

**GEMS**

American Academy

**Syllabi Documents**  
**2021-2022**

(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 2021-2022 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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P.O. Box 2461, Qatar

Tel: +974 40329000

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Facebook: <https://www.facebook.com/GEMSAmericanAcademy.Qatar>

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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

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 quarter.

**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- 60	0.0	Fail

## English Language Arts Syllabi 2021-2022

## Grade 6 ELA Course Syllabus 2021-2022

<b>Instructor:</b> Maya Mistry Stephen Pire	<b>Classroom location:</b> Ms.Maya- S-233 Mr. Pier- F3-109
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:m.mistry_aaq@gemsedu.com">m.mistry_aaq@gemsedu.com</a> <a href="mailto:s.pire_aaq@gemsedu.com">s.pire_aaq@gemsedu.com</a>

### 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

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- Write an argumentative letter
- 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 <ul style="list-style-type: none"> <li>• Part 1 - Narratives</li> <li>• Part 2 Short Stories</li> </ul>	6-8 weeks	1
Unit 2: The Power to Change <ul style="list-style-type: none"> <li>• Part 1 - Explanatory writing</li> <li>• Part 2 - Responding to literature</li> </ul>	6-8 weeks	1
Unit 3: Changing Perspectives <ul style="list-style-type: none"> <li>• Part 1 - Research and Debate</li> <li>• Part 2 - Argumentative writing</li> </ul>	6-8 weeks	1
Unit 4: A Change of Scene <ul style="list-style-type: none"> <li>• Part 1 - Researching Poetry</li> <li>• Part 2 - Performing a scene</li> </ul>	6-8 weeks	1

### Resources:

Springboard Student Access  
 Google Classroom  
 Various digital and print texts

### Weighting:

Semester Finals - 10%	Summative Assessments- 50%
Formative - 40%	

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**Course Specific Policies/Procedures:**

**Test Retake Policy:** At GAAQ, students will have every opportunity to demonstrate their academic potential. In the event a student gets below 60% grade on a unit test, they will have the opportunity to petition for a retest twice per semester. The maximum that you can achieve is 60% on a retake. Retests will only be issued after students have completed a retest form. Retests will only be approved if students complete the retest request form and submit it to their teachers within **5 School days**. Note that the highest mark that can be earned on an assessment after completing a retest is **60%**. In addition, semester final exams cannot be petitioned for a retest.

## Grade 7 ELA Course Syllabus 2021-2022

<p>Mr. Pire <b>Email:</b> <a href="mailto:s.pire@gemsedu.com">s.pire@gemsedu.com</a> (Parents) <a href="mailto:stephenp@gemsaaq.org">stephenp@gemsaaq.org</a> (Students)</p>	<p>Mrs. Squire <b>Email:</b> <a href="mailto:f.squire_aaq@gemsedu.com">f.squire_aaq@gemsedu.com</a> (Parents) <a href="mailto:felicia@gemsaaq.org">felicia@gemsaaq.org</a> (Students)</p>
<p><b>Classroom Location:</b> First Floor (F3-109) <b>Office Hours:</b> Available Upon Request</p>	<p><b>Classroom Location:</b> First Floor (F3-113) <b>Office Hours:</b> 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

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- 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	Quarter/Semester
Unit 1: Close Reading with Literature and Communication in ELA (Choices- Springboard)	4-5 weeks	1
Unit 2: Novel Study	5 weeks	1
Unit 3: Information Literacy:	3 weeks	2
Unit 4: Informational Writing	5 weeks	2
Unit 5: Elements of Literature	4 weeks	3
Unit 6: Text Structures	4 weeks	3
Unit 7: Persuasive Writing	3 weeks	4
Unit 8: Reading and Research and “The Art of Argument”	4 weeks	4

**Resources:**

School Resources Provided: Springboard Student Access

**Weighting:**

Type of Assessment
<b>Summative- 50%</b> (Included but not limited to; End of the Unit assessments, Essays, Exams, Projects)
<b>Formative-40%</b> (Included but not limited to; Quizzes, Homework, Classwork, Participation)
<b>Exams- 10%</b>

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**\*10% for End of Semester Project/Exam:**

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

## Grade 8 ELA Course Syllabus 2021-2022

<b>Instructor:</b> Mr. Stephen Pire	<b>Classroom location:</b> S3-109
<b>Office hours:</b> Available upon request	<b>Email Address:</b> s.pire_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.

*Prerequisite: Grade 7 ELA*

*Credit: 1.0*

### 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

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**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Understanding the Hero's Journey	5 weeks	Q1/S1
Unit 2: Writing the Hero's Journey	4 weeks	Q1/S1
Unit 3: Describing Utopia	5 weeks	Q2/S1
Unit 4: What does Utopia mean?	3 weeks	Q2/S1
Unit 5: The Challenges of Change	4 weeks	Q3/S2
Unit 6: Using Multimedia to Make a Difference	3 weeks	Q3/S2
Unit 7: Elements of Comedy	5 weeks	Q3/4/S2
Unit 8: Master of Comedy: Shakespeare	5 weeks	Q4/S2

**Resources:**

Springboard Online Textbook, various provided novels and other reading resources

**Weighting:**

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

**Course Specific Policies/Procedures:**

In order to be successful in this course, students are expected to be active participants and responsible for their own learning. It is my goal to provide a positive and engaging classroom where all students have the opportunity to learn, succeed, and share their thoughts and opinions verbally without fear.

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## Grade 9 ELA Course Syllabus 2021-2022

<b>Instructor:</b> Sara Garcia	<b>Classroom location:</b> S2-110
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:s.garcia_aaq@gemsedu.com">s.garcia_aaq@gemsedu.com</a>

### 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.

*Credit: 1.0*

### 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.

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**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Literary Analysis/Essay skills	4 weeks	Q1/Semester 1
Unit 2: Short Stories	5 weeks	Q1/Semester 1
Unit 3: Poetry	4 weeks	Q2/Semester 1
Unit 4: Plays	4 weeks	Q2/Semester 1
Unit 5: Rhetorical Analysis	4 weeks	Q3/Semester 2
Unit 6: Research	3 weeks	Q3/Semester 2
Unit 7: Synthesis	5 weeks	Q4/Semester 2
Unit 8: Creative Writing	4 weeks	Q4/Semester 2

**Resources:**

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

**Weighting:**

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

**Course-specific 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 10 ELA Course Syllabus 2021-2022

<b>Instructor:</b> Sara Garcia	<b>Classroom location:</b> S2-110
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:s.garcia_aaq@gemsedu.com">s.garcia_aaq@gemsedu.com</a>

### 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.

*Credit: 1.0*

### 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	4 weeks	Q1/Semester 1
Unit 2: Argument	5 weeks	Q1/Semester 1
Unit 3: Literary Analysis	4 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: Comparative Analysis	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>
<b>Summative- 40%</b> (Included but not limited to; End of the Unit assessments, Essays, Exams, Projects)
<b>Formative-40%</b> (Included but not limited to; Quizzes, Homework, Classwork, Participation)
<b>Exams- 20%</b>

**Course-specific policies:**

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

## Grade 11 ELA Course Syllabus 2021-2022

<b>Instructor:</b> Jabari Miller	<b>Classroom location:</b> F3 - 113
<b>Office hours:</b> Available upon request	<b>Email Address:</b> jabari@gemsaq.org

### 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.

*Prerequisite: English II*

*Credit: 1.0*

### Course Objectives:

The goal is to get students to incorporate:

- 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.

### Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Writing	2 weeks	Q1/S1

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Unit 2: The American Dream	4 weeks	Q1/S1
Unit 3: The Dream vs the Illusion	4 weeks	Q2/ S1
Unit 4: Deciphering News and Media	5 weeks	Q2/ S2
Unit 5: Tone of Satire	4 weeks	Q3/ S2
Unit 6: An American Journey	4 weeks	Q3/S2
Unit 7: Sonnets and Plays	4 weeks	Q4/S2
Unit 8: Literary Analysis	4 weeks	Q4/S2

**Resources:**

School Resources Provided: Springboard Student Access

**Weighting:**

Semester Finals - 20%	Summative Assessment - 40%
	Formative Assessments - 40%

**Course Specific Policies/Procedures:**

It is essential that both students and parents keep up to date with Grades posted on Alma. It is both the responsibility of parents and students to check Grades biweekly. If an assignment is not handed in, it receives a 0 mark. In extenuating circumstances, students can receive an extension but this must be discussed with the teacher BEFORE the due date. Work received late will receive a mark that will include a late penalty (10% lost for every day late). Work that is more than ONE WEEK late without an extension will be given a 0. It is the responsibility of students to hand work in on time and if this is not possible to contact their teacher directly for an extension.

## Grade 12 ELA Course Syllabus 2021-2022

<b>Instructor:</b> Jabari Miller	<b>Classroom location:</b> F3 - 113
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:jabari@gemsaqa.org">jabari@gemsaqa.org</a>

### **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.

*Prerequisite: English III*

*Credit: 1.0*

### **Course Objectives:**

The goal is to get students to incorporate:

- A wide-ranging vocabulary used appropriately and effectively;
- A variety of sentence structures;
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis; and
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

### **Course Overview:**

<b>Unit Name</b>	<b>Unit Length</b>	<b>Quarter/Semester</b>
Unit 1: Personal Statements	<b>2 weeks</b>	<b>Q1/S1</b>
Unit 2: Perspectives and Argument Writing	<b>4 weeks</b>	<b>Q1/S1</b>

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Unit 3: The Collective Perspective	<b>4 weeks</b>	<b>Q2/S1</b>
Unit 4: Creating Perspectives	<b>4 weeks</b>	<b>Q2/S1</b>
Unit 5: Presenting Arguments	<b>4 weeks</b>	<b>Q3/S2</b>
Unit 6: Poetry	<b>4 weeks</b>	<b>Q3/S2</b>
Unit 7: Evolving Perspectives	<b>4 weeks</b>	<b>Q4/S2</b>
Unit 8: Plays - Critique and Analysis	<b>4 weeks</b>	<b>Q4/S2</b>

**Resources:**

School Resources Provided: Springboard Student Access

**Weighting:**

Semester Finals - 20%	Summative Assessment - 40%
	Formative Assessments - 40%

**Course Specific Policies/Procedures:**

It is essential that both students and parents keep up to date with Grades posted on Alma. It is both the responsibility of parents and students to check Grades weekly. If an assignment is not handed in, it receives a 0 mark. In extenuating circumstances, students can receive an extension but this must be discussed with the teacher BEFORE the due date. Work received late will receive a mark that will include a late penalty (10% lost for every day late). Work that is more than ONE WEEK late without an extension will be given a 0. It is the responsibility of students to hand work in on time and if this is not possible to contact their teacher directly for an extension.

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## Mathematics Syllabi 2021-2022

## Grade 6 Mathematics Course Syllabus 2021-2022

<b>Instructor:</b> Alicia Scheer	<b>Classroom location:</b> S3-214
<b>Office hours:</b> Available upon request	<b>Email Address:</b> alicia@gemsaaq.org

### 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

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

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**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 - 30%	Tests and Projects - 25%
Quizzes - 25%	Semester Final - 20%

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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 2021-2022

<b>Instructor:</b> Alicia Scheer	<b>Classroom location:</b> S3-214
<b>Office hours:</b> Available upon request	<b>Email Address:</b> alicia@gemsaaq.org

### Course Description:

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.

### 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

- Budgeting and Money management

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**Course Overview:**

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

**Resources:**

School Resources Provided: Springboard Student Access

**Weighting:**

Learning activities - 30%	Tests and Projects - 25%
Quizzes - 25%	Semester Final - 20%

**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

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## Grade 8 Mathematics Course Syllabus 2021-2022

## Geometry Course Syllabus 2021-2022

<b>Instructor:</b> Khaled Hattum	<b>Classroom location:</b> S3-210
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:k.hattum_aaq@gemsedu.com">k.hattum_aaq@gemsedu.com</a>

### 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.

Circles.

- Areas of sectors and segments.
- Angles measured in radians.

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- Inscribed angles in circles.
  - Tangents to circles.
  - Equation

Volume.

- Prisms, cylinders, and spheres.

### Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Tools for Geometry	~ 10 Classes	1
Unit 2: Reasoning and Proof	~ 5 Classes	1
Unit 3: Parallel and Perpendicular Lines	~ 12 Classes	1
Unit 4: Triangle Congruence	~ 8 Classes	1
Unit 5: Quadrilaterals and Polygons	~ 12 Classes	1
Unit 6: Similar Figures	~ 6 Classes	1
Unit 7: Right Triangles	~ 10 Classes	2
Unit 8: Transformations	~ 6 Classes	2
Unit 9: Areas of Polygons	~ 10 Classes	2
Unit 10: Surface Area and Volume	~ 10 Classes	2
Unit 11: Circles	~ 8 Classes	2

### Resources:

Springboard.com

### Weighting:

Semester Finals - 20%	Tests and Projects - 35%
Quizzes - 15%	Learning activities - 30%

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## Algebra 1 Course Syllabus 2021-2022

<b>Instructor:</b> David Gouge	<b>Classroom location:</b> S3-213
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.gouge_aaq@gemsedu.com">d.gouge_aaq@gemsedu.com</a>

### 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.

*Prerequisite: Grade 8 Mathematics*

*Credit: 1.0*

### 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
    - 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.

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- 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	Quarter/Semester
Unit 1: Equations and Inequalities	4 Weeks	Quarter 1
Unit 2: Functions	8 Weeks	Quarter 1/2
Unit 3: Extensions of Linear Concepts	5 Weeks	Quarter 2/3
Unit 4: Exponents, Radicals, and Polynomials	8 Weeks	Quarter 3
Unit 5: Quadratic Functions	6 Weeks	Quarter 4
Unit 6: Probability and Statistics	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 Finals - 20%	Tests and Projects - 35%
Quizzes - 15%	Learning activities - 30%

**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 2 Course Syllabus 2021-2022

<b>Instructor:</b> David Gouge	<b>Classroom location:</b> S3-213
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.gouge_aaq@gemsedu.com">d.gouge_aaq@gemsedu.com</a>

### 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.

*Prerequisite: Geometry and Algebra 1*

*Credit: 1.0*

### Course Objectives:

#### The Complex Number System

- Perform arithmetic operations with complex numbers.
- Use complex numbers in polynomial identities and equations.

#### 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.

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- Solve equations and inequalities in one variable.
- 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 Finals - 20%	Tests and Projects - 35%
Quizzes - 15%	Learning activities - 30%

**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.

## Pre-Calculus Course Syllabus 2021-2022

<b>Instructor:</b> Neil Clifford	<b>Classroom location:</b> S3-214
<b>Office hours:</b> Available upon request	<b>Email Address:</b> n.clifford_aaq@gemsedu.com

### Course Description:

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*

### Course Objectives

#### Number and Quantity

##### The Complex Number System

- Perform arithmetic operations with complex numbers.
- Use complex numbers in polynomial identities and equations.

##### Vector and Matrix Quantities

- Represent and model with vector quantities
- Perform operations on vectors
- Perform operations on matrices and matrices in applications

#### Algebra

- 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.

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- 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.
- 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 periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.

### Geometry

- Similarity, Right Triangles, and trigonometry
- Apply trigonometry to general triangles

#### Expressing Geometric Properties with Equations

- Translate between geometric description and the equation for a conic section.

### **Course Overview:**

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Unit Name	Unit Length	Quarter/Semester
Unit 1: Functions and Their Graphs	20 Days	Q1/Semester 1
Unit 2: Sequences, Series, Exponential and Logarithmic Functions	30	Q1+Q2/Semester 1
Unit 3: Trigonometric Functions	25	Q2/Semester 1
Unit 4: Analytic Trigonometry and Trigonometric Applications	20	Q3/Semester 2
Unit 5: Conics, Parametric Equations, and Vectors	40	Q3+Q4/Semester 2
Unit 6: Matrices, Systems of Equations, and Volume	20	Q4/Semester 2

**Resources:**

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

**Weighting:**

Semester Finals - 20%	Tests and Projects - 35%
Quizzes - 15%	Learning activities - 30%

**Course Specific Policies/Procedures:**

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

**Textbooks/Websites used:**

- Precalculus - A graphing approach - Holt
- Khanacademy.org
- Springboard

**Required Student Resources**

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

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## Calculus Course Syllabus 2021-2022

<b>Instructor:</b> Khaled Hattum	<b>Classroom location:</b> S3-210
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:k.hattum_aaq@gemsedu.com">k.hattum_aaq@gemsedu.com</a>

### Course Description:

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

*Prerequisite: Pre-Calculus*

### 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	~ 27 Classes	1
Unit 2: Differentiation: Definition and Basic Derivative Rules	~ 17 Classes	1
Unit 3: Differentiation: Composite, Implicit, and Inverse Functions	~ 15 Classes	1
Unit 4: Contextual Applications of Differentiation	~ 20 Classes	1
Unit 5: Analytical Application of Differentiation	~ 20 Classes	2
Unit 6: Integration	~ 24 Classes	2
Unit 7: Differential Equations	~ 12 Classes	2
Unit 8: Applications of Integration	~ 24 Classes	2

**Resources:**

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

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**Weighting:**

Semester Finals - 20%	Tests and Projects - 35%
Quizzes - 15%	Learning activities - 30%

**Course Specific Policies/Procedures:**

## AP Calculus AB/BC Course Syllabus 2021-2022

<b>Instructor:</b> Khaled Hattum	<b>Classroom location:</b> S3-210
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:k.hattum_aaq@gemsedu.com">k.hattum_aaq@gemsedu.com</a>

### 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.

*Prerequisite: Pre-Calculus*

*Credit: 1.0*

### 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	1
Unit 2: Differentiation: Definition and Basic Derivative Rules	~ 14 Classes	1
Unit 3: Differentiation: Composite, Implicit, and Inverse Functions	~ 11 Classes	1
Unit 4: Contextual Applications of Differentiation	~ 11 Classes	1
Unit 5: Analytical Application of Differentiation	~ 16 Classes	1
Unit 6: Integration	~ 20 Classes	2
Unit 7: Differential Equations	~ 9 Classes	2
Unit 8: Applications of Integration	~ 20 Classes	2
*Unit 9: Parametric Equations, Polar Coordinates, and Vector-Valued Functions	~ 11 Classes	2

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*Unit 10: Infinite Sequences and Series	~ 18 Classes	2
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\* BC only

**Resources:**

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

**Weighting:**

Semester Finals - 20%	Tests and Projects - 35%
Quizzes - 15%	Learning activities - 30%

**Course Specific Policies/Procedures:**

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## Social Studies Syllabi 2021-2022

## Grade 6 Social Studies Syllabus 2021-2022

<b>Instructor:</b> Natasha Ekron	<b>Classroom location:</b> F3 - 103
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:n.ekron_aaq@gemsedu.com">n.ekron_aaq@gemsedu.com</a>

### 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, Economics, 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.

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. This will allow them to develop a more complete understanding of the topics we cover during the academic year.

### History:

Students will be able to differentiate between primary and secondary sources.  
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 be located and identify the different map features using GIS.

**Economics:**

Students will be able to define supply and demand and the role it plays in the economic system. Students will have an understanding and knowledge of financial literacy.

**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: History - Types of sources	4 weeks	Semester 1
Unit 2: Economics - Study of Supply & Demand	4 weeks	Semester 1
Unit 3: Geography - Map Fundamentals	4 weeks	Semester 1
Unit 4: Civics - Types of Governments	4 weeks	Semester 1
Unit 5: History - Research Skills	5 weeks	Semester 2
Unit 6: Economics - Financial Literacy	5 weeks	Semester 2
Unit 7: Geography - GIS	5 weeks	Semester 2
Unit 8: Civics - Democracy at work	5 weeks	Semester 2

**Resources:**

- A4 Notebook with lined paper
- Folders for keeping handouts
- Lined paper for taking notes, quizzes, etc.
- Blue, black pens or a pencil

**Weighting:**

Semester Finals - 10%	Formative Assessments - 45%
Summative Assessments - 45%	

## Grade 7 Social Studies Course Syllabus 2021-2022

<p><b>Instructors:</b></p> <p>Edward Dowling</p> <p>Natasha Ekron</p>	<p><b>Classroom location:</b></p> <p>F3 - 106</p> <p>F3-103</p>
<p><b>Office hours:</b> Available upon request</p>	<p><b>Email Address:</b></p> <p><a href="mailto:e.dowling_aaq@gemsedu.com">e.dowling_aaq@gemsedu.com</a></p> <p><a href="mailto:n.ekron_aaq@gemsedu.com">n.ekron_aaq@gemsedu.com</a></p>

### Course Description:

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 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

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will allow them to develop a more complete understanding of the topics we cover during the academic year.

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

- Patterns of change and relationships between people and events
- Cause and effects of interaction among societies
- Interactions and relationship between humans and their environment
- Cultural and intellectual developments and interactions among societies
- Social systems and structures and how these influence people
- Why societies create and adopt systems of government
- Fundamental economic principles and ways in which economies are shaped
- How societies have influenced and been influenced by scientific developments and technology

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

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

**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: <b>The Rise of Civilisation</b>	<b>6 weeks</b>	<b>1/1</b>
Unit 2: <b>Ancient Egypt and the Middle East</b>	<b>6 weeks</b>	<b>2/1</b>
Unit 3: <b>Ancient India</b>	<b>6 weeks</b>	<b>2/1</b>
Unit 4: <b>Ancient China</b>	<b>6 weeks</b>	<b>3/2</b>
Unit 5: <b>Ancient Greece</b>	<b>6 weeks</b>	<b>3/2</b>
Unit 6: <b>Ancient Rome</b>	<b>6 weeks</b>	<b>4/2</b>

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**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:**

End of Term Final Assessment - 10%	Formative Assessments - 45%
Summative Assessments - 45%	

## Grade 8 Social Studies Course Syllabus 2021-2022

<b>Instructor:</b> Edward Dowling	<b>Classroom location:</b> F3 - 106
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:e.dowling_aaq@gemsedu.com">e.dowling_aaq@gemsedu.com</a>

### Course Description:

In 8th grade social studies, students will study the time periods and events of the developing history of the United States. Students will study early developments on the continent, and learn how the Country developed from settler colonies of European powers into the Country we recognise today. They will study and understand how government and legislation developed in tandem with political events to create a unique form of governance which stands testament to the character of the USA in the modern World. This exploration will form a basis of knowledge for further studies in Social 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.

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 American History. Starting with pre-colonial native American societies and then working our way to the United States Civil War, we will learn how America and its peoples changed over the years. Although the focus is on History, we will use the other disciplinary concepts to help us understand this region and timeframe.

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

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- 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	Quarter/Semester
Unit 1: <b>Our Colonial Heritage</b>	<b>6 weeks</b>	<b>1/1</b>
Unit 2: <b>Revolution in the Colonies</b>	<b>6 weeks</b>	<b>2/1</b>
Unit 3: <b>Forming a New Nation</b>	<b>6 weeks</b>	<b>2/1</b>
Unit 4: <b>An Expanding Nation</b>	<b>6 weeks</b>	<b>3/2</b>
Unit 5: <b>Americans in the mid 1800s</b>	<b>6 weeks</b>	<b>3/2</b>
Unit 6: <b>Migration &amp; Industry</b>	<b>6 weeks</b>	<b>4/2</b>

**Resources:**

- A4 Notebook with lined paper

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- 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:**

End of Term Final Assessment - 10%	Formative Assessments - 45%
Summative Assessments - 45%	

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## Human Geography Course Syllabus 2021-2022

<b>Instructor:</b> Brian VanMierlo	<b>Classroom location:</b> F3-104
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:b.vanmierlo_aaq@gemsedu.com">b.vanmierlo_aaq@gemsedu.com</a>

### Course Description:

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*

### Course Objectives:

- 1) Concepts and Processes - Analyse 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 - Analyse 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.

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- 2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
  - 2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.
  - 2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.
- 3) Data Analysis - Analyse 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 - Analyse 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 - Analyse geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.
- 5.A Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
  - 5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.
  - 5.C Compare geographic characteristics and processes at various scales.

5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Thinking Geographically	≈ 4 weeks	Quarter 1/ Semester 1
Unit 2: Population and Migration Patterns and Processes	≈ 6 weeks	Quarter 1/ Semester 1
Unit 3: Cultural Patterns and Processes	≈ 4 weeks	Quarter 2/ Semester 1
Unit 4: Political Patterns and Processes	≈ 4 Weeks	Quarter 3 / Semester 2
Unit 5: Agricultural and Rural Land-Use Patterns and Processes	≈ 4 Weeks	Quarter 3 / Semester 2
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	≈ 5 Weeks	Quarter 4 / Semester 2

**Resources:**

School Resources Provided: Textbook AMSCO: Human Geography Edition

**Weighting:**

Semester Finals - 20%	Summative - 40%
Formative - 40%	

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

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## US History Course Syllabus 2021/22

<b>Instructor:</b> Nadia Steyn	<b>Classroom location:</b> F3-108
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:n.steyn_aaq@gemsedu.com">n.steyn_aaq@gemsedu.com</a>

### Course Description:

US History is a one year course with 6 units investigating significant events, individuals, developments, and processes from the end of the Civil War to modern history.

The US History course engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills.

This course teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence.

### Course Objectives:

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.

### Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Reconstruction	4-5 weeks	Semester 1

Unit 2: Industrial Revolution	4-5 weeks	Semester 1
Unit 3: American Imperialism	4-5 weeks	Semester 1
Unit 4: World War I and Communism	4-5 weeks	Semester 2
Unit 5: The Great Depression and New Deal	4-5 weeks	Semester 2
Unit 6: World War II	4-5 weeks	Semester 2

**Resources:**

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

**Weighting:**

Semester Finals - 20%	Summative - 40%
Formative - 40%	

## US History Course Syllabus 2021/22

<b>Instructor:</b> Nadia Steyn	<b>Classroom location:</b> F3-108
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:n.steyn_aaq@gemsedu.com">n.steyn_aaq@gemsedu.com</a>

### Course Description:

US History is a one year course with 6 units investigating significant events, individuals, developments, and processes from the end of the Civil War to modern history.

The US History course engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills.

This course teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence.

### Course Objectives:

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.

### Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Reconstruction	4-5 weeks	Semester 1
Unit 2: Industrial Revolution	4-5 weeks	Semester 1

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Unit 3: American Imperialism	4-5 weeks	Semester 1
Unit 4: World War I and Communism	4-5 weeks	Semester 2
Unit 5: The Great Depression and New Deal	4-5 weeks	Semester 2
Unit 6: World War II	4-5 weeks	Semester 2

**Resources:**

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

**Weighting:**

Semester Finals - 20%	Summative - 40%
Formative - 40%	

## Psychology Course Syllabus 2021-2022

<b>Instructor:</b> Nadia Steyn	<b>Classroom location:</b> F3-108
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:n.steyn_aaq@gemsedu.com">n.steyn_aaq@gemsedu.com</a>

### 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:

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Unit Name	Unit Length	Quarter/Semester
Unit 1: Scientific Inquiry	3-4 weeks	Semester 1
Unit 2: Biopsychology	3-4 weeks	Semester 1
Unit 3: Development and Learning	2-3 weeks	Semester 1
Unit 5: Cognition	2-3 weeks	Semester 1
Unit 4: Sociocultural	3-4 weeks	Semester 2
Unit 6: Individual Variations	3-4 weeks	Semester 2
Unit 7: Application of Psychological Science	2-3 weeks	Semester 2

**Resources:**

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

**Weighting:**

Semester Finals - 20%	Summative - 40%
Formative - 40%	

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## Modern World History Course Syllabus 2021-2022

<b>Instructor:</b> Leigh Bielby	<b>Classroom location:</b> S1-107
<b>Office hours:</b> Available upon request	<b>Email Address:</b> l.bielby_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 11th Grade 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: <u>The Great Global Convergence</u> <ul style="list-style-type: none"> <li>To what extent did Geography play a role in the Age of Discovery/Exploration?</li> </ul>	4 weeks	Quarter 1

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<ul style="list-style-type: none"> <li>• In what ways did the Great Global Convergence affect different groups of people around the world?</li> <li>• Why were certain groups of people able to acquire wealth and power during the Age of Discovery/Exploration, while others experienced negative effects?</li> <li>• Did Atahualpa hold the Bible to his ear?</li> </ul>		
<p>Unit 2: The History of Modern Africa</p> <ul style="list-style-type: none"> <li>• How did people experience the Middle Passage?</li> <li>• How did Ethiopia defeat Italy at the Battle of Adwa?</li> <li>• What happened at the start of the Women’s War of 1929?</li> <li>• What was the Scramble for Africa and its impact on Africa?</li> <li>• Why was there a genocide in Rwanda?</li> <li>• How was Apartheid created and how was it overcome?</li> </ul>	<p><b>6 weeks</b></p>	<p><b>Quarter 1</b></p>
<p>Unit 3: The History of modern India</p> <ul style="list-style-type: none"> <li>• What caused the Sepoy Rebellion?</li> <li>• To what extent did Gandhi’s use of <i>satyagraha</i> bring about the end of Britain’s presence in India?</li> <li>• Was the partition of India a good plan given what people knew at the time?</li> </ul>	<p><b>4 weeks</b></p>	<p><b>Quarter 2</b></p>

<p>Unit 4: The Middle East</p> <ul style="list-style-type: none"> <li>• Did Atatürk's reforms actually improve the status of women in Turkey?</li> <li>• How revolutionary was the Arab Spring?</li> <li>• What role does water play in conflict and politics in the Middle East?</li> </ul>	<p><b>5 weeks</b></p>	<p><b>Quarter 2</b></p>
<p>Unit 5: The Modern History of Europe</p> <ul style="list-style-type: none"> <li>• Was the main goal of the Committee of Public Safety to "protect the Revolution from its enemies"?</li> <li>• Who won the first day of the Battle of the Somme?</li> <li>• How did the Nazi party convince 99% of Germans to vote in favor of the annexation of Austria?</li> </ul>	<p><b>6 weeks</b></p>	<p><b>Quarter 3</b></p>
<p>Unit 6: The Modern History of East Asia</p> <ul style="list-style-type: none"> <li>• What happened during the Japanese invasion of Nanking?</li> <li>• Who started the Korean War?</li> <li>• Why did Chinese youth get swept up in the Cultural Revolution?</li> </ul>	<p><b>4 weeks</b></p>	<p><b>Quarter 3</b></p>
<p>Unit 7: The Modern History of Latin America</p> <ul style="list-style-type: none"> <li>• In what ways have uprisings and revolutions in Latin America been similar to and different from each other?</li> <li>• How did Fidel Castro view the United States?</li> <li>• How has the economic situation in Latin America led to the current immigration pattern?</li> </ul>	<p><b>4 weeks</b></p>	<p><b>Quarter 4</b></p>

### Resources:

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- 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 Finals - 20%	Tests and Projects - 40%
Quizzes and learning activities - 40%	

**Course Specific Policies/Procedures:**

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## European History Course Syllabus 2021-2022

<b>Instructor:</b> Michael Cox	<b>Classroom location:</b> S3-214
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:m.cox_aaq@gemsedu.com">m.cox_aaq@gemsedu.com</a>

### Course Description:

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

*Prerequisite: 2.0 High School Social Studies Credits*

*Credit: 1.0*

### Course Objectives:

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Analyze change and continuity in historical eras.

Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Analyze how historical contexts shaped and continue to shape people's perspectives.

Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

Analyze multiple and complex causes and effects of events in the past.

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Distinguish between long-term causes and triggering events in developing a historical argument.

**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: The Late Middle Ages, the Renaissance, and the Protestant Reformation	≈ 4 weeks	Quarter 1
Unit 2: The Age of Exploration, Absolutism, the Scientific Revolution, and the Enlightenment	≈ 4 weeks	Quarter 1
Unit 3: European Expansion, the French Revolution, and the Napoleonic Era	≈ 4 weeks	Quarters 1 and 2
Unit 4: The Industrial Revolution, the Concert of Europe, Romanticism, and the Revolutions of 1848	≈ 3 weeks	Quarter 2
Unit 5: Nationalism, Italian & German Unification, Imperialism, and the Second Industrial Revolution	≈ 4 weeks	Quarter 3
Unit 6: World War I, the Russian Revolution, the Interwar Years, and World War II	≈ 4 weeks	Quarter 3
Unit 7: Cold War to the Present Day	≈ 6 weeks	Quarters 3 and 4

**Resources:**

School Resources Provided: Bedford, Freeman & Worth, *A History of Western Society Since 1300*

**Weighting:**

Semester Finals - 20%	Summative Assessments - 40%
Formative Assessments - 40%	

## AP Human Geography Course Syllabus 2021-2022

<b>Instructor:</b> Brian VanMierlo	<b>Classroom location:</b> F3-104
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:b.vanmierlo_aaq@gemsedu.com">b.vanmierlo_aaq@gemsedu.com</a>

### 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 - Analyse 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 - Analyse 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.

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- 2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
- 2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.
- 2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.
- 3) Data Analysis - Analyse 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 - Analyse 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 - Analyse 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.

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**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	≅ 4 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	≅ 5 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:**

Semester 2 Final - 20%	Summative (2nd semester) - 40%
Formative (2nd semester) - 40%	

**Course Specific Policies/Procedures:**

1) Students who take the College Board Exam for AP Human Geography have the option to

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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 2021-2022

<b>Instructor:</b> Nadia Steyn	<b>Classroom location:</b> F3-108
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:n.steyn_aaq@gemsedu.com">n.steyn_aaq@gemsedu.com</a>

### 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.
  - 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

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and hope to model in their words and actions).

**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Scientific Foundations of Psychology	2-3 weeks	Semester 1
Unit 2: Biological Bases of Behavior	2-3 weeks	Semester 1
Unit 3: Sensation and Perception	1-2 weeks	Semester 1
Unit 4: Learning	1-2 weeks	Semester 1
Unit 5: Cognitive Psychology	2-3 weeks	Semester 1
Unit 6: Developmental Psychology	1-2 weeks	Semester 1
Unit 7: Motivation, Emotion, and Personality	2-3 weeks	Semester 2
Unit 8: Clinical Psychology	2-3 weeks	Semester 2
Unit 9: Social Psychology	2 weeks	Semester 2

**Resources:**

School Resources Provided:

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

**Weighting:**

Semester Finals - 20%	Summative 40%
Formative 40%	

**Course Specific Policies/Procedures:**

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

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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 European History Course Syllabus 2021-2022

<b>Instructor:</b> Michael Cox	<b>Classroom location:</b> S3-214
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:m.cox_aaq@gemsedu.com">m.cox_aaq@gemsedu.com</a>

### Course Description:

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

*Prerequisite: 2.0 High School Social Studies Credits*

*Credit: 1.0*

### Course Objectives:

Developments and Processes - Identify and explain historical developments and processes

- Identify a historical concept, development, or process.
- Explain a historical concept, development, or process.

Sourcing and Situation - Analyze sourcing and situation of primary and secondary sources

- Identify a source's point of view, purpose, historical situation, and/or audience.
- Explain the point of view, purpose, historical situation, and/or audience of a source.
- Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how might these limit the use(s) of a source.

Claims and Evidence in Sources - Analyze arguments in primary and secondary sources

- Identify and describe a claim and/or argument in a text-based or non-text-based source.
- Identify the evidence used in a source to support an argument.
- Compare the arguments or main ideas of two sources.
- Explain how claims or evidence support, modify or refute a source's argument.

Contextualization - Analyze the context of historical events, developments, or processes

- Identify and describe a historical context for a specific historical development or process.
- Explain how a specific historical development or process is situated within a broader historical context.

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Making Connections - Using historical reasoning processes (comparison, causation, continuity, and change) to analyze patterns and connections between and among historical developments and processes

- Identify patterns among or connections between historical developments and processes.
- Explain how a historical development or process relates to another historical development or process.

Argumentation - Develop an argument

- Make a historically defensible claim.
- Support an argument using specific and relevant evidence.
  - Describe specific examples of historically relevant evidence.
  - Explain how specific examples of historically relevant evidence support an argument.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
  - Explain the nuance of an issue by analyzing multiple variables.
  - Explain relevant and insightful connections within and across periods.
  - Explain the relative historical significance of a source's credibility and limitations.
  - Explain how or why a historical claim or argument is or is not effective.

Reasoning Process - Comparison

- Describe similarities and/or differences between different historical developments or processes.
- Explain relevant similarities and/or differences between specific historical developments and processes.
- Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

Reasoning Process - Causation

- Describe the causes and/or effects of a specific historical development or process.
- Explain the relationship between the causes and effects of a specific historical development or process.
- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain how a relevant context influenced a specific historical development or process.
- Explain the relative historical significance of different causes and/or effects.

Reasoning Process - Continuity and Change

- Describe patterns of continuity and/or change over time.
- Explain patterns of continuity and/or change over time.

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- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Renaissance and Reformation	≈ 3 weeks	Quarter 1
Unit 2: Absolutism, the Scientific Revolution, and the Enlightenment	≈ 4 weeks	Quarter 1
Unit 3: The Expansion of Europe, the French Revolution, and the Napoleonic Era	≈ 4 weeks	Quarters 1 and 2
Unit 4: The Industrial Revolution, the Concert of Europe, Romanticism, and the Revolutions of 1848	≈ 4 weeks	Quarter 2
Unit 5: Nationalism, Italian & German Unification, Imperialism, and the Second Industrial Revolution	≈ 4 weeks	Quarter 3
Unit 6: World War I, the Russian Revolution, the Interwar Years, and World War II	≈ 4 weeks	Quarter 3
Unit 7: Cold War to the Present Day	≈ 3 weeks	Quarters 3 and 4

**Resources:**

School Resources Provided: eTextbook Bedford, Freeman & Worth, *A History of Western Society Since 1300 for AP®* (McKay, et. al.); McGraw-Hill Education, *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the present* (Sherman), AP Classroom Access

**Weighting:**

Semester Finals - 20%	Summative Assessments - 40%
Formative Assessments - 40%	

**Course Specific Policies/Procedures:**

- All students are required to sign the AP Disclosure Form

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

## Science Syllabi 2021-2022

## Grade 6 Science Course Syllabus 2021-2022

<b>Instructor:</b> Mrs. Squire	<b>Classroom location:</b> F3-113
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <b>Email:</b> <a href="mailto:f.squire_aaq@gemsedu.com">f.squire_aaq@gemsedu.com</a>

### Course Description:

Students will be exposed to concrete, real-world experiences and phenomena to help them develop their own understanding of the wonder of science in the world around them. During our scientific explorations, I will use a variety of teaching methods and assessments that will allow students to learn and communicate their understanding in ways that are compatible with their learning styles. Assessment of student understanding will consist of quizzes, tests, labs, notebook checks, projects, homework, group activities, and science current events..

Student participation and cooperation are vital to making this class a positive experience for all of us. The following is a layout of this course, explaining the curriculum, assessment and course components.

### Course Objectives:

- Nature of Science/ Intro to Engineering
  - Scientific Literacy
  - Engineering Design Process
  - Constructing An Experiment
  - Creating A Hypothesis
  - Observations Vs. Inferences
  - Lab Rules & Procedures
- Human Impact/Ecology & Social Justice
  - Classification of Living Things
  - Food Webs
  - Flow of Energy
  - Symbiosis
  - Climate Change
  - Human Impact On Ecosystems
- Life Systems

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Al Wakrah,

P.O. Box 2461, Qatar

Tel: +974 40329000

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- Life Processes
- Energy
  - Calculating Work & Power
  - Compound Vs. Complex Machines
  - Conservation of Energy
  - Rube Goldberg Project
- Space Exploration
  - Inner Planets
  - Outer Planets
  - Asteroids, Meteors, Comets
  - History of Space Exploration
  - Stars
- Weather & Climate
  - Water in the Atmosphere
  - Air Masses/Fronts
- Oceanography
  - Ocean Zones
  - Types of Currents
  - Tides
  - Ocean Exploration
  - The Future of Our Oceans

**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Nature of Science/ Intro to Engineering	4	1
Unit 2: Human Impact/Ecology & Social Justice	4-5	1
Unit 3: Life Systems	4	2
Unit 4: Life Processes	4	2
Unit 5: Energy	5	3
Unit 6: Space Exploration	5	3
Unit 7: Weather & Climate	4-5	4
Unit 8: Oceanography	4-5	4

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**Resources:**

Next Generation Science Standards:

All material that will be covered in this course is aligned with the NGSS set scope and sequence. These specific standards will allow GAAQ students to meet and exceed tangible skills to make them scientifically literate and competitive in the 21st century.

**Weighting:**

Type of Assessment
<b>Formative-70%</b> (Included but not limited to; Quizzes, Homework, Classwork, Participation)
<b>Summative- 30%</b> (Included but not limited to; End of the Unit assessments, Essays, Exams, Projects)

\*10% for End of Semester Project/Exam:

**Course Policies:**

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

**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.

## Grade 7 Science Course Syllabus 2021-2022

<b>Instructor:</b> Tonda Montgomery	<b>Classroom location:</b> G3-001
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:t.montgomery_aaq@gemsedu.com">:t.montgomery_aaq@gemsedu.com</a>

### Course Description:

Students will explore connections between all things and identify systems in the natural world within the engineering process. Students will expand and develop explanations to common patterns and predictions about future events as they relate to the Human body systems, Atomic systems, and Ecosystems, how they cycle energy and matter throughout the world.

### Next Generation Science Standards

All material that will be covered in this course is aligned with the NGSS set scope and sequence. These specific standards will allow GAAQ students to meet and exceed tangible skills to make them scientifically literate and competitive in the 21st century.

### Course Objectives:

- Describe the scientific method and explain the value of observation and measurement in scientific investigations.
- Know the systems of the human body and their functions.
- Explain how living things respond to their environment and change over time
- Understand concepts of ecology, and define terms such as habitat, ecosystem, producer, and consumer.
- Know resources that we obtain from the Earth and the effects of the human population on those resources.
- Describe what biodiversity is and why it is important to Earth.
- Explain the Changes in Matter and Energy Using Conceptual Models
- Define criteria and constraints of a problem, designing solutions using the Engineering Design Process.

Course overview:

Unit Name	Unit Length/Weeks	Quarter/Semester
Unit 1: Scientific Literacy NGSS Core Concepts & Practices	4	1
Unit 2: Human Body Systems	4	1
Unit 3: STEM-Engineering Design Process	4	2
Unit 4: Properties of Matter	4	2
Unit 5: Chemistry	4	3
Unit 6: Thermal Energy	4	3
Unit 7: Natural vs. Synthetic Materials	4	4
Unit 8: Ecosystems	4	4

**Resources:**

Textbook: Pearson Interactive Science

Materials: Device, Charger, Notebook, Pencil Case, Folder

**Weighting:**

Formative- 70%	<b>Labs, homework, class activities, etc.</b>
Summative - 30%	<b>Exams, quizzes, projects, etc.</b>

**Course Specific Policies/Procedures:**

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## Grade 8 Science Course Syllabus 2021-2022

<b>Instructor:</b> Christina Balint	<b>Classroom location:</b> G3-003
<b>Office hours:</b> Available upon request	<b>Email Address:</b> c.balint_aaq@gemsedu.com

### Course Description:

Grade 8 students use more robust abstract thinking skills to explain the causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of the 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

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**Life Science:**

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

**Physical Science:**

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

**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 the ocean, etc.), Climate Change (Greenhouse effect, fossil fuels, effects of climate change, etc.)

**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Nature of Science	~4 weeks	Q1
Unit 2: Life Science	~11 weeks	Q1 & Q2
Unit 3: Physical Science	~9 weeks	Q2 & Q3
Unit 4: Earth & Space Science	~8 weeks	Q3 & Q4

**Resources:**

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

**Weighting:**

Formative - 70%	Summative - 30%
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**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.

## Biology Course Syllabus 2021-2022

<b>Instructor:</b> Muna Ali & Tougheed Marlie	<b>Classroom location:</b> G3-002 & G3-004
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:m.ali_aaq@gemsedu.com">m.ali_aaq@gemsedu.com</a> <a href="mailto:t.marlie_aaq@gemsedu.com">t.marlie_aaq@gemsedu.com</a>

### 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.

*Prerequisite: Grade 8 Science or Integrated Science*

*Credit: 1.0*

### 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?*

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- DNA structure and replication
- Protein synthesis
- Meiosis

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

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

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:**

Semester Finals - 20%	Summative - 30%
Formative: 50%	

**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 2021-2022

<b>Instructor:</b> Tougheed Marlie	<b>Classroom location:</b> G3-004
<b>Office hours:</b> Available upon request	<b>Email Address:</b> 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 the study is quantitative chemistry, which involves calculations of the 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.

*Prerequisite: 1.0 High School Science Credits*

*Credit: 1.0*

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

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- Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- Modifying Chemical Reactions
  - Apply scientific principles and evidence to 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

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Unit 10 - Thermodynamics	4 Weeks	2
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**Resources:**

School Provided Pearson Chemistry (Textbook)

**Weighting:**

Semester Finals - 20%	Homework, assignments & Labs - 50%
Quizzes & Tests - 30%	

**Course Specific Policies/Procedures:**

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## Environmental Science Course Syllabus 2021-2022

<b>Instructor:</b> Christina Balint	<b>Classroom location:</b> G3-003
<b>Office hours:</b> Available upon request	<b>Email Address:</b> c.balint_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.

*Prerequisite: 2.0 High School Science Credits*

*Credit: 1.0*

### 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.

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6. Human survival depends on developing practices that will achieve sustainable systems.
  - A suitable combination of conservation and development is required.
  - Management of common resources is essential.

**Course Overview:**

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

**Resources:**

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

**Weighting:**

Summative (Assessments & Lab Reports) - 30%	Semester Exams - 20%
Formative (Assignments, Activities, etc.) - 50%	

**Course Specific Policies/Procedures:**

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## Physics Course Syllabus 2021-2022

<b>Instructor:</b> Neil Clifford	<b>Classroom location:</b> S3-214
<b>Office hours:</b> Available upon request	<b>Email Address:</b> n.clifford_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.

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Textbook Sections 1.1-5.3

- 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:**

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Unit Name	Unit Length	Quarter/Semester
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 Finals - 20%	Tests and Quizzes - 30%
Learning activities - 50%	

**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

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## AP Biology Course Syllabus 2021-2022

<b>Instructor:</b> Muna Ali	<b>Classroom location:</b> G3-002
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:m.ali_aaq@gemsedu.com">m.ali_aaq@gemsedu.com</a>

### 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
Unit 5: Heredity	3 weeks	Q3

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Unit 6: Gene Expression and Regulation	<b>4 weeks</b>	<b>Q3/4</b>
Unit 7: Natural Selection	<b>4 weeks</b>	<b>Q4</b>
Unit 8: Ecology	<b>3 weeks</b>	<b>Q4</b>

**Resources:**

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

**Weighting:**

Semester Finals - 10%	Summative - 40%
Formative - 30%	Labs - 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.

## AP Chemistry Course Syllabus 2021-2022

<b>Instructor:</b> Tougheed Marlie	<b>Classroom location:</b> G3-004
<b>Office hours:</b> Available upon request	<b>Email Address:</b> t.marlie_aaq@gemsedu.com

### Course Description:

AP Chemistry is an introductory course in which students will learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. Students will do hands-on lab investigations and use chemical calculations to solve problems.

Prerequisite: Chemistry

*Credit: 1.0*

### Course Objectives:

Big Idea 1: The chemical elements are fundamental building materials of matter, and all matter can be understood in terms of the arrangements of atoms. These atoms retain their identity in chemical reactions.

Big Idea 2: Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.

Big Idea 3: Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.

Big Idea 4: Rates of chemical reactions are determined by details of the molecular collisions.

Big Idea 5: The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.

Big Idea 6: Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations.

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**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1 - Atomic Structure and Properties	3 weeks	Q1 / S1
Unit 2 - Molecular and Ionic Compound Structure and Properties	3 weeks	Q1 / S1
Unit 3 - Intermolecular Forces and Properties	4 weeks	Q2 / S1
Unit 4 - Chemical Reactions	3 weeks	Q2 / S1
Unit 5 - Kinetics	3 weeks	Q2 / S1
Unit 6 - Thermodynamics	2 weeks	Q3 / S2
Unit 7 - Equilibrium	3 weeks	Q3 / S2
Unit 8 - Acids and Bases	4 weeks	Q4 / S2
Unit 9 - Applications of Thermodynamics	4 weeks	Q4 / S2

**Resources:**

School Resources Provided: Textbook - Silberberg, Chemistry: The Molecular Nature of Matter and Change, High School Edition, 8e

**Weighting:**

Semester Finals - 10%	Summative - 40%
Formative - 30%	Labs - 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.

## AP Physics Course Syllabus 2021-2022

<b>Instructor:</b> Neil Clifford	<b>Classroom location:</b> S3-214
<b>Office hours:</b> Available upon request	<b>Email Address:</b> n.clifford_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, 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 concurrently Algebra 2*

*Credit: 1.0*

### 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.

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- 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.

**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
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 Finals - 10%	Tests - 40%
Quizzes - 10%	Learning activities - 40%

**Course Specific Policies/Procedures:**

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

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

## Fine Art and Electives Syllabi 2021-2022

## Middle School Art Course Syllabus 2021-2022

<b>Instructor:</b> Agna Bednarczyk	<b>Classroom location:</b> Ground floor G3-005
<b>Office hours:</b> Available upon request	<b>Email Address:</b> a.bednarczyk_aaq@gemsedu.com

### Course Description:

The visual arts program offers students with many art experiences and detailed explorations in a variety of drawing, painting, printmaking, sculpting media. The course emphasizes gaining confidence with 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 learn art history, aesthetics, art criticism, and the elements of art and principles of design. In grade 8 we will expand our studies on contemporary art. 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 observation skills
- Students will explore, analyze, and respond to art styles and specific artworks
- Students will understand the language of visual communication
- Students will think creatively when making works of art
- Students will manipulate media and tools to create works of art
- Students will document the process of creating works of art
- Students will create artwork that reflects a personal experience or concern

### Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Elements of Art	2 weeks	S1
Unit 2: Principles of Design	8 weeks	S1

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Unit 3: Qatar National Day project ( local art scene )	3 weeks	S1
Unit 4: Native Americans	3 weeks	S1
Unit 5: Georgia O'Keeffe	4 weeks	S1/S2
Unit 6: Pop Art ( Andy Warhol, Roy Lichtenstein)	4 weeks	S2
Unit 7: Cubism ( Pablo Picasso)	2 weeks	S2
Unit 8: Impressionism	6 weeks	S2
Unit 9: Post Impressionism	5 weeks	S2
Unit10: Students' project of choice	5 weeks	S2

The length of each unit might change upon a students' request.

**Resources:**

Materials and supplies will be provided. If a student would like to further their project or use any different material they can choose to purchase if desired.

**Weighting:**

Assignment	Semester 1	Semester 2
Artwork & Process Work	50%	50%
Critique	10%	10%
Participation and Work Ethic	20%	20%
Written Reflection	10%	10%
Written Response/ Quiz	10%	10%
Total	100%	100%

**Course Specific Policies/Procedures:**

Participation and Work Ethic will be graded based on a rubric

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## Art 1 Course Syllabus 2021-2022

<b>Instructor:</b> Laura le Roux	<b>Classroom location:</b> S3-208-209
<b>Office hours:</b> Tues/Wed 2:30-3pm	<b>Email Address:</b> <a href="mailto:l.wilmot_aaq@gemsedu.com">l.wilmot_aaq@gemsedu.com</a>

### 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.

### Course Overview:

Unit Name	Unit Length	Quarter/Semester
Elements and Principles	2 weeks	1
Drawing unit	6 weeks	1
Themes in Art	3 weeks	1
Painting unit	6 weeks	1
Printmaking unit	5 weeks	2
*Ceramics unit	3 weeks	2
Textiles unit	4 weeks	2

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Choice-based project	4 weeks	2
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\*Subject to change

**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 - 35%	Visual Journal - 10%
Participation and work ethic - 15%	Critiques - 10%
Written responses - 10%	Written Reflections - 10%
Digital Portfolio and exhibition - 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: as students will be attending school on a 50% basis, 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.

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## Art 2 Course Syllabus 2021-2022

<b>Instructor:</b> Laura le Roux	<b>Classroom location:</b> S3-208-209
<b>Office hours:</b> Tues/Wed 2:30-3pm	<b>Email Address:</b> <a href="mailto:l.wilmot_aaq@gemsedu.com">l.wilmot_aaq@gemsedu.com</a>

### Course Description:

In this student centered art studio, students will have hands-on experience with a variety of 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 Art and Design. Students are required to do independent research and experimentation that help develop their art making skills.

*Prerequisite: Art 1*

*Credit: 1.0*

### 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
Art Terminology Review	2 weeks	1
Drawing unit	6 weeks	1
Themes in Art	3 weeks	1
Mixed Media Unit	6 weeks	1
Reflection and Critique	1 week	1
2D Media exploration	5 weeks	2
*Ceramic unit	3 weeks	2
Mini Sustained Investigation	8 weeks	2

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**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 - 35%	Visual Journal - 10%
Participation and work ethic - 15%	Critiques - 10%
Written responses - 10%	Written Reflections - 10%
Digital Portfolio and exhibition - 10%	

**Course Specific Policies/Procedures:**

All course work in Art 2 will be submitted physically and digitally. Students are encouraged to take photographs of their work throughout the process.

Working from home: as students will be attending school on a 50% basis, artworks may be worked on at home. However, at least 70% of the artwork (including planning, research, taking reference photos, etc) should be completed in school. Zero credit will be given to artworks that are submitted without students working on it in class.

## AP Art and Design Course Syllabus 2021-2022

<b>Instructor:</b> Laura le Roux	<b>Classroom location:</b> S3-208-209
<b>Office hours:</b> Tues/Wed 2:30-3pm	<b>Email Address:</b> <a href="mailto:l.wilmot_aaq@gemsedu.com">l.wilmot_aaq@gemsedu.com</a>

### 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. Students will select one of the following pathways AP Art 2D, AP Art 3D or AP Art Drawing.

*Prerequisite: Art I and Art II*

*Credit: 1.0*

### 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:**

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

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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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## Grade 6 Band Course Syllabus 2021-2022

<b>Instructor:</b> Michelle Leach	<b>Classroom location:</b> S3-201
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:michelle@gemsaq.org">michelle@gemsaq.org</a>

### Course Description:

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: None*

*Credit: 1.0*

### Course Objectives:

#### Reading Notes and Rhythms

- Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest 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 Concert F, Eb, D, C, Bb
- 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.

#### Playing an Instrument with Various Stylistic Techniques including Articulation, Tempo, and Dynamics

- Understand and Apply Articulations: staccato, tenuto, accent, etc.
- Understand and Apply Tempo: andante, moderato, allegro, etc.
- Understand and Apply Dynamics: pianissimo through fortissimo.

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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 the interacting elements to respond to music and music performances.
- Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing.

**Course Overview:**

Unit Name	Unit Length	Semester
Unit 1: Introduction to Band	5 weeks	1
Unit 2: The First Five Notes & Unison Melodies	4 weeks	1
Unit 3: Tone Quality and Breath Support	4 weeks	1
Unit 4: Winter Concert Preparation & Performance	3 weeks	1
Unit 5: Technique - Articulation, Tempo, Dynamics	5 weeks	1 & 2
Unit 6: Cumulative Music Application, Chamber Ensembles and 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: Instrument Beginning 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 - 20%
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Preparation - 10%	Performances and Exams - 40%
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**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.

## Grade 7 Band Course Syllabus 2021-2022

<b>Instructor:</b> Michelle Leach	<b>Classroom location:</b> S3-201
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:michelle@gemsaq.org">michelle@gemsaq.org</a>

### Course Description:

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: Grade 6 Beginning Band or equivalent music course*

*Credit: 1.0*

### 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 standard notation symbols for music.

#### 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 and Balance and Blend within the Ensemble

- Developing and maintaining a steady tone.
- Understand how to balance and blend your tone with the 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)

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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.
- 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	5 weeks	1
Unit 2: Harmony and Divisi Melodies	4 weeks	1
Unit 3: Developing Tone & Balance/Blend of Ensemble	4 weeks	1
Unit 4: Winter Concert Preparation & Performance	3 weeks	1
Unit 5: Developing Technique and Expressive Elements	5 weeks	1 & 2
Unit 6: Cumulative Music Application, Chamber Ensembles and 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:**

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Participation - 30%	Quizzes and Projects - 20%
Preparation - 10%	Performances and Exams - 40%

**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.

## Grade 8 Band Course Syllabus 2021-2022

<b>Instructor:</b> Michelle Leach	<b>Classroom location:</b> S3-201
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:michelle@gemsaq.org">michelle@gemsaq.org</a>

### Course Description:

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: Grade 7 Beginning Band or equivalent music course*

*Credit: 1.0*

### Course Objectives:

#### Music Review

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

#### Timbre 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.
- Define timbre and understand how to label musical pieces using the specified vocabulary.

#### Interpreting Multiple Musical Styles Through Your Instrument

- Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music.

#### Developing Expressive Elements in Concert Music

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

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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 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 Music Review	5 weeks	1
Unit 2: Timbre and Compound Time Signatures	4 weeks	1
Unit 3: Interpreting Musical Styles	4 weeks	1
Unit 4: Winter Concert Preparation & Performance	3 weeks	1
Unit 5: Expressive Elements - Articulation and Phrasing	5 weeks	1 & 2
Unit 6: Cumulative Music Application, Identifying Principles of Meter, Rhythm, Tonality, and Harmonic Progressions	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:**

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Facebook: <https://www.facebook.com/GEMSAmericanAcademy.Qatar>

Participation - 30%	Quizzes and Projects - 20%
Preparation - 10%	Performances and Exams - 40%

**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 I Course Syllabus 2021-2022

<b>Instructor:</b> Michelle Leach	<b>Classroom location:</b> S3-201
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:michelle@gemsaq.org">michelle@gemsaq.org</a>

### Course Description:

Band I is the beginning level concert ensemble in our high school instrumental program. Our program includes woodwinds, 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)*

*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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Al Wakrah,

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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:

Participation - 30%	Quizzes and Projects - 20%
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Preparation - 10%	Performances and Exams - 40%
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**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 2021-2022

<b>Instructor:</b> Michelle Leach	<b>Classroom location:</b> S3-201
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:michelle@gemsaq.org">michelle@gemsaq.org</a>

### 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.

*Prerequisite: Band 1*

*Credit: 1.0*

### 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.

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Preparing for and performing in a Concert Ensemble as well as Solo and Chamber Ensembles

- Use advanced technical and interpretive skills to sing or play difficult literature, which requires the ability to perform music with complex rhythms and meters, attention to phrasing and interpretation, and subtle dynamic changes.
- Exemplify independence and collaboration as a musician.

**Course Overview:**

Unit Name	Unit Length	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: Winter Concert Preparation & Performance	3 weeks	1
Unit 5: Technical Passages and Complex Rhythms	5 weeks	1 & 2
Unit 6: Intermediate Repertoire	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: 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:**

Participation - 30%	Quizzes and Projects - 20%
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Preparation - 10%

Performances and Exams - 40%

**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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Al Wakrah,

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## High School Band III Course Syllabus 2021-2022

<b>Instructor:</b> Michelle Leach	<b>Classroom location:</b> S3-201
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:michelle@gemsaag.org">michelle@gemsaag.org</a>

### 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.

*Prerequisite: Band II*

*Credit: 1.0*

### 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.

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- Use technical and interpretive skills to sing or play personally challenging literature that requires attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

Preparing for and performing in a Concert Ensemble as well as Solo and Chamber Ensembles

- Use advanced technical and interpretive skills to sing or play difficult literature, which requires the ability to perform music with complex rhythms and meters, attention to phrasing and interpretation, and subtle dynamic changes.
- Exemplify independence and collaboration as a musician.

**Course Overview:**

Unit Name	Unit Length	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: Winter Concert Preparation & Performance	3 weeks	1
Unit 5: Technical Passages and Complex Rhythms	5 weeks	1 & 2
Unit 6: Intermediate Repertoire	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: 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.*

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**Weighting:**

Participation - 30%	Quizzes and Projects - 20%
Preparation - 10%	Performances and Exams - 40%

**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 IV Course Syllabus 2021-2022

<b>Instructor:</b> Michelle Leach	<b>Classroom location:</b> S3-201
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:michelle@gemsaq.org">michelle@gemsaq.org</a>

### 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.

*Prerequisite: Band III*

*Credit: 1.0*

### 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.

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Preparing for and performing in a Concert Ensemble as well as Solo and Chamber Ensembles

- Use advanced technical and interpretive skills to sing or play difficult literature, which requires the ability to perform music with complex rhythms and meters, attention to phrasing and interpretation, and subtle dynamic changes.
- Exemplify independence and collaboration as a musician.

**Course Overview:**

Unit Name	Unit Length	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: Winter Concert Preparation & Performance	3 weeks	1
Unit 5: Technical Passages and Complex Rhythms	5 weeks	1 & 2
Unit 6: Intermediate Repertoire	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: 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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Participation - 30%	Quizzes and Projects - 20%
Preparation - 10%	Performances and Exams - 40%

**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 and Middle School Drama Course Syllabus 2021-2022

<b>Instructor:</b> Tracy Worner	<b>Classroom location:</b> S-244
<b>Office hours:</b> Available upon request	<b>Email Address:</b> t.worner_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.

High School course titles are Drama I, Drama II, Drama III and Drama IV which must be completed in consecutive nature.

*Credit: 1.0 (High school courses only)*

### 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

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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/ 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 - 40%	Participation - 40%
Quizzes- 10 %	Homework- 10%

**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.

## High and Middle School P.E. Course Syllabus 2021-2022

<b>Instructors:</b> Hashem Gad, Wade Lotter, Brian Van Mierlo	<b>Classroom location:</b> Sports Hall, Fitness Center, Outdoor Pitch, Health Suite
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:e.abdallah_aaq@gemsedu.org">e.abdallah_aaq@gemsedu.org</a> <a href="mailto:w.lotter_aaq@gemsedu.org">w.lotter_aaq@gemsedu.org</a> <a href="mailto:b.vanmierlo_aaq@gemsedu.com">b.vanmierlo_aaq@gemsedu.com</a>

### 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 about the use of alcohol and drugs, recognizes the characteristics of a mentally healthy person and develops patterns of behavior that promote positive physical and mental health for a lifetime. Students will also learn how to conduct first aid by undertaking a first aid course.

### 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

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Al Wakrah,

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shoes and fashionable shoes not accepted). They must also provide their own refillable water bottle.

**Course Overview:**

Unit Name	Unit Length	
Unit 1: Mental Health/Create your own sport	<b>6 Weeks</b>	
Unit 2: Football/Basketball	<b>6 Weeks</b>	
Unit 3: Ultimate Frisbee/Hockey	<b>5 Weeks</b>	
Unit 4: Rugby/Hockey	<b>5 Weeks</b>	
Unit 5: Handball/Fitness	<b>6 Weeks</b>	
Unit 6: Health	<b>4 Weeks</b>	
Unit 7: TBD	<b>6 Weeks</b>	

**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.)

## Grade 6 Information Technology Course Syllabus 2021-2022

<b>Instructor:</b> Juan Arias	<b>Classroom location:</b> S-237
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:juan@gemsaaq.org">juan@gemsaaq.org</a>

### 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.

### 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.

#### Google Docs

- By the end of the year, students will be knowledgeable using functions in Google Docs suite.

#### Video Creating 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.

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

#### 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

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**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Introduction to IT	5 weeks	1st
Unit 2: The Social Dilemma	3 weeks	1st
Unit 3: Photography and video basics	3 weeks	2nd
Unit 4: Understanding slogans, colors and commercials	2 weeks	2nd
Unit 5: Understanding digital media designs and inventing commercials for app	2 weeks	2nd
Unit 6: Creating filters and posts for social media	3 weeks	3rd
Unit 7: Create a video or Create a website	5 weeks	3rd
Unit 8: Understanding Digital Media Design and Inventing Commercial for Application	5 weeks	4th
Unit 9: Final Year Cross Curriculum web development project	6 weeks	4th

**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

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**Weighting:**

Semester Finals - 25%	Tests and Projects - 50%
Quizzes - 15%	Learning activities - 10%

**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,

## Grade 7 Information Technology Course Syllabus 2021-2022

<b>Instructor:</b> Juan Arias	<b>Classroom location:</b> S-237
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:juan@gemsaaq.org">juan@gemsaaq.org</a>

### 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

### 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.

#### Google Docs

- By the end of the year, students will be knowledgeable using functions in Google Docs suite.

#### Video Creating 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.

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

#### B Web Page Design

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Al Wakrah,

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- 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 choosing. Suggested platforms will be Google Sites, WIX, and SquareSpace

Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Introduction to IT	5 weeks	1st
Unit 2: The Social Dilemma	3 weeks	1st
Unit 3: Creating a Fictional App	5 weeks	2nd
Unit 4: Presenting to Investors your App	2 weeks	2nd
Unit 5: Understanding Short Term App Investment	2 weeks	2nd
Unit 6: Understanding Slogans, Colors and Commercials	3 weeks	3rd
Unit 7: Understanding Digital Media Design and Investing Commercial for App	5 weeks	3rd
Unit 8: Long Term Investing in Apps based on Commercial	4 weeks	4th
Unit 9: Create a video and/or create a website	5 weeks	4th

**Resources:**

School Resources Provided: Gmail account

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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:**

Semester Finals - 25%	Tests and Projects - 50%
Quizzes - 15%	Learning activities - 10%

**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,

## Grade 8 Information Technology Course Syllabus 2021-2022

<b>Instructor:</b> Juan Arias	<b>Classroom location:</b> S-237
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:juan@gemsaaq.org">juan@gemsaaq.org</a>

### 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.

### 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.

#### Google Docs

- By the end of the year, students will be knowledgeable using functions in Google Docs suite.

#### Video Creating 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.

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

#### 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.

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**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Introduction to IT	3 weeks	1st
Unit 2: HTML	5 weeks	1st
Unit 3: CSS	5 weeks	2nd
Unit 4: Online business creation project - Website creation for the business	5 weeks	2nd
Unit 5: Understanding Digital Media Design	2 weeks	2nd
Unit 6: Image Edition	3 weeks	3rd
Unit 7: Video Edition	3 weeks	3rd
Unit 8: JavaScript	5 weeks	4th
Unit 9: The Social Media Dilemma	2 weeks	4th
Unit 10: End of year cross curriculum web development project	3 weeks	4th

**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

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**Weighting:**

Semester Finals - 25%	Tests and Projects - 50%
Quizzes - 15%	Learning activities - 10%

**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,

## Information Technology 1 Course Syllabus 2021-2022

<b>Instructor:</b> Daniel Ramirez	<b>Classroom location:</b> S3-234
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.ramirez_aaq@gemsedu.com">d.ramirez_aaq@gemsedu.com</a>

### Course Description:

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

*Prerequisite: None*

*Credit: 1.0*

### Course Objectives:

#### 3D Modeling & Printing

- How do 3D printers work
- 3D modeling software
- Principles of 3D modeling
- Responsible use of 3D printers

#### Computer Hardware

- What components make up a computer
- Function of these components
- Future of computing

#### Design Process

- The Design Process
- Applying design principles to your work
- Semester design project
- Effective design vs ineffective design

#### Ethical Computing

- Responsible use of social media
- How computing is affecting different people groups
- Bias in computing
- The Digital Divide

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**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Digital Citizenship	4 Weeks	Q1/S1
Unit 2: 3D Modeling & Printing Basics	4 Weeks	Q1/S1
Unit 3: The Design Process & Digital Media Tools	4 Weeks	Q2/S1
Unit 4: Ethical Computing	3 Weeks	Q2/S1
Unit 5: Design Project Working Time	5 weeks	Q3/S2
Unit 6: 3D Modeling & Printing Exploration	4 weeks	Q3/S2
Unit 7: Design Project Working Time	4 weeks	Q3/S2
Unit 8: Review / Design Project Presentation	3 weeks	Q4/S2

**Resources:**

School Resources Provided: N/A

**Weighting:**

Semester Finals - 20%	Tests and Projects - 35%
Quizzes - 25%	Learning activities - 20%

**Course Specific Policies/Procedures:**

Students will work with 3D Printers during this course. Misuse or mishandling of the 3D printers will not be tolerated, and will result in a loss of printing privileges.

## Information Technology 2 Course Syllabus 2021-2022

<b>Instructor:</b> Daniel Ramirez	<b>Classroom location:</b> S3-234
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.ramirez_aaq@gemsedu.com">d.ramirez_aaq@gemsedu.com</a>

### Course Description:

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: Information Technology I or teacher recommendation*

*Credit: 1.0*

### Course Objectives:

#### 3D Modeling & Printing

- How do 3D printers work
- 3D modeling software
- Principles of 3D modeling
- Responsible use of 3D printers

#### Computer Hardware

- What components make up a computer
- Function of these components
- Future of computing

#### Design Process

- The Design Process
- Applying design principles to your work
- Semester design project
- Effective design vs ineffective design

#### Ethical Computing

- Responsible use of social media
- How computing is affecting different people groups
- Bias in computing

#### The Digital Divide

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**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1: Basic Python & Console Interaction	3 Weeks	Q1/S1
Unit 2: Conditionals	3 Weeks	Q1/S1
Unit 3: Looping	3 Weeks	Q2/S1
Unit 4: Functions & Exceptions	3 Weeks	Q2/S1
Unit 5: Basic Data Structures	3 weeks	Q3/S2
Unit 6: Extended Data Structures	2 weeks	Q3/S2
Unit 7: Python Projects & Student Choice Programming	4 weeks	Q3/S2
Unit 8: AP Prep & 3D Printing Exploration	4 weeks	Q4/S2

**Resources:**

School Resources Provided: N/A

**Weighting:**

Semester Finals - 20%	Tests and Projects - 35%
Quizzes - 25%	Learning activities - 20%

**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.

Students may work with 3D Printers during this course. Misuse or mishandling of the 3D printers will not be tolerated, and will result in a loss of printing privileges.

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## AP Computer Science Principles Course Syllabus 2021-2022

<b>Instructor:</b> Daniel Ramirez	<b>Classroom location:</b> S3-234
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.ramirez_aaq@gemsedu.com">d.ramirez_aaq@gemsedu.com</a>

### 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: Data	4 Weeks	Q1/S1
Unit 2: The Internet & Networks	4 Weeks	Q1/S1
Unit 3: The Impact of Computing	4 Weeks	Q2/S1
Unit 4: Python Fundamentals	4 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	3 weeks	Q4/S2

School Resources Provided: N/A

#### Weighting:

Semester Finals - 20%	Tests and Projects - 35%
Quizzes - 25%	Learning activities - 20%

#### 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.

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## AP Computer Science A Course Syllabus 2021-2022

<b>Instructor:</b> Daniel Ramirez	<b>Classroom location:</b> S3-234
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.ramirez_aaq@gemsedu.com">d.ramirez_aaq@gemsedu.com</a>

### Course Description:

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Students also dive into more complex computer science topics such as classes, and Object Oriented Programming.

*Prerequisite: AP Computer Science Principles or Teacher Recommendation*

*Credit: 1.0*

### Course Objectives:

#### Primitive Types

- Why program in Java?
- Variables & Data Types
- Expressions & Assignment
- Compound assignment operators
- Casting & ranges of variables

#### Using Objects

- Objects: Instances of Classes
- Creating objects
- Using void methods
- Using non-void methods
- String objects & String methods

#### Iteration

- Objects: Instances of Classes

#### Boolean Expressions and If Statements

- Perform arithmetic operations with polynomials.
- Understand the relationship between zeros and factors of polynomials.

### Course Overview:

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Unit Name	Unit Length	Quarter/Semester
Unit 1: Programming & Java	2 Weeks	Q1/S1
Unit 2: Data & Basic Control Flow	3 Weeks	Q1/S1
Unit 3: Advanced Data & Control Flow	4 Weeks	Q1/S1
Unit 4: Arrays, Lists, & Files	4 Weeks	Q2/S1
Unit 5: Object Oriented Programming	5 weeks	Q2/S1
Unit 6: Inheritance & Polymorphism	4 weeks	Q3/S2
Unit 7: Searching & Sorting	3 weeks	Q3/S2
Unit 8: Recursion	2 weeks	Q3/S2

**Resources:**

School Resources Provided: Textbook - Building Java Programs: A Back To Basics Approach

**Weighting:**

Semester Finals - 20%	Tests and Projects - 35%
Quizzes - 25%	Learning activities - 20%

**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.

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## Grade 6 Applied Music Course Syllabus 2021-2022

<b>Instructor:</b> James Castleberry	<b>Classroom location:</b> S3-216
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:j.castleberry_aaq@gemsedu.com">j.castleberry_aaq@gemsedu.com</a>

### Course Description:

6th Grade Applied Music is designed to teach basic music theory and world music using games and activities. Students will learn music as a language and build on their individual existing musical knowledge and skills.

*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: Theory + Rhythm = music; Music from my Culture		2/1
Unit 3: Performance and Audience Skills; Music Around the World		1/2
Unit 4: Music Around the World cont.		2/2

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**Resources:**

Classroom Instruments, Teacher-created worksheets

**Weighting:**

Participation - 30%	Preparation - 10%
Performances and Exams - 40%	Playing Quizzes and Projects - 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.

## Grade 7 Applied Music Course Syllabus 2021-2022

<b>Instructor:</b> James Castleberry	<b>Classroom location:</b> S3-216
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:j.castleberry_aaq@gemsedu.com">j.castleberry_aaq@gemsedu.com</a>

### Course Description:

7th Grade Applied Music is designed to teach intermediate music theory and music history through the late Romantic period using games and activities. Students will learn music as a language and build on their individual existing musical knowledge and skills.

*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: Theory + Rhythm = music; Music from my Culture		2/1
Unit 3: Performance and Audience Skills; Song Forms		1/2
Unit 4: History- Medieval to Romantic		2/2

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**Resources:**

Classroom Instruments, Teacher-created worksheets

**Weighting:**

Participation - 30%	Preparation - 10%
Performances and Exams - 40%	Playing Quizzes and Projects - 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.

## Grade 8 Applied Music Course Syllabus 2021-2022

<b>Instructor:</b> James Castleberry	<b>Classroom location:</b> S3-216
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:j.castleberry_aaq@gemsedu.com">j.castleberry_aaq@gemsedu.com</a>

### Course Description:

8th Grade Applied Music is designed to teach intermediate music theory and music history from the late Romantic period to the present using games and activities. Students will learn music as a language and build on their individual existing musical knowledge and skills.

*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: Theory + Rhythm = music; Music from my Culture		2/1
Unit 3: Performance and Audience Skills; Forms + Rondo		1/2
Unit 4: From Blues to BeBop		2/2

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**Resources:**

Classroom Instruments, Teacher-created worksheets

**Weighting:**

Participation - 30%	Preparation - 10%
Performances and Exams - 40%	Playing Quizzes and Projects - 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 I Course Syllabus 2021-2022

<b>Instructor:</b> James Castleberry	<b>Classroom location:</b> S3-216
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:j.castleberry_aaq@gemsedu.com">j.castleberry_aaq@gemsedu.com</a>

### 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:**

Participation - 30%	Preparation - 10%
Performances and Exams - 40%	Playing Quizzes and Projects - 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 Course Syllabus 2021-2022

<b>Instructor:</b> James Castleberry	<b>Classroom location:</b> S3-216
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:j.castleberry_aaq@gemsedu.com">j.castleberry_aaq@gemsedu.com</a>

### 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.

*Prerequisite: Applied Music I*

*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: 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

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Facebook: <https://www.facebook.com/GEMSAmericanAcademy.Qatar>

**Resources:**

Piano and Guitar method books; Teacher-created worksheets

**Weighting:**

Participation - 30%	Preparation - 10%
Performances and Exams - 40%	Playing Quizzes and Projects - 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 Course Syllabus 2021-2022

<b>Instructor:</b> James Castleberry	<b>Classroom location:</b> S3-216
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:j.castleberry_aaq@gemsedu.com">j.castleberry_aaq@gemsedu.com</a>

### 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.

*Prerequisite: Recommendation of Music or Band teacher and audition on selected instrument.*

*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: Jam Band		1/1
Unit 2: Fall Series		2/1
Unit 3: Winter Series		3/1
Unit 4: Genre Studies		1/2

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Unit 5: Battle of the Bands		2/2
Unit 6: Spring Series		3/2

**Resources:**

School Instruments; Teacher-created worksheets

**Weighting:**

Participation - 30%	Preparation - 10%
Performances and Exams - 40%	Playing Quizzes and Projects - 20%

**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.

## AP Seminar Course Syllabus 2021-2022

<b>Instructor:</b> Leigh Bielby	<b>Classroom location:</b> S-107
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:l.bielby_aaq@gemsedu.com">l.bielby_aaq@gemsedu.com</a>

### Course Description:

In AP Seminar students will learn how to engage in university-level academic research and conversation. Through the themes of identity and race, 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

### Course Overview:

Unit Name	Unit Length	Quarter/Semester
Unit 1: Theme of race and belonging <ul style="list-style-type: none"> <li>● Visual Literacy</li> <li>● Strategic Reading- Annotations Techniques</li> <li>● Argument Deconstruction or How to understand and evaluate the parts of an argument.               <ul style="list-style-type: none"> <li>○ Identification of Main Idea</li> <li>○ Understand the Line of Reasoning</li> </ul> </li> </ul>	7 weeks	Quarter 1

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<ul style="list-style-type: none"> <li>○ Evaluate Effective Evidence</li> <li>○ Connect the Argument to Broader Issues</li> <li>○ Judge the Overall Validity of the Argument</li> <li>● Recognize and Compare Differing Perspectives</li> <li>● Construct and Present an Argument</li> <li>● Presentation skills</li> </ul>		
<p>Unit 2: Theme of identity</p> <ul style="list-style-type: none"> <li>● Crafting effective research questions</li> <li>● Creating collaborative research plans</li> <li>● Locating and evaluating appropriate sources</li> <li>● Purposeful reading to collect relevant evidence</li> <li>● Collaboratively organizing ideas to create a logical argument</li> <li>● Recognizing objections to, limitation of, and alternative perspective to your arguments</li> <li>● Collaboratively creating and delivering a multimedia presentation that communicates research findings</li> <li>● Reflecting on your contribution to the team process</li> </ul>	<b>7 weeks</b>	<b>Quarter 2</b>
<p>Unit 3: Individual Research Report</p> <ul style="list-style-type: none"> <li>● Crafting effective research questions</li> <li>● Creating collaborative research plans</li> <li>● Locating and evaluating appropriate sources</li> <li>● Annotated bibliography</li> <li>● Completing 1200 word IRR</li> </ul>	<b>5 Weeks</b> <b>IRR Due 17/02</b>	<b>Quarter 3</b>
<p>Unit 4: Multimedia presentation</p>	<b>2 Weeks</b>	<b>Quarter 3</b>

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<ul style="list-style-type: none"> <li>• Collaboratively creating and delivering a multimedia presentation that communicates research findings</li> <li>• Creating a multimedia presentation</li> <li>• Reporting on findings</li> </ul>	<p><b>TMA due 02/03 OR 03/03</b></p>	
<p>Unit 5: Individual Written Argument &amp; multimedia presentation</p> <ul style="list-style-type: none"> <li>• Analysis of stimulus materials</li> <li>• Question development</li> <li>• Annotated bibliographies</li> <li>• Establishing context</li> <li>• Developing solutions</li> <li>• Rubric analysis</li> <li>• Creating a multimedia presentation</li> <li>• IWA of 2000 words</li> <li>• Reflection</li> </ul>	<p><b>6 weeks</b>  <b>IWA due 14/04</b>  <b>IMP due 20/04 OR 21/04</b></p>	<p><b>Quarter 3-4</b></p>
<p>Unit 6: EOC practice</p> <ul style="list-style-type: none"> <li>• Analyzing texts</li> <li>• Creating connections</li> <li>• Finding a theme</li> <li>• Developing a research question</li> </ul>	<p><b>2 weeks</b></p>	
<p>Unit 7: Reflection and research prep</p>	<p><b>4 weeks</b></p>	

**Resources:**

School Resources Provided: *Born a crime* by Trevor Noah

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

**Weighting in school:**

Formative 50%	
Summative 50%	

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**Weighting in AP Capstone:**

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

**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 2021-2022

<b>Instructor:</b> Leigh Bielby	<b>Classroom location:</b> S-107
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:l.bielby_aaq@gemsedu.com">l.bielby_aaq@gemsedu.com</a>

### 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	Quarter/Semester
Unit 1: The Foundations <ul style="list-style-type: none"> <li>● Identify the differences between seminar and research</li> <li>● Choosing a topic</li> <li>● How to find sources</li> <li>● How to check source reliability</li> <li>● How to create annotated bibliographies</li> <li>● Identifying a gap</li> <li>● Choosing a research question</li> </ul>	<b>7 weeks</b>	<b>Quarter 1</b>

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<p>Unit 2: The beginning of the research process</p> <ul style="list-style-type: none"> <li>Identify different research methods</li> <li>Choosing a research method</li> <li>Finalize research question</li> <li>Determine research methodologies</li> <li>Collection of sources</li> <li>Determine timeline of research</li> <li>Inquiry Proposal Form</li> </ul>	<p><b>5 weeks</b> <b>30/11 hand in IPF</b></p>	<p><b>Quarter 2</b></p>
<p>Unit 3: Literature Review and research</p> <ul style="list-style-type: none"> <li>All sources collected and reviewed</li> <li>Completion of Lit Review</li> <li>Research method implemented</li> </ul>	<p><b>7 weeks</b></p>	<p><b>Quarter 3</b></p>
<p>Unit 4: Writing the academic paper</p> <ul style="list-style-type: none"> <li>Complete research</li> <li>Complete written assignment of 4000-5000 words</li> <li>Peer reviews</li> <li>Creation of multimedia presentation</li> <li>Setting up of presentation rehearsals</li> </ul>	<p><b>8 weeks</b></p>	<p><b>Quarter 3</b></p>
<p>Unit 5: Finalizing the research</p> <ul style="list-style-type: none"> <li>Hand in of academic paper</li> <li>Multimedia presentation</li> </ul>	<p><b>2 weeks</b> <b>April 14<sup>th</sup> hand in of paper</b> <b>April 18<sup>th</sup>-21<sup>st</sup> multimedia presentations</b></p>	<p><b>Quarter 4</b></p>

### Resources:

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

### Weighting in school:

Formative 50%	
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Summative 50%	
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**Weighting in AP Capstone:**

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

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

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

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

**Ethical Research**

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

**Equity and Access Policy (as per the College Board)** “The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by

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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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Tel: +974 40329000

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## Foreign Languages Syllabi 2021-2022

## Grade 6 French Course Syllabus 2021-2022

<b>Instructor:</b> Mme. Emily Smith	<b>Classroom location:</b> S-232
<b>Office hours:</b> Available upon request	<b>Email Address:</b> e.smith_aaq@gemsedu.com

### Course Description:

In middle school, language courses focus on four key areas: listening, speaking, writing and reading. The course consists of new vocabulary themes and 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:

		A1
UNDERSTANDING	LISTENING	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
	READING	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
SPEAKING	SPOKEN INTERACTION	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I

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		can ask and answer simple questions in areas of immediate need or on very familiar topics.
	SPOKEN PRODUCTION	I can use simple phrases and sentences to describe where I live and people I know.
WRITING	WRITTEN PRODUCTION	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
INTERCULTURAL UNDERSTANDING		I can share the benefits of connecting with various cultures, for example enjoying music, food, traditions from countries around the world.

### Course Overview:

Unit Name	Unit Length	Quarter/ Semester
Unit 0: Classroom language, routines, and assessments	<3 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	<9 weeks	2/2
Unit 3: Where do you live? Living in the city, countryside, beach, mountains. Parts of the house; prepositions of place, immediate family members and pets	<9 weeks	3/2
Unit 4: Describing facial features, accessories, body parts, movements	<9 weeks	4/2

### Resources:

School Resources Provided: *Les Loustics 1 textbook, Les Loustics 1 workbook, Notebook*

Materials From Home: *Device, Earphones, Charger*

### Weighting:

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Formative Assessments 70%	<i>Formative Grade.</i> This includes all classwork, homework, small projects and assignments, notebook checks, and presentations that demonstrate the student is actively learning and is in the process of mastering content and concepts.
Summative Assessments 30%	<i>Summative Grade.</i> This will take the form of dictation and translation assessments, notebook check, individual performances assessments, and major projects. This will demonstrate the student's level of mastery of the content and concepts.

**Course Specific Policies/Procedures:**

Please bring your creativity, curiosity, and courage to every class.

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## Grade 7 French Course Syllabus 2021-2022

<b>Instructor:</b> Mme. Emily Smith	<b>Classroom location:</b> S-232
<b>Office hours:</b> Available upon request	<b>Email Address:</b> e.smith_aaq@gemsedu.com

### Course Description:

In middle school, language courses focus on four key areas: listening, speaking, writing and reading. The course consists of new vocabulary themes and 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:

		A1
UNDERSTANDING	LISTENING	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
	READING	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
SPEAKING	SPOKEN INTERACTION	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at

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P.O. Box 2461, Qatar

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		a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
	SPOKEN PRODUCTION	I can use simple phrases and sentences to describe where I live and people I know.
WRITING	WRITTEN PRODUCTION	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
INTERCULTURAL UNDERSTANDING		I can share the benefits of connecting with various cultures, for example enjoying music, food, traditions from countries around the world.

### Course Overview:

Unit Name	Unit Length	Quarter/ Semester
Unit 0: Classroom language, routines, and assessments	<3 weeks	1/1
Unit 1: Telling Time, describing people, nationalities	<6 weeks	1/1
Unit 2: Family members and ages (large numbers); birthdays; seasons	<9 weeks	2/2
Unit 3: Places in a town, giving directions, shopping	<9 weeks	3/2
Unit 4: Animals, describing animal, animal idioms	<9 weeks	4/2

### Resources:

School Resources Provided: *Les Loustics 2 textbook, Les Loustics 2 workbook, Notebook*

Materials From Home: *Device, Earphones, Charger*

### Weighting:

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Formative Assessments 70%	<i>Formative Grade.</i> This includes all classwork, homework, small projects and assignments, notebook checks, and presentations that demonstrate the student is actively learning and is in the process of mastering content and concepts.
Summative Assessments 30%	<i>Summative Grade.</i> This will take the form of dictation and translation assessments, notebook check, individual performances assessments, and major projects. This will demonstrate the student's level of mastery of the content and concepts.

**Course Specific Policies/Procedures:**

*Please bring your creativity, curiosity, and courage to every class.*

## Grade 8 French Course Syllabus 2021-2022

<b>Instructor:</b> Mme. Emily Smith	<b>Classroom location:</b> S-232
<b>Office hours:</b> Available upon request	<b>Email Address:</b> e.smith_aaq@gemsedu.com

### Course Description:

In middle school, language courses focus on four key areas: listening, speaking, writing and reading. The course consists of new vocabulary themes and 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.

		<b>A1</b>	<b>A2</b>
<b>UNDERSTANDING</b>	<b>LISTENING</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest-frequency vocabulary related to areas of most immediate personal relevance. I can catch the main point in short, clear, simple messages.
	<b>READING</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, menus and timetables and I can understand short simple personal letters.

<b>SPEAKING</b>	<b>SPOKEN INTERACTION</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	<b>SPOKEN PRODUCTION</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
<b>WRITING</b>	<b>WRITTEN PRODUCTION</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.
<b>INTER-CULTURAL UNDER-STANDING</b>		I can share the benefits of connecting with various cultures, for example enjoying music, food, traditions from countries around the world.	

### Course Overview:

Unit Name	Unit Length	Quarter/ Semester
Unit 0: Classroom language, routines, and assessments	<3 weeks	1/1
Unit 1: La Vie à l'école (presenting others, school materials, subjects, schedule)	<6 weeks	1/1
Unit 2: Le Moi unique (describing yourself and what makes you unique)	<9 weeks	2/2
Unit 3: La Vie en ville (places around town, shopping, transportation)	<9 weeks	3/2
Unit 4: La Francophonie (travel, countries, nationalities, culture)	<9 weeks	4/2

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**Resources:**

School Resources Provided: *Jus d'orange 2 textbook, Jus d'orange 2 workbook, Notebook*

Materials From Home: *Device, Earphones, Charger*

**Weighting:**

Formative Assessments 70%	<i>Formative Grade.</i> This includes all classwork, homework, small projects and assignments, notebook checks, and presentations that demonstrate the student is actively learning and is in the process of mastering content and concepts.
Summative Assessments 30%	<i>Summative Grade.</i> This will take the form of dictation and translation assessments, notebook check, individual performances assessments, and major projects. This will demonstrate student's level of mastery of the content and concepts.

**Course Specific Policies/Procedures:**

*Please bring your creativity, curiosity, and courage to every class.*

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## French I Course Syllabus 2021-2022

<b>Instructor:</b> Dorsaf Belhadj	<b>Classroom location:</b> S-233
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.belhadj_aaq@gemsedu.com">d.belhadj_aaq@gemsedu.com</a>

### 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 presenting your family, expressing a wish, talking about your pets, knowing the francophone countries...

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 1<sup>st</sup> year high school program, students should be able to do all objectives in the CERF A1 level confidently and be approaching A2 level.

		<b>A1</b>	<b>A2</b>
<b>Understand</b>	<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest-frequency vocabulary related to areas of most immediate personal relevance. I can catch the main point in short, clear, simple messages.

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	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, menus and timetables and I can understand short simple personal letters.
<b>Speaking</b>	<b>Spoken interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	<b>Spoken production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
<b>Writing</b>	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

		on a hotel registration form.	
<b>INTER- CULTURAL UNDER- STANDING</b>		I can share the benefits of connecting with various cultures, for example enjoying music, food, traditions from countries around the world.	

### Course Overview:

Unit Name	Quarter/Semester	Length
Unit 1: Hello World.	Semester 1	5 weeks
Unit 2: How are you ?	Semester 1	6 weeks
Unit 3: Class photo.	Semester 1	5 weeks
Unit 4: It's a party!	Semester 2	5 weeks
Unit 5: Funny family.	Semester 2	7 weeks
Unit 6: How was the taste!	Semester 2.	4 weeks

### Grading criteria

Homework/ Notebook: 10%  
 Classwork/ Participation: 20%  
 Quizzes/ Oral: 20%  
 Tests/ Projects: 30%  
 Exams: 20%

### Exams dates:

**Semester 1:** January 16<sup>th</sup>-20<sup>th</sup>.

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**Senior exam:** May 22<sup>nd</sup>- 25<sup>th</sup>.  
**Semester 2:** June 5<sup>th</sup>-9<sup>th</sup>.

**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://voyagesenfrançais.fr/?lang=fr#.Xz1oYigzY2w>
- 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>
- Livres à lire et écouter en Français: <https://ebookids.com/fr/livres-enfants/>

## French II Course Syllabus 2021-2022

<b>Instructor:</b> Dorsaf Belhadj	<b>Classroom location:</b> S-233
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.belhadj_aaq@gemsedu.com">d.belhadj_aaq@gemsedu.com</a>

### 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 1<sup>st</sup> year high school program, students should be able to do all objectives in the CERF A1 level confidently and be approaching A2 level.

		<b>A1</b>	<b>A2</b>
<b>Understand</b>	<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest-frequency vocabulary related to areas of most immediate personal relevance. I can catch the main point in short, clear, simple messages.

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	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, menus and timetables and I can understand short simple personal letters.
<b>Speaking</b>	<b>Spoken interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	<b>Spoken production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
<b>Writing</b>	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

		on a hotel registration form.	
<b>INTER- CULTURAL UNDER- STANDING</b>		I can share the benefits of connecting with various cultures, for example enjoying music, food, traditions from countries around the world.	

**Course Overview:**

<b>Unit Name</b>	<b>Semester</b>	<b>Length</b>
<b>Unit 0: We speak French!</b>	First term	5 weeks
<b>Unit 1: Fashion trend.</b>	First term	4 weeks
<b>Unit 2: Have fun.</b>	First term	4 weeks
<b>Unit 3: My Europe tour.</b>	First term	4 weeks
<b>Unit 4: My high school.</b>	Second term	4 weeks
<b>Unit 5: My life as a teenager.</b>	Second term	4 weeks
<b>Unit 6: Action!</b>	Second term	4 weeks
<b>AAPPL</b>	Second term	3 weeks

**Grading criteria**

Homework/ Notebook: 10%

Classwork/ Participation: 20%

Quizzes/ Oral: 20%

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Tests/ Projects: 30%  
Exams: 20%

**Exams dates:**

**Semester 1:** January 16<sup>th</sup>-20<sup>th</sup>.

**Senior exam:** May 22<sup>nd</sup>- 25<sup>th</sup>.

**Semester 2:** June 5<sup>th</sup>-9<sup>th</sup>.

**Required student resources:**

**Textbook:** Merci 2. / Notebook. / French dictionary.

**Recommended resources:**

- Dictionnaire Français: <https://www.larousse.fr>
- Le point FLE: <https://www.lepointdufle.net/>
- Duolingo: <https://www.duolingo.com/course/fr/en/Learn-French>
- Français facile: <https://www.francaisfacile.com/>
- Conjuguemos: <https://conjuguemos.com/activities/french/verb/1>
- Cordial: <https://www.cordial.fr/>
- French exams: <https://www.french-exam.com/>
- Apprendre le français: <https://apprendre.tv5monde.com/fr>
- Jeux, activités, exercices pour apprendre le français: <http://www.estudiodefrances.com/>
- Voyages en Français: <http://voyagesenfrancais.fr/?lang=fr#.Xz1oYigzY2w>
- RFI Radio France Internationale – France: <https://www.rfi.fr/fr/>
- Site de Français Langue étrangère: <https://lewebpedagogique.com/ressources-fle/>
- Chaine YouTube des dessins animés “ Tchoupi ” :  
<https://www.youtube.com/c/tchoupi/videos>
- Livres à lire et écouter en Français: <https://ebookids.com/fr/livres-enfants/>

## French III Course Syllabus 2021-2022

<b>Instructor:</b> Dorsaf Belhadj	<b>Classroom location:</b> S-233
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.belhadj_aaq@gemsedu.com">d.belhadj_aaq@gemsedu.com</a>

### Course Description:

Prerequisite: French II 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.

*Prerequisite: French II 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 2<sup>nd</sup> year high school program, students should be to do all objectives in the CERF A2 / A2+ level confidently and be approaching B1 level.

		<b>A2 / A2+</b>
<b>Understanding</b>	<b>Listening</b>	I can understand phrases and the highest-frequency vocabulary related to areas of most immediate personal relevance. I can catch the main point in short, clear, simple messages.
	<b>Reading</b>	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, menus and timetables and I can understand short simple personal letters.

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<b>Speaking</b>	<b>Spoken interaction</b>	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	<b>Spoken production</b>	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
<b>Writing</b>	<b>Writing</b>	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.
<b>INTER- CULTURAL UNDER- STANDING</b>		I can share the benefits of connecting with various cultures, for example enjoying music, food, traditions from countries around the world.

### Course Overview:

Unit Name	Semester	Length
<b>Unit 0: Revision.</b>	Semester 1	2 weeks
<b>Unit 1: Free time!</b>	Semester 1	4 weeks
<b>Unit 2: Genertions.</b>	Semester 1	3 weeks
<b>Unit 3: Somewhere else.</b>	Semester 1	3 weeks
<b>Unit 4: Creations.</b>	Semester 1	4 weeks

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<b>Unit 5: Consumption!</b>	Semester 2	4 weeks
<b>Unit 6: Flavors!</b>	Semester 2	4 weeks
<b>Unit 7: Well-being!</b>	Semester 2	4 weeks
<b>Unit 8: Respect!</b>	Semester 2	4 weeks
<b>AAPPL</b>	Semester 2	2 weeks

**Grading criteria**

Homework/ Notebook: 10%  
Classwork/ Participation: 20%  
Quizzes/ Oral: 20%  
Tests/ Projects: 30%  
Exams: 20%

**Exams dates:**

**Semester 1:** January 16<sup>th</sup>-20<sup>th</sup>.

**Senior exam:** May 22<sup>nd</sup>- 25<sup>th</sup>.

**Semester 2:** June 5<sup>th</sup>-9<sup>th</sup>.

**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/>

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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-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/>

## AP French Language and Culture Course Syllabus 2021-2022

<b>Instructor:</b> Dorsaf Belhadj	<b>Classroom location:</b> S-233
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:d.belhadj_aaq@gemsedu.com">d.belhadj_aaq@gemsedu.com</a>

### **Course Overview**

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of 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 community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

*Prerequisite: Teacher Recommendation.*

### **Course Objectives:**

By the end of this course, the successful AP French Language student will be able to :

- Demonstrate strong communication skills in the interpersonal, presentational, and interpretive modes.
- Understand spoken French that is intended for natives in a variety of settings, types of discourses, topics and registers.
- Speak French with accuracy and fluency using appropriate pronunciation and intonation.
- Read and demonstrate understanding of a variety of authentic Francophone texts including newspapers, magazines and literary texts.
- Express ideas accurately and fluently in writing without the use of a dictionary.
- Develop a wide-ranging French vocabulary and mastery of grammatical structures.
- Demonstrate awareness of some of the cultural perspectives, practices, and products of francophone peoples and francophone countries.

### **Course Overview:**

<b>Unit Name</b>	<b>Quarter/Semester</b>	<b>Length</b>
<b>Unit 1: Families in different societies.</b>	Semester 1	3 weeks

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P.O. Box 2461, Qatar

Tel: +974 40329000

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<b>Unit 2: The influence of Language and Culture on Identity.</b>	Semester 1	4 weeks
<b>Unit 3: Influences of Beauty and Art.</b>	Semester 1	5 weeks
<b>Unit 4: How Science and Technology Affect Our Lives.</b>	Semester 1	4 weeks
<b>Unit 5: Factors that Impact the Quality of Life.</b>	Semester 2	5 weeks
<b>Unit 6: Environmental, Political and Social Challenges.</b>	Semester 2.	5 weeks
<b>Revision</b>	The whole year	2 weeks

**Grading criteria**

Homework/ Notebook: 10%

Classwork/ Participation: 20%

Quizzes/ Oral: 20%

Tests/ Projects: 30%

Exams: 20%

**Exams dates:****Semester 1:** January 16<sup>th</sup>-20<sup>th</sup>.**Senior exam:** May 22<sup>nd</sup>- 25<sup>th</sup>.**Semester 2:** June 5<sup>th</sup>-9<sup>th</sup>.**Required student resources:**

Textbook: THÈMES / College Board website. Notebook. / French dictionary.

**Recommended resources:** More websites and resources will be given during the year.

- Dictionnaire Français: <https://www.larousse.fr>
- Le point FLE: <https://www.lepointdufle.net/>

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- Duolingo: <https://www.duolingo.com/course/fr/en/Learn-French>
- Français facile: <https://www.francaisfacile.com/>
- Conjuguemos: <https://conjuguemos.com/activities/french/verb/1>
- Cordial: <https://www.cordial.fr/>
- French exams: <https://www.french-exam.com/>
- Apprendre le français: <https://apprendre.tv5monde.com/fr>
- Jeux, activités, exercices pour apprendre le français: <http://www.estudiodefrances.com/>
- Voyages en Français: <http://voyagesenfrancais.fr/?lang=fr#.Xz1oYigzY2w>
- RFI Radio France Internationale – France: <https://www.rfi.fr/fr/>
- Site de Français Langue étrangère: <https://lewebpedagogique.com/ressources-fle/>
- 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/>

## Grade 6 Spanish Course Syllabus 2021-2022

<b>Instructor:</b> Karina H. García	<b>Classroom location:</b> S-239
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:karina@gemsaaq.org">karina@gemsaaq.org</a>

### 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 0: Para empezar / To begin with	4 weeks	First-quarter
Unit1: Mis amigos / My friends	4 weeks	First-quarter
Unit 2: La escuela / School	4 weeks	Second-quarter
Unit 3: La comida / Food	4 weeks	Second-quarter

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Al Wakrah,

P.O. Box 2461, Qatar

Tel: +974 40329000

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Unit 4: Los pasatiempos / Hobbies	6 weeks	Third-quarter
Unit 5: La familia / Family	6 weeks	Fourth-quarter
Unit 6. Actuación teatral / Theater performance	3 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 10%	Classwork - 30%
Quizzes and participation - 20%	Exams and projects - 25%
Final projects/ tests (2 semesters) - 15%	

**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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P.O. Box 2461, Qatar

Tel: +974 40329000

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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.

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Al Wakrah,

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Tel: +974 40329000

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## Grade 7 Spanish Course Syllabus 2021-2022

<b>Instructor:</b> Karina H. García	<b>Classroom location:</b> S-239
<b>Office hours:</b> Available upon request	<b>Email Address:</b> 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 Name	Unit Length	Quarter/Semester
Unit 0: Revision / Repaso	2 weeks	First-quarter
Unit 1. La Familia / Family	4 weeks	First-quarter
Unit 2: La casa y mi dormitorio / My house and bedroom	4 weeks	First-quarter

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Unit 3: De compras / Shopping	5 weeks	Second-quarter
Unit 4. De regalo / Gifts	4 weeks	Second-quarter
Unit 5: Vacaciones / Holidays	6 weeks	Third-quarter
Unit 6: Medios de comunicación / Media	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=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 10%	Classwork - 30%
Quizzes and participation - 20%	Exams and projects - 25%
Final projects/ tests (2 semesters) - 15%	

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Facebook: <https://www.facebook.com/GEMSAmericanAcademy.Qatar>

**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.

## Grade 8 Spanish Course Syllabus 2021-2022

<b>Instructor:</b> Karina H. García	<b>Classroom location:</b> S-239
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:karina@gemsaaq.org">karina@gemsaaq.org</a>

### 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. Para empezar / To begin with	2 weeks	First-quarter
Unit 1. El cine y la comunicación / Cinema and media	4 weeks	First-quarter
Unit 2. La Escuela / School	4 weeks	Second-quarter

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Unit 3. De compras / Shopping	4 weeks	Second-quarter
Unit 4. Recuerdos del pasado / Memories	5 weeks	Second-quarter
Unit 5. En las noticias / News	5 weeks	Third-quarter
Unit 6. Televisión / Television	5 weeks	Fourth-quarter

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

**Book:** Realidades 2 Pearson.

**Recommended resources:**

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

**Weighting:**

Homework 10%	Classwork - 30%
Quizzes and participation - 20%	Exams and projects - 25%
Final projects/ tests (2 semesters) - 15%	

**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.

## Grade 6 Spanish Native and Heritage Course Syllabus 2021-2022

<b>Instructor:</b> Karina H. García	<b>Classroom location:</b> S-239
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:karina@gemsaaq.org">karina@gemsaaq.org</a>

### 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 according to the student's grade 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. Reglas de acentuación / Rules for accentuation.	3 weeks	First-quarter

Unit 2. Clasificación de palabras / Word classes	3 weeks	First quarter
Unit 3. Tiempos verbales / Conjugation of verbs	3 weeks	First quarter
Unit 4. Cuento corto y cortometraje / Short stories and short film	3 weeks	Second quarter
Unit 5. Acentuación monosílabos y ejercicios prácticos / Monosyllables and spelling practice	3 weeks	Second quarter
Unit 6. Reglas ortográficas de las letras B,V,H, X. / Rules in letters B,V, H,X.	4 weeks	Third quarter
Unit 7. Reglas ortográficas de las letras G,J, LL / Rules in letters G, J, LL	5 weeks	Third quarter
Unit 8. Géneros literarios Literary Genres	8 weeks	Fourth 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:**

- ProfedeEle <https://www.profedeele>.
- National Geographic <https://www.ngenespanol.com>
- Quizlet Sra. Garcia: <http://quizlet.com/Karitina15>
- Deepl translator> <https://www.deepl.com/translator>

**Weighting:**

Homework 10%	Classwork - 30%
Quizzes and participation - 20%	Exams and projects - 25%
Final examen (2 semesters) - 15%	

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Facebook: <https://www.facebook.com/GEMSAmericanAcademy.Qatar>

**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.

## Grade 7 Spanish Native and Heritage Course Syllabus 2021-2022

<b>Instructor:</b> Karina H. García	<b>Classroom location:</b> S-239
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:karina@gemsaq.org">karina@gemsaq.org</a>

### 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 according to the student's grade level and proficiency.

### Course Objectives:

- Efficiently use language to organize their thinking and discourse analyze and solve daily life problems; 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 text types to broaden their knowledge and achieve their objectives
- Broaden their knowledge of the characteristics of oral and written language in its syntactic, semantic, and graphic aspects, and use it to understand and produce texts
- To know, analyze and appreciate the literary language of different genres, authors, epochs, and cultures; value its role in the representation of the world; understand the patterns that organize it and the discursive and historical circumstances that have given rise to it
- Use language in an imaginative, accessible, and personal way to reconstruct their own experience and create literary 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. Reglas de acentuación / Rules for accentuation.	4 weeks	First quarter
Unit 2. Clasificación de palabras / Words classes	2 weeks	First quarter
Unit 3. Tiempos verbales / Verb conjugation	4 weeks	First quarter
Unit 4. Cuento corto y cortometraje / Short stories and short films	4 weeks	Second quarter
Unit 5. Acentuación monosílabos y ejercicios prácticos / Monosyllables and spelling practice	4 weeks	Second quarter
Unit 6. Reglas ortográficas de las letras B,V,H, X. / Rules in letters B,V, H,X.	4 week	Third quarter
Unit 7. Reglas ortográficas de las letras G,J, LL / Rules in letters G, J, LL	4 weeks	Third quarter
Unit 8. Géneros literarios / Literary genres	7 weeks	Fourth 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:**

- Quizlet Sra. García: : [http:// quizlet.com/Karitina15](http://quizlet.com/Karitina15)
- Real Academia Española: [www.rae.es](http://www.rae.es)
- Instituto Cervantes:

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Al Wakrah,

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- [https://www.cervantes.es/lengua\\_y\\_ensenanza/recursos\\_espanol/lengua\\_espanola.htm](https://www.cervantes.es/lengua_y_ensenanza/recursos_espanol/lengua_espanola.htm)
- Diario “El País”: <https://elpais.com/>
- Cadena Ser: <https://cadenaser.com/>
- Televisión Española: <https://www.rtve.es/>
- DeepL translator > <https://www.deepl.com/translator>

**Weighting:**

Homework 10%	Classwork - 30%
Quizzes and participation - 20%	Exams and projects - 25%
Final examen (2 semesters) - 15%	

**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.

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Al Wakrah,

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## Grade 8 Spanish Native and Heritage Course Syllabus 2021-2022

<b>Instructor:</b> Karina H. García	<b>Classroom location:</b> S-239
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:karina@gemsaaq.org">karina@gemsaaq.org</a>

### 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 according to the student's grade level and proficiency.

### Course Objectives:

- Efficiently use language to organize their thinking and discourse; analyze and solve daily problems; 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 text types to broaden their knowledge and achieve their objectives.
- Broaden their knowledge of the characteristics of oral and written language in its syntactic, semantic, and graphic aspects, and use it to understand and produce texts.
- Know, analyze and appreciate the literary language of different genres, authors, epochs, and cultures; value its role in the representation of the world; understand the patterns that organize it and the discursive and historical circumstances that have given rise to it.
- Analyze, compare and value the information generated by the different mass media, and have a personal opinion about the messages they disseminate.
- Use language in an imaginative, free, and personal way to reconstruct their own experience and create literary texts.

**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
Unit 1. Medios de comunicación, la publicidad y la crónica periodística / Media, advertising, and journalism.	5 weeks	First quarter
Unit 2. Género narrativo. El cuento y la leyenda / Short stories and legends.	4 weeks	First quarter
Unit 3. Género expositivo. Exposición y argumentación / Exposition and argumentation	5 weeks	Second quarter
Unit 4. Literatura del Siglo XV al XVII / 15th to 17th Literature	4 weeks	Third quarter
Unit 5. Literatura del Siglo XVIII al XIX / 16th to XIXth Literature	5 weeks	Third quarter
Unit 6. Literatura del siglo XX / 20th Literature	5 weeks	Fourth quarter

**Resources:**

**Book:** Lengua y literatura castellana (1,2 y 3). Editorial Anaya/ Editorial Santillana.

**Recommended resources:**

- Quizlet Sra. García: : <http://quizlet.com/Karitina15>
- Real Academia Española: [www.rae.es](http://www.rae.es)
- Instituto Cervantes:  
[https://www.cervantes.es/lengua\\_y\\_ensenanza/recursos\\_espanol/lengua\\_espanola.htm](https://www.cervantes.es/lengua_y_ensenanza/recursos_espanol/lengua_espanola.htm)
- Diario “El País”: <https://elpais.com/>
- Cadena Ser: <https://cadenaser.com/>
- Televisión Española: <https://www.rtve.es/>
- Deepl translator > <https://www.deepl.com/translator>

**Weighting:**

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Al Wakrah,  
P.O. Box 2461, Qatar  
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Homework - 10%	Classwork - 30%
Quizzes and participation - 20%	Exams and projects - 25%
Final projects/ tests - (2 semesters) - 15%	

**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.

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## High School Spanish I Course Syllabus 2021-2022

<b>Instructor:</b> Cristina Cobos	<b>Classroom location:</b> S3-240
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:c.cobos_aaq@gemsedu.com">c.cobos_aaq@gemsedu.com</a>

### 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 relatives “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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Al Wakrah,

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**Course Overview:**

Unit Name	Unit Length	Quarter/Semester
<b>Unit 0: Level placement and basics</b>	3 weeks	First Quarter
<b>Unit 1: Mi vida/ My life</b>	5 weeks	First Quarter
<b>Unit 2: Mi rutina diaria/ My daily routine</b>	4 weeks	Second Quarter
<b>Unit 3: Mi receta de cocina/ My cooking recipe</b>	3 weeks	Second Quarter
<b>Unit 4: Biografías/ Biographies</b>	3 weeks	Third Quarter
<b>Unit 5: Mi infancia/ My childhood</b>	4 weeks	Third Quarter
<b>Unit 6: Fiestas y celebraciones/ Festivities and celebrations</b>	3 weeks	Third Quarter
<b>Unit 7: A clase y acoso escolar/ School and bullying</b>	4 weeks	Fourth Quarter
<b>Unit 8: Los trabajos y las profesiones/ Jobs and professions</b>	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:**

<b>Semester Finals - 20%</b>	<b>Tests and Projects - 30%</b>
<b>Quizzes and participation - 20%</b>	<b>Classwork - 20%</b>
<b>Homework- 10%</b>	

**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 2021-2022

<b>Instructor:</b> Cristina Cobos	<b>Classroom location:</b> S3-240
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:c.cobos_aaq@gemsedu.com">c.cobos_aaq@gemsedu.com</a>

### 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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Al Wakrah,

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Facebook: <https://www.facebook.com/GEMSAmericanAcademy.Qatar>

**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>
- Práctica español [recursos B1](#)

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**Weighting:**

<b>Semester Finals - 20%</b>	<b>Tests and Projects - 30%</b>
<b>Quizzes and participation - 20%</b>	<b>Classwork - 20%</b>
<b>Homework- 10%</b>	

**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 2021-2022

<b>Instructor:</b> Cristina Cobos	<b>Classroom location:</b> S3-240
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:c.cobos_aaq@gemsedu.com">c.cobos_aaq@gemsedu.com</a>

### 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	<b>3 weeks</b>	<b>First Quarter</b>
Unit 1: Novedades/ News	<b>5 weeks</b>	<b>First Quarter</b>
Unit 2: Contando historias/ Telling stories	<b>4 weeks</b>	<b>Second Quarter</b>

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Unit 3:Medios de comunicación/ Media	4 weeks	Second Quarter
Unit 4:Descríbelo/Describe it!	3 weeks	Third Quarter
Unit 5:¡ Qué película! /What a movie!	3 weeks	Third Quarter
Unit 6:Personalidades/Personalities	3 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.profedeele.es>
- Instituto Cervantes [Aveteca](#)
- National Geographic <https://www.ngenespanol.com>
- Aprender Español: <https://aprenderespanol.org/verbos-ejercicios>
- Quizlet Sra. Cobos: <https://quizlet.com/SraCobos>
- Práctica español [recursos B1](#)

### Weighting:

<b>Semester Finals - 20%</b>	<b>Tests and Projects - 30%</b>
<b>Quizzes and participation - 20%</b>	<b>Classwork - 20%</b>
<b>Homework- 10%</b>	

### 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.

GEMS American Academy-Qatar

Al Wakrah,

P.O. Box 2461, Qatar

Tel: +974 40329000

Website: [www.GemsAmericanAcademy-Qatar.com](http://www.GemsAmericanAcademy-Qatar.com)

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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 2021-2022

<b>Instructor:</b> Cristina Cobos	<b>Classroom location:</b> S3-240
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:c.cobos_aaq@gemsedu.com">c.cobos_aaq@gemsedu.com</a>

### 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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Facebook: <https://www.facebook.com/GEMSAmericanAcademy.Qatar>

**Course Overview:**

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

<b>Semester Finals - 20%</b>	<b>Tests and Projects - 30%</b>
<b>Quizzes and participation - 20%</b>	<b>Classwork - 20%</b>

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Tel: +974 40329000

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<b>Homework- 10%</b>	
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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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Facebook: <https://www.facebook.com/GEMSAmericanAcademy.Qatar>

## High School Native Spanish Course Syllabus 2021-2022

<b>Instructor:</b> Cristina Cobos	<b>Classroom location:</b> S3-240
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:c.cobos_aaq@gemsedu.com">c.cobos_aaq@gemsedu.com</a>

### 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
<b>Unit 0: Course framework and revision</b>	3 weeks	First Quarter
<b>Unit 1: Types of texts/Creación y comprensión de textos</b>	5 weeks	First Quarter

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Al Wakrah,

P.O. Box 2461, Qatar

Tel: +974 40329000

Website: [www.GemsAmericanAcademy-Qatar.com](http://www.GemsAmericanAcademy-Qatar.com)

Facebook: <https://www.facebook.com/GEMSAmericanAcademy.Qatar>

<b>Unit 2: Journalistic genres/Géneros periodísticos</b>	4 weeks	Second Quarter
<b>Unit 3: Léxico/ Lexicon</b>	4 weeks	Second Quarter
<b>Unit 4: Ortografía/ Spelling</b>	3 weeks	Third Quarter
<b>Unit 5: Análisis sintáctico/ Syntactic analysis</b>	5 weeks	Third Quarter
<b>Unit 6: Art and Literature/ Arte y literatura</b>	6 weeks	Fourth Quarter
<b>Revision weeks</b>	4 weeks	

**Resources:**

School Resources Provided: Workbook , notebook and stationary.

**Textbook:** Lengua y Literatura de la ESO, Santillana.

**Recommended resources:**

- ProfedeEle <https://www.profedeele.es>
- Instituto Cervantes [Aveteca](https://www.instituto-cervantes.es/)
- National Geographic <https://www.ngenespanol.com>
- Lengua y Literatura [Andujar](https://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:**

<b>Semester Finals - 20%</b>	<b>Tests and Projects - 30%</b>
<b>Quizzes and participation - 20%</b>	<b>Classwork - 20%</b>
<b>Homework- 10%</b>	

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**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.*

## AP Spanish Language and Culture Course Syllabus 2021-2022

<b>Instructor:</b> Cristina Cobos	<b>Classroom location:</b> S3-2240
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:c.cobos_aaq@gemsedu.com">c.cobos_aaq@gemsedu.com</a>

### 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.
- Present in Writing: Communicate through written presentations.

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Al Wakrah,

P.O. Box 2461, Qatar

Tel: +974 40329000

Website: [www.GemsAmericanAcademy-Qatar.com](http://www.GemsAmericanAcademy-Qatar.com)

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## Course Overview:

Unit Name	Unit Length	Quarter/Semester
<b>Unit 1: Familias y comunidades /Families and communities</b>	4 weeks	First-quarter
<b>Unit 2: Identidades personales y públicas/ Private and public identities</b>	4 weeks	First-quarter
<b>Unit 3: Belleza y estética/beauty and aesthetics</b>	4 weeks	Second-quarter
<b>Unit 4: Ciencia y tecnología/Science and technology</b>	4 weeks	Second-quarter
<b>Unit 5: La vida contemporánea/ Contemporary life</b>	4 weeks	Third-quarter
<b>Unit 6: Desafíos mundiales/Global challenges</b>	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 Sra. Cobos: <https://quizlet.com/SraCobos>
- Instituto Cervantes
- [https://www.cervantes.es/lengua\\_y\\_ensenanza/recursos\\_espanol/lengua\\_espanola.htm](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:

<b>Semester Finals - 20%</b>	<b>Tests and Projects - 30%</b>
<b>Quizzes and participation - 20%</b>	<b>Classwork - 20%</b>
<b>Homework- 10%</b>	

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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.

## AP Spanish Literature and Culture Course Syllabus 2021-2022

<b>Instructor:</b> Cristina Cobos	<b>Classroom location:</b> S3-240
<b>Office hours:</b> Available upon request	<b>Email Address:</b> <a href="mailto:c.cobos_aaq@gemsedu.com">c.cobos_aaq@gemsedu.com</a>

### 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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Al Wakrah,

P.O. Box 2461, Qatar

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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
<b>Unit 1: La época medieval/Middle Ages</b>	4 weeks	First-quarter
<b>Unit 2:El Siglo XVI/XVI Century</b>	4 weeks	First-quarter
<b>Unit 3:El Siglo XVII/XVII Century</b>	4 weeks	Second-quarter
<b>Unit 4:La literatura romántica, realista y naturalista/ Romantic, Modern and Realistic Literature</b>	4 weeks	Second-quarter
<b>Unit 5:La generación del 98 y el Modernismo/The Generation of 98 and Modernism</b>	4 weeks	Third-quarter
<b>Unit 6:Teatro y poesía del Siglo XX/ Theater and Poetry of the twentieth century</b>	6 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](https://www.cervantes.es/lengua_y_ensenanza/recursos_espanol/lengua_espanola.htm)

**Weighting:**

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

**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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