GEMS

American Academy Qatar

GAAQ Course Catalogue

Grade 6-12

2026–2027

(Subject to change)

2026 - 2027 Course Catalogue

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

GAAQ offers rigorous Advanced Placement courses for 9th, 10th, 11th and 12th grade students, as well as a course catalog that boasts internship and community service opportunities, diverse electives in the arts and sciences, and independent study experiences.

The GAAQ school day operates from 7:30 a.m - 2:15 p.m., excluding Thursdays, when classes end at 1:30 p.m.

Any course in this document is subject to change based on teacher availability and student interest. Some courses are not offered for the academic year 2026 - 2027 due to these reasons.

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General Information

Curriculum Standards at GAAQ:

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

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

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

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

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

Students who missed school for an excused reason will be given an extension of school days equal to the number of days absent. For example, a student who was out of school for three

days due to illness will be given an extension of three days to turn in the assignment if they have a doctor's note. Students with unexcused absences will not be given this type of extension - it is up to the student to contact their teacher or speak with their peers about any assignments or materials they missed.

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

Electronic Devices

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

Cellular Devices

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

Academic Honesty Statement

All students are expected to act with civility, personal integrity, respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. Academic honesty and integrity include a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include cheating or copying, plagiarism, submitting another person's work as one's own, using Internet sources without citation, taking or having another student take your exam, tampering with the work of another student, facilitating other students' acts of academic dishonesty, etc. Sanctions for breaches in academic integrity may range, depending on the severity of the offense from an "F" grade on an assignment or test to an "F" in the course. Severe cases and/or repeat offenses of academic dishonesty may also result in more severe disciplinary sanctions up to and including suspension, expulsion, or discontinuation of enrolment. (Refer to the Student Handbook)

Assessment Practice

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

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

Retest Policy:

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

Advanced Placement Courses:

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

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

Grading Policy:

Upper School Grading Scale and Descriptions			
Grade	Percentage	GPA Equivalent	Rating
A	90 - 100	4.0	Excellent
B	80 - 89	3.0	Very Good

C	70 - 79	2.0	Good
D	60 - 69	1.0	Pass
F	0- 59	0.0	Fail

Middle School Course Catalog

English Language Arts

Grade 6 English:
This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. The development of critical reading and writing skills is a major emphasis of the course with an emphasis on vocabulary and composition skills. The course includes studies of various literary works: short stories, poetry, novels, dramas, and non-fictional texts that focus on the journey of personal discovery.

Grade 7 English:
This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. The development of critical reading and writing skills is a major emphasis of the course with an emphasis on vocabulary and composition skills. The course includes studies of various literary works: short stories, poetry, novels, dramas, and non-fictional texts that focus on society's impact on personal autonomy.

Grade 8 English:
This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. The development of critical reading and writing skills is a major emphasis of the course with an emphasis on vocabulary and composition skills. The course includes studies of various literary works: short stories, poetry, novels, dramas, and non-fictional texts that focus on morals, values, and principles.

Mathematics

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

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

Grade 7 Mathematics - Pre-Algebra: In grade 7, instructional time is focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.
Prerequisite: Teacher Recommendation and sufficient MAP Math Scores

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

Grade 8 Mathematics - Algebra I (High School Credit):
The main purpose of Algebra I is to develop students' fluency with linear, quadratic, and exponential functions. The critical areas of instructions involve deepening and extending students' understanding of linear, and exponential relationships by comparing and contrasting those relationships and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods of analyzing, solving, and using exponential and quadratic functions. Some of the overarching elements of the Algebra 1 course include the notion of *function*, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.
Prerequisite: Teacher Recommendation and sufficient MAP Math Scores

Science

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

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

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

Social Studies

Grade 6 Social Studies:
In 6th grade social studies, students will be introduced to the various disciplines that make up the Social Studies Program at GAAQ: history, geography, civics, and economics. It is important that students have a good foundation of these domains, as they are integral to understanding the content of more advanced courses in the program. The course is not focused on any particular region or time period, and students will explore these concepts through a variety of topics and activities and demonstrate their knowledge in creative ways. In addition to the content knowledge learned, students will hone their reading and writing skills, which are transferable skills they can apply to their efforts in other classes as well.

Grade 7 Social Studies:
In 7th grade social studies, students will study the people and civilizations of the ancient world. Students will study early human societies during the Stone Ages, and learn how agriculture played a key part in the development of societies. They will explore ancient civilizations in Mesopotamia, Egypt, India, China, and finish with Greece and Rome at the end of the school year. Students' knowledge of the ancient world will serve as the foundation for their studies of medieval societies in 8th grade social studies.

Grade 8 Social Studies:
In 8th grade Social Studies students explore major global developments that have shaped the modern world, including the Industrial Revolution, Imperialism, World War I, World War II, Independence movements, and the Cold War. Students will examine how these historical events transformed societies, economies, and global relationships. The course also connects past events to current global issues and cultural perspectives to deepen students' understanding of today's world. Through discussion, inquiry, and engaging activities, the goal is to make history meaningful, relevant, and interesting for students.

Electives

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

Non-Native Arabic:
This course is designed to introduce high school students to the Arabic language and culture. Students will develop basic skills in speaking, listening, reading, and writing, with an emphasis on practical communication. Through engaging activities and interactive lessons, students will learn essential vocabulary and phrases, enabling them to carry out simple conversations and understand everyday Arabic. By the end of the course, students will have a foundational understanding of Arabic that they can build upon in future studies.

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

Middle School Applied Music (Optional):
In middle school applied music, students will learn music theory according to their pre-existing musical knowledge. A variety of musical styles and genres will be explored, with emphasis on their history, instrumentation, and impact on world music.

Middle School Intro to Band (Optional):
Middle School Intro to Band has two separate classes - Intro to Brass and Intro to Woodwind. Students gain knowledge of their instrument at a beginners level in this course. 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, 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.

Middle School Band (Optional):
Middle School Band is the entry level class to the High 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, 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. *Prerequisite: Teacher Recommendation and completion of Middle School Intro to Band.*

Middle School Drama/Theater (Optional):
Students learn about the basic components that make up a dramatic production, such as acting, stagecraft, playwriting, directing, makeup and costume design. Readings of plays from various genres and of the history of theater are included in the course.

Middle School Entrepreneurship (Optional):
Some students will demonstrate different talents in one area over another. The Entrepreneurship Program will allow students to shine within their given abilities and talents, while adding in business elements.The Entrepreneurship Program follows the Scholastic Entrepreneurship Program Shark Tank that aligns with Common Core curriculum standards.

Middle School Information Technology (Optional):
This course is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Information Technology courses are separated into beginner and advanced.

Middle School Islamic Studies (Required for all Muslim Students):
This course is designed to build upon students' knowledge and understanding of Islam, its principles, practices and rites, the Prophets of Allah and their messages, and the practical application of such material. The Holy Quran and Hadith (sayings of the prophets and apostles) are an integral part of learning. The course is divided into Native Arabic and Non-Native sections.

Non-Native Islamic Studies:
This course provides middle school students with a foundational understanding of Islamic beliefs, practices, and cultural traditions. Designed for non-native speakers, the course explores key concepts of Islam, including the Five Pillars, significant historical events, and the importance of Islamic values in daily life. Through engaging discussions and activities, students will gain a deeper appreciation of the Islamic faith and its global influence. By the end of the course, students will have a broad understanding of Islamic principles and their application in various cultural contexts.

Middle School Spanish (Optional):
In middle school, language courses focus on four key areas: listening, speaking, writing and

speaking. The course consists of new vocabulary themes and grammar concepts, reading and listening. By the end of the middle school language program students will be able to participate in basic conversations in the language of study and write simple sentences. This course is divided into beginners and intermediate sections.

MIddle School French (Optional):
In middle school, language courses focus on four key areas: listening, speaking, writing and speaking. The course consists of new vocabulary themes and grammar concepts, reading and listening. By the end of the middle school language program students will be able to participate in basic conversations in the language of study and write simple sentences. This course is divided into beginners and intermediate sections.

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

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

High School Graduation Requirements

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

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

Course	Requirements
English	4 Credits
Math	4 Credits
Social Studies	4 Credits
Science	4 Credits
Global Language*	2 Credits
Physical Education/Health	1 Credit
Fine Arts	2 Credits
Student choice	3 Credits

* Two consecutive years in the same Global language

- All Arabic nationality passport holders are required to take Arabic each year.
- All students registered as Muslim must take Islamic Education each year.
- All students will take Qatar History in the 9th grade as an additional elective.

The Advanced Placement Program

The Advanced Placement Program (AP) gives students the opportunity to complete college level work while in high school. Admission into AP courses will depend on student achievement as well as teacher recommendation. Listing AP courses on a student's transcript can result in earning a GPA boost and receiving potential university credit contingent upon receiving a 3 or better on the AP examination for any course in which the student is enrolled.

High School Course Catalogue

Program Recommendation and Requirements

The following courses are offered and introduced at the following grade level. This means the course is offered in further grade levels. For example, AP Seminar is offered in Grade 9 but will also be available in Grades 10, 11, and 12.

This is reviewed annually, subject to change and exemptions can be made after administrative review

Grade 9:

AP Course:	Recommending Teacher	MAP Requirement	Prerequisites
AP English Language	ELA Teacher	MAP Reading 230	None
AP Seminar	ELA Teacher or Social Studies Teacher	MAP Reading 230	None
AP Computer Science Principles	MS-IT Teacher	None	MS-IT, IT I, or IT II
AP Spanish Language	MS/HS Spanish Teacher	None	MS Spanish or Spanish I-IV
AP French Language	MS/HS French Teacher	None	MS French or French I-IV

Grade 10:

AP Course:	Recommending Teacher	MAP Requirement	Prerequisites
AP Spanish Literature	HS Spanish Teacher	None	AP Spanish Language
AP Biology	Biology Teacher	MAP Science 225	Biology
AP 2D Art	HS Art Teacher	None	Art I, 2D or 3D
AP Drawing	HS Art Teacher	None	Art I, 2D or 3D
AP 3D Art	HS Art Teacher	None	Art I, 2D or 3D
AP Modern World History	Social Studies Teacher	MAP Reading 230	1 Social Studies credit
AP Cybersecurity	HS IT Teacher	None	AP Computer Science Principles
AP 2D Art - Photography	Photography Teacher	None	Photography

Grade 11:

AP Course:		Recommending Teacher	MAP Requirement	Prerequisites
AP Music Theory		Music Teacher	None	Musical Experience

AP Pre-Calculus		HS Math Teacher	MAP Math 245	Algebra II
AP Statistics		HS Math Teacher	MAP Math 245	Algebra II or Statistics
AP Chemistry		Chemistry Teacher	MAP Science 225	2 High School Science courses, Algebra II concurrently or before.
AP Environmental Science		HS Science Teacher	MAP Science 225	1 Science Credit
AP Psychology		Psychology Teacher	MAP Reading 230	Psychology
AP Microeconomics		Social Studies Teacher	MAP Reading 230 MAP Math 235	2 Social Social Studies Credits
AP Comparative Government		Social Studies Teacher	MAP Reading 230	2 Social Social Studies Credits
AP Business with Personal Finance		Social Studies Teacher	MAP Reading 230 MAP Math 235	2 Social Social Studies Credits
AP Research		AP Seminar Teacher	MAP Reading 237	AP Seminar

Grade 12:

AP Course:	**Recommending Teacher**	**MAP Requirement**	**Prerequisites**
AP Calculus AB	HS Math Teacher	MAP Math 250	AP Pre-Calc
AP Calculus BC	HS Math Teacher	MAP Math 250	AP Calculus AB
AP Physics	HS Science Teacher	MAP Math 245	Physics

Other courses that need recommendations:

Course:	**Grade Level**	**Recommending Teacher**	**MAP Requirement**	**Prerequisites**
Advanced PE	10-12	PE Teacher or Coach	None	HS-PE, Tryouts
Esports Program	10-12	HS IT Teacher	None	Computer Science or higher, Tryouts
AP Music Theory	9-12	HS or MS Music Teacher	None	Tryouts, Musical background
Modern Music Ensemble	9-12	HS or MS Music Teacher	None	Tryouts, Musical background

MS Band	6	Elementary or MS Band Teacher	None	Tryouts
HS Band	9	MS Band Teacher	None	Tryouts or MS Band
Pre-Algebra	7	Grade 6 Teacher	MAP Math 225	Grade 6 Math
Algebra I	8	MS Math Teacher	MAP Math 230	Pre-algebra or Grade 7 Math
Psychology	10-12	HS Social Studies	MAP Reading 230	Teacher rec.
Physics	11-12	Algebra II Teacher	MAP Math 240	Algebra II
AP 2D Art (Photography)	11-12	Photography Teacher	None	Photography
STA Program	12	Dean of Students	None	STA Application Process

English Language Arts

English Language Arts I:
This course continues to emphasize composition skills and literary analysis through a focus on community's impact on the individual. Titles may include *Things Fall Apart, Romeo and Juliet*, *I am Malala*, etc. Application of the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting equip students with the tools to read analytically and write critically throughout this course.
Prerequisite: Grade 8 English
Credit: 1.0

English Language Arts II:
This course continues to emphasize composition skills and literary analysis through a focus on identity development. Titles may include *A Doll's House, Death of a Salesman*, *Macbeth*, etc. Application of the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting equip students with the tools to read analytically and write critically throughout this course.
Prerequisite: English Language Arts I
Credit: 1.0

English Language Arts III:
This course continues to emphasize composition skills and literary analysis through a focus on the individual's impact on society. Titles may include *The Autobiography of Malcolm X*, *A Midsummer Night's Dream, The Namesake*, etc. Application of the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting equip students with the tools to read analytically and write critically throughout this course.
Prerequisite: English Language Arts II
Credit: 1.0

English Language Arts IV:
This course incorporates college preparatory composition skills and literary analysis through a focus on the power of transformation. Titles may include *Othello*, *Frankenstein*, *Great Expectations*, *Heart of Darkness*, etc. Application of the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting equip students with the tools to read analytically and write critically throughout this course. In addition, collaborative discussions promote analysis of both literary and informational works, strengthening critical thinking skills.
Prerequisite: English Language Arts III
Credit: 1.0

AP English Language and Composition:
AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.
Prerequisite: English Language Arts II and/or teacher recommendation
Credit: 1.0

Mathematics

Algebra I:
The main purpose of Algebra I is to develop students' fluency with linear, quadratic, and exponential functions. The critical areas of instructions involve deepening and extending students' understanding of linear, and exponential relationships by comparing and contrasting those relationships and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods of analyzing, solving, and using exponential and quadratic functions. Some of the overarching elements of the Algebra 1 course include the notion of *function*, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.
Prerequisite: Grade 8 Mathematics
Credit: 1.0

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

equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.
Prerequisite: Geometry and Algebra 1
Credit: 1.0

AP Calculus AB:
AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus by engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.
Prerequisite: AP Pre-Calculus
Credit: 1.0

AP Calculus BC:
AP Calculus AB is an introductory college-level calculus course. Students explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. You'll perform experiments and investigations and solve problems by applying your knowledge and skills.
Prerequisite: AP Calculus AB
Credit: 1.0

Geometry:
The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the conceptual categories of Geometry, and Statistics and Probability. In this Geometry Course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments.
Prerequisite: Algebra I
Credit: 1.0

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

Credit: 1.0

Statistics:
Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.
Prerequisite: Geometry and Algebra 1
Credit: 1.0

AP Statistics:
AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.
Prerequisite: Statistics or Algebra II
Credit: 1.0

Science

AP Environmental Science:
The AP Environmental Science course helps students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.
Prerequisite: 2.0 High School Science Credits
Credit: 1.0

Environmental Science:
The Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.
Prerequisite: Grade 8 Science
Credit: 1..0

AP Biology:

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

Biology:
Biology includes a 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.
Prerequisite: Grade 8 Science
Credit: 1.0

AP Chemistry:
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.
Prerequisite: Chemistry & Algebra II
Credit; 1.0

Chemistry:
The high school chemistry standards are built from middle school physical sciences standards. Middle school includes an important transition from macroscopic phenomena to molecular level models that are used to explain and predict energy transformations in phase changes and conservation of matter in chemical changes, including the use of a basic particle model to visualize and represent physical changes of matter. In high school, students consider how structure and composition at sub-atomic scales explain structure-property relationships in chemistry and influence energy transformations and dissipation of energy during chemical and physical changes.
Prerequisite: 1.0 High School Science Credits
Credit: 1.0

AP Physics 1:
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on,

inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.
Prerequisite: Physics and Algebra II
Credit: 1.0

Physics:
In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of physical science including the physics of energy, motion, and waves. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, measuring and recording, data analysis and interpretation, and using models.
Prerequisite: 2.0 High School Science Credits
Credit: 1.0

Social Studies

Business:
This course provides students with an introduction to the fundamentals of business and entrepreneurship. Students will explore how businesses operate in today's global economy while learning about key areas such as marketing, finance, management, and basic economics. The course also focuses on practical skills including communication, teamwork, problem-solving, and financial literacy. Through projects, discussions, and real-world examples, students will gain an understanding of how business concepts apply to everyday life. This course is designed to build a strong foundation for students interested in business, entrepreneurship, or future studies in economics and finance.
Prerequisite: 1.0 High School Social Study Credits
Credit: 1.0

AP Business:
AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump$tart Coalition for Personal Financial Literacy. AP Business with Personal Finance is part of the AP Career Kickstart™ group of courses, which are designed to accelerate high school students on their paths to in-demand careers.
Prerequisite: 2 Social Studies Credits Teacher Recommendation

Credit: 1.0 (Can be considered Math or Social Studies Credit)

Comparative Government:
Comparative Government introduces students to the study of political systems and how governments operate around the world. Students will examine how different countries organize power, create laws, and respond to the needs of their citizens. The course explores key concepts such as political institutions, ideologies, public policy, and the relationship between governments and society. Through case studies and discussions, students will compare different political systems and evaluate how culture, history, and economics influence governance. This course helps students develop critical thinking skills while building a deeper understanding of global politics and civic responsibility.
Prerequisite: 1.0 High School Social Study Credits
Credit: 1.0

AP Comparative Government:
AP Comparative Government and Politics introduces students to the rich diversity of political life outside the UnitedStates.The course uses a comparative approach to examine the political structures; policies, and political, economic, and social challenges of countries. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.
Prerequisite: 2 Social Studies Credits Teacher Recommendation
Credit: 1.0

AP Microeconomics and Macroeconomics:
AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. AP Macroeconomics cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.
Prerequisite: Economics and Teacher Recommendation
Credit: 1.0 (Can be considered Math or Social Studies Credit)

Geography:
Geography is an interpretative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Knowing where physical, social, or processes occur helps students gain a spatial perspective on them. Historic and economic perspectives help students understand the relationship between people and their environments, as well as interactions that occur among groups of people. Studying geography, students receive practical guidance for decision making and problem solving in geographic planning, economic development, and environmental and resource management.
Prerequisite: Grade 8 Social Studies
Credit: 1.0

AP Modern World History:
In AP World History: Modern,students investigate, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians:analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation,and continuity and change overtime.The course provides six themes that students explore throughout the course in order to make connections among historical developments indifferent times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.
Prerequisite: 1 Social Studies Credit and Teacher Recommendation
Credit: 1.0

Modern World History:
Students will study the history of the modern world from around 1450 C.E. through the present. The course will cover revolutionary movements, social interactions, political ideologies, economic developments, interactions between Western and non-Western peoples, and more. Students will focus on critical events, people, and turning points during these centuries including, but not limited to, the Age of Discovery and Exploration, Colonization and Decolonization, the French Revolution, the World Wars, the Cold War, and several other topics as well. They will need to be prepared to think critically about issues pertaining to civics, economics, geography, and history throughout this course, and be able to utilize their reading and writing skills.
Prerequisite: 1.0 High School Social Studies Credits
Credit: 1.0

Qatar History (Required):
GAAQ applies the curriculum of the Supreme Education Council (SEC) relating to the history of

the State of Qatar. GAAQ seeks to nurture a generation that is intellectually open and receptive to others and empathizes with them, but it is keen to strengthen the students' respect and adherence to their customs and traditions in the belief that attachment to the land and the family gives them self-confidence, and steadfastness. Teaching Qatar History is an opportunity for the (SEC) to shed light on a history of achievement, giving students of the new generation the lesson and motivation to continue their careers and align themselves with Qatar to rank among countries.
Prerequisite: None
Credit: 1.0

AP Psychology:
AP Psychology is an introductory college-level psychology course that introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.
Prerequisite: Psychology and Teacher Recommendation
Credit: 1.0 (Can be considered Science or Social Studies Credit)

Psychology:
In this course, students will explore the basic concepts and methods of psychology. This course introduces students to the principles of psychology and the major subjects of psychological inquiry. It provides students with the necessities for the study of psychology and presents them with the major areas of research. The course begins with an overview of how psychology developed and an introduction to the principal methodologies. Subsequent units are arranged around broad areas of research. Students will focus on well-substantiated research and current trends in various categories. Students will gain an understanding of research, perspectives, and disorders, as well as an understanding of the brain, perception, states of consciousness, learning and abnormal behavior.
Prerequisite: 2.0 high school Social Studies credits
Credit: 1.0 (Can be considered Science or Social Studies Credit)

AP Seminar:
In AP Seminar students will learn how to engage in university level academic research and conversation. Through the theme of Global Society 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 how globalization has impacted culture, the environment, and the media landscape. Additionally students will engage in both collaborative and independent research on topics of their own choice.
Prerequisite: Teacher Recommendation
Credit: 1.0 (Can be considered Social or English Language Arts Credit)

AP Research:
AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.
Prerequisite: AP Seminar and Teacher Recommendation
Credit: 1.0 (Can be considered Social or English Language Arts Credit)

Student Choice and Fine Arts

AP Drawing:
Develop your skills in drawing as you explore different media and approaches. You'll create artwork that reflects your own ideas and skills and what you've learned.
Prerequisite: Art I and Art 2D or Art 3D and Teacher Recommendation
Credit: 1.0

AP 2D Art and Design:
Develop your skills in a two-dimensional medium such as graphic design, photography, collage, printmaking, and others as you learn the principles of 2-D design. You'll create artwork that reflects your own ideas and skills and what you've learned.
Prerequisite: Art I and Art 2D or Art 3D and Teacher Recommendation
Credit: 1.0

AP 2D Art and Design (Photography):
This advanced photography course focuses on the development of a sustained investigation

through the medium of photography. Students explore personal ideas and interests while creating a cohesive body of work that demonstrates both technical skill and conceptual depth. Through cycles of planning, experimentation, reflection, and refinement, students develop their ability to communicate meaning through imagery.The course emphasizes advanced photographic techniques, including controlled lighting, studio workflows, and professional post-processing using Adobe Lightroom and Photoshop. Regular critique sessions support the development of visual literacy and help students refine their artistic direction as they work toward a sustained portfolio of images.
Prerequisite: Photography I or Teacher Reccomendation
Credit: 1.0

AP 3D Art and Design:
Develop your skills in a three-dimensional medium such as sculpture, architectural models, metal work, ceramics, glass work, and others as you learn the principles of 3-D design. You'll create artwork that reflects your own ideas and skills and what you've learned.
Prerequisite: Art I and Art 2D or Art 3D and Teacher Recommendation
Credit: 1.0

Art I:
This introductory course provides students with a foundation in various artistic behaviors. This course will introduce students to various media, methods, techniques and develop their idea generation skills. Students will be working on project based assignments most times, but may also be responsible for research and written components within an assignment. This program not only values outcome but places emphasis on process in art.
Prerequisite: None
Credit: 1.0

Pre AP Art 2D:
In this intermediate level art class, 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.
Prerequisite: Art 1 or MS Art teacher recommendation
Credit: 1.0

Pre AP Art 3D:
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.
Prerequisite: Art 1 and Teacher Recommendation
Credit: 1.0

Applied Music I/II/III/IV:
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.
Prerequisite: Prior Applied Music Level
Credit: 1:0

Modern Music Ensemble I/II/III/IV:
This program is designed for students with existing musical skills. Students will learn individual parts to a song on their own and concentrate on performing that song as a group during class time. This is a performance based class with several performance opportunities throughout the school year, both in and out of the school.
Prerequisite: Audition and Teacher Recommendation.
Credit: 1:0

High School Intro to Band:
Students will explore the fundamentals of instrumental performance, including basic music theory, note reading, and ensemble playing. Through hands-on instruction and group rehearsals, students will develop essential skills on woodwind, brass, percussion, and keyboard instruments while fostering a passion for music that will last a lifetime.
Prerequisite: None
Credit: 1:0

Band I/II/III/IV:
Our high school instrumental program offers four levels of concert ensemble: Band I for beginners, Band II for intermediate, Band III for continuing development, and Band IV for advanced musicians. Students will hone technical skills on woodwind, brass, percussion, and keyboard instruments, demonstrating competence in rhythm, pitch, tone production, and musical phrasing through individual and group performances. Emphasis is placed on fostering teamwork and leadership abilities to support growth beyond the realm of music.
Prerequisite: High School Intro to Band and Prior Band Level

Credit: 1.0

AP Music Theory
AP Music Theory is an advanced course designed for students eager to deepen their understanding of music composition and analysis. The curriculum covers essential topics such as musical notation, harmony, melody, rhythm, and form, while also developing critical aural skills and sight-singing abilities. Through a combination of theoretical study and practical exercises, students will gain the tools needed to analyze and create music across various styles and prepare for the AP Music Theory exam. This course is ideal for those planning to pursue further studies in music or seeking a comprehensive foundation in music theory.
Prerequisite: Teacher Recommendation
Credit: 1:0

Photography I:
This course will focus on both technical and creative aspects of photography. Through a series of hands-on lessons, students will delve into the fundamentals of camera operation, explore composition techniques, and learn to harness natural and artificial light to capture stunning images. Regular critique sessions will support a growing understanding of the power of imagery. A large continual aspect of this course will focus on the world of post-processing with Adobe Photoshop, where students will enhance and refine images to truly capture their vision. The course offers students freedom to explore their own creative potential through a camera lens.
Prerequisite: None
Credit: 1.0

Media and Design:
Media & Design is a year-long, project-based course that explores the intersection of visual communication, graphic design, and modern media production. In the first semester, students focus on graphic design and visual communication, learning principles such as typography, composition, color theory, and visual storytelling while developing digital design skills using tools like Figma. Through hands-on projects, students create layouts, branding concepts, and visual campaigns while exploring how design influences communication and user experience. In the second semester, students shift to media studies and production, analyzing how media messages are created and distributed in society while examining journalism, advertising, radio, and film. By the end of the course, students produce original media content and build a portfolio demonstrating their ability to communicate ideas through both design and multimedia platforms.
Prerequisite: None
Credit: 1.0

AP Computer Science Principles:

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.
Prerequisite: None
Credit: 1.0 (Can be considered Math or Fine Arts Credit)

AP Cybersecurity:
AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework. AP Cybersecurity is part of the AP Career Kickstart™ group of courses, which are designed to accelerate high school students on their paths to in-demand careers.
Prerequisite: AP Computer Science Principles and Teacher Recommendation
Credit: 1.0 (Fine Arts Credit)

Computer Science:
This course is designed as an introduction to computer programming. Students learn the basics of the Python programming language through writing programs ranging from simple console interactions, to more involved programs using basic data and control structures. This course can serve as a pathway into AP Computer Science courses.
Prerequisite: None
Credit: 1.0 (Can be considered Math or Fine Arts Credit)

Advanced IT (E-Sports):
This course provides comprehensive knowledge of the global electronic sports industry, covering its history, ecosystem, business management, and career opportunities. Courses often explore the academic, physiological, and sociological aspects of competitive gaming, alongside technological components like multimedia development, game design, and digital security. Students learn about marketing, legal and ethical issues, operational management, and develop employability skills for roles in game development, programming, media, and professional

esports organizations.
Prerequisite: Computer Science
Credit: 1.0 (Fine Arts Credit)

Student Teacher Aide:
This course provides students with in person work experience with a mentor at the school. While the course does not provide a credit or grade it does provide work experience and invaluable mentorship from a wide variety of faculty and staff.
Prerequisite: Grade 12 only and Teacher Recommendation
Credit: 0.0

Physical Education

Physical Education:
High School P.E. is designed to introduce students to fitness and a variety of dual and individual sports. The course emphasizes team building and team strategies as well as techniques to develop fine motor skills. Physical Education also consists of a health component where students will learn how to manage their lives in a healthy and responsible manner.
Prerequisite: None
Credit: 1.0

Advanced Physical Education:
The Advanced High School Sport Performance courses are designed to provide high school students with a comprehensive and advanced athletic experience. This course has four sports on offer to study : track and field, soccer, basketball, and volleyball with a focus on enhancing skills, fitness, and overall athletic performance. Students will develop advanced techniques, strategies, and game intelligence to excel in each sport while building teamwork, leadership, and sportsmanship skills.
Prerequisite: Teacher recommendation
Credit: 1.0

Global Languages

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

conducted in Spanish to the greatest degree possible to develop competency in the target language.
Prerequisite: None
Credit: 1.0

Spanish II:
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 Teacher Recommendation
Credit: 1.0

Spanish III:
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 Teacher Recommendation
Credit: 1.0

Spanish IV:
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.
Prerequisite: Spanish III or Teacher Recommendation
Credit: 1.0

Spanish for Native Speakers and Heritage Speakers:
Offered in each grade level, students will develop proficiency in all language areas: spelling, grammar, reading, writing, listening, culture, and literature. This course is based on the standards and curriculum of Spanish-Speaking countries. This class is conducted only in Spanish.
Prerequisite:Teacher Recommendation
Credit: 1.0

AP Spanish Language and Culture:
AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.
Prerequisite:Teacher Recommendation
Credit: 1.0

AP Spanish Literature and Culture:
AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.
Prerequisite:Teacher Recommendation
Credit: 1.0

AP French:
The AP French Language and Culture course is designed as a college level course for high school students in their fourth year of study of French. It is designed to prepare students to communicate efficiently in French using the three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language Learning in the 21st. Century. Students will have the opportunities to demonstrate their proficiency in each of these three modes. The AP French Language and Culture course is conducted exclusively in French and students are also encouraged to use French outside the classroom.
Prerequisite:Teacher Recommendation
Credit: 1.0

French I:
This course is designed for students who have an adequate background in the language of study. The purpose of the course is to develop authentic use of language and communication skills. Students will participate in authentic assessments that will allow them to acquire comprehension skills as well as strengthen their grammar. Students will continue to learn about cultural norms of societies where their language of study is prevalent. At the end of this course, students will be able to read paragraphs, compose simple paragraphs on topics familiar to them.
Prerequisite: Middle School or Introductory French
Credit: 1.0

French II:
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.
Prerequisite: French I or Teacher Recommendation
Credit: 1.0

French III:
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.
Prerequisite: French II or Teacher Recommendation
Credit: 1.0

French IV:
This course builds upon the foundation laid in French III, enhancing students' proficiency in listening, speaking, reading, and writing skills. With a focus on meaningful language usage, students will deepen their understanding of essential grammatical structures and verb tenses, while expanding their vocabulary. Through engaging reading materials, students will develop comprehension skills and explore various aspects of French culture in France and Francophone countries.
Prerequisite: French III or Teacher Recommendation
Credit: 1.0

Arabic (Required for all Arab Nationalities):
This course aims to foster the students' native language and culture through the development of communicative skills, with heavy emphasis on interpersonal speaking. Speaking, listening, reading, and writing are all addressed in this course. Grammar is introduced as an aid to understand language structure. By the end of this course, students should be able to carry on conversations, read Arabic texts, and write compositions about themselves and aspects of their life. Offered at every grade level the course progression is Arabic I, Arabic II, Arabic III and

Arabic IV
Prerequisite: None
Credit: 1.0

Non-Native Arabic:
This course is designed to introduce high school students to the Arabic language and culture. Students will develop basic skills in speaking, listening, reading, and writing, with an emphasis on practical communication. Through engaging activities and interactive lessons, students will learn essential vocabulary and phrases, enabling them to carry out simple conversations and understand everyday Arabic. By the end of the course, students will have a foundational understanding of Arabic that they can build upon in future studies.
Prerequisite: None
Credit: 1.0

Islamic Studies (Required for all Muslim Students):
This course is designed to build upon students' knowledge and understanding of Islam, its principles, practices and rites, the Prophets of Allah and their messages, and the practical application of such material. The Holy Quran and Hadith (sayings of the prophets and apostles) are an integral part of learning.
Prerequisite: None
Credit: 1.0

Non-Native Islamic Studies (Required for all non-native Muslim Students:
This course provides high school students with a foundational understanding of Islamic beliefs, practices, and cultural traditions. Designed for non-native speakers, the course explores key concepts of Islam, including the Five Pillars, significant historical events, and the importance of Islamic values in daily life. Through engaging discussions and activities, students will gain a deeper appreciation of the Islamic faith and its global influence. By the end of the course, students will have a broad understanding of Islamic principles and their application in various cultural contexts.
Prerequisite: None
Credit: 1.0