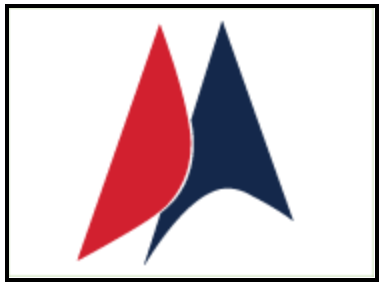
GEMS

American Academy Qatar



GAAQ Syllabus

Grade 6-12

2025–2026

(Subject to change)

A message from our Head of School

Hello and thank you for your interest in our syllabi and program of studies. The following document was compiled from our individual teacher course syllabi and our student and parent policy handbooks in order to meet MOE requirements to register our Grade 12 students. Please be aware that this is a living document, which means these policies are subject to updates as needed. Similarly, the courses offered and syllabi included are for the 2025-2026 School year. As our School continues to grow additional courses and syllabi are likely to be included in the future. Please note that these courses are aligned to U.S. common core standards and have been fully accredited by the New England Association of Schools and Colleges (NEASC). All of our Advanced Placement (AP) Courses are audited by College Board to ensure it satisfies the AP Curriculum.

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GEMS American Academy-Qatar
Al Wakrah, P.O. Box 2461, Qatar
Tel: +974 40329000

Reviewed: August 2025

School-Wide Policies and Expectations

Curriculum Standards at GAAQ:

	GAAQ
Arabic and Islamic	Ministry of Education of Qatar State Standards
World Languages	ACFTL Standards
Science	Next Generation Science Standards (NGSS).
Social Studies	C3 Standards (NCSS)
PE	National Physical Education Standards (SHAPE)
ICT	ISTE Standards
Arts	The National Core Arts Standards
Math	Common Core State Standards - California
English	Common Core State Standards- California

Arabic, Islamic Studies and Qatar History

GEMS American Academy Qatar follows the Qatar National Curriculum and Ministry of Education and Higher Education for the three compulsory subjects (Arabic, Islamic and Qatar History). All students must take Qatar History to grade 9.

If your passport comes from an Arabic country by the Ministry of Education you must take Arabic and Islamic Native. Algeria, Libya, Mauritania (part of West Africa), Morocco, Tunisia, Sudan, Somalia, Djibouti, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, the United Arab Emirates, and Yemen are considered Arab countries.

Absence/Late Arrival/Early Dismissal Policy

GAAQ will maintain a firm policy on student attendance and punctuality. Reliability and dependency are important values and part of character development involves managing time well and in doing so respecting time itself. Refer to Student Handbook for further information.

Turning in Assignments Late and Absences on Exam Days

Projects, papers, and homework assignments that are turned in late will be subject to a 10% deduction for each school day that it is turned in late. For example, a project that would have earned an 85% if turned in on time will receive a 75% instead.

Students who missed school for an excused reason will be given an extension of school days equal to the number of days absent. For example, a student who was out of school for three days due to illness will be given an extension of three days to turn in the assignment if they have a doctor's note. Students with unexcused absences will not be given this type of extension - it is up to the student to contact their teacher or speak with their peers about any assignments or materials they missed.

If a student is absent on the day of the exam, they will be permitted to take the exam on a later date if they have a doctor's note confirming the reason for their absence. All students are expected to be in school and to take their exams on the date they are administered. It will be at the teacher's discretion to allow students with an unexcused absence to make up an exam (Refer to Student Handbook). In the event a student will be absent from school, arrive late to school, or need to be dismissed early from the academic day, parents or guardians should contact the school by 8:00 a.m. We understand that sometimes there are unexpected events, if this happens, contact the school as soon as possible.

Electronic Devices

GAAQ is a BYOD (Bring Your Own Device) School. Students are required to bring a tablet or laptop to school. Failure to do so will impact a student's performance in class and will indicate unpreparedness for class. Students must ensure that their electronic device is charged prior to class.

Cellular Devices

Having a cellular device in School is not permitted at GAAQ. Failure to comply with this may result in confiscation of the device for the remainder of the year. For more information, please refer to the student handbook.

Academic Honesty Statement

All students are expected to act with civility, personal integrity, respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. Academic honesty and integrity include a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include cheating or copying, plagiarism, submitting another person's work as one's own, using Internet sources without citation, taking or having another student take your exam, tampering with the work of another student, facilitating other students' acts of academic dishonesty, etc. Sanctions for breaches in academic integrity may range, depending on the

severity of the offense from an “F” grade on an assignment or test to an “F” in the course. Severe cases and/or repeat offenses of academic dishonesty may also result in more severe disciplinary sanctions up to and including suspension, expulsion, or discontinuation of enrolment. (Refer to the Student Handbook)

Assessment Practice

At GEMS students are examined on performance in Assessment ***for*** Learning, Assessment ***as*** learning, and assessment ***of*** learning.

Assessment *for* learning refers to the process whereby teachers seek and interpret evidence for use by learners. Teachers decide where the learners are in their learning, where they need to go, and how best to get there. In order to give students the opportunity to reflect on their ability, learners are also given the opportunity to participate in assessment *as* learning. Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors. Finally, assessment *of* learning refers to the decisions that will affect students’ futures.

Retest Policy:

If students retest a summative assessment the maximum score they can receive is 60% in High School and 70% in Middle School. It is teacher and departmental discretion on how many are administered in a semester.

Advanced Placement Courses:

Advanced placement (AP) courses are designed to be roughly equivalent to undergraduate college courses, and are known for their rigor. Intrinsic motivation is key to having success in the course, and your child should be prepared to invest more time and effort in this course than what is expected for typical high school courses. Additionally, because AP courses are geared towards more mature academic audiences, there will be times when the subject matter and course materials include topics and themes that are sensitive and/or controversial. Students in AP courses are expected to deal with these topics and resources in a professional and academic manner.

Students who take Advanced Placement courses are expected to take the AP exam provided by Collegeboard at the end of the academic year. Students who do not take the exam will have to take a 20% final in Semester 2 that will be at an AP level in similar length and rigor of the AP exam provided by Collegeboard.

Grading Policy:

Upper School Grading Scale and Descriptions			
Grade	Percentage	GPA Equivalent	Rating
A	90 - 100	4.0	Excellent
B	80 - 89	3.0	Very Good
C	70 - 79	2.0	Good
D	60 - 69	1.0	Pass
F	0- 59	0.0	Fail

English Language Arts Syllabi 2025-2026

Grade 6 ELA Course Syllabus 2025-2026

Instructor: Ms. Logan	**Classroom location:** S-234
Office hours: Available upon request	**Email Address: Email:** l.croeser_aaq@gemsedu.com (Parents)

Course Description:
English Language Arts (ELA)-Grade 6 focuses on developing critical reading and writing skills. This course is designed to give students strategies to increase their comprehension skills across literature and informational text. Students will also develop their research and writing abilities in order to create narrative, expository, and argumentative pieces. The ultimate goals of ELA at the Grade 6 level are to promote continued proficiency in the communication skills of students and develop lifelong readers and writers.

Course Objectives:

Testing Our Limits
- Understand how change influences different narratives & experiences
- Building speaking, listening and collaboration skills
- Evaluate details to determine the key idea of texts
- Understanding genre in different narrative fiction
- Understanding and applying grammar and punctuation

You & Me
- Develop text analysis
- Understanding relationships between characters
- Collaborate and communicate effectively
- Write informative essays
- Understanding and applying grammar and punctuation

In the Dark
- Analyze informational texts
- Practice argumentative writing
- Support a claim with reasons and evidence
- Engage effectively in a variety of collaborative discussions

Personal Best

- Analyze and understand the relationships among setting, characterization, conflict, and plot
- Research a person doing their personal best
- Analysing perspective

Making Your Mark

- Understanding and analysing character development, agency and legacy
- Learners apply literary analysis
- Learners analyse a drama and poetry
- Remembering and understanding informational texts
- Creating a narrative text based on content covered in unit

True to Yourself

- Understanding and analysing ideas around integrity
- Thinking and reading critically
- Learners analyse poetry, fiction and informational texts
- Comparing and contrasting different texts

The study and implementation of grammar & punctuation will be done throughout each unit.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Testing Our Limits • Short Stories & Reading skills • Speaking Skills & Grammar	5 - 6 weeks	1
Unit 2: You and Me • Novel Study • Informative Writing & Grammar	5 - 6 weeks	1
Unit 3: In the Dark • Argumentative Writing • Responding to literature with support and reasoning	5 - 6 weeks	1

Unit 4: Personal Best • Research and Debate • Argumentative writing	5 - 6 weeks	2
Unit 5: Making Your Mark • Drama & Poetry • Informational & Narrative Texts	5 - 6 weeks	2
Unit 6: True to Yourself • Poetry & Texts • Comparing & Contrasting Texts	5 - 6 weeks	2

Resources:
Google Classroom
StudySync
Various digital and print texts including the novel, The Circuit

Weighting:

Assignment Types	**Percentage**
Engagement	20
Formative Assessments	15
Final Project	15
Summative: Tests	20
Summative: Writing & Presentation	30

Course Specific Policies/Procedures:

Missing/Late Assignments: Reduction of 10% for every day late. After 5 days, students may only receive up to 50% with no feedback for assignments. After 10 days, students will receive 0%.

Assignments handed in from previous quarters will not be accepted. Teacher discretion is applicable.

Grade 7 ELA Course Syllabus 2025-2026

Instructor: Ms. Sadhbh Langan	**Classroom Location:** S-239
Office Hours: Available Upon Request	**Email:** s.langan_aaq@gemsedu.com

Course Description:

English Language Arts (ELA)-Grade 7 is an integrated program of reading and writing skills, activities, and applications designed to develop clear and effective written and oral communication and a life-long appreciation of literature. Specific goals include helping students 1) improve critical thinking skills; 2) develop a literary background; 3) read challenging literature; 4) develop usage/mechanics, and spelling through the writing process; and 5) develop oral communication skills through individual, small group, and large group learning experiences.

Course Objectives:

English Language Arts-Grade Seven utilizes the Common Core Standards of reading, writing, language, and speaking & listening to help students develop their literacy skills.

Unit 1

- **Analyze Texts:** Understand the unique features and structures of different genres to analyze texts effectively.
- **Examine Plots:** Break down the elements of a story's plot in narrative writing.
- **Improve Writing:** Use various techniques to write clear and effective sentences.
- **Revise and Edit:** Revise and edit work to improve it before finalizing.

Unit 2

- **Text Analysis:** Develop ability to analyze various types of texts.
- **Reading Skills:** Enhance reading fluency and comprehension.
- **Communication:** Develop skills for speaking effectively in front of an audience.

Unit 3

- **Media Awareness:** Understand how media and advertising impact our daily lives.
- **Text Features:** Identify and analyze the key features of informational texts.
- **Write Effectively:** Write clear and persuasive informational and argumentative texts.
- **Team Discussions:** Participate in meaningful group discussions.
- **Constructive Feedback:** Learn to give and receive constructive feedback.

Unit 4

- **Text Analysis:** Use evidence from a text to make analyses and inferences.
- **Literary Essay:** Write a detailed essay analyzing a literary work.
- **Evaluate Information:** Evaluate, analyze, and combine information from different texts.
- **Research Project:** Create and present a research project on a person's life.

Unit 5

- **Folktales and Myths:** Understand how folktales and media impact our daily lives.
- **Text Features:** Identify and analyze the key features of informational texts.
- **Write Effectively:** Write clear and persuasive informational, narrative and argumentative texts.
- **Team Discussions:** Participate in meaningful group discussions.
- **Constructive Feedback:** Learn to give and receive constructive feedback.

Unit 6

- **Text Analysis:** Use evidence from a text to make analyses and inferences.
- **Literary Essay:** Write a detailed essay analyzing a literary work.
- **Evaluate Information:** Evaluate, analyze, and combine information from different texts.
- **Research Project:** Create and present a research project. Details to follow.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: **Conflicts and Classes** When do differences become conflicts	5-6 weeks	Semester 1
Unit 2: **Highs and Lows** What do we learn from love and loss?	4-5 weeks	Semester 1

Unit 3: **Chasing the Impossible** What makes a dream worth pursuing? • Informational Writing • Argumentative Writing	4-5 weeks	Semester 1
Unit 4: **Moment of Truth** • Literary Analysis	5 - 6 weeks	Semester 2
Unit 5: **Test of Time** Why do we still read myths and folktales	5-6 weeks	Semester 2
Unit 6: **The Power of One** How do we stand out from the crowd?	4-5 weeks	Semester 2

Resources:

School Resources Provided:

- Studysync Student Access
- Google Classroom
- Printed tasks and texts, including the novel, The Jungle Book

Weighting:

Engagement: 20% (Homework, Class Engagement, Participation, Behaviour)
Formative: 15% (Classwork, Quizzes)
Summative: Projects & Essays 30% (Unit Projects, Essays or Writing Tasks)
Summative: Tests 20% (End of the Unit tests)
Semester Final: 15% (Project or Semester Exam)

Course Policies: Missing/Late Assignments: Reduction of 10% for every day late and after 5 days students can only receive 50% with no feedback for assignments. Assignments handed in from previous quarters will not be accepted. Teacher discretion is applicable.

Grade 8 ELA Course Syllabus 2025-2026

Instructor: Ms. Maya Mistry	**Classroom location:** S-238
Office hours: Available upon request	**Email Address**: m.mistry_aaq@gemsedu.com

Course Description:
Eighth Grade ELA is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature, poetry, prose, and short stories. Students will also develop their writing skills and language usage.

Course Objectives:

English Language Arts Grade Eight utilizes the Common Core Standards of reading, writing, language, and speaking & listening to help students develop their literacy skills.

Reading:
- Literature: https://www.thecorestandards.org/ELA-Literacy/RL/8/
- Informational: https://www.thecorestandards.org/ELA-Literacy/RI/8/

Writing: https://www.thecorestandards.org/ELA-Literacy/W/8/
Language: https://www.thecorestandards.org/ELA-Literacy/L/8/
Speaking & Listening: https://www.thecorestandards.org/ELA-Literacy/SL/8/

Major objectives:
- Use word recognition and vocabulary skills to communicate.
- Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.
- Express, communicate, evaluate, or exchange ideas effectively.
- Cite and reference all essays using MLA format.

- Act tenaciously both in class and whilst completing homework and reading exercises.
- Read independently outside of the classroom.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Everyone Loves a Mystery	5-6 weeks	Semester 1
Unit 2: Past and Present	5-6 weeks	Semester 1
Unit 3: No Risk, No Reward	5-6 weeks	Semester 1
Unit 4: Hear Me Out	5-6 weeks	Semester 2
Unit 5: Trying Times	5-6 weeks	Semester 2
Unit 6: Beyond Reality	4-6 weeks	Semester 2

Resources:
StudySync online textbook, the novel, War of the Worlds, and other reading resources

Weighting:

Engagement: 20% (Homework, Class Engagement, Participation, Behaviour)
Formative: 15% (Classwork, Quizzes)
Summative: Projects & Essays 30% (Unit Projects, Essays or Writing Tasks)
Summative: Tests 20% (End of the Unit tests)
Semester Final: 15% (Project or Semester Exam)

Course Policies: Missing/Late Assignments: Reduction of 10% for every day late, and after 5 days, students can only receive 50% with no feedback for assignments. Assignments handed in from previous quarters will not be accepted. Teacher discretion is applicable.

Testing & Missed Assignments: All retakes for missed assessments and assignments must be marked absent excused with a medical note provided to attendance_aaq@gemsedu.com within 5 days of absence. Any absences marked absent unexcused will result in a zero.

Grade 9 ELA Course Syllabus 2025-2026

Instructor: Edson Okumu	**Classroom location:** F3-116
Office hours: Available upon request	**Email Address**: e.okumu_aaq@gemsedu.com

Course Description:
English I is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature, poetry, prose, and short stories. Students will also develop their writing skills and language usage.

Course Objectives:
English Language Arts Grade Nine utilizes the Common Core Standards of reading, writing, language, and speaking & listening to help students develop their literacy skills.

Reading:
- Literature: http://www.corestandards.org/ELA-Literacy/RL/9-10/
- Informational: http://www.corestandards.org/ELA-Literacy/RI/9-10/

Writing: http://www.corestandards.org/ELA-Literacy/W/9-10/
Language: http://www.corestandards.org/ELA-Literacy/L/9-10/
Speaking & Listening: http://www.corestandards.org/ELA-Literacy/SL/9-10/

Major objectives:
- Use word recognition and vocabulary skills to communicate.
- Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.
- Express, communicate, evaluate, or exchange ideas effectively.
- Cite and reference all essays using MLA format.
- Act tenaciously both in class and whilst completing homework and reading exercises.
- Read independently outside of the classroom.

Course Overview:

Unit Name	Unit Length	/Semester
Unit 1: Divided We Fall	5-6 weeks	Semester 1

Unit 2: The Call to Adventure	5-6 weeks	Semester 1
Unit 3: Declaring Your Genius	5-6 weeks	Semester 1
Unit 4: The Art of Disguise	5-6 weeks	Semester 2
Unit 5:The Lessons of Love	5-6 weeks	Semester 2
Unit 6: Human Potential	5-6 weeks	Semester 2

Resources:
StudySync Online Student Access; the novels, Great Expectations and Lord of the Flies, short stories, and essays.

Weighting:

Engagement: 15% (homework, participation)
Formative: 15% (skills in class, quizzes)
Summative Tests: 20%
Summative Writing & Presentation: 30% (essays, narrative, presentations)
Semester Exams: 20%

Course-specific policies:

Missing/Late Assignments: Reduction of 10% for every day late, after 5 days students can only receive 50% with no feedback for assignments and after 10 days 0%. Assignments handed in on a Sunday after the weekend will be considered 1 day late. Assignments handed in from previous quarters will not be accepted. Teacher discretion is applicable.

Testing & Missed Assignments: All retakes for missed assessments and assignments must be marked as absent excused by submitting a medical certificate to attendance_aaq@gemsedu.com within a week of absence.

Grade 10 ELA Course Syllabus 2025-2026

Instructor: Giorgina R. Lozano	**Classroom location:** F3-106
Office hours: Available upon request	**Email Address**: g.romerolozano_aaq@gemsedu.com

Course Description:
Grade 10 ELA is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature, poetry, prose, and short stories. As well as their analytical skills. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in the use of language. Students will also in particular develop their writing skills and language usage.

Course Objectives:
English Language Arts Grade Ten utilizes the Common Core Standards of reading, writing, language, and speaking & listening to help students develop their literacy skills.
Reading:

- Literature: http://www.corestandards.org/ELA-Literacy/RL/9-10/
- Informational: http://www.corestandards.org/ELA-Literacy/RI/9-10/
- Writing: http://www.corestandards.org/ELA-Literacy/W/9-10/
- Language: http://www.corestandards.org/ELA-Literacy/L/9-10/
- Speaking & Listening: http://www.corestandards.org/ELA-Literacy/SL/9-10/

Major objectives:

- Use word recognition and vocabulary skills to communicate.
- Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.
- Express, communicate, evaluate, or exchange ideas effectively.
- Cite and reference all essays using MLA format.

- Act tenaciously both in class and whilst completing homework and reading exercises.
- Read independently outside of the classroom.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: The Power of Communication & Text Study: A Doll's House (ongoing)	5-6 weeks	Semester 1
Unit 2: Moving Forward	5-6 weeks	Semester 1
Unit 3: The Persistence of Memories	5-6 weeks	Semester 1
Unit 4: The Ties That Bind & Text Study: Things Fall Apart	5-6 weeks	Semester 2
Unit 5: Chopped, Stirred and Blended	5-6 weeks	Semester 2
Unit 6: Origin Stories	5-6 weeks	Semester 2

Resources:

StudySync online, the novels, A Doll's House and Things Fall Apart, and other short works

Weighting:

Engagement: 15% (participation, homework, in-class activities)
Formatives: 15% (classwork, drafts, formative tasks/tests)
Summatives – Writing & Presentations: 30% (essays, speeches, seminars, performances, multimedia projects)
Summatives – Tests: 20% (unit tests, novel/play tests, reading comprehension, analysis responses)

Final Exams: 20% (semester exam)

Course-specific policies: Students must have a notebook in class. They must demonstrate responsibility and independence when it comes to keeping up with the reading materials.

Missing/Late Assignments: Reduction of 10% for every day late, after 5 days students can only receive 50% with no feedback for assignments, and after 10 days 0%. Assignments handed in on a Sunday after the weekend will be considered 1 day late. Assignments handed in from previous quarters will not be accepted. Teacher discretion is applicable.

Testing & Missed Assignments: All retakes for missed assessments and assignments must be marked as absent excused by submitting a medical certificate to attendance_aaq@gemsedu.com within 5 days of absence.

Grade 11 ELA Course Syllabus 2025-2026

Instructor: Ms. Chrysten Perucatti	**Classroom location:** F3-117
Office hours: Available upon request	**Email Address**: Chrysten Perucatti chrysten@gemsaaq.org

Course Description:
Grade 11 English Language Arts is designed to deepen students' ability to read, write, speak, and think critically across a variety of genres and media. Students will engage with American and world literature, nonfiction texts, drama, poetry, and modern novels, developing skills in close reading, analysis, and composition. Emphasis will be placed on connecting themes across time, understanding rhetorical strategies, and producing polished written and oral work. Students will also refine research and citation skills using MLA format.

Course Objectives:

- Grade 11 ELA aligns with the Common Core State Standards in the areas of Reading, Writing, Language, and Speaking & Listening to help students develop their literacy skills:
- Reading Literature: http://www.thecorestandards.org/ELA-Literacy/RL/11-12/
- Reading Informational Text: http://www.thecorestandards.org/ELA-Literacy/RI/11-12/
- Writing: http://www.thecorestandards.org/ELA-Literacy/W/11-12/
- Language: http://www.thecorestandards.org/ELA-Literacy/L/11-12/
- Speaking and Listening: http://www.thecorestandards.org/ELA-Literacy/SL/11-12/

Major Objectives:

- Use advanced vocabulary and language skills to communicate effectively in speech and writing.
- Apply critical reading and analytical strategies to a wide variety of literary and informational texts.
- Write and present arguments, analyses, and creative work with clarity and purpose.
- Cite and reference all essays and projects accurately using MLA formatting.

- Demonstrate independence, perseverance, and responsibility in reading, writing, and collaborative tasks.

Course Overview:

Unit Name	Unit Length	Quarter/ Semester	Major Texts/Focus
Unit 1: Breaking Away	5-6 weeks	Q1/S1	StudySync selections (conformity vs. independence, individualism)
Unit 2: The Highway	5-6 weeks	Q1/S1	StudySync selections (journeys, exploration, discovery)
Novel Study: The Namesake (Jhumpa Lahiri)	Ongoing (Thursdays)	Q1–Q2/S1	Identity, assimilation, culture, family
Unit 3: The Here and Now	5-6 weeks	Q3/S2	StudySync selections (contemporary society, justice, identity)
Unit 4: Living the Dream	5-6 weeks	Q3/S2	StudySync selections (dreams, ambition, success)
Play Study: A Midsummer Night's Dream (Shakespeare)	Ongoing (Thursdays)	Q3–Q4/S2	Comedy, love, conflict, illusion vs. reality
Unit 5: The Wars We Wage	5-6 weeks	Q4/S2	StudySync selections (conflict, society, human struggles)
Unit 6: With Malice Toward None	5-6 weeks	Q4/S2	StudySync selections (reconciliation, forgiveness, moral leadership)

Resources:

Core Resource: McGraw Hill StudySync (Grade 11)
Extended Texts: The Namesake by Jhumpa Lahiri; A Midsummer Night's Dream by William Shakespeare

Supplemental: Selected poems, essays, speeches, and nonfiction readings provided in class

Weighting:

Engagement: 15% (participation, homework, in-class activities)
Formatives: 15% (classwork, drafts, skill practice, small projects)
Summatives – Writing & Presentations: 30% (essays, speeches, seminars, performances, multimedia projects)
Summatives – Tests: 20% (unit tests, novel/play tests, reading comprehension, analysis responses)
Final Exams: 20% (comprehensive semester exam)

Course Specific Policies/Procedures:

Missing/Late Assignments: Reduction of 10% for every day late. After 5 days, students may receive up to 50% (no feedback). After 10 days, assignments receive 0%. Work from previous quarters will not be accepted. Teacher discretion may apply in extenuating circumstances.
Academic Integrity: All work must be original. Plagiarism or unauthorized collaboration will result in disciplinary action per school policy.
Classroom Conduct: Respectful engagement, active participation, and preparedness are expected daily.

Grade 12 ELA Course Syllabus 2025-2026

Instructor: Samantha Holmberg	**Classroom location:** F3-118
Office hours: Available upon request	**Email Address**: s.holmberg_aaq@gemsedu.com

Course Description:
Twelfth Grade ELA (English IV) is designed to involve the student in applying reading, writing, listening, speaking, and language skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature, poetry, and prose, while adding analysis through critical lenses. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in language expression. Students will also develop their grammar and language skills.

Course Objectives:

- Evaluate the effectiveness of an author's organizational and stylistic choices in texts across genres
- Strategically use text evidence to support commentary and critiques of an author's work
- Compose texts that use a logical structure, precise language, and effective genre characteristics
- Use critical theories to analyze ideas in other texts and society at large
- Apply critical perspectives to drama, nonfiction, and multimodal texts
- Develop and support inferences and analyses by synthesizing information from a variety of informational texts
- Critique and evaluate how authors present information and organize ideas based on purpose

Course Overview:

Unit Name	Length	Semester

Unit 1: What's Next? with the novel, Heart of Darkness Essential Question: How can we transform the future? Genre Focus: Informational Text and Fiction, Intersectionality	5–6 weeks	1
Unit 2: Uncovering Truth with the play, Othello Essential Question: How do challenges cause us to reveal our true selves? Literary Focus: The Medieval Period and/or the English Renaissance	5–6 weeks	1
Unit 3: Against the Wind Essential Question: How do leaders fight for their ideas? Genre Focus: Argumentative	5–6 weeks	1
Unit 4: Sculpting Reality Essential Question: How do writers tell cultural, personal, and historical stories? Literary Focus: Romanticism	5–6 weeks	2
Unit 5: Fractured Selves with the novel, Of Mice and Men Essential Question: What causes individuals to feel alienated? Literary Focus: The Enlightenment and/or Modernism	5–6 weeks	2
Unit 6: Times of Transition Essential Question: How are we shaped by change? Literary Focus: Postmodernism and/or Postcolonialism	5–6 weeks	2

Weighting:

Engagement: 15% (habits, behaviors, effort, work completion)
Formatives: 15% (classwork, homework, quizzes)
Summatives: Writing & Presentation 30% (essays, narratives, projects, presentations)
Summatives: Tests 20%

Semester Exams: 20%

Course-Specific Policies/Procedures:

Missing/Late Assignments: Reduction of 10% for every day late, after 5 days students can only receive 50% with no feedback for assignments and after 10 days 0%. Assignments handed in on a Sunday after the weekend will be considered 1 day late.

Testing & Missed Assignments: All retakes for missed assessments and assignments are only eligible by being marked as absent excused by submitting a medical certificate to attendance_aaq@gemsedu.com within 5 days of absence. Students are responsible for making up classwork missed due to absence.

AP English Language and Composition Course Syllabus 2025-2026

Instructor: Ms. Chrysten Perucatti	**Classroom location:** F3-117
Office hours: Available upon request	**Email Address**: c.perucatti_aaq@gemsedu.com

Course Description:
AP English Language and Composition is a university-level course with a rigorous curriculum that is meant to prepare students for higher academic achievement. The content will focus on strengthening the effectiveness of students' writing through close reading and frequent practice at applying rhetorical strategies, analyzing information from source texts, and writing arguments. Students will aim to become a critical reader of predominantly nonfiction works, including expository, argumentative, analytical, and personal texts from various authors and time periods.

Course Objectives:
AP English Language and Composition uses the curriculum set by College Board to ensure students are prepared for the final exam in May. While this exam does not count toward students' grades in this class, a passing score will allow students the opportunity to receive university credit. More information about the course and exam description can be found through the following link:
https://apcentral.collegeboard.org/courses/ap-english-language-and-composition

Major objectives:

- Explain how writers' choices reflect the components of the rhetorical situation.
- Make strategic choices in a text to address a rhetorical situation.
- Identify and describe the claims and evidence of an argument.
- Analyze and select evidence to develop and refine a claim.
- Describe the reasoning, organization, and development of an argument.
- Use organization and commentary to illuminate the line of reasoning in an argument.
- Explain how writers' stylistic choices contribute to the purpose of an argument.
- Select words and use elements of composition to advance an argument.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Rhetorical Analysis	3-4 weeks	1
Unit 2: Argumentative Analysis	3-4 weeks	1
Unit 3: Rhetoric and Storytelling	3-4 weeks	1
Unit 4: Analysis	3-4 weeks	1
Unit 5: Research, Claims, and Citing Sources	3-4 weeks	1
Unit 6: Claims and Evidence, Style	3-4 weeks	2
Unit 7: Diction, Style, Mechanics, and Structure	3-4 weeks	2
Unit 8: Rhetoric	3-4 weeks	2
Unit 9: Qualifiers, Modifiers, and Counterarguments	3-4 weeks	2

Weighting:

Category	**Weight**
Classwork	**15%** (skill assessments, non-MCQ quizzes, AP progress checks)
Engagement	**15%** (behavior, habits, completion)
Reading	**20%** (MCQs, assigned reading, comprehension checks)
Semester Exam	**10%** (full practice exams)
FRQs	**40%**

Course Specific Policies/Procedures:

Missing/Late Assignments: Reduction of 10% for every day late. After 5 days, students may only receive up to 50% with no feedback for assignments. After 10 days, students will receive 0%. Assignments handed in from previous quarters will not be accepted. Teacher discretion is applicable.

AP English Literature and Composition Course Syllabus 2025-2026

Instructor: Samantha Holmberg	**Classroom location:** F3-118
Office hours: Available upon request	**Email Address**: s.holmberg_aaq@gemsedu.com

Course Description:
AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include explanatory, analytical, and argumentative essays that require students to analyze and interpret literary works.

Course Objectives:
The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. AP English Language and Composition uses the curriculum set by College Board to ensure students are prepared for the final exam in May. While this exam does not count toward students' grades in this class, a passing score will allow students the opportunity to receive university credit. More information about the course and exam description can be found through the following link: AP English Literature

Major objectives:

- Explain the function of character.
- Explain the function of setting.
- Explain the function of plot and structure.
- Explain the function of the narrator or speaker.
- Explain the function of word choice, imagery, and symbols.

- Explain the function of comparison.
- Develop textually substantiated arguments about interpretations of part or all of a text.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Short Fiction I	3-4 weeks	1
Unit 2: Poetry I	3-4 weeks	1
Unit 3: Longer Fiction or Drama I	5-6 weeks	1
Unit 4: Short Fiction II	3-4 weeks	1
Unit 5: Poetry II	3 weeks	1
Unit 6: Longer Fiction or Drama II	4-5 weeks	2
Unit 7: Short Fiction III	3-4 weeks	2
Unit 8: Poetry III	3-4 weeks	2
Unit 9: Longer Fiction or Drama III	4-5 weeks	2

Weighting:

Classwork	**15%** (skill assessments, non-MCQ quizzes, AP progress checks)
Engagement	**15%** (behavior, habits, completion)
Reading	**20%** (MCQs, assigned reading, comprehension checks)
Semester Exam	**10%** (full practice exams)
FRQs	**40%**

Course-Specific Policies/Procedures:

Missing/Late Assignments: Reduction of 10% for every day late, after 5 days students can only receive 50% with no feedback for assignments and after 10 days 0%. Assignments handed in on a Sunday after the weekend will be considered 1 day late.

Testing & Missed Assignments: All retakes for missed assessments and assignments are only eligible by being marked as absent excused by submitting a medical certificate to attendance_aaq@gemsedu.com within 5 days of absence. Students are responsible for making up classwork missed due to absence.

Mathematics Syllabi 2025-2026

Grade 6 Mathematics Course Syllabus 2025-2026

Instructor: Amanda Small	**Classroom location:** S-237
Office hours: Available upon request	**Email Address**: a.small_aaq@gemsedu.com

Course Description:
In Grade 6 Math instructional time will focus on six critical areas: (1) develop mathematical thinking by applying math to real life, making sense of problems, explaining reasoning, using tools, identifying patterns, and collaborating effectively; (2) build understanding of ratios, rates, percents, and unit conversions through multiple representations, comparisons, and problem-solving; (3) deepen number sense by working with fractions, decimals, factors, multiples, integers, rational numbers, coordinates, inequalities, and absolute value; (4) practice writing, evaluating, and transforming numerical and algebraic expressions, while solving equations, inequalities, and representing variable relationships; (5) explore properties of shapes by calculating area, surface area, and volume, drawing figures in the coordinate plane, and modeling three-dimensional solids with nets; (6) analyze data by formulating statistical questions, describing distributions, calculating measures of center and variation, and representing data with plots and summaries

Course Objectives:
Ratios and Proportional Relationships

- Understand ratios and rates, and use them to solve problems.
- Compare ratios and find equivalence using multiple representations.
- Solve percent problems and use ratio reasoning for unit conversions

The Number System

- Divide fractions by fractions and perform operations with decimals.
- Use the standard algorithm to divide multi-digit numbers.
- Understand integers and rational numbers on the number line and coordinate plane.
- Order rational numbers, use absolute value, and connect inequalities to positions on the number line

Expressions and Equations

- Write and evaluate numerical and algebraic expressions, including with exponents.
- Apply order of operations and generate equivalent expressions.
- Write and solve equations and inequalities, and represent solutions on number lines.
- Model relationships between variables using tables, graphs, and equations

Geometry

- Calculate area of triangles, quadrilaterals, and polygons.
- Find volume of rectangular prisms (including fractional edges).
- Determine surface area of solids and represent 3D figures with nets.
- Draw polygons and measure lengths in the coordinate plane

Statistics

- Define and interpret statistical questions.
- Describe distributions using measures of center and variation.
- Represent data using dot plots, histograms, and box plots.
- Summarize numerical data sets effectively

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Math is… + Key Mathematical Concepts	**~4 weeks**	**S1**
Unit 2: World Around Us Through Statistics	**~6 weeks**	**S1**
Unit 3: Ratios and Rates	**~5 weeks**	**S1**
Unit 4: Understand and Use Percentages	**~ 3 weeks**	**S1**
Unit 5: Solve Area, Surface Area and Volume	**~5 weeks**	**S2**
Unit 6: Numerical and Algebraic Expressions	**~5 weeks**	**S2**
Unit 7: Integers, Rational Numbers, Coordinate Plane	**~4 weeks**	**S2**
Unit 8: Equations and Inequalities	**~3 weeks**	**If time allows**
Unit 9: Relationships Between Two Variables	**~2 weeks**	**If time allows**

Resources:
School Resources Provided: Reveal Math

Weighting:

Learning activities - 40%	Tests - 20%
Quizzes - 15%	Bell work - 15%
Projects - 10%	

Course Specific Policies/Procedures:

- Students should be prepared to check and use Google Classroom, Khan Academy, Edpuzzle and Reveal Math digital book daily for asynchronous work.

Textbooks/Websites used:
- Reveal Math
- Khan academy
- Math Antics
- EdPuzzle
- Google Classroom

Required Student Resources
- A computer or tablet capable of using Google services, ALMA, Edpuzzle and Khan Academy.

Grade 7 Mathematics Course Syllabus 2025-2026

Instructor: Kayleigh Fouche	**Classroom location:** S-232
Office hours: Available upon request	**Email Address**: k.fouche_aaq@gemsedu.com

Course Description:
In Grade 7 Mathematics, students strengthen their problem-solving skills, reasoning, and collaboration while applying math to real-world contexts. The course focuses on five key areas: **Ratios and Proportional Relationships**, **The Number System**, **Expressions and Equations**, **Geometry**, and **Statistics and Probability**. Students develop fluency with rational numbers, algebraic reasoning, measurement of 2D and 3D figures, and probability models, preparing them to use mathematics with confidence and precision..

Course Objective:
Habits of Mind
- Apply mathematics to real-world contexts
- Explain reasoning, identify patterns, and work collaboratively
- Develop problem-solving strategies and use precision

Ratios & Proportional Relationships
- Unit rates, ratios, and proportional reasoning
- Multi-step problems with ratios and percentages

Number System
- Operations with integers and rational numbers
- Conversions between fractions, decimals, and rational numbers

Expressions & Equations
- Linear expressions, equations, and inequalities
- Represent and solve problems algebraically

Geometry
- Scale drawings, polygons, circles, and cross sections

- Area, surface area, and volume of 2D & 3D figures

Statistics & Probability

- Sampling, populations, and variability
- Probability models, simple and compound event

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Math is….	**1 week**	**S1**
Unit 2: Solve Problems Involving Geometry	**6 weeks**	**S1**
Unit 3: Proportional Relationships	**5 weeks**	**S1**
Unit 4: Solve Problems Involving Percentages	**4 weeks**	**S1**
Unit 5: Sampling and Statistics	**4 weeks**	**S2**
Unit 6: Solve Problems Involving Operations with Integers and Rational Numbers	**5 weeks**	**S2**
Unit 7: Work with Linear Expressions	**4 weeks**	**S2**
Unit 8: Solve Problems Involving Using Equations and Inequalities	**5 weeks**	**S2**
Unit 9: Probability	**4 weeks**	**S2**
Unit 10: Math is…	**3 weeks**	**S2 - If time allows**

Resources:

School Resources Provided: McGraw Hill: Reveal Math, Khan Academy, Google Classroom, Math note book and worksheets.

Weighting:

Learning activities - 40%	Tests - 20%

Quizzes - 15%	Bell work - 15%
Projects - 10%	

Course Specific Policies/Procedures:

- Students should be prepared to check and use Google Classroom, Khan Academy, Edpuzzle and Reveal Math digital book daily for asynchronous work.

Textbooks/Websites used:

- McGraw Hill: Reveal Math
- Khan Academy
- Edpuzzle

Required Student Resources

- A computer or tablet capable of using google services, ALMA, Reveal Math and Khan Academy etc.
- Students should have access to a calculator and math set.
- Students should bring a notebook for math with them every day.
- Students should have a designated math folder.

Grade 8 Pre-Algebra Course Syllabus 2025-2026

Instructor(s): Mr. Adolph Gayle	**Classroom location(s) :** S-221
Office hours: Available upon request	**Email Address**: a.gayle_aaq@gemsedu.com

Course Description:

In Grade 8 Pre-Algebra instructional time will focus on six critical areas: (1) mathematical practices; (2) number and operations; (3) expressions, equations, and relationships; (4) functions; (5) geometry; and (6) statistics and probability.

Course Objectives:

- Mathematical Practices
- Model mathematics to solve problems
- Justify solutions and their reasonableness
- Communicate mathematical ideas
- Use appropriate tools
- Analyze relationships through structure and repeated reasoning
- Recognize mathematics in the real world.
- Describe their strengths as doers of math.
- Recognize patterns and relationships

Numerical Relationships

- Extend knowledge of numbers by investigating patterns
- Study operations with fractions
- Know and apply properties of exponents
- Understand powers and roots
- Decipher between rational and irrational numbers
- Know and apply properties of exponent

Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.

- Represent and analyze quantitative relationships between dependent and independent variables

Geometry

- Continue your study of angles and triangles
- Explore Pythagorean Theorem
- Investigate two- and three-dimensional figures
- Introduction to Transformations

Functions

- Evaluate functions
- Represent functions graphically, algebraically, and verbally
- Compare and contrast linear and nonlinear patterns
- Write expressions to represent patterns.

Probability and Statistics

- Investigate relationship between two variables
- Practice displaying, summarizing, and analyzing bivariate data
- Investigate strength, form, and direction of association between two variables
- Develop graphical representation to assist in comparing data

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Math is …	~ 2 weeks	S1
Unit 2: Congruence and Similarity	~ 4 weeks	S1
Unit 3: Linear Relationships and Equations	~ 4 weeks	S1
Unit 4: Understand and Analyze Functions	~ 4 weeks	S1
Unit 5: Patterns of Association	~ 3 weeks	S1
Unit 6: Angles, Triangles, and the Pythagorean Theorem	~ 4 weeks	S2
Unit 7: Volume	~ 3 weeks	S2

Unit 8: Systems of Linear Equations	~ 3 weeks	S2
Unit 9: Irrational Numbers, Exponents, and Scientific Notation	~ 4 weeks	S2
Unit 10: Math is …	~ 3 weeks	If time allows

School Resources Provided: Springboard Student Access

Weighting:

Bell work - 15%	Learning Activities - 40%	Tests - 20%
Projects - 10%	Quizzes - 15%	

Course Specific Policies/Procedures: Students should be prepared to check and use Google Classroom, Khan Academy, and RevealMath for asynchronous work.

Textbooks/Websites used:

- Reveal Math
- Khan Academy
- Math Antics

Required Student Resources

- A computer or tablet capable of using google services, ALMA and Khan Academy
- Students should have access to a calculator.
- Students should bring a notebook for math with them everyday
- Students should have a designated math folder

Algebra 1 Course Syllabus 2025-2026

Instructors: Mrs. Tanita Slabbert	**Classroom location:** F3-115
Office hours: Available upon request	**Email Address:** t.slabbert_aaq@gemsedu.com

Course Description:

The main purpose of Algebra 1 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 for 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.

Course Objectives:

Module 1: Expressions

- Students write and evaluate numerical and algebraic expressions.
- Students simplify expressions using the Distributive Property.
- Students evaluate absolute value expressions.

Module 2: Equations in one Variable

- Students solve linear equations in one variable.
- Students solve proportions.
- Students use formulas to solve real-world problems.

Module 3: Relations and Functions

- Students represent relations, and determine whether a relation is a function.
- Students use function notation, and find function values.
- Students graph linear and nonlinear functions, and identify their attributes.

Module 4: Linear and Nonlinear Functions

- Students graph linear, piecewise-defined, step, and absolute value functions.

- Students find and interpret the rate of change and slope of lines.
- Students identify the effects of transformations on the graphs of linear and absolute value functions.

Module 5: Creating Linear Equations

- Students create linear equations in slope-intercept, point-slope, and standard forms.
- Students use scatter plots to make and evaluate predictions, and use best-fit lines and correlation coefficients to determine how well linear functions fit sets of data.
- Students determine whether a situation illustrates correlation or causation.
- Students find inverses of functions.

Module 6: Linear Inequalities

- Students write and solve linear inequalities.
- Students graph linear inequalities in two variables.
- Students apply linear inequalities in problem-solving situations.

Module 7: Systems of Linear Equations and Inequalities

- Students solve systems of equations using a variety of methods.
- Students solve systems of equations using graphing technology.
- Students graph the solution sets of systems of linear inequalities.

Module 8: Exponents and Roots

- Students apply the properties of exponents to simplify expressions.
- Students simplify radical expressions.
- Students solve exponential equations.

Module 9: Exponential Functions

- Students write and solve exponential functions.
- Students graph and transform exponential functions.
- Students understand geometric sequences.

Module 10: Polynomials

- Students add, subtract, and multiply polynomials.
- Students factor polynomials, including in the case of special products.
- Students understand how polynomials are related to special products.

Module 11: Quadratic Functions

- Students graph quadratic functions and their transformations.
- Students solve quadratic equations using a variety of methods.

- Students solve systems of linear and quadratic equations.

Module 12: Statistics

- Students represent data using numerical statistics and graphical methods.
- Students analyze the shapes of distributions.
- Students summarize and interpret categorical data using frequency tables.

Course Overview:

Unit Name	Unit Length	Semester
Module 1: Expressions	**3 Weeks**	**Semester 1**
Module 2: Equations in One Variable	**3 Weeks**	**Semester 1**
Module 3: Relations and Functions	**3 Weeks**	**Semester 1**
Module 4: Linear and Nonlinear Functions	**3 Weeks**	**Semester 1**
Module 5: Creating Linear Equations	**2 Weeks**	**Semester 1**
Module 6: Linear Inequalities	**2 Weeks**	**Semester 1**
Module 7: Systems of Linear Equations and Inequalities	**2 Weeks**	**Semester 2**
Module 8: Exponents and Roots	**3 Weeks**	**Semester 2**
Module 9: Exponential Functions	**3 Weeks**	**Semester 2**
Module 10: Polynomials	**3 Weeks**	**Semester 2**
Module 11: Quadratic Functions	**3 Weeks**	**Semester 2**
Module 12: Statistics	**1 Weeks**	**Semester 2**

Resources:

School Resources Provided: McGraw-Hill Access, Scientific Calculator to be used only in the classroom. A lined notebook will be provided.

Grading:

Each Semester Weightings	
Final Exam - 20%	Tests - 20%
Quizzes - 15%	Learning Activities - 20%
Projects - 10%	Bellwork - 15%

Course Specific Policies/Procedures: Students should be prepared to check and use Google Classroom, Khan Academy, and McGraw-Hill Digital on a daily basis for asynchronous work.

Geometry Course Syllabus 2025-2026

Instructor: Ahmed Ali	**Classroom location:** F3-114
Office hours: Available upon request	**Email Address**: a.ali_aaq@gemsedu.com

Course Description:

Building on their work with algebra, the geometry curriculum begins with students learning formal definitions, axiomatic systems, and logical reasoning to develop proofs and write equations for parallel and perpendicular lines. They then explore transformations on the coordinate plane, congruence, and the properties of triangles and special quadrilaterals. This foundation leads to the study of similarity rules for polygons and right triangles using the Pythagorean Theorem and trigonometric ratios. Students also study circles, including angles, chords, tangents, and coordinate proofs, and apply these concepts to basic constructions. They further investigate two-dimensional and three-dimensional figures, developing formulas for perimeter, area, surface area, and volume, while exploring spherical geometry. The curriculum concludes with an emphasis on probability, where students use Venn and tree diagrams to model and analyze different probabilistic scenarios.

Course Objectives:

Foundations for Geometry.

- Geometrical reasoning.
- Understanding postulates and their logical implications.
- Measuring and calculating angles about a point and in polygons.

Algebraic reasoning.

- Using ratios and relationships to calculate lengths and angles about two dimensional shapes.
- Developing formulas for circles and polygons.
- Measuring polygons on an axis

Similarity relationships.

- Similarity and congruence.
- Transformations.
- Using proportional relationships between dimensions.

Trigonometry in triangles.

- Transformations of functions.
- Performing transformations on polygons.

Circles.

- Areas of sectors and segments.
- Angles measured in radians.
- Inscribed angles in circles.
- Tangents to circles.
- Equation.

Volume & Surface Area.

- Prisms, Pyramids, cylinders, and spheres.

Probability.

- Sample Spaces.
- Venn Diagrams.
- Probability and Counting.
- Conditional Probability.

Course Overview:

Modules	Module Length	Semester
Module 1: Tools of Geometry	**~ 10 Classes**	**1**
Module 2: Angles and Geometric Figures	**~ 16 Classes**	**1**
Module 3: Logical Arguments and Line Relationships	**~ 19 Classes**	**1**
Module 4: Transformations and Symmetry	**~ 11 Classes**	**1**
Module 5: Triangle and Congruence	**~ 12 Classes**	**1**
Module 6: Relationships in Triangles	**~ 11 Classes**	**1**
Module 7: Quadrilaterals	**~ 10 Classes**	**2**
Module 8: Similarity	**~ 12 Classes**	**2**
Module 9: Right Triangles and Trigonmetry	**~ 13 Classes**	**2**

Module 10: Circles	**~ 12 Classes**	**2**
Module 11: Measurement	**~ 19 Classes**	**2**
Module 12: Probability	**~ 14 Classes**	**2**

Resources: Reveal Math.

Weighting:

Semester Final Exams – 20%	Tests - 20%
Quizzes - 15%	Projects - 10%
Learning activities - 20%	Bellworks - 15%

Course Specific Policies/Procedures: Students should be prepared to check and use Google Classroom, Khan Academy, Edpuzzle and Reveal Math Digital on a daily basis for asynchronous work.

Algebra 2 Course Syllabus 2025-2026

Instructors: Misha Panchoo	**Classroom location:** F3-113
Office hours: Available upon request	**Email Address**:m.panchoo_aaq@gemsedu.com

Course Description:
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, 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.

Course Objectives:

Unit 1: Relations and Functions

- Build linear models and use them to study functions, domain, codomain, and range.
- Use linear models to study symmetry, intercepts, and extrema.
- Write linear equations given varied information and express these equations in different forms.

Unit 2: Linear Equations, Inequalities, and Systems

- Model real-world situations by using one- and two-variable linear equations.
- Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.

Unit 3: Quadratic Functions

- Write the equations of quadratic functions to model situations.
- Graph quadratic functions and other parabolas.
- Interpret key features of the graphs.

- Find solutions of quadratic equations and interpret the meaning of the solutions.
- Extend your knowledge of number systems to complex numbers.

Units 4 & 5: Polynomials, Polynomial Functions, and Polynomial Equations

- Model real world applications and polynomial operations.
- Investigate intercepts, end behavior, and relative extrema.
- Apply the Binomial Theorem to expand binomials
- Introduction of several theorems(Fundamental Theorem of Algebra, Factor Theorem, etc.) that will assist you in factoring, graphing, and understanding polynomial functions.

Units 7 & 8:Exponential and Logarithmic Functions

- Investigate exponential functions and logarithmic functions and equations.
- Applications of exponential and logarithmic functions.

Units 6 & 9: Radical and Rational Functions

- Apply linear concepts to inverse functions, composite functions, piecewise-defined functions, operations on functions, and systems of linear equations and inequalities.
- Extend your study of functions to radical, rational, and inverse functions.
- Graph radical and rational functions using transformations and by analyzing key features of the graph, and examine the domain and range of the functions.
- Solve rational equations and inequalities as well as equations with rational exponents.

Unit 11: Trigonometry

- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric(sine, cosine and tangent) functions.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Relations and Functions	**Approx. 5 Weeks**	**Semester 1**
Unit 2: Linear Equations, Inequalities, and Systems	**Approx. 4 Weeks**	**Semester 1**
Unit 3: Quadratic Functions	**Approx. 6 Weeks**	**Semester 1**
Unit 4: Polynomials and Polynomial Functions	**Approx. 4 Weeks**	**Semester 2**

Unit 5: Polynomial Equations	**Approx. 3 Weeks**	**Semester 2**
Unit 7: Exponential Functions	**Approx. 4 Weeks**	**Semester 2**
Unit 8: Logarithmic Functions	**Approx. 4 Weeks**	**Semester 2**
Units 6 and 9(combined): Radical and Rational Functions	**Approx. 4 Weeks**	**Semester 2**
Unit 11: Trigonometry	**Focus may be on introductory subtopics only**	**If Time Allows**

Resources:
School Resources Provided: McGraw Hill Reveal Math, Scientific Calculator to be used in the classroom. A squared grid notebook will be provided to students.

Weighting:

Final Exam - 20%	Tests - 20%
Quizzes - 15%	Learning Activities - 20%
Projects - 10%	Bellwork - 15%

Course Specific Policies/Procedures: Students should be prepared to check and use online platforms: Google Classroom, Reveal Math, and Khan Academy for asynchronous learning.

Statistics Course Syllabus 2025-2026

Instructor: Nadeem Rajput	**Classroom location:** F3-135
Office hours: Available upon request	**Email Address**: n.anjum_aaq@gemsedu.com

Course Description:

Statistics and probability concepts are prevalent in many aspects of everyday life and are utilized in almost all career fields in various capacities. This course aims to help students become informed, critical users of data and be able to recognize the messages that analysis of data is able to provide.

This course covers standards across four main course objectives, spread out over 9 units. These objectives are: interpreting categorical and quantitative data, making inferences and justifying conclusions, conditional probability and the rules of probability, and using probability to make decisions. Students will also become proficient at using technology as a tool to help analyze data that is both provided and collected on their own.
Prerequisite: Completed 10th Grade
Credit: 1.0

Course Objectives:

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count of measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Making Inferences and and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems.
- Use probability to evaluate outcomes of decisions.

Course Overview:

Chapter Name	Length	Quarter/Semester
Chapter 1: Analyzing One-Variable Data	**~3-4 Weeks**	**Quarter 1**
Chapter 2: Modeling One-Variable Data	**~3-4 Weeks**	**Quarter 1**
Chapter 3: Analyzing Two-Variable Data	**~3-4 Weeks**	**Quarter 1/2**
Chapter 4: Collecting Data	**~4-5 Weeks**	**Quarter 2**
Chapter 5: Probability	**~3-4 Weeks**	**Quarter 3**
Chapter 6: Random Variables	**~2-3 Weeks**	**Quarter 3**
Chapter 7: Sampling Distributions	**~2-3 Weeks**	**Quarter 3**
Chapter 8: Estimating a Parameter	**~3-4 Weeks**	**Quarter 4**
Chapter 9: Testing a Claim	**~3-4 Weeks**	**Quarter 4/If time allows**
Chapter 10: Comparing Two Populations or Treatments	**~4-5 Weeks**	**If time allows**
Chapter 11: Inference for Distributions and Relationships	**~3-4 Weeks**	**If time allows**

Resources:

School Resources Provided: Scientific/Graphing Calculator to be used in the classroom. A lined notebook will be provided if requested by the student. Statistics and Probability with Applications (High School) 4th Edition textbook for use at home and in the classroom.

Weighting:

Bellwork-15%	Learning Activities-20%
Quizzes - 15%	Tests-20%
Projects-10%	Exam- 20%

Course Specific Policies/Procedures: Students must come to class prepared with a pencil everyday.

AP Pre-Calculus Course Syllabus 2025-2026

Instructor: David Gouge	**Classroom location:** F3-134
Office hours: Available upon request	**Email Address**: d.gouge_aaq@gemsedu.com

Course Description:
AP 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.

Course Objectives

Unit 1: Polynomial and Rational Functions:

- Describe how the input and output values of a function vary together by comparing function values. Construct a graph representing two quantities that vary with respect to each other in a contextual scenario.
- Compare the rates of change at two points using average rates of change near the points. Describe how two quantities vary together at different points and over different intervals of a function.
- Determine the average rates of change for sequences and functions, including linear, quadratic, and other function types. Determine the change in the average rates of change for linear, quadratic, and other function types.

- Identify key characteristics of polynomial functions related to rates of change.
- Identify key characteristics of a polynomial function related to its zeros when suitable factorizations are available or with technology.
- Describe end behaviors of polynomial functions.
- Describe end behaviors of rational functions.
- Determine the zeros of rational functions.
- Determine vertical asymptotes of graphs of rational functions.
- Determine holes in graphs of rational functions.
- Rewrite polynomial and rational expressions in equivalent forms. Determine the quotient of two polynomial functions using long division.
- Construct a function that is an additive and/or multiplicative transformation of another function.
- Identify an appropriate function type to construct a function model for a given scenario.
- Construct a linear, quadratic, cubic, quartic, polynomial of degree n, or related piecewise-defined function model.

Unit 2: Exponential and Logarithmic Functions:

- Express arithmetic sequences found in mathematical and contextual scenarios as functions of the whole numbers.
- Construct functions of the real numbers that are comparable to arithmetic and geometric sequences.
- Identify key characteristics of exponential functions
- Rewrite exponential expressions in equivalent forms.
- Construct a model for situations involving proportional output values over equal-length input-value intervals.
- Construct linear, quadratic, and exponential models based on a data set.
- Evaluate the composition of two or more functions for given values.
- Determine the input-output pairs of the inverse of a function.
- Evaluate logarithmic expressions.
- Construct representations of the inverse of an exponential function with an initial value of 1
- Identify key characteristics of logarithmic functions.
- Rewrite logarithmic expressions in equivalent forms.
- Solve exponential and logarithmic equations and inequalities.
- Construct a logarithmic function model.
- Determine if an exponential model is appropriate by examining a semi-log plot of a data set.

Unit 3: Trigonometric and Polar Functions:

- Construct graphs of periodic relationships based on verbal representations.
- Determine the sine, cosine, and tangent of an angle using the unit circle.
- Determine coordinates of points on a circle centered at the origin.
- Construct representations of the sine and cosine functions using the unit circle.
- Identify key characteristics of the sine and cosine functions
- Identify the amplitude, vertical shift, period, and phase shift of a sinusoidal function.
- Construct sinusoidal function models of periodic phenomena.
- Construct representations of the tangent function using the unit circle.
- Construct analytical and graphical representations of the inverse of the sine, cosine, and tangent functions over a restricted domain.
- Solve equations and inequalities involving trigonometric functions.
- Identify key characteristics of functions that involve quotients of the sine and cosine functions.
- Rewrite trigonometric expressions in equivalent forms with the Pythagorean identity.
- Determine the location of a point in the plane using both rectangular and polar coordinates.
- Construct graphs of polar functions.
- Describe characteristics of the graph of a polar function.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1A: Polynomial and Rational Functions (CED Topics 1.1-1.6)	**~3-4 weeks**	**Q1**
Unit 1B: Polynomial and Rational Functions (CED Topics 1.7-1.14)	**~4-5 weeks**	**Q1**
Unit 2A: Exponential and Logarithmic Functions (CED Topics 2.1-2.8)	**~5-6 weeks**	**Q2**
Unit 2B: Exponential and Logarithmic Functions (CED Topics 2.9-2.15)	**~3-4 weeks**	**Q3**
Unit 3A: Trigonometric and Polar Functions (CED Topics 3.1-3.7)	**~3-4 weeks**	**Q3**
Unit 3B: Trigonometric and Polar Functions (CED Topics 3.8-3.15)	**~4-5 weeks**	**Q4**

Unit 4: Functions Involving Parameters, Vectors, and Matrices	**Post AP Exam**	**Post AP Exam**

Resources:
School Resources Provided: Notes and practice worksheets. Students will be provided a graphing calculator for use in class and on the AP Exam, but should provide their own to use outside of class time.

Weighting:

Semester 1

Bellwork-15%	Learning Activities-20%
Quizzes - 15%	Tests-30%
Projects-10%	Mock Exam- 10%

Semester 2

Bellwork-20%	Learning Activities-20%
Quizzes - 20%	Tests-30%
Projects-10%	Exam-N/A

Course Specific Policies/Procedures:
Students should be prepared with their notes/materials every class period.

Textbooks/Websites used:

- Flippedmath.com
- myap.Collegeboard.org

Required Student Resources

- A computer or tablet capable of using google services and Alma.

AP Calculus AB/BC Course Syllabus 2025-2026

Instructor: David Gouge	**Classroom location:** F3-134
Office hours: Available upon request	**Email Address**: d.gouge_aaq@gemsedu.com

Course Description:
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.

Course Objectives:

Big Idea 1: Limits
Many calculus concepts are developed by first considering a discrete model and then the consequences of a limiting case. Therefore, the idea of limits is essential for discovering and developing important ideas, definitions, formulas, and theorems in calculus. Students must have a solid, intuitive understanding of limits and be able to compute various limits, including one-sided limits, limits at infinity, the limit of a sequence, and infinite limits. They should be able to work with tables and graphs in order to estimate the limit of a function at a point. Students should know the algebraic properties of limits and techniques for finding limits of indeterminate forms, and they should be able to apply limits to understand the behavior of a function near a point. Students must also understand how limits are used to determine continuity, a fundamental property of functions.

Big Idea 2: Derivatives
Using derivatives to describe the rate of change of one variable with respect to another variable allows students to understand change in a variety of contexts.
In AP Calculus, students build the derivative using the concept of limits and use the derivative primarily to compute the instantaneous rate of change of a function. Applications of the derivative include finding the slope of a tangent line to a graph at a point, analyzing the graph of a function (for example, determining whether a function is increasing or decreasing and finding concavity and extreme values), and solving problems involving rectilinear motion. Students should be able to use different definitions of the derivative, estimate derivatives from tables and

graphs, and apply various derivative rules and properties. In addition, students should be able to solve separable differential equations, understand and be able to apply the Mean Value Theorem, and be familiar with a variety of real-world applications, including related rates, optimization, and growth and decay models.

Big Idea 3: Integrals and the Fundamental Theorem of Calculus
Integrals are used in a wide variety of practical and theoretical applications. AP Calculus students should understand the definition of a definite integral involving a Riemann sum, be able to approximate a definite integral using different methods, and be able to compute definite integrals using geometry. They should be familiar with basic techniques of integration and properties of integrals. The interpretation of a definite integral is an important skill, and students should be familiar with area, volume, and motion applications, as well as with the use of the definite integral as an accumulation function. It is critical that students grasp the relationship between integration and differentiation as expressed in the Fundamental Theorem of Calculus — a central idea in AP Calculus. Students should be able to work with and analyze functions defined by an integral.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Limits and Continuity	**~ 23 Classes**	**Quarter 1**
Unit 2: Differentiation: Definition and Basic Derivative Rules	**~ 14 Classes**	**Quarter1**
Unit 3: Differentiation: Composite, Implicit, and Inverse Functions	**~ 11 Classes**	**Quarter 1/2**
Unit 4: Contextual Applications of Differentiation	**~ 11 Classes**	**Quarter 2**
Unit 5: Analytical Application of Differentiation	**~ 16 Classes**	**Quarter 2**
Unit 6: Integration	**~ 20 Classes**	**Quarter 3**
Unit 7: Differential Equations	**~ 9 Classes**	**Quarter 3**
Unit 8: Applications of Integration	**~ 20 Classes**	**Quarter 3/4**
*Unit 9: Parametric Equations, Polar Coordinates, and	**N/A**	**N/A**

Vector-Valued Functions (BC Students Self-Study)		
*Unit 10: Infinite Sequences and Series (BC Students Self-Study)	**N/A**	**N/A**

* BC only

Resources:
School Resources Provided: Textbook Calculus 11th edition - Ron Larson and Bruce Edwards
myap.Collegeboard.com
flippedmath.com
khanacademy.org

Weighting:

Semester 1

Bellwork-15%	Learning Activities-20%
Quizzes - 15%	Tests-30%
Projects-10%	AP Mock Exam-10%

Semester 2

Bellwork-20%	Learning Activities-20%
Quizzes - 20%	Tests-30%
Projects-10%	Exam- N/A

Course Specific Policies/Procedures: Students should be prepared with their notes and materials every class period.

AP Statistics Course Syllabus 2025-2026

Instructor: Nadeem Rajput	**Classroom location:** F3-135
Office hours: Available upon request	**Email Address**: n.anjum_aaq@gemsedu.com

Course Description:

The **AP Statistics** course is a college-level high school course offered by the College Board that introduces students to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. It's designed to be the equivalent of a one-semester, non-calculus-based introductory college statistics course.

Course Objectives

Here are the key objectives for all units in AP Statistics, based on the College Board Course Framework. These are the core skills and concepts students are expected to master in each unit:

Unit 1 : Exploring One-Variable Data

- Classify variables as categorical or quantitative.
- Display data using appropriate graphs (dotplots, stemplots, histograms, boxplots, bar charts).
- Describe the distribution of a variable using shape, center, spread, and outliers (SOCS).
- Calculate and interpret summary statistics (mean, median, range, IQR, standard deviation).
- Compare distributions of a quantitative variable between groups using graphs and statistics.
- Use the five-number summary to describe a distribution and construct boxplots.
- Identify and interpret outliers using the 1.5 × IQR rule.
- Interpret standard deviation as a measure of variability.
- Interpret graphical displays in context using statistical vocabulary.

Unit2: Exploring Two-Variable Data

- Classify variables as explanatory or response.
- Create and interpret scatterplots to describe relationships between two quantitative variables.
- Describe direction, form, and strength of relationships in scatterplots.
- Calculate and interpret correlation (r) as a measure of linear association.
- Interpret the slope and y-intercept of a least-squares regression line in context.
- Use a regression line to make predictions (interpolation vs. extrapolation).
- Calculate and interpret residuals (actual – predicted).
- Assess model fit using residual plots.
- Calculate and interpret r^2 (coefficient of determination).
- Identify and describe influential points and outliers in scatterplots and regression.
- Transform data to achieve linearity when appropriate (e.g., log transformations).

Unit 3: Collecting Data

- Identify and describe types of studies: observational studies vs. experiments.
- Understand sampling methods (SRS, stratified, cluster, systematic, convenience, voluntary response).
- Describe sources of bias in sampling and how they affect results.
- Design and evaluate sampling methods to produce representative data.
- Understand principles of experimental design: control, random assignment, replication, and comparison.
- Identify explanatory, response, and confounding variables in studies.
- Create and interpret experimental designs: completely randomized, randomized block, and matched pairs.
- Distinguish between correlation and causation based on study design.
- Use randomization (e.g., random number tables or technology) to assign treatments.

Unit 4: Probability, Random Variables, and Probability Distributions

- Interpret and calculate probabilities using long-run relative frequency and simulations.
- Use basic probability rules, including the complement rule and addition rule for disjoint events.
- Determine independence and use the multiplication rule for independent events.
- Use two-way tables and Venn diagrams to model and calculate probabilities.
- Calculate and interpret conditional probabilities.
- Differentiate between discrete and continuous random variables.
- Calculate and interpret the mean (expected value) and standard deviation of a random variable.
- Find probabilities and expected values for discrete and continuous distributions.
- Transform random variables and calculate the resulting mean and standard deviation.

- Combine independent random variables and determine the mean and standard deviation of their sum or difference.
- Recognize and apply the binomial and geometric distributions, including conditions, formulas, and calculations.

Unit 5: Sampling Distributions

- Understand the concept of a sampling distribution and how it relates to repeated sampling.
- Describe the sampling distribution of a sample proportion using center, shape, and spread.
- Describe the sampling distribution of a sample mean using center, shape, and spread.
- Apply the Central Limit Theorem (CLT) to justify when a sampling distribution is approximately normal.
- Calculate the mean and standard deviation of a sampling distribution (for sample proportions and sample means).
- Check conditions for using normal approximation for sample proportions and sample means.
- Differentiate between population distribution, data distribution, and sampling distribution.
- Understand how sample size affects variability in a sampling distribution.

Unit 6: Inference for Categorical Data: Proportions

- Construct and interpret confidence intervals for a population proportion.
- Check conditions for constructing confidence intervals for proportions (Random, 10%, Large Counts).
- Interpret confidence level and confidence interval in context.
- Calculate and interpret margins of error.
- Determine appropriate sample size for a desired margin of error.
- Perform significance tests for a population proportion.
- State and interpret hypotheses, p-values, and conclusions in context.
- Check conditions for significance tests (Random, 10%, Large Counts).
- Understand the connection between confidence intervals and significance tests.
- Avoid common errors in inference, such as misinterpreting p-values or confidence intervals.

Unit 7: Inference for Quantitative Data: Means

- Construct and interpret confidence intervals for a population mean.
- Check conditions for inference about means (Random, 10%, Normal/Large Sample).
- Interpret confidence level and margin of error in context.
- Perform significance tests for a population mean.
- State and interpret hypotheses, p-values, and conclusions in context.

- Use the t-distribution appropriately for inference about means.
- Determine degrees of freedom and use t-tables or technology to find critical values or p-values.
- Understand the impact of sample size and variability on margin of error and test results.
- Distinguish between paired and independent samples, and apply the correct inference procedures.

Unit 8: Inference for Categorical Data: Chi-Square Tests

- Identify appropriate chi-square tests:
    1. Chi-square test for goodness of fit
    2. Chi-square test for homogeneity
    3. Chi-square test for independence
- State and interpret hypotheses for each type of chi-square test.
- Check conditions for using chi-square tests (Random, 10%, Large Expected Counts).
- Calculate expected counts for chi-square tests.
- Calculate the chi-square test statistic and degrees of freedom.
- Use chi-square distributions to find p-values.
- Make conclusions in context based on p-values.
- Interpret results of chi-square tests in the context of the data.
- Distinguish between different chi-square test types and when to use each.

Unit 9: Inference for Quantitative Data: Slopes

- Understand the conditions for inference about the slope of a least-squares regression line (Linear, Independent, Normal, Equal variance, Random — LINER).
- Interpret the slope and y-intercept of the population regression line in context.
- Construct and interpret confidence intervals for the slope of a regression line.
- Perform significance tests for the slope of a regression line.
- State and interpret hypotheses, test statistics, p-values, and conclusions in context.
- Use computer output to conduct inference for regression slopes.
- Understand the meaning of standard error of the slope and how it affects inference.
- Recognize when linear regression inference is appropriate based on data and residual plots.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Exploring One-Variable Data	**~3-4 weeks**	**Q1**

Unit 2: Exploring Two-Variable Data	**~3-4 weeks**	**Q1**
Unit 3: Collecting Data	**~3-4 weeks**	**Q2**
Unit 4: Probability, Random Variables, and Probability Distributions	**~3-4 weeks**	**Q2**
Unit 5: Sampling Distributions	**~3-4 weeks**	**Q3**
Unit 6: Inference for Categorical Data: Proportions	**~3-4 weeks**	**Q3**
Unit 7: Inference for Quantitative Data: Means	**~1-2 weeks**	**Q3**
Unit 8: Inference for Categorical Data: Chi-Square	**~1 week**	**Q4**
Unit 9: Inference for Quantitative Data: Slopes	**~1 week**	**Q4**

Resources:

Math Medic, Khan Academy & Quizlet, Notes and practice worksheets. Students will be provided a graphing calculator for use in class and on the AP Exam, but should provide their own to use outside of class time.

Weighting:

Semester 1

Bellwork-15%	Learning Activities-20%
Quizzes - 15%	Tests-30%
Projects-10%	Mock Exam- 10%

Semester 2

Bellwork-20%	Learning Activities-20%
Quizzes - 20%	Tests-30%
Projects-10%	Exam-N/A

Course Specific Policies/Procedures:

Students should be prepared with their notes/materials every class period.

Textbooks/Websites used:

Statistics and Probability with Applications (High School) 4th Edition textbook for use at home and in classroom.

Required Student Resources

- A computer or tablet capable of using google services and Alma.

Social Studies Syllabi 2025-2026

GEMS American Academy-Qatar
Al Wakrah, P.O. Box 2461, Qatar
Tel: +974 40329000

Reviewed: August 2025

Grade 6 Social Studies Syllabus 2025-2026

Instructors: Amina Ali	**Classroom location:** S-231.
Office hours: Available upon request	**Email Address**:a.ali7_aaq@gemsedu.com

Course Description:
In Grade 6, students will be introduced to the study of Social Studies where we will cover selected units to have a better understanding and conception of what can be expected in the years to come. The areas of study will be History, Geography and Civics. In these units we will focus on the skills and knowledge the students will require for future studies.

Course Objectives:
The Social Studies department at GEMS American Academy Qatar (GAAQ) follows the C3 Framework for Social Studies State Standards. The purpose of this curriculum is to prepare students for college, careers, and civic life. It is an inquiry-based program that develops critical Social Studies skills that students will need as they progress through their academic and professional careers. Students will learn how to develop and answer deep and compelling questions through developing and answering thoughtful supporting questions. By the time they graduate, students will be adept at conducting quality research and be able to concisely share their findings in professional and creative ways.

History:
Students will be introduced to the historical region referred to as The Fertile Crescent as well as Ancient Egypt, The Kush and Ancient Greece. Students will be able to extract evidence from texts and explore key research skills.

Geography:
Students will be able to understand and apply basic geographical skills, principles and concepts. Students will be able to differentiate between the different types of tectonic hazards and understand why people choose to live in hazard prone areas.

Civics:
Students will be able to identify the different types of governments, the role of government in society and understand civic participation in action.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Geography - What is Geography?	**7 weeks**	**Semester 1**
Unit 2: History - Introducing The Fertile Crescent.	**7 weeks**	**Semester 1**
Unit 3: Civics - What are the different types of governments and how does democracy work?	**4 weeks**	**Semester 1**
Unit 4: Geography - Why do people live near Tectonic Hazards?	**7 weeks**	**Semester 2**
Unit 5: History - Ancient Egypt, Kush and Ancient Greece.	**7 weeks**	**Semester 2**
Unit 6: Civics - How does government work and why does it matter?	**4 weeks**	**Semester 2**

Resources:

- A4 Notebook
- Blue, black and green pen, pencil, eraser and ruler.
- Laptop or tablet with charger
- McGraw Hill student interactive e-book

Weighting:

Summative Assessments - 30%	Formative Assessments - 20%
Research Tasks - 20%	Quizzes - 15%
Participation - 15%	

Grade 7 Social Studies Course Syllabus 2025-2026

Instructor: Edward Dowling	**Classroom location:** S - 233
Office hours: Available upon request	**Email Address**: e.dowling_aaq@gemsedu.com

Course Description:
In 7th grade Social Studies Class, students will study the people and civilizations of the Ancient World. Students will study early human societies from around the World, and learn how agriculture played a key part in the development of societies. They will also explore ancient civilizations in China, Japan & Korea, The Americas, The Rise & Reach of Islamic Empires, China, Japan & Korea during the Middle-Ages and finally a look at African Civilizations of antiquity. Students' knowledge of the ancient world will serve as the foundation for their studies of later time periods of history.

Course Objectives:
The Social Studies department at GEMS American Academy Qatar (GAAQ) follows the C3 Framework for Social Studies State Standards. The purpose of this curriculum is to prepare students for college, careers, and civic life. It is an inquiry-based program that develops critical Social Studies skills that students will need as they progress through their academic and professional careers. Students will learn how to develop and answer deep and compelling questions through developing and answering thoughtful supporting questions. By the time they graduate, students will be adept at conducting quality research and be able to concisely share their findings in professional and creative ways.

A second focus of the C3 Framework is the application of disciplinary concepts and tools. Our Social Studies course at GAAQ will focus on four core disciplines: civics, economics, Geography, and History. Grade 7 students will study ancient world History, but they will also examine this time period and its people through civic, economic, and geographical lenses. This will allow them to develop a more complete understanding of the topics we cover during the academic year.

By the end of this year, you should have a clear understanding of

- Patterns of change and relationships between people and events
- Cause and effects of interaction among societies
- Interactions and relationship between humans and their environment

- Cultural and intellectual developments and interactions among societies
- Social systems and structures and how these influence people
- Why societies create and adopt systems of government
- Fundamental economic principles and ways in which economies are shaped
- How societies have influenced and been influenced by scientific developments and technology

By the end of this year, you should be able to

- Creatively demonstrate knowledge in a variety of ways
- Work in groups or with partners collaboratively
- Write effective essays
- Think critically about what you read, see, and hear every day.
- Take a position on a topic and support that position, both orally and in writing

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Early China, Korea & Japan	6 weeks	1/1
Unit 2: The Americas	6 weeks	1/2
Unit 3: The Rise of Islamic Empires	6 weeks	1/3
Unit 4: China during the Middle-Ages	6 weeks	2/1
Unit 5: Japan & Korea during the Middle-Ages	6 weeks	2/2
Unit 6: African Civilisations	6 weeks	2/3

Resources: McGraw Hill Student interactive e-book, Google Classroom, Turnitin

Weighting:

Quizzes - 15%	Formative Assessments - 20%

Summative Assessments - 30%	Research Assignments - 20%
Participation - 15%	

Grade 8 Social Studies Course Syllabus 2025-2026

Instructors: Francois Slabbert	**Classroom location:** S219
Office hours: Available upon request	**Email Address**: f.slabbert_aaq@gemsedu.com

Course Description:

During 8th Grade Social Studies, students will use the McGraw Hill student e-book to explore pivotal events and transformations that shaped the modern era. The year begins with the Industrial Revolution, examining innovation, technology, and the resulting social change. From there, students study Imperialism, analyzing global expansion and its far-reaching consequences. The focus then shifts to World War I, where we will investigate its causes, course, and the lasting impact it had on many communities. Students next turn to World War II, exploring the global conflict and the reorganization and impact of world powers and alliances. Building on this, we will examine the wave of independence movements, highlighting the struggles for self-determination in the post-colonial world. The final unit addresses the Cold War, a defining rivalry between the United States and the Soviet Union that shaped international relations for decades.

These historical units will form a basis of knowledge for further studies in Social Studies during High-School.

Course Objectives:

The Social Studies department at GEMS American Academy Qatar (GAAQ) follows the C3 Framework for Social Studies State Standards. The purpose of this curriculum is to prepare students for college, careers, and civic life. It is an inquiry-based program that develops critical Social Studies skills that students will need as they progress through their academic and professional careers. Students will learn how to develop and answer deep and compelling

questions through developing and answering thoughtful supporting questions. By the time they graduate, students will be adept at conducting quality research and be able to concisely share their findings in professional and creative ways.

A second focus of the C3 Framework is the application of disciplinary concepts and tools. Our Social Studies courses at GAAQ will focus on four core disciplines: civics, economics, Geography, and History. In Grade 8, we focus on Early Modern History. Starting with Medieval Societies and then working our way to the Revolutionary Period, we will learn how the World and its peoples changed over the years. Although the focus is on History, we will use the other disciplinary concepts to help us understand the particular regions and timeframe.

By the end of this year, you should have a clear understanding of:

- How new inventions and changes in society transformed economies and daily life.
- The causes and consequences of global expansion by powerful nations.
- The origins, course, and impact of a major early 20th-century war on nations and people.
- The period between the world wars, including the rise of dictators and global instability.
- The major events of the second world war, and the impact of shifting world powers on societies.
- The idea of people ruling themselves and the struggles for independence after colonial rule.
- The rivalry between two superpowers in the 20th century and its influence on international relations.
- How past events connect to the challenges faced by our world today.

By the end of this year, you should be able to:

- Creatively demonstrate knowledge in a variety of ways
- Work in groups or with partners collaboratively
- Write effective essays
- Think critically about what you read, see, and hear every day.
- Take a position on a topic and support that position, both orally and in writing

Course Overview:

Unit Name	Unit Length	Semester
Unit 1:**The Industrial Revolution**	**7 weeks**	**1**
Unit 2: **Imperialism**	**5 weeks**	**1**
Unit 3: **World War 1**	**5 weeks**	**1**
Unit 4: **World War 2**	**7 weeks**	**2**
Unit 5: **Independence and new challenges**	**5 weeks**	**2**
Unit 6: **The cold war**	**7 weeks**	**2**

Resources: McGraw Hill Online Platform

Weighting:

Quizzes - 15%	Formative Assessments - 20%
Summative Assessments - 30%	Research Task - 20%
Participation - 15%	

Geography Course Syllabus 2025-2026

Instructor: Vanessa McVerry	**Classroom location:** F3-104
Office hours: Available upon request	**Email Address**:v.mcverry_aaq@gemsedu.com

Course Description:

Geography is the study of Earth's landscapes, environments, and the relationships between people and their surroundings. It combines physical geography (landforms, climate, ecosystems) and human geography (cultures, societies, cities) to explain how natural and human factors shape our world. By studying geography, students develop a spatial perspective and understand the interactions between people, places, and environments. This course introduces students to key geographic concepts through inquiry-based learning. Students will explore how natural processes shape the planet, how humans adapt and modify their environments, and how global issues impact societies today. They will build practical skills such as map reading, data interpretation, case study analysis, and the use of geographic tools like charts, graphs, and GIS. At GAAQ, the Social Studies curriculum follows the C3 Framework, designed to prepare students for college, careers, and civic life. It emphasizes inquiry, critical thinking, and problem-solving, encouraging students to develop and answer compelling questions. Through research and real-world applications, students learn to communicate findings effectively and creatively.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: What makes a Geographer?	6 weeks	Semester 1
Unit 2: Fascinating Places	6 weeks	Semester 1
Unit 3: Physical Geography	6 weeks	Semester 1
Unit 4: Ecosystems	6 Weeks	Semester 2
Unit 5: Human Environment Interaction	6 Weeks	Semester 2

Unit Name	Unit Length	Quarter/Semester
Unit 1: What makes a Geographer?	6 weeks	Semester 1
Unit 2: Fascinating Places	6 weeks	Semester 1
Unit 3: Physical Geography	6 weeks	Semester 1
Unit 4: Ecosystems	6 Weeks	Semester 2
Unit 6: Population	6 Weeks	Semester 2

Resources: McGraw Hill student interactive e-book, Oak Academy

Weighting:

Summative Assessments - 30%	Semester Final - 20%
Formative Assessment - 20%	Quizzes - 15%
Participation - 15%	

Modern World History Course Syllabus 2025-2026

Instructor: Mr. Idiris Duran	**Classroom location:** F3-105
Office hours: Available upon request	**Email Address**: i.duran_aaq@gemsedu.com

Course Description:
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 focus on the interactions of people from different regions all around the globe, and students will use historical reasoning skills as they analyze historical documents to answer compelling questions on a variety of topics. They will need to be prepared to think critically about civic, economic, geographic, and historical issues throughout this course.

Course Objectives:

The Social Studies department at GEMS American Academy Qatar (GAAQ) follows the C3 Framework for Social Studies State Standards. The purpose of this curriculum is to prepare students for college, careers, and civic life. It is an inquiry-based program that develops critical Social Studies skills that students will need as they progress through their academic and professional careers. Students will learn how to develop and answer deep and compelling questions through developing and answering thoughtful supporting questions. By the time they graduate, students will be adept at conducting quality research and be able to concisely share their findings in professional and creative ways.

A second focus of the C3 Framework is the application of disciplinary concepts and tools. Our Social Studies courses at GAAQ will focus on four core disciplines: civics, economics, Geography, and History. As students study Modern World History, they will examine this time period and its people through these different lenses. This will allow them to develop a more complete understanding of the topics we cover during the academic year.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Asian Empires	**≈ 6 weeks**	**1**
Unit 2: Exploration & Colonization	**≈ 6 weeks**	**1**

Unit 3: Independence	**≈ 6 weeks**	**1/2**
Unit 4: Your own History	**≈ 4 weeks**	**2**
Unit 5: Japan	**≈ 4 weeks**	**2**
Unit 6: World War One	**≈ 7 weeks**	**2**

Resources:

- Laptop/Tablet
- A4 Note Book
- McGraw Hill Online Platform
- Google account (set up by the School)
- Reading materials will be provided by the School
- Document bag or folder to store handouts, study guides, etc.

Weighting:

Summatives - 30%	Quizzes - 15%
Formatives - 20%	Participation - 15%
Semester 1 Final Exam - 20%	

Course Specific Policies/Procedures:

The course will follow the school's official policy regarding late work. It is contained in the student handbook; for reference:

- Late assignments (homework, classwork, projects) will have a deduction of 10% per day for the first five (5) school days, after that a *maximum* of 50% can be awarded. Work will neither be accepted nor graded after ten (10) school days.

The course will follow the school's official policy regarding missed tests/quizzes. Students will be required to submit a medical excuse for any missed test or quiz and required to take the missed

assessment on the day that they return to school. Exceptions can be made at the teacher's discretion based on extenuating circumstances.

Life Skills Course Syllabus 2025-2026

Instructors: Idiris Duran	**Classroom location:** F3-108
Office hours: Available upon request	**Email Address**: i.duran_aaq@gemsedu.com

Course Description:
The skills covered in this course are referred to as "life skills" because they lead to the development of competencies in all areas of life. These include skills such as relationship building, goal setting, decision making, and empathy, as well as applying to college, looking for a job, and managing finances.
Beginning with communication, decision making, and goal setting skills, the course covers more than 25 additional skills, including: Anger Management;Bullying Prevention; Citizenship; College and Career Readiness; Confidence Building; Conflict Resolution; Coping; Empathy; Financial Management; Leadership; Perseverance; Personal Health; Problem Solving; Resiliency; Respect; Responsibility; Self-esteem; Service Learning; Studying; Time Management

Course Objectives:

The course contains 12 units, covering essential skills upon completion of Life Skills, students should be able to:

- Communicate effectively
- Make decisions,
- Solve problems,
- Set goals,
- Resolve conflicts,
- Prepare for College
- Prepare for careers, and more.

Course Overview:

Unit	Weeks	Semester

Unit 1: Creating A Positive Environment	2	1
Unit 2: A Game Plan For College/Higher Education	3	
Unit 4: Decision Making Skills	1	
Unit 5: Setting And Achieving Goals	2	
Unit 6: Resolving Conflicts	1	
Unit 7: Problem Solving	1	
Unit 8: Skills For School And Beyond	2	
Unit 9: Communication Skills	2	
Unit 10: A Game Plan For Work	3	2
Unit 11: Getting The Job	2	
Unit 12: On-The-Job Skills	2	
Unit 13: Financial Readiness	8	

Resources:

- Laptop/Tablet (Content such as readings, videos, handouts, etc. will be provided digitally or in class)
- Pens, Pencils, and a Notebook (research has proven that handwritten notes are better.

Weighting:

Semester 1	**Semester 2**
Learning Activities = 30%	Learning Activities = 30%
Quizzes = 20%	Quizzes = 20%
Tests = 20%	Tests = 30%
Projects = 20%	Projects = 20%

Final Semester Assessment = 10%	

Economics Course Syllabus 2025-2026

Instructor: Ms. Natasha Ekron	**Classroom location:** F3-103
Office hours: Available upon request	**Email Address**: n.ekron_aaq@gemsedu.com

Course Description:

This course is designed to provide students with a comprehensive understanding of the fundamental principles of economics and their real-world applications. Economics is the study of how individuals, businesses, and governments make choices to allocate limited resources to satisfy unlimited wants and needs. By exploring various economic concepts, theories, and models, students will gain valuable insights into the forces that shape our economic world.

Course Objectives:

1. Economic Fundamentals: Students will develop a solid foundation in economic terminology and concepts, including supply and demand, opportunity cost, scarcity, and the role of incentives.

2. Microeconomics: This segment of the course will delve into the behavior of individual consumers and firms. Students will examine topics such as market structures, consumer choice, production, and cost analysis.

3. Macroeconomics: Students will explore the broader economic picture, including topics such as inflation, unemployment, fiscal policy, monetary policy, and economic growth.

4. Economic Systems: The course will examine different economic systems, including capitalism, socialism, and mixed economies, to help students understand how societies organize and manage their resources.

5. Global Economics: Students will gain insight into international trade, globalization, and the impact of global events on national economies.

6. Personal Finance: Practical aspects of economics will be covered, including budgeting, saving, investing, and understanding credit and debt.

7. Economic Decision-Making: This course will emphasize critical thinking and problem-solving skills by analyzing real-world economic scenarios and decision-making processes.

8. Economic History: Students will explore the historical evolution of economic thought and major economic events that have shaped the modern world.

Assessment:
Assessment in this course will include a combination of assignments, quizzes, projects, and examinations. Students will have the opportunity to apply economic principles to real-life situations and engage in class discussions and group activities.

By the end of this course, students will be equipped with the knowledge and analytical skills necessary to make informed economic decisions as individuals and informed citizens. Whether you aspire to pursue a career in economics, finance, business, or simply want to be a well-informed member of society, this course will provide you with a strong foundation in economics that you can carry with you into the future.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Thinking Like an Economist - What is Economics? - Economic Systems and Decision Making - The American Free Enterprise System	**5 Weeks**	**Quarter 1**
Unit 2: Understanding Markets - Demand - Supply - Prices - Market Structures	**6 Weeks**	**Quarters 1 & 2**
Unit 3: Business and Labor - Business Organization - Labor and Wages	**5 Weeks**	**Quarter 2**

Unit 4: Money, Banking, and Finance - Money and Banking - Financial Markets	**4 Weeks**	**Quarter 3**
Unit 5: Economic Performance - Evaluating the Economy - Economic Instability	**5 Weeks**	**Quarter 3**
Unit 6: Government and Economy - Taxes and Government Spending - Fiscal Policy	**5 Weeks**	**Quarter 4**
Unit 7: The Global Economy - Resources for Global Trade - Global Economic Development	**5 Weeks**	**Quarter 4**

Resources:

- Laptop/Tablet
- McGraw Hill Economics Textbook supplied by the school
- Google account (set up by the School)
- Reading materials will be provided by the School
- Document bag or folder to store handouts, study guides, etc.

Weighting:

Formative - 20%
Quizzes - 15%
Participation - 15%
Summative - 30%
Semester Final Exam - 20%

Psychology Course Syllabus 2025-2026

Instructor: Ben Adye & Vanessa McVerry	**Classroom location:** S-203 & F-104
Office hours: Available upon request	**Email Address**: b.adye_aaq@gemsedu.com; v.mcverry_aaq@gemsedu.com

Course Description:
The purpose of this course is to investigate why human beings think and act the way they do. This is an introductory course and will broadly cover several areas. Students will be expected to expand and go further into the topics. Theories and current research will be presented for the student to critically evaluate and understand. Each Module will present the terminology, theories and research that are critical to the understanding of the topic. Assignments and assessments will be included as well as tutorials and interactive drills.

Course Objectives:

Upon completion of Psychology, students should be able to:

- Study the major concepts and theories of psychology
- Be able to define and use key terms of psychology
- Understand and be able to demonstrate research, and also be able to interpret and evaluate the validity of the research.
- Develop critical thinking skills to evaluate the vast amount of “psychology” that is presented in everyday literature.
- Be able to apply psychological principles to their own lives
- Understand the many areas of psychology as both areas of study and possible career options
- Build on their reading, writing, evaluation and discussion skills

- Learn about the ethical standards that govern psychological research

Course Overview:

Unit	Weeks	Semester
Unit 1 - Intro to Psych	2	1
Unit 2 - Biological Bases of Behavior	5	
Unit 3 - Consciousness	2	
Unit 4 - Learning	3	
Unit 5 - Memory	4	
Unit 6 - Social Psych	4	2
Unit 7 - Development Across the Life Span	4	
Unit 8 - Personality	3	
Unit 9 - Disorders	5	
Unit 10 - Stress and Health	3	

Resources:

- Laptop/Tablet (Content such as readings, videos, handouts, etc. will be provided digitally or in class)
- Pens, Pencils, and a Notebook (research has proven that handwritten notes are better)
- Textbook (Hardcopy or eTextbook - Provided by the school)

Weighting:

Learning Activities = 20%	Projects = 30%

Quizzes = 10%	Final Semester Assessment = 20%
Tests = 20%	

AP Human Geography Course Syllabus 2025-2026

Instructor: Jason Lamza	**Classroom location:** F3-108
Office hours: Available upon request	**Email Address**: j.lamza_aaq@gemsedu.com

Course Description:
The AP Human Geography course is equivalent to an introductory college-level course in human geography.The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.
Prerequisite: Grade 8 Social Studies
Credit: 1.0

Course Objectives:

1) Concepts and Processes - Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.
   1.A Describe geographic concepts, processes, models, and theories.
   1.B Explain geographic concepts, processes, models, and theories.
   1.C Compare geographic concepts, processes, models, and theories.
   1.D Describe a relevant geographic concept, process, model, or theory in a specified Context.
   1.E Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

2) Spatial Relationships - Analyze geographic patterns, relationships, and outcomes in applied contexts.
   2.A Describe spatial patterns, networks, and relationships.
   2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.
   2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
   2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.
   2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.
3) Data Analysis - Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.
   3.A Identify the different types of data presented in maps and in quantitative and geospatial data.
   3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.
   3.C Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
   3.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
   3.E Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.
   3.F Explain possible limitations of the data provided.

4) Source Analysis - Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.
   4.A Identify the different types of information presented in visual sources.
   4.B Describe the spatial patterns presented in visual sources.
   4.C Explain patterns and trends in visual sources to draw conclusions.
   4.D Compare patterns and trends in visual sources to draw conclusions.
   4.E Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.
   4.F Explain possible limitations of visual sources provided.

5) Scale Analysis - Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.
   5.A Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
   5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.
   5.C Compare geographic characteristics and processes at various scales.
   5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Thinking Geographically	≅ **4 weeks**	**Quarter 1/ Semester 1**
Unit 2: Population and Migration Patterns and Processes	≅ **6 weeks**	**Quarter 1/ Semester 1**
Unit 3: Cultural Patterns and Processes	≅ **6 weeks**	**Quarter 1/ Semester 1**
Unit 4: Political Patterns and Processes	≅ **6 Weeks**	**Quarter 2 / Semester 1**
Unit 5: Agricultural and Rural Land-Use Patterns and Processes	≅ **5 Weeks**	**Quarter 2 / Semester 2**
Unit 6: Cities and Urban Land-Use Patterns and Processes	≅ **5 Weeks**	**Quarter 3 / Semester 2**
Unit 7: Industrial and Economic Development Patterns and Processes	**Self-Study**	

Resources:

School Resources Provided: Textbook Human Geography “A Spatial Perspective”, AMSCO: Human Geography Advanced Placement Edition, The Princeton Review: AP Human Geography Premium Edition and College Board Resources

Weighting:

	Semester 1	Semester 2
Unit Exams	40%	30%
Quizzes and FRQ's	20%	30%
Projects	10%	20%
Daily Video Questions	10%	10%
Class Notebooks	10%	10%
Semester Final Exam	10%	N/A

Course Specific Policies/Procedures:

1) Students who take the College Board Exam for AP Human Geography have the option to opt-out of the Semester Two Final Exam with no penalty; Students who do not take the College Board AP Human Geography Exam **are required** to take the Semester Two Final Exam

2) All students must have their parents sign and return the disclosure form in order to attend class

AP Seminar Course Syllabus 2025-2026

Instructor: Leigh Bielby and Giorgina Lozano	**Classroom location:** F3-102
Office hours: Available upon request	**Email Address**: l.bielby_aaq@gemsedu.com giorgina@gemsaaq.org

Course Description:

In AP Seminar students will learn how to engage in university-level academic research and conversation. Through the themes of education and technology, students will read, view, listen to, and discuss a variety of sources from multiple perspectives. Students will learn how to craft quality written arguments, as well as quality presentations that demonstrate a nuanced understanding of who they are and what they can do to become global citizens. Additionally, students will engage in both collaborative and independent research on topics of their own choice.

Course Objectives:

The AP Seminar course is centered around 5 main ideas (QUEST) that frame solid academic work, these include:

- Question and Explore
- Understand and Analyze
- Evaluate multiple perspectives
- Synthesize ideas
- Team, Transform, and Transmit

Therefore, all AP Seminar students at GEMS American Academy will be able to:

1. Read and communicate proficiently.
    - Read proficiently to gather, analyze, and evaluate information.
    - Communicate effectively through written and oral language.
2. Use problem-solving skills.
    - Use scientific, mathematical, technological, creative thinking, and critical reasoning skills in problem solving.
3. Understand and work collaboratively with diverse groups of people.
    - Work effectively in groups of individuals with diverse backgrounds, languages, ideas, and learning styles.
4. Demonstrate individual responsibility and respectful behavior.
    - Act ethically, responsibly, and respectfully, practicing principles of wellness and self-discipline.
5. Explore a variety of courses and enrichment activities.
    - Enroll in courses that not only meet the graduation requirements, but also explore other opportunities.
    - Participate in extracurricular activities, such as athletics, clubs, community service, leadership, performing arts, work experience, etc.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Introduction to AP Seminar	**5 weeks**	**1**
Unit 2: Mock Individual Research Report & Team Multimedia Presentation	**7 Weeks** **Mock IRR: 25/10** **Mock TMP: 26/11**	**1**

Unit 3: End Of Course Exam A & B preparation	**4 weeks**	**2**
Unit 4: Individual Written Argument	**9 weeks** **IWA: 02/03** **IMP: 30/03**	**2**
Unit 5: The Real Individual Research Report and Team Multimedia Presentation	**9 weeks** **IRR: 18/04** **TMP: 30/04**	**2**

Resources:
School Resources Provided: Turnitin, Google Classroom

Student Resources needed: Laptop Computer, Notebook, Pens, Pencil, Highlighters, Qatar National Library card to ensure Database Access

Weighting in school:

Formative - 25%	Reflection - 10%
Summative - 40%	The AP videos - 10%
Participation - 15%	

Weighting in AP Capstone:

Performance Task 1: Team Project and Presentation – 20% 1. Individual Research Report	Performance Task 2: Individual Research-based essay and presentation – 35% **1.** Individual Written Argument

2. Team Multimedia Presentation and Defense	**2.** Individual Multimedia Presentation and Oral Defense
End-of-Course Exam – 45% 1. Part A: Analyze an argument **2.** Part B: Construct an evidence-based argument	

Course Specific Policies/Procedures:

1) All students must have their parents sign and return the disclosure form in order to attend class

AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation. A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

AP Research Course Syllabus 2025-2026

Instructor: Leigh Bielby	**Classroom location:** F3-102
Office hours: Available upon request	**Email Address**: l.bielby_aaq@gemsedu.com

Course Description:

In AP Research students will learn how to engage in university-level academic research and conversation. Through the themes of their own interests, they will then look at a variety of sources from multiple perspectives. Students will learn how to craft quality written arguments, as well as quality presentations. Additionally, students will conduct their own research using different research methodologies and come to an informed conclusion that will add to their choice of topics of research.

Course Objectives:

The AP Research course is centered around 5 main ideas (QUEST) that frame solid academic work, these include:

- Question and Explore
- Understand and Analyze
- Evaluate multiple perspectives
- Synthesize ideas
- Team, Transform and Transmit

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Introduction to AP Research	**5 weeks**	**1**
Unit 2: Gathering Research and Identifying the GAP	**3 weeks** **Annotated Bib: 25/10**	**1**

Unit 3: Introduction and Literature Review	**7 weeks** **Lit Review: 22/11**	**1**
Unit 4: Method section: Planning a replicable method	**5 weeks** **Method: 14/02**	**2**
Unit 5: Analyzing the results and conclusion	**7 weeks** **Final paper: 18/04**	**2**
Unit 6: Presentation & Oral Defense	**2 weeks** **Presentation: TBC**	**2**

Resources:

Student Resources needed: Laptop Computer, Notebook, Pens, Pencil, Highlighters, Qatar National Library card to ensure Database Access

Weighting in school:

Formative - 25%	Reflection - 10%
Summative - 40%	The AP videos - 10%
Participation - 15%	

Weighting in AP Capstone:

Academic Paper – 75%	**Presentations and Oral Defense –** 25%

Course Specific Policies/Procedures:

1. All students must have their parents sign and return the disclosure form in order to attend class

AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation. A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

Ethical Research

The U.S. Department of Health and Human Resources outlines in the Belmont Report specific regulations for the protection of human subjects involved in the research process. All students' research proposals will be vetted for potential harm to human subjects to determine the need for institutional review board approval. Students will receive instruction on ethical research practices during Unit 1 of the course.

Equity and Access Policy (as per the College Board) "The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved."

AP Psychology Course Syllabus 2025-2026

Instructor: Nadia Steyn	**Classroom location:** F3-108
Office hours: Available upon request	**Email Address**: n.steyn_aaq@gemsedu.com

Course Description:
AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes.

While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health.

Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

The Advanced Placement Psychology course aims to provide students with a learning experience equivalent to that of most college introductory psychology courses. This course will prepare students to successfully conquer the AP Psychology Exam
Credit: 1.0

Course Objectives:

The central question addressed in AP Psychology is “How do psychologists think?” The psychologist David Myers wrote that to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding” (Sternberg 1997). Whether students choose to pursue a career related to psychology or one in some entirely different field, this habit of mind will be of great value.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings.

- Students learn about some of the explorations and discoveries made by psychologists over the past century.
- Students assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives.
- Most important, students come to an appreciation of how psychologists think (or at least an appreciation of the kind of critical analysis that psychologists espouse and hope to model in their words and actions).

Course Overview:

Unit	Weeks	Semester
Unit 0: Intro into Psych (Stats & Research)	1	1
Unit 1: Biological Bases of Behavior	5	
Unit 2: Cognition	5	
Unit 3: Development and Learning	5	
Unit 4: Social Psychology and Personality	5	2
Unit 5: Mental and Physical Health	6	
Exam Prep and Revision	4	1 & 2

Resources:
School Resources Provided:

e-textbook: Myers' Psychology for the AP® Course,4th edition, David G. Myers; C. Nathan DeWall,

Weighting:

Learning Activities = 15%	Participation = 5%

Quizzes = 30%	Final Semester Assessment = 10%
Tests = 40%	

Course Specific Policies/Procedures:

1) Students who take the College Board Exam for AP Psychology have the option to opt-out of the Semester Two Final Exam with no penalty; Students who do not take the College Board AP Psychology Exam **<u>are required</u>** to take the Semester Two Final Exam
2) All students must have their parents sign and return the disclosure form in order to attend class

AP Micro Economics Course Syllabus 2025-2026

Instructor: Ms. Natasha Ekron	**Classroom location:** F3-103
Office hours: Available upon request	**Email Address**: n.ekron_aaq@gemsedu.com

Course Description:

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics is equivalent to a one-semester introductory college course in economics.

Course Overview:

Unit Name	Unit Length
Unit 1: Basic Economic Concepts - Scarcity, opportunity cost, and trade-offs - Marginal analysis - Production Possibilities Curve (PPC) - Comparative advantage and gains from trade	5 weeks

- Economic systems (command, market, and mixed economies)	
Unit 2: Supply and Demand - Law of demand and law of supply - Determinants of demand and supply - Market equilibrium - Shifts in supply and demand curves - Elasticity (price, income, and cross-price elasticity)	5 weeks
Unit 3: Production, Cost, and the Perfect Competition Model - Short-run vs. long-run production - Fixed, variable, and marginal costs - Perfect competition market structure - Profit maximization (marginal revenue = marginal cost)	5 weeks
Unit 4: Imperfect Competition - Monopoly, monopolistic competition, and oligopoly - Barriers to entry and price-making behavior - Game theory and interdependence in oligopolies - Price discrimination	5 weeks
Unit 5: Factor Markets - Demand and supply in factor markets - Marginal productivity theory - Wage determination and labor markets - Capital and land markets	5 weeks
Unit 6: Market Failure and the Role of Government - Public goods and common resources - Externalities (positive and negative) - Government solutions to market failures (taxes, subsidies, regulations) - Income inequality and redistribution	6 weeks

Assessment & Grading:

- Formative Assessments:

  - Class discussions and participation
  - Homework assignments and problem sets
  - Summaries
  - EdPuzzle activities
  - Quizzes on key concepts
- Summative Assessments:
  - Unit tests (multiple-choice and free-response questions)
  - Midterm exam
  - Final exam (modeled on the AP exam format)
- AP Exam Review:
  - Practice AP exam questions
  - Focus on FRQ (Free Response Questions) strategy

Materials & Resources:

- Textbook: Online McGraw Hill AP Economics 23rd Edition (supplied by the school)
- Supplementary Reading: Articles from The Economist, Wall Street Journal, and other economic sources.
- Tools: Graphing tools for supply/demand curves, cost curves, etc.

Class Expectations & Policies:

- Attendance: Regular attendance is crucial for understanding material.
- Homework: Weekly assignments will be used to reinforce class concepts.
- Participation: Active participation in class discussions and group activities.
- Academic Integrity: Uphold honesty in all academic endeavors.

Weighting:

	Semester 1	**Semester 2**
Formative	35%	35%
AP Videos/EdPuzzles	20%	20%
Quizzes	15%	15%

Summative	20%	30%
Semester 1 Final Exam	10%	N/A

AP EXAM DATE: MAY 4th 2026

Course Specific Policies/Procedures:

The course will follow the school's official policy regarding late work. It is contained in the student handbook; for reference:

- Late assignments (homework, classwork, projects) will have a deduction of 10% per day for the first five (5) school days, after that a *maximum* of 50% can be awarded. Work will neither be accepted nor graded after ten (10) school days.

The course will follow the school's official policy regarding missed tests/quizzes. Students will be required to submit a medical excuse for any missed test or quiz and required to take the missed assessment on the day that they return to school. Exceptions can be made at the teacher's discretion based on extenuating circumstances.

Science Syllabi 2025-2026

GEMS American Academy-Qatar
Al Wakrah, P.O. Box 2461, Qatar
Tel: +974 40329000

Reviewed: August 2025

Grade 6 Science Course Syllabus 2025-2026

Instructor: Garth Kirkham	**Classroom location:** S-235
Office hours: Available upon request	**Email Address**: g.kirkham_aaq@gemsedu.com

Course Description:
Students in grade 6 develop their understanding of structures and functions, connections and relationships in systems.The aim to introduce engineering and scientific literacy is to foster awareness,scientific literacy, scientific inquiry, active participation, critical thinking, problem solving and informed decision-making. Teaching methodology is inquiry-based and supported by a range of collaborative and individual assignments. The student will be able to define the criteria and constraints of a design problem with sufficient precision to ensure successful solutions, taking into account relevant scientific principles. This creates a foundation for higher level physics, chemistry and biology further in middle school.

Course Objectives:

Introduction to Scientific literacy and Engineering

- Scientific Literacy
- NGSS Cross-Cutting Concepts (7): patterns; cause and effect; scale, proportion, and quantity; systems and system models;
- NGSS Science & Engineering Practices(8):
    - Asking questions (for science) and defining problems (for engineering)
    - Developing and using models
    - Planning and carrying out investigations
    - Analyzing and interpreting data
    - Using math and computational thinking
    - Constructing an explanation (for science) and designing a solution (for engineering)
    - Engaging in an argument stemming from evidence
    - Obtaining, evaluating, and communicating information
- STEM activities

Life Science:

- Key Topics: Classification of Life, Cells, DNA, Genetics, Animal Structure & Function Plant Structure & Function

Physical Science:

- Key Topics: kinetic energy, thermal energy, potential energy, conduction, convection, radiation

Earth Science

- Key Topics: natural resources, deforestation, conservation, climate, climate change, global warming

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Nature of Science	~3 weeks	Q1
Unit 2: Life Structure and Function	~10 weeks	Q1
Unit 3: Reproduction of Organisms	~7 weeks	Q2
Unit 4: Energy in the Atmosphere	~10 weeks	Q3
Unit 5: Human Impact on the Environment	~8 weeks	Q4

Resources:

Textbooks: McGraw Hill Inspire Science Online Textbook

Weighting:

Formative (Labs) 10% Formative (Notebook Checks) 10% Formative (Learning Activities) 30%	Summative (Quizzes / Tests) 40% Summative (Projects) 10%

Course Specific Policies/Procedures:
All students and their parents/guardians will be required to sign a **Lab Safety Contract** before being permitted to participate in any science labs. Any breach of this contract will result in a zero and immediate removal from the lab. tough

Grade 7 Science Course Syllabus 2025-2026

Instructor: Muna Ali	**Classroom location:** S-220
Office hours: Available upon request	**Email Address**: muna@gemsaaq.org

Course Description:
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 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.

Course Objectives:

Nature of Science

- Scientific Literacy
- NGSS Cross-Cutting Concepts (7): patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.
- NGSS Science & Engineering Practices(8):
    - Asking questions (for science) and defining problems (for engineering)
    - Developing and using models
    - Planning and carrying out investigations
    - Analyzing and interpreting data
    - Using math and computational thinking

- Constructing an explanation (for science) and designing a solution (for engineering)
- Engaging in an argument stemming from evidence
- Obtaining, evaluating, and communicating information

Chemistry:

- Key Topics: Physical/Chemical Properties of Matter, Atomic Structure, Periodic Table, Bohr & Lewis Dot Diagrams, Ionic Bonding, Covalent Bonding, Chemical Formulas & Equations.

Physical Science:

- Key Topics: Thermal Energy, Heat, Temperature, Conduction, Convection, Radiation, Insulation, Absorption, Reflection,
- Key Topics: Force & Motion: Friction, Gravity, Gravitational Force Relationships, Buoyancy, Spring Force & Tension, Net Force & Motion, Velocity & Acceleration, Newton's Laws, Momentum & Inertia, Quantifying Force, Collisions, Energy: Forms of Energy (Energy)

Ecology:

- Key Topics: Ecosystems, Abiotic & Biotic Factors, Food Webs, Classification, Ecological Relationships, Symbiosis, Environmental Change, Natural Selection and Adaptation; Interdependent Relationships in Ecosystems; Inheritance & Variation

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Nature of Science	~4 weeks	Q1
Unit 2: Understanding Matter	~8 weeks	Q1
Unit 3: The Changing Earth	~8 weeks	Q2
Unit 4: Earth's Resources	~9 weeks	Q3
Unit 5: Interactions within Ecosystems	~9 weeks	Q4

Resources:

Textbooks: Pearson- Interactive Science & Prentice Hall- Science Explorer

Weighting:

Formative (Labs) 10% Formative (Notebook Checks) 10% Formative (Learning Activities) 30%	Summative (Quizzes / Tests) 40% Summative (Projects) 10%

Course Specific Policies/Procedures:

All students and their parents/guardians will be required to sign a **Lab Safety Contract** before being permitted to participate in any science labs. Any breach of this contract will result in a zero and immediate removal from the lab.

Grade 8 Science Course Syllabus 2025-2026

Instructor: Mr. Colton Marshall	**Classroom location:** G3-005
Office hours: Available upon request	**Email Address**: c.marshall1_aaq@gemsedu.com

Course Description:
Grade 8 students use more robust abstract thinking skills to explain & describe complex systems. Students will focus on the main building structures of life such as cells and tissues. We will gradually build up to complex systems such as the function of our human body systems. Students will then take an indepth look at the inner workings of plants and their relationship with all life processes. We will end the year with the movement of energy through the study of wave mechanics, focussing primarily on electricity and magnetism.

Course Objectives:

Nature of Science

- Scientific Literacy
- NGSS Cross-Cutting Concepts (7): patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.
- NGSS Science & Engineering Practices(8):
    - Asking questions (for science) and defining problems (for engineering)
    - Developing and using models
    - Planning and carrying out investigations
    - Analyzing and interpreting data
    - Using math and computational thinking
    - Constructing an explanation (for science) and designing a solution (for engineering)
    - Engaging in an argument stemming from evidence
    - Obtaining, evaluating, and communicating information

Life Science:

- Key Topics: Classification of Life, Cells, DNA, Genetics, Animal Structure & Function Plant Structure & Function, Photosynthesis

Physical Science:

- Key Topics: Waves, Sound, Light, Magnetism, Electricity, Electromagnetic Spectrum, Electromagnetism

Earth Science:
Key Topics: Geological Time, Rock Formations, Solar System Overview, Space Exploration, Objects in our Universe

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Nature of Science	~4 weeks	Q1
Unit 2: Change Over Time	~8 weeks	Q1 & Q2
Unit 3: Energy & Motion	~8 weeks	Q2 & Q3
Unit 4: Understanding Waves	~8 weeks	Q3 & Q4
Unit 5: Humans & Their Place in the Universe	~8 weeks	Q4

Resources:
Textbooks: Inspire Science - McGraw-Hill

Weighting:

Formative (Labs) 15% Formative (Notebook Checks) 10% Formative (Learning Activities) 15%	Summative (Quizzes) 35% Summative (Final Assessments/Projects) 25%

Course Specific Policies/Procedures:
All students and their parents/guardians will be required to sign a **Lab Safety Contract** before

being permitted to participate in any science labs. Any breach of this contract will result in a zero and immediate removal from the lab.

Biology Course Syllabus 2025-2026

Instructors: Jeena Babu	**Classroom location:** G3-004 G3-005
Office hours: Available upon request	**Email Address**: j.babu_aaq@gemsedu.com

Course Description:
This High School Biology course for Grade 9 offers a comprehensive introduction to the study of living organisms and their vital processes. Students will explore key biological themes through a blend of theoretical and practical approaches. By the end of the course, they will have developed a strong foundation in biology, preparing them for more advanced scientific studies and fostering a lifelong interest in the natural world. The Biology course has been derived from the NGSS curriculum. More information about this curriculum can be found: https://www.nextgenscience.org/

Course Objectives:
Biology Basics: *Are we really what we eat?*
- Nature of Science
- Chemistry of Life & Macromolecules

Cells: *How do the components within a cell work together to maintain homeostasis from an organismal level all the way down to a cellular level?*
- Cell theory and organelles
- Cell transport
- Cell Cycle and Cancer

Energy Flow: *How do living organisms obtain and use energy from a cellular level to an ecosystem level?*
- Enzymes and biochemical reactions
- Adenosine Triphosphate
- Energy flow through ecosystems
- Photosynthesis
- Cellular Respiration

Genetics: *How is genetic information from a living organism passed on to its offspring?*
- DNA structure and replication
- Protein synthesis

- Meiosis

Heredity: *How is genetic information expressed in order to make us who we are?*

- Mendelian genetics
- Complex inheritance patterns
- Mutations and pedigrees
- Genetic engineering

Ecology: *How do the living and nonliving parts of an ecosystem relate to each other?*

- Introduction to ecology
- Geochemical cycles
- Population growth patterns
- Human impact
- Ecological succession
- Relationships: Predation, Competition and Symbiosis

Evolution: *How do species change over time to survive in different environmental conditions?*

- Natural selection
- Patterns and Evidences of evolution
- Phylogeny

Resources: Textbook: Miller & Levine Biology, along with digital resources

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Biology Basics	**3 weeks**	**1**
Unit 2: Cells	**5 weeks**	**1**
Unit 3: Energy Flow	**4 weeks**	**1**
Unit 4: Genetics	**5 Weeks**	**1/2**
Unit 5: Heredity	**5 Weeks**	**2**
Unit 6: Ecology	**5/6 Weeks**	2
Unit 7: Evolution*	**5 Weeks**	**2**

* subject to time constraints

Weighting:

Labs/ Projects– 25 %	Quizzes - 15%
Semester Exam - 20%	Unit tests - 20%
Learning activities – 20%	

Course Specific Policies/Procedures:

All students will be required to sign and have their parent/guardian sign a Lab Safety contract before being permitted to participate in any labs in Science class.

Chemistry Course Syllabus 2025-2026

Instructors: Tougheed Marlie	**Classroom location:** G3 - 002
Office hours: Available upon request	**Email Address**: t.marlie_aaq@gemsedu.com

Course Description:
In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to chemical science. Major themes are the structure of matter and reactions. Students study atomic theory, the bonding of atoms, and the Periodic Table. They also learn about the properties of important groups of substances and perform lab experiments to reinforce their learning. Quantitative chemistry, which involves calculations of amounts of substances involved in chemical reactions, is an important part of the course. Thus, students should be capable of handling basic algebra. Students should expect regular assignments, written lab reports, and chemical calculations.

The Chemistry course has been derived from the NGSS curriculum. The NGSS curriculum has been used across the United States of America and is an American Curriculum. More information about this curriculum can be found: https://www.nextgenscience.org/

Course Objectives:

- Properties of Matter
  - Plan and investigate to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
- Structure of Matter
  - Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

    - Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- Understanding Chemical Reactions
    - Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- Modifying Chemical Reactions
    - Apply scientific principles and evidence to explain the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
    - Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
    - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
    - Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- Conservation of Energy and Energy Transfer
    - Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
    - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
    - Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1 - Introduction to Chemistry	4 Weeks	1
Unit 2 - Atomic Structure	3 Weeks	1
Unit 3 - Periodic Table	3 Weeks	1
Unit 4 - Bonding and Structure	3 Weeks	1
Unit 5 - Chemical Reactions	4 Weeks	2
Unit 6 - Acids and Bases	4 Weeks	2

Unit 7- Rate of Reactions	4 Weeks	2
Unit 8 - Stoichiometry	4 Weeks	2

Weighting:

Category	Percentage Weighting
Exam	20
Labs and Projects	25
Learning Activities	20
Quizzes	15
Unit Tests	20

Course Specific Policies/Procedures:

All students will be required to sign and have their parent/guardian sign a Lab Safety contract before being permitted to participate in any labs in Science class.

Environmental Science Course Syllabus 2025-2026

Instructor: Abdulahi Abdulle	**Classroom location:** G3-001
Office hours: Available upon request	**Email Address**: a.abdulle_aaq@gemsedu.com

Course Description:
The goal of 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 relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is not your typical science class, but rather an interdisciplinary study, pulling from all sciences, social sciences, mathematics and humanities.

Course Objectives:

1. Science is a process.
    - Science is a method of learning more about the world.
    - Science constantly changes the way we understand the world.
2. Energy conversions underlie all ecological processes.
    - Energy cannot be created; it must come from somewhere.
    - As energy flows through systems, at each step more of it becomes unusable.
3. The Earth itself is one interconnected system.
    - Natural systems change over time and space.
    - Biogeochemical systems vary in ability to recover from disturbances.
4. Humans alter natural systems.
    - Humans have had an impact on the environment for millions of years.
    - Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.
5. Environmental problems have a cultural and social context.
    - Understanding the role of cultural, social and economic factors is vital to the development of solutions.
6. Human survival depends on developing practices that will achieve sustainable systems.
    - A suitable combination of conservation and development is required.
    - Management of common resources is essential.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Introduction to Environmental Science	~2 weeks	Q1
Unit 2: Ecology & Geology	~5 weeks	Q1
Unit 3: Population Dynamics	~3 weeks	Q1
Unit 4: Human Diseases & Toxicology	~2 weeks	Q2
Unit 5: Water Resources & Pollution	~3 weeks	Q2
Unit 6: Air Resources & Pollution	~3 weeks	Q2
Unit 7: Climate Change	~3 weeks	Q3
Unit 8: Waste Generation & Disposal	~4 weeks	Q3
Unit 9: Energy Resources & Consumption	~3 weeks	Q4
Unit 10: Agriculture & Land Use	~3 weeks	Q4

Resources:

Textbook: *Environmental Science for AP* Second Edition, by Andrew Friedland & Rick Relyea

Weighting:

Semester 1 & Semester 2

Learning Activities - 20% - Classwork – 10% - Notebook Entries 10%	Labs & Projects - 25% - Labs – 20% - Semester Project 5%
Tests – 20%	Quizzes - 15%

Final Exam – 20%

Course Specific Policies/Procedures:
All students and their parent/guardian will be required to sign a Lab Safety Contract before being permitted to participate in any science labs. Any breach of this contract will result in a zero and immediate removal from the lab.

Physics Course Syllabus 2025-2026

Instructor: Titus Dadzie	**Classroom location:** G3-003
Office hours: Available upon request	**Email Address**: t.dadzie_aaq@gemsedu.com

Course Description:
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

The Physics course has been derived from the NGSS curriculum. The NGSS curriculum has been used across the united states of America and is an American Curriculum. More information about this curriculum can be found: https://www.nextgenScience.org/.

Course Objectives

Forces and Interactions

- Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

- Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

Energy

- Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)
- Design, build and refine a device that works within given constraints to convert one form of energy into another form of energy.
- Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

Waves and Electromagnetic Radiation

- Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
- Evaluate questions about the advantages of using a digital transmission and storage of information
- Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model and that for some situations one model is more useful than the other.
- Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

- Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Introduction to Physics	**3 Weeks**	**Q1/Semester 1**
Unit 2: Introduction to motion	**4 Weeks**	**Q1/Semester 1**
Unit 3: Acceleration and accelerated motion	**3 Weeks**	**Q1/Semester 1**
Unit 4: Motion in Two Dimension	**3 Weeks**	**Q2/Semester 1**
Unit 5: Newton's Laws of Motion	**3 Weeks**	**Q2/Semester 1**
Unit 6: Work and Energy	**4 Weeks**	**Q2+3/Semester 1**
Unit 7: Linear momentum Collision	**3 Weeks**	**Q3/Semester 1**
Unit 8: Oscillations and Waves, Light and Sound	**4 Weeks**	**Q3/Semester 2**
Unit 9: Electric Charges and Forces	**3 Weeks**	**Q4/Semester 2**
Unit 10: Electric fields and electric energy	**3 Weeks**	**Q4/Semester 2**
Unit 11: Electric current and electric circuits	**3 Weeks**	**Q4/Semester 2**

Resources:
School Resources Provided: Textbook Physics Pearson James S. Walker

Weighting:

Semester 1 and 2

Learning Activities 20%	Tests 25%

Lab work & Projects - 20%	Quizzes 15%
	Semester Exam 20%

Course Specific Policies/Procedures:
All students will be required to sign and have their parent/guardian sign a Lab Safety contract before being permitted to participate in any labs in Science class.

Required Student Resources

- Computer/tablet
- Mechanical Pencils
- Scientific calculator

AP Biology Course Syllabus 2025-2026

Instructor: Jeena Babu	**Classroom location:** G3-004
Office hours: Available upon request	**Email Address**: j.babu_aaq@gemsedu.com

Course Description for AP Biology

This AP Biology course offers an in-depth exploration of college-level biology through inquiry-based investigations and hands-on laboratory experiences. Students will engage with core concepts such as cellular structure and function, genetics, evolution, and ecosystem dynamics, applying critical thinking and scientific problem-solving skills. The course is organized around the four big ideas and is aligned with the six science practices. The curriculum emphasizes a thorough understanding of biological principles and their real-world applications with emphasis on practical laboratory work. This course is designed to prepare students for the AP Biology Exam by fostering a comprehensive grasp of biological systems and processes, aligning with the AP Biology Course and Exam Description provided by the College Board. For more details on the AP Biology course you can go to the College Board website or download the AP Biology Course and Exam Description.

Course Overview:

Units	Unit length	Quarter	Exam Weighting
Unit 1: Chemistry of Life	8 class periods	Quarter 1	8–11%
Unit 2: Cell Structure and Function	14 class periods	Quarter 1	10–13%
Unit 3: Cellular Energetics	17 class periods	Quarter 2	12-16 %
Unit 4: Cell Communication and Cell Cycle	12 class periods	Quarter 2/3	10-15 %
Unit 5: Heredity	12 class periods	Quarter 3	8–11%
Unit 6: Gene Expression and Regulation	20 class periods	Quarter 3	12-16 %
Unit 7: Natural Selection	23 class periods	Quarter 4	13-20 %
Unit 8: Ecology	21 class periods	Quarter 4	10-15 %

RESOURCES:

Textbook: Campbell Biology in Focus, *3rd Edition* by Lisa A., Michael, Wasserman and Peter V. Minorsky. AP classroom and other digital platforms.

Weightage:

Semester 1	**Semester 2**
Learning activities (Classwork/ Homework/AP classroom tasks) : 25 %	Learning activities (Classwork/ Homework/AP classroom tasks) : 25 %
Labs/Projects : 20 %	Labs/Projects : 25 %
Quizzes : 20 %	Quizzes : 20 %
Semester Exam : 10 %	N/A
Unit test: 25 %	Unit test: 30 %

Course Specific Policies/Procedures:

- This is college-level AP Biology course which is demanding and requires meticulous organization and responsibility for all readings and assignments.
- Effective time-management and prioritization are essential for keeping up with the rigorous coursework.
- Take responsibility for addressing any gaps in your understanding.
- Maintain an open mind and engage critically with diverse perspectives on biological issues.
- Contribute meaningfully, respectfully, and factually to class discussions and collaborative work.
- All students must sign a Lab Safety Contract, with a parent/guardian signature required, to ensure adherence to laboratory safety protocols.
- Adhere to the highest standards of academic integrity, avoiding any form of plagiarism or dishonesty in your work.
- Actively seek and use feedback to improve your understanding and performance throughout the course.

AP Chemistry Course Syllabus 2025-2026

Instructor: Tougheed Marlie	**Classroom location:** G3-002
Office hours: Available upon request	**Email Address:** t.marlie_aaq@gemsedu.com

Overview:

The purpose of this AP Chemistry course is to provide a freshman-level college course to ensure that the student is prepared to succeed in college chemistry. This is accomplished by teaching all the topics detailed in the AP Chemistry Course and Exam Description. The course is organized around the four big ideas and is aligned with the six science practices. Laboratory experiments are conducted to complement the material being learned. Emphasis in this class is placed on the application of chemical concepts with real-world applications. Each of the topics within the nine units is covered in depth, and the students will be assessed after the completion of each topic unit.
For more details on the AP Chemistry course, you can go to the College Board website or download the AP Chemistry Course and Exam Description here.

Course Units

Unit	Unit Length	Exam Weighting
Unit 1 - Atomic Structure and Properties	~9 - 10 Classes	(7–9%)
Unit 2 - Molecular and Ionic Compound Structure and Properties	~12 - 13 Classes	(7–9%)
Unit 3 - Intermolecular Forces and Properties	~14 - 15 Classes	(18 – 22%)
Unit 4 - Chemical Reactions	~14 - 15 Classes	(7–9%)
Unit 5 - Kinetics	~13 - 14 Classes	(7–9%)
Unit 6 - Thermodynamics	~10 - 11 Classes	(7–9%)
Unit 7 - Equilibrium	~13 - 15 Classes	(7–9%)
Unit 8 - Acids and Bases	~14 - 16 Classes	(11–15%)
Unit 9 - Applications of Thermodynamics	~10 - 13 Classes	(7–9%)

*Percentages reflect the weighting on the AP College Board Exam.

Class Format & Expectations

- This is a college-level course, you must be organized and responsible enough to manage all readings and assignments. Time management and prioritising are key.
- Please take responsibility for any gaps in your learning. For example, there is a math component in the AP Chemistry final exam. If you are not strong in math, then self-study at home.
- Keep an open mind and challenge yourself to see all issues from various points of view.
- You are expected to meaningfully, respectfully and factually contribute to class discussions.
- On May 6th, 2026, you will take the College Board AP Chemistry Exam. The student will cover exam costs. The results of this exam WILL NOT affect your class grade.
- All students are expected to sign and have their parents/guardians sign a Lab Safety Contract.

Alma Grade Weighting:

Category	Weight S1	Weight S2
Learning Activities	25	25
Exam	10	/
Labs and Projects	25	30
Quizzes	15	15
Tests	25	30

Textbook: Chemistry - The Molecular Nature of Matter and Change. Silberberg & Amateis (8e)

AP Physics Course Syllabus 2025 - 2026

Instructor: Tougheed Marlie	**Classroom location:** G3-002
Office hours: Available upon request	**Email Address**: t.marlie_aaq@gemsedu.com

Course Description:
AP Physics 1 is an introductory, college-level physics course that emphasizes the development of deep conceptual understanding and the application of physics principles to solve real-world problems. The course is designed to be equivalent to a first-semester algebra-based college physics course, providing students with a rigorous and comprehensive foundation in classical mechanics, mechanical waves, sound, fluids and electric circuits.

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.

Course Objectives

- Develop an understanding of core physics concepts and principles.
- Apply algebraic and trigonometric reasoning to solve physics problems.
- Conduct hands-on investigations and experiments to explore physical phenomena.
- Develop skills in scientific reasoning, problem-solving, and critical thinking.
- Prepare for the AP Physics 1 exam.

Learning Objectives

- 1.A Create diagrams,tables, charts, or schematics to represent physical situations.
- 1.B Create quantitative graphs with appropriate scales and units, including plotting data.
- 1.C Create qualitative sketches of graphs that represent features of a model or the behavior of a physical system.

- 2.A Derive a symbolic expression from known quantities by selecting and following a logical mathematical pathway.
- 2.B Calculate or estimate an unknown quantity with units from known quantities, by selecting and following a logical computational pathway.
- 2.C Compare physical quantities between two or more scenarios or at different times and locations in a single scenario.
- 2.D Predict new values or factors of change of physical quantities using functional dependence between variables.
- 3.A Create experimental procedures that are appropriate for a given scientific question.
- 3.B Apply an appropriate law, definition, theoretical relationship, or model to make a claim.
- 3.C Justify or support a claim using evidence from experimental data, physical representations, or physical principles or laws.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Kinematics	3 weeks	1
Unit 2: Force and Translational Dynamics	5 weeks	1
Unit 3: Work, Energy, and Power	5 weeks	1
Unit 4: Linear Momentum	3 week	1
Unit 5: Torque and Rotational Dynamics	4 weeks	2
Unit 6: Energy and Momentum of Rotating Systems	4 weeks	2
Unit 7: Oscillations	3 weeks	2
Unit 8: Fluids	3 weeks	2

Resources:
School Resources Provided: Textbook Holt McDougal Algebra 2, AP Classroom, Lab equipment, online simulations

Weighting:

Category	S1	S2
Learning Activities	25	25
Exam	10	/
Labs and Projects	25	30
Quizzes	15	15
Tests	25	30

Course Specific Policies/Procedures:

- All students will be required to sign and have their parent/guardian sign a Lab Safety contract before being permitted to participate in any labs in Science class.
- Students need to have a scientific calculator with them during every lesson.

Fine Art and Electives Syllabi 2025-2026

GEMS American Academy-Qatar
Al Wakrah, P.O. Box 2461, Qatar
Tel: +974 40329000

Reviewed: August 2025

High School and Middle School P.E. Course Syllabus 2025-2026

Instructors: Jose Romero, Nichola Fitzgerald, Emil Ottersen, Mark Bradley	**Classroom location:** Sports Hall, Fitness Center, Outdoor Pitch, Roof court
Office hours: Available upon request	**Email Address**: nacho@gemsaaq.org nichola@gemsaaq.org emil@gemsaaq.org markb@gemsedu.org

Course Description:
The Physical Educational Department aims to provide well-balanced Middle & High School PE programs that promote holistic health and improves the physical, social, emotional and mental wellbeing of students. Students will understand concepts, develop and apply motor skills and enjoy the benefits of being physically active. The program features physical fitness and strength training, a variety of individual and team sports and the opportunity to develop and nurture interpersonal skills. Health concentrates on developing awareness that promotes responsible decisions, recognizes the characteristics of a mentally healthy person and develops patterns of behavior that promote positive physical and mental health for a lifetime.

Course Objectives:

Standard 1. Develops a variety of motor skills.

Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

Standard 2. Applies knowledge related to movement and fitness concepts.

Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies

knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

Standard 3. Develops social skills through movement.

Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Standard 4. Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

Resources:

This course utilizes a wide variety of resources to support student learning, engagement, and physical development. These resources include sports equipment such as balls, nets, mats, and cones, which are essential for practicing skills and playing games. Digital tools like fitness tracking apps, instructional videos, and online assessments are also incorporated to enhance understanding and monitor progress. Additionally, visual aids such as posters, diagrams of exercises or muscle groups, and strategy boards help reinforce key concepts. Teachers may also use written materials like lesson plans, activity guides, and health-related articles to integrate theory with practice. Together, these diverse resources create a dynamic and well-rounded educational experience that promotes both physical fitness and lifelong healthy habits.

Uniform policy:

Along with MOEHE guidelines, students must bring the official GAAQ School PE uniform for every physical education lesson. This includes official GAAQ sports polo; knee-length shorts or

loose track pants; and appropriate sports shoes (School shoes and fashionable shoes are not accepted). Students must also provide their own refillable water bottle and avoid untied long hair at all times.

Course Overview:

	Middle School	High School	Length	Semester
Unit 1	Fitness	Volleyball	**4 Weeks**	**1**
Unit 2	Volleyball	Fitness	**4 Weeks**	**1**
Unit 3	Basketball	Football (soccer)	**4 Weeks**	**1**
Unit 4	Football (soccer)	Basketball	**4 Weeks**	**1**
Unit 5	Track & Field	Track & Field	**3 Weeks**	**2**
Unit 6	MultiSport	MultiSport	**4 Weeks**	**2**
Unit 7	Handball	Racquet Sports	**4 Weeks**	**2**
Unit 8	Racquet Sports	Handball	**4 Weeks**	**2**
Unit 9	Table Tennis	Table Tennis	**4 Weeks**	**2**

Grading Policy:

The majority of a student's Grade is derived from their daily active participation in the classroom setting. For this reason, students need to actively participate in all class activities to earn credit towards the performance portion of their Grade. In order to participate, students need to be dressed appropriately for physical activity, including athletic clothing and footwear. Students can then maximize their daily grade through active participation, engagement in skill development, and demonstration of appropriate social behaviors (respect, sportsmanship, etc.)

Participation - 40% • Punctuality 10% • PE Uniform 10% • Attitude to learning (ATL) 10% • Effort on performance 10%	Assessments - 60% • Performance Assessments 40% • End of Unit Quiz 20%

Advanced PE Programs. Basketball; Soccer; Volleyball. Course Syllabus 2025-2026

Instructors: Abdulahi Abdulle (Basketball); Jose Romero (Soccer); Nichola Fitzgerald (Volleyball)	**Classroom location:** Sports Hall, Fitness Center, Outdoor Pitch, Roof court
Office hours: Available upon request	**Email Address**: abdulahi@gemsedu.org nacho@gemsaaq.org nichola@gemsaaq.org

Course Description:
The Advanced High School Sport Performance courses are designed to provide high school students with a comprehensive and advanced athletic experience. This course has three sports on offer to study : basketball, soccer, and volleyball, with a focus on enhancing skills, fitness, and overall athletic performance. Students will develop advanced techniques, strategies, and game intelligence to excel in each sport while building teamwork, leadership, and sportsmanship skills.

Course Objectives:

Master Sport-Specific Skills: Attain advanced proficiency in the fundamental skills and techniques required for Track and field, Soccer, and Basketball.

Advanced Game Strategy: Understand and apply advanced game strategies and tactics in each sport, including offensive and defensive concepts.

Enhanced Fitness: Improve Health and Skill fitness components such as speed, agility, Muscular strength, endurance, and flexibility, with a focus on sport-specific conditioning.

Performance Analysis: Utilize video analysis and performance data to assess and refine individual and team performance.

Competition Readiness: Prepare for competitive high school-level matches and meets in all three sports, emphasizing personal and team success.

Leadership and Teamwork: Develop leadership qualities, teamwork, and sportsmanship skills that are transferable across sports and life contexts.

Resources:
This course utilizes a wide variety of resources to support student learning, engagement, and physical development. These resources include sports equipment such as balls, nets, mats, and cones, which are essential for practicing skills and playing games. Digital tools like fitness tracking apps, instructional videos, and online assessments are also incorporated to enhance understanding and monitor progress. Additionally, visual aids such as posters, diagrams of exercises or muscle groups, and strategy boards help reinforce key concepts. Teachers may also use written materials like lesson plans, activity guides, and health-related articles to integrate theory with practice. Together, these diverse resources create a dynamic and well-rounded educational experience that promotes both physical fitness and lifelong healthy habits.

Uniform policy:
Along with MOEHE guidelines, students must bring the official GAAQ School PE uniform for every physical education lesson. This includes official GAAQ sports polo; knee-length shorts or loose track pants; and appropriate sports shoes (School shoes and fashionable shoes are not accepted). Students must also provide their own refillable water bottle and avoid untied long hair at all times. Other equipment such as basketball trainers, soccer boots or elbow pads will be accepted in their respective programs. They must also provide their own refillable water bottle.

Grading Policy:
The majority of a student's Grade is derived from their daily active participation in the classroom setting. For this reason, students need to actively participate in all class activities to earn credit towards the performance portion of their grade. In order to participate, students need to be

dressed appropriately for physical activity, including athletic clothing and footwear. Students can then maximize their daily grade through active participation, engagement in skill development, and demonstration of appropriate social behaviors (respect, sportsmanship, etc.)

Participation & Behavior - 40%	Assessments - 60%
• Punctuality 10% • PE Uniform 10% • Attitude to learning (ATL) 10% • Effort on performance 10%	• Performance Assessments 40% • End of Unit Quiz 20%

High-School Photography I Course Syllabus 2025-2026

Instructor: Ben Adye	**Classroom location:** S3-204
Office hours: Available upon request	**Email Address**: b.adye_aaq@gemsedu.com

Course Description:
This course will focus on both technical and creative aspects of photography. Through a series of hands-on lessons, students will delve into the fundamentals of camera operation, explore composition techniques, and learn to harness natural and artificial light to capture stunning images. Regular critique sessions will support a growing understanding of the power of imagery. A large continual aspect of this course will focus on the world of post-processing with Adobe Photoshop, where students will enhance and refine images to truly capture their vision. The course offers students freedom to explore their own creative potential through a camera lens.

Course Objectives:

Understand the Camera.

- Basics of camera anatomy and functionality in relation to aperture, shutter speed, ISO, focus modes, and white balance.

Exposure Triangle.

- Understand the relationship between aperture, shutter speed, and ISO in determining exposure: how adjustments in each parameter affect the final image.

Different Settings for Different Uses:

- Explore various shooting modes (auto, aperture priority, shutter priority, manual) and when to use each.
- Discuss specialized settings such as macro, sports/action, and night photography.

Light, Both Natural and Artificial:

- Understand the qualities of light (intensity, direction, color temperature) and how they impact photography.
- Explore techniques for utilizing natural light effectively, including golden hour photography and backlighting.
- Incorporate artificial lighting equipment such as speedlights, strobes, and continuous lights in the creation of an image.

Portraiture:

- Utilize techniques for posing subjects, framing shots, and capturing expressions, while recognizing the importance of composition and background selection in portrait photography.
- Incorporate different lighting setups for portraits, including Rembrandt, butterfly, and split lighting.

Still Life and Product Photography:

- Make decisions on arrangement of still life compositions and selecting suitable props, incorporating lighting to highlight the product features.

Storytelling and Emotion Through Photography:

- Understand techniques to enable the exploration of narrative themes and concepts through photography.

Photoshop and Post-processing:

- Gain an insight to essential Photoshop tools and techniques for editing and retouching images utilizing topics such as color correction, exposure adjustments, cropping, and layering masks. Opportunities for experimentation with creative editing effects and styles.

Creation of the Whole School Yearbook:

- Collaborate on a yearlong project to plan and organize the content and layout of the 2025/26 Yearbook. This will include the printing process.

Course Overview:

Unit	Weeks	Semester
Unit 1 - History of Photography	2	1
Unit 2 - Understanding the Camera	4	
Unit 3 - Light: Natural and Artificial	4	
Unit 4 - Portraiture	4	
Unit 5 - Still-Life and Product Photography	4	2
Unit 6 - Motion and Time	3	
Unit 7 - Storytelling and Emotion	4	
Unit 8 - Creative Pursuit	3	

Unit 9 - Post-Processing (Adobe Lightroom CC and Photoshop)	Ongoing 1 & 2
Unit 10 - 2025/26 Yearbook	

Resources:

- Laptop/Tablet (Content such as readings, videos, handouts, etc. will be provided digitally or in class)
- Personal interchangeable lens camera (either DSLR or mirrorless) *cameras are also provided by GAAQ
- Adobe Creative Cloud subscription on personal device *iMac computers with Adobe Creative Cloud are also provided by GAAQ

Weighting:

Portfolio = 20%	Theoretical and Post-Processing = 15%
Photographic Assignments = 30%	Yearbook Deadlines = 15%
Critique Contributions & Participation = 20%	

Course Specific Policies/Procedures:
All students will be held to a high level of accountability for handling equipment sensibly and maturely, especially while completing photographic assignments around the school grounds.

High-School Photography II Course Syllabus 2025-2026

Instructor: Ben Adye	**Classroom location:** S3-203
Office hours: Available upon request	**Email Address**: b.adye_aaq@gemsedu.com

Course Description:
This advanced photography course centers on a year-long, hands-on project: each student builds a professional photo business - finding clients, negotiating budgets, drafting contracts, and delivering real-world shoots. This entrepreneurial core is enriched by quarterly learning modules: in Q1, students study and emulate iconic photographers; in Q2, advanced camera techniques and lighting are mastered; in Q3, visual storytelling and photojournalism are explored; and in Q4, an exhibition-ready portfolio is developed. Alongside these units, students pursue individual creative interests - beginning with style development, followed by a master-study with peer critique, and concluding with passion-led projects - blending technical excellence, artistic growth, and real-world experience throughout the year.

Course Objectives:
Entrepreneurial Project Management: Apply business planning skills for client acquisition, budgeting, contracts, and scheduling. Execute and deliver commissioned photo shoots and client feedback.

Photographer Analysis & Emulation: Critically analyze the styles, techniques, and visual impact of influential photographers. Recreate key aspects of chosen works to deepen technical and creative understanding.

Advanced Technical Proficiency: Master manual camera settings - including aperture, shutter speed, ISO, and white balance - for precise control. Utilize advanced lighting techniques.

Visual Storytelling & Photojournalism: Craft coherent visual narratives through sequencing, thematic cohesion, and emotional impact. Employ photojournalistic principles such as candor, context, composition, and ethical storytelling.

Exhibition & Portfolio Development: Curate a cohesive, professional-quality body of work for display or publication. Design and present a polished exhibition-ready portfolio reflecting technical skill and artistic vision.

Creative Autonomy & Style Development: Develop an individual aesthetic through independent practice. Conduct a master-study and give/receive peer critique. Execute passion-led projects demonstrating originality and self-direction.

Post-Processing & Image Refinement: Enhance technical and creative quality through advanced editing: color correction, exposure, compositing, and stylistic effects.

Course Overview:

Unit	Weeks	Semester
Core Unit 1 - Photographer Analysis & Emulation	8	1
Autonomy Unit 1 - Independent Practice & Style Development	8	
Core Unit 2 - Advanced Technical Skills	8	
Autonomy Unit 2 - Master Study & Peer Critiques	8	
Core Unit 3 - Visual Storytelling & Photojournalism	8	2
Autonomy Unit 3 - Passion Project #1	8	
Core Unit 4 - Exhibition & Portfolio	8	
Autonomy Unit 4 - Passion Project #2	8	

Unit 7 - “The Side Hustle” - Build a Photography Business	Ongoing 1 & 2
Unit 8 - 2025/26 Yearbook (Editors)	

**Core Units and Autonomy Units will run in parallel.*

Resources:

- Laptop/Tablet (Content such as readings, videos, handouts, etc. will be provided digitally or in class)
- Personal interchangeable lens camera (either DSLR or mirrorless) *cameras are also provided by GAAQ
- Adobe Creative Cloud subscription on personal device *iMac computers with Adobe Creative Cloud are also provided by GAAQ

Weighting:

Core Units = 20%	Autonomy Units = 20%
Photography Business = 20%	Final Portfolio = 20%
Yearbook = 10%	Participation = 10%

Course Specific Policies/Procedures:

All students will be held to a high level of accountability for handling equipment sensibly and maturely, especially while completing photographic assignments around the school grounds.

Middle School Intro to IT Course Syllabus 2025-2026

Instructor: Juan Arias	**Classroom location:** S3-212
Office hours: Availability upon request	**Email Address**: j.gonzalez_aaq@gemdsedu.com

Course Description:
The goal of this IT course is to equip students with the digital knowledge and skills necessary for success in core subjects while also offering an opportunity to explore IT as a potential field of further study. Through a project-based learning environment, students will learn the fundamentals of web design and development, including web hosting, creating HTML/CSS files, and incorporating JavaScript into their projects. Throughout the school year, students will work both collaboratively and independently to design, develop, and implement functional and responsive web pages, building a strong foundation in web development.

Course Objectives:

- **Gain Proficiency in G-Suite Tools:** Students will develop practical skills in using G-Suite applications, including Gmail, Google Sheets, Google Drive, and Google Slides, to enhance their productivity, collaboration, and organization in both academic and professional environments.
- **Understand the Fundamentals of Web Development**: Students will learn the core concepts of web design and development, including web hosting, HTML/CSS file creation, and JavaScript integration.
- **Develop Practical Web Design Skills**: Through project-based learning, students will gain hands-on experience in designing, developing, and implementing functional and responsive web pages.

- **Collaborate and Work Independently:** Students will work both collaboratively and independently on projects, enhancing their teamwork and individual problem-solving skills in web development.
- **Apply Knowledge in Real-World Scenarios:** Students will apply their learning to real-world scenarios, culminating in the development of fully functional web pages that demonstrate their understanding of course material.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Google Suite	8 weeks	1st Quarter
Figma	9 weeks	2nd quarter
Getting Started - What is the Web?	2 weeks	3rd Quarter
HTML - Structuring Websites	5 weeks	3rd Quarter
CSS - Styling Websites	5 weeks	4th Quarter
Advanced HTML and CSS	7 weeks	4th Quarter

Resources:
School Resources Provided: Gmail account

Student's Own Resources: Digital Device (preferably laptop and not tablet. If it's a tablet, it should have a keyboard), Headphones.

Weighting:

Learning activities - 20%	Projects - 30%
Quizzes - 15%	Quarter Finals - 20%
Participation- 15%	

Course Specific Policies/Procedures:

All course-specific policies and procedures will adhere to the broader school policies. Please refer to the school's official policy handbook and syllabus for detailed guidelines on attendance, grading, academic integrity, and other important matters.

Middle School IT Course Syllabus 2025-2026

Instructor: Juan Arias	**Classroom location:** S3-212
Office hours: Availability upon request	**Email Address**: j.gonzalez_aaq@gemdsedu.com

Course Description:
This year-long course builds on students' foundational HTML/CSS knowledge and introduces advanced web design and dynamic programming. Through project-based learning (PBL) , students will reinforce CSS layout skills (Grid, Flexbox, responsive design) and progressively learn JavaScript – from basics to DOM manipulation – to create interactive, user-friendly web pages. One lightweight quiz is administered each month to gauge understanding, and a multi-week capstone project at the end challenges students to integrate skills from the past three years. The curriculum is organized into logical units with a week-by-week breakdown, key learning goals, assessment points, and hands-on projects.

Course Objectives:

- **Understand the Fundamentals of Web Development**: Students will learn the core concepts of web design and development, including web hosting, HTML/CSS file creation, and JavaScript integration.
- **Develop Practical Web Design Skills**: Through project-based learning, students will gain hands-on experience in designing, developing, and implementing functional and responsive web pages.

- **Collaborate and Work Independently:** Students will work both collaboratively and independently on projects, enhancing their teamwork and individual problem-solving skills in web development.
- **Apply Knowledge in Real-World Scenarios:** Students will apply their learning to real-world scenarios, culminating in the development of fully functional web pages that demonstrate their understanding of course material.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1 - CSS Mastery & Responsive Design	4 weeks	1st Quarter
Unit 2 - Introduction to JavaScript Programming	8 weeks	2nd quarter
Unit 3 - DOM Manipulation & Interactive Pages	8 weeks	3rd Quarter
Unit 4: Advanced Web Techniques & Data Handling	7 weeks	3rd Quarter
Unit 5: Capstone Project & Showcase	9 weeks	4th Quarter

Resources:
School Resources Provided: Gmail account

Student's Own Resources: Digital Device (preferably laptop and not tablet. If it's a tablet, it should have a keyboard), Headphones.

Weighting:

Learning activities - 20%	Projects - 30%

Quizzes - 15%	Quarter Finals - 20%
Participation- 15%	

Course Specific Policies/Procedures:

All course-specific policies and procedures will adhere to the broader school policies. Please refer to the school's official policy handbook and syllabus for detailed guidelines on attendance, grading, academic integrity, and other important matters.

High School Media Studies Course Syllabus 2025-2026

Instructor: Juan Arias	**Classroom location:** S3-212
Office hours: Availability upon request	**Email Address**: j.gonzalez_aaq@gemdsedu.com

Course Description:
This year-long Media Studies course (grades 10–12) is organized into seven thematic units, each focusing on a major media form: newspapers, advertising, radio, digital journalism, social media, television, and video/film. The curriculum is project-based and student-centered, aligning with NAMLE's principles of inquiry and media creation. Students will learn to access, analyze, evaluate, create, and act using various media, developing critical thinking and expression as informed media consumers and creators . Key concepts from GCSE and A-Level Media Studies – media language, representation, industry, and audience – are integrated throughout. Each unit includes hands-on projects (2–3 per unit) and weekly skill-building activities. Every two weeks, students conduct a News Investigation presentation on a current news story they have researched, fostering ongoing inquiry and discussion. The schedule follows the 2025–26 school calendar..

Course Objectives:

- Demonstrate an understanding of a variety of media texts.
- Deconstruct different types of media texts, identifying the codes, conventions, and techniques used, and explaining how they create meaning.
- Analyze and critique media representations of people, issues, values, and behaviors.
- Analyze and evaluate the impact of media on society.
- Demonstrate an understanding of how media creators target and attract audiences.
- Demonstrate an understanding of the impact of regulations, ownership, and control on access, choice, and range of expression.
- Create a variety of media texts for different audiences and purposes, using effective forms, codes, conventions, and techniques.
- Demonstrate an understanding of roles and career options in various media industries.
- Demonstrate an understanding of their growth as media consumers, media analysts, and media producers.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Newspapers & News Literacy	4 weeks	1st Quarter
Unit 2: Advertising & Persuasion	4 weeks	1st quarter
Unit 3: Radio & Podcasting	7 weeks	2nd Quarter
Unit 4: Digital Journalism	5 weeks	3rd Quarter
Unit 5: Social Media & Society	6 weeks	3rd Quarter
Unit 6: Television & Broadcast Media	7 weeks	4th Quarter

Resources:

School Resources Provided: Gmail account

Student's Own Resources: Digital Device (preferably laptop and not tablet. If it's a tablet, it should have a keyboard), Headphones.

Weighting:

Learning activities - 20%	Projects - 30%
News Report- 15%	Quarter Finals - 20%
Participation- 15%	

Course Specific Policies/Procedures:

All course-specific policies and procedures will adhere to the broader school policies. Please refer to the school's official policy handbook and syllabus for detailed guidelines on attendance, grading, academic integrity, and other important matters.

AP Computer Science A Course Syllabus 2025-2026

Instructor: Jarrod Williams	**Classroom location:** S3-211
Office hours: Available upon request	**Email Address**: j.williams_aaq@gemsedu.com

Course Description:
Code.org's Computer Science A (CSA) curriculum is a full-year, rigorous curriculum that introduces students to software engineering and object-oriented programming and design using the Java programming language. This curriculum covers a broad range of topics, including the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. All teacher and student materials are provided for free online and can be accessed at code.org/csa.

Course Objectives:

- **Problem-Solving and Algorithm Development**: Students will learn to design solutions to complex problems and develop algorithms to process data and discover new information. They will analyze potential solutions and explore the ethical and social implications of computing systems.
- **Object-Oriented Programming (OOP)**: Students will gain a strong foundation in object-oriented programming principles, including the creation and use of objects, classes, inheritance, and polymorphism.
- **Data Structures and Algorithms**: Students will work with various data structures, such as arrays and ArrayLists, to store and manipulate data. They will develop and implement algorithms to solve problems and process data efficiently.
- **Software Engineering Skills**: The course emphasizes the development of software engineering practices, such as writing and testing code, debugging, and performing code reviews. Students will also work on larger projects to apply their skills in real-world scenarios.
- **Ethical and Social Implications**: Students will explore the broader impacts of computing on society, economies, and culture. They will engage in discussions about the ethical use of technology and consider how computing systems affect individuals and communities.
- **Preparation for the AP Exam**: The course prepares students for the AP Computer Science A exam by covering the required content, including program design, code logic, code implementation, code testing, and documentation.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Object-Oriented Programming	**5 Weeks**	**Q1/S1**
Unit 2: Class structure & Design	**3.5 Weeks**	**Q1/S1**
Unit 3: Arrays & Algorithms	**4 Weeks**	**Q2/S1**
Unit 4: Conditions & Logic	**4 Weeks**	**Q2/S1**
Unit 5: Two-Dimensional Arrays	**4 weeks**	**Q3/S2**
Unit 6: ArrayLists & String Methods	**4 weeks**	**Q3/S2**

Unit 7: Method Decomposition and Recursion	**3 weeks**	**Q3/S2**
Unit 8: Searching and Sorting + AP Exam Review	**4.5 weeks**	**Q4/S2**

School Resources Provided: N/A

Weighting:

Semester Finals - 20%	Tests and Projects - 30%
Quizzes - 25%	Learning activities - 15%
Reflections - 10%	

Course Specific Policies/Procedures:

It is strongly recommended that students taking this course use a laptop running either Windows or MacOS as their school device. Programming on a tablet is possible, but not ideal.

AP Computer Science Principles Course Syllabus 2025-2026

Instructor: Jarrod Williams	**Classroom location:** S3-211
Office hours: Available upon request	**Email Address**: j.williams_aaq@gemsedu.com

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

Course Objectives:
Creative Development

- Collaborate with others
- Identify a program function and purpose
- Design and develop programs
- Identify and correct errors

Data

- Binary numbers
- Data Compression
- Extracting information from data

Algorithms & Programming

- Variables
- Data Abstraction
- Data Types
- Mathematical Expressions
- Iteration
- Conditionals
- Searching & Sorting
- Data Structures

Computer Systems & Networks

- The Internet
- Fault Tolerance
- Distributed and Parallel Computing

Impact of Computing

- Beneficial & harmful effects
- Digital Divide
- Computing Bias
- Crowdsourcing
- Legal and Ethical Concerns

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Digital Information	**3 Weeks**	**Q1/S1**
Unit 2: The Internet & Networks	**3 Weeks**	**Q1/S1**
Unit 3: The Impact of Computing	**3 Weeks**	**Q2/S1**
Unit 4: Intro to App Design	**3 Weeks**	**Q2/S1**
Unit 5: Lists	**3 weeks**	**Q3/S2**
Unit 6: Algorithms	**4 weeks**	**Q3/S2**
Unit 7: Create Task (Main Focus)	**3 weeks**	**Q3/S2**
Unit 8: Review	**2 weeks**	**Q4/S2**

School Resources Provided: N/A

Weighting:

Semester Finals - 20%	Tests and Projects - 30%
Quizzes - 25%	Learning activities - 15%
Reflections - 10%	

Course Specific Policies/Procedures:

It is strongly recommended that students taking this course use a laptop running either Windows or MacOS as their school device. Programming on a tablet is possible, but not ideal.

Information Technology 2 Course Syllabus 2025-2026

Instructor: Jarrod Williams	**Classroom location:** S3-211
Office hours: Available upon request	**Email Address**: j.williams_aaq@gemsedu.com

Course Description:
This course is designed to build on the fundamentals of Information technology acquired in Information Technology I. The course is designed as an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

Course Objectives:

Problem Solving and computing.

- Identify the defined characteristics of a computer and how it is used to solve information problems.
- Use a structured problem solving process to address problems and design solutions that use computing technology.
- Create a collaborative classroom environment where students view computer science as relevant, fun, and empowering.

Web Development

- Create digital artifacts that use multiple computer languages to control the structure and style of their content.
- Create a website as a form of personal expression.
- Use different programming languages to solve different problems.
- Examine their role and responsibilities as both creators and consumers of digital media.

Interactive animations and games

- Create an interactive animation or game that includes basic programming concepts such as control structures, variables, user input, and randomness.

- Work with others to break down programming projects using sprites and functions.
- Give and respond constructively to peer feedback, and work with their teammates to complete a project.
- View yourself as a computer programmer, and see programming as a fun and creative form of expression.

The Design Process

- See the design process as a form of problem solving that prioritizes the needs of a user.
- Identify user needs and assess how well different designs address them.
- Develop paper and digital prototypes, gather and respond to feedback about a prototype, and consider ways different user interfaces do or do not affect the usability of their apps.

Data and Society

- Understand the role of data and data representation in solving information problems.
- Explain the necessary components of any data representation scheme, as well as the particulars of binary and the common ways that various types of simple and complex data are represented in binary code.
- Design and implement a data-based solution to a given problem and determine how the different aspects of the problem solving process could be automated.

Physical Computing

- Design and build a physical computing device that integrates physical inputs and outputs with digital apps.
- Create app prototypes that use a physical device to solve real-world problems
- Use physical computing to solve problems in fun and innovative ways.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Karel in Python	**Approx 3 Weeks**	**Q1/S1**
Basic Python and Course Interaction	Approx 3 Weeks	Q1/S1
Conditionals	Approx 2 Weeks	Q2/S1
Looping	Approx 2 Weeks	Q2/S1

Project - Password Authenticator	Approx 1 Week	Q2/S1
Functions and Exceptions	Approx 2 Weeks	Q2-Q3/S1
Strings	Approx 2 Weeks	Q3/S2
Project - Two Player Game	Approx 1 week	Q3/S2
Creating and Altering Data Structures	Approx 3 Weeks	Q3/S2
Extending Data Structures	Approx 2 Weeks	Q3/S2
Project - Guess the word	Approx 1 Week	Q4/S2
File I/O	Approx 2 weeks	Q4/S2
Roles in Software Development Team	Approx 1 Week	Q4/S2
Final Project	Approx 2 Weeks	Q4/S2

Resources:
Not Applicable

Weighting:

Semester Project - 20%	Projects - 30%
Quizzes - 15%	Learning activities - 20%
Class Participation -15%	

Course Specific Policies/Procedures:

It is strongly recommended that students taking this course use a laptop running either Windows or MacOS as their school device. Programming on a tablet is possible, but not ideal

Esports Course Syllabus 2025–2026

Instructor: Jarrod Williams	**Classroom location:** Esports Lab (Gaming PCs & PS5 stations)
Office hours: Available upon request	**Email Address**: j.williams_aaq@gemsedu.com

Course Description:
This course introduces students to competitive esports through *EA Sports FC 26* and *Fortnite*. Students will develop technical gameplay skills, tactical understanding, and teamwork in structured practice sessions. The program integrates sports psychology, probability, and data analysis to connect esports with STEM learning. Students will also explore leadership, resilience, and communication in a team setting, with opportunities to analyze professional esports gameplay.

Course Objectives:

- Improve mechanics, strategies, and decision-making in FC26 and Fortnite.
- Apply tactical analysis, probability, and statistical review to gameplay.
- Develop communication, teamwork, and leadership in co-op play.
- Explore sports psychology concepts such as focus, composure, and resilience.
- Demonstrate reflective practice through match analysis and journals.

Course Overview:

Week	Topics	Activity/ Assessment
1-3	Fundamentals: Passing, Dribbling, Building Basics	Baseline skill test, reflection journal
4-6	Defending & Positioning	Drill evaluation, short quiz
7-9	Advanced Mechanics: Skill Moves & Finishing	Gameplay log, decision-making flowchart
10-12 13-15	Tactics: Formations & Build-Up Styles Ultimate Team: Probability & Economics	Tactical analysis quiz, scrim performance Pack odds worksheet, FUT squad project
16-18	Fortnite: Mechanics & Strategy	Mechanics drills, probability reflection
19-21	Fortnite: Team Play & Zone Control	Team scrim peer feedback, short essay
22-24	Mindset & Psychology	Journal review, quiz on resilience strategies
25-27	Pro Play Analysis & Event Prep	Pro match breakdown, team project
28-30	Student-Led Tournament (Capstone Project)	Tournament performance + event organization
31-EOY	Reflection & Career Pathways	Final essay & showcase presentation

Resources:
Esports Lab PCs and PS5 consoles, headsets, replay software, curated gameplay clips, and tournament frameworks.

Weighting:

Formative (20%): Training drills, reflection journals	Summative (40%): Gameplay analysis projects, essays, scrims
Quizzes (15%): Game knowledge, tactics, probability	Participation (15%): Communication, collaboration, sportsmanship
Final Showcase (10%): Competitive match/tournament performance	Total :100%

Course Specific Policies/Procedures:

- Students must handle all equipment (computers, controllers, headsets, etc.) carefully and report any damage or technical issues immediately.
- Personal devices are not permitted during class unless explicitly authorized for specific activities.
- Only authorized software and applications related to the course may be installed or used.
- Students are responsible for cleaning and maintaining equipment after use and following safety guidelines to prevent damage or injury.

Applied Music Course Syllabus 2025-2026

Instructor: Vitor Boga	**Classroom location:** S3-216
Office hours: Available upon request	**Email Address**: v.boga_aaq@gemsedu.com

Course Description:

The **Applied Music** course offers students in grades 9 through 12 the opportunity to develop their skills on a chosen instrument, including piano, guitar, bass guitar, drum set, or ukulele. Students will receive individualized instruction and practice techniques to enhance their technical ability, musicality, and understanding of music theory. This course focuses on both solo performance and ensemble work, allowing students to apply their learning in various musical contexts. Through hands-on learning, students will explore foundational and advanced techniques, including scales, chords, rhythm patterns, and improvisation. The course also emphasizes sight-reading, ear training, and the application of music theory to improve overall musicianship. Students will have opportunities to perform in recitals and concerts, showcasing their progress and creativity.

Course Objectives:

- **Develop Technical Proficiency on an Instrument**
- **Understand and Apply Music Theory**
- **Improve Sight-Reading and Ear-Training Skills**

- **Enhance Creativity through Improvisation and Composition**
- **Build Ensemble and Collaborative Performance Skills**
- **Refine Performance Skills in Solo and Group Settings**
- **Gain Knowledge of Music Genres and Styles**
- **Set Personal Learning Goals and Track Progress**
- **Prepare for Public Performances**
- **Foster a Lifelong Appreciation for Music**

Course Overview:

Unit	Weeks	Semester
Unit 1 - Introduction to Instrument and techniques	3	S1
Unit 2 - Music Theory Fundamentals	4	
Unit 3 - Ear Training and Sight-Reading	3	
Unit 4 - Rhythm and Timing	2	
Unit 5 - Improvisation and Creativity	3	
Unit 6 - Ensemble Playing and Collaboration	4	S2
Unit 7 - Music Genres and Styles	3	
Unit 8 - Solo Performance Preparation	3	
Unit 9 - Recording and Music Production Basics	2	
Unit 10 - Final Performance and Reflection	3	

Resources:

- *Hal Leonard Guitar Method* (Guitar/Bass), *Alfred's Basic Piano Library* (Piano), and *Essential Elements for Band* (Drum Set).
- *JustinGuitar* (Guitar), *PianoLessons.com* (Piano), and *Drumeo* (Drums) on YouTube for tutorials.
- *Ultimate Guitar* for tabs and chord charts, *MusicWill Jam Zone* for interactive lessons, and *Teoria.com* for theory exercises.

- *Audacity* and *GarageBand* for recording and music production.
- *Pro Metronome* and *GuitarTuna* for rhythm practice and tuning.
- *IMSLP* and *MusicNotes* for sheet music.
- Custom rubrics for performance assessments, practice logs, and theory study guides.
- Backing tracks from *BackingTrack.com* and *YouTube* for performance practice.

Weighting:

Attitude To Learning = 40%	Playing Quizzes = 20%
Exam = 10%	Weekly Recordings = 10%
Musical Outcome = 20%	

Course Specific Policies/Procedures:

- **Attendance & Participation**: Regular attendance and active participation in rehearsals, practice sessions, and performances are mandatory.
- **Instrument Care**: Students are responsible for proper care and maintenance of their instruments; damages may result in fees.
- **Practice Requirements**: Students must maintain a regular practice schedule and document progress in practice logs.
- **Performance Attendance**: Participation in all performances is required; missing a performance without prior approval will affect the student's grade.
- **Late Work**: Late assignments, practice logs, and projects will incur grade penalties unless prior arrangements are made.
- **Technology Use**: Technology is allowed for music-related purposes only (e.g., tuning, metronomes, recording); non-music use is prohibited.
- **IEP Accommodations**: Accommodations will be provided based on students' IEPs, ensuring all needs are met during instruction and assessments.
- **Collaboration & Group Work**: Students must work respectfully and effectively in group settings, contributing equally to ensemble projects.

High-School Modern Music Ensemble Syllabus 2025-2026

Instructor: Vitor Boga	**Classroom location:** S3-216
Office hours: Available upon request	**Email Address**: v.boga_aaq@gemsedu.com

Course Description:
This Modern Music Ensemble course provides students in grades 9 through 12 with an immersive exploration into the production and creation of popular music through the medium of a modern "rock" band. Students will gain foundational and advanced skills on guitar, keyboard, bass, drum set, and vocals, and will work together in a rock combo to create and perform music. This course is designed to accommodate all skill levels, ensuring that each student is directed toward growth on each instrument. Both semesters culminate in a final performance of a school-appropriate cover song selected by the group, allowing students to showcase their skills and collaborative efforts.

Course Objectives:

- Develop foundational skills on guitar, bass, keyboard, drum set, and vocals.
- Understand the role of each instrument in a rock band setting.
- Collaborate with peers to arrange, rehearse, and perform cover songs.
- Gain proficiency in music recording and production techniques.
- Build confidence in performing live and recording music.

Course Overview:

Unit	Weeks	Semester
Unit 1 - Jam Session	3	1
Unit 2 - Fall Fest	4	
Unit 3 - Winter Series	4	
Unit 4 - Battle of The Bands	5	

Unit 5 - Spring Series	4	2
Unit 6 - Summer Series	5	
Unit 7 - Graduation		Ongoing 1 & 2
Unit 8 - Further Development		

Resources:

- **Primary Curriculum:** Adapted from MusicWill's "Music as a Second Language & The Modern Band Movement" manual (Wish et al., 2016).
- **Online Resources:**
  - MusicWill Jam Zone
  - Ultimate Guitar
  - YouTube and Spotify for song analysis and listening examples
  - Flipgrid for peer feedback and performances
- Audacity and other recording/editing software

Weighting:

Attitude To Learning = 20%	Reflective Journal = 10%
Performances = 25%	Interpersonal Skills = 20%
Musical Skills = 25%	Total= 100%

Course Specific Policies/Procedures:

Attendance and Participation

- **Policy**: Regular attendance is essential for collaborative rehearsals and ensemble performances. Active participation in rehearsals and group activities is expected.
- **Procedure**: Students must attend all rehearsals and ensemble sessions on time. Unexcused absences or tardiness may result in loss of performance opportunities or grade reductions.

2. Instrument and Equipment Care

- **Policy**: Students are responsible for the care and maintenance of instruments and equipment, whether school-provided or personal.
- **Procedure**: Students must properly handle and store instruments after use. Any damage to school-owned equipment must be reported immediately, and students may be held accountable for repairs.

3. Practice and Rehearsal Expectations

- **Policy**: Regular individual and group practice is essential for improving ensemble performance skills. Students must dedicate time to practice outside of class hours.
- **Procedure**: Students are expected to log their individual practice time and come prepared for rehearsals with assigned parts learned. Practice logs will be periodically reviewed by the teacher for progress assessment.

4. Performance Expectations

- **Policy**: Participation in all scheduled performances is mandatory. These events are key assessments and integral to the course experience.
- **Procedure**: Students must commit to attending all performances. Any conflicts must be communicated to the teacher in advance, and failure to attend a performance without an excused absence will affect the student's grade.

5. Collaborative Work and Group Dynamics

- **Policy**: Group collaboration is central to the Modern Music Ensemble, and students are expected to work together respectfully and efficiently in creating and arranging music.
- **Procedure**: Students must contribute equally during rehearsals and respect the ideas and contributions of their peers. Conflicts within groups should be resolved through discussion or brought to the teacher's attention if necessary.

6. Use of Technology

- **Policy**: Technology is encouraged for music production, recording, and learning, but it should be used appropriately during rehearsals and performances.

- **Procedure**: Students may use laptops, tablets, and smartphones for music-related tasks such as tuning, recording, or playing backing tracks. Unrelated technology use during class is not permitted.

7. Academic Integrity

- **Policy**: Students are expected to uphold integrity in all assignments, performances, and collaborative projects.
- **Procedure**: Plagiarism or copying others' musical arrangements will not be tolerated. Collaborative work must reflect the contributions of all group members, and improper behavior will result in disciplinary action.

8. Accommodations for Students with IEPs

- **Policy**: Accommodations will be made in accordance with IEPs to ensure all students can fully participate in the ensemble.
- **Procedure**: Students with IEPs will receive accommodations such as additional time, modified parts, or alternative assessments as outlined in their plan. The teacher will work closely with the support team to meet individual needs.

9. Performance Attire

- **Policy**: Appropriate performance attire is required for all formal events to maintain professionalism.
- **Procedure**: Students will be informed of dress code requirements ahead of performances. Non-compliance may result in restricted participation in the performance.

10. Late Work and Deadlines

- **Policy**: All assignments, including arrangements, performance prep, and project submissions, must meet the specified deadlines.
- **Procedure**: Late submissions will result in grade penalties unless prior arrangements are made with the teacher. Students must communicate any issues well in advance of deadlines.

Introduction to Band Syllabus 2025-2026

Instructor: Sarah Dotterweich	**Classroom location:** S3-201
Office hours: Available upon request	**EmailAddress**:s.dotterweich_aaq@gemsedu.com

Course Description:

Introduction to Band is the entry-level course in the GEMS American Academy Instrumental Music Program, designed to introduce students to the fundamentals of playing a musical instrument. Students select an instrument from the woodwind, brass, or percussion families, which they will study and perform on throughout the school year.

The course aims to match each student with an instrument that aligns with their interests and abilities, while building foundational skills such as tone production, note and rhythm reading, ensemble performance, and collaborative teamwork. In addition, students will develop critical listening skills that enhance their overall musical understanding and support learning beyond the music classroom.

Course Objectives:

- Reading Notes and Rhythms
  - Recognize whole, half, quarter, eighth, sixteenth, and dotted note duration in 2/4, 3/4, and 4/4 meters.
  - Recognize standard notation symbols for music

- Starting the Instrument: The First Fives Notes & Unison Melodies
- Recognize and Perform in Concert B-flat, E-flat, A-flat, and F Key Signatures
- Interpret, through Instrument, Standard Notation Symbols for Pitch
- Perform Unison Melodies as a Group with Accurate Pitch and Rhythm
- Playing an Instrument with Quality Tone Production and Breath Support
  - Utilize proper breathing techniques
  - Understand creation of steady tone and applying steady tone in an ensemble
  - Understand how to create quality sounds through correct posture and breathing

- Playing an Instrument with Various Stylistic Techniques including Articulation, Tempo, and Dynamics
    - Understand and apply articulations: staccato, legato, accent, and marcato
    - Understand and apply tempo: andante, moderato, allegro, etc.
    - Understand and apply dynamics: *piano* through *forte*

- Preparing and Performing in a Concert Ensemble as well as Solo and Small Groups (Chamber Ensembles)
    - Create music using a variety of sound and notational sources
    - Understand musical elements and how they interact in performances
    - Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Introduction to Musical Elements and Instruments	4 weeks	Quarter 1
Unit 2: Tone Quality and Breath Support	4 weeks	Quarter 1
Unit 3: End of Semester Concert Performance & Reflection	7 weeks	Quarter 1 & 2
Unit 4: Technique - Articulation, Tempo, Dynamics	6 weeks	Quarter 2 & 3
Unit 5: Spring Concert Preparation & Performance	9 weeks	Quarter 3 & 4
Unit 6: Performing and Identifying B-flat, E-flat, A-flat, F scales/arpeggios	5 weeks	Quarter 4

Unit Name	Unit Length	Quarter/Semester
Unit 7: Cumulative Music Application & Sight Reading	2 weeks	Quarter 4

**Note: Concert Preparation units blend into the units before them.*

Resources & Materials:

- School Resources Provided: Instrument, Beginning Band Method Book, Cork Grease, Reeds, Instrument Cleaning Kits, Concert Sheet Music, and Google Classroom.

- Students are responsible for maintaining and taking care of the materials provided to them by the school.

- Investing in your own instrument is encouraged! Please speak to the director if you have any questions regarding instrument brands or where to purchase.

Weighting:

Participation - 20%	Written Quizzes - 25%	Playing Tests - 25%
Classwork - 10%	Performances - 20%	Total: 100%

Course Specific Policies/Procedures:

All students will be required to sign and have their parent/guardian sign aInstrument Care Contract before being permitted to loan out a school instrument to use during class. Students will be expected to return their instruments to GAAQ at the end of the school year in proper playing condition.

Middle School Band Course Syllabus 2025-2026

Instructor: Sarah Dotterweich	**Classroom location:** S3-201
Office hours: Available upon request	**Email Address**:s.dotterweich_aaq@gemsedu.com

Course Description:

Middle School Band is an advanced level course within the GEMS American Academy Instrumental Music Program, designed for students with prior experience on their chosen instrument. Throughout the school year, students continue to develop their skills on an instrument from the woodwind, brass, or percussion families.

The course focuses on deepening musical understanding through the refinement of tone production, reading more complex rhythms and notation, ensemble performance, and concert preparation. Emphasis is also placed on collaboration, discipline, and team-building, as students work together toward shared musical goals. In addition, they will strengthen critical listening skills that contribute to personal growth both within and beyond the music classroom.

Prerequisite: Has played an instrument for at least a year

Course Objectives:

- Reading Notes and Advanced Rhythms
  - Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meter signatures
  - Recognize advanced musical notation
- Harmony and Divisi Melodies
  - Perform divisi, or two-pitch, melodies as a group with accurate pitch and rhythm
  - Understand and perform melodies with harmonious countermelodies and accompaniment
- Playing an Instrument with Quality Tone Production while Balancing and Blending within the Ensemble
  - Developing and maintaining a mature tone

- Understand how to balance and blend your tone with other instruments in your ensemble
- Developing Expressive Elements in Concert Music
  - Execute specific gestures of a conductor in response to the various elements of music (such dynamics, articulations, tempo, style, phrasing, etc.).
- Preparing for and Performing in a Concert Ensemble
- Create music using a variety of sound and notational sources
  - Understand the interacting elements to respond to music and music performances.
  - Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Introduction to Band and Music Review	3 weeks	Quarter 1
Unit 2: Identifying and Performing B-flat, E- flat, A-flat, D-flat, F scale, C scale, G scale	3 weeks	Quarter 1
Unit 3: End of Semester Preparation, Performance & Reflection	9 weeks	Quarter 1 & 2
Unit 5: Developing Technique and Expressive Elements	6 weeks	Quarter 2 & 3
Unit 6: Spring Concert Preparation & Performance	9 weeks	Quarter 3

Unit 7: Complex Rhythms and Advanced Notation	4 weeks	Quarter 4
Unit 8: Cumulative Music Application & Sight-reading	4 weeks	Quarter 4

**Note: Concert Preparation units blend into the units before them.*

Resources & Materials:
- School Resources Provided: Method Book, Concert Sheet Music, Reeds, Valve Oil, Cleaning Kit, Cork Grease, Slide Grease, and Google Classroom.

- Students are responsible for personal items that go with their instrument (Owned *or* Rented)

- Investing in your own instrument is encouraged! Please speak to the director if you have any questions regarding instrument brands or where to purchase.

Weighting:

Participation - 20%	Written Quizzes - 25%	Playing Tests - 25%
Classwork - 10%	Performances - 20%	Total: 100%

Course Specific Policies/Procedures:
All students will be required to sign and have their parent/guardian sign a Band Instrument Contract before being permitted to loan out a school instrument to use during class. Students will be expected to return their instruments to GAAQ at the end of the school year in proper playing condition.

High School Band Course Syllabus 2025-2026

Instructor: Sarah Dotterweich	**Classroom location:** S3-201

Office hours: Available upon request	**Email Address**: s.dotterweich_aaq@gemsedu.com

Course Description:

High School Band is the premier concert ensemble in the GEMS American Academy Instrumental Music Program, representing the highest level of musical performance. The ensemble includes woodwind, brass, percussion, and keyboard instruments, and is designed for students who have developed foundational skills in Beginning and Middle School Band.

Students will advance their technical and musical abilities through individual and ensemble performance, focusing on mastery of complex rhythms, pitch accuracy, tone production, and expressive musical phrasing. In addition to musical growth, students will take on leadership and team roles within the ensemble, fostering responsibility, collaboration, and skills that extend beyond the music classroom.

Course Objectives:

- Music Theory and Instrument Fundamentals Review
  - Illustrate the fundamental techniques of playing an instrument properly with a diverse and varied repertoire of music while maintaining a steady tone.
  - Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.

- Rhythm Reading - Simple and Compound Meter
  - Interpret whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in simple duple, simple triple, and simple compound meters.

- Expressive Elements
  - Interpret expressive elements, including dynamics, timbre, blending, accents, releases, phrasing, and interpretation, while playing a diverse repertoire of music with accuracy.

- Ensemble Balance and Technical Accuracy
  - Illustrate well-developed ensemble skills by performing an appropriate part in an ensemble.
  - Use technical and interpretive skills to sing or play personally challenging literature that requires attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

- Preparing for and performing in a Concert Ensemble as well as Solo and Chamber Ensembles
    - Use advanced technical and interpretive skills to sing or play difficult literature, which requires the ability to perform music with complex rhythms and meters, attention to phrasing and interpretation, and subtle dynamic changes.
    - Exemplify independence and collaboration as a musician.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Music Theory and Instrument Fundamentals Review	3 weeks	Quarter 1
Unit 2: Identifying and Performing All 12 Major Scales	3 weeks	Quarter 1
Unit 3: End of Semester Concert Preparation, Performance & Reflection	9 weeks	Quarter 1 & 2
Unit 4: Technical Passages and Complex Rhythms	4 weeks	Quarter 2 & 3
Unit 5: Developing Expressive Techniques & Ensemble Balance	4 Weeks	Quarter 3
Unit 5: Spring Concert Preparation, Reflection & Performance	8 weeks	Quarter 3 & 4
Unit 6: Meter	4 weeks	Quarter 4
Unit 8: Cumulative Music Application & Sight-reading	4 weeks	Quarter 4

**Note: Concert Preparation units blend into the units before them.*

Resources & Materials:
- School Resources Provided: Instrument, Instrument Fingering Chart, Concert Sheet Music, Google Classroom.

- Students are responsible for personal items that go with their instrument (Owned *or* Rented) such as Reeds, Valve Oil, Cleaning Kit, Cork Grease, and Slide Grease. Students must also always have a pencil.
- Investing in your own instrument is encouraged! Please speak to the director if you have any questions regarding instrument brands or where to purchase.

Middle School Beginners Spanish course 2025-2026

Instructor: Alvaro Mera Cano	**Classroom location:** S-227

Office hours: Available upon request	**EmailAddress**: a.cano1_aaq@gemsedu.com

Course Description.

This course introduces students to the Spanish language and to the culture of the Spanish-speaking countries. Students acquire knowledge and skills in the topics of greetings and introductions, school life, pastimes, travel and shopping. Special attention is placed on language-learning strategies, and making connections across languages. The class is conducted in Spanish to the greatest degree possible to develop competency in the target language.

This course intends to:

- Engage students in language learning
- Master common vocabulary terms and phrases
- Comprehend intermediate-low level grammar patterns
- Participate in simple conversations and respond appropriately to conversational prompts
- Read, write, speak, and listen for meaning in basic Spanish
- Learn about cultural practices, products and perspectives of various Spanish-speaking countries

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Greetings and personal introductions / saludos y presentaciones personales	5 weeks	First quarter
Unit 2: Activities during the weekend/ actividades durante la semana	5 weeks	Second quarter
Unit 3: My school / la escuela	4 weeks	Third quarter
Unit 4: My family and friends / my familia y amigos	6 weeks	Third/fourth quarter

Unit 5. Animals, pets, clothes and celebrations/ animales, mascotas, ropa y celebraciones	9 weeks	Fourth quarter
Unit 6: My house,my bedroom/Mi casa, mi habitación	5 weeks	Fourth quarter
Final project/proyecto final	3 weeks	Fourth quarter

Resources:
Book: Realidades 1. Pearson. Viva 1. Segunda Edición. Pearson
Recommended resources:

- ProfedeEle https://www.profedeele.es
- Duolingo https://www.duolingo.com/course/es/en/Learn-Spanish-Online
- National Geographic https://www.ngenespanol.com
- Aprender Español: https://aprenderespanol.org/verbos-ejercicios
- Quizlet Sr Cano: http:// quizlet.com
- Deepl translator> https://www.deepl.com/translator

Weighting:

Homework - 10%	Classwork - 40%
Attitude to leaning - 10%	Final projects - 20%
Exams and quizzes - 20%	Total - 100%

Course Specific Policies/Procedures:

· Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.

· Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.

· Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books.

Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.

· Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

Course policies:

- NO PHONES, except when required by the teacher.
- Make sure you check Google Classroom often for homework and updates.
- Students are responsible for making up any work missed due to absence.
- Unexcused absences from exams are not permitted and will result in failure of the exam. You will need to provide supporting documentation if you miss an examination/presentation.
- Retakes on unit tests depends on teacher decision.
- Late work has a penalty of 10 points per day.

MS Intermediate Spanish Course Syllabus 2025-2026

Instructor: Alvaro Cano	**Classroom location:** S3-214
Office hours: Available upon request	**Email Address**: a.cano_aaq@gemsedu.com

Course Description.

This course introduces students to the Spanish language and to the culture of the Spanish-speaking countries. Students acquire knowledge and skills in the topics of greetings and introductions, school life, pastimes, travel and shopping. Special attention is placed on language-learning strategies, and making connections across languages. The class is conducted in Spanish to the greatest degree possible to develop competency in the target language.

Course Objectives: This course intends to:

- Engage students in language learning;
- Master common vocabulary terms and phrases
- Comprehend intermediate-low level grammar patterns
- Participate in simple conversations and respond appropriately to conversational prompts
- Read, write, speak, and listen for meaning in basic Spanish
- Learn about cultural practices, products and perspectives of various Spanish-speaking countries

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 0: Revision / Repaso	2 weeks	First quarter
Unit 1. Mi calendario / My year calendar	7 weeks	First quarter

Unit 2: La ciudad y mi casa/ The city and my house	9 weeks	Second quarter
Unit 3: El fin de semana/ The weekend	7 weeks	Third quarter
Unit 4. Pets and animals / Mascotas y animales	7 weeks	Third and fourth quarter
Unit 5: My birthday/ Mi cumpleaños	4 weeks	Fourth quarter

Resources: Notebook, pen/pencil, a file and a computer.

Recommended resources:

- ProfedeEle https://www.profedeele.es
- Duolingo https://www.duolingo.com/course/es/en/Learn-Spanish-Online
- National Geographic https://www.ngenespanol.com
- Realidades 1 http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jdk&wcsuff ix=0001
- Aprender Español: https://aprenderespanol.org/verbos-ejercicios
  - Quizlet Sra. Garcia: http:// quizlet.com/Karitina15
- Deepl translator> https://www.deepl.com/translator

Weighting:

Homework - 15%	Classwork - 45%
Participation and behavior - 10%	Final projects - 15%
Test - 15%	Total - 100%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

Course policies

- NO PHONES, except when required by the teacher.
- Make sure you check Google Classroom often for homework and updates.
- Students are responsible for making up any work missed due to absence.
- Unexcused absences from exams are not permitted and will result in failure of the exam. You will need to provide supporting documentation if you miss an examination/presentation.
- Retakes on unit tests will be determined by the teacher.
- Late work has a penalty of 10 points per day.

MS Advanced level Spanish Course Syllabus 2025-2026

Instructor: Beatriz Gomez	**Classroom location:** S3-214
Office hours: Available upon request	**Email Address**: beatriz@gemsaaq.org a.cano_aaq@gemsedu.com

Course Description.

This course introduces students to the Spanish language and to the culture of the Spanish-speaking countries. Students acquire knowledge and skills in the topics of greetings and introductions, school life, pastimes, travel and shopping. Special attention is placed on language-learning strategies, and making connections across languages. The class is conducted in Spanish to the greatest degree possible to develop competency in the target language.

Course Objectives: This course intends to:

- Engage students in language learning
- Master common vocabulary terms and phrases
- Comprehend intermediate-low level grammar patterns
- Participate in simple conversations and respond appropriately to conversational prompts
- Read, write, speak, and listen for meaning in basic Spanish
- Learn about cultural practices, products and perspectives of various Spanish-speaking countries

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 0. Revision / repaso	2 weeks	First quarter

Unit 1: Sobre tu horario y rutinas/ Talking about your schedule and routines	7 weeks	First quarter
Unit 2: ¿Adónde fuiste? / Where did you go? Talking about places and activities in the past	7 weeks	Second quarter
Unit 3: Entretenimiento / Entertainment (cinema, TV, media and books)	7 weeks	Second quarter
Unit 4. El mundo animal/The animal world	7 weeks	Third-fourth quarter
Unit 5. Celebraciones / Celebrations	7 weeks	Fourth quarter

Resources: Notebook, pen/pencil, a file and a computer.
Books: Realidades 1 and 2 Pearson. Viva 2. Pearson

Recommended resources:

- ProfedeEle https://www.profedeele.es
- Duolingo https://www.duolingo.com/course/es/en/Learn-Spanish-Online
- National Geographic https://www.ngenespanol.com
- Realidades 2
http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jdk&wcsuffix=0001
- Aprender Español: https://aprenderespanol.org/verbos-ejercicios
- Quizlet Sra. Garcia: http:// quizlet.com/Karitina15
- Deepl translator> https://www.deepl.com/translator

Weighting:

Homework - 15%	Classwork - 45%
Participation and work ethic - 10%	Final projects - 15%
Tests- 15%	Total - 100%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

Course policies

- NO PHONES, except when required by the teacher.
- Make sure you check Google Classroom often for homework and updates.
- Students are responsible for making up any work missed due to absence.
- Unexcused absences from exams are not permitted and will result in failure of the exam. You will need to provide supporting documentation if you miss an examination/presentation.
- Retakes on unit tests can be provided for student scores under 60 percent or below. 70 percent is the highest score students can achieve on a retake. Tests need to be retaken within one week of the original test. Tests can only be retaken before, during lunch, or after school on a set time determined by the subject teacher.

- Late work has a penalty of 10 points per day.

MS Spanish Native and Heritage Course Syllabus 2025-2026

Instructor: Beatriz Gomez Gomez/ Álvaro Cano	**Classroom location:** S3-213/ S3-214
Office hours: Available upon request	**Email Address**: b.gomez_aaq@gemsedu.com a.cano1_aaq@gemsedu.com

Course Description.

This course is specifically designed for native and heritage learners of Spanish, that is, students from homes where Spanish is spoken or students who have had strong exposure to Spanish in informal contexts. These courses accommodate students from a wide range of backgrounds and focus on the development of communicative competence in reading, writing, speaking and listening, and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. This course intends to follow the curriculum of Spanish-Speaking countries and it will be tailored to the student's level and proficiency.

Course Objectives:

- Efficiently use language to organize their thinking and discourse; analyze and solve problems of daily life; access and participate in different cultural expressions.
- Perform effectively in diverse social practices of language and participate in school and out-of-school life.
- Be able to read, understand, use, reflect and be interested in different types of text, in order to broaden their knowledge and achieve their personal objectives.
- Use language imaginatively, freely, and personally to reconstruct one's own experience and create texts.
- Use the printed and electronic media available to them to obtain and select information for specific purposes.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1. El español como lengua global/ Spanish as a global language	4 weeks	First semester

Unit 2. La comunicación/ Communication	4 weeks	First semester
Unit 3. Tiempos verbales / Conjugation of verbs	4 weeks	First semester
Unit 4. Géneros literarios/ Literary genres	6 weeks	First semester
Unit 5. Gramática/ Grammar	6 weeks	Second semester
Unit 6. Ortografía/ Orthography	6 weeks	Second semester
Unit 7. Introduction to Literature.	6 weeks	Second semester

Required student resources: Notebook, pen/pencil, a file and a computer, stationery.
Textbook: Lengua y literatura castellana (1,2,y 3). Editorial Anaya/ Editorial Santillana

Recommended resources:

- Educagob España :Recursos educativos para Educación Secundaria Obligatoria - | Ministerio de Educación, Formación Profesional y Deportes
- Palabra Perfecta: https://play.google.com/store/apps/details?id=com.kroaq.rightword&hl=es_419&pli=1
- Libro Lengua y Literatura 1 ESO: LenguaYLiteratura_1ESO.pdf

Weighting:

Homework - 15%	Classwork - 45%
Participation - 10%	Final projects - 20% (Writing part - 10% and oral presentation – 10%)
Quizzes and test - 10%	

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. The teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music, or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures, and contexts.
- Since this is a Heritage/Native level course, independent work and study are extremely important.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

High School Spanish I Course Syllabus 2025-2026

Instructor:	**Classroom location:** S3-214
Office hours: Available upon request	**Email Address**: b.gomez_aaq@gemsedu.com

Course Description:
This course introduces students to the Spanish language and to the culture of the Spanish-speaking countries. Students acquire knowledge and skills in the topics of greetings and introductions, School life, pastimes, travel and shopping. Special attention is placed on language-learning strategies, and making connections across languages. The class is conducted in Spanish to the greatest degree possible to develop competency in the target language.

Course Objectives: Students will develop all language skills: speaking, listening, comprehension and writing, aiming to achieve the B1.1 level of competence following the ACTFL, CERF and the Instituto Cervantes standards,in the following areas:

- Communication and connections: Students will be able express the duration of actions that started in the past and continue in the present (desde hace, desde que, etc) as well as describe the situation where an event happened. Also, they will tell stories in the past and talk about the future, making predictions and expressing probability.
- Grammar and comparisons: Students will understand the difference between the two past tenses “Imperfecto” and “Indefinido”, and I know the “Imperfecto estar + gerundio”. They will be able to express themselves in the future tense, using relativos “que” and “quien” to describe people.
- Culture and communities: Students will demonstrate an understanding of the relationship between the perspectives and practices of the culture studied. Also, they will compare festivities and traditions from Spanish-speaking countries with their own festivities and traditions.

Course Overview:

Unit Name	Unit Length	Quarter/Semester

Unit 0: Level placement and basics	3 weeks	First Quarter
Unit 1: Mi vida/ My life	6 weeks	First Quarter
Unit 2: Mi rutina diaria/ My daily routine	5 weeks	Second Quarter
Unit 3:Mi receta de cocina/ My cooking recipe	4 weeks	Second Quarter
Unit 4¿Adónde fuiste?/ Where did you go?	5 weeks	Third Quarter
Unit 5:Mi infancia/ My childhood	4 weeks	Third Quarter
Unit 6:Fiestas y celebraciones/ Festivities and celebrations	3 weeks	Fourth Quarter
Unit 7: A clase y acoso escolar/ School and bullying	4 weeks	Fourth Quarter
Unit 8:Los trabajos y las profesiones/ Jobs and professions	2 weeks	Fourth Quarter

Resources:
School Resources Provided: Workbook , notebook and stationary.

Textbook: Mira verde, Heinemann/ Realidades 2, Pearson/ Español en Marcha 2, SGEL
Recommended resources:

- ProfedeEle https://www.profedeele.es
- Duolingo https://www.duolingo.com/course/es/en/Learn-Spanish-Online
- National Geographic https://www.ngenespanol.com
- Realidades 2 Realidades 2
- Aprender Español: https://aprenderespanol.org/verbos-ejercicios
- Quizlet
- Práctica español recursos B1

Weighting:

Semester Finals - 20%	**Tests and Projects** - 30%

Quizzes and participation - 20%	**Classwork** - 20%
Homework- 10%	**Total**: 100%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

High School Spanish II Course Syllabus 2025-2026

Instructor: Cristina Cobos	**Classroom location:** S3-234
Office hours: Available upon request	**Email Address**: c.cobos_aaq@gemsedu.com

Course Description:
Building on the skills acquired in Spanish I, this course introduces students to more complex sentence structures and idiomatic expressions. Through a variety of activities, students continue to develop proficiency in all four language skills: listening, reading, writing and speaking. Students are also expected to read and listen to authentic sources on the cultural aspects of the themes covered. The class is conducted in Spanish to the greatest degree possible to develop competency in the target language.

Course Objectives:
Students will develop all language skills: speaking, listening, comprehension and writing, aiming to achieve the B1.2 level of competence following the ACTFL, CERF and the Instituto Cervantes standards, in the following areas:

- Communication: Students will be able to describe health problems and give suggestions and recommendations about them. They will talk about the advantages and disadvantages of different topics, such as living in a city or a village and will participate in group debate activities about global issues.
- Grammar: Correct use of “Pretérito Pluscuamperfecto” to describe a past action that occurred previous to another past action. Students are able to understand “subjuntivo¨ to express wishes, hopes and plans in the future, and to use the conditional to make suggestions.
- Culture and connections: Students will demonstrate an understanding of the relationship between the perspectives and practices of the cultures studied. Also, they will compare demographics from Spanish-speaking countries with their own country demographics.

Spanish II students will present the AAPPL exam during the second semester of the school year. The AAPPL is a standardized test that could serve as a benchmarking assessment, and also as a certificate of language skills**. The ACTFL Assessment of Performance toward Proficiency in Languages** produces a comprehensive report of the student's abilities in the four main areas of expertise: reading, writing, comprehension, and speaking.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Course framework and revision	4 weeks	First Quarter
Unit 2: Perdidos/ Lost	5 weeks	First Quarter
Unit 3:Los trabajos/ Jobs	4 weeks	Second Quarter
Unit 4:Mi barrio/ My neighborhood	5 weeks	Second Quarter
Unit 5: Momentos especiales/ Special moments	5 weeks	Third Quarter
Unit 6:La salud y la enfermedad/ Health and sickness	4 weeks	Third Quarter
Unit 7:El futuro de nuestro planeta./ The future of our planet	4weeks	Third Quarter
Unit 8: AAPPL exams	2 weeks	Fourth Quarter
Unit 9:Voluntarios / Volunteers	4 weeks	Fourth Quarter

Resources: School Resources Provided: Workbook, notebook and stationary.

Textbook: Mira rojo, Heinemann/ Realidades 3, Pearson/ Español en Marcha 3, SGEL
Recommended resources:

- ProfedeEle https://www.profedeele.es
- Duolingo https://www.duolingo.com/course/es/en/Learn-Spanish-Online
- National Geographic https://www.ngenespanol.com
- Aprender Español: https://aprenderespanol.org/verbos-ejercicios
- Quizlet Sra. Cobos: https://quizlet.com/SraCobos
- Práctica español recursos B1

Weighting:

Semester Finals - 20%	**Tests and Projects** - 30%

Quizzes and participation - 20%	**Classwork** - 20%
Homework- 10%	**Total:** 100%

Course Specific Policies/Procedures:

- Class participation is all activities is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaged with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

General Policies:

- No phones, except when required by the teacher.
- Late homework will have a penalty of 10 points per day, except when absences are excused. Five days after the due date, late work will not be accepted and student will receive a zero for that assignment
- Students are responsible for making up any work missed due to absence.
- Unexcused absences from exams are not permitted and will result in failure of the exam. You will need to provide supporting documentation if you miss an examination/presentation. If you are granted an excused absence from an examination, the instructor will decide how you will make up the assessment component, if at all.
- We, at GAAQ, expect the highest academic integrity from all our students. Any student caught or accused of cheating by a teacher will receive an automatic zero on that quiz, project, test, or assignment. Parents will be contacted and informed on the incident.

High School Spanish III Syllabus 2025-2026

Instructor: Cristina Cobos	**Classroom location:** S3-234
Office hours: Available upon request	**Email Address**: c.cobos_aaq@gemsedu.com

Course Description:
This course builds on skills acquired in Spanish I and II. Students continue to develop and refine proficiency in all four language skills: listening, reading, writing and speaking, with emphasis on the ability to interpret, interact and present orally and in writing. The class is conducted in Spanish to the greatest degree possible to develop competency in the target language.

Course Objectives:

- Communication: Students will be able to understand authentic Spanish materials, and express their opinion on different topics, such as films, media, and songs. Also, they will be able to tell stories using descriptive language.
- Grammar: Students will be able to use the subjunctive (subjuntivo) and the conditional for giving recommendations and opinions. They will tell stories and anecdotes aiming to use the four past tenses: Indefinido, Pretérito Perfecto, Imperfecto, and Pluscuamperfecto.
- Culture and connections:Students will demonstrate an understanding of the relationship between the perspectives and practices of the cultures studied. Also, they will learn about personalities and media from Spanish-speaking countries. and will make connections and contrasts with the ones in their own countries.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Course framework and revision	4 weeks	First Quarter
Unit 2: Nuestro planeta/Our planet	5 weeks	First Quarter
Unit 3: El voluntariado/ Volunteer work	4 weeks	Second Quarter
Unit 4:Medios de comunicación/ Media	5 weeks	Second Quarter
Unit 5:Cuentos y leyendas/Stories and legends	5 weeks	Third Quarter
Unit 6:Tiempo de ocio/ Leisure time	3 weeks	Third Quarter
Unit 7:Personalidades/Personalities	2 weeks	Third Quarter
Unit 8:Tu canción/ Your song	4 weeks	Fourth Quarter
Unit 9:Mi proyecto de vida/ My life project	3 weeks	Fourth Quarter

Resources:
School Resources Provided: Workbook , notebook and stationary.

Textbook: Mochila ELE 3, Santillana/ Realidades 3, Pearson/,Español en Marcha 3, SGEL
Recommended resources:

- ProfedeEle https://www.profedeele.es
- Instituto Cervantes Aveteca
- National Geographic https://www.ngenespanol.com
- Aprender Español: https://aprenderespanol.org/verbos-ejercicios
- Quizlet Sra. Cobos: https://quizlet.com/SraCobos
- Práctica español recursos B1

Weighting:

Semester Finals - 20%	**Tests and Projects** - 30%
Quizzes and participation - 20%	**Classwork** - 20%

Homework- 10%	**Total:** 100%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

General Policies:

- No phones, except when required by the teacher.
- Late homework will have a penalty of 10 points per day, except when absences are excused. Ten school days after the due date, late work will receive a zero for that assignment.
- Students are responsible for making up any work missed due to absence.
- Unexcused absences from exams are not permitted and will result in failure of the exam. You will need to provide supporting documentation if you miss an examination or presentation. If you are granted an excused absence from an examination, the instructor will decide how you will make up the assessment component, if at all.
- We, at GAAQ, expect the highest academic integrity from all our students. Any student caught or accused of cheating by a teacher will receive an automatic zero on that quiz, project, test, or assignment. Parents will be contacted and informed on the incident.

Resources:

School Resources Provided: Workbook , notebook and stationary.

Textbook: Mochila ELE 3, Santillana/ Realidades 3, Pearson/,Español en Marcha 3, SGEL

Recommended resources:

- ProfedeEle https://www.profedeele.es
- Instituto Cervantes Aveteca

- National Geographic https://www.ngenespanol.com
- Aprender Español: https://aprenderespanol.org/verbos-ejercicios
- Quizlet Sra. Cobos: https://quizlet.com/SraCobos
- Práctica español recursos B1

Weighting:

Semester Finals - 20%	**Tests and Projects** - 30%
Quizzes and participation - 20%	**Classwork** - 20%
Homework- 10%	**Total:** 100%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

High School Spanish IV Syllabus 2025-2026

Instructor: Cristina Cobos	**Classroom location:** S3-234
Office hours: Available upon request	**Email Address**: c.cobos_aaq@gemsedu.com

Course Description:
This course is designed for students who would like to further their knowledge of Spanish. The goals of this course are to further develop proficiency across the full range of language skills, advance critical thinking ability, and enhance cultural and global awareness. Students are expected to communicate using more complex language structures and express themselves with reasonable fluency. This class is conducted primarily in Spanish.
After completing this course, students may select the AP Spanish Language and Culture course.
Prerequisite: Spanish III or departmental recommendation
Credit: 1.0

Course Objectives:

- Communication:Students will be able to discuss a wide range of topics, such as the quality of life and change of habits in our society demonstrating variety both in vocabulary and in sentence structures. They will also be capable of comprehending and expressing their opinion on authentic Spanish materials including news and literature texts.
- Grammar: Students will be confident using the Present Tense of Subjunctive. They will conjugate the “Pretérito Imperfecto de Subjuntivo” with Conditional (si tuviera vacaciones, viajaría a México) , can use some “perífrasis verbales” (ir/acabar + gerundio, dejar de + infinitivo, etc). Culture and connections:Students will demonstrate an understanding of the relationship between the perspectives and practices of the cultures studied. Also, they will learn about the economy and global challenges from Spanish-speaking countries and will make connections and contrasts with those situations in their own countries.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Course framework and revision	3 weeks	First Quarter
Unit 2: La gente/ People	5 weeks	First Quarter
Unit 3:Las relaciones personales/ Personal relationships	5 weeks	Second Quarter
Unit 4:Naturaleza y belleza/Nature and beauty	5 weeks	Second Quarter
Unit 5:Viajes y ocio/ Travel and leisure	3 weeks	Third Quarter
Unit 6:La vida cotidiana/Everyday life	5 weeks	Third Quarter
Unit 7:Desafíos mundiales/Global challenges	5 weeks	Fourth Quarter
Unit 8: Art and Literature/ Arte y Literatura	5 weeks	Fourth Quarter

Resources:

School Resources Provided: Workbook , notebook and stationary.

Textbook: Triángulo aprobado, Wayside Publishing/Temas, Vista/,Español en Marcha 4, SGEL
Recommended resources:

- ProfedeEle https://www.profedeele.es
- Instituto Cervantes Aveteca
- National Geographic https://www.ngenespanol.com
- Aprender Español: https://aprenderespanol.org/verbos-ejercicios
- Quizlet Sra. Cobos: https://quizlet.com/SraCobos
- Práctica español recursos B1

Weighting:

Semester Finals - 20%	Tests and Projects - 30%
Quizzes and participation - 20%	Classwork - 20%
Homework- 10%	Total: 100%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

High School Native Spanish Course Syllabus 2025-2026

Instructor: Cristina Cobos/ Beatriz Gomez	**Classroom location:** S3-234
Office hours: Available upon request	**Email Address**: c.cobos_aaq@gemsedu.com

Course Description:
This course is designed for students who would like to further their knowledge of the Spanish language and culture.The goals of this course are to further develop proficiency across the full range of language skills, advance critical thinking ability, enhance cultural and global awareness, allowing the students to proudly speak their Mother Language. Students are expected to communicate using more complex language structures and express themselves with reasonable fluency. This class is conducted in Spanish. After completing this course, students may be recommended for the AP Spanish Literature and Culture course.

Course Objectives:

Students will learn several aspects of the Spanish language and literature:

- history and dialectology of the Spanish Language
- usage, grammar (morphology and syntax), semantics, and phonology
- analysis of different types of texts
- critical analysis of some literary works
- The literary history of Spain and Latin America
- following the guidelines set forth by the Spanish Ministry of Education, the aim is to prepare students for the Spanish university entrance exam, if needed.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Las lenguas y sus hablantes/Languages and their speakers	4 weeks	First Quarter
Unit 2: Habilidades comunicativas/Communication skills	5 weeks	First Quarter

Unit 3:Análisis literario: estructura, personajes, ambiente, estilo./ Literary analysis	4 weeks	Second Quarter
Unit 4:Educación sobre la lengua: Gramática: morfología, fonología, semántica./Grammar,morphology, phonology and semantics.	5 weeks	Second Quarter
Unit 5: Ortografía/ Spelling	4 weeks	Third Quarter
Unit 6:Análisis sintáctico/ Syntactic analysis	5 weeks	Third Quarter
Unit 7:Literatura española y latinoamericana/Spanish and Latin American literature	7 weeks	Fourth Quarter
Revision weeks	2 weeks	

Resources:
School Resources Provided: Workbook , notebook and stationary.

Textbook: Lengua y Literatura de la ESO, Santillana.
Recommended resources:

- Instituto Cervantes Aveteca
- National Geographic https://www.ngenespanol.com
- Lengua y Literatura Andujar
- Quizlet Sra. Cobos: https://quizlet.com/SraCobos
- Canal historia: https://canalhistoria.es/
- Diario ¨El País¨ https://elpais.com

Weighting:

Semester Finals - 20%	Tests and Projects - 30%
Quizzes and participation - 20%	Classwork - 20%
Homework- 10%	

Course Specific Policies/Procedures:

- Since this is a Heritage/Native level course, independent work and study are extremely important.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.
- You will be participating as a writer/ contributor in ¨El Periódico¨, a monthly publication in Spanish created by students for the Spanish-speaking community in our school.I will assess your work and you will receive a grade for these assignments.

Nota Bene: *This syllabus will be differentiated taking into account the proficiency in the language, age, and other circumstances of the Heritage/ Native Speaker student following the Spanish Curriculum.*

AP Spanish Language and Culture Syllabus 2025-2026

Instructor: Cristina Cobos	**Classroom location:** S3-234
Office hours: Available upon request	**Email Address**: c.cobos_aaq@gemsedu.com

Course Description:
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.(Source: College Board)

Prerequisite: Spanish IV or departmental recommendation
Credit: 1.0 / Possible college credit

Course Objectives: The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the World Readiness Standards for Learning Languages, are foundational to the AP Spanish Language & Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. As such, the course has been designed to provide advanced high school students with a rich and rigorous opportunity.

For the six course themes, students will be able to:

- Comprehend Texts: Comprehend written, audio, audiovisual, and visual text.
- Make Connections: Make interdisciplinary and cultural connections.
- Interpret: Interpret the content of written or audio text.
- Make Meanings: Make meanings from words and expressions.
- Speak to Others: Communicate interpersonally by speaking with others.
- Write to Others: Communicate interpersonally by writing to others.
- Present Orally: Communicate through spoken presentations.
- Present in Writing: Communicate through written presentations.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Familias y comunidades /Families and communities	5 weeks	First quarter
Unit 2:Identidades personales y públicas/ Private and public identities	5 weeks	First quarter
Unit 3:Belleza y estética/beauty and aesthetics	5 weeks	Second quarter
Unit 4:Ciencia y tecnología/Science and technology	5 weeks	Second/third quarter
Unit 5:La vida contemporánea/ Contemporary life	5 weeks	Third/fourth quarter
Unit 6:Desafíos mundiales/Global challenges	5 weeks	Third/fourth quarter

Resources: School Resources Provided: Workbook, notebook and stationary.

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Textbook: Temas, Vista Learning; Triángulo Aprobado, Wayside Publishing.

Recommended resources:
College Board Resources: https://apcentral.collegeboard.org
Quizlet Sra. Cobos: https://quizlet.com/SraCobos
Instituto Cervantes
https://www.cervantes.es/lengua_y_ensenanza/recursos_espanol/lengua_espanola.htm
Diario ¨El País¨ https://elpais.com
Veinte mundos https://www.veintemundos.com/en/spanish/
Canal historia: https://canalhistoria.es/

Weighting:

Exams - 10%	**Tests and Projects** - 30%
Quizzes and participation - 30%	**Classwork** - 20%
Homework- 10%	**Total:** 100%

Course Specific Policies/Procedures:

- Since this is a College level course, independent work and study are extremely important.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.
- Students enrolled in this course must present the AP Spanish Language and Culture Exam in May, 2026.

AP Spanish Literature and Culture Course Syllabus 2025-2026

Instructor: Cristina Cobos	**Classroom location:** S3-234
Office hours: Available upon request	**Email Address**: c.cobos_aaq@gemsedu.com

Course Description:
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 the 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. (Source: College Board)
Prerequisite: AP Spanish Language and Culture or departmental recommendation
Credit: 1.0

Course Objectives:
• Acquire the appropriate vocabulary and terminology to analyze and discuss a literary selection.
• Engage in analyzing critically the form and content of literary works using the appropriate terms and tools to engage in literary analysis, and responding through integrated writing and speaking activities.
• Examine and analyze the main ideas, themes, and principal characters of text written by required authors.
• Recognize characteristic features of an author's style in literature written by required authors.
• Write focused, organized essays that analyze how a given theme is treated in one particular poem or prose work.
• Write essays comparing how a theme is treated in two or more works from the required reading list.
• Write essays analyzing critical commentary about a particular work from the required reading list.
• Gain an understanding of historical, cultural, and literary background relevant to the works.

Course Overview:

This course will be conducted entirely in Spanish. It will begin with an introduction to the study of literature, literary terms, poetry metrics, and a grammar review. The sequence of the material presented will depend on the pace of the class as a whole, but the core content will be presented in three units spanning two semesters. Each week will also include activities that provide practice for the actual examination. Each unit will begin with an introductory lecture that will cover historical, social, and political context for the readings. The units will be further divided by themes and the reading selections will be grouped together accordingly. This might necessitate reading some selections out of their chronological sequence.

Unit Name	Unit Length	Semester
Unit 1: La época medieval/Middle Ages	5 weeks	1
Unit 2:El Siglo XVI/XVI Century	5 weeks	1
Unit 3:El Siglo XVII/XVII Century	5 weeks	1
Unit 4:La literatura romántica, realista y naturalista/ Romantic, Modern and Realistic Literature	5 weeks	1 and 2
Unit 5:La generación del 98 y el Modernismo/The Generation of 98 and Modernism	5 weeks	2
Unit 6:Teatro y poesía del Siglo XX/ Theater and Poetry of the twentieth century	5 weeks	2

Resources: School Resources Provided: workbook, notebook, and stationary.
Textbook: Abriendo puertas, ampliando perspectivas, HMH.

Recommended resources:

- College Board Resources: https://apcentral.collegeboard.org
- Reading list: https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/course/ap-spanish-literature-culture-reading-list?course=ap-spanish-literature-and-culture
- Glossary of literary terms: https://apcentral.collegeboard.org/pdf/ap-spanishliteratureglossaryofliteraryterms.pdf?course=ap-spanish-literature-and-culture

- Quizlet Sra. Cobos: https://quizlet.com/SraCobos
- Instituto Cervantes recursos

Weighting:

Exams - 10%	**Tests and Projects** - 30%
Quizzes and participation - 30%	**Classwork** - 20%
Homework- 10%	**Total:** 100%

Course Specific Policies/Procedures:

- Since this is a College level course, independent work and study are extremely important.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.
- Students enrolled in this course must present the AP Spanish Literature and Culture Exam in May, 2026.

Middle School Beginners Spanish course 2025-2026

Instructor: Alvaro Mera Cano	**Classroom location:** S-227
Office hours: Available upon request	**EmailAddress**: a.cano1_aaq@gemsedu.com

Course Description.

This course introduces students to the Spanish language and to the culture of the Spanish-speaking countries. Students acquire knowledge and skills in the topics of greetings and introductions, school life, pastimes, travel and shopping. Special attention is placed on language-learning strategies, and making connections across languages. The class is conducted in Spanish to the greatest degree possible to develop competency in the target language.

This course intends to:

- Engage students in language learning
- Master common vocabulary terms and phrases
- Comprehend intermediate-low level grammar patterns
- Participate in simple conversations and respond appropriately to conversational prompts
- Read, write, speak, and listen for meaning in basic Spanish
- Learn about cultural practices, products and perspectives of various Spanish-speaking countries

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Greetings and personal introductions / saludos y presentaciones personales	5 weeks	First quarter
Unit 2: Activities during the weekend/ actividades durante la semana	5 weeks	Second quarter

Unit 3: My school / la escuela	4 weeks	Third quarter
Unit 4: My family and friends / my familia y amigos	6 weeks	Third/fourth quarter
Unit 5. Animals and pets/ animales y mascotas	9 weeks	Fourth quarter
Unit 6: My house,my bedroom/Mi casa, mi habitación	5 weeks	Fourth quarter
Final project/proyecto final	3 weeks	Fourth quarter

Resources:
Book: Realidades 1. Pearson. Viva 1. Segunda Edición. Pearson
Recommended resources:

- ProfedeEle https://www.profedeele.es
- Duolingo https://www.duolingo.com/course/es/en/Learn-Spanish-Online
- National Geographic https://www.ngenespanol.com
- Aprender Español: https://aprenderespanol.org/verbos-ejercicios
- Quizlet Sr Cano: http:// quizlet.com
- Deepl translator> https://www.deepl.com/translator

Weighting:

Homework - 10%	Classwork - 40%
Attitude to leaning - 10%	Final projects - 20%
Exam and quizzes - 20%	Total - 100%

Course Specific Policies/Procedures:

· Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.

· Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.

· Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.

· Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

Course policies:

- NO PHONES, except when required by the teacher.
- Make sure you check Google Classroom often for homework and updates.
- Students are responsible for making up any work missed due to absence.
- Unexcused absences from exams are not permitted and will result in failure of the exam. You will need to provide supporting documentation if you miss an examination/presentation.
- Retakes on unit tests depends on teacher decision.
- Late work has a penalty of 10 points per day.

Middle School Intermediate French Course Syllabus 2025-2026

Instructor: Mabrouk Jary	**Classroom location:** S3-233
Office hours: Available upon request	**Email Address**: mabrouk@gemsaaq.org

Course Description:
In middle school, language courses focus on four key areas: listening, speaking, writing and reading. The course consists of relevant vocabulary themes, grammar concepts, and cultural connections to Francophone peoples. 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. Students will explore topics through authentic French resources and experiences like posters, movies, music, books, and more.

Course Objectives:
Competency Based Language Learning
Competency based language learning is all about focusing on what we can do in the new language to connect with other francophones and experience francophone culture. The Common European Framework of Reference (CEFR) for language learning is a schema that helps language learners understand where they are at in the language learning process and set realistic language goals. In middle school, students are working at their level to grow their language competencies in the following areas at the A1 level:

Course Overview:

Unit Name	Unit Length	Quarter/ Semester
Unit 0: Classroom language, routines, and initial assessments	≤2 weeks	1/1
Unit 1: Telling Time, describing people, nationalities	≤6 weeks	1/1
Unit 2: Family members and ages (large numbers); birthdays;	≤6 weeks	2/1

seasons		
Unit 3: Places in a town, giving directions, shopping	~6 weeks	2/1
Unit 4: Animals, describing animal, animal idioms	~6 weeks	3/2
Unit 5: Free time activities, materials, needs, schedules	~6 weeks	3/2
Unit 6: Holidays, vacation, clothing, feelings, making plans	~6 weeks	4/2

Resources:
School Resources Provided: *Les Loustics 2 textbook, Les Loustics 2 workbook, Notebook*
Materials From Home: *Device, Earphones, Charger.*

Weighting:

Homework - 15%	Classwork - 45%
Participation and readiness - 10%	Final projects - 20% (Writing part - 10% and oral presentation – 10%)
Quizzes and test - 10%	

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer their effort and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. The teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with French outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures, and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

Middle School Advanced French Course Syllabus 2025-2026

Instructor: Mabrouk Jary	**Classroom location:** S3-233
Office hours: Available upon request	**Email Address**: mabrouk@gemsaaq.org

Course Description:
In middle school, language courses focus on four key areas: listening, speaking, writing and reading. The course consists of relevant vocabulary themes, grammar concepts, and cultural connections to Francophone peoples. 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. Students will explore topics through authentic French resources and experiences like posters, movies, music, books, and more.

Course Objectives: ***Competency Based Language Learning***

Competency based language learning is all about focusing on what we can do in the new language to connect with other francophones and experience francophone culture. The Common European Framework of Reference (CEFR) for language learning is a schema that helps language learners understand where they are at in the language learning process and set realistic language goals. By the end of the 3 year middle school program, students should be able to do all objectives in the CERF A1 level confidently and be approaching A2 level.

Course Overview:

Unit Name	Unit Length	Quarter
Unit 0: Revision/Révision	2 weeks	First quarter
Unit 1: Describing your schedule/Décrire ton emploi du temps	7 weeks	First quarter
Unit 2: Where did you go last summer ?/Où es-tu allé l'été passé ?	7 weeks	Second quarter
Unit 3: Entertainment/Divertissement	7 weeks	Second Quarter
Unit 4: The Animal World/Le monde d'animal	7 weeks	Third-fourth

		quarter
Unit 5: Celebration/Fête	7 weeks	Fourth Quarter

Resources:
School Resources Provided: *Les Loustics 1 textbook, Les Loustics 1 workbook, Notebook*
Materials From Home: *Device, Earphones, Charger*

- *https://storyweaver.org.in/fr/stories?language=French&level=5&query=&sort=Relevance*
- *https://www.thefrenchexperiment.com/stories*
- *www.worldwall.net*
- *https://agreenmouse.com/french-for-children/ks2-ks3-french/*
- *https://www.french-games.net/*
- *https://www.youtube.com/@learnfrenchwithalexa*
- https://www.duolingo.com/course/fr/en/Learn-French
- http://www.estudiodefrances.com/
- *https://www.storyplayr.com/bibliotheque/Francais*

Weighting:

Homework - 15%	Classwork - 45%
Participation and readiness - 10%	Final projects - 20% (Writing part - 10% and oral presentation – 10%)
Quizzes and test - 10%	Total: 100%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer their effort and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. The teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with French outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading

books. Even if you do not understand everything at first, you will slowly start to recognize words, structures, and contexts.

Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

Middle School Native French Course Syllabus 2025-2026

Instructor: Mabrouk Jary	**Classroom location:** S3-233
Office hours: Available upon request	**Email Address**: mabrouk@gemsaaq.org

Course Description:
This course is designed for students who would like to further their knowledge of the language following the curriculum of French-speaking countries at their grade level. The goals of this course are to further develop proficiency across the full range of language skills, advance critical thinking ability, enhance cultural and global awareness, allowing the students to proudly speak their Mother Language.
Students are expected to communicate using more complex language structures and express themselves with reasonable fluency. This class is conducted in French.

Course Objectives:

Students will learn several aspects of the French language and literature:

- history and dialectology of the French Language
- usage, grammar (morphology and syntax), semantics, and phonology
- analysis of different types of texts
- critical analysis of some literary works
- The literary history of the language
- Following the guidelines set forth by the French Ministry of Education, the aim is to prepare students for the French university entrance exam, if needed.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: French as a global language	3 weeks	First-quarter

Unit 2:Communication/ La Communication	3 weeks	First quarter
Unit 3:Grammar/Grammaire	3 weeks	First quarter
Unit 4:Orthography /L'orthographe	3 weeks	Second quarter
Unit 5:Syntactic analysis/Analyse syntaxique	3 weeks	Second quarter
Unit 6:Literary genres/Les Genres littéraires	4 weeks	Third quarter
Unit 7: Introduction to Literature/ l'Introduction à la littérature	5 weeks	Third quarter

Resources:
School Resources Provided: Workbook , notebook and stationary.

Recommended resources:

- Institut français: https://if-qatar.com/
- France 24 : https://www.france24.com/fr/direct
- Tv5 Monde : https://www.tv5monde.com/
- Rfi : https://www.rfi.fr/fr/

Homework - 15%	Classwork - 45%
Participation and behavior - 10%	Final projects - 15%
Test - 15%	Total - 100%

Course Specific Policies/Procedures:

- Since this is a Heritage/Native level course, independent work and study are extremely important.

- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.
  Nota Bene: *This syllabus will be differentiated taking into account the proficiency in the language, age, and other circumstances of the Heritage/ Native Speaker student.*

High School French I Course Syllabus 2025-2026

Instructor: Mabrouk Jary	**Classroom location:** S-233
Office hours: Available upon request	**Email Address**: mabrouk@gemsaaq.org

Course Description:

This course intends to introduce the students to the French language and to let them know various vocabulary sets. By the end of this course, students should be able to ask and respond to French questions and to understand basic sentences.

Major topics are describing your area; comparing customs and festivities in your country and in other French speaking countries; discussing about the environment and talking about your use of internet.

This course is designed to prepare students for French II.

Course Objectives:

Competency based language learning is all about focusing on what we can do in the new language to connect with other francophones and experience francophone culture. The Common European Framework of Reference (CEFR) for language learning is a schema that helps language learners understand where they are at in the language learning process and set realistic language goals. By the end of the 1st year high school program, students should be able to do all objectives in the CERF A1 level confidently and be approaching A2 level.

Course Overview:

Unit Name	Unit Length	Quarter/Semester

Unit 1: Mon monde à moi/ My world	6 weeks	First
Unit 2: Ma routine. J'aide chez moi!/My daily routine	4 weeks	First
Unit 3: À table tout le monde/ At the table everyone	2 weeks	First
Unit 4:Unit 4: Mes voyages/My travels	4 weeks	Second
Unit 5: Mon enfance/ My childhood	4 weeks	Second
Unit 6: Les fetes dans le monde/Celebrations around the world	3 weeks	Third

Required student resources:

Textbook: Merci 1 / Merci 2. / Notebook. / French dictionary.

Recommended resources:

- Dictionnaire Français: https://www.larousse.fr
- Le point FLE: https://www.lepointdufle.net/
- Duolingo: https://www.duolingo.com/course/fr/en/Learn-French
- Français facile: https://www.francaisfacile.com/
- Conjuguemos: https://conjuguemos.com/activities/french/verb/1
- Cordial: https://www.cordial.fr/
- French exams: https://www.french-exam.com/
- Apprendre le français: https://apprendre.tv5monde.com/fr
- Jeux, activités, exercices pour apprendre le français: http://www.estudiodefrances.com/
- Voyages en Français: http://voyagesenfrancais.fr/?lang=fr#.Xz1oYigzY2w
- RFI Radio France Internationale – France: https://www.rfi.fr/fr/

- Site de Français Langue étrangère: https://lewebpedagogique.com/ressources-fle/
- Chaine YouTube des dessins animés '' Tchoupi '' : https://www.youtube.com/c/tchoupi/videos
- Livres à lire et écouter en Français: https://ebookids.com/fr/livres-enfants/

Weighting:

Semester Finals	20%
Tests and Projects	30%
Quizzes and participation	20%
Homework	10%
Classwork	20%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.

- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

High School French II Course Syllabus 2025-2026

Instructor: Mabrouk Jary	**Classroom location:** S-233
Office hours: Available upon request	**Email Address**: mabrouk@gemsaaq.org

Course Description:

This course expands on each of the four skills of listening, speaking, reading and writing developed in French I to High School students with a continuing emphasis on using the language in interesting and meaningful ways.

The second year continues the introduction to the essential grammatical structures and skills of French as well as the basic vocabulary. The reading program serves to reinforce these structures and vocabulary as well as to develop comprehension skills. The course also aims to familiarize students with aspects of French culture in France and other Francophone countries.

This course is designed to prepare students for French III.

Prerequisite: Completion of French I or Teacher Recommendation.

Course Objectives:

Competency based language learning is all about focusing on what we can do in the new language to connect with other francophones and experience francophone culture. The Common European Framework of Reference (CEFR) for language learning is a schema that helps language learners understand where they are at in the language learning process and set realistic language goals. By the end of the 1st year high school program, students should be able to do all objectives in the CERF A1 level confidently and be approaching A2/B1 level.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Ma famille, mes amis et moi/My family, my friends and myself	3 weeks	First
Unit 2:Ma région aujourd'hui et hier/My area today and yesterday	4 weeks	First
Unit 3:Les occasions spéciales./Special occasions	3 weeks	First
Unit 4: Ma santé./My health	4 weeks	First
Unit 5: Mes études./My studies	4 weeks	Second
Unit 6:Mes projets pour l'avenir/My projects for the future	4 weeks	Second
Unit 7: Finalement les grandes vacances./ Finally the holidays	8 weeks	Second

Required student resources:

Textbook: Merci 2. / Notebook. / French dictionary.

Recommended resources:

- Dictionnaire Français: https://www.larousse.fr
- Le point FLE: https://www.lepointdufle.net/
- Duolingo: https://www.duolingo.com/course/fr/en/Learn-French
- Français facile: https://www.francaisfacile.com/
- Conjuguemos: https://conjuguemos.com/activities/french/verb/1
- Cordial: https://www.cordial.fr/
- French exams: https://www.french-exam.com/
- Apprendre le français: https://apprendre.tv5monde.com/fr
- Jeux, activités, exercices pour apprendre le français: http://www.estudiodefrances.com/
- Voyages en Français: http://voyagesenfrancais.fr/?lang=fr#.Xz1oYigzY2w

- RFI Radio France Internationale – France: https://www.rfi.fr/fr/
- Site de Français Langue étrangère: https://lewebpedagogique.com/ressources-fle/
- Chaine YouTube des dessins animés '' Tchoupi '' : https://www.youtube.com/c/tchoupi/videos
- Livres à lire et écouter en Français: https://ebookids.com/fr/livres-enfants/

Weighting:

Semester Finals	20%
Tests and Projects	30%
Quizzes and participation	20%
Homework	10%
Classwork	20%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.

Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

High School French III Course Syllabus 2025-2026

Instructor: Mabrouk Jary	**Classroom location:** S-233
Office hours: Available upon request	**Email Address**: mabrouk@gemsaaq.org

Course Description:

Prerequisite: French III or Teacher Recommendation.

This course continues to expand on each of the four skills of listening, speaking, reading and writing developed in French II, with a continuing emphasis on using the language in interesting, meaningful ways. The third year course completes the introduction to the essential grammatical structures and tenses of French verbs as well as the basic vocabulary. The reading program serves to reinforce these structures to develop new comprehension skills.

This course aims to familiarize students with aspects of French culture in France and other Francophone countries.

Course Objectives:

Competency based language learning is all about focusing on what we can do in the new language to connect with other francophones and experience francophone culture. The Common European Framework of Reference (CEFR) for language learning is a schema that helps language learners understand where they are at in the language learning process and set realistic language goals. By the end of the third year high school program, students should be to do all objectives in the CERF B1+ level confidently and be approaching B2.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: La planète/The planet	7 weeks	First quarter

Unit 2: le travail bénévole/Volunteering work	7 weeks	First quarter
Unit 3: Les reseaux sociaux//Social medias	3 weeks	Second quarter
Unit 4: Se tenir au courant/Staying up to date	5 weeks	Second quarter
Unit 5: Je te racconte/I tell you a story	4 weeks	Third quarter
Unit 6: Une chanson/a song	5 weeks	Fourth quarter
Unit 7: Quand je grandis/When I grow up	4 weeks	Fourth quarter

Required student resources:

Textbook: Adomania 3 / Notebook. / French dictionary.

Recommended resources:

- Dictionnaire Français: https://www.larousse.fr
- Le point FLE: https://www.lepointdufle.net/
- Duolingo: https://www.duolingo.com/course/fr/en/Learn-French
- Français facile: https://www.francaisfacile.com/
- Conjuguemos: https://conjuguemos.com/activities/french/verb/1
- Cordial: https://www.cordial.fr/
- French exams: https://www.french-exam.com/
- Apprendre le français: https://apprendre.tv5monde.com/fr
- Jeux, activités, exercices pour apprendre le français: http://www.estudiodefrances.com/
- Voyages en Français: http://voyagesenfrancais.fr/?lang=fr#.Xz1oYigzY2w
- RFI Radio France Internationale – France: https://www.rfi.fr/fr/
- Site de Français Langue étrangère: https://lewebpedagogique.com/ressources-fle/

- Chaine YouTube des dessins animés ‘’ Tchoupi ‘’ : https://www.youtube.com/c/tchoupi/videos
- Livres à lire et écouter en Français: https://ebookids.com/fr/livres-enfants/

Weighting

Semester Finals	20%
Tests and Projects	30%
Quizzes and participation	20%
Homework	10%
Classwork	20%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

High School French IV Course Syllabus 2025-2026

Instructor: Mabrouk Jary	**Classroom location:** S-233
Office hours: Available upon request	**Email Address**: mabrouk@gemsaaq.org

Course Description:

Prerequisite: French III or Teacher Recommendation.

This course continues to expand on each of the four skills of listening, speaking, reading and writing developed in French III, with a continuing emphasis on using the language in interesting, meaningful ways. The fourth year course completes the introduction to the essential grammatical structures and tenses of French verbs as well as the basic vocabulary. The reading program serves to reinforce these structures to develop new comprehension skills.

This course aims to familiarize students with aspects of French culture in France and other Francophone countries.

Course Objectives:

Competency based language learning is all about focusing on what we can do in the new language to connect with other francophones and experience francophone culture. The Common European Framework of Reference (CEFR) for language learning is a schema that helps language learners understand where they are at in the language learning process and set realistic language goals. By the end of the 2nd year high school program, students should be to do all objectives in the CERF B1 confidently and be approaching C2 level.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Les gens/ People	6 weeks	First
Unit 2: Les relations personnelles/ Personal relationships	6 weeks	First
Unit 3: La beauté et les arts/ Beauty and the arts	6 weeks	Second
Unit 4: Les défis mondiaux/ Global challenges	6 weeks	Second/third
Unit 5: La vie quotidienne/ Everyday life	4 weeks	Third
Unit 6: L'art et la literature / Art and Literature	4 weeks	Fourth
Unit 1: Les gens/ People	6 weeks	First

Required student resources:

Textbook: Adomania 3 / Notebook. / French dictionary.

Recommended resources:

- Dictionnaire Français: https://www.larousse.fr
- Le point FLE: https://www.lepointdufle.net/
- Duolingo: https://www.duolingo.com/course/fr/en/Learn-French
- Français facile: https://www.francaisfacile.com/
- Conjuguemos: https://conjuguemos.com/activities/french/verb/1
- Cordial: https://www.cordial.fr/
- French exams: https://www.french-exam.com/

- Apprendre le français: https://apprendre.tv5monde.com/fr
- Jeux, activités, exercices pour apprendre le français: http://www.estudiodefrances.com/
- Voyages en Français: http://voyagesenfrancais.fr/?lang=fr#.Xz1oYigzY2w
- RFI Radio France Internationale – France: https://www.rfi.fr/fr/
- Site de Français Langue étrangère: https://lewebpedagogique.com/ressources-fle/
- Chaine YouTube des dessins animés '' Tchoupi '' : https://www.youtube.com/c/tchoupi/videos
- Livres à lire et écouter en Français: https://ebookids.com/fr/livres-enfants/

Weighting

Semester Finals	20%
Tests and Projects	30%
Quizzes and participation	20%
Homework	10%
Classwork	20%

Course Specific Policies/Procedures:

- Class participation is extremely important in the foreign language classroom. Students will be graded on how frequently they volunteer, how well they listen and answer, their effort, and their general attitude towards learning Spanish.
- Make sure to take notes in your notebook. Teacher will be correcting it frequently and you will receive a grade for your notes.
- Continue engaging with Spanish outside of the classroom. Independent learning at your own pace is highly recommended, whether it is seeing films, listening to music or reading books. Even if you do not understand everything at first, you will slowly start to recognize words, structures and contexts.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

AP French Language and Culture Course Syllabus 2025-2026

Instructor: Mabrouk Jary	**Classroom location:** S3-233
Office hours: Available upon request	**Email Address**: mabrouk@gemsedu.com

Course Description:
AP French Language and Culture is equivalent to an intermediate-level college course in French. Students cultivate their understanding of the French 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.@College Board

Course Objectives:
The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the World-Readiness Standards for Learning Languages, are foundational to the AP French Language & Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. As such, the course has been designed to provide advanced high school students with a rich and rigorous opportunity.

For the six-course themes, students will be able to:

- Comprehend Texts: Comprehend written, audio, audiovisual, and visual text.
- Make Connections: Make interdisciplinary and cultural connections.
- Interpret: Interpret the content of the written or audio text.
- Make Meanings: Make meanings from words and expressions.
- Speak to Others: Communicate interpersonally by speaking with others.
- Write to Others: Communicate interpersonally by writing to others.
- Present Orally: Communicate through spoken presentations.
- Present in Writing: Communicate through written presentations.

Course Overview:

Unit Name	Unit Length	Quarter
Unit 1: Famille et communauté/Families and communities	4 weeks	First-quarter
Unit 2:Identités personnelles et publiques/ Private and public identities	4 weeks	First
Unit 3:La beauté et l'esthétique/beauty and aesthetics	4 weeks	Second
Unit 4:La science et la technologie/Science and technology	6 weeks	Second
Unit 5:La vie contemporaine/ Contemporary life	6 weeks	Third
Unit 6:Defis mondiaux/Global challenges	6 weeks	Third/Fourth

Resources:: School Resources Provided: Workbook, notebook, and stationary.
Textbook: Temas, Vista Learning; Triángulo Aprobado, Wayside Publishing.
Recommended resources:

- College Board Resources: https://apcentral.collegeboard.org
- Quizlet: https://quizlet.com/
- Institut francais: https://if-qatar.com/
- France 24 : https://www.france24.com/fr/direct
- Rfi : https://www.rfi.fr/fr/
- TV5Monde : https://www.tv5monde.com/

Weighting:

Semester Finals - 20%	**Tests and Projects** - 30%
Quizzes and participation - 20%	**Classwork** - 20%
Homework- 10%	**Total :** 100%

Course Specific Policies/Procedures:

- Since this is a College level course, independent work and study are extremely important.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.

- Students enrolled in this course must present the AP French Language and Culture Exam in May 2026.

High School Native French Course Syllabus 2025-2026

Instructor: Mabrouk Jary	**Classroom location:** S3-233
Office hours: Available upon request	**Email Address**: mabrouk@gemsedu.com

Course Description:
This course is designed for students who would like to further their knowledge of the French language and culture. The goals of this course are to further develop proficiency across the full range of language skills, advance critical thinking ability, enhance cultural and global awareness, allowing the students to proudly speak their Mother Language. Students are expected to communicate using more complex language structures and express themselves with reasonable fluency. This class is conducted in French. After completing this course, students may be recommended for the AP French Literature and Culture course.

Course Objectives:

Students will learn several aspects of the French language and literature:

- history and dialectology of the French Language
- usage, grammar (morphology and syntax), semantics, and phonology
- analysis of different types of texts
- critical analysis of some literary works
- The literary history of Spain and Latin America
- Following the guidelines set forth by the French Ministry of Education, the aim is to prepare students for the French university entrance exam, if needed.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Les langues et leurs locuteurs /Languages and their speakers	4 weeks	First Quarter

Unit 2: Compétences en communication /Communication skills	5 weeks	First Quarter
Unit 3: Analyse littéraire : structure, personnages, ambiance, style./ Literary analysis	4 weeks	Second Quarter
Unit 4: Enseignement des langues : Grammaire : morphologie, phonologie, sémantique/ Grammar,morphology, phonology and semantics.	5 weeks	Second Quarter
Unit 5: Ortographe/ Spelling	4 weeks	Third Quarter
Unit 6: Analyse syntaxique / Syntactic analysis	5 weeks	Third Quarter
Unit 7: Littérature francçaise et latino-américaine /French and Latin American literature	7 weeks	Fourth Quarter
Semaines de révision /Revision weeks	2 weeks	

Resources:

School Resources Provided: Workbook , notebook and stationary.

Textbook: **taxi,Hachette Éducation – Français Lycée Première**, **Hatier – Le Livre scolaire (collection Français)**

Recommended resources:

- **Studyrama:** https://www.studyrama.com/revision-examen/bac
- **Digischool:** https://www.digischool.fr/
- Institut francais: https://if-qatar.com/
- France 24 : https://www.france24.com/fr/direct
- Rfi : https://www.rfi.fr/fr/
- TV5Monde : https://www.tv5monde.com/

Weighting:

Semester Finals - 20%	**Tests and Projects** - 30%
Quizzes and participation - 20%	**Classwork** - 20%

Homework- 10%	**Total** : 100%

Course Specific Policies/Procedures:

- Since this is a Heritage/Native level course, independent work and study are extremely important.
- Students are expected to ask for clarification or help when needed. It is the student's responsibility to make an appointment with the teacher to organize office hours.
- You will be participating as a writer/ contributor in ¨le journal¨, a monthly publication in French created by students for the French-speaking community in our school.I will assess your work and you will receive a grade for these assignments.

Nota Bene: *This syllabus will be differentiated taking into account the proficiency in the language, age, and other circumstances of the Heritage/ Native Speaker student following the French Curriculum.*

Middle School Drama Course Syllabus 2025-2026

Instructor: Sally Rogers	**Classroom location:** S-240/Black Box
Office hours: Available upon request	**Email Address**: s.rogers_aaq@gemsedu.com

Course Description:
The drama curriculum is designed to progressively develop students' performance, analytical, and communication skills from Grade 6-8. It emphasizes ensemble work, voice, movement, devised theatre, digital culture, character development, and text analysis, introducing increasingly complex concepts and techniques as students advance. The curriculum focuses on fostering creativity, teamwork, and public speaking, while developing a deep understanding of established dramatic conventions and the evolving language of communication through digital and classical forms. By Grade 8 students will have built a strong foundation in drama performance, theory, and cultural literacy, with a focus on exploring societal themes through drama.

Course Objectives:

Intent

- Clear progression: Grade 6 basics → Grade 8 advanced
- Wide skill range: choral work, devised theatre, digital, characterization, debating, public speaking, text analysis
- Mix of classical and contemporary forms to show drama as cultural language
- Emphasis on collaboration, communication, creativity, and cultural understanding

Implementation

- Adaptive teaching per grade level and ability in dramatic skill building for voice, movement, devising, analysis
- Practical tasks (devised theatre, chorus work, interview technique) link theory with creativity
- Balance of individual and ensemble work → independence + teamwork
- Prepares students for formal assessment

Impact

- Steady progress in analysis, performance, public speaking, confidence
- Traditional and digital forms highlight drama as cultural communication
- Develops transferable skills: analytical, creative, communication

Inclusivity & Sensitivity

- Accessible through verbal, physical, and visual storytelling
- Adapted to local context while addressing universal social themes

Assessment

- Progressive structure provides clear checkpoints
- Formative: movement, voice, character, devising
- Summative: script analysis, public speaking, performance
- Regular weekly feedback ensures continuous growth

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Ancient Greek Chorus: Movement and Voice	8 weeks	S1
Unit 2: Devised Theatre and Dramatic Conventions	7 weeks	S1
Unit 3: Digital Language & Performance Art	4 weeks	S1
Unit 4: Character, Debating & Interviewing Skills	5 weeks	S2
Unit 5: Body Language, Voice & Public Speaking	6 weeks	S2
Unit 6: Text in Practice & Contextual Analysis	7 weeks	S2

Resources:

Booklet for reflective work (provided and kept in classroom)

Weighting:

Performance - 40%	Participation - 10%
Classwork - 30%	Reflection/Analysis (Written and Verbal) - 20%

Course Specific Policies/Procedures:

All performances are evaluated using an assessment rubric which is shared with the pupils at the start of the unit. The rubric will evaluate students in 5 key areas per unit. Students will work

mostly in groups and individually. Students are expected to positively participate in all classes and an overall grade will be given for this. Students are expected to work in different and mixed groups. The majority of the assignments given in this class are class activities and weekly written analysis which can be completed verbally (recorded) for students who need extra support. A heavy weighting is placed on final performances which reflects the nature of dramatic work. No attendance (without prior discussion or accepted absence) for final performances will result in a very low/0 grading as this has a serious impact on others. No official homework is given for this course due to the nature of group work and learning key skills in the studio setting.

Missing Work

Late work will be accepted at 10% off the original score for everyday the work is late.

Art 1 Course Syllabus 2025-2026

Instructors: Agna Bednarczyk, Adam Merrick	**Classroom locations:** F3-111, S3-209
Email Address: agna@gemsaaq.org and adam@gemsaaq.org	**Office Hours:** Available upon request

Course Description:
High School Art 1 is a course that provides students with hands-on experiences with a variety of artistic media. Students will learn and apply the elements and principles of design to produce creative art projects that reflect their understanding of these concepts. This studio is designed to engage students in creating with meaning, self-reflection, and critiquing. This is a foundational course that acts as the building block to independent research and artmaking that students will pursue throughout the art sequence at GAAQ.

Course Objectives:

This course is designed to align with the National Core Arts Standards, which are: Creating, Presenting, Connecting, and Responding.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Introduction to the Elements of Art and the Principles of Design	1 weeks	1
Unit 1: Drawing	6 weeks	1

Unit 2: Printmaking	7 weeks	1
Unit 3: Sculpting/ 3D project	6 weeks	1 and 2
Unit 4: Painting	7 weeks	2
Unit 5: Art History	6 weeks	2

*Subject to change or to rearrange the sequence of units/time allotted

Resources:

The school will provide students with the necessary materials and resources to be successful in this course. However, due to the nature of creativity and art making, on occasion, a student may need a certain material in order to complete a project to their specifications. In this instance, it may be necessary for students to purchase those materials.

Weighting:

Artwork - 50%	Visual Journal - 10%
Participation - 25%	Critique - 10%
Written responses - 5%	

Course Specific Policies/Procedures:

All coursework in Art 1 will be submitted physically and digitally. Students are encouraged to take photographs of their work throughout the process.

Working from home: Artworks may be worked on at home. However, at least 70% of the artwork (including planning, research, taking reference photos, etc) should be completed in school. Zero credit will be given to artworks that are submitted without students working on it in class.

AP 3D Art and Design Course Syllabus 2025-26

Instructor: Adam Merrick	**Classroom location:** S3-209
Office hours: Availability upon request	**Email Address**: adam@gemsaaq.org

Course Description:
This advanced placement course has been designed for students who have expressed an interest in developing a serious portfolio of artwork and have a solid foundation through previous art courses in elements and principles of design. The AP Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection.

Course Objectives:

- To encourage creative as well as sustained investigation of materials, processes and ideas
- To emphasize making art as an on-going process that involves the student in informed and critical decision making through practice, experimentation and revision
- To help students develop technical skills and familiarize them with the functions of visual elements and principles
- To encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art

Course Overview:

Unit Name	Unit Length	Quarter/Semester
September (SI Development)	**5 weeks**	**1**
October (SI Progress Review)	**4 weeks**	**1**
November and December (SI Revision)	**6 weeks**	**1**
January (SI Revision - 4th piece due and revised)	**4 weeks**	**2**
February (Sustained Investigation Revision (Including written work) 5th and 6th pieces revised)	**4 weeks**	**2**
March (Sustained Investigation Revision (Including written work) 7th and 8th pieces revised)	**5 weeks**	**2**
April (Sustained Investigation Revision (Including written work) 9th and 10th pieces revised)	**4 weeks**	**2**
May (Revision, Documentation and Submission)	**2 weeks**	**2**

Resources:

The school will provide students with the necessary materials and resources to be successful in this course. However, due to the nature of creativity and art making, on occasion a student may need a certain material in order to complete a project to their specifications. In this instance it may be necessary for students to purchase those materials.

Weighting:

Once the portfolios have been sent to the College Board, they are evaluated anonymously by a panel of high school and university art instructors on a 1 to 5 scale. Each section of the

portfolio—Sustained Investigation and Selected Works—is scored separately and then combined into a composite score.

Inquiry Development - 20%	Studio Habits - 10%
Practice, Experimentation and Revision - 50%	Time Management - 15%
Presentation - 5%	

Course Specific Policies/Procedures:

This is an advanced, college-level course and will require serious work and dedication as an artist. Students who are unwilling to make this commitment should rethink their program.

The structure of the course is Inquiry-Based and students need to develop their own plan for their portfolios, the role of the teacher in this process is more of a "Guide on the side" than a person who gives direct instructions for what to do in class. Students will need to be self-motivated and work independently on their portfolios. Deadlines and activities have been structured through the year to help students learn and gain as much as possible through the process of creating their portfolios. This being said, success in this course is very much the student's responsibility.

Two-Dimensional Art Course Syllabus 2025-2026

Instructor: Adam Merrick	**Classroom location:** S3-209
Email Address: adam@gemsaaq.org	**Office Hours:** Available upon request

Course Description:
In this student centered art studio, students will have hands-on experience with a variety of two-dimensional artistic media and techniques. This course is designed to engage students in creating with meaning, self-reflection, and critiquing. This is an intermediate course designed to prepare students for AP 2D Art and Design. Students are required to do independent research and experimentation that help develop their art making skills.

Course Objectives: This course is designed to align with the National Core Arts Standards which are: Creating, Presenting, Connecting and Responding.

Course Overview:

Unit Name	Unit Length	Semester
Introduction to 2D	1 week	1

Unit 1: Drawing	5 weeks	1
Unit 2: Painting	5 weeks	1
Unit 3: Mixed-media	4 weeks	1
Unit 4: Printmaking	6 weeks	2
Unit 5: Ceramics	5 weeks	2
Unit 6: Animation	5 weeks	2
Unit 7: Digital Portfolio, Visual Journal Review and Critique	2 weeks	2

*Subject to change or to rearrange the sequence of units/time allotted

Resources:

The school will provide students with the necessary materials and resources to be successful in this course. However, due to the nature of creativity and art making, on occasion a student may need a certain material in order to complete a project to their specifications. In this instance it may be necessary for students to purchase those materials.

Weighting:

Artworks - 50%	Sketchbook/Visual Journal - 10%
Participation and work ethic - 25%	Critiques - 10%
Written responses - 5%	

Course Specific Policies/Procedures:

All course work in 2D Art will be submitted physically and digitally. Students are encouraged to take photographs of their work throughout the process.

Working from home: Artworks may be worked on at home. However, at least 70% of the artwork (including planning, research, taking reference photos, etc) should be completed in school. Zero credit will be given to artworks that are submitted without students working on it in class.

Three-Dimensional Art Course Syllabus 2025-2026

Instructor: Adam Merrick	**Classroom location:** S3-209
Email Address: adam@gemsaaq.org	**Office Hours:** Available upon request

Course Description:
Three-Dimensional Art is an intermediate course designed to prepare students for AP 3D Art and Design. This course is an exploration of new materials and techniques with an appreciation of sculptural three-dimensional forms. Historical and contemporary concepts ranging from representational figures to abstract forms are investigated. Some of the materials used may include clay, wood, metal, cloth, paper, and plaster. Students will be required to keep a sketchbook; hand drawing is required.

Course Objectives:

This course is designed to align with the National Core Arts Standards which are: Creating, Presenting, Connecting and Responding.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Introduction to Sculpture	1 week	1
Unit 1: Masks and Living Portraits	5 weeks	1
Unit 2: Architecture and Structures	5 weeks	1
Unit 3: Animation (Stop-motion)	5 weeks	1
Unit 4: Wearable Art (Fashion Show)	8 weeks	2
First Digital Portfolio Submission	1 week	2
Unit 5: Assemblage, Found and Kinetic Sculptures	4 weeks	2
Critiques	1 week	2

Unit 6: Ceramics	3 weeks	2
Digital Portfolio and Sketchbook Review	2 weeks	2

*Subject to change/rearrange due to material availability

Resources:

The school will provide students with the necessary materials and resources to be successful in this course. However, due to the nature of creativity and art making, on occasion a student may need a certain material in order to complete a project to their specifications. In this instance, it may be necessary for students to purchase those materials.

Weighting:

Artworks - 50%	Sketchbook/Visual Journal - 10%
Participation and work ethic - 25%	Critiques - 5%
Written responses - 5%	

Course Specific Policies/Procedures:

All course work in 3D Art will be submitted physically and digitally. Students are encouraged to take photographs of their work throughout the process.

Working from home: Artworks may be worked on at home. However, at least 70% of the artwork (including planning, research, taking reference photos, etc) should be completed in school. **Zero credit will be given to artwork that is submitted without students working on it in class.**

AP 2D Art and Design, AP Drawing Course Syllabus 2025-2026

Instructor: Agna Bednarczyk	**Classroom location:** 1st floor F3-110/F3-111
Email Address: agna@gemsaaq.org or a.bednarczyk_aaq@gemsedu.com	

Course Description:
This advanced placement course has been designed for students who have expressed an interest in developing a serious portfolio of artwork and have a solid foundation through previous art courses in elements and principles of design. Through Inquiry, students are expected to develop a mastery of concept, composition, and execution of their ideas that will meet College Board standards and may meet requirements for entry-level college classes. This experience is an ongoing process that will develop critical thinking, spatial concepts, and the student's ability to creatively express ideas in an original way. Some artwork submitted for the portfolio can be created prior to and outside of the studio class time.

Course Objectives:

- To encourage creative as well as sustained investigation of materials, processes and ideas
- To emphasize making art as an ongoing process that involves the student in informed and critical decision-making through practice, experimentation and revision
- To help students develop technical skills and familiarize them with the functions of visual elements and principles
- To encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

Course Overview:

Unit Name	**Unit Length**	Quarter/**Semester**
Inquiry Investigation	4 weeks	1
Studio Time: Materials, processes and Ideas	6 weeks	1
Studio Time: Practice, experimentation and Revision	6 weeks	1

Critique, Reflection and Revision	2 weeks	1
Studio Time: Revising Inquiry and building evidence	6 weeks	2
Portfolio building and submission	6 weeks	2

Resources:

The school will provide students with the necessary materials and resources to be successful in this course. However, due to the nature of creativity and art making, on occasion a student may need a certain material in order to complete a project to their specifications. In this instance it may be necessary for students to purchase those materials.

Weighting:

Once the portfolios have been sent to the College Board, they are evaluated anonymously by a panel of high school and university art instructors on a 1 to 5 scale. Each section of the portfolio—Sustained Investigation and Selected Works—is scored separately and then combined into a composite score.

Please note that this weighting varies from the Rubrics developed by the College Board.

Weighting:	
Practice, Experimentation, and Revision	60%
Inquiry Development	15%
Studio Habits	10%
Time Management	10%
Presentation	5%
Total	100%

Course Specific Policies/Procedures:

This is an advanced, college-level course and will require serious work and dedication as an artist. Students who are unwilling to make this commitment should rethink their program.

The structure of the course is Inquiry-Based and students need to develop their own plan for their portfolios, the role of the teacher in this process is more of a "Guide on the side" than a person who gives direct instructions for what to do in class. Students will need to be self-motivated and work independently on their portfolios. Deadlines and activities have been structured throughout the year to help students learn and gain as much as possible through the process of creating their portfolios. This being said, success in this course is very much the student's responsibility.

Middle School Art Course Syllabus 2025-2026

Instructor: Agna Bednarczyk	**Classroom location:** 1st floor F3-110/F3-111
Office hours: Available upon request	**Email Address**: a.bednarczyk_aaq@gemsedu.com

Course Description:

The program is designed for mixed grade levels. It provides students with many art experiences and detailed explorations in a variety of drawing, painting, and printmaking media. The course emphasizes gaining confidence in using art techniques in each student's abilities to communicate concepts, ideas, and feelings. In the art program, students will not only gain experience in an art studio but will also learn aesthetics, and art criticism. Additionally, critical thinking skills, decision-making, and problem-solving are implemented throughout the art course.

Students will be taught and assessed according to the National Core Arts Standards which are: Creating, Presenting, Responding, Connecting.

Course Objectives:

- Students will utilize knowledge and experiences with existing works of art to influence and inspire their artwork
- Students will develop technical abilities and observational skills
- Students will explore, analyze, and respond to art styles, movements, and specific artworks
- Students will understand the language of visual communication
- Students will manipulate media and tools to create works of art

Weighting:

Artwork	50%
Critique	10%
Work Ethic	25%

Written Reflection	10%
Written Response	5%
Total	100%

Resources:

All needed materials and supplies will be provided. If a student would like to further enhance their project or use any different material they can choose to bring their own if desired.