

GEMS

American Academy

Syllabi Documents
2023-2024

(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 Grade12 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 2023-2024 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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School-Wide Policies and Expectations

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

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

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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 2023-2024

Grade 6 ELA Course Syllabus 2023-2024

Instructor: Mrs. Squire	Classroom location: F3-113
Office hours: Available upon request	Email Address: Email: f.squire_aaq@gemsedu.com (Parents) felicia@gemsaaq.org (Students)

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:

Stories of Change

- Understand how change can be significant
- Evaluate details to determine the key idea of texts
- Use narrative techniques such as sequencing, dialogue, and descriptive language
- Compose meaningful narratives using genre characteristics
- Understand pronouns and the conventions of punctuating dialogue

The Power to Change

- Analyze literary elements
- Apply a variety of reading strategies to fiction and nonfiction texts
- Collaborate and communicate effectively
- Write informative essays
- Practice using verb tenses and creating sentence variety

Changing Perspectives

- Analyze informational texts
- Practice nonfiction reading strategies
- Support a claim with reasons and evidence
- Engage effectively in a variety of collaborative discussions
- Write an argumentative letter

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- Understand and use simple, compound, and complex sentence structures

A Change of Scene

- Analyze and understand the relationships among setting, characterization, conflict, and plot
- Research the work and life of a poet
- Rehearse and present an engaging performance of a play
- Revise for effective sentence variety

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Stories of Change • Part 1 - Narratives	4 weeks	1
• Part 2- Short Stories	4 weeks	1
Unit 2: The Power to Change • Part 1 - Explanatory writing	4 weeks	2
• Part 2 - Responding to literature	4 weeks	2
Unit 3: Changing Perspectives • Part 1 - Research and Debate	4 weeks	2
• Part 2 - Argumentative writing	4 weeks	2
Unit 4: A Change of Scene • Part 1 - Researching Poetry	4 weeks	1
• Part 2 - Performing a scene	4 weeks	1

Resources:

Springboard Student Access
Google Documents
Various digital and print texts

Weighting:

Assignment Types	Percentage
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Formative (Homework)	5
Formative (Learning Activities/Classwork)	25
Formative (Vocabulary/ Reading Comprehension Quizzes/ Mini Project, informal assessment)	25
Summative Assessment/ Essays	35
Semester Final Exam/ Cumulative Project	10

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 2023-2024

<p>Ms. Maya Mistry Email: m.mistry_aaq@gemsedu.com</p>	<p>Ms. Karina Email: k.garcia_aaq@gemsedu.com</p>
<p>Classroom Location: Second Floor Office Hours: Available Upon Request</p>	<p>Classroom Location: Second Floor Office Hours: Available Upon Request</p>

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.

Reading:

- Literature: <http://www.corestandards.org/ELA-Literacy/RL/7/>
- Informational: <http://www.corestandards.org/ELA-Literacy/RI/7/>
- **Writing:** <http://www.corestandards.org/ELA-Literacy/W/7/>
- **Language:** <http://www.corestandards.org/ELA-Literacy/L/7/>
- **Speaking & Listening:** <http://www.corestandards.org/ELA-Literacy/SL/7/>

Major Objectives:

- Develop independent learners who use resources ethically and proficiently
- Improve literacy skills to understand and communicate information clearly and effectively
- Increase reading fluency and reading comprehension skills
- Enhance writing skills for personal and academic purposes
- Practice speaking in front of an audience

- Foster social and communication skills when working with teams, partners, or small groups
- Explore areas of interest through researching, reading, writing, viewing, and discussing.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Personal Narratives	4-5 weeks	1
Unit 2: Informational Writing	5 weeks	1
Unit 3: Argumentative Writing	3-4 weeks	1
Unit 4: Literary Analysis	5 weeks	2
Unit 5: Biographies	4 weeks	2
Unit 6: Novel Study	4 weeks	2
Unit 7: Monologues	4-5 weeks	2

Resources:

School Resources Provided: Springboard Student Access

Weighting:

Formative Assessments 50% (Includes Learning Activities/Classwork, Homework, Quizzes)	Summative Assessment 40% (Including tests, projects, written essays)	Semester Final Exam/ Project 10%
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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.

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Grade 8 ELA Course Syllabus 2023-2024

Instructor: Ms. Maya Mistry	Classroom location: Second floor
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:

- Read and analyze—*novels, short stories, poems, plays, informational articles, and books. Develop vocabulary skills*
- Write—*essays, letters, speeches, and creative works of prose and poetry*
- Create—*projects and presentations*
- Research and document—*connections to our fiction and nonfiction reading using reliable sources and MLA guidelines*
- Listen actively, think critically, and discuss appropriately- *Ask important questions, engage with your peers.*
- Cultivate the use of language as a tool for learning, thinking, and as a source of pleasure.
- Comprehend a broad variety of literature by applying appropriate reading strategies learned during instructional time.
- Use technology to receive instruction and practice in the writing process.
- Develop a comprehensive set of English language skills that will create a foundation for future academic success

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Novel study	4 weeks	S1
Unit 2: Narrative Writing	5 weeks	S1
Unit 3: Definition Essay Writing	3 weeks	S1
Unit 4: Argumentative Writing	3-4 weeks	S2
Unit 5: Informational Writing	4 weeks	S2
Unit 6: Research Writing	3-4 weeks	S2
Unit 7: Analysis of a Humorous Text	5 weeks	S2

Resources:

Springboard Online Textbook, various provided novels and other reading resources

Weighting:

Formative Assessments: 50% (Including homework, classwork, quizzes, participation/discussion)	Summative Assessments: 40% (Including tests, projects, written essays)	Semester Finals - 10%
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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 9 ELA Course Syllabus 2023-2024

Instructor: Ben Adye	Classroom location: F3-109
Office hours: Available upon request	Email Address: b.adye_aaq@gemsedu.org

Course Description:

Grade 9 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 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	Quarter/Semester
Unit 1: Telling Details Part A: Writing a Literary Analysis	8 weeks	Semester 1 Q1

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Part B: Writing a Short Story		
Unit 2: Pivotal Words and Phrases Part A: Embedding a Dramatic Interpretation Part B: Presenting a Poetry Project	8 weeks	Semester 1 Q2
Unit 3: Compelling Evidence Part A: Writing an Argumentative Essay Part B: Researching and Presenting a Career	8 weeks	Semester 2 Q3
Unit 4: Powerful Openings Part A: Writing a Literary Analysis Essay Part B: Historical Investigation and Presentation	8 weeks	Semester 2 Q4

Resources:

School Resources Provided: Springboard Student Access; various novels and short stories

Weighting:

Summative 40% (Including, but not limited to: unit assessments, essays, projects, exams)
Formative 40% (Including, but not limited to: quizzes, homework, participation, classwork)
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 from previous quarters will not be accepted. Teacher discretion is applicable.

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Grade 10 ELA Course Syllabus 2023-2024

Instructor: Sara Garcia	Classroom location: S-234
Office hours: Available upon request	Email Address: s.garcia_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. 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.

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- Read independently outside of the classroom.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Essay Skills	2 weeks	Q1/Semester 1
Unit 2: Rhetoric	6 weeks	Q1/Semester 1
Unit 3: Debate	3 weeks	Q2/Semester 1
Unit 4: Novel Study	4 weeks	Q2/Semester 1
Unit 5: Synthesis	4 weeks	Q3/Semester 2
Unit 6: Research	4 weeks	Q3/Semester 2
Unit 7: Poetry and Drama	5 weeks	Q4/Semester 2
Unit 8: Creative Writing	3 weeks	Q4/Semester 2

Resources:

School Resources Provided: Springboard Student Access; various novels and short stories

Weighting:

<u>Type of Assessment</u>
<u>Summative- 40%</u> (Included but not limited to: End of the Unit assessments, Essays, Exams, Projects)
<u>Formative-40%</u> (Included but not limited to: Quizzes, Homework, Classwork, Participation)
<u>Exams- 20%</u>

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Grade 11 ELA Course Syllabus 2023-2024

Instructor: Ms. Samantha Holmberg	Classroom location: F3-112
Office hours: Available upon request	Email Address: s.holmberg_aaq@gemsedu.com

Course Description:

Grade 11 ELA (English III) 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. 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:

Grade 11 English Language Arts utilizes the Common Core Standards 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 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 formatting
- Act tenaciously both in class and whilst completing homework or reading exercises

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Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Writing	3 weeks	Q1/S1
Unit 2: Presentation	2 weeks	Q1/S1
Unit 3: Drama	4 weeks	Q2/S1
Unit 4: Persuasive Speech	7 weeks	Q2/S1
Unit 5: News	4 weeks	Q3/S2
Unit 6: Satire	3 weeks	Q3/S2
Unit 7: Literary Movements	6 weeks	Q4/S2
Unit 8: Literary Analysis	3 weeks	Q4/S2

Resources:

School Resources Provided: Springboard Student Access; various novels and short stories

Weighting:

<u>Type of Assessment:</u>
<u>Summative- 40%</u> (Included but not limited to: Tests, Essays, Projects, Presentations)
<u>Formative-40%</u> (Included but not limited to: Quizzes, Assigned Reading, Classwork, Participation)
<u>Exams- 20%</u>

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 12 ELA Course Syllabus 2023-2024

Instructor: Sara Garcia	Classroom location: S-234
Office hours: Available upon request	Email Address: s.garcia_aaq@gemsedu.com

Course Description:

Twelfth Grade ELA (English IV) 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. 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:

- 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	Unit Length	Semester
Unit 1: Perception is Everything <ul style="list-style-type: none"> ● Part 1- Writing a Rhetorical Analysis Essay ● Part 2- Writing a Reflective Essay 	8-9 weeks	1

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Unit 2: The Collective Perspective <ul style="list-style-type: none"> Part 1- Illuminating <i>Pygmalion</i> Part 2- Applying a Critical Perspective 	8-9 weeks	1
Unit 3: Evolving Perspectives <ul style="list-style-type: none"> Part 1- Writing a Literary Analysis Part 2- Staging an Interpretation 	8-9 weeks	2
Unit 4: Creating Perspectives <ul style="list-style-type: none"> Part 1- Examining How an Issue is Presented in Media Texts Part 2 - Presenting an Argument 	8-9 weeks	2

Resources:

School Resources Provided: Springboard Student Access

Weighting:

<u>Type of Assessment</u>
Summative- 40% (including but not limited to: End of Unit assessments, Essays)
Formative-40% (including but not limited to: Quizzes, Homework, Classwork)
Exams- 20%

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.

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AP English Language and Composition Course Syllabus 2023-2024

Instructor: Sara Garcia	Classroom location: S-234
Office hours: Available upon request	Email Address: s.garcia_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:

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Unit Name	Unit Length	Semester
Unit 1: The Author and the Audience	3-4 weeks	1
Unit Two: Claim, Evidence and Commentary	3-4 weeks	1
Unit 3: Argument 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:

<u>Type of Assessment</u>
<u>Summative- 40%</u> (including but not limited to: End of Unit assessments, Essays)
<u>Formative-40%</u> (including but not limited to: Quizzes, Homework, Classwork)
<u>Exams- 20%</u>

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.

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World Literature Course Syllabus 2023-2024

Instructor: Ben Adye	Classroom location: F3-109
Office hours: Available upon request	Email Address: b.adye_aaq@gemsedu.org

Course Description:

World Literature is designed to generate opportunities for students to explore themes in different readings. We look at works transcending time and place that help us understand these themes better. Through these works, students will develop their ability to explain the functions of: character; setting; plot and structure; narrator and speaker; word choice, imagery, and symbols; and comparison, in addition to developing textually substantiated arguments about interpretations of a portion or whole text.

Course Objectives:

Cultural Exploration: Engage with a diverse range of literary works from different cultures, regions, and time periods to develop an appreciation for global perspectives and human experiences.

Critical Analysis: Enhance critical thinking skills by examining literary elements such as plot, character, theme, symbolism, and narrative techniques, fostering a deeper understanding of the texts.

Theme Identification: Identify and analyze recurring themes and motifs across various works, connecting them to universal human values, societal issues, and historical contexts.

Literary Context: Understand how literature reflects and interacts with historical, social, and cultural contexts, enhancing insight into the complex relationship between creative expression and the world.

Effective Communication: Develop strong written and oral communication skills through essay writing, discussions, presentations, and debates, enabling students to express their ideas clearly and persuasively.

Comparative Analysis: Compare and contrast works from different cultures and time periods, recognizing commonalities and differences, and using these insights to construct insightful interpretations.

Interdisciplinary Connections: Explore interdisciplinary themes by connecting literature with other subjects such as history, philosophy, art, and science, fostering a holistic understanding of human thought and expression.

Literary Appreciation: Cultivate a love for literature by exploring a variety of genres, including novels, short stories, poetry, and drama, and developing the ability to appreciate the unique qualities of each form.

Ethical and Moral Exploration: Engage in discussions about ethical dilemmas and moral choices presented in literature, encouraging critical reflections on human values and decision-making.

Research Skills: Develop research skills by conducting in-depth analyses of literary topics, authors, and historical contexts, using both primary and secondary sources to support arguments.

Cognitive Empathy: Practice cognitive empathy by immersing oneself in the characters' emotions, experiences, and perspectives, promoting a deeper connection to the literature.

Stylistic Awareness: Recognize and analyze various writing styles, literary techniques, and rhetorical devices employed by authors, and consider how these choices contribute to the overall impact of the work.

Culminating Projects: Undertake comprehensive projects that demonstrate mastery of course content, such as extended essays, creative adaptations, or multimedia presentations, showcasing a deep engagement with literature.

Self-expression and Reflection: Encourage personal responses to literature, allowing students to connect their own experiences and emotions with the texts, fostering a sense of self-discovery and reflection.

By the end of the World Literature Class, students will have developed a heightened appreciation for global literature, honed advanced analytical and communication skills, and gained a deeper understanding of the complex interplay between culture, history, and human expression.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Short Fiction	4-5 weeks	Semester 1 Q1

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Unit 2: Longer Fiction or Drama	4-5 weeks	Semester 1 Q1
Unit 3: Poetry	4-5 weeks	Semester 1 Q2
Unit 4: Longer Fiction or Drama	4-5 weeks	Semester 1 Q2
Unit 5: Short Fiction II	4-5 weeks	Semester 2 Q3
Unit 6: Longer Fiction or Drama II	4-5 weeks	Semester 2 Q3
Unit 7: Poetry II	4-5 weeks	Semester 2 Q4
Unit 8: Longer Fiction or Drama II	4-5 weeks	Semester 2 Q4

Resources:

School Resources Provided: Various novels and short stories

Weighting:

Summative 40% (Including, but not limited to: unit assessments, essays, projects, exams)
Formative 40% (Including, but not limited to: quizzes, homework, participation, classwork)
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 from previous quarters will not be accepted. Teacher discretion is applicable.

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Mathematics Syllabi 2023-2024

Grade 6 Mathematics Course Syllabus 2023-2024

Instructor: Alicia Scheer	Classroom location: S3-214
Office hours: Available upon request	Email Address: a.scheer_aaq@gemsedu.com

Course Description:

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

Course Objectives:

Number Theory

- Comparing and Ordering whole numbers and decimals
- Prime factorization and Intro to exponents
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of multiplication and division to divide and multiply fractions by fractions.

Rational Explorations

- Numbers and their Opposites
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and 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.

Rate, Ratio and Proportional Reasoning

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- Understand ratio concepts and use ratio reasoning to solve problems (includes percents)

Area and Volume

- Extend knowledge of polygons to the properties of triangles and quadrilaterals
- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Personal and Financial Literacy

- Budgeting and Money management

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Number Concepts	~8weeks	S1
Unit 2: Integers	4 - 6 weeks	S1
Unit 3: Expressions and Equations	6 - 8 weeks	S1/2
Unit 4: Ratios	~ 6 weeks	S2
Unit 5: Geometric Concepts	~8weeks	S2
Unit 6: Data Analysis	~3 weeks	If time allows
Unit 7: Personal Financial Literacy	~2 weeks	If time allows

Resources:

School Resources Provided: Springboard Student Access

Weighting:

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

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Projects - 10%	
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Course Specific Policies/Procedures: Students should be prepared to check and use Google Classroom, Khan Academy, and Springboard Digital on a daily basis for asynchronous work.

Course Specific Policies/Procedures:

Students should have access to a calculator and bring it to every lesson.

Textbooks/Websites used:

- Springboard
- Khanacademy
- Math Antics

Required Student Resources

- A computer or tablet capable of using google services, ALMA and Khan Academy

Grade 7 Mathematics Course Syllabus 2023-2024

Instructor: Weston Marquart	Classroom location: S3-233
Office hours: Available upon request	Email Address: w.marquart_aaq@gemsedu.com

Course Description:

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

Course Objectives:

NUMBER SYSTEMS AND EQUATIONS

- Operations with Integers and Rational Numbers
- Expressions, Inequalities and Equations
- Multi-Step Equations

PROPORTIONS and SIMILARITY

- Ratio, Proportions, and Similar Figures
- Percents

TWO and THREE DIMENSIONAL SPACE

- Distance and Angles
- Measurement and Geometry

STATISTICS

- Sampling and Sampling Variability
- Comparative Statistics (Sample means, mean absolute deviation)

PROBABILITY

- Exploring basic probability and Constructing probability models

PERSONAL FINANCIAL LITERACY

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- Budgeting and Money management

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Number Systems	~ 6 - 8 weeks	S1
Unit 2: Expressions & Equations	4 - 6 weeks	S1
Unit 3: Ratio & Proportions	~ 10 weeks	S1/2
Unit 4: Geometry	~ 8 - 10 weeks	S2
Unit 5: Statistics	~ 4 weeks	If time allows
Unit 6: Probability	~ 4 weeks	If time allows
Unit 7: Personal Financial Literacy	2 weeks	If time allows

Resources:

School Resources Provided: Springboard Student Access

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, and Springboard Digital for asynchronous work.

Textbooks/Websites used:

- Springboard
- Khan Academy
- Math Antics

Required Student Resources

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- 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

Textbooks/Websites used:

- Springboard
- Khan Academy

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Grade 8 Pre-Algebra Course Syllabus 2023-2024

<p>Instructor: Weston Marquart Travaris Thomas</p>	<p>Classroom location: S3-233 S3-221</p>
<p>Office hours: Available upon request</p>	<p>Email Address: w.marquart_aaq@gemsedu.com t.thomas_aaq@gemsedu.com</p>

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

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.

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- 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

Personal Finance

- Budgeting and Money management

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Numerical Relationships	~ 7 weeks	S1
Unit 2: Equations	4 weeks	S1
Unit 3: Geometry	~ 8 weeks	S1/2
Unit 4: Functions	~ 8 weeks	S2

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Unit 5: Probability and Statistics	~ 4 weeks	S2
Unit 6: Personal Finance	2 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 Springboard Digital for asynchronous work.

Textbooks/Websites used:

- Springboard
- 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

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Geometry Course Syllabus 2023-2024

Instructor: Ahmed Ali	Classroom location: S3-234
Office hours: Available upon request	Email Address: a.ali_aaq@gemsedu.com

Course Description:

Building on their work with algebra, students will explore geometric shapes, analysing relationships of length and angles in polygons, and even between the two using trigonometry. Students will extend their repertoire of functions to include polynomials and trigonometric ratios, in preparation for the Algebra II course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define functions, continue to manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations.

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.

- Transformations of functions.
- Performing transformations on polygons.

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Circles.

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

Volume.

- Prisms, cylinders, and spheres.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Proof, Parallel and Perpendicular Lines	~ 30 Classes	1
Unit 2: Transformations, Triangles, and Quadrilaterals	~ 30 Classes	1
Unit 3: Similarity and Trigonometry	~ 24 Classes	1
Unit 4: Circles, Coordinates, and Constructions	~ 21 Classes	2
Unit 5: Extending Two Dimensions to Three Dimensions	~ 26 Classes	2
Unit 6: Probability	~ 26 Classes	2

Resources:

Springboard.com

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Weighting:

Semester 1	
Semester 1 Finals – 20%	Tests and Projects - 30%
Quizzes - 15%	Learning activities and Bellwork - 35%
Semester 2	
Semester 2 Finals – 20%	Tests and Projects - 30%
Quizzes - 15%	Learning activities and Bellwork - 35%

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

Algebra 1 Course Syllabus 2023-2024

Instructor: Leane Urbancik & Alicia Sheer	Classroom location: S3-210 & S3-212
Office hours: Available upon request	Email Address: l.urbancik_aaq@gemsedu.com a.scheer_aaq@gemsedu.com

Course Description:

The main purpose of Algebra I is to develop students' fluency with linear, quadratic, and exponential functions. The critical areas of instructions involve deepening and extending students' understanding of linear, and exponential relationships by comparing and contrasting those relationships and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods 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:

- ❖ Number and Quantity
 - The Real Number System
 - Extend the properties of exponents to rational exponents.
 - Use properties of rational and irrational numbers
 - Quantities
 - Reason quantitatively and use units to solve problems
- ❖ Algebra
 - Seeing Structure in Expressions
 - Interpret the structure of expressions.
 - Write expressions in equivalent forms to solve problems.
 - Arithmetic with Polynomials
 - Perform arithmetic operations with polynomials.
 - Creating Equations

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- Create equations that describe numbers or relationships.
 - Reasoning with Equations and Inequalities
- Understand solving equations as a process of reasoning and explain that reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations
- Represent and solve equations and inequalities graphically.
- ❖ Functions
 - Interpreting Functions
 - Understand the concept of a function and use function notation.
 - Interpret functions that arise in applications in terms of the context.
 - Analyze functions using different representations.
 - Building Functions
 - Build a function that models a relationship between two quantities.
 - Build new functions from existing functions
 - Linear, Quadratic, and Exponential Models
 - Construct and compare linear, quadratic, and exponential models and solve problems.
 - Interpret expressions for functions in terms of the situation they model.
- ❖ Statistics and Probability
 - Interpreting Categorical and Quantitative Data
 - Summarize, represent, and interpret data on a single count or measurement variable.
 - Summarize, represent, and interpret data on two categorical and quantitative variables.
 - Interpret linear models.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Equations and Inequalities	4 Weeks	Semester 1
Unit 2: Functions	8 Weeks	Semester 1
Unit 3: Extensions of Linear Concepts	5 Weeks	Semester 1

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Unit 4: Exponents, Radicals, and Polynomials	8 Weeks	Semester 2
Unit 5: Quadratic Functions	6 Weeks	Semester 2
Unit 6: Probability and Statistics	4 Weeks	Semester 2

Resources:

School Resources Provided: Springboard Student Access, Scientific Calculator to be used in the classroom. A lined notebook will be provided if requested by the student.

Grading:

Semester 1 Weightings	
Semester 1 Finals – 20%	Tests- 20%
Quizzes - 15%	Learning activities- 20%
Projects- 10%	Bellwork- 15%
Semester 2 Weightings	
Semester 2 Finals – 20%	Tests- 20%
Quizzes - 15%	Learning activities- 20%
Projects- 10%	Bellwork- 15%

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

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Algebra 2 Course Syllabus 2023-2024

Instructor: Titus Dadzie & Leane Urbancik	Classroom location: S3-211 & S3-210
Office hours: Available upon request	Email Address: t.dadzie_aaq@gemsedu.com l.urbancik_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:

Seeing Structure in Expressions

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations with polynomials.
- Understand the relationship between zeros and factors of polynomials.
- Use polynomial Identities to Solve problems.
- Rewrite rational expressions.
- Creating Equations
- Create equations that describe numbers or relationships.

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.

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- Represent and solve equations and inequalities graphically.

Functions

- Interpreting Functions
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.
- Building Functions
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions
- Linear, Quadratic, and Exponential Models
- Construct and compare linear, quadratic, and exponential models and solve problems.

Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle.
- Model period phenomena with trigonometric functions.
- Prove and apply trigonometric identities.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Equations, Inequalities, and Functions	Approx. 5 Weeks	Quarter 1
Unit 2: Quadratic Functions	Approx. 7 Weeks	Quarter 1/2
Unit 3: Polynomials	Approx. 4 Weeks	Quarter 2
Unit 4: Series, Exponential, and Logarithmic Functions	Approx. 8 Weeks	Quarter 3
Unit 5: Radical and Rational Functions	Approx. 4 Weeks	Quarter 3/4
Unit 6: Trigonometry	Approx. 3.5 Weeks	Quarter 4
Unit 7: Probability and Statistics	Approx. 4 Weeks	If Time Allows

Resources:

School Resources Provided: Springboard Student Access, Scientific Calculator to be used in the classroom. A lined notebook will be provided if requested by the student

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Weighting:

Semester 1 Weightings	
Semester 1 Finals – 20%	Tests- 20%
Quizzes - 15%	Learning activities- 20%
Projects- 10%	Bellwork- 15%
Semester 2 Weightings	
Semester 2 Finals – 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 and Khan Academy on a daily basis for asynchronous work.

Statistics Course Syllabus 2023-2024

Instructor: David Gouge Ahmed Ali	Classroom location: S3-213 S3-234
Office hours: Available upon request	Email Address: d.gouge_aaq@gemsedu.com a.ali_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 Justifying Conclusions

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

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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	Chapter 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
Chapter 4: Collecting Data	~4-5 Weeks	Quarter 2
Chapter 5: Probability	~3-4 Weeks	Quarter 2
Chapter 6: Random Variables	~2-3 Weeks	Quarter 2/3
Chapter 7: Sampling Distributions	~2-3 Weeks	Quarter 3
Chapter 8: Estimating a Parameter	~3-4 Weeks	Quarter 3
Chapter 9: Testing a Claim	~3-4 Weeks	Quarter 3
Chapter 10: Comparing Two Populations or Treatments	~4-5 Weeks	Quarter 4
Chapter 11: Inference for Distributions and Relationships	~3-4 Weeks	Quarter 4

Resources:

School Resources Provided: Scientific/Graphing Calculator to be used in the classroom. A lined notebook will be provided if requested by the student.

Weighting:

Each Semester

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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 2023-2024

Instructor: David Gouge	Classroom location: S3-213
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.

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- 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 1 Part 1: Polynomial and Rational Functions (CED Topics 1.1-1.6)	~3-4 weeks	Q1
Unit 1 Part 2: Polynomial and Rational Functions (CED Topics 1.7-1.14)	~4-5 weeks	Q1
Unit 2 Part 1: Exponential and Logarithmic Functions (CED Topics 2.1-2.8)	~5-6 weeks	Q2
Unit 2 Part 2: Exponential and Logarithmic Functions (CED Topics 2.9-2.15)	~3-4 weeks	Q3
Unit 3 Part 1: Trigonometric and Polar Functions (CED Topics 3.1-3.7)	~3-4 weeks	Q3
Unit 3 Part 2: 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, scientific calculator

Weighting:

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Semester 1

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

Semester 2

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

Course Specific Policies/Procedures:

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

Textbooks/Websites used:

- Khanacademy.org

Required Student Resources

- A computer or tablet capable of using google services, ALMA and Khan Academy

AP Calculus AB/BC Course Syllabus 2023-2024

Instructor: David Gouge	Classroom location: S3-213
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

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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 Vector-Valued Functions (BC Students Self-Study)	N/A	N/A

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

Resources:

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

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.

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Social Studies Syllabi 2023-2024

Grade 6 Social Studies Syllabus 2023-2024

<p>Instructors:</p> <p>Natasha Ekron</p> <p>Vanessa McVerry</p>	<p>Classroom locations:</p> <p>F3 - 103</p> <p>F3 - 104</p>
<p>Office hours: Available upon request</p>	<p>Email Address:</p> <p>n.ekron_aaq@gemsedu.com</p> <p>v.mcverry_aaq@gemsedu.com</p>

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 able to identify the change in history by exploring the industrial revolution. Students will be able to extract evidence from texts and explore key research skills.

Geography:

Students will be able to understand basic geographical principles and concepts. Students will be able to differentiate between the different types of landforms we have.

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Civics:

Students will be able to identify the types of governments and the roles they play in society.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Geography - Continents; oceans and wonders of the world	7 weeks	Semester 1
Unit 2: History - Industrial Revolution	7 weeks	Semester 1
Unit 3: Civics - Types of Governments	5 weeks	Semester 1
Unit 4: Geography - Landforms	6 weeks	Semester 2
Unit 5: History - Black Death	6 weeks	Semester 2
Unit 6: Civics - Democracy at work	5 weeks	Semester 2

Resources:

- A4 Notebook
- Folders for keeping handouts
- Lined paper for taking notes, quizzes, etc.
- Blue, black pens or a pencil
- Computer or tablet for electronic book

Weighting:

Quizzes- 15%	Formative Assessments - 20%
Summative Assessments - 30%	Current Events - 20%
Behaviour & Focus - 15%	

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Grade 7 Social Studies Course Syllabus 2023-2024

Instructor: Edward Dowling	Classroom location: F3 - 106
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 during the Stone Ages, and learn how agriculture played a key part in the development of societies. They will also explore ancient civilizations in Mesopotamia, Egypt, India, China, and finish with Greece and Rome at the end of the school year. Students' knowledge of the ancient world will serve as the foundation for their studies of medieval societies.

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.

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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: The Rise of Civilisation	6 weeks	1/1
Unit 2: Ancient Egypt and the Middle East	6 weeks	1/2
Unit 3: Ancient India	6 weeks	1/3
Unit 4: Ancient China	6 weeks	2/1
Unit 5: Ancient Greece	6 weeks	2/2
Unit 6: Ancient Rome	6 weeks	2/3

Resources:

- A4 Notebook with lined paper
- Folders for keeping handouts
- Lined paper for taking notes, quizzes, etc.
- Blue, black pens or a pencil
- Computer or tablet for electronic book
- Flash drive for transferring files
- History Alive! Course Textbook (provided)

Weighting:

Quizzes - 15%	Formative Assessments - 20%
Summative Assessments - 30%	Current Events - 20%
Behaviour & Focus - 15%	

Grade 8 Social Studies Course Syllabus 2023-2024

<p>Instructors:</p> <p>Edward Dowling</p> <p>Leigh Bielby</p>	<p>Classroom location:</p> <p>Dowling: F3 - 106</p> <p>Bielby: G3-015</p>
<p>Office hours: Available upon request</p>	<p>Email Address:</p> <p>e.dowling_aaq@gemsedu.com</p> <p>l.bielby_aaq@gemsedu.com</p>

Course Description:

During 8th Grade Social Studies, students will study Early Modern and Modern World History. They will start by examining the Age of Exploration and the Columbian Exchange which made possible the Modern Era. Our studies will then shift to the Revolutionary Eras which came about as a consequence of these explorations. Students will then learn about the preeminent attempts at settlement in the Americas and around the World initiated by European Nations (Spain, Portugal, England, France, and the Netherlands), and evaluate the extent to which those efforts were successes or failures. Unit 4 will focus on WW1 and its many effects on our World. The Rise of Dictators or Inter-War Period then follows with an understanding & study of our present time. We finally look at WW2 and the Cold War to analyze how it has shaped events in the Modern World.

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 the 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

- 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: The Age of Exploration/Columbian	7 weeks	1/1

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Exchange		
Unit 2: Revolutionary Era	5 weeks	1/2
Unit 3: Imperialism/Colonialism	5 weeks	1/3
Unit 4: The First World War	7 weeks	2/1
Unit 5: Rise of the Dictators	5 weeks	2/2
Unit 6: The Second World War - Cold War	7 weeks	2/3

Resources:

- A4 Notebook with lined paper
- Folders for keeping handouts
- Lined paper for taking notes, quizzes, etc.
- Blue, black pens or a pencil
- Computer or tablet for electronic book
- Flash drive for transferring files

Weighting:

Quizzes - 15%	Formative Assessments - 20%
Summative Assessments - 30%	Current Events - 20%
Behaviour & Focus - 15%	

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Geography Course Syllabus 2023-2024

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

Course Description:

Geography is the study of the Earth's landscapes, environments, and the relationships between people and their surroundings. There are two main branches which are physical and human geography. They encompass a wide range of topics, including physical features like mountains, rivers, and oceans, as well as human elements such as cities, cultures, and societies. Geography seeks to understand how both natural and human factors shape the world we live in. It is an interpretative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Knowing where physical, social, or processes occur helps students gain a spatial perspective on them. Historic and economic perspectives help students understand the relationship between people and their environments, as well as interactions that occur among groups of people. Studying geography, students receive practical guidance for decision making and problem solving in geographic planning, economic development, and environmental and resource management.

Course Objectives:

1. Physical Geography - Understanding the Earth's physical features such as landforms, bodies of water, and natural processes like erosion, weathering, and plate tectonics. Exploring ecosystems, biomes, and the factors influencing climate and weather patterns.
2. Human Geography - Studying population dynamics, including factors affecting population growth, distribution, and migration. Analyzing urban and rural landscapes, land use, and settlement patterns.
3. Cultural Geography - Examining cultural diversity, cultural diffusion, and the ways in which cultures interact with their environments. Investigating cultural landscapes, language, and customs.

4. Natural Hazards and Disasters - Understanding natural hazards such as earthquakes, hurricanes, and volcanic eruptions, and their impacts on communities. Exploring strategies for disaster preparedness, response, and recovery
5. Concepts and Processes - Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.
6. Spatial Relationships - Analyze geographic patterns, relationships, and outcomes in applied contexts.
7. Data Analysis - Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.
8. Source Analysis - Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.
9. Scale Analysis - Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Thinking Geographically	≈ 6 weeks	Quarter 1/ Semester 1
Unit 2: Hazardous Environments	≈ 6 weeks	Quarter 1/ Semester 1
Unit 3: Population and Migration Patterns and Processes	≈ 6 weeks	Quarter 2/ Semester 1
Unit 4: Coasts	≈ 6 Weeks	Quarter 3 / Semester 2
Unit 5: Culture	≈ 6 Weeks	Quarter 3 / Semester 2
Unit 6: Cities and Urban Land-Use Patterns and Processes	≈ 6 Weeks	Quarter 4 / Semester 2

Resources:

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- A4 Notebook
- Blue, black pens or a pencil, (class equipment e.g. ruler eraser etc)
- Folders for keeping handouts
- Computer or tablet for electronic book
- School textbook AMSCO: Human Geography Edition

Weighting:

Semester 1	Semester 2
Behavior and Focus - 15%	Behavior and Focus - 15%
Quizzes - 15%	Quizzes - 15%
Vocabulary - 20%	Vocabulary - 20%
Formative Assessments - 20%	Formative Assessments - 20%
Summative Assessments - 30%	Summative Assessments - 30%

Course Specific Policies/Procedures: Students will need to create a Perusall account.

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Psychology Course Syllabus 2023-2024

Instructor: Nadia Steyn	Classroom location: F3-108
Office hours: Available upon request	Email Address: n.steyn_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	1	1

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Unit 2 - Biological Bases of Behavior	4	
Unit 3 - Consciousness	2	
Unit 4 - Learning	3	
Unit 5 - Memory	4	
Unit 6 - Development	3	2
Unit 7 - Motivation and Emotion	3	
Unit 8 - Social Psych	3	
Unit 9 - Personality	3	
Unit 10 - Disorders	4	

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 = 25%	Projects = 20%
Quizzes = 15%	Final Semester Assessment = 20%
Tests = 20%	

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Modern World History Course Syllabus 2023-2024

Instructor: Mr. Stephen Pire	Classroom location: F3-105
Office hours: Available upon request	Email Address: s.pire_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	Quarter/Semester
Unit 1: The Great Global Convergence	≈ 5 weeks	Quarter 1

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Unit 2: An Age of Revolution	≈ 5 weeks	Quarters 1/2
Unit 3: World War I	≈ 4 weeks	Quarter 2
Unit 4: The Inter-War Years	≈ 5 weeks	Quarter 3
Unit 5: World War II	≈ 4 weeks	Quarter 3/4
Unit 6: The Cold War	≈ 6 weeks	Quarter 4

Resources:

- Laptop/Tablet
- 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:

Semester One	Semester Two
Homework/Classwork - 20%	Homework/Classwork - 20%
Quizzes - 20%	Quizzes - 20%
Tests - 30%	Tests - 30%

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Projects - 10%	Projects - 10%
Semester 1 Final Exam - 20%	Semester 2 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.

Economics Course Syllabus 2023-2024

Instructor: Mr. Stephen Pire	Classroom location: F3-105
Office hours: Available upon request	Email Address: s.pire_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.

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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 and Economist - What is Economics? - Economic Systems and Decision Making - The American Free Enterprise System	~3-4 Weeks	Quarter 1
Unit 2: Understanding Markets - Demand - Supply - Prices - Market Structures	~4-5 Weeks	Quarters 1 & 2
Unit 3: Business and Labor - Business Organization - Labor and Wages	~2-3 Weeks	Quarter 2

Unit 4: Money, Banking, and Finance - Money and Banking - Financial Markets	~2 Weeks	Quarter 3
Unit 5: Economic Performance - Evaluating the Economy - Economic Instability	~2-3 Weeks	Quarter 3
Unit 6: Government and Economy - Taxes and Government Spending - Fiscal Policy	~3-4 Weeks	Quarter 4
Unit 7: The Global Economy - Resources for Global Trade - Global Economic Development	~3-4 Weeks	Quarter 4

Resources:

- Laptop/Tablet
- 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:

Semester One	Semester Two
Homework/Classwork - 20%	Homework/Classwork - 20%
Quizzes - 20%	Quizzes - 20%

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Tests - 30%	Tests - 30%
Projects - 10%	Projects - 10%
Semester 1 Final Exam - 20%	Semester 2 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 2023-2024

Instructor: Nadia Steyn Idiris Duran	Classroom location: F3-108 S 232
Office hours: Available upon request	Email Address: n.steyn_aaq@gemsedu.com idiris@gemsaaq.org

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.

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Course Overview:

Unit	Weeks	Semester
Unit 1: Creating A Positive Environment	2	1
Unit 2: Communication Skills	2	
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: A Game Plan For College/Higher Education	3	
Unit 10: A Game Plan For Work	3	
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:

Learning Activities = 30%	Projects = 20%
Quizzes = 20%	Final Semester Assesment = 10%
Tests = 20%	

AP Human Geography Course Syllabus 2023-2024

Instructor: Brian VanMierlo	Classroom location: F3-108
Office hours: Available upon request	Email Address: b.vanmierlo_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.

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

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:

Unit Tests = 25%	Unit Tests = 20%
Quizzes = 35%	Quizzes = 35%
Classwork = 10%	Classwork = 10%
FRQ's = 20%	FRQ's = 15%
Semester Final - 10%	Semester Final - 20%

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 Psychology Course Syllabus 2023-2024

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

Course Description:

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. **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.

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- 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 1: Scientific Foundations of Psychology	3	1
Unit 2: Biological Bases of Behavior	3	
Unit 3: Sensation and Perception	2	
Unit 4 Learning	2	Independent Unit
Unit 5: Memory	3	1
Unit 6: Developmental Psychology	3	
Unit 5: Cognitive Psychology	2	2
Unit 7: Motivation, Emotion, and Personality	4	
Unit 8: Clinical Psychology	3	
Unit 9: Social Psychology	4	

Resources:

School Resources Provided:

e-textbook: Myers' Psychology for the AP® Course, 3rd edition, David G. Myers; C. Nathan DeWall, Student launch pad

Weighting:

Learning Activities = 25%	Independent Study = 10%
Quizzes = 15%	Final Semester Assessment = 10%
Tests = 10%	

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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 **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 2023-2024

Instructor: Leigh Bielby	Classroom location: G3-015
Office hours: Available upon request	Email Address: l.bielby_aaq@gemsedu.com

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

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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: The Basics <ul style="list-style-type: none"> ● Visual Literacy ● Strategic Reading- Annotations Techniques ● Argument Deconstruction or How to understand and evaluate the parts of an argument. <ul style="list-style-type: none"> ○ Identification of Main Idea ○ Understand the Line of Reasoning ○ Evaluate Effective Evidence ○ Connect the Argument to Broader Issues ○ Judge the Overall Validity of the Argument ● Recognize and Compare Differing Perspectives ● Construct and Present an Argument ● Presentation skills ● Crafting effective research questions ● Creating collaborative research plans ● Locating and evaluating appropriate sources ● Purposeful reading to collect relevant evidence ● Collaboratively organizing ideas to create a logical argument ● Recognizing objections to, limitation of, and alternative perspective to your arguments 	7 weeks	1

<ul style="list-style-type: none"> • Collaboratively creating and delivering a multimedia presentation that communicates research findings • Reflecting on your contribution to the team process 		
<p>Unit 2: Individual Research Report</p> <ul style="list-style-type: none"> • Crafting effective research questions • Creating collaborative research plans • Locating and evaluating appropriate sources • Purposeful reading to collect relevant evidence • Collaboratively organizing ideas to create a logical argument • Annotated bibliography • Completing 1200 word IRR • Providing peer feedback 	<p>8 Weeks IRR Due 14/12</p>	<p>1</p>
<p>Unit 3: Team Multimedia Presentation</p> <ul style="list-style-type: none"> • Collaboratively creating and delivering a multimedia presentation that communicates research findings • Creating a multimedia presentation • Reporting on findings • Reflecting on your contribution to the team process 	<p>4 Weeks TMP Due 28/01</p>	<p>2</p>
<p>Unit 4: Individual Written Argument</p> <ul style="list-style-type: none"> • Analysis of stimulus materials • Question development • Annotated bibliographies • Establishing context • Developing solutions • Rubric analysis 	<p>6 weeks IWA due 14/03</p>	<p>2</p>

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<ul style="list-style-type: none"> IWA of 2000 words Reflection 		
Unit 5: Individual Multimedia Presentation <ul style="list-style-type: none"> Creating a multimedia presentation Reporting on findings Presentation skills 	4 weeks IMP due 31/03	2
Unit 6: EOC practice <ul style="list-style-type: none"> Analyzing texts Creating connections Finding a theme Developing a research question 	3 weeks EXAM 07/05	2
Unit 7: Reflection and research prep <ul style="list-style-type: none"> Analyzing the differences between little r research and big R research. 	4 weeks	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:

Classwork	40%	IRR/IWA Mock	10%
EOC A and B	20%	Presentations	20%
		AP Videos	10%

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Weighting in AP Capstone:

<p>Performance Task 1: Team Project and Presentation – 20%</p> <ol style="list-style-type: none"> 1. Individual Research Report 2. Team Multimedia Presentation and Defense 	<p>Performance Task 2: Individual Research-based essay and presentation – 35%</p> <ol style="list-style-type: none"> 1. Individual Written Argument 2. Individual Multimedia Presentation and Oral Defense
<p>End-of-Course Exam – 45%</p> <ol style="list-style-type: none"> 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.

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AP Research Course Syllabus 2023-2024

Instructor: Leigh Bielby	Classroom location: G3-015
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
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<p>Unit 1: The Foundations</p> <ul style="list-style-type: none"> • Identify the differences between seminar and research • Choosing a topic • How to find sources • How to check source reliability • How to create annotated bibliographies • Identifying a gap • Choosing a research question • All sources collected and reviewed • Completion of Lit Review 	<p>7 weeks</p>	<p>1</p>
<p>Unit 2: The beginning of the research process</p> <ul style="list-style-type: none"> • Identify different research methods • Choosing a research method • Finalize research question • Determine research methodologies • Collection of sources • Determine timeline of research • Inquiry Proposal Form 	<p>8 weeks</p> <p>07/12 hand in IPF</p> <p>Presentation this week: 10/12</p>	<p>1</p>
<p>Unit 3: Writing the academic paper</p> <ul style="list-style-type: none"> • Complete research • Complete written assignment of 4000-5000 words • Peer reviews • Creation of multimedia presentation • Setting up of presentation rehearsals 	<p>13 weeks</p>	<p>2</p>

<p>Unit 4: Finalizing the research</p> <ul style="list-style-type: none"> • Hand in of academic paper • Multimedia presentation 	<p>6 weeks</p> <p>March 28th hand in of paper</p> <p>Week of April 21 multimedia presentations</p>	<p>2</p>
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Resources:

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

Weighting in school:

Process work	45%
AP Videos	10%
Peer Review	15%
Presentations	20%
Reflections	10%

Weighting in AP Capstone:

Academic Paper – 75%	Presentations and Oral Defense – 25%
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Course Specific Policies/Procedures:

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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.”

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Science Syllabi 2023-2024

Grade 6 Science Course Syllabus 2023-2024

Instructor: Megna Manas	Classroom location: G3-003
Office hours: Available upon request	Email Address: meghana@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. The student will be able to construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms in life sciences. This also 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

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Physical Science:

- Key Topics: Forces and Interactions: Forces & Motion, Magnets and Electricity, Simple Machines; Energy: Forms of Energy (Energy), Energy Resources

Space and the universe:

- Key Topics: Structure of the Universe, Earth, Moon & Celestial Cycles, Recent scientific discoveries

Earth Science:

- Space system; History of earth: Slow vs rapid changes, tectonic plates; Earth's systems: Rocks, soil, minerals, Mapping earth, natural resources; weather and climate; Human impact

Life Science:

- Key Topics: Structure, Function and Information Processing; Homeostasis and Disease; Matter, Energy, Relationships and Ecosystems; Natural Selection and Adaptation; Interdependent Relationships in Ecosystems; Inheritance & Variation; Structure, Function & Information Processing; Matter, Energy & Ecosystems; Growth, Development

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Introduction to Scientific Literacy and Engineering	~4 weeks	Q1
Unit 2: Physical Science	~4 weeks	Q1
Unit 3: Space and the universe	~5 weeks	Q2
Unit 4: Earth Science	~10 weeks	Q3
Unit 5: Life science	~10 weeks	Q4

Resources:

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

Weighting:

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

Grade 7 Science Course Syllabus 2023-2024

Instructor: Jason Lamza & Weston Marquart	Classroom location: G3-005 & S3-233
Office hours: Available upon request	Email Address: j.lamza_aaq@gemsedu.com w.marquart_aaq@gemsaaq.com

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

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Thermal Energy:

- Key Topics: Thermal Energy, Heat, Temperature, Conduction, Convection, Radiation, Insulation, Absorption, Reflection, etc.

Plants & Ecology:

- Key Topics: Plant Structure & Function, Photosynthesis, Ecology

Chemistry:

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

Physical Science:

- 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.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Nature of Science	~4 weeks	Q1
Unit 2: Thermal Energy	~4 weeks	Q1
Unit 3: Plants & Ecology	~8 weeks	Q2
Unit 4: Chemistry	~10 weeks	Q3
Unit 5: Physics	~9 weeks	Q4

Resources:

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

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Weighting:

Formatives (Labs) 25%	Summative (Quizzes) 10%
Formative (Science Notebooks) 10%	Summative (Unit Test) 20%
Formative (Bellwork) 10%	Summative (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.

Grade 8 Science Course Syllabus 2023-2024

Instructor: Jason Lamza	Classroom location: G3-005
Office hours: Available upon request	Email Address: j.lamza_aaq@gemsedu.com

Course Description:

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

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:

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- Key Topics: Geologic Time Scale, Classification of Life, Cells, DNA, Mitosis, Meiosis, Heredity, Genetics

Earth & Space Science:

- Key Topics: Earth, Sun & Moon (Gravity, Tides, Seasons, Phases of the Moon, Constellations, etc.), Factors that affect Climate (ocean currents, prevailing winds, altitude, latitude, distance from ocean, etc.), Climate Change (Greenhouse effect, fossil fuels, effects of climate change, etc.)

Physical Science:

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

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Nature of Science	~4 weeks	Q1
Unit 2: Human Physiology	~11 weeks	Q1 & Q2
Unit 3: Earth & Space Science	~8 weeks	Q2 & Q3
Unit 4: Physics	~9 weeks	Q3 & Q4
Unit 5: Chemistry	~6 weeks	

Resources:

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

Weighting:

Formatives (Labs) 25%	Summative (Quizzes) 10%
Formative (Science Notebooks) 10%	Summative (Unit Test) 20%
Formative (Bellwork) 10%	Summative (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.

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Biology Course Syllabus 2023-2024

Instructors: Anthea McLaughlin-Brown & Meghana Manas	Classroom location: G3-003 & G3-004
Office hours: Available upon request	Email Address: a.mclaughlinbr_aaq@gemsedu.com meghana@gemsedu.com

Course Description:

Biology includes the study of living organisms and vital processes. Themes that will be covered in this course include scientific skills, ecology, biochemistry, cellular processes, genetics, evolution, and classification of organisms. The course includes laboratory experiments designed to reinforce course content.

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

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- 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

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

- Natural selection
- Patterns of evolution
- Evidence of evolution
- Phylogeny

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

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Biology Basics	3 weeks	Q1
Unit 2: Cells	5 weeks	Q1
Unit 3: Energy Flow	4 weeks	Q1/2
Unit 4: Genetics	5 Weeks	Q2
Unit 5: Heredity	5 Weeks	Q3
Unit 6: Evolution	6 Weeks	Q3/4
Unit 7: Ecology	5 Weeks	Q4

Resources:

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

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Weighting:

Labs - 27.5%	Quizzes - 15%
Exam - 10%	Final assessments - 25%
Learning activities- 22.5%	

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 2023-2024

Instructor: 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. An important part of study is quantitative chemistry, which involves calculations of amounts of substances involved in chemical reactions. 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 conduct an investigation 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

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- Apply scientific principles and evidence to provide an explanation about 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	2 Weeks	1
Unit 3 - Electron Configurations	2 Weeks	1
Unit 4 - Periodic Trends	2 Weeks	1
Unit 5 - Ionic and Covalent Bonding	2 Weeks	1
Unit 6 - Naming and Formula Writing	3 Weeks	1
Unit 7 - Chemical Quantities	4 Weeks	2
Unit 8 - Chemical Reactions	3 Weeks	2
Unit 9 - Stoichiometry	4 Weeks	2
Unit 10 - Thermodynamics	4 Weeks	2

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Weighting:

Category	Weight
Classwork & Homework	25
Exam	20
Lab Work	25
Quiz	10
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 2023-2024

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

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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:

Classwork/Learning Activities - 20%	Labs - 20%
Notebook - 15%	Tests – 10%
Quizzes - 5%	First Semester Final Project - 10%
Semester 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.

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Physics Course Syllabus 2023-2024

Instructor: Titus A. Dadzie	Classroom location: S3-211
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.

Textbook Sections 1.1-5.3

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- 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.

Textbook Sections 6.1-7.3

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.

Textbook Sections 13.1-14.4

Course Overview:

Unit Name	Unit Length	Quarter/Semester
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Unit 1: Introduction to motion	20 Days	Q1/Semester 1
Unit 2: Acceleration and accelerated motion	10 Days	Q1/Semester 1
Unit 3: Projectile Motion	10 Days	Q1/Semester 1
Unit 4: Newton's Laws	10 Days	Q1+Q2/Semester 1
Unit 5: Work and energy	15 Days	Q2/Semester 1
Unit 6: Linear momentum collision	10 Days	Q2/Semester 1
Unit 7: Oscillations and waves	15 Days	Q3/Semester 2
Unit 8: Sound	15 Days	Q3/Semester 2
Unit 9: Properties of light	15 Days	Q3+Q4/Semester 2
Unit 10: Electric charges and forces	10 Days	Q4/Semester 2
Unit 11: Electric fields and electric energy	10 Days	Q4/Semester 2
Unit 12: Electric current and electric circuits	10 Days	Q4/Semester 2

Resources:

School Resources Provided: Textbook Physics Pearson James S. Walker

Weighting:

Semester 1

Bellwork 10%	Tests 20%
Lab work & Projects - 20%	Quizzes 10%
Learning Activities 20%	Semester Exam 20%

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Semester 2

Bellwork 10%	Tests 20%
Learning activities 20%	Quizzes 10%
Labs and projects 20%	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 2023-2024

Instructor: Anthea McLaughlin-Brown	Classroom location: G3-004
Office hours: Available upon request	Email Address: a.mclaughlinbr_aaq@gemsedu.com

Course Description:

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage, and transfer, and system interactions.

Prerequisites: Biology and Chemistry

Credit: 1.0

Course Objectives:

- Big Idea 1: Evolution- the process of evolution drives the diversity and unity of life
-
- Big Idea 2: Energetics- Biological systems use energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis.
-
- Big Idea 3: Information storage and transmission- living systems store, retrieve, transmit, and respond to information essential to life processes.
-
- Big Idea 4: Systems interactions- Biological systems interact, and these systems and their interactions exhibit complex properties.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Chemistry of Life	3 weeks	Q1
Unit 2: Cell Structure and Function	3 weeks	Q1
Unit 3: Cellular Energetics	4 weeks	Q1/2
Unit 4: Cell Communication and Cell Cycle	4 weeks	Q2

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Unit 5: Heredity	3 weeks	Q3
Unit 6: Gene Expression and Regulation	4 weeks	Q3/4
Unit 7: Natural Selection	4 weeks	Q4
Unit 8: Ecology	3 weeks	Q4

Resources:

School Resources Provided: Textbook Campbell Biology in Focus, AP Biology Biozone and digital resources

Weighting:

Labs - 22.5%	Quizzes - 10%
Exam - 15%	Final assessments - 27.5%
AP Classroom tasks- 25%	

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.

AP Chemistry Course Syllabus 2023-2024

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 application of chemical concepts with real-world applications. Each of the topics within the nine units are 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 1 - Atomic Structure and Properties (7–9%)
- Unit 2 - Molecular and Ionic Compound Structure and Properties (7–9%)
- Unit 3 - Intermolecular Forces and Properties (18 – 22%)
- Unit 4 - Chemical Reactions (7–9%)
- Unit 5 - Kinetics (7–9%)
- Unit 6 - Thermodynamics (7–9%)
- Unit 7 - Equilibrium (7–9%)
- Unit 8 - Acids and Bases (11–15%)
- Unit 9 - Applications of Thermodynamics (7–9%)

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

Class Format & Expectations

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- This is a college level course, you must be organized and responsible enough to manage all readings and assignments. Time-management and prioritizing is 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 7, 2022, you will take the College Board AP chemistry Exam. Exam costs will be covered by the student. 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.

Weighting:

Category	Weight S1	Weight S2
Classwork & Homework	25	25
Exam	10	/
Lab Work	25	30
Quiz	15	15
Unit Tests	25	30

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

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AP Environmental Science Course Syllabus 2023-24

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.

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- 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* Third Edition, by Andrew Friedland & Rick Relyea

Weighting:

Semester 1

Classwork/Learning Activities - 20%	Labs - 20%
Notebook - 15%	Tests – 10%

Quizzes - 5%	First Semester Final Project - 10%
First Semester Final Exam – 20%	

Semester 2

Classwork/Learning Activities - 20%	Labs - 20%
Notebook - 15%	Tests – 10%

Quizzes - 5%	Second Semester Final Project - 10%
Second Semester 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.

AP Physics Course Syllabus 2023-2024

Instructor: TBC	Classroom location: TBC
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Office hours: Available upon request	Email Address: TBC
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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, and Statistics, and Probability. Students work closely with the expressions that define functions, competently manipulate algebraic expressions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Course Objectives:**Modeling**

- The student can create representations and models of natural or manmade phenomena and systems in the domain.
- The student can describe representations and models of natural or man-made phenomena and systems in the domain.
- The student can refine representations and models of natural or manmade phenomena and systems in the domain.
- The student can use representations and models to analyze situations or solve problems qualitatively and quantitatively.
- The student can re-express key elements of natural phenomena across multiple representations in the domain.

Mathematical Routines

- The student can justify the selection of a mathematical routine to solve problems.
- The student can apply mathematical routines to quantities that describe natural phenomena. 2.3
- The student can estimate quantities that describe natural phenomena.

Scientific Questioning

- The student can pose scientific questions.
- The student can refine scientific questions.
- The student can evaluate scientific questions.

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Experimental Methods

- The student can justify the selection of the kind of data needed to answer a particular scientific question.
- The student can design a plan for collecting data to answer a particular scientific question.
- The student can collect data to answer a particular scientific question.
- The student can evaluate sources of data to answer a particular scientific question.

Data Analysis

- The student can analyze data to identify patterns or relationships.
- The student can refine observations and measurements based on data analysis.
- The student can evaluate the evidence provided by data sets in relation to a particular scientific question.

Argumentation

- The student can justify claims with evidence.
- The student can construct explanations of phenomena based on evidence produced through scientific practices.
- The student can articulate the reasons that scientific explanations and theories are refined or replaced.
- The student can make claims and predictions about natural phenomena based on scientific theories and models.
- The student can evaluate alternative scientific explanations.

Making Connections

- The student can connect phenomena and models across spatial and temporal scales.
- The student can connect concepts in and across domain(s) to generalize or extrapolate in and/or across enduring understandings and/or big ideas.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Kinematics	20 Days	Q1/Semester 1
Unit 2: Dynamics	25 Days	Q1/Semester 1
Unit 3: Circular Motion and Gravitation	10 Days	Q1+Q2/Semester 1
Unit 4: Energy	25 Days	Q2/Semester 1

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Unit 5: Momentum	20 Days	Q2+Q3/Semester 1+2
Unit 6: Simple Harmonic Motion	10 Days	Q3/Semester 2
Unit 7: Torque and Rotational Motion	20 Days	Q3+Q4/Semester 2

Resources:

School Resources Provided: Textbook Holt McDougal Algebra 2, Springboard Student Access

Weighting:

Semester 1

Semester Finals - 10%	Tests - 30%
Quizzes - 20%	Learning activities - 20%
Bellwork - 20%	

Semester 2

Bellwork - 20%	Tests - 40%
Quizzes - 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.

Students need to have a scientific calculator with them during every lesson.

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Fine Art and Electives Syllabi 2023-2024

MS-IT Course Syllabus 2023/24

Instructor: Juan Arias	Classroom location: S-237
Office hours: Availability upon request	Email Address: juan@gemsaq.org

Course Description:

The goal of IT (Information Technology) is to give students access to the digital knowledge and skills that they will need for core subjects as well as giving an opportunity for students to explore IT as a possible field of further study.

Prerequisite: None

Credit: --

Course Objectives:

Touch Typing

- By the end of the year, students will be fully proficient at typing without the need for looking at the keyboard.

G Suite

- By the end of the year, students will be fully familiar with G Suite and able to identify, and use, the correct application for a given task. Students will also be able to store, organize, retrieve and share work previously completed, using Google Drive.

Video and Photography Skills

- By the end of the year students will be able to create and edit video presentations of various types effectively with an intermediate understanding and use of media, space, color, and variety. And they will be able to understand the basics of photography composition.

Social Media

- By the end of the year students will be able to understand the basic social media dilemma. They will learn to identify fake news and ads. Learn about “trolling” and

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cyberbullying, their implications and consequences, and they will also be able to develop posts and filters for different platforms.

Figma:

- Throughout the course, students will develop proficiency in using Figma, a collaborative design and prototyping tool. By the end of the year, they will be capable of creating and editing various design projects, demonstrating competence in design principles, user interface (UI) and user experience (UX) concepts, and collaborative design workflows.

Basic Web Page Design

- By the end of the year, students will be able to create a webpage about a topic of their choosing using hyperlinks and a variety of media from the course on a platform of their choice. Suggested platforms will be Google Sites, WIX, and SquareSpace

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Google Suite	8 weeks	1st Quarter
Unit 2: Figma	10 weeks	2nd Quarter
Unit 3: Photography, Video and Animation Basics	6 weeks	3rd Quarter
Unit 4: Media: How do we deliver information nowadays	7 weeks	3rd & 4th Quarter
Unit 5: Final IT Project	6 weeks	4th Quarter

Resources:

School Resources Provided: Gmail account and other necessary software.

Student's Own Resources: Digital Device (preferably laptop and not tablet. If it's a tablet it should have a keyboard and mouse), Headphones, Smartphone/Video-Photo recording device

Weighting:

Learning activities - 20%	Projects - 30%
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Quizzes - 15%	Quarter Finals - 20%
Class Behavior - 15%	

Course Specific Policies/Procedures:

Respect - Every student has the right to a safe and secure classroom: you do not have the right to impede or jeopardize that in any way. Be respectful of yourself, your environment, your fellow classmates, and your teacher. Treat others the way you want to be treated.

Responsibility and Work- The *Oxford Dictionary* defines responsible in this way: “Liable to be called into account. Morally accountable for one’s action, capable of rational conduct.” Act rationally; choose wisely. Do your job. Challenge yourself to be productive. Recognize your own role in building a fun and productive community of learners. Understand there will be consequences, both good and bad, for your actions.

Be Cooperative - Time and again you will be asked to do something that you may not like or think is worthless. Be mature, work through it. You may find that “getting there” is half the fun. Our world demands that you work well with others. Think – choose wisely.

Food in the Classroom - Students may not eat in the classroom. This includes gum and candy. Drinks in closable containers (bottles with a lid) are permitted.

Late Arrivals - A student, who is not in the classroom when I close the classroom door, is considered late and will be marked in Alma as late, unless the student has an excuse from other teacher or from the Principal or Assistant Principal.

Cell Phones Should Stay in Your Backpack and Turn Off - These items serve as a disruption to our valuable class time and are not allowed by school policy.

MS-IT 1 Course Syllabus 2023/24

Instructor: Juan Arias	Classroom location: S-237
Office hours: Available upon request	Email Address: juan@gemsaq.org

Course Description:

The goal of IT (Information Technology) is to give students access to the digital knowledge and skills that they will need for core subjects as well as giving an opportunity for students to explore IT as a possible field of further study.

Prerequisite: None

Credit: --

Course Objectives:

Touch Typing

- By the end of the year, students will be fully proficient at typing without the need for looking at the keyboard.

G Suite

- By the end of the year, students will be fully familiar with G Suite and able to identify, and use, the correct application for a given task. Students will also be able to store, organize, retrieve and share work previously completed, using Google Drive.

Figma

- By the end of the year, students will be able to digital and printed material using Figma, and learn about logos, slogans, colors, fonts and the basics of company branding.

Basic Web Page Design

- By the end of the year, students will be able to create a basic webpage about a topic of their choosing using hyperlinks and a variety of media from the course using HTML and CSS

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Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Google Suite	5 weeks	1st Quarter
Unit 2: Figma	4 weeks	1st Quarter
Unit 3: HTML I	9 weeks	2nd Quarter
Unit 4: HTML I & CSS I	13 weeks	3rd & 4th Quarter
Unit 5: Final HTML/CSS Project	6 weeks	4th Quarter

Resources:

School Resources Provided: Gmail account and other necessary software.

Student's Own Resources: Digital Device (preferably laptop and not tablet. If it's a tablet it should have a keyboard and mouse), Headphones, Smartphone/Video-Photo recording device

Weighting:

Learning activities - 20%	Projects - 30%
Quizzes - 15%	Quarter Finals - 20%
Class Behavior - 15%	

Course Specific Policies/Procedures:

Respect - Every student has the right to a safe and secure classroom: you do not have the right to impede or jeopardize that in any way. Be respectful of yourself, your environment, your fellow classmates, and your teacher. Treat others the way you want to be treated.

Responsibility and Work- The *Oxford Dictionary* defines responsible in this way: "Liable to be called into account. Morally accountable for one's action, capable of rational conduct." Act rationally; choose wisely. Do your job. Challenge yourself to be productive. Recognize your own

role in building a fun and productive community of learners. Understand there will be consequences, both good and bad, for your actions.

Be Cooperative - Time and again you will be asked to do something that you may not like or think is worthless. Be mature, work through it. You may find that “getting there” is half the fun. Our world demands that you work well with others. Think – choose wisely.

Food in the Classroom - Students may not eat in the classroom. This includes gum and candy. Drinks in closable containers (bottles with a lid) are permitted.

Late Arrivals - A student, who is not in the classroom when I close the classroom door, is considered late and will be marked in Alma as late, unless the student has an excuse from other teacher or from the Principal or Assistant Principal.

Cell Phones Should Stay in Your Backpack and Turn Off - These items serve as a disruption to our valuable class time and are not allowed by school policy.

Middle School Information Technology 2 Course Syllabus 2023/24

Instructor: Juan Arias	Classroom location: S-237
Office hours: Available upon request	Email Address: juan@gemsaaq.org

Course Description:

The goal of IT (Information Technology) is to give students access to the digital knowledge and skills that they will need for core subjects as well as giving an opportunity for students to explore IT as a possible field of further study.

Prerequisite: None

Credit: --

Course Objectives:

Touch Typing

- By the end of the year, students will be fully proficient at typing without the need for looking at the keyboard.

G Suite

- By the end of the year, students will be fully familiar with G Suite and able to identify, and use, the correct application for a given task. Students will also be able to store, organize, retrieve and share work previously completed, using Google Drive.

Web Page Design

- By the end of the year, students will be able to create a webpage about a topic of their choosing using HTML, CSS and JavaScript and a variety of media.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
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Unit 1: HTML II	9 weeks	1st Quarter
Unit 2: CSS II	9 weeks	2nd Quarter
Unit 3: Javascript	13 weeks	3rd Quarter
Unit 4: Final Web Development Project	6 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, Smartphone/Video-Photo recording device

Weighting:

Learning activities - 20%	Projects - 30%
Quizzes - 15%	Quarter Finals - 20%
Class Behavior - 15%	

Course Specific Policies/Procedures:

Respect - Every student has the right to a safe and secure classroom: you do not have the right to impede or jeopardize that in any way. Be respectful of yourself, your environment, your fellow classmates, and your teacher. Treat others the way you want to be treated.

Responsibility and Work- The *Oxford Dictionary* defines responsible in this way: "Liable to be called into account. Morally accountable for one's action, capable of rational conduct." Act rationally; choose wisely. Do your job. Challenge yourself to be productive. Recognize your own role in building a fun and productive community of learners. Understand there will be consequences, both good and bad, for your actions.

Be Cooperative - Time and again you will be asked to do something that you may not like or think is worthless. Be mature, work through it. You may find that "getting there" is half the fun. Our world demands that you work well with others. Think – choose wisely.

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Food in the Classroom - Students may not eat in the classroom. This includes gum and candy. Drinks in closable containers (bottles with a lid) are permitted.

Late Arrivals - A student, who is not in the classroom when I close the classroom door, is considered late and will be marked in Alma as late, unless the student has an excuse from other teacher or from the Principal or Assistant Principal.

Cell Phones Should Stay in Your Backpack and Turn Off - These items serve as a disruption to our valuable class time and are not allowed by school policy.

AP Computer Science Principles Course Syllabus 2023-2024

Instructor: Thomas Griffiths	Classroom location: S3-235
Office hours: Available upon request	Email Address: t.griffiths_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.

Prerequisite: Teacher Recommendation

Credit: 1.0

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

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- 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%	

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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 1 Course Syllabus 2023-2024

Instructor: Thomas Griffiths	Classroom location: S-235
Office hours: Available upon request	Email Address: t.griffiths_aaq@gemsedu.com

Course Description:

This course is designed to introduce and give a working knowledge of the programming language JavaScript to students.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Intro to programming with Karel	Around 3 Weeks	Q1/S1
Karel Challenges	Around 2 weeks	Q1/S1
Java Script Basics	Around 2 weeks	Q2/S1
Canvas and Graphics	Around 2 weeks	Q2/S1
Graphics Challenges	Around 2 weeks	Q2/S1
Java Script Control Structures	Around 4 weeks	Q2/S1
Control Structure Challenges	Around 2 weeks	Q3/S2
Functions	Around 3 weeks	Q3/S2
Functions Challenges	Around 2 weeks	Q3/4/S2
Building your first Project	Around 4 weeks	Q4S2
Uses of Programming	1 Week	Q4/S2
Careers in Programming	1 Week	Q4/S2
Ethical Computing	1 Week	Q4/S2

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Final Project	Around 3 weeks	Q4/S2
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Resources:

N/A

Weighting:

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

Course Specific Policies/Procedures:

Students should have a laptop (Windows or MAC OS) or an iPad with them for this class.

Information Technology 2 Course Syllabus 2023-2024

Instructor: Thomas Griffiths	Classroom location: S-235
Office hours: Available upon request	Email Address: t.griffiths_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.

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- 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

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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 Behavior -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

High School Band I Course Syllabus 2023-2024

Instructor: Vitor Boga	Classroom location: S3-201
Office hours: Available upon request	Email Address: v.boga_aaq@gemsedu.com

Course Description:

Band I is the beginning level concert ensemble in our high school instrumental program. Our program includes woodwinds, strings, brass, percussion, and keyboard instruments. Students will demonstrate technical skills on an instrument, including competence in rhythm, pitch, tone production, and musical phrasing by individual and group performances. Students will also develop team and leadership skills that support growth beyond a music setting.

Prerequisite: Middle School Band (Grades 6, 7, or 8) is preferred, but not required.

Credit: 1.0

Course Objectives:

Music Theory Fundamentals

- Recognize standard notation symbols for music.
- Integrate the fundamental techniques (such as posture, playing position, breath control, fingerings, and bow/stick control) necessary to play an instrument.

Rhythm Reading - Simple and Compound Meter

- Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

Expressive Elements

- Interpret expressive elements, including dynamics, timbre, blending, accents, attacks, releases, phrasing, and interpretation, while singing and/or playing a varied repertoire of music with accuracy.

Ensemble Balance and Technical Accuracy

- Understand how to balance and blend your tone with the other instruments in your ensemble.
- Perform complex rhythms in unison with the ensemble and steadily increase tempo to build endurance and technical capabilities.

Preparing for and performing in a Concert Ensemble as well as Solo and Small Groups (Chamber Ensembles)

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- Create music using a variety of sound and notational sources.
- Understand the interacting elements to respond to music and music performances.
- Evaluate performances, compositions, and musical ideas using a specified set of criteria (such as tone quality, intonation, blend/ balance, technique, musical effect, interpretation, and diction).

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Introduction to Band and Fundamentals	5 weeks	1
Unit 2: Simple and Compound Meters	4 weeks	1
Unit 3: Expressive Elements	4 weeks	1
Unit 4: Winter Concert Preparation & Performance	3 weeks	1
Unit 5: Ensemble Balance and Technical Accuracy	5 weeks	1 & 2
Unit 6: Cumulative Music Application - Chamber Ensembles & Solo Work	7 weeks	2
Unit 7: Spring Concert Preparation & Performance	5 weeks	2

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

Resources & Materials:

- School Resources Provided: Band Instrument Method Book, 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.*

Weighting:

Performances - 30%	Playing Quizzes - 30%
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Participation - 10%	Music Theory Activities - 10%
Rhythm Dictation - 10%	Written Theory Exam - 10%

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 II Course Syllabus 2023-2024

Instructor: Vitor Boga	Classroom location: S3-201
Office hours: Available upon request	Email Address: v.boga_aaq@gemsedu.com

Course Description:

Band II is the intermediate level concert ensemble in our high school instrumental program. Our program includes woodwinds, brass, percussion, and keyboard instruments. Students will develop their technical skills on their instruments established in Band I, including competence in complex rhythms, pitch, tone production, and musical phrasing by individual and group performances. Students will also develop team and leadership skills that support growth beyond a music setting.

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

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- 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	Semester
Unit 1: Music Theory and Instrument Fundamentals Review	5 weeks	1
Unit 2: Meter	4 weeks	1
Unit 3: Expressive Elements	4 weeks	1
Unit 4: Quarterly Concert Preparation & Performances	3 weeks	1
Unit 5: Technical Passages and Complex Rhythms	5 weeks	1 & 2
Unit 6: Intermediate Repertoire	7 weeks	2
Unit 7: Quarterly Concert Preparation & Performances, Graduation Performance	5 weeks	2

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

Resources & Materials:

- School Resources Provided: 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.*

Weighting:

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Performances - 30%	Playing Quizzes - 30%
Participation - 10%	Music Theory Activities - 10%
Rhythm Dictation - 10%	Written Theory Exam - 10%

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 III Course Syllabus 2023-2024

Instructor: Vitor Boga	Classroom location: S3-201
Office hours: Available upon request	Email Address: v.boga_aaq@gemsedu.com

Course Description:

Band III is the intermediate level concert ensemble in our high school instrumental program. Our program includes woodwinds, brass, percussion, and keyboard instruments. Students will continue to develop their technical skills on their instruments established in Band I & II, including mastery in complex rhythms, pitch, tone production, and musical phrasing by individual and group performances. Students will also establish team and leadership positions that support growth beyond a music setting.

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

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- 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	Semester
Unit 1: Music Theory and Instrument Fundamentals Review	5 weeks	1
Unit 2: Meter	4 weeks	1
Unit 3: Expressive Elements	4 weeks	1
Unit 4: Quarterly Concert Preparation & Performances	3 weeks	1
Unit 5: Technical Passages and Complex Rhythms	5 weeks	1 & 2
Unit 6: Intermediate Repertoire	7 weeks	2
Unit 7: Quarterly Concert Preparation & Performances, Graduation Performance	5 weeks	2

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

Resources & Materials:

- School Resources Provided: 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.*

Weighting:

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Performances - 30%	Playing Quizzes - 30%
Participation - 10%	Music Theory Activities - 10%
Rhythm Dictation - 10%	Written Theory Exam - 10%

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.

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High School Band IV Course Syllabus 2023-2024

Instructor: Vitor Boga	Classroom location: S3-201
Office hours: Available upon request	Email Address: v.boga_aaq@gemsedu.com

Course Description:

Band IV is the most advanced level concert ensemble in our high school instrumental program. Our program includes woodwinds, brass, percussion, and keyboard instruments. Students will continue to develop their technical skills on their instruments established in Band I, II, & III including mastery in complex rhythms, pitch, tone production, and musical phrasing by individual and group performances. Students will also establish team and leadership positions that support growth beyond a music setting.

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

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- 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	Semester
Unit 1: Music Theory and Instrument Fundamentals Review	5 weeks	1
Unit 2: Meter	4 weeks	1
Unit 3: Expressive Elements	4 weeks	1
Unit 4: Quarterly Concert Preparation & Performances	3 weeks	1
Unit 5: Technical Passages and Complex Rhythms	5 weeks	1 & 2
Unit 6: Intermediate Repertoire	7 weeks	2
Unit 7: Quarterly Concert Preparation & Performances, Graduation Performance	5 weeks	2

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

Resources & Materials:

- School Resources Provided: 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.*

Weighting:

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Performances - 30%	Playing Quizzes - 30%
Participation - 10%	Music Theory Activities - 10%
Rhythm Dictation - 10%	Written Theory Exam - 10%

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.

Applied Music I Course Syllabus 2023-2024

Instructor: Vitor Boga	Classroom location: S3-201
Office hours: Available upon request	Email Address: v.boga_aaq@gemsedu.com

Course Description:

This program teaches the basics of music theory with an emphasis on its application through guitar, piano, or voice. Students practice their individual instrumental skills in class and learn music theory through classroom exercises and homework.

Prerequisite: None

Credit: 1.0

Course Objectives:

- Perform alone or with others a varied repertoire of music
- Establish a strong foundation of rhythm, reading, and ensemble
- Learn Preparation, Performance, and Presentation skills that support growth
- Develop listening skills that support growth beyond a music setting

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Basic Theory		1/1
Unit 2: Key Signatures and Scales		2/1
Unit 3: Chord Progressions and Forms		1/2
Unit 4: Genre Specific Studies		2/2

Resources:

Piano and Guitar method books; Teacher-created worksheets

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Weighting:

Written Theory Exam - 10%	Playing Quizzes - 40%
Participation - 10%	Music Theory Activities - 20%
Rhythm Dictation - 20%	

Course Specific Policies/Procedures:

All students will be required to perform for the teacher, as well as other students in the class, for the performance portion of the grade. Optional performances for the student body will be available throughout the school year.

Applied Music II and III Course Syllabus 2023-2024

Instructor: Vitor Boga	Classroom location: S3-201
Office hours: Available upon request	Email Address: v.boga_aaq@gemsedu.com

Course Description:

This program builds on the music theory knowledge gained through Applied Music I. Again, students will study music theory with an emphasis on its application through guitar, piano, or voice. Students practice their individual instrumental skills in class and learn music theory through classroom exercises and homework.

Course Objectives:

- Perform alone or with others a varied repertoire of music
- Establish a strong foundation of rhythm, reading, and ensemble
- Learn Preparation, Performance, and Presentation skills that support growth
- Develop listening skills that support growth beyond a music setting

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Intermediate Theory		1/1
Unit 2: Intermediate Key Signatures and Scales		2/1
Unit 3: Triads and 7th Chords		1/2
Unit 4: Genre Specific Studies		2/2

Resources:

Piano and Guitar method books; Teacher-created worksheets

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Weighting:

Written Theory Exam - 10%	Playing Quizzes - 40%
Participation - 10%	Music Theory Activities - 20%
Rhythm Dictation - 20%	

Course Specific Policies/Procedures:

All students will be required to perform for the teacher, as well as other students in the class, for the performance portion of the grade. Optional performances for the student body will be available throughout the school year.

Modern Music Ensembles I-IV Course Syllabus 2023-2024

Instructor: Vitor Boga	Classroom location: S3-203
Office hours: Available upon request	Email Address: v.boga_aaq@gemsedu.com

Course Description:

This program builds on the music theory knowledge gained through previous experience and provides students with an opportunity to advance their instrumental and group performance skills. Students will be taught various genres of music, how it applies to their instrument of focus, and will rehearse and perform several times throughout the year for the student body, as well as participating in the Battle of the Bands contest.

Course Objectives:

- Perform alone or with others a varied repertoire of music
- Establish a strong foundation of rhythm, reading, and ensemble
- Learn Preparation, Performance, and Presentation skills that support growth
- Develop listening skills that support growth beyond a music setting

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Jam Band		1/1
Unit 2: Fall Series		2/1
Unit 3: Winter Series		3/1
Unit 4: Genre Studies		1/2
Unit 5: Battle of the Bands		2/2

Unit 6: Spring Series		3/2
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Resources:

School Instruments; Teacher-created worksheets

Weighting:

Performances - 40%	Preparedness - 20%
Participation - 20%	Music Theory Activities - 10%
Post-Concert Critique - 10%	

Course Specific Policies/Procedures:

All students will be required to practice on their own and prepare their individual parts for rehearsal. Students will perform several times throughout the school year, including competing at the Battle of the Bands.

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Middle School Art Course Syllabus 2023-2024

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 art history, 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 identify names of great masters and their specific artwork
- Students will utilize knowledge and experiences with existing works of art to influence and inspire their own 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:

Assignment	Semester 1	Semester 2
Artwork	50%	50%
Critique	10%	10%

Participation	20%	20%
Written Reflection	10%	10%
Written Response	10%	10%
Total	100%	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.

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Middle School Advanced Art Course 2023-2024

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:

This course is designed for students who are strongly interested in art and wish to develop their skills in the future, potentially by taking AP Art in High School.

The program provides students with many art experiences and detailed explorations in a variety of drawing, painting, and printmaking media. The program of the Advanced Art Course aims to encourage a personal response by stimulating imagination, sensitivity, and conceptual thinking. Students will also further develop their observation and analytical ability in reference to art. In this course, students will not only gain experience in art studio but will also learn art history, aesthetics, and art criticism.

Students will be taught and assessed according to the National Core Arts Standards which are: Creating, Presenting, Responding, Connecting.

Course Objectives:

- Students will identify names of great masters and their specific artwork
- Students will utilize knowledge and experiences with existing work of art to influence and inspire their own artwork
- Students will develop technical abilities and observational skills
- Students will explore, analyze, and respond to art styles and specific artworks
- Students will understand the language of visual communication
- Students will manipulate media and tools to create works of art
- Students will create artwork that reflects a personal experience or thoughts

Weighting:

Assignment	Semester 1	Semester 2
Artwork	50%	50%
Critique	10%	10%
Participation	20%	20%
Written Reflection	10%	10%
Written Response	10%	10%
Total	100%	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.

Art 1 Course Syllabus 2023-2024

Instructors: Laura le Roux & Agna Bednarczyk	Classroom locations: S3-209 & F3-111
Email Address: laura@gemsaaq.org l.wilmot_aaq@gemsedu.com agna@gemsaaq.org a.bednarczyk_aaq@gemsedu.com	

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.

Prerequisite: None

Credit: 1.0

Course Objectives:

This course is designed to align with the National Core Arts Standards which are: Creating, Presenting, Connecting and Responding.

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%	Visual Journal - 10%
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Participation - 20%	Critique - 5%
Written responses - 5%	Digital Portfolio - 10%

Course Specific Policies/Procedures:

All course work 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.

Two-Dimensional Art Course Syllabus 2023-2024

Instructor: Laura le Roux	Classroom location: S3-208-209
Email Address: laura@gemsaaq.org l.wilmot_aaq@gemsedu.com	

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 that acts as the bridge between high school art and 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	Quarter/Semester
Unit 1: Art Terminology Review	2 weeks	1
Unit 2: Drawing	3 weeks	1
Unit 3: Photography	3 weeks	1
Unit 4: Collage	2 weeks	1
Unit 5: Painting	7 weeks	1
Unit 6: Graphic design	3 weeks	2
Unit 7: Printmaking	4 weeks	2
Unit 8: Digital Drawing	3 weeks	2

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Unit 9: Pre-AP/Cumulative project	6 weeks	2
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*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%	Visual Journal - 10%
Participation and work ethic - 15%	Critiques - 5%
Written responses - 10%	Digital Portfolio and exhibition - 10%

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 2023/24

Instructor: Laura le Roux	Classroom location: S3-207-208-209
Email Address: laura@gemsaaq.org l.wilmot_aaq@gemsedu.com	

Course Description:

Three-Dimensional Art is an intermediate course that acts as the bridge between high school art and 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
3D Design concepts and introduction to sculpture	2 weeks	1
Paper Mache unit	3 weeks	1
Assemblage unit	3 weeks	1
Carving unit	4 weeks	1
Ceramics unit	5 weeks	2
Mold-making unit	5 weeks	2
3D Modeling and Printing unit	4 weeks	2
Mini-SI (Cumulative assessment)	4 weeks	2

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*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%	Visual Journal - 10%
Participation and work ethic - 15%	Critiques - 5%
Written responses - 10%	Digital Portfolio and exhibition - 10%

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 Art and Design Course Syllabus 2023/24

Instructor: Laura le Roux	Classroom location: S3-208-209
Email Address: laura@gemsaaq.org or l.wilmot_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 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
Inquiry Investigation	4 weeks	1
Studio Time: Materials, processes and Ideas	6 weeks	1

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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 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 College Board.

Course skill 1: Inquiry and Investigation - 20%	Course Skill 2: Materials Processes and Ideas - 20%
Course Skill 3: Practice, Experimentation and Revision - 20%	Artworks - 40%

Course Specific Policies/Procedures:

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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.

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Beginning Band for Brass Course Syllabus 2023-2024

Instructor: Sarah Dotterweich	Classroom location: S3-215
Office hours: Available upon request	Email Address: s.dotterweich_aaq@gemsedu.com

Course Description:

Beginning band is one of the entry level classes to the Middle School Instrumental Music Program. Our program includes woodwinds, brass, and percussion; however, in this class, the students will focus on playing brass or percussion instruments. The course objectives include: connecting students with an instrument that best fits their interest and ability, establishing a strong tone, reading notes and rhythms, learning preparation, team building skills, and performance in a concert ensemble setting. Students will also develop listening skills that support growth beyond a music setting.

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, or same-pitch, 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

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Preparing for 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	Semester
Unit 1: Introduction to Rhythms and Musical Elements	2 weeks	1
Unit 2: Introduction to Band Instruments and The First Five Notes	5 weeks	1
Unit 3: Tone Quality and Breath Support	3 weeks	1
Unit 4: End of Semester Concert Preparation & Performance	6 weeks	1
Unit 5: Technique - Articulation, Tempo, Dynamics	7 weeks	1 & 2
Unit 6: Cumulative Music Application, Chamber Ensembles and Solo Work	5 weeks	2
Unit 7: Spring Concert Preparation & Performance	9 weeks	2

**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, 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 - 25%	Written Quizzes - 20%	Playing Tests - 20%
Preparation - 10%	Performances - 25%	

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.

Beginning Band for Woodwinds Course Syllabus 2023-2024

Instructor: Sarah Dotterweich	Classroom location: S3-215
Office hours: Available upon request	Email Address: s.dotterweich_aaq@gemsedu.com

Course Description:

Beginning band is one of the entry level classes to the High School Instrumental Music Program. Our program includes woodwinds, brass, and percussion; however, in this class, the students will focus on playing woodwind or percussion instruments. The course objectives include: connecting students with an instrument that best fits their interest and ability, establishing a strong tone, reading notes and rhythms, learning preparation, team building skills, and performance in a concert ensemble setting. Students will also develop listening skills that support growth beyond a music setting.

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, or same-pitch, 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.

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- Understand and Apply Dynamics: piano through forte
- Preparing for 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	Semester
Unit 1: Introduction to Rhythms and Musical Elements	2 weeks	1
Unit 2: Introduction to Band Instruments and The First Five Notes	5 weeks	1
Unit 3: Tone Quality and Breath Support	3 weeks	1
Unit 4: End of Semester Concert Preparation & Performance	6 weeks	1
Unit 5: Technique - Articulation, Tempo, Dynamics	7 weeks	1 & 2
Unit 6: Cumulative Music Application, Chamber Ensembles and Solo Work	5 weeks	2
Unit 7: Spring Concert Preparation & Performance	9 weeks	2

**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, 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 - 25%	Written Quizzes - 20%	Playing Tests - 20%
Preparation - 10%	Performances - 25%	

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 laying condition.

Middle School Applied Music Course Syllabus 2023-2024

Instructor: Sarah Dotterweich	Classroom location: S3-216
Office hours: Available upon request	Email Address: s.dotterweich_aaq@gemsedu.com

Course Description:

Middle School Applied Music is designed to teach beginning to intermediate music theory skills, aural skills, and performance etiquette while presenting opportunities to learn how to play piano, ukulele, and other instruments. This interactive course will pave the way for students to learn how music is utilized throughout the world and to expand upon their individual existing musical knowledge and skills.

Course Objectives:

- Perform alone or with others a varied repertoire of music
- Establish a strong foundation of rhythm, music theory, and listening skills
- Learn Preparation, Performance, and Presentation skills that support growth
- Discover the relationship between people and music globally

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: What is Music?	1 Week	1

Unit 3: Basic Rhythms and Reading Music Notation	3 Weeks	1
Unit 4: Connecting Rhythms and Notes to Performances	3 Weeks	1
Unit 5: Piano Basics and History	3 Weeks	1
Unit 6: Ukulele Basics and History	3 Weeks	1
Unit 7: Performance Etiquette and Performing as an Ensemble	5 Weeks	1
Unit 8: Expansion of Rhythms and Musical Notation	5 Weeks	2
Unit 9: Global Music	5 Weeks	2
Unit 10: Performing on Selected Instruments	4 Weeks	2
Unit 11: Playing as an Ensemble	5 Weeks	2

Resources:

Classroom Instruments, Teacher-created worksheets, Concert Music

Weighting:

Participation - 25%	Classwork - 20 %	Quiz - 15%
Tests & Projects - 25%	Performances - 15%	

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Course Specific Policies/Procedures:

All students will be required to perform for the teacher, as well as other students in the class, for the performance portion of the grade. Optional performances for the student body will be available throughout the school year.

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Middle School Band Course Syllabus 2023-2024

Instructor: Sarah Dotterweich	Classroom location: S3-215
Office hours: Available upon request	Email Address: s.dotterweich_aaq@gemsedu.com

Course Description:

Middle School Band is the upper level class of the Middle School Instrumental Music Program. Our program includes woodwinds, brass, and percussion. The course objectives include connecting students with an instrument that best fits their interest and ability, establishing a strong tone, reading notes and rhythms, performance preparation, team building skills, and performing in a concert ensemble setting. Students will also develop listening skills that support growth beyond a music setting.

Course Objectives:

Reading Notes and 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 as well as Solo and Small Groups (Chamber Ensembles)

- Create music using a variety of sound and notational sources
- Understand the interacting elements to respond to music and music performances.

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- Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Introduction to Band and Music Review	2 weeks	1
Unit 2: Harmony and Divisi Melodies	2 weeks	1
Unit 3: Developing Tone & Balance/Blend of Ensemble	2 weeks	1
Unit 5: Developing Technique and Expressive Elements	3 weeks	1
Unit 4: End of Semester Preparation & Performance	9 weeks	1
Unit 6: Cumulative Music Application, Chamber Ensembles and Solo Work	7 weeks	2
Unit 7: Spring Concert Preparation & Performance	12 weeks	2

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

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Resources & Materials:

- School Resources Provided: Band Instrument Method Book, 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.*

Weighting:

Participation - 30%	Quizzes and Projects - 10%	Playing Tests - 20%
Preparation - 10%	Performances - 30%	

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.

Middle School Drama Course Syllabus 2023-2024

Instructor: Muna Ali	Classroom location: S-244
Office hours: Available upon request	Email Address: m.ali11_aaq@gemsedu.com

Course Description:

This course helps students develop acting skills and learn the fundamentals of theatre. In exploring dimensions of theatrical self-expression, this course will employ lecture, discussion and classroom/performance activities to raise issues that stretch self-awareness through dramatic interaction involving imagination and creativity. Each participant works at his or her own level with no comparison to other members. Group cooperation, relation to others and self-awareness will be enhanced by speaking and performing before an audience.

Course Objectives:

The purpose of this course is to enable students to develop fundamental skills in the multiple elements of theatre as a collaborative art. Students will have exposure to the following:

- acting and characterization
- movement and vocal production
- pantomime and improvisation
- theatre terminology
- theatre History and influences
- technical theatre and design
- playwriting/script elements
- audience etiquette
- roles and careers in theatre arts
- relationships between theatre arts and other subject areas

Course Overview:

Unit Name
Unit 1: Welcome to Drama/ Stage Directions/ Theatre Etiquette/ Blocking I/ Cont. Improv and review II and III
Unit 2: History of Theatre/ Continuation for II and III Grades/ Welcome to Improv.
Unit 3: Welcome to the Circus-I/ Continue Monologue and Scene work with II and III/

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Improv/ Performances
Unit 4: Voice and Gestures/ Use of Props I/ Scene work with partners for II and III
Unit 5: History of Television Genres I, Continued II, III
Unit 6: Back Drop and Set Design
Unit 7: Think Like A Director
Unit 8: Lights Camera Action

Resources:

Composition Notebook for Journaling (provided)

Weighting:

Performance - 50%	Participation - 15%
Writing- 20 %	Staging- 10%
Critiques - 5%	

Course Specific Policies/Procedures:

All stage work is evaluated on personal achievements in areas of physical and vocal growth as well as character development. Students will work individually and in groups in the areas of pantomime, improvisation, script writing, scene work, and technical theatre. The majority of the assignments given in this class are class activities and participation Grades.

Missing Work

Late work will be accepted at 10% off the original score for everyday the work is late.

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Physical Education Middle and High School Course Syllabus 2023-2024

<p>Instructors: Jose Romero, Wade Lotter, Brian Van Mierlo, Nichola Fitzgerald</p>	<p>Classroom location: Sports Hall, Fitness Center, Outdoor Pitch, Health Room</p>
<p>Office hours: Available upon request</p>	<p>Email Address: j.romeroorueta_aaq@gemsedu.com n.fitzgerald1_aaq@gemsedu.com w.lotter_aaq@gemsedu.org b.vanmierlo_aaq@gemsedu.com</p>

Course Description:

The Physical Educational Department aims to provide a well-balanced High School PE program that promotes 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. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Resources:

Students must bring the correct School uniform for every physical education lesson. This includes: Red GAAQ PE polo shirt, navy shorts/pants and appropriate sports shoes (School shoes and fashionable shoes not accepted). They must also provide their own refillable water bottle.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Fitness / Volleyball	5 Weeks	1
Unit 2: Badminton / Fitness	4 Weeks	1
Unit 3: Ultimate / Tag Rugby	4 Weeks	1
Unit 4: Track & field	4 Weeks	2
Unit 5: Soccer / Batting & fielding	5 Weeks	2
Unit 6: Health	4 Weeks	2
Unit 7: Floor Hockey / Table tennis	6 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 - 60%	Assessments - 40%
<ul style="list-style-type: none">• Participation & behavior 40%• Punctuality - 10%• Uniform - 10%	

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Physical Education Sports Science Course Syllabus 2023-2024

Instructors: Nichola Fitzgerald	Classroom location: Sports Science Room, Sports Hall, Fitness Center, Outdoor Pitch, Health Room
Office hours: Available upon request	Email Address: n.fitzgerald1_aaq@gemsedu.com

Course Description:

Introduction to Sports Science- Understanding Athletic performance

Are you passionate about sports and curious about the science behind peak athletic performance? If so, the Sports Science course is tailored for you. This comprehensive high school-level course delves into the fascinating world where biology, physiology, nutrition, psychology, and technology converge to enhance sports performance.

Course Format:

This course combines classroom lessons, practical lessons, group projects and tasks, and hands-on activities to provide a well-rounded look at the world of sport. Students will have opportunities to apply their knowledge to their own performance, regular fitness testing and performance analysis, and explore the latest technologies in sports science.

By the end of this course, students will have a deep appreciation for the science that drives athletic excellence and will be better equipped to pursue careers in sports science, sports coaching, physical therapy, nutrition, or related sporting fields. Additionally, they will gain valuable insights into how to optimise their own athletic performance and overall well-being

Course Objectives:

1. Principles of Training: Learn the fundamental principles of exercise, training, and fitness. Discover how to design effective workout routines and understand the factors that influence physical performance.

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2. Anatomy and Physiology: Gain an understanding of the human body's anatomical structure and physiological functions relevant to sports performance. Explore how bones, muscles, the cardiovascular system, and more play a crucial role in athletic performance.

3. Nutrition and Hydration: Investigate the impact of proper nutrition and hydration on an athlete's performance. Analyse macro and micronutrients, develop meal plans, and explore strategies for optimal sports nutrition

4. Sports Psychology: Dive into the mental aspects of sports performance. Explore topics such as goal setting, motivation, stress management, and the psychology behind peak athletic performance.

5. Injury Prevention and Rehabilitation: Examine common sports-related injuries, their prevention, and recovery strategies. Learn about warm-up and cool-down techniques and the importance of fair play and safety in sport.

6. Sports and Society: Investigate the broader impact of sports on society and culture. Discuss issues related to gender, diversity, and inclusivity in sports, and explore the consequences of blood doping.

Resources:

Students must bring the correct workbook, text books and resources for their classroom lessons and ensure they have their correct PE uniform on the lessons indicated for practical activities. This includes: Red GAAQ PE polo shirt, navy shorts/pants and appropriate sports shoes (School shoes and fashionable shoes not accepted). They must also provide their own refillable water bottle.

Course Overview:

Unit Name	Unit Length	Semester
Unit 1: Principles of training	5 Weeks	1
Unit 2: Anatomy	5 Weeks	1
Unit 3: Nutrition	6 Weeks	1
Unit 4: Sport Psychology	4 Weeks	2
Unit 5: Injury prevention	5 Weeks	2
Unit 6: Sport 7 Society	4 Weeks	2

Grading Policy:

The student's Grade in sports science is made up of both theoretical and practical assessments linked to the content of the course. Assessment methods include quizzes, practical performance moderations in various sports, fitness testing, group projects and end of unit knowledge assessments. This course encourages critical thinking and problem-solving skills while fostering an appreciation for the scientific principles that underpin athletic achievement. Students can then maximize their grade through daily participation in class discussions, engagement in group work and projects, application in sporting performance tasks and demonstration of appropriate social behaviors within the group(respect, sportsmanship, etc.)

Participation & Behavior - 40%	Assessments - 60%
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Physical Education Advanced Program Course Syllabus 2023-2024

<p>Instructors: Brian Van Mierlo (Basketball); Jose Romero (Soccer); Nichola Fitzgerald (Track & Field)</p>	<p>Classroom location: Sports Hall, Outdoor Pitch, Fitness Room</p>
<p>Office hours: Available upon request</p>	<p>Email Address: b.vanmierlo_aaq@gemsedu.com i.romeroorueta_aaq@gemsedu.com n.fitzgerald1_aaq@gemsedu.com</p>

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 : track and field, soccer, and basketball, 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:

Students must bring the correct uniform for every physical education lesson. This includes: Red GAAQ PE polo shirt, navy shorts/pants and appropriate sports shoes (School shoes and fashionable shoes not accepted). Basketball trainers and soccer boots 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%
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Foreign Languages Syllabi 2023-2024

Middle School Beginner French Course Syllabus 2023-2024

Instructor: Idiris Duran	Classroom location: S-232
Office hours: Available upon request	Email Address: idiris@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: Greetings, numbers, shapes, colors, present tense verbs	<6 weeks	1/1
Unit 2: Imperative form of common verbs, likes and dislikes	<6 weeks	2/1
Unit 3: Living in the city, countryside, beach, mountains. Parts of the house; prepositions of place, immediate family and pets	<6 weeks	2/1

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Unit 4: Describing facial features, accessories, body parts, movements	<6 weeks	3/2
Unit 5: Food; food preferences	<6 weeks	3/2
Unit 6: Clothing; weather; holiday activities	<6 weeks	4/2

Resources:

School Resources Provided: *Les Loustics 1 textbook, Les Loustics 1 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.

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Middle School Intermediate French Course Syllabus 2023-2024

Instructor: Idiris Duran	Classroom location: S-232
Office hours: Available upon request	Email Address: idiris@gemsaq.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; seasons	<6 weeks	2/1
Unit 3: Places in a town, giving directions, shopping	<6 weeks	2/1

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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.

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Middle School Advanced French Course Syllabus 2023-2024

Instructor: Idiris Duran	Classroom location: S-232
Office hours: Available upon request	Email Address: idiris@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	Semester
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

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Unit 4: The Animal World/Le monde d'animal	7 weeks	Third-fourth quarter
Unit 5: Celebration/Fête	7 weeks	Fourth Quarter
Unit Name	Unit Length	Semester

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%	

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.

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- 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 2023-2024

Instructor: Idiris Duran	Classroom location: S-232
Office hours: Available upon request	Email Address: idiris@gemsaq.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.

Prerequisite: Departmental recommendation

Credit: 1.0

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

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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.*

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High School French I Course Syllabus 2023-2024

Instructor: Nancy Simeone	Classroom location: S-233
Office hours: Available upon request	Email Address: nancy@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.estudiodefances.com/>
- Voyages en Français: <http://voyagesenfrancais.fr/?lang=fr#.Xz1oYiqzY2w>
- RFI Radio France Internationale – France: <https://www.rfi.fr/fr/>

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- Site de Français Langue étrangère:
<https://lewebpedagogique.com/ressources-fle/>
- Chaîne 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%
Qizzes and participation	20%
Homework	10%
Classwork	20%

High School French II Course Syllabus 2023-2024

Instructor: Nancy Simeone	Classroom location: S-233
Office hours: Available upon request	Email Address: nancy@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

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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.estudiodefances.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%

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High School French III Course Syllabus 2023-2024

Instructor: Nancy Simeone	Classroom location: S-233
Office hours: Available upon request	Email Address: nancy@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 raconte/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.estudiodefances.com/>
- Voyages en Français: <http://voyagesenfrancais.fr/?lang=fr#.Xz1oYiqzY2w>
- RFI Radio France Internationale – France: <https://www.rfi.fr/fr/>
- Site de Français Langue étrangère: <https://lewebpedagogique.com/ressources-fle/>
- Chaîne YouTube des dessins animés " Tchoupi " :
<https://www.youtube.com/c/tchoupi/videos>

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- Livres à lire et écouter en Français: <https://ebookids.com/fr/livres-enfants/>

Weighting

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

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French IV Course Syllabus 2023-2024

Instructor: Nancy Simeone	Classroom location: S-233
Office hours: Available upon request	Email Address: nancy@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

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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 littérature / 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/>

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- 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-flle/>
- Chaîne 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%
Qizzes and participation	20%
Homework	10%
Classwork	20%

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AP French Language and Culture Course Syllabus 2023-2024

Instructor: Nancy Simeone	Classroom location: S-233
Office hours: Available upon request	Email Address: nancy@gemsaaq.org

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

Prerequisite: French 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 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:

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Unit Name	Unit Length	Quarter/Semester
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-quarter
Unit 3: La beauté et l'esthétique/beauty and aesthetics	4 weeks	Second-quarter
Unit 4: La science et la technologie/Science and technology	4 weeks	Second-quarter
Unit 5: La vie contemporaine/ Contemporary life	4 weeks	Third-quarter
Unit 6: Défis mondiaux/Global challenges	6 weeks	Third/fourth quarter

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 français: <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%	

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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 2023.

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High School Native French Course Syllabus 2023-2024

Instructor: Nancy Simeone	Classroom location: S-233
Office hours: Available upon request	Email Address: nancy@gemsaq.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.

Prerequisite: Departmental recommendation

Credit: 1.0

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 0: Course framework and revision	3 weeks	First Quarter
Unit 1: Types of texts/Création et compréhension	5 weeks	First Quarter

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des texts		
Unit 2:Journalistic genres/Genres journalistiques	4 weeks	Second Quarter
Unit 3:Léxico/ Lexique	4 weeks	Second Quarter
Unit 4:Spell/ orthographe	3 weeks	Third Quarter
Unit 5:Syntactic analysis/ Analyse syntaxique	5 weeks	Third Quarter
Unit 6:Art and Literature/ Art et littérature	6 weeks	Fourth Quarter
Revision weeks	2 weeks	

Resources:

School Resources Provided: Workbook , notebook and stationary.

Recommended resources:

- College Board Resources: <https://apcentral.collegeboard.org>
- 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/>

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.

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- 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 Figaro", 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.*

Middle School Beginner Spanish Course Syllabus 2023-2024

Instructor: Karina H. García	Classroom location: S-239
Office hours: Available upon request	Email Address: karina@gemsaaq.org

Course Description.

This course introduces students to the Spanish language and to the culture of 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	7 weeks	First quarter
Unit 2: Activities during the weekend/ actividades durante la semana	7 weeks	Second quarter
Unit 3: My school / la escuela	7 weeks	Third quarter

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Unit 4. My family and friends / my familia y amigos	7 weeks	Third-fourth quarter
Unit 5. Animals and pets/ animales y mascotas	7 weeks	Fourth quarter

Resources:

Book: Realidades 1. Pearson.

Recommended resources:

- ProfedeEle <https://www.profedelee.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&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 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.

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- 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.

Middle School Intermediate Spanish Course Syllabus 2023-2024

Instructor: Karina H. García	Classroom location: S-239
Office hours: Available upon request	Email Address: karina@gemsaaq.org

Course Description.

This course introduces students to the Spanish language and to the culture of 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 0: Revision / Repaso	2 weeks	First quarter
Unit 1. Mi año / My year calendar	6 weeks	First quarter
Unit 2: La ciudad y la casa/ the city and my house	6 weeks	Second quarter
Unit 3: El fin de semana/ On the weekend	6 weeks	Third quarter

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Unit 4. Pets and animals / mascotas y animales	6 weeks	Third and fourth quarter
Unit 5: My birthday/ mi cumpleaños	6 weeks	Fourth quarter

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

Text Book: Realidades 1. Realidades 2. Pearson.

Recommended resources:

- ProfedeEle <https://www.profedelee.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&wcsuffix=ix=0001>
- 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 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.

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- 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.

Middle School Advanced Spanish Course Syllabus 2023-2024

Instructor: Karina H. García	Classroom location: S-239
Office hours: Available upon request	Email Address: karina@gemsaaq.org

Course Description.

This course introduces students to the Spanish language and to the culture of 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:

- 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
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

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 en el verano? / 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.

Book: Realidades 2 Pearson.

Recommended resources:

- ProfedeEle <https://www.profedelee.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) > <https://www.deepl.com/translator>

Weighting:

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

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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.
- 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 Spanish Native and Heritage Course Syllabus 2023-2024

Instructor: Karina H. García	Classroom location: S-239
Office hours: Available upon request	Email Address: karina@gemsaaq.org

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

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:

- [Recursos de la ESO](#)
- National Geographic <https://www.ngenespanol.com>
- Quizlet Sra. Garcia: <http://quizlet.com/Karitina15>

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Weighting:

Homework - 15%	Classwork - 45%
Participation and behavior - 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.

Grado 6	1 ESO (7)	2 ESO (8)
1. Las lenguas y sus hablantes: - Introducción a la diversidad lingüística. - El español como lengua global.	1. Las lenguas y sus hablantes: - El español en diferentes países. - Lenguas cooficiales en España.	1. Las lenguas y sus hablantes: - El español en el mundo digital. - Lenguas en peligro de extinción.
2. La comunicación:	2. La comunicación: - Comunicación no verbal.	2. La comunicación: - Comunicación persuasiva.

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<p>- Tipos de comunicación oral y escrita.</p> <p>- Elementos de la comunicación.</p> <p>3. Educación literaria:</p> <p>- Géneros literarios: narrativa, poesía y teatro.</p> <p>- Análisis de personajes y tramas.</p> <p>4. Educación sobre la lengua:</p> <p>- Gramática básica: sustantivos, adjetivos, verbos.</p> <p>- Uso correcto de pronombres y preposiciones.</p> <p>5. Ortografía:</p> <p>- Reglas de acentuación.</p> <p>- Uso de puntuación básica.</p>	<p>- Técnicas de expresión oral y escrita.</p> <p>3. Educación literaria:</p> <p>- Autores y obras clásicas de la literatura española.</p> <p>- Análisis de estructuras narrativas y poéticas.</p> <p>4. Educación sobre la lengua:</p> <p>- Morfología y sintaxis avanzada.</p> <p>- Uso correcto de tiempos verbales.</p> <p>5. Ortografía:</p> <p>- Reglas de acentuación intermedias.</p> <p>- Uso de mayúsculas y minúsculas.</p>	<p>- Técnicas de argumentación oral y escrita.</p> <p>3. Educación literaria:</p> <p>- Movimientos literarios y vanguardias.</p> <p>- Análisis de figuras retóricas.</p> <p>4. Educación sobre la lengua:</p> <p>- Estudio de la variación lingüística.</p> <p>- Uso correcto de conectores y nexos.</p> <p>5. Ortografía:</p> <p>- Reglas de puntuación avanzadas.</p> <p>- Uso de comillas y guiones.</p>
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High School Spanish I Course Syllabus 2023-2024

Instructor: Cristina Cobos	Classroom location: S3-240
Office hours: Available upon request	Email Address: c.cobos_aaq@gemsedu.com

Course Description:

This course introduces students to the Spanish language and to the culture of 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.

Prerequisite: None

Credit: 1.0

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 to 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.

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Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 0: Level placement and basics	2 weeks	First Quarter
Unit 1: Mi vida/ My life	5 weeks	First Quarter
Unit 2: Mi rutina diaria/ My daily routine	4 weeks	Second Quarter
Unit 3: Mi receta de cocina/ My cooking recipe	3 weeks	Second Quarter
Unit 4: Biografías/ Biographies	5 weeks	Third Quarter
Unit 5: Mi infancia/ My childhood	4 weeks	Third Quarter
Unit 6: Fiestas y celebraciones/ Festivities and celebrations	3 weeks	Third 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	3 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.profedelee.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 Sra. Cobos: <https://quizlet.com/SraCobos>
- Práctica español [recursos B1](#)

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Weighting:

Semester Finals - 20%	Tests and Projects - 30%
Quizzes and participation - 20%	Classwork - 20%
Homework- 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.
- 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 2023-2024

Instructor: Cristina Cobos	Classroom location: S3-240
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.

Prerequisite: Spanish I or departmental recommendation

Credit: 1.0

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.

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Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 0: Course framework and revision	3 weeks	First Quarter
Unit 1: Perdidos/ Lost	5 weeks	First Quarter
Unit 2: Viva mi barrio/ My neighborhood	4 weeks	Second Quarter
Unit 3: Mi ciudad hoy y mañana/ My city today and tomorrow	3 weeks	Second Quarter
Unit 4: Salud y enfermedad/ Health and sickness	3 weeks	Third Quarter
Unit 5: Los jóvenes/ Young people	4 weeks	Third Quarter
Unit 6: Nuestro planeta/ Our planet	3 weeks	Third Quarter
Unit 7: El voluntariado/ Volunteering	4 weeks	Fourth Quarter
Unit 8: La belleza y el arte/ Art and beauty	3 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.profedelee.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>
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Weighting:

Semester Finals - 20%	Tests and Projects - 30%
Quizzes and participation - 20%	Classwork - 20%
Homework- 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.
- 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 III Course Syllabus 2023-2024

Instructor: Cristina Cobos	Classroom location: S3-240
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.

Prerequisite: Spanish II or departmental recommendation

Credit: 1.0

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 0: Course framework and revision	3 weeks	First Quarter
Unit 1: Nuestro planeta/Our planet	5 weeks	First Quarter
Unit 2: El voluntariado/ Volunteer work	4 weeks	Second Quarter

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Unit 3:Medios de comunicación/ Media	3 weeks	Second Quarter
Unit 4:Unit 4:Cuentos y leyendas/Stories and legends	3 weeks	Third Quarter
Unit 5:Tiempo de ocio/ Leisure time	3 weeks	Third Quarter
Unit 6:Personalidades/Personalities	4 weeks	Third Quarter
Unit 7:Tu canción/ Your song	4 weeks	Fourth Quarter
Unit 8:Cuando sea grande.../When I grow up	4 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.profedelee.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%	

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.

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- 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.
- 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 Course Syllabus 2023-2024

Instructor: Cristina Cobos	Classroom location: S3-240
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) I 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.

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Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 0: Course framework and revision	3 weeks	First Quarter
Unit 1: La gente/ People	5 weeks	First Quarter
Unit 2: Las relaciones personales/ Personal relationships	4 weeks	Second Quarter
Unit 3: Naturaleza y ecología/ Nature and ecology	4 weeks	Second Quarter
Unit 4: Desafíos mundiales/ Global challenges	3 weeks	Third Quarter
Unit 5: La vida cotidiana/ Everyday life	5 weeks	Third Quarter
Unit 6: Art and Literature/ Arte y literatura	6 weeks	Fourth Quarter
Revision weeks	4 weeks	

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.profedelee.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%

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Homework- 10%	
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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.
- 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.

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High School Native Spanish Course Syllabus 2023-2024

Instructor: Cristina Cobos	Classroom location: S3-240
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 language following the curriculum of Spanish-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 Spanish.

After completing this course, students may select the AP Spanish Literature and Culture course.

Prerequisite: Departmental recommendation

Credit: 1.0

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	3 weeks	First Quarter
Unit 2: Habilidades	5 weeks	First Quarter

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comunicativas/Communication skills		
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.	4 weeks	Second Quarter
Unit 5: Ortografía/ Spelling	3 weeks	Third Quarter
Unit 6:Análisis sintáctico/ Syntactic analysis	5 weeks	Third Quarter
Unit 7:Literatura española y latinoamericana/Spanish and Latin American literature	4 weeks	Fourth Quarter
Revision weeks	4 weeks	

Resources:

School Resources Provided: Workbook , notebook and stationary.

Textbook: Lengua y Literatura de la ESO, Santillana.

Recommended resources:

- ProfedeEle <https://www.profedelee.es>
- Instituto Cervantes [Aveteca](http://www.instituto-cervantes.es)
- National Geographic <https://www.ngenespanol.com>
- Lengua y Literatura [Andujar](http://www.lengua-y-literatura.com)
- Quizlet Sra. Cobos: <https://quizlet.com/SraCobos>
- College Board Resources: <https://apcentral.collegeboard.org>
- Diario "El País" <https://elpais.com>
- Veinte mundos <https://www.veintemundos.com/en/spanish/>
- Canal historia: <https://canalhistoria.es/>

Weighting:

Semester Finals - 20%	Tests and Projects - 30%
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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 as follows:

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3 ESO (Grade 9)	4 ESO (Grade 10)
<p>1. Las lenguas y sus hablantes:</p> <ul style="list-style-type: none"> - La diversidad lingüística y cultural. - El español como lengua materna y su importancia. - Las lenguas cooficiales en España. <p>2. La comunicación:</p> <ul style="list-style-type: none"> - Los elementos de la comunicación. - La comunicación verbal y no verbal. - La importancia de la comunicación efectiva. <p>3. Educación literaria:</p> <ul style="list-style-type: none"> - Géneros literarios: narrativa, poesía y teatro. - Análisis de textos literarios. - Autores y obras destacadas de la literatura española. <p>4. Educación sobre la lengua:</p> <ul style="list-style-type: none"> - Gramática y sintaxis. - El uso correcto de la lengua. - El léxico y el vocabulario. <p>5. Ortografía:</p> <ul style="list-style-type: none"> - Reglas ortográficas básicas. - Acentuación y puntuación. - Errores comunes y cómo evitarlos. 	<p>1. Las lenguas y sus hablantes:</p> <ul style="list-style-type: none"> - El multilingüismo en el mundo. - El español en América Latina. - El español en el mundo digital. <p>2. La comunicación:</p> <ul style="list-style-type: none"> - La comunicación persuasiva. - La comunicación en los medios de comunicación. - La importancia de la empatía en la comunicación. <p>3. Educación literaria:</p> <ul style="list-style-type: none"> - Movimientos literarios: Renacimiento, Barroco, Romanticismo, etc. - Análisis de textos literarios más complejos. - Autores y obras destacadas de la literatura universal. <p>4. Educación sobre la lengua:</p> <ul style="list-style-type: none"> - La estructura de la lengua. - El uso adecuado de la lengua en diferentes contextos. - El estudio de la semántica y la pragmática. <p>5. Ortografía:</p> <ul style="list-style-type: none"> - Reglas ortográficas avanzadas. - Uso de las mayúsculas y minúsculas. - Ortografía de palabras difíciles.

1o BACHILLERATO (Grade 11)	2o BACHILLERATO (Grade 12)
<p>1. Las lenguas y sus hablantes:</p> <ul style="list-style-type: none"> - La diversidad lingüística: variedades del español, lenguas cooficiales en España. - El español en el mundo: países hispanohablantes, influencia del español en otras lenguas. <p>2. La comunicación:</p>	<p>1. Las lenguas y sus hablantes:</p> <ul style="list-style-type: none"> - La diversidad lingüística: variedades del español, lenguas cooficiales en España. - El español en el mundo: países hispanohablantes, influencia del español en otras lenguas. <p>2. La comunicación:</p>

- Elementos de la comunicación: emisor, receptor, mensaje, canal, código.
- Tipos de comunicación: oral, escrita, verbal, no verbal.
- Habilidades comunicativas: expresión oral, comprensión auditiva, expresión escrita, comprensión lectora.

3. Educación literaria:

- Géneros literarios: narrativo, lírico, dramático.
- Análisis literario: estructura, personajes, ambiente, estilo.
- Autores y obras representativas: seleccionar obras de diferentes épocas y géneros.

4. Educación sobre la lengua:

- Gramática: morfología, sintaxis, semántica.
- Fonética y fonología: sonidos del español, acentuación.
- Semántica: significado de las palabras, campos semánticos.

5. Ortografía:

- Reglas ortográficas: acentuación, puntuación, uso de mayúsculas y minúsculas.
- Errores comunes: homófonos, palabras con b y v, palabras con g y j.

- Elementos de la comunicación: emisor, receptor, mensaje, canal, código.
- Tipos de comunicación: oral, escrita, verbal, no verbal.
- Habilidades comunicativas: expresión oral, comprensión auditiva, expresión escrita, comprensión lectora.

3. Educación literaria:

- Géneros literarios: narrativo, lírico, dramático.
- Análisis literario: estructura, personajes, ambiente, estilo.
- Autores y obras representativas: seleccionar obras de diferentes épocas y géneros.

4. Educación sobre la lengua:

- Gramática: morfología, sintaxis, semántica.
- Fonética y fonología: sonidos del español, acentuación.
- Semántica: significado de las palabras, campos semánticos.

5. Ortografía:

- Reglas ortográficas: acentuación, puntuación, uso de mayúsculas y minúsculas.
- Errores comunes: homófonos, palabras con b y v, palabras con g y j.

AP Spanish Language and Culture Course Syllabus 2023-2024

Instructor: Cristina Cobos	Classroom location: S3-2240
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 the 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. @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 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.

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- Present in Writing: Communicate through written presentations.

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Familias y comunidades /Families and communities	4 weeks	First quarter
Unit 2: Identidades personales y públicas/ Private and public identities	4 weeks	First quarter
Unit 3: Belleza y estética/beauty and aesthetics	4 weeks	Second quarter
Unit 4: Ciencia y tecnología/Science and technology	4 weeks	Second quarter
Unit 5: La vida contemporánea/ Contemporary life	5 weeks	Third quarter
Unit 6: Desafíos mundiales/Global challenges	7 weeks	Third/fourth quarter

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 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:

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

Homework- 10%	
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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 2022.

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AP Spanish Literature and Culture Course Syllabus 2023-2024

Instructor: Cristina Cobos	Classroom location: S3-240
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.

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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	Quarter/Semester
Unit 1: La época medieval/Middle Ages	4 weeks	First-quarter
Unit 2:El Siglo XVI/XVI Century	4 weeks	First-quarter
Unit 3:El Siglo XVII/XVII Century	4 weeks	Second-quarter
Unit 4:La literatura romántica, realista y naturalista/ Romantic, Modern and Realistic Literature	4 weeks	Second-quarter
Unit 5:La generación del 98 y el Modernismo/The Generation of 98 and Modernism	5 weeks	Third-quarter
Unit 6:Teatro y poesía del Siglo XX/ Theater and Poetry of the twentieth century	7 weeks	Third/fourth quarter

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
https://www.cervantes.es/lengua_y_ensenanza/recursos_espanol/lengua_espanola.htm

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 Spanish Language and Culture Exam in May 2022.

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