th Century eras are explored. Brief introductions of music theory are discussed along with historical events and issues as related to music of the era. Throughout this course students listen to various examples of sacred and secular, vocal and instrumental music of the era. Students are exposed to the various forms of music popular within the period studied. This course is designed where students relate the advent of the musical arts as it pertains to Era's history and the contributions the arts made to the society and quality of life as a whole within the time period.

AP Music Theory

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

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 emphasis.

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 Daily, Geometry Daily, Algebra II Daily or Algebra I, Geometry, Algebra II, and Pre-Calculus/Trigonometry. When appropriate, movement between sequences is possible. Elective courses offered are Applications of Math, Calculus, Discrete Mathematics, AP Statistics and AP Calculus.

Note: Students in the “Daily” 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:

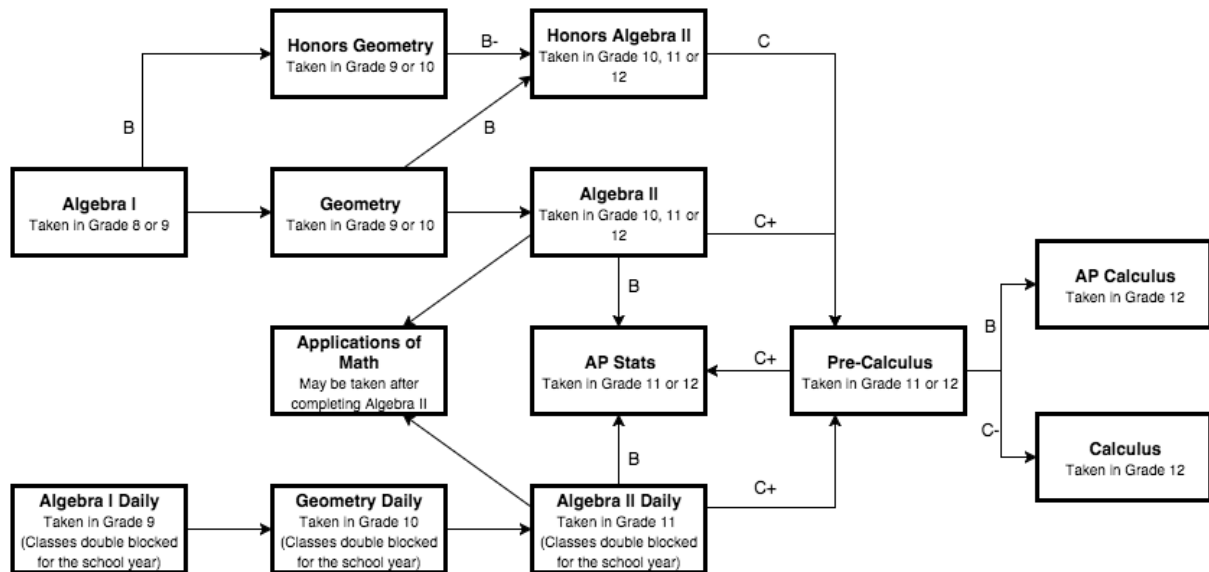
- recognize and value how mathematics is applied daily,
- apply problem solving strategies using real life scenarios,
- are prepared for their future course of study,
- possess excellent critical thinking skills,
- communicate solutions clearly,
- utilize appropriate technology in solving complex problems,

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: Scientific Calculator (TI-30XIIS, Fx-350MS, or FX-100MS)
Prerequisite: 8th 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. It is intended for capable students who have a good understanding of basic skills from a pre-algebra course.

Algebra I Daily

Grade: 9
Credit: 1.0 (year-long course meets 8 times a week)
Text: *Algebra I Common Core*, Pearson, 2012
Materials: Scientific Calculator (TI-30XIIS, Fx-350MS, or FX-100MS)
Prerequisite: 8th grade mathematics

Description:

Algebra I introduces fundamental topics of algebra. The course is designed to provide practice developing essential skills and have students apply those skills to a variety of realistic problems. Students in this course experience the same topics, objectives, and formal assessments as the Algebra I course which meets four times a week. The daily option 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: Scientific Calculator (TI-30XIIS, Fx-350MS, or FX-100MS) and the TI-Nspire CX graphing Calculator
Prerequisites: Algebra I or Algebra I Daily

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.

Geometry Daily

Grades: 10
Credit: 1.0 (year-long course meets 8 times a week)
Text: *Geometry Common Core, Pearson, 2012*
Materials: Scientific Calculator (TI-30XIIS, Fx-350MS, or FX-100MS) and the TI-Nspire CX graphing calculator
Prerequisites: Algebra I or Algebra I Daily

Description:

Students in this course experience the same topics, objectives, and formal assessments as the Geometry course which meets four times per week. The daily option 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.

Honors Geometry

Grades: 9 or 10
Credit: 1.0 (year-long course meets 4 times a week)
Text: *Geometry Common Core, Pearson, 2012*
Materials: Scientific Calculator (TI-30XIIS, Fx-350MS, or FX-100MS) and the TI-Nspire CX graphing Calculator
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. 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: 9, 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: Successful completion of Algebra 1; Geometry or Geometry Daily

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.

Algebra II Daily

Grades: 11 or 12
Credit: 1.0 (year-long course meets 8 times a week)
Text: *Algebra II Common Core*, Pearson, 2012
Materials: TI-Nspire CX Graphing Calculator is required
Prerequisites: Geometry or Geometry Daily

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 in this course experience the same topics, objectives, and formal assessments as the Algebra II course which meets four times a week. The daily option 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.

Honors Algebra II

Grades: 10 or 11
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: B average in Algebra 1 AND Geometry, or B- in Honors Geometry,
For Transfer Students: B average in Algebra 1 AND Geometry AND B- or better
on a skills test

Description:

Honors Algebra II continues the student's study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Upon successful completion of this course, students will be prepared for pre-calculus and other higher-level mathematics courses.

Applications of Math

Grades: 11 or 12
Credit: 1.0 (year-long course meets 4 times a week)
Text: *Mathematical Ideas*, Miller, Heeren, Hornsby, Pearson International Edition, 2008.
Materials: Scientific Calculator
Prerequisite: Algebra II or Algebra II Daily

Description:

Applications of math is a course that is designed to focus on personal financial management. The course will emphasize the basics of budgeting, saving, and spending while taking into account various financial risks and future life events. When planning personal finances, individuals would consider a range of banking products (checking, savings accounts, credit cards and consumer loans), investments (stocks and bonds), insurance products and retirement plans. This course will cover the time value of money, present value and future value of a variety of financial instruments. In addition, the basics of data and statistical analysis will be examined. The course delves into the basic valuations of financial investments (stocks, bonds, currencies etc.) and introduces the concepts of risk and return. In class discussions will include analysis of current financial news and events.

Discrete Mathematics

<i>Grades:</i>	11 or 12
<i>Credit:</i>	0.5 (semester course meets 4 times a week)
<i>Text:</i>	Discrete Mathematics with Applications 4th Edition by Susanna S. Epp, 2011
<i>Materials:</i>	TI-Nspire CX Graphing Calculator is required
<i>Prerequisites:</i>	A "C" or higher in Algebra II or Algebra II Daily

Discrete mathematics is a problem-solving course. The mathematics of modern technology, which is essential to programmers and engineers, is built almost entirely on discrete mathematics. Students who have wondered when they will utilize the math learned in traditional courses will not face such an issue in discrete mathematics. We will explore compelling and non-trivial "real world" problems that are challenging and interesting. There are relatively few formulas to memorize; rather, creative thinking and mastery of fundamental concepts will be the emphasis.

Topics include elementary logic; set theory and functions; mathematical induction; combinatorics; graph theory, number theory, and probability.

Pre-Calculus

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 (year-long course meets 4 times a week)
<i>Text:</i>	<i>PRECALCULUS FUNCTIONS AND GRAPHS, A Graphing Approach</i> (Fifth Edition). Larson, Hostetler and Edwards, Houghton Mifflin Company, 2010
<i>Materials:</i>	TI-Nspire CX Graphing calculator is required
<i>Prerequisite:</i>	Algebra II or Algebra II Daily with a minimum of "C+"; transfer students must score 80% or better on skills test

Description:

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

Calculus

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

Description:

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

Advanced Placement Statistics

<i>Grades:</i>	11 or 12
<i>Credit:</i>	1.0 credit (year-long course)
<i>Text:</i>	<i>The Practice of Statistics</i> 3 rd edition, Yates, Moore & McCabe, W.H. Freeman & Co.
<i>Materials:</i>	Graphing Calculator with statistical functions (TI-NSpire CX)
<i>Prerequisites:</i>	A minimum of a “B” in each semester of Algebra II/Algebra II Daily 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

<i>Grades:</i>	12
<i>Credit:</i>	1.0 credit (year-long course)
<i>Text:</i>	<i>Calculus</i> Ninth Edition, Larson and Edwards, Houghton Mifflin, 2010
<i>Materials:</i>	Graphing Calculator required (TI-NSpire CX or CAS)
<i>Prerequisites:</i>	A minimum of “B” in each semester of 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.

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.

General Physical Education

(Separate classes for girls and boys)

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

Description:

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

Weight Training, Conditioning & Fitness (boys only)

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

Description:

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

Advanced Weight Training Conditioning & Fitness (boys only)

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

Description:

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

Girls Fitness

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

Description:

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

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.

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.

Special Religion 10

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

Description:

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

Religion 11

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

Description:

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

Special Religion 11

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

Description:

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

Religion 12

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

Description:

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

Special Religion 12

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

Description:

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

Science

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

ASK Science Department Philosophy

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

Our 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
- Integrate the 6+1 Writing Traits in order to improve students' abilities to communicate scientific ideas effectively
- Make connections between the classroom and the outside world so that students can see the relevance of what they are learning
- Engage students in critical thinking activities, discussions, and debates involving scientific issues
- Create globally aware citizens, problem solvers, and independent thinkers who are prepared to tackle the scientific problems of today and tomorrow

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

General Science

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.

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 includes the study of experimental design, cellular chemistry, cell structure and function, genetics/heredity, microbiology, ecology and plant and animal physiology. 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: *Biology* 8th Edition, Campbell et al, 2008
Materials: Lab journal
Prerequisite: A minimum of “B” in each semester of 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.

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.

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.

Advanced Placement Chemistry

Grades: 11 or 12
Credit: 1.0 credit (year-long course)
Text: *Chemistry The Central Science 13th Ed.*, Pearson, Brown/LeMay, 2015
Prerequisites: A minimum of a "B" in each semester of 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." 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*, Serway and Faughn, Holt, Rinehart and Winston, 2010
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 college-bound high school students intending to major in sciences and engineering fields. It emphasizes problem solving using a mathematical approach.

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" in each semester of 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.

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 non-biological 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:

Earth and Space Science will take a narrow to broad look at Earth to the Universe. The course will focus on developing the understanding of the Earth's internal to external structures. These structures include units on mapping, plate tectonics, earthquakes and volcanoes, the rock cycle, weathering and erosion, the cycle of water, the atmosphere, and climate. Once the Earth has been explored, the course will move into an introductory and generalized look at astronomy.

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:

This course studies our environment, its problems and how humans can be instrumental in protecting it. Environmental Science is intended to enable students to understand and appreciate their environment, both natural and man-made, to increase their knowledge of environmental problems and to teach ways to approach reducing or solving those problems. Scientific concepts, principles and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts.

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 Literacy Standards for Social Sciences to guide their curriculum design.

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” in each semester of 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, 11th Edition*, 2014

Prerequisite: A minimum of “B” in each semester of 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.

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.

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” in each semester of 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; Principals in Practice*, Holt McDougal, 2010.
Prerequisite: United States History

Description:

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

Microeconomics

Grades: 10, 11 or 12
Credit: 0.5 (semester course)
Text: *Economics; Concepts & Choices*. McDougal Littell, 2008
Prerequisite: C+ in Algebra 1

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.

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” in each semester of 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

Grade: 12
Credit: 0.5 (semester course)
Text: *International Relations*, Pearson Longman, 2012
Prerequisites: World History II & United States History

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.

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" in each semester of 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.

Technology

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

ASK Technology Department Philosophy

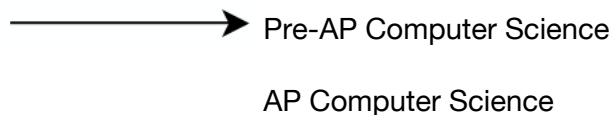
To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology appropriately. Our vision involves leveraging technology to establish and maintain an engaging educational setting where students become:

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

ASK Technology Strands

Strand 1

Computer Science



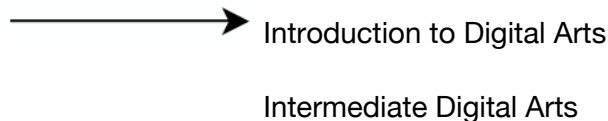
Strand 2

Media Technology



Strand 3

Digital Arts



Strand 4

Computer Engineering



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.

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” in each semester of 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” in each semester of 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 Ma

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: Software Adobe Premiere 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.

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.

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, and write artist statements.

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:

This course focuses students on computer modeling to introduce them to engineering and architectural design. 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 through the construction of computer based engineering.

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.

French I

Grades:	9, 10, 11 or 12
Credit:	1.0 (year-long course)
Text:	<i>Discovering French 1 (Bleu): Today!</i> Holt-McDougal (Houghton-Mifflin-Harcourt), 2013
Materials:	Listening, writing, reading, video activities, <i>Bon Voyage!</i> 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:	<i>Discovering French 2 (Blanc): Today!</i> Holt-McDougal (Houghton-Mifflin-Harcourt), 2013
Materials:	Listening, writing, reading, speaking programs from <i>Discovering French! Bleu: Today Un été pas comme les autres</i> , 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.

French III

Grades:	10, 11 or 12
Credit:	1.0 (year-long course)
Text:	<i>Discovering French 3 (Rouge): Today!</i> Holt-McDougal (Houghton-Mifflin Harcourt), 2013
Materials:	Listening, writing, reading, video activities, <i>Bon Voyage!</i> Programs; <i>Une Mystérieuse Disparition</i> , 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" in each semester of 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.

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 is course is intended for highly motivated students who are genuinely interested in acquiring the language. Instruction is conducted in Spanish.

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" in each semester of 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.

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.

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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