

2019 - 2020 Program of Studies

GEMS American Academy - Qatar (GAAQ) provides an American college preparatory curriculum to an international community. The Upper School creates the right environment for a comprehensive academic program and unique learning opportunities to educate the entire child and instill GAAQ's five core values of tenacity, respect, innovation, purpose, and leadership.

GAAQ offers rigorous Advanced Placement courses for 11th and 12th grade students, as well as a course catalogue that boasts internship and community service opportunities, diverse electives in the arts and sciences, and independent study experiences.

The GAAQ school day operates from 7:45 a.m - 2:45 p.m., excluding Thursdays, when classes end at 1:30 p.m.

Any course in this document is subject to change based on teacher availability and student interest.

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Middle School Course Catalogue

English Language Arts

Grade 6 English:

This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. The development of critical reading and writing skills is a major emphasis of the course with an emphasis on vocabulary and composition skills. The course includes studies of various literary works: short stories, poetry, novels, dramas, and non-fictional texts that focus on the journey of personal discovery. Titles include *Hatchet*, *The Boy Who Harnessed the Wind*, and *Tuck Everlasting*.

Grade 7 English:

This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. The development of critical reading and writing skills is a major emphasis of the course with an emphasis on vocabulary and composition skills. The course includes studies of various literary works: short stories, poetry, novels, dramas, and non-fictional texts that focus on society's impact on personal autonomy. Titles include *The House on Mango Street*, *Giver*, and *Chasing Lincoln's Killer*.

Grade 8 English:

This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. The development of critical reading and writing skills is a major emphasis of the course with an emphasis on vocabulary and composition skills. The course includes studies of various literary works: short stories, poetry, novels, dramas, and non-fictional texts that focus on morals, values, and principles. Titles include *Outsiders*, *The Immortal Life of Henrietta Lacks*, and *Lord of the Flies*.

Mathematics

Grade 6 Mathematics:

In Grade 6 Math instructional time will focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

Grade 7 Mathematics:

In grade 7, instructional time is focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Grade 8 Mathematics:

In grade 8, instructional time is focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

Grade 8 Mathematics - Algebra I (Honors level):

The main purpose of Algebra I is to develop students' fluency with linear, quadratic, and exponential functions. The critical areas of instructions involve deepening and extending students' understanding of linear, and exponential relationships by comparing and contrasting those relationships and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods of analyzing, solving, and using exponential and quadratic functions. Some of the overarching elements of the Algebra 1 course include the notion of *function*, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.

Prerequisite: Teacher Recommendation

Science

Grade 6 Science:

The integration of Earth and space, life, and physical sciences with technology/engineering gives grade 6 students relevant and engaging opportunities with natural phenomena and design problems that highlight the relationship of structure and function in the world around them. Students relate structure and function through analyzing the macro- and microscopic world, such as Earth features and processes, the role of cells and anatomy in supporting living organisms, and properties of materials and waves. Students use models and provide evidence to make claims and explanations about structure-function relationships in different STE domains.

Grade 7 Science:

Students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines, since most natural and designed systems and cycles are complex and interactive. They gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7, students begin a process of moving from a more concrete to an abstract perspective, since many of the systems and cycles studied are not directly observable or experienced. This also creates a foundation for exploring cause and effect relationships in more depth in grade 8.

Grade 8 Science:

Grade 8 students use more robust abstract thinking skills to explain causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. In grade 8 these include, for example, causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 8 students.

Social Studies

Grade 6 Social Studies:

In 6th grade social studies, students will study the people and civilizations of the ancient world. Students will study early human societies during the Stone Ages, and learn how agriculture played a key part in the development of societies. They will explore ancient civilizations in Mesopotamia, Egypt, India, China, and finish with Greece and Rome at the end of the school year. Students' knowledge of the ancient world will serve as the foundation for their studies of medieval societies in 7th grade social studies.

Grade 7 Social Studies:

In 7th grade social studies, students will study the people and civilizations of the medieval world. Students will study feudal Europe, the origins and spread of Islam, medieval West African society, imperial China and medieval Japan, and again examine Europe during the Renaissance and beginning of the Modern Period at the end of the school year. Students' knowledge of the medieval world, especially with regards to Europe, will serve as the foundation for their studies of early American history in 8th grade social studies.

Grade 8 Social Studies:

In 8th grade social studies, students will study early American history. They will begin by examining the people and cultures of the Americas before the arrival of Europeans in the early modern period. Students will then learn about the preeminent attempts at settlement in the Americas by European nations (Spain, Portugal, England, France, and the Netherlands), and evaluate the extent to which those efforts were successes or failures. They will then study colonial America and the revolutionary war, before examining the U.S. constitution and the structure of American government. Students will learn about westward expansion in the U.S., weighing the benefits of expansion against the costs. After this, they will finish the year by exploring the united states leading up to the civil war, and how the war played out.

Electives**Arabic (Required for all Arab Nationalities):**

This course aims to foster the students' native language and culture through the development of communicative skills, with heavy emphasis on interpersonal speaking. Speaking, listening, reading, and writing are all addressed in this course. Grammar is introduced as an aid to understand language structure. By the end of this course, students should be able to carry on conversations, read Arabic texts, and write compositions about themselves and aspects of their life.

Art (Optional):

In GAAQ we teach art through TAB-Choice. Teaching for Artistic Behavior (TAB) is a teaching philosophy for providing learners with personally meaningful, authentic art education. By asking (and answering) the question "what do artists do?" students explore art and the art world through the eyes, hands, hearts and minds of artists. In our studio-classroom, students are introduced to the tools, materials, techniques and styles of artists, through brief, whole-group lessons. Later, lessons are targeted to the observed needs and interests of students and provide differentiated learning opportunities for our diverse student body. Lessons are kept short to maximize studio-time and allow students to delve deeply into their artwork. Time is set aside for evaluation and assessment through a variety of formats including; group sharing times, written artist statements, self and peer evaluation, and the selection and preparation of artwork for display.

Advanced Art (Optional):

This course is for students who are more serious about Art and are wanting to expand on the skills and knowledge gained in Art class. The structure of the course will be firmly rooted in TAB-Choice, which will allow for individual expression and progression. Students will look into the lives of artists and discuss motivations for creating art that include looking at different art styles. Students will examine art history and the artists from that period. Students will be encouraged to use their

imagination to create unique works of art while gaining an appreciation of art. Students will learn how to develop fine craftsmanship while learning how to manage their time in a productive manner. Students will learn how to use and value constructive criticism. Students will develop confidence and be well prepared for any additional art class they may take in the future. Students in this course will be expected to actively participate in curation of art shows and exhibitions around the school.

Prerequisite: Teacher Recommendation

Choir (Optional):

In middle school choir, student will learn appropriate posture and breathing techniques while singing in a variety of musical styles and genres. Warm up and vocal exercises will develop voice intonation throughout the year.

Band (Optional):

Introductory Band is the entry level class to the instrumental music program. Our program includes woodwinds, brass, percussion, and keyboard instruments. The course objectives include: connecting students with an instrument that best fits their interest and ability, establishing a strong foundation of tone production, rhythm, reading, and ensemble, learning preparation, performance, and presentation skills that support growth, and developing listening skills that support growth beyond a music setting.

Drama/Theatre (Optional):

Students learn about the basic components that make up a dramatic production, such as acting, stagecraft, playwriting, directing, makeup and costume design. Readings of plays from various genres and of the history of theatre are included in the course.

Information Technology (Optional):

This course is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking.

Islamic Studies (Required for all Muslim Students):

This course is designed to build upon students' knowledge and understanding of Islam, its principles, practices and rites, the Prophets of Allah and their messages, and the practical application of such material. The Holy Quran and Hadith (sayings of the prophets and apostles) are an integral part of learning.

Library and Research Skills (Optional):

Students in library have the opportunity to explore reading that is of interest of them. Students will discover and explore all genres of literature while gaining knowledge of where to find information both in physical format and electronically. Activities include completing a reading program, creating

graphic novels, writing stories, aiding classroom assignments and understanding the Dewey Decimal system of library management. By doing so students will learn about Library management, Informational Knowledge and its access, and also how to find the appropriate information for a research paper.

Spanish (Optional):

In middle school, language courses focus on four key areas: listening, speaking, writing and speaking. The course consists of new vocabulary themes and grammar concepts, reading and listening. By the end of the middle school language program students will be able to participate in basic conversations in the language of study and write simple sentences.

French (Optional):

In middle school, language courses focus on four key areas: listening, speaking, writing and speaking. The course consists of new vocabulary themes and grammar concepts, reading and listening. By the end of the middle school language program students will be able to participate in basic conversations in the language of study and write simple sentences.

Physical Education (Required):

The P.E. program in middle school is designed to promote components of physical fitness. Students will have the opportunity to participate in a variety of sports including: soccer, basketball, volleyball and hockey. Students will also learn sportsmanship cooperation through team building exercise.

Qatar History (Required):

GAAQ applies the curriculum of the Supreme Education Council (SEC) relating to the history of the State of Qatar. GAAQ seeks to nurture a generation that is intellectually open and receptive to others and empathizes with them, but it is keen to strengthen the students' respect and adherence to their customs and traditions in the belief that attachment to the land and the family gives them self-confidence, and steadfastness. Teaching Qatar History is an opportunity for the (SEC) to shed light on a history of achievement, giving students of the new generation the lesson and motivation to continue their careers and align themselves with Qatar to rank among countries.

High School Program of Studies

Graduation Requirements

Credits are units earned by students that measure their progress at the end of a course. Core courses (English, Math, Science and Social Studies) are weighted at 1.0 credit per course. Weighting for elective courses vary and may count for 0.5-1.0 credit per course. Students enroll in courses according to graduation requirements, abilities and interests, and previous educational experience. Students earn credit for the successful completion of courses. Twenty-four (24) credits are required for graduation.

It would be in the student's best interest to research universities to determine the number of credits needed for admission to that university. If assistance is required to obtain program requirements at universities, students may ask for assistance from their guidance counselor or Vice Principal of Academics. Students are required to complete the following minimum requirements to achieve a High School Diploma at GAAQ:

Required Courses	Minimum Requirements
English Language Arts	4.0 credits
Mathematics	4.0 credits
Science	4.0 credits
Social Studies	4.0 credits
Fine & Performing Arts	2.0 credits
World Languages	2.0 credits
Physical Education	2.0 credits

The Advanced Placement Program

The Advanced Placement Program (AP) gives students the opportunity to complete college level work while in high school. Admission into AP courses will depend on student achievement as well as teacher recommendation. Listing AP courses on a student's transcript, earning a GPA boost and receiving potential university credit and contingent upon taking the AP examination for any course in which the student is enrolled.

Independent Study

This program gives students the opportunity to create and complete course work outside of regular course offerings at GEMS American Academy Qatar. Independent study is a part of the high school curriculum and is designed through a partnership of students, parents and teachers/mentors. The independent study involves an area of interest for students either connected to school work or outside school work entirely. In order to complete an independent study, students are required to create a proposal with a faculty member or school partner that is of interest to both parties.

Together students and their mentor will create a timeline and a set of learning goals which will be presented to the Independent Study coordinator. Projects must be focused on work experience or academic contribution. After completing their work experience, students will be required to share their experiences with the school community. All proposals must include the following components:

- A specific, clearly stated goal for the plan that identifies the supervising faculty/partner
- A clear statement of why this plan is important and necessary to the student
- A specific step-by-step timeline that outlines how students will accomplish goals, projected completion dates and meetings with supervisors.
- A clear list of resources required to complete project/goal

High School Course Catalogue

English Language Arts

Grade 9 English:

This course continues to emphasize composition skills and literary analysis through a focus on community's impact on the individual. Titles include *To Kill a Mockingbird*, *Romeo and Juliet*, *I am Malala*, and *Animal Farm*. Application of the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting equip students with the tools to read analytically and write critically throughout this course.

Prerequisite: Grade 8 English

Credit: 1.0

Grade 10 English:

This course continues to emphasize composition skills and literary analysis through a focus on identity development. Titles include *The Great Gatsby*, *Othello*, *Death of a Salesman*, and *The World as I See It*. Application of the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting equip students with the tools to read analytically and write critically throughout this course.

Prerequisite: Grade 9 English

Credit: 1.0

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Grade 11 English:

This course continues to emphasize composition skills and literary analysis through a focus on the individual's impact on society. Titles include *The Autobiography of Malcolm X*, *Fahrenheit 451*, *A Midsummer Night's Dream*, and *Huckleberry Finn*. Application of the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting equip students with the tools to read analytically and write critically throughout this course.

Prerequisite: Grade 10 English

Credit: 1.0

Grade 12 English:

This course incorporates college preparatory composition skills and literary analysis through a focus on the power of transformation. Titles include *Hamlet*, *Frankenstein*, *Great Expectations*, and *Walden*. Application of the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting equip students with the tools to read analytically and write critically throughout this course. In addition, collaborative discussions promote analysis of both literary and informational works, strengthening critical thinking skills.

Prerequisite: Grade 11 English

Credit: 1.0

AP English Language and Composition:

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

Prerequisite: Grade 11 English

Credit: 1.0

Mathematics

Algebra I:

The main purpose of Algebra I is to develop students' fluency with linear, quadratic, and exponential functions. The critical areas of instructions involve deepening and extending students' understanding of linear, and exponential relationships by comparing and contrasting those relationships and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods of analyzing, solving, and using exponential and quadratic functions. Some of the overarching elements of the Algebra 1 course include the notion of *function*, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.

Prerequisite: Grade 8 Mathematics

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Credit: 1.0

Algebra II:

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra II course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Prerequisite: Geometry and Algebra 1

Credit: 1.0

AP Calculus AB:

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

Prerequisite: Pre-Calculus

Credit: 1.0

Calculus:

Building enduring mathematical understanding requires understanding the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, Calculus is designed to develop mathematical knowledge conceptually, guiding you to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems.

Prerequisite: Pre-Calculus

Credit: 1.0

Geometry:

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the conceptual categories of Geometry, and Statistics and Probability. In this Geometry Course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments.

Prerequisite: Algebra I

Credit: 1.0

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Pre-Calculus:

Pre-calculus combines topics of trigonometry, geometry and algebra that are needed to prepare students for the study of calculus. This course strengthens students understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students who intend to study calculus, physics, other sciences, and engineering in college. The main topics in Pre-calculus course are complex numbers, rational functions, inverse functions, vectors and matrices, and parametric and polar curves.

Prerequisite: Algebra II

Credit: 1.0

Science

AP Environmental Science:

The AP Environmental Science course helps students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

Prerequisite: 2.0 High School Science Credits

Credit: 1.0

Environmental Science:

The Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Prerequisite: 2.0 High School Science Credits

Credit: 1.0

Biology:

Biology allows grade 9 or 10 students to explain additional and more complex phenomena related to genetics, the functioning of organisms, body systems and interrelationships between organisms, populations, and the environment. The standards expect students to apply a variety of science and engineering practices to four core ideas of biology. The high school biology standards place particular emphasis on science and engineering practices of developing and using models; constructing explanations; engaging in argumentation from evidence; and obtaining, evaluating, and communicating information. Students are expected to use multiple types of models, including mathematical models, to make predictions and develop explanations, analyze and identify flaws in the model, and communicate ideas that accurately represent or simulate the biological system. Students are asked to construct and revise explanations and claims based on valid and reliable evidence and apply scientific reasoning to evaluate complex real-world problems such as the effects

of human activity on biodiversity and ecosystem health. Students must be able to find and interpret scientific literature to compare, integrate, and evaluate sources and communicate phenomena related to related to genetics, the functioning of organisms, body systems and interrelationships between organisms, populations, and the environment. The application of these practices across the core ideas gives students a rich grounding in biology.

Prerequisite: Grade 8 Science or Integrated Science

Credit: 1.0

Chemistry:

The high school chemistry standards build from middle school physical sciences standards. Middle school includes an important transition from macroscopic phenomena to molecular level models that are used to explain and predict energy transformations in phase changes and conservation of matter in chemical changes, including the use of a basic particle model to visualize and represent physical changes of matter. In high school, students consider how structure and composition at sub-atomic scales explain structure-property relationships in chemistry and influence energy transformations and dissipation of energy during chemical and physical changes.

Prerequisite: 1.0 High School Science Credits

Credit: 1.0

Physics:

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of physical science including the physics of energy, motion, and waves. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, measuring and recording, data analysis and interpretation, and using models.

Prerequisite: 2.0 High School Science Credits

Credit: 1.0

Social Studies

European History:

Students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

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Prerequisite: 2.0 High School Social Studies Credits

Credit: 1.0

AP European History:

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

Prerequisite: 2.0 High School Social Studies Credits

Credit: 1.0

Comparative Government:

This course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of countries. The course aims to illustrate the diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Some questions that will be explored in this course include: Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents?

Prerequisite: 2.0 High School Social Studies Credits

Credit: 1.0

AP Comparative Government

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

Prerequisite: 2.0 High School Social Studies Credits

Credit: 1.0

Geography:

Geography is an interpretative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Knowing where physical, social, or processes occur helps students gain a spatial perspective on them. Historic and economic perspectives help students understand the relationship between people and their environments, as well as interactions that occur among groups of people. Studying geography, students receive practical guidance for decision making and problem solving in geographic planning, economic development, and environmental and resource management.

Prerequisite: Grade 8 Social Studies

Credit: 1.0

Islamic Studies (Required for all Muslim Students):

This course is designed to build upon students' knowledge and understanding of Islam, its principles, practices and rites, the Prophets of Allah and their messages, and the practical application of such material. The Holy Quran and Hadith (sayings of the prophets and apostles) are an integral part of learning.

Prerequisite: None

Credit: 1.0

Modern World History:

Students will study the history of the modern world, both Western and non-Western, from around 1450 C.E. through the present. The course will cover intellectual trends, revolutionary movements, social interactions, political ideologies, economic theories, and geographical impacts. Students will focus on critical events, people, and turning points during these centuries including, but not limited to, the Renaissance, Industrial Revolution, imperialism, the World Wars, and twentieth-century issues. They will need to be prepared to think critically about civic, economic, geographic, and historical issues throughout this course.

Prerequisite: 2.0 High School Social Studies Credits

Credit: 1.0

Qatar History (Required):

GAAQ applies the curriculum of the Supreme Education Council (SEC) relating to the history of the State of Qatar. GAAQ seeks to nurture a generation that is intellectually open and receptive to others and empathizes with them, but it is keen to strengthen the students' respect and adherence to their customs and traditions in the belief that attachment to the land and the family gives them self-confidence, and steadfastness. Teaching Qatar History is an opportunity for the (SEC) to shed light on a history of achievement, giving students of the new generation the lesson and motivation to continue their careers and align themselves with Qatar to rank among countries.

Prerequisite: None

Credit: 1.0

US History:

U.S. History investigates significant events, individuals, developments, and processes from the end of the Civil War to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Students will examine various topics through the perspectives of civics, economics, geography and history. Topics in this course include the Reconstruction era, industrialism and reform, America's emergence as a world power, the Great Depression and the New Deal, World War II and the early Cold War, decades of social change, the end of the Cold War, and contemporary America.

Prerequisite: 1.0 High School Social Studies Credit

Credit: 1.0

Fine & Performing Arts

Introduction to Studio Arts/ Art I:

This introductory course provides students with a foundation in various artistic behaviors. Employing the TAB-choice philosophy, this course will introduce students to various media, methods, techniques and provide them with idea generation skills to apply their own interpretation or response to a brief. The art program allows students to work as artists to develop their individual artistic voice. Students will be working on project based assignments most times, but may also be responsible for research and written components within an assignment. This program not only values outcome but places emphasis on process in art. This course may be taken for an additional semester at a higher level.

Prerequisite: None

Credit: 1.0

Advanced Studio Arts/ Art II:

This course will build on the foundation of artistic behaviors established in Introduction to Studio Arts. Students will be required to complete a portfolio of various artworks, using multiple techniques and methods based on self-expression and creating an individual artistic voice. Advanced Studio Arts is for the more serious art student who wants to continue to create art for personal expression and gain further experience in a variety of techniques and materials. Students will continue to use design terms, prepare nature/skeletal studies, draw figures, portraits and landscapes, research artists, photograph artwork and create mixed media and sculpture projects; based on famous artists. Students also have the opportunity to build an art portfolio for acceptance to an art college or university if they choose to.

Prerequisite: Introduction to Studio Arts or Art 1

Credit: 1.0

Choir:

This program is designed for aspiring singers regardless of their previous choral experience. Students explore basic vocal techniques, music and history as it related to various genres. In addition, students will have the opportunity to work individually or in small groups to explore an area of interest in further detail.

Prerequisite: None

Credit: 1:0

Drama/Theatre:

Students learn about the basic components that make up a dramatic production, such as acting, stagecraft, playwriting, directing, makeup and costume design. Readings of plays from various genres and of the history of theatre are included in the course.

Prerequisite: None

Credit: 1.0

Symphonic Band:

Symphonic Band is the premier performance ensemble of the instrumental music program. Our program includes woodwinds, brass, percussion, and keyboard instruments. The course objectives include: establishing a strong foundation of tone production, rhythm, reading, and ensemble, learning preparation, performance, and presentation skills that support growth, and developing listening skills that support growth beyond a music setting.

Prerequisite: Middle School Concert Band or its equivalent

Credit: 1.0

Physical Education

Physical Education:

High School P.E. is designed to introduce students to fitness and a variety of dual and individual sports. The course emphasizes team building and team strategies as well as techniques to develop fine motor skills. Physical Education 1 also consists of a health component where students will learn how to manage their lives in a healthy and responsible manner.

Prerequisite: None

Credit: 1.0

World Languages

AP Spanish Language and Culture:

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

Prerequisite: Spanish

Credit: 1.0

AP Spanish Literature:

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

Prerequisite: Spanish

Credit: 1.0

Arabic (Required for all Arab Nationalities):

This course aims to foster the students' native language and culture through the development of communicative skills, with heavy emphasis on interpersonal speaking. Speaking, listening, reading, and writing are all addressed in this course. Grammar is introduced as an aid to understand language structure. By the end of this course, students should be able to carry on conversations, read Arabic texts, and write compositions about themselves and aspects of their life.

Prerequisite: None

Credit: 1.0

Spanish:

This course is designed for students who have an adequate background in the language of study. The purpose of the course is to develop authentic use of language and communication skills. Students will participate in authentic assessments that will allow them to acquire comprehension skills as well as strengthen their grammar. Students will continue to learn about cultural norms of societies where their language of study is prevalent. At the end of this course, students will be able to read paragraphs, compose simple paragraphs on topics familiar to them.

Prerequisite: Middle School or Introductory Spanish

Credit: 1.0

French:

This course is designed for students who have an adequate background in the language of study. The purpose of the course is to develop authentic use of language and communication skills. Students will participate in authentic assessments that will allow them to acquire comprehension skills as well as strengthen their grammar. Students will continue to learn about cultural norms of societies where their language of study is prevalent. At the end of this course, students will be able to read paragraphs, compose simple paragraphs on topics familiar to them.

Prerequisite: Middle School or Introductory French

Credit: 1.0

Electives

AP Computer Science Principles:

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

Prerequisite: None

Credit: 1.0

AP Psychology:

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

Prerequisite: None

Credit: 1.0

Information Technology:

This course is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking.

Prerequisite: None

Credit: 1.0