

**CAIRO AMERICAN COLLEGE  
CAIRO, EGYPT**

Dear Students and Parents,

It is a pleasure to present to you the Program of Studies for 2018-2019. This program contains information to assist students in planning a high school program that meets individual needs and goals. *Please be aware that the listing of a course description does not guarantee that the course will be offered in the 2018-2019 schedule, nor that a course will fit into a student's schedule.* Courses will be scheduled on the basis of student interest, sufficient enrollment, and the most effective use of instructors' time. Typically, a minimum of six students must be enrolled in a course in order for that course to be offered. In low enrollment courses, students may be required to sign a document that waives the ability to drop the course. In addition, the School reserves the right to cancel any course for administrative reasons.

**SELECTION OF COURSES**

Each student's course selections will be reviewed and approved by parents and counselors. IB course selections are also approved by the IB Coordinator to ensure those selected are appropriate and meet both personal and program criteria. Careful initial selection of courses by students and parents is very important; it is extremely difficult to change or rearrange individual programs after the master schedule is set.

Students who have questions regarding course selection should see their counselor.

## GRADUATION CREDIT INFORMATION FOR 2018-2019

Course	Graduation Requirements	Recommended College Prep Course of Study
English*	4 credits	4 credits
Social Studies**	3 credits	3-4 credits
Mathematics	3 credits	3-4 credits
Science	3 credits	3-4 credits
World Languages	2 credits	2-3 credits, same language through Level II
Health	0.5 credit	0.5 credit
Physical Education	1.5 credits	1.5 credits
Visual, Performing & Practical Arts ***	2 credits	2-3 credits
Electives****	6 credits	6-7 credits
Week Without Walls *****		
<b>TOTAL</b>	<b>25 credits****</b>	<b>26-28 credits****</b>

- \* Students must take one core English course per year. Electives within the English Department cannot be substituted for core courses.
- \*\* U.S. History is required for all students enrolled as U.S. citizens. (This requirement may be waived for IB Diploma students).
- \*\*\* The student is required to complete two credits in the arts; ONE credit must be from the Visual or Performing Arts and the other may be from the Practical Arts.
- \*\*\*\* Any course taken beyond the number of units required in a given subject area is regarded as an elective in that subject area.
- \*\*\*\*\* Week Without Walls courses receive 0.25 credit per course. CAC students must be enrolled in one, each year the program is offered.

### GRADING

Grade	Range	GPA Value	Grade	Range	GPA Value	Grade	Range	GPA Value
A+	97-100	4.3	B	83-86	3.0	C-	70-72	1.7
A	93-96	4.0	B-	80-82	2.7	D+	67-69	1.3
A-	90-92	3.7	C+	77-79	2.3	D	63-66	1.0
B+	87-89	3.3	C	73-76	2.0	D-	60-62	0.7
						F	00-59	0.0

<p><b>D-</b> is the lowest passing mark</p> <p><b>AU</b> = Audit</p>	<p><b>WP</b> = Withdraw Pass</p> <p><b>WF</b> = Withdrawal Failing*</p> <p><b>WNC</b> = Withdrawal No Credit</p> <p><b>PS</b> = Pass</p> <p><b>FL</b> = Fail</p>	<p><b>ME</b> = Medical Excuse</p> <p><b>I</b> = Incomplete</p> <p><b>NC</b> = No Credit</p> <p><b>CR</b> = Credit only</p> <p><b>NG</b> = No Grade</p>
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\* For students who receive a WF, a zero will be included in their grade point average.

All CAC letter grades are calculated in the Grade Point Average (GPA). All IB HL and AP courses receive additional weighting of 0.3, as published in the *Student/Parent Handbook*.

## STUDENT SELECTION OF COURSES

1. Informational meetings are offered to students to explain scheduling and course selections.
2. Based on student interest and teacher approval (as shown by your current teacher's signature and/or IB Coordinator), counselors will assist students in making appropriate choices on the Course Registration Form.
3. Students will take the completed Course Registration Form home for parent review and signature. All forms need to be returned by the established registration deadline.
4. If a Course Registration Form is incomplete or not returned, counselors will do their best to complete a schedule for the student. By not completing and submitting their Course Registration Form in a timely manner, students' requests will not be utilized when building the master schedule. Students may not receive any top course selections, as their course requests will be processed after all others.
5. Changes in classes must be made by the first day of the last week of school, or within the first five (5) school days of each semester.
6. Students are encouraged to take time commitments outside of class time (i.e. Model UN, Student Council, sports, drama) into account as they select their courses.
7. Prerequisites which accompany some courses are intended to aid in course selection. Prerequisites are indicative of the background needed to properly understand the concepts and their applications as presented in the course. Where prerequisites are not met, the course may be selected only with the written permission of the appropriate department head, and counselor.
8. Practical Arts Strand: A student may earn one of the two art credits required for graduation by successfully completing one Practical Art course. All of these courses include a Creative Performance Standard involving a design process and a final product/artifact. The following courses (course offerings may change year to year) are included in the Practical Arts Strand:
  - Yearbook
  - Robotics
  - Design Technology I
  - Creative Writing
  - Design Technology IB SL I and SL II
  - Design Technology IB HL I and HL II
9. Week Without Walls: Week Without Walls (WWW) courses are an integral part of the high school curriculum and all high school students are required to complete a WWW option each year that the school is able to offer the program. Students are able to choose from a wide range of options that take place in Cairo, in Egypt, or outside of Egypt. Students who earn a pass in their WWW course will receive 0.25 elective credit. WWW PS/FL grades appear on the first semester report card, transcript, and will not be included in the calculation of the GPA.

## FOUR-YEAR COURSE PLAN

Name \_\_\_\_\_

Grade \_\_\_\_\_

**DIRECTIONS:**

1. Review graduation requirements listed in the *Program of Studies*.
2. On the form below, specify **required** courses for each year including the courses you have already taken. Core course requirements are already listed.
3. Now fill in the **elective** classes that you have taken or would like to take for all four years of high school. You must take seven and one quarter (7.25) credits each year (including WWW).
4. Please share this completed form with your parents and counselor.

GRADE 9	CREDIT	GRADE 10	CREDIT
English 9	1.0	English 10	1.0
Foundations of World History	1.0	Modern World History	1.0
Integrated Science 9-Physical Science	1.0	Integrated Science 10-Life Science	1.0
Math*:	1.0	Math*:	1.0
PE 9	1.0	PE10/Health	1.0
Week Without Walls	0.25	Week Without Walls	0.25
<b>TOTAL CREDITS</b>	<b>7.25</b>	<b>TOTAL CREDITS</b>	<b>7.25</b>

GRADE 11	CREDIT	GRADE 12	CREDIT
English*:	1.0	English*:	1.0
Social Studies*:	1.0		
Math*:	1.0		
Science*:	1.0		
Week Without Walls	0.25	Week Without Walls	0.25
<b>TOTAL CREDITS</b>	<b>7.25</b>	<b>TOTAL CREDITS</b>	<b>7.25</b>

\* Specify the course next to the department listed.

## COUNSELING AND SPECIAL SERVICES

### LEARNING SUPPORT SERVICES

Description: This class is not an elective. It is designed for selected students in grades 9-12 who are experiencing academic difficulty **and** have an identified and documented need that impacts their learning. Placement recommendations are reviewed and approved by the High School Support Services Team each semester.

Prerequisites: High School Student Support Team (HSST) approval is required

Credit: 0.5 per semester

Length of course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester)

Note: Students identified as needing learning support services may be recommended to take this course in place of an elective class.

Students must exit the program no later than the end of 1<sup>st</sup> semester of their senior year.

Learning Support is a pass/fail course.

### TEACHER ASSISTANT

Description: Teacher Assistantship positions are designed to allow 12<sup>th</sup> grade students to assist faculty and staff in various meaningful capacities. A student may take no more than one Teacher Assistantship. See your counselor for more information. The grading of this course is Pass/Fail.

Prerequisites: Teacher and Counselor approvals are required

Credit: 0.25 credit

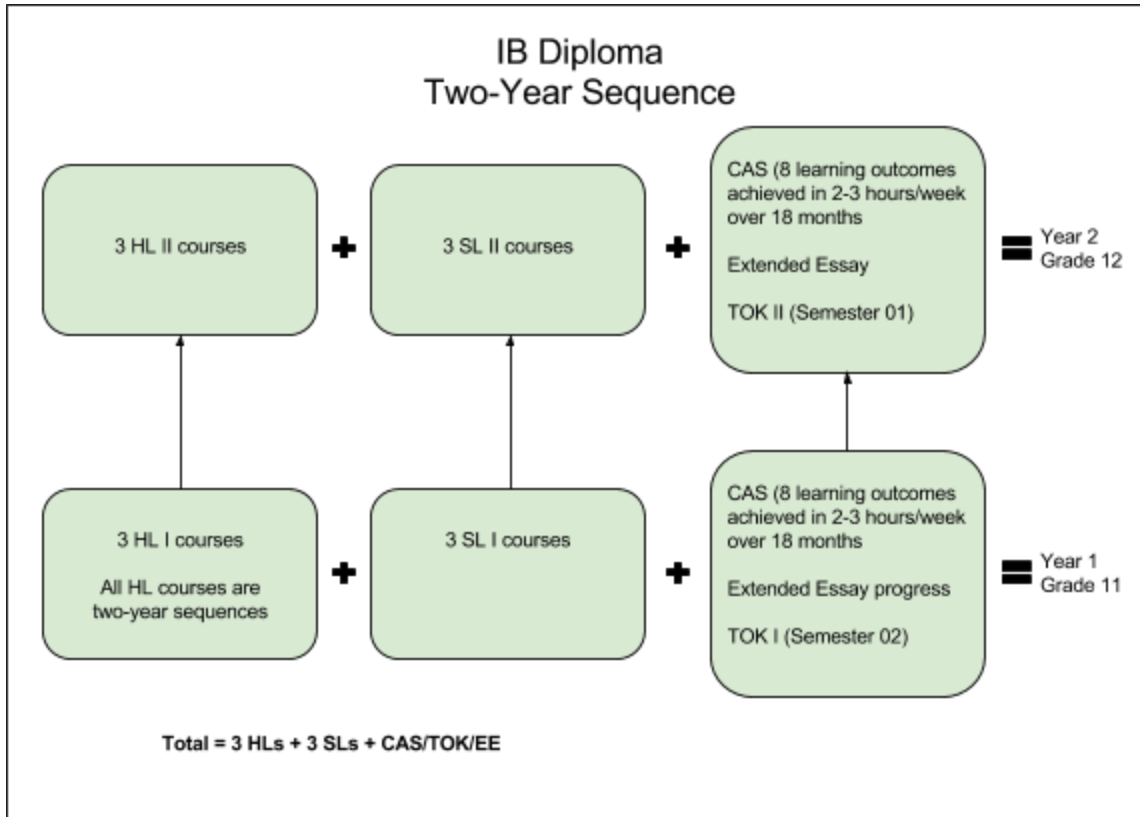
Length of Course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester)

### CREDIT RECOVERY

Credit Recovery courses are required when a student fails a semester in a required course, or has not attained the full 25 credits required for graduation. In such cases, the student is required to select and register for an approved course through an external, accredited institution. This course must be completed in addition to the student's full schedule, so most of the work will need to transpire during the summer and winter holidays. The required credit(s) and the date by which the course(s) need to be completed will be outlined by the student's counselor. Most credit recovery courses need to be successfully completed by the first day of the following school year. The institution, course name and credit attained would be added to the CAC transcript. As with any courses completed outside of CAC, the grade will not be included on the CAC transcript.

### TRANSFER STUDENT

If a student is transferring into Cairo American College, prerequisites are used as a guideline for appropriate placement into courses. Counselors will work with transfer students on an individual basis. Up to eight credits from a former school can be transferred to the CAC transcript, but grades do not transfer nor are they calculated into the overall grade point average.



## THE INTERNATIONAL BACCALAUREATE PROGRAM AT CAC

Students who elect to undertake the IB Diploma with its expectations within and beyond the classroom have chosen the most rigorous academic challenge available at CAC. Although the IB Diploma is designed to be accessible to all learners, it is a two-year comprehensive program that calls for a high degree of commitment. At CAC, we want all students to participate in our vibrant campus culture, but in order to do so, IB students must judiciously select their extracurricular activities. The homework, major assessments, and Diploma requirements will absorb many hours of any given week, and students must come into the IB Program with an awareness of the workload.

Students may elect to participate in the IB program in one of two ways, either by Diploma or individual course (formerly called "Certificate"). IB courses are almost always two years in length. The IB courses are intended for Diploma candidates, and *if there is limited space in an IB class, priority will be given to Diploma candidates*. Every student in any IB class will undertake all IB requirements in order to keep the IB course label and, for Higher Level courses, the weight. All students taking two years of an IB course are required to complete all IB requirements and register with the IBO for the subject(s), including sitting May examinations.

## **THE INTERNATIONAL BACCALAUREATE DIPLOMA**

In the two-year Diploma Program students will study six subjects, three at Higher Level and three at Standard Level. Generally the subjects chosen at Higher Level will reflect the student's areas of greatest passion and academic strength. Standard Level subjects complement the Higher Level choices, but do not generally require the same degree of specialized knowledge and understanding. Students and parents should note that once the IB Diploma candidate receives his or her initial IB schedule, any change thereafter in the level or subject can jeopardize the IB Diploma. If a student requests alterations to an IB schedule, this can be done only in limited cases, under specific circumstances and timelines, and with approval from the IB coordinator, counselor, and teacher.

### **INDIVIDUAL OR GROUPS OF IB COURSES**

While the IB Diploma program has certain advantages that a package of IB courses cannot provide, we realize that not every student needs the full Diploma. Grade 11 students who elect to take certain IB courses may take any course at the Higher Level or Standard Level that fits into their schedule. Grades awarded in Higher Level courses are more acceptable for advanced placement at universities than those obtained from Standard Level courses. However, the commitment necessary to prepare for external examinations at either level will enhance university applications. It is required that all students who complete any IB course at either level will register for and take the external examinations in the respective subject area(s). Native or near-native speakers of languages other than English and Arabic should seriously consider the Self Taught Language A SL as part of their program (see description on the next page).

### **MOCK EXAMS**

Students enrolled in IB courses may be required to sit mock exams in that subject. The mock exams will be identified on the school calendar, and the mock examination schedule will be available in school publications and on campus approximately one month beforehand. Format and length of mock exams depend on the subject area and level of the course. The School reserves the right to adjust the mock exam procedure and schedule in order to best serve the need of students and faculty.

### **ESTABLISHING AN IB PROGRAM FOR THE DIPLOMA**

1. You are advised to select your Higher Level courses first. The ones chosen will depend on interests, abilities and future educational plans. The details of each course should be examined by referring to the individual course description.
2. Next, the selection of Standard Level subjects will be governed by the Higher Level subject choices as well as the offerings within the IB scheduled classes.
3. The program selected should then be examined in light of the following considerations:
  - (a) No student may select the same subjects at both Higher and Standard Level.
  - (b) Students must satisfy CAC graduation requirements, particularly in terms of Health, Physical Education, and Visual and Performing Arts.
4. Once a Diploma program has been provisionally decided upon, it should be checked with the subject teachers concerned to ensure that the subjects and levels chosen are suitable; teacher approvals are critical and must be considered seriously. The program selection will be checked by the IB Coordinator in order to determine whether or not the package is possible within the IB regulations and the master schedule. Ideally this check occurs in a meeting with the IB Coordinator, student, parent(s), and counselor.

5. In addition to registering for the six subjects, each Diploma candidate must register for the Theory of Knowledge course, participate actively in the CAS program and meet its requirements, and complete the Extended Essay.
6. Diploma Program students who select two courses in Group 1 and earn at least a 3 in both are eligible to earn a bilingual IB Diploma.

#### **A Note on Self Taught Language A SL**

The Self Taught Language A course is only offered by IB as an SL and is intended for native or near-native speakers of languages other than English and Arabic (the other Language A offerings at CAC). Although modified for independent study, the Self Taught course follows the Language A: Literature SL course quite closely. Students choosing this option should feel confident in their ability to read, write, speak, and analyze literature in the target language and in their ability to work independently to set and meet goals, complete the assessments, and meet deadlines. All Self Taught students within one language must follow the same syllabus of texts. Self Taught Language A will appear as a pass/fail class on each IB Diploma candidate's CAC transcript. A pass is conditional on students regularly meeting with the IB Coordinator and making progress toward completion of the course. For additional questions, please consult the IB Coordinator.

### **IB COURSES OFFERED**

The list below gives the subjects frequently offered. **This list is not definitive.** The school reserves the right to add or delete courses according to student demand and staff availability. See the previous page to understand how to build an IB Diploma Program.

#### **GROUP 1**

<i>Language A</i>	English (HL) Arabic (HL)	English (SL) Arabic (SL)	Self Taught Language A (SL)
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#### **GROUP 2**

<i>Language B</i>	<i>Language Ab Initio</i>
Arabic B (HL)	Arabic <i>Ab Initio</i> (SL)
French B (HL)	French <i>Ab Initio</i> (SL)
Spanish B (HL)	Spanish <i>Ab Initio</i> (SL)

#### **GROUP 3**

<i>Individuals &amp; Societies</i>	Economics (HL) History (HL)	Economics (SL)
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#### **GROUP 4**

<i>Experimental Sciences</i>	Biology (HL) Chemistry (HL) Physics (HL) Design Technology (HL)	Biology (SL) Chemistry (SL) Physics (SL) Design Technology (SL)
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#### **GROUP 5**

<i>Mathematics</i>	Mathematics (HL)	Mathematics (SL)	Mathematical Studies (SL)
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#### **GROUP 6**

<i>Or an option from Group 1, 2, 3 or 4</i>	Theater (HL) Visual Arts (HL)	Theater (SL) Visual Arts (SL)
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## IB DIPLOMA CORE

All three components of the IB Core are not restricted to full Diploma candidates and can be undertaken as individual courses. Requirements and expectations remain the same for course candidates as for Diploma students. Priority in registration for TOK will be given to full Diploma candidates.

### **CAS PROGRAM (Creativity, Activity, Service)**

All IB Diploma candidates are required to establish and participate in a balanced program of CAS activities throughout the first 18 months of their IB experience. We recommend students set aside 3 to 4 hours a week to plan, do, and reflect on these activities. Moreover, IB requires a balanced approach to activities - 1/3 of the student's time should be spent in each of the major areas of the program (Creativity, Activity, Service). Over an 18-month period, students will regularly submit reflections via ManageBac, a website for IB Diploma candidates that serves as a repository for reflections, documents and official records that provide evidence of the varied learning experiences occurring outside of the classroom.

The completion of the CAS program is dependent upon students providing evidence that they have achieved the following seven learning outcomes:

- **Increased their awareness of their own strengths and areas for growth** - They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- **Undertaken new challenges & skills** - A new challenge and/or skill may be an unfamiliar activity, or an extension to an existing one.
- **Planned and initiated activities** - Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- **Worked collaboratively with others** - Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project involving collaboration and the integration of at least two of creativity, action and service, is required.
- **Shown perseverance and commitment in their activities** - At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **Engaged with issues of global importance** - Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
- **Considered ethical implications** - Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in

service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, through a variety of activities, but completion requires only that there is some evidence for every outcome. This focus on learning outcomes emphasizes that it is the **quality** of a CAS activity (its contribution to the student's development) that is of most importance. The CAS Coordinator is available to assist students in developing their CAS program and CAS advisers among CAC faculty and the community may work closely with students in a specific area.

CAS will appear as a pass/fail class on each IB Diploma candidate's school transcript. A pass is conditional on completing activities, reflecting regularly, and planning a service project on ManageBac.

### **IB RESEARCH (EXTENDED ESSAY)**

Description: The Extended Essay (EE) is a substantial piece of independent research that each IB Diploma candidate must complete in one of the IB subjects. The main purpose of the essay is to train the student in the methods of research applicable to the chosen subject. The length of the essay is limited to 4000 words and the language must be in English unless in a Group 1 or 2 subject other than English Literature. To be successful, it is highly recommended that each IB Diploma candidate write their Extended Essay in an IB subject they are studying.

All students undertaking the Extended Essay must work with a supervisor to guide them through the process of setting up, developing and completing a research paper. The supervisor must be a CAC teacher and can only spend up to five hours total on advisement. The supervisor will also provide discipline-based feedback and advice. Incremental deadlines will be enforced over the 9-month process to promote successful completion of the Extended Essay.

The Extended Essay will appear as a pass/fail class on each IB Diploma candidate's school transcript. A pass is conditional on meeting deadlines and completing each step in the process.

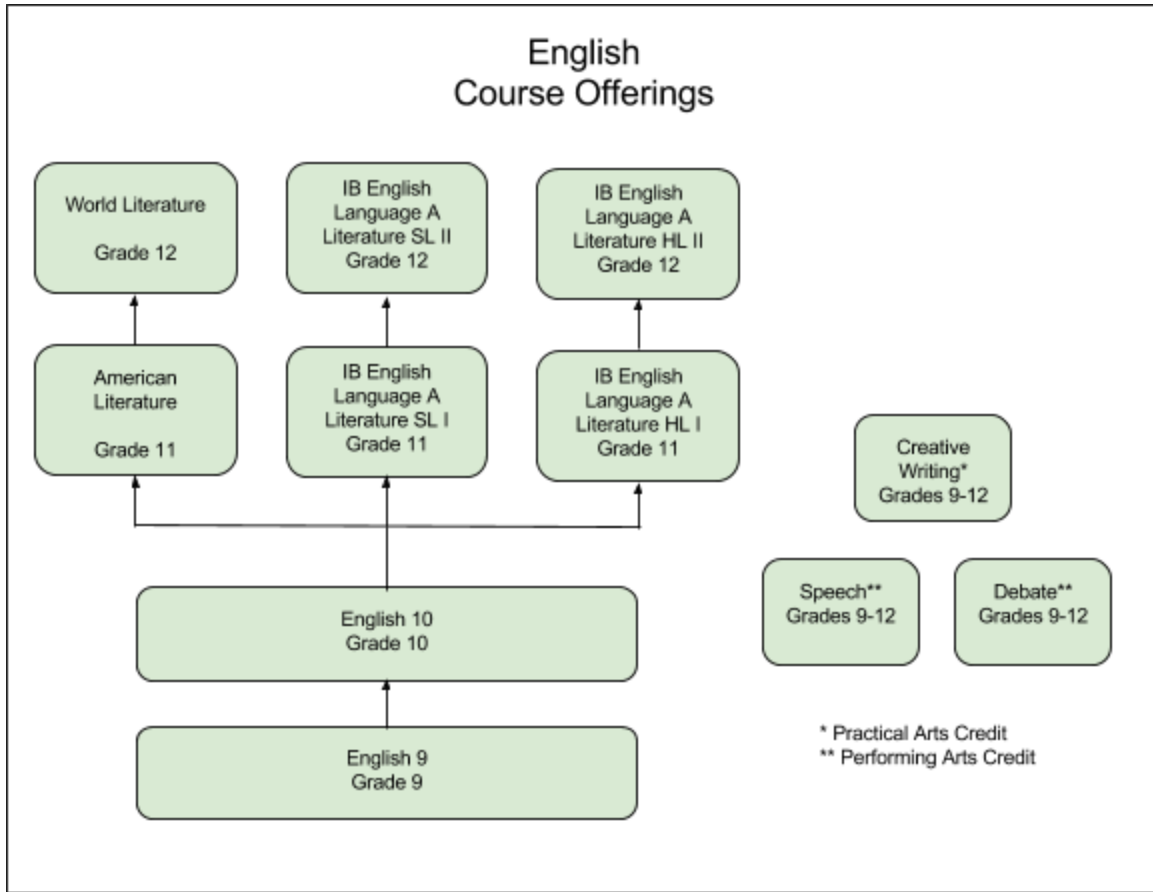
### **THEORY OF KNOWLEDGE (TOK) I / II**

Description: The aim of this course is to increase the students' understanding of what they have already learned. Its primary function in the IB is to ensure that the students reflect upon their existing knowledge rather than acquire more of it. The secondary function of the TOK course is to promote the integration of what the students know, and in a more general way, with what they have experienced.

The TOK course does not consist of a study of philosophical texts in themselves, but rather it invites students and teachers to ask themselves questions about the fundamental nature of different types of knowledge. Such reflections should develop an analytical habit of mind and foster intellectual modesty in students by showing them the limitations of their knowledge. In addition, the students will realize that opinions and beliefs are not necessarily knowledge, nor do they lead to truth. Thus, students will develop a healthy, critical spirit enabling them to realize the nature of intellectual honesty, which is a form of moral honesty.

Eligibility: TOK will be open for 11<sup>th</sup> and 12<sup>th</sup> grade students. Priority will be given to IB Diploma candidates.  
Credit: 0.5 credit per semester  
Length of Course: 2 semesters (Part I is offered the 2<sup>nd</sup> semester of 11<sup>th</sup> grade and Part II the 1<sup>st</sup> semester of 12<sup>th</sup> grade.) Part I should be taken before Part II.





## English

### PHILOSOPHY

The Cairo American College English/Language Arts Program is designed to assist students to develop the highest degree of conscious and informed control over their use of the English language.

The curriculum emphasizes the development of the powers of comprehension and critical thinking, and the employment of unity, coherence, clarity, and conciseness, as well as fluency in the communication of ideas through oral and written composition for both the native and non-native speaker. The English program aids in the development of basic language skills by offering opportunities for thinking, listening, speaking, reading, and writing.

Literature is presented to the learner for several reasons, foremost, to give opportunities to read, study, and discuss great books and ideas. An essential element is the development of a critical analysis of literature. Also important is a sense of aesthetics and imagination.

## ENGLISH 9

Description: This course is a language arts course designed to provide all students with a foundation of skills and approaches that will aid in their successful completion of the high school English program.

Throughout the year, writing forms - including assignments in descriptive, narrative, persuasive, comparative, and literary analytical modes - will be taught with a strong emphasis on diction, sentence patterns, and paragraphing. Students will write a major research paper in addition to other essays. The course will also serve as an introduction to literary terms, illustrated through a variety of genres. Throughout the course, the student will be provided with the opportunity to develop oral skills in a variety of modes including seminars and discussions, formal presentations, and role-playing activities.

Different units of study will include Shakespearean drama and the novel with an exposure to journal writing, written and oral commentary, and close textual analysis, including the examination and writing of poetry. Throughout the year, grammar, vocabulary skills, and correct usage of literary terms will be woven through the curriculum. Outside or independent reading may be required. Students will discuss and write about common themes and other parallels in the works covered during the year.

Prerequisites: Completion of 8<sup>th</sup> grade English  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: Final selection of individual texts is at the discretion of the teacher of each section. The following list represents possible choices: *Romeo and Juliet*, *Of Mice and Men*, *The Absolutely True Diary of a Part-Time Indian*, *To Kill a Mockingbird*, *Around the World in Eighty Days*, *Fahrenheit 451*, and *Picture Bride*. There is also a grade 9 poetry unit.

## ENGLISH 10

Description: The course will help the students develop oral, reading, listening, and written skills needed for success in their future English courses. Texts centered on the motif of alienation will be chosen from a variety of sources, including at least one modern classic, one Shakespearean play, and a multicultural poetry unit. A variety of reading, speaking and writing modes will also be developed, including personal narrative, and comparative and literary analytical essays. There will also be an extended research unit culminating in a written paper.

The course will focus on language and meaning in literature and the development of analytical skills, both orally and in writing, at a deeper level. The increasing complexity of analysis will prepare students for English programs in the upper grades.

Prerequisites: English 9  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: Final selection of individual texts is at the discretion of the teacher of each section. Choices may include: *Animal Farm*, *Catcher in the Rye*, *Jane Eyre*, *Twelfth Night* or another Shakespeare play, and the 10<sup>th</sup> grade poetry unit.

## ENGLISH 11 – AMERICAN LITERATURE

Description: English 11--American Literature surveys the development of American literature, reflecting on the cultural diversity of the American spirit. Students will receive exposure to different cultures in

relationship to American experiences. Texts will range from the period of European colonization in the 1500s to contemporary times. Reading selections will be derived from multiple genres, including nonfiction, memoir, fiction, poetry, and drama. Attention will be paid to the historical/cultural contexts of the major literary periods. In addition to the literature survey, the course will include a variety of writing modes, including personal narrative and literary analysis essays.

Prerequisites: English 10

Credit: 1.0 credit

Length of Course: 1 year

Texts: At the discretion of the teacher, texts may include: *The Scarlet Letter*, *The Crucible*, *Huckleberry Finn*, *The Great Gatsby*, *Death of a Salesman*, and a selection of short stories, essays, speeches, and poetry.

### **IB LANGUAGE A: LITERATURE - SL I**

Description: This grade 11 course is the first year of a two-year course designed for IB students who will receive a Standard Level certificate in English on completion of external examinations in the second year. Through the study of a wide range of literature, the Language A: Literature course invites students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are researched and studied in their literary and cultural contexts. The IB encourages the study of works from different cultures. Therefore, the Works in Translation component is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is done through oral and written communication, thus enabling students to develop and refine their command of language.

Students should expect reading assignments over holidays and breaks (including summer and winter breaks). Upon completion of the course, students in their senior year may take IB SL II. It is encouraged that all students who undertake the course will register for the external examinations.

Prerequisites: English 10 and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: The five texts will be selected at the discretion of the teacher.  
IB Assessments: Individual Oral Presentation, Written Assignment (reflective statement and literary essay).

### **IB LANGUAGE A: LITERATURE - HL I**

Description: This grade 11 course is the first year of an advanced two-year course, culminating in the IB Higher Level English exam at the end of the second year. HL I students should be highly independent and proficient readers, writers, and speakers who have a passion for the study of literature.

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading, writing and oral contributions. Works are studied in their literary and cultural contexts. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course Works in Translation component is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is done through oral and written communication, thus enabling students to develop and refine their command of language.

Students should expect reading assignments over holidays and breaks (including summer and winter breaks). It is required that all students who undertake the HL II course will register for the external examinations.

Prerequisites: English 10 with a grade of “B+” or higher, and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: The six texts will be selected at the discretion of the teacher.

### **ENGLISH 12 – WORLD LITERATURE**

Description: This course is designed to strengthen and refine the literacy skills needed for higher education including: note-taking, formal research, literary analysis, impromptu writing, speech and presentation skills, and seminars. Continued emphasis will be given to the development of the various kinds of expository, analytical, and persuasive essays. The reading component may include detailed studies of poetry, short stories, the novel, and classical and contemporary drama. Selection of texts will include literature of the world and will not be limited to works in translation. Additionally, independent reading of the students’ choice will be a component of the course.

Prerequisites: English 11- American Literature  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: Choices, at the discretion of the teacher, may include: *Heart of Darkness*, *One Day in the Life of Ivan Denisovich*, *Oedipus*, *The Stranger*, *Hedda Gabler*, *Like Water for Chocolate*, *The Nonexistent Knight*, *An Unsuitable Job for a Woman* and a selection of short stories, essays, and poetry.

### **IB LANGUAGE A: LITERATURE - SL II**

Description: This 12<sup>th</sup> grade course is the second year of the IB Standard Level English program, culminating with the IB exams in May. The first semester will focus on detailed literary analysis of two works of different genres, culminating with the internally evaluated taped oral commentary on one of the works studied. Students should expect reading assignments over holidays and breaks (including summer and winter breaks). As part of the course, each student has to finalize the Written Assignment from the first year of the program for external assessment. The second semester will concentrate on a specific genre, which will be chosen by the teacher. The final IB exams, in May, will include a written commentary on an unseen passage or poem and an essay using the second semester texts as evidence to answer a comparative question about the literature with a focus on the writers’ choices. It is required that all students who undertake the course will register for the external examinations. (Note: Fees for this exam are set by the International Baccalaureate Organization.)

Prerequisites: IB Language A: Literature - SL I and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: Final selection of individual texts is at the discretion of the teacher of each section within the parameters of the IB guidelines for text selection.

### **IB LANGUAGE A: LITERATURE - HL II**

Description: This 12<sup>th</sup> grade course is the second year of the IB Higher Level English program, concluding with the IB exams in May. The first semester will focus on detailed literary analysis of three

works, at least one of which must be poetry, culminating with the internally recorded and moderated oral commentary on a poem and discussion of the other literature studied. Students should expect reading assignments over holidays and breaks (including summer and winter breaks). As part of the course, each student has to finalize the Written Assignment from the first year of the program for external assessment. The second semester will concentrate on the study of four works from a specific genre, which will be chosen by the teacher. The final IB exams, in May, will include a written commentary on an unseen passage or poem and an essay using the second semester texts as evidence to answer a question about the literature with a focus on the writer's choices. It is required that all students who undertake the course will register for the external examinations. (Note: Fees for this exam are set by the International Baccalaureate Organization.)

Prerequisites: IB Language A: Literature-HL I and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: Final selection of individual texts is at the discretion of the teacher of each section within the parameters of the IB guidelines for text selection.

### CREATIVE WRITING 9-12

Description: This course is intended for 9<sup>th</sup> through 12<sup>th</sup> grade students who wish to delve into the world of poetry and prose fiction. The focus is to encourage students to explore the process of writing as a vehicle for personal growth, reflection, and expression. Students will model various writing methods and discover their own unique writing styles, and professional writer's portfolios will be created at the end of each semester exhibiting final pieces of creative writing. Students will be encouraged to publish their writing in various book publications, including the school's creative writing book *The Papyrus*, published for the CAC community at the end of the school year. Members of the class will serve on a selection committee for work included in *The Papyrus*.

Prerequisites: Approval of current English teacher  
Credit: 0.5 credit per semester  
Length of Course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester or both)  
Texts: *Bird by Bird, Writers Inc.* plus short stories and poems taken from selected texts  
Note: This course is included in the Practical Arts Strand

### SPEECH

Description: This performance course covers the skills needed for effective public speaking. In this course, 9<sup>th</sup> through 12<sup>th</sup> grade students have an opportunity to gain skill, confidence, and fluency in public speaking. Students develop an understanding of both basic communication principles and public speaking strategies through their application of these principles to a variety of speaking assignments. Students will prepare and present major types of public speeches, including speeches to inform, persuade, and demonstrate; and speeches for special occasions. Students will be given frequent opportunities to develop their public speaking skills with presentations to the audience.

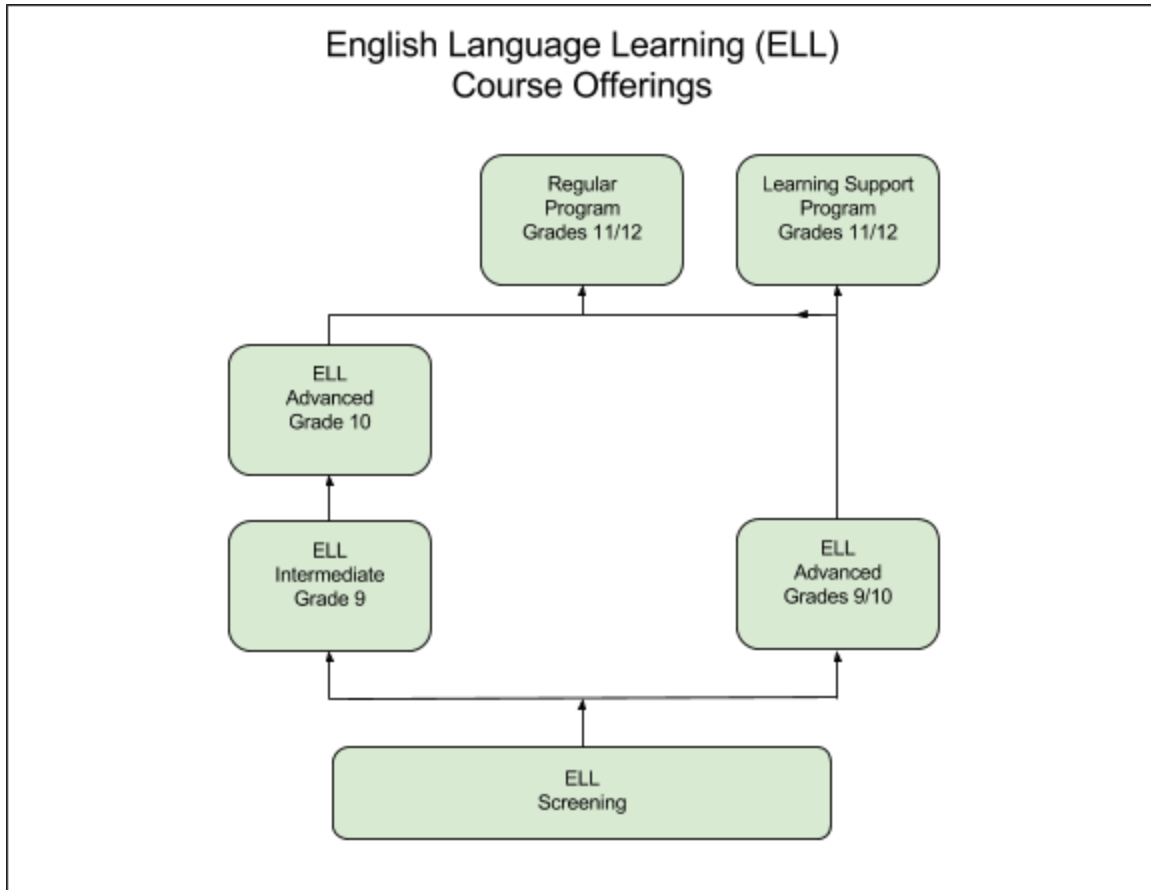
Prerequisites: None  
Credit: 0.5 credit  
Length of Course: 1 semester (1<sup>st</sup> semester)  
Texts: A varied selection of resources.  
Note: This course will fulfill a Performing Arts graduation requirement



## DEBATE

Description: Debate is the study of argumentation which involves speaking, research, logic, organization, and listening. This performance course is designed for 9<sup>th</sup> through 12<sup>th</sup> grade students who are interested in acquiring the skills of debate and argumentation. Emphasis is placed on argument, refutation, research, logic, and effective delivery. Topics debated will be related to current events. Students will have a chance to experience a variety of debate formats including all class debates, policy and value team debates, Lincoln-Douglas debates, and mock trial.

Prerequisites: None  
Credit: 0.5 credit  
Length of Course: 1 semester (2<sup>nd</sup> semester)  
Texts: A varied selection of resources.  
Note: This course will fulfill a Performing Arts graduation requirement



**English Language Learning (ELL)**

**PHILOSOPHY**

The mission of the ELL Department is to develop the English proficiency of students, enhance their academic achievement, and support classroom teachers to ensure quality instruction.

**Beliefs about teaching ELL students:**

- A flexible, student-centered ELL program in a nurturing environment encourages student risk taking and promotes language acquisition.
- Access to the mainstream curriculum at the appropriate instructional levels enables ELL students to gain proficiency more rapidly.
- Content materials that integrate listening, speaking, reading, and writing enhance language acquisition.
- Meaningful communication, collaboration, and interaction with teachers and peers in the classroom enable students to develop skills more quickly.

- A variety of teaching strategies enables students to acquire language more efficiently.

#### **Beliefs about learning English:**

- Students learn best when their cultural identities are valued.
- Language development may include a silent period during which learning takes place.
- Language proficiency includes both social and academic language skills.
- While students may require seven to ten years to become proficient in English, they exit the ELL program when they are able to continue learning English independently.
- Literacy in the first language facilitates the development of literacy in the second language.
- Reading widely in any language improves all aspects of language proficiency.
- Language proficiency continues to develop after students exit the ELL program.
- Students can learn more than one language simultaneously.

### **ELL INTERMEDIATE (9/10)**

#### Description:

Intermediate ELL students already have a fundamental knowledge of English but need to develop skills that will enable them to participate fully in regular high school classroom discussions and assignments. Emphasis is placed on integrating listening, speaking, reading, and writing skills. Instruction may be differentiated and strategies and materials are adapted to the needs of individual students.

Intermediate ELL students take the ELL class in addition to a complete program of academic courses and receive academic credit for all courses, including English and Social Studies. ELL courses are graded Pass/Fail. At the end of the year, Intermediate ELL students will receive AU (audit) on their report card for English 9 and for Social Studies. Intermediate ELL students must participate fully in English 9 and Social Studies, they are graded normally throughout the year, and they must receive a passing grade to receive credit. When appropriate, the ELL teacher works closely with core subject teachers in order to provide support. Assessments in ELL are designed specifically for ELL students. They measure the student's overall English language proficiency according to the Wida Model (Measure of Developing English Language) Tests which are administered twice a year, usually in October and in April.

Prerequisites: Previous study of English is required at this level. Placement is made based on testing and/or ELL teacher approval.

Credit: 1.0 credit per year or 0.5 per semester

Length of Course: One or two years. Determined by individual progress, the teacher's recommendation, and/or consultation with subject area teachers. Students exit the ELL program after Grade 10.

Texts: Choice of materials depends on the needs of the students.

### **ELL ADVANCED (9/10)**

Description: Advanced ELL students prepare for continuing independently in the regular English program in Grade 11 and 12. Academic vocabulary, listening and reading comprehension, and expository writing skills are stressed. The emphasis in reading is on analytical skills and on selecting appropriate strategies for varying reading needs. Writing skills are developed using the Wida Writing Rubric and/or the Six Trait Writing Rubric as instructional tools.

Advanced ELL students take the ELL course in addition to a complete program of academic classes. At the end of the year, academic credit is awarded for all classes, including English. The ELL course is graded Pass/Fail. Advanced ELL students will receive AU (audit) on their report card for their regular

English class but are expected to participate fully, take all required English assessments, and receive a passing grade.

In ELL assessments are designed specifically for ELL students. They measure the student's overall English language proficiency and are based on the Wida Model (Measure of Developing English Language) tests which are administered twice a year, usually in October and in April.

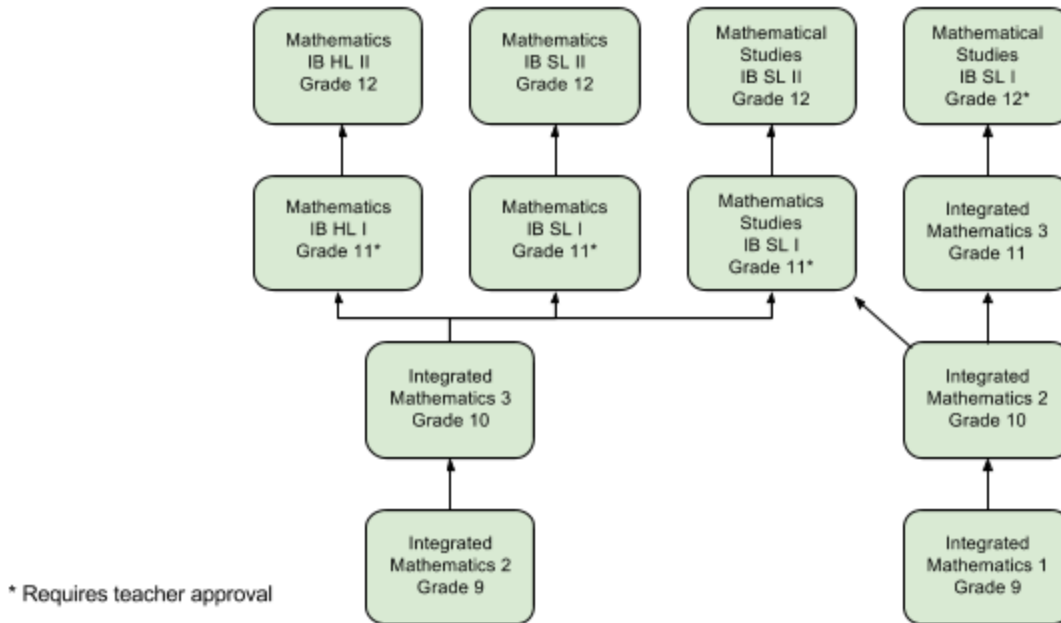
Prerequisites: Intermediate ELL or placement based on testing and/or ELL teacher approval.

Credit: 1.0 credit per year or 0.5 per semester

Length of Course: One or two years, determined by individual progress, ELL teacher's decision and/or in consultation with the student's subject area teachers. Students exit ELL after Grade 10.

Texts: Choice of materials depends on the needs of the students.

## Mathematics Course Offerings



## Mathematics

### PHILOSOPHY

The mathematics program at Cairo American College is based on the AERO standards used by many other international schools in the NESR region and elsewhere. These standards emphasize learning in four process areas: Problem Solving, Reasoning and Proof, Communication, and Connections. The CAC Mathematics program aims to create inspired life-long learners who are mathematically literate and statistically fluent, and who can demonstrate the critical thinking essential for informed citizenship in a data-rich world. CAC Mathematics teachers celebrate the wonders of mathematics, seeking to inspire students with attention to the fascinating elements of Mathematical knowledge, instilling a positive attitude towards mathematics. CAC Math teachers and teaching promote perseverance and intellectual risk taking, while utilizing a variety of 'best practices' to reach all learners. Technology and technological tools play an integral role in Mathematics teaching and learning at CAC.

CAC students' mathematical learning and CAC mathematics instruction are based on the following beliefs:

- Mathematics is accessible to all learners.
- All learners can engage in the practices and thinking dispositions of mathematicians.
- Learners construct deep mathematical understanding through exploring meaningful, complex problems both independently and in collaboration with other learners.
- Learners develop mathematical understanding through reflecting, explaining, questioning and defending strategies.
- Learners use authentic mathematical representations to organize, record, and communicate their understanding.
- Using multiple valid strategies and varied resources, learners build new understanding and mathematical knowledge by expanding on prior experience and knowledge.
- Learners should develop and demonstrate a balance of conceptual understanding, procedural proficiency and factual knowledge.

Our mathematical teaching practices that promote student learning are based on the following beliefs:

- Teachers promote a culture of thinking by empowering students with the dispositions and thinking routines to develop deep mathematical understanding.
- Teachers provide opportunities for learners to behave as mathematicians by
  - modeling effective questioning techniques
  - posing real life open-ended problems requiring students to use multiple valid strategies
  - reflecting
  - communicating thinking both individually and collaboratively
  - providing meaningful, relevant opportunities for practice and skill development.
  - utilizing varied instructional techniques and various resources to promote procedural competence and genuine mathematical understanding.
- Teachers ensure that learners develop a balance of conceptual understanding, procedural proficiency and factual knowledge.
- Teachers design effective lessons that build on a learner's prior experience and knowledge, and plan for individual learning styles and needs.
- Teachers differentiate to ensure that students and their different learning modalities are supported. Students will start with basic exponent laws. Students will use what they know about linear functions to build a basic exponential growth function. Students will explore and work with exponential growth and decay, as well as percentage growth and decay. Time permitting, students will explore the graphs of exponential equations, while students who demonstrate competence are supported, challenged and enriched.
- Teachers provide multiple means (assessments) for students to demonstrate competency in reaching CAC standards.
- Teachers collaborate with colleagues across divisions and disciplines to ensure coherence and consistency.
- Teachers pursue professional development reflecting current research in mathematics education, ensuring the use of best practices.

## INTEGRATED MATHEMATICS 1

Description: Topics covered in the course include the following:

### **Problem Solving**

The focus of this unit will be around the methods and tactics of problem solving. Students will focus on the different steps to approaching an unknown or known problem, the ways to show their work, and how to present their answer. This unit is designed to encourage perseverance in problem solving.

### **Coordinate Geometry**

This unit will explore geometric topics such as length, midpoint, and slope. Students will also work with and analyze the properties of 2D geometric shapes. The goal is for students to confirm properties of given shapes. Many of the topics will extend nicely into linear functions. Much of the work will be done via technology.

### **Linear Relations**

This unit will study linear relations in context and in the abstract with the intention of building towards the linear equation. Students will explore two of the three forms of a line as well as horizontal and vertical lines. The unit will conclude with systems of equations.

### **Exponential Relations**

Students will start with basic exponent laws. Students will use what they know about linear functions to build a basic exponential growth function. Students will explore and work with exponential growth and decay, as well as percentage growth and decay. Time permitting, students will explore the graphs of exponential equations.

<u>Prerequisites</u> :	None
<u>Credit</u> :	1.0 credit
<u>Length of Course</u> :	1 year
<u>Text</u> :	The teacher will provide texts and materials from multiple resources.
<u>Recommendations</u> :	Students must have a graphing calculator (TI-84 calculator is preferred).

## INTEGRATED MATHEMATICS 2

Description: Topics covered in the course include the following:

### **Linear Functions and Linear Systems**

Students are introduced to the concept of functions, then review linear functions and linear inequalities. Lines of best fit are introduced, as is the use of technology to perform linear regression calculations. Linear systems are reviewed.

### **Co-ordinate Geometry and Right Triangle Trigonometry**

Students will use analytical geometry to algebraically "prove" various properties of geometric figures. Trigonometry will be introduced to solve for sides and angles in triangles.

### **Exponential and Quadratic Functions**

Graphical features of both functions are studied. The algebraic processes involving exponents are reviewed: zero and negative exponents, fractional bases, exponent laws, scientific notation. The algebraic processes of expanding and factoring quadratic equations are taught. The connections between the features of the graphs and the algebraic equations are emphasized.

### **Descriptive Statistics**

Topics include distributions of univariate data and their shapes, as displayed in dot plots, histograms, and box plots; measures of center including mean and median, and their properties; measures of variability including interquartile range and standard deviation, and their properties; and percentiles and outliers.

<u>Prerequisites:</u>	Integrated Mathematics 1 or teacher approval from Math 8
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Text:</u>	The teacher will provide texts and materials from multiple resources.
<u>Recommendations:</u>	Students must have a graphing calculator (TI-84 calculator is preferred).

## **INTEGRATED MATHEMATICS 3**

Description: Topics covered in the course include the following:

### **Operations with Functions**

Building upon concepts taught in Integrated Math 2, topics include a further study of functions (transformations, composition, inverses), and a further study of linear functions (absolute value, piecewise, inequalities) and linear systems.

### **Characteristics of Functions**

These units focus on a study of quadratic, polynomial, rational, exponential and logarithmic functions. Topics include completing the square, developing and applying the quadratic formula, solving quadratic equations (including complex number solutions), vertex form of quadratic functions. Topics related to polynomial functions explored include definitions, characteristics, graphs, simple factoring and modeling. Rational functions are defined and graphed, and properties of rational functions are explored. Also included is a review of exponential functions and introducing logarithmic functions and their relation to exponential functions, equation solving with logarithms.

### **Geometry: Circles, Circular Functions and Triangle Trigonometry**

Topics include properties of chords, tangent lines, and central and inscribed angles of circles; radian measure of angles; and circular functions as models of periodic change. Trigonometry will be used to develop solutions to non-right triangles through the sine law and the cosine law. Analytical trigonometry is also introduced in terms of solving simple sine and cosine equations.

### **Applications of Probability**

Topics include Addition Rule, Multiplication Rule, independent and dependent events, and conditional probability.

<u>Prerequisites:</u>	Integrated Mathematics 2 or teacher, counselor, and principal approval from Math 8
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Text:</u>	The teacher will provide texts and materials from multiple resources.
<u>Recommendations:</u>	Students must have a graphing calculator (TI-84 calculator is preferred).



## MATHEMATICAL STUDIES IB SL I

Description: This course is the first of a two-year program intended for 11th grade students having varied backgrounds and abilities. Topics will include elementary functions and their applications, right triangle geometry, law of sines and cosines with applications, three-dimensional geometry, and descriptive statistics. Students will do some group projects.

Prerequisites: Integrated Mathematics 2 or 3 plus teacher and parent recommendation

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Mathematical Studies SL* (2007), Haese and Harris Publications;  
*Mathematical Ideas*, 10th Ed. (1998), Addison Wesley. The teacher will provide other supplementary materials.

Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred)

## MATHEMATICAL STUDIES IB SL II

Description: This is the second year of Mathematical Studies IB Standard Level and is intended for 12th grade students. The purpose of this course includes preparation for the externally assessed IB exam. Topics will include sets, logic, probability, financial mathematics, and an introduction to differential calculus. Each student must complete an investigative project on a topic of his/her choice that has appropriate mathematical content. The project is based on the collection of data, not library research. Failure to submit a project will result in an "F" for the course. Students will be prepared and expected to sit the IB external examination in May. (Note: Fees for this exam are set by the International Baccalaureate Organization).

Prerequisites: Mathematical Studies IB SL I

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Mathematical Studies SL* (2007), Haese and Harris Publications;  
*Mathematical Ideas*, 10th Ed. (1998), Addison Wesley. The teacher will provide other supplementary materials.

Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred)

## MATHEMATICS IB SL1

Description: This course is the first of a two-year program designed for 11<sup>th</sup> grade students who intend to pursue studies in fields that require a strong mathematical background such as economics, business, or medicine, but who do not need the rigor of the IB Higher Level program. The topics in year one include functions, trigonometry, probability, statistics, and sequences and series. Students will begin work on an individual exploration that will be completed in year two and be assessed as part of their IB score. It is required that all students who undertake this course will register for the external examination at the end of year two.

Prerequisites: Integrated Mathematics 3 as well as teacher and parent recommendation.

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Mathematics Standard Level* (2012), Oxford University Press. The teacher will provide supplementary texts and materials.

Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

## MATHEMATICS IB SL2

Description: A continuation of Mathematics IB SL1. The purpose of this course includes preparation of 12<sup>th</sup> grade students for the externally assessed IB exam. Topics include vectors as well as differential and integral calculus. The completion of the individual exploration that was begun in year one is a requirement. Students will be prepared and required to sit the IB external examination in May. (Note: Fees for this exam are set by the International Baccalaureate Organization).

Prerequisites: Mathematics IB SL I

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Mathematics Standard Level* (2012), Oxford University Press. The teacher will provide supplementary texts materials.

Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

## MATHEMATICS IB HL1

Description: This course is the first year of a two-year program that is intended for 11<sup>th</sup> grade students with a strong background and ability in mathematics. Some students will study the subject because they have a genuine interest in it and enjoy meeting its challenges, others because they need mathematics at this level for future studies in mathematics, physics, or engineering. In this first year of the program students cover a broad range of topics that include: functions, trigonometry, algebraic topics, calculus, proof by induction, probability, statistics and vectors. Students will begin work on an individual exploration that will be completed in year two and be assessed as part of their IB score. It is required that all students who undertake this course will register for the external examination at the end of year two.

Prerequisites: Integrated Mathematics 3, as well as teacher and parent recommendation.

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Mathematics Higher Level* (2012), Oxford University Press as well as *Single Variable Calculus* 6<sup>th</sup> Ed. (2009), James Stewart. The teacher will provide supplementary texts and materials.

Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

## MATHEMATICS IB HL2

Description: This course is the second year of a two-year program. It is the continuation of the IB Mathematics HL1 syllabus and is intended for 12<sup>th</sup> grade students with a good background and ability in mathematics and wishing to pursue a career in math, physics, engineering or technology. Students must have a genuine interest in the course. The course includes further studies in calculus, statistics and probability, and vectors. The completion of the individual exploration that was begun in year one is a requirement. Students will be prepared and required to sit the IB external examination in May. (Note: Fees for this exam are set by the International Baccalaureate Organization).

Prerequisites: Mathematics IB HL1

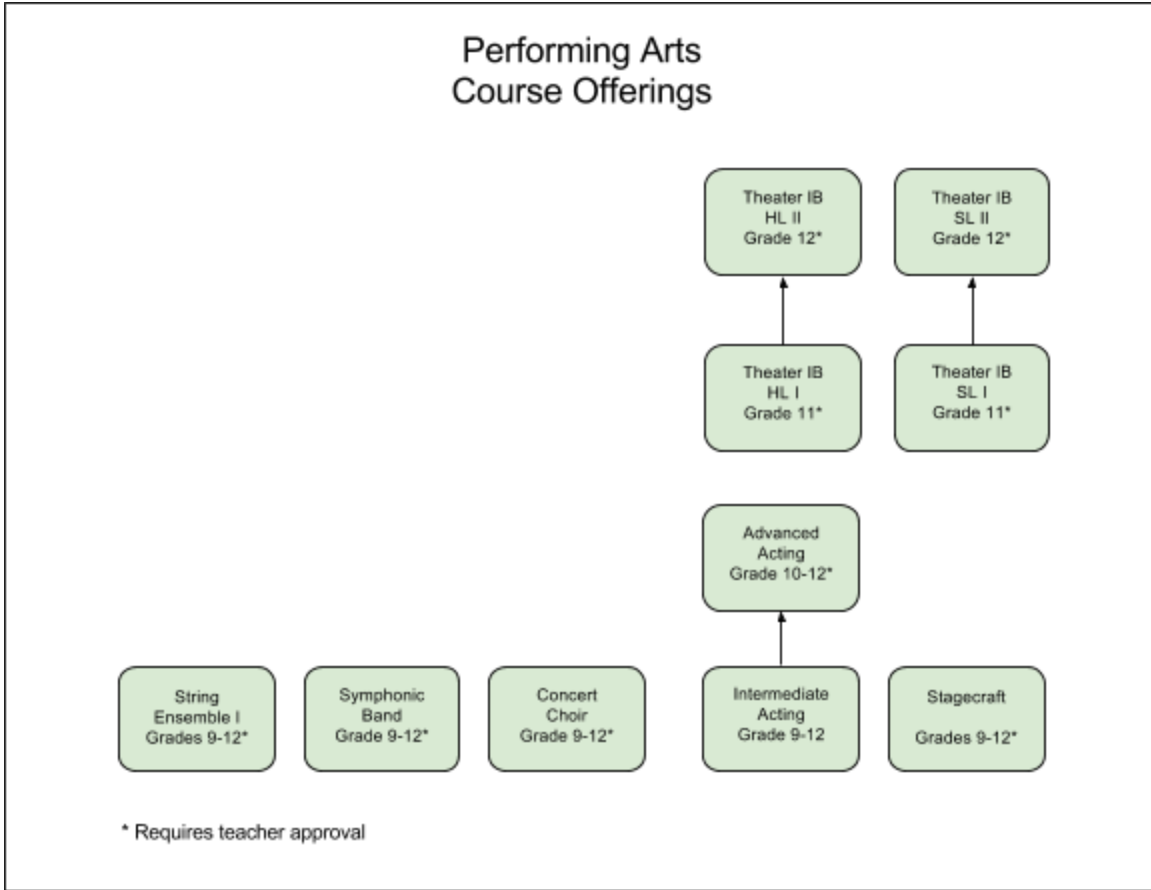
Credit: 1.0 credit

Length of Course: 1 year

Texts: *Mathematics Standard Level* (2012), Oxford University Press as well as *Single Variable Calculus* 6<sup>th</sup> Ed. (2009), James Stewart. The teacher will provide supplementary texts and materials.

Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).





## Performing Arts

### PHILOSOPHY

The performing arts offer students opportunities to expand and develop their artistic and creative skills. Each discipline within the arts provides its own unique approach to self-expression, communication, intrinsic worth, and emotional exploration through individual and collaborative approaches.

Performing arts promote personal and social development and enable a lifelong journey of expression, enjoyment, and cultural enrichment. The arts offer a deeper meaning to every student's well being.

## MUSIC

### SYMPHONIC BAND

Description: This course is a performance-based course for high intermediate and advanced musicians in 9<sup>th</sup> through 12<sup>th</sup> grades who have at least two years of experience on a band instrument. Students with less than two years of experience must have permission from the band director. The course is designed to help students interested in instrumental music to enhance their skills in the areas of aural development, musical literacy, interpretation, and appreciation of differing styles and genres with an emphasis on development of advanced instrumental technique. Music selections will explore a variety of musical styles to include classical, wind band and pop to jazz.

Students are expected to practice and prepare music outside of class time. Co-curricular participation in performances throughout the school year is an expectation and is an integral part of the band program. Members are eligible to audition for the AMIS International Honor Band.

More information is available from the teacher.

Prerequisites: 2 years of previous study on the instrument or teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year (may be repeated in subsequent years for credit)  
Note: Guitar, piano, and string instruments are not taught in this course.

### STRING ENSEMBLE 1

Description: This course is designed for music students in 9<sup>th</sup> through 12<sup>th</sup> grades who have at least one year of experience playing a string instrument (violin, viola, cello or contra-bass). Individual performance skills such as tone, technique, intonation and expression will be developed. Individual knowledge will be broadened in the historical and compositional techniques of Western music. Students are expected to develop self motivation in the preparation of music and independence in reading and sight reading skills. This is a performance course, and all students will be expected to participate in several public concerts during the year.

Enrollment in one of the string ensemble electives is required to audition for the Association for Music in International School's International Honor Orchestra. Students are expected to provide their own instrument but some sources are available for instruments. Contact the music teacher for help with obtaining an instrument.

Prerequisites: 1 year or more of previous study on a string instrument or teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Note: Guitar is not taught in this course.

## CONCERT CHOIR

Description: This course is open to any male or female in 9<sup>th</sup> through 12<sup>th</sup> grade with an interest in singing. There are NO auditions, and ALL students are encouraged to participate without regard to present singing ability or previous musical experience. Daily rehearsals will deal with the development of the voice as a musical instrument, music reading and sight-singing skills, exploration of a broad variety of choral music, working together as a group, and performance skills.

Members purchase their own uniforms, which they may either keep or sell upon exiting the class. The Concert Choir represents CAC in concerts, assemblies, and festivals throughout the Maadi/Cairo community.

Prerequisites: None  
Credit: 1.0 credit  
Length of Course: 1 year (may be repeated for credit)  
Note: Concert Choir is designed as a year course; however, under exceptional circumstances and with the teacher's permission, students are permitted to enroll for one semester only for 0.5 credit.

## THEATER

### STAGECRAFT

Description: This course is open for 9<sup>th</sup> through 12<sup>th</sup> grade students. The focus of the course is on the theory and practical application of technical theater, including theater design, scenery design and construction, costumes, props, stage lighting, and sound/audio techniques. Students in this course are an integral part of the theater program at CAC. Students will be trained in the safe operation of theater equipment and will be responsible for the technical support for shows and other functions which take place in the theater.

PLEASE NOTE: This course will require considerable time after school and/or on certain weekends when students are working backstage for school productions. All students will be required to work backstage for at least one production during the course of the semester unless otherwise notified by the teacher.

Prerequisites: Teacher approval  
Credit: 0.5 credit  
Length of Course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester and may be repeated for credit)  
Recommendations: Experience in art, drafting, woodworking, or electricity will be helpful but is not necessary.

### INTERMEDIATE ACTING

Description: This course is for 9<sup>th</sup> through 12<sup>th</sup> grade students who have completed a beginning drama course in middle school, come from another drama program, or would like to start acting regardless of what grade they are in at present. The course will emphasize ensemble, individual acting techniques, group collaboration and story creation. The students will learn skills of improvisation, devising, directing, physical theater, script writing and solo and group performance.

The final project will be a class performance open to a CAC audience. The methodologies of theater practitioners including Peter Brook, Keith Johnstone, Stanislavsky and Jacques Lecoq will be explored during the course. Students will also learn about theater history and Modern Theater techniques. Blocking, directing and text analysis are taught and serve as an introduction to the IB course. Students will keep a journal for recording work.

Prerequisites: None  
Credit: 1.0 credit  
Length of Course: 1 year (may be repeated for credit)

### **ADVANCED ACTING**

Description: This course is open for 10<sup>th</sup> through 12<sup>th</sup> grade students. In-depth exploration of the various aspects of acting techniques using improvisation as well as scripted and original materials will be the focus of the course. Students will learn a range of acting, creativity and collaboration skills that they will apply in individual and group performances. The course will encourage self-directed projects in acting, directing and theatre design. The course is for students who desire to develop their performance skills as fully as possible. Performance is a required part of the course and students will keep a journal for recording work.

Prerequisites: Intermediate Acting, and teacher approval. Serious prior course work or experience is required.  
Credit: 1.0 credit  
Length of Course: 1 year (may be repeated for credit)

### **THEATER IB SL 1 & 2 HL 1 & 2**

Description: This two year course enables students to understand theatre through the three core areas of the syllabus:

Theatre in context: understanding the contexts that influence, inform and inspire their work as theatre makers; experiencing practically and critically theoretical contexts that inform world theatre practices; and becoming informed about many cultural contexts within which theatre is created. Theatre processes: exploring and acquiring skills, techniques and processes involved in theatre-making.

Students reflect on their own creative processes and skills acquisition as they gain practical understanding of the process of creators, designers, directors and performers. Presenting theatre: apply practical theatre skills, individually and collaboratively, through a range of formats; present ideas about theatre and take part in performances and understanding how artistic choices can impact an audience.

Theatre Theory in practice (HL only): HL students research a theatre theorist they have not previously studied. They identify aspects of the theory and present a solo theatre piece (4-8 mins), based on the aspects of the theory. Each student submits for assessment: a report of 3000 words; a continuous unedited video recording of the whole solo performance piece; a bibliography that lists primary and secondary sources used in research.

Director's notebook: HL and SL students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment: a director's notebook(20 pages minimum) which includes the student's presentation of their final directorial

intentions and the intended impact of these on an audience (300 words maximum included in 20 pages); a bibliography which includes any sources used.

World theatre traditions research presentation: HL and SL students plan and deliver an individual presentation (15 min maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment: a continuous unedited video recording of the live presentation (15 mins maximum); a bibliography which lists any source used and includes any additional resources used by the candidate during the presentation which are not clearly seen with the video recording.

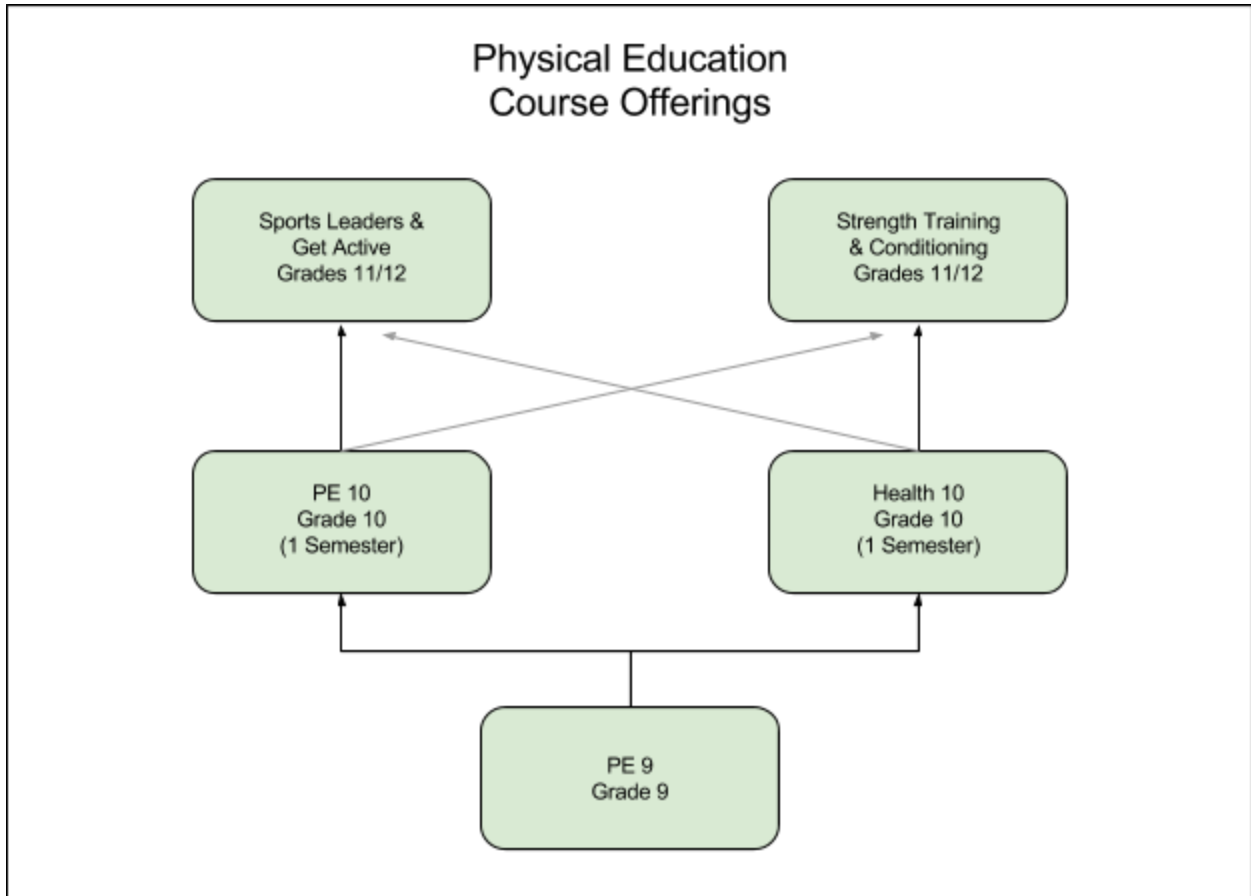
Collaborative theatre project: HL and SL students collaboratively create and present an original piece of theatre (lasting 13-15 mins) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment: a process portfolio (15 pages maximum); a video recording (4 mins maximum) evidencing the student's contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate artistic and theoretical choices made by the student; a bibliography which lists any sources used.

Prerequisites: A high school acting class, prior coursework or experience in theater is desirable (but not required) and teacher approval

Credit: 1.0 credit

Length of Course: 1 year





## Physical Education

### PHILOSOPHY

We believe that regular physical activity contributes to good health, functional movement, and lifelong well-being. Physical Education makes a significant and unique contribution to the student's overall education by providing opportunities to develop movement skills, knowledge, attitudes and leadership that the student will find useful throughout his or her lifetime. Challenging the student to cooperatively work and play with their peers in team building situations is at the heart of the program. Furthermore, learning is enhanced through participation in class situations that provide challenging, successful and enjoyable experiences for all students in a diverse range of activities. Fundamental to this approach is the development of age-appropriate skills and lead up games and activities that best facilitate student learning and skill acquisition.

Student learning is enhanced through participation in class situations that provide challenging, successful and enjoyable experiences for all students in a diverse range of activities. Fundamental to this approach is the development of age-appropriate skills and activities that best facilitate student learning and skill acquisition.

CAC Physical Education Department will provide a balanced and varied curriculum that will encourage students to:

LEARN  
EXPLORE  
HAVE FUN

... acquire knowledge of sports.  
... acquire health & fitness understanding.  
... be challenged.  
... demonstrate CAC's core values.  
... actively participate in enjoyable PE lessons.

### PE 9

Description: Students will participate in a variety of activities including: personal fitness, individual and team sports, climbing/outdoor pursuits, and aquatics. The course is designed to promote individualized fitness awareness and growth of the total individual. The development and improvement of physical fitness and motor skills is an expected outcome of this class. Active participation and a high level of positive effort are expected. Swimming is an integral part of the program for ALL students. Please note that first semester swimming takes place in November and second semester takes place in February.

Prerequisites: None  
Credit: 1.0 credit  
Length of Course: 1 year

### PE 10

Description: Students are enrolled in this course for one semester. Students will participate in a variety of activities including: team sports, community water safety (CWS), fitness and strength training, climbing, racquet sports and leadership development. Students will be trained in C.P.R. (Cardiopulmonary Resuscitation) and Automated External Defibrillation (AED). The development and improvement of motor skills, leadership skills, and physical fitness is an expected outcome of this course. Active participation and a high level of positive effort are expected. First semester classes will be in the pool for CWS instruction during November and December. Second semester classes will be in the pool for CWS instruction during January and February.

Prerequisites: PE 9  
Credit: 0.5 credit  
Length of Course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester)

### MODERN HEALTH 10

Description: This course addresses topics related to healthful living and the development of positive self-esteem. Modern Health classes will reinforce and introduce many principles related to PE 10. Material is taught through a variety of methods, concentrating on group activities and discussions. Decision making skills and self discovery techniques are also presented. A number of topics are covered that are critical for understanding by this age group, including substance abuse, teen concerns, sexuality, first aid, emotional health, and personal wellness.

Prerequisites: None  
Credit: 0.5 credit  
Length of Course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester)  
Recommendations: Required for 10<sup>th</sup> grade students to fulfill PE 10 requirements, and 11<sup>th</sup> and 12<sup>th</sup> grade students who have not fulfilled the Health requirement.

## **SPORTS LEADERS & GET ACTIVE**

Description: This course is open for 11th and 12th grade students. In this course, there are 2 elements of the Sports Leaders - Get active elective.

1: Students will Stay physically fit by participating in activities, such as, ping pong, ultimate frisbee, frisbee golf, soccer tennis, adventure games, rock climbing. These active indoor and outdoor games develop both group and solo skills in an obligation free, non-serious and engaging way.

2: The Sports Leaders program will use sport to deliver fun and engaging physical activities with other students and within the community.

Students will plan, lead and evaluate sports/physical activity sessions over a number of tutored hours and then demonstrate their leadership skills as part of their assessment.

Assessment will include the being able to perform the skills below.

Unit 1 – Developing leadership skills

Unit 2 – Plan, lead and evaluate sport/physical activity sessions

Unit 3 – Assist in planning and leading a sports/physical activity event

Unit 4 – Lead sport/physical activity sessions linked with CAC Elementary and Middle School

Unit 5 – Lead sport/physical activity sessions with a local community school.

Prerequisites: PE 9 and PE 10

Credit: 0.5 credit per semester

Length of Course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester and may be repeated for credit)

## **STRENGTH TRAINING AND CONDITIONING**

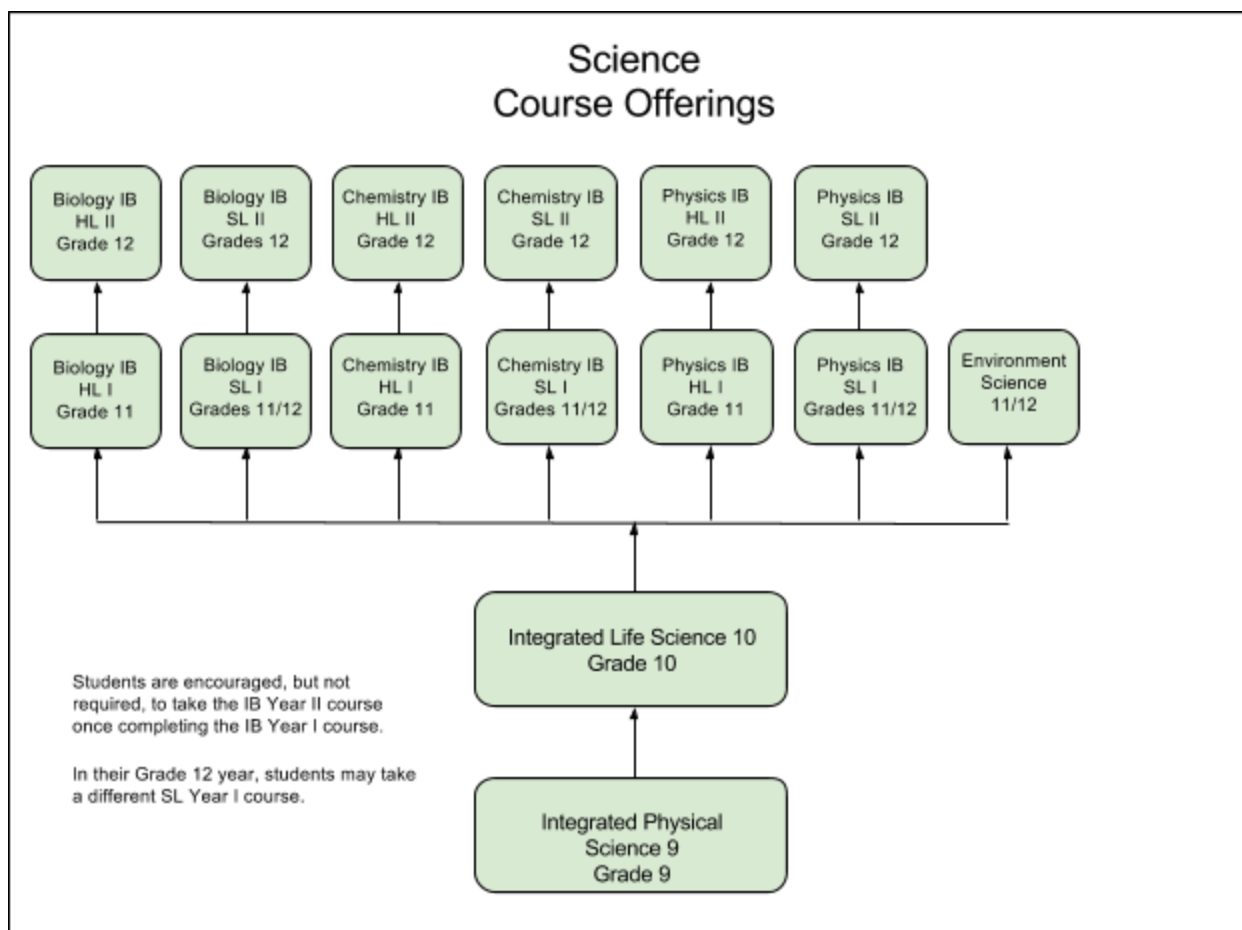
Description: This course is open for 11<sup>th</sup> and 12<sup>th</sup> grade students. The course covers many aspects of physical fitness, strength training and conditioning. Students will apply strength training and fitness concepts through the development and implementation of their own personal fitness program.

This course will provide a unique opportunity to explore personal adaptation to training through a focus on strength and conditioning. Progress will be tracked through a personal fitness plan demonstrating student adaptation and growth throughout. Students will try a healthy selection of activities that will include, TRX, Cross-fit, Circuits, Boxercise, and other non-weight bearing activities. The aspirations of students in this course will be realized through their own personal pathway of health and training.

Prerequisites: PE 9 and PE 10

Credit: 0.5 credit per semester

Length of Course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester and may be repeated once for credit)



## Science

### PHILOSOPHY

We believe that **science** is a way of making sense of the universe through careful observation. Science is a dynamic process that relies on healthy skepticism and curiosity, where assumptions can be modified or abandoned when new evidence is discovered. Students will develop confidence in science, an appreciation of scientific discovery, and a sense of awe and wonder of the world around them. Students will use active inquiry, hands-on activities, field studies, individual research and experimentation to transfer their knowledge and skills to new situations. Students will solve problems, attain a high degree of scientific literacy and appreciate the importance of becoming responsible caretakers of our planet.

### DEPARTMENTAL STANDARDS

The following standards are process-oriented standards that the high school science department feels all of our students need to achieve. In addition to these standards we also have content-oriented standards and benchmarks for each course.

- Students will be able to develop effective strategies for problem solving.
- Students will be able to further their own knowledge of science through critical analysis of a wide range of media.
- Students will become competent in handling a wide assortment of laboratory equipment.
- Students will be aware of, sensitive to, and evaluate current socio-scientific issues.
- Students will develop an awareness of how their behavior and choices affect their own well-being and that of others.
- Students will communicate a broad knowledge of the sciences.

### **INTEGRATED PHYSICAL SCIENCE 9**

Description: This course is open to 9<sup>th</sup> grade students and is the first high school science course. It is an integrated, lab based introduction to the physical sciences. The chemistry topics introduced will include atomic structure, periodicity, simple reactions and bonding. The physics topics introduced will include motion, forces and energy. Students will also study the science of climate change. Science lab journal-writing will be introduced and scientific processes such as observing, classifying, inferring, measuring, graphing and interpreting data, hypothesizing and predicting will be stressed in a variety of activities.

Prerequisites: None  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel, CAC Science Notebook

### **INTEGRATED LIFE SCIENCE 10**

Description: This course is open to 10<sup>th</sup> grade students and is intended as the second year of high school science courses. It is an integrated, lab based introduction to the life sciences. The life sciences topics introduced will include cells, energy, Mendelian genetics, and Darwinian evolution. Chemistry topics will be integrated into the units to examine the chemical nature of life. Laboratory skills continued or initiated in this course will include science lab journal-writing, quantitative/qualitative observation, microscope use, digital sensor use, data processing and statistical analysis.

Prerequisites: Integrated Science 9 – Physical Science  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel, CAC Science Notebook

### **BIOLOGY IB SL I**

Description: This course is recommended for students who have an interest in Biology. This course can also serve as a one-year stand-alone introduction to biology for students in either 11<sup>th</sup> or 12<sup>th</sup> grade. The program is designed to take students through a conceptual approach as they relate the themes of structure and function, universality versus diversity, equilibrium within systems, and evolution to the study of life. It allows the application of techniques of an experimental science to the study of living organisms. Specific topics covered are ecology, cells, chemistry of life, genetics, and an introduction to human physiology. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Chemistry, IB Design Technology and IB Physics students meeting after school. Students are encouraged though not required to continue on into IB Biology SL II upon successful completion of this course and sit the IB Standard Level Exam.

Prerequisites: Integrated Science 9-Physical Science, Integrated Science 10-Life Science, and/or teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel, CAC Science Notebook

### **BIOLOGY IB HL I**

Description: This course is recommended for highly motivated students who have demonstrated high achievement and interest in introductory science and other science courses. Students should understand that this material will be quite challenging. This course is designed to be the first year of a two-year IB Higher course and is open for students in 11<sup>th</sup> grade. The program is designed to take students through a conceptual approach as they relate the themes of structure and function, universality versus diversity, equilibrium within systems, and evolution to the study of life. It allows the application of techniques of an experimental science to the study of living organisms. Specific topics covered are ecology, cells, chemistry of life, genetics and introduction to human physiology. Some weekend and/or afternoon lab time may be scheduled during the second semester. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Chemistry, IB Design Technology and IB Physics students meeting after school. Students are encouraged though not required to continue on into IB Biology HL II upon successful completion of this course and sit the IB Higher Level Exam.

Prerequisites: Integrated Science 9-Physical Science, Integrated Science 10-Life Science (75% or better), and teacher approval.  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel

### **BIOLOGY IB SL II**

Description: This course is the second year of a two-year IB SL program and is open for 12<sup>th</sup> grade students. It is designed to take students through a conceptual approach as they relate the themes of structure and function, universality versus diversity, equilibrium within systems, and evolution to the study of life. The specific topics covered will be digestion, transport, gas exchange, homeostasis, nerves, muscles, movement, genetics, and evolution. During this course, all students will participate in an extensive independent lab research project for the IB Internal Assessment. It is required that all students who undertake the course sit for the external examinations. (Note: Fees for this exam are set by the International Baccalaureate Organization).

Prerequisites: Biology IB SL I and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel

### **BIOLOGY IB HL II**

Description: This course is the second year of a two-year IB SL/HL program and is open for 12<sup>th</sup> grade students. It is designed to take students through a conceptual approach as they relate the themes of structure and function, universality versus diversity, equilibrium within systems, and evolution to the study of life. The specific topics covered will be digestion, transport, gas exchange, homeostasis, nerves, muscles, movement, excretion, reproduction, immunology, plant science, evolution, and ecology. This is an advanced biology course recommended for highly motivated students. During this course, all students

will participate in an extensive independent lab research project for the IB Internal Assessment. It is required that all students who undertake the course sit for the external examinations. (Note: Fees for this exam are set by the International Baccalaureate Organization).

<u>Prerequisites:</u>	Biology IB HL I and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Requirements:</u>	Access to spreadsheet program like Numbers or Excel

### **CHEMISTRY IB SL I**

Description: This course is recommended for students who have an interest in chemistry. This material will be challenging, and proficiency in mathematics is required. This course is designed to be the first year of a two-year IB SL course and is open for students in 11<sup>th</sup> grade. This course can also serve as a one-year standalone introduction to chemistry for students in either 11<sup>th</sup> or 12<sup>th</sup> grade. Students will, in addition to developing a general understanding of the chemical principles that underpin the material world, develop the ability to analyze, evaluate, and synthesize scientific information. The major topics studied are: moles and ratios, atomic theory, the periodic table, bonding, states of matter, thermodynamics, kinetics and equilibrium. In addition to this, students will, through practical work, hone their experimental and investigative skills. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Biology, IB Design Technology and IB Physics students meeting after school. Students are encouraged though not required to continue into IB Chemistry SL II upon successful completion of this course and sit the IB Standard Level Exam.

<u>Prerequisites:</u>	Integrated Science 9-Physical Science, Integrated Science 10-Life Science, enrollment in Integrated Math 3 or higher
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Requirements:</u>	Access to spreadsheet program like Numbers or Excel

### **CHEMISTRY IB HL I**

Description: This course is recommended for highly motivated students who have demonstrated high achievement and interest in introductory science and other science courses. Students should understand that this material will be quite challenging, and proficiency in mathematics is required. This course is designed to be the first year of a two-year IB HL course and is open for students in 11<sup>th</sup> grade. This course can also serve as a one-year standalone introduction to chemistry for students in either 11<sup>th</sup> or 12<sup>th</sup> grade. Students will, in addition to developing a general understanding of the chemical principles that underpin the material world, develop the ability to analyze, evaluate, and synthesize scientific information. The major topics studied are: moles and ratios, atomic theory, the periodic table, bonding, states of matter, thermodynamics, kinetics and equilibrium. In addition to this, students will, through practical work, hone their experimental and investigative skills. Some weekend and/or afternoon lab time will be scheduled during the second semester. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Biology, IB Design Technology and IB Physics students meeting after school. Students are encouraged though not required to continue on into IB Chemistry HL II upon successful completion of this course and sit the IB Higher Level Exam.

<u>Prerequisites:</u>	Integrated Science 9-Physical Science, Integrated Science 10-Life Science (75% or better), Pre-calculus or higher, teacher approval and satisfactory completion of a summer assignment prior to commencing the course
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Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel

### **CHEMISTRY IB SL II**

Description: This course is a continuation of Chemistry IB SL I and is open for 12<sup>th</sup> grade students. Topics will include: acids/bases, electrochemistry, organic chemistry, and one optional topic. Students will continue exploring the topics covered in Year 1 with a continued emphasis on real world applications of the topics. During this course, all students will participate in an extensive independent lab research project for the IB Internal Assessment. It is required that all students who undertake the course sit for the external examinations. (Note: Fees for this exam are set by the International Baccalaureate Organization).

Prerequisites: Chemistry IB SL I and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel

### **CHEMISTRY IB HL II**

Description: This course is a continuation of Chemistry IB HL I and is open for 12<sup>th</sup> grade students. Topics will include a quantitative approach to acids/bases and electrochemistry, as well as an in-depth study of organic chemistry and spectroscopy, and one optional topic. Students will continue exploring the topics covered in Year 1 with an emphasis on real world applications of the studied topics. During this course, all students will participate in an extensive independent lab research project for the IB Internal Assessment. It is required that all students who undertake the course sit for the external examinations. (Note: Fees for this exam are set by the International Baccalaureate Organization).

Prerequisites: Chemistry IB HL I and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel

### **PHYSICS IB SL I**

Description: This course is designed to be the first year of a two-year IB SL course and is open for students in 11<sup>th</sup> grade. This course can also serve as a one-year standalone introduction to physics for students in either 11<sup>th</sup> or 12<sup>th</sup> grade. It is a comprehensive laboratory course in physics providing broad exposure to a full range of topics. Although physics is a quantitative science and mathematics will be used throughout the course, much emphasis will be placed on conceptual understanding, the development of problem solving skills, and the improvement of communicating and analyzing both theory and data. The topics introduced will include the following: laws of motion, work and energy, gravity, wave phenomena, foundations in electricity including electrostatics and particle physics. The IB Group IV subjects require participation in a 10-hour interdisciplinary group project with IB Biology, IB Design Technology and IB Chemistry students meeting twice after school. Students are encouraged though not



required to continue on into IB Physics SL II upon successful completion of this course and sit the IB Standard Level Exam.

Prerequisites: Integrated Science 9-Physical Science, Integrated Science 10-Life Science, concurrent enrollment in Integrated Mathematics 3 or higher  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel

### **PHYSICS IB HL I**

Description: This course is recommended for highly motivated students in 11th or 12th grade who have demonstrated high achievement and interest in introductory science and other science courses. Students should understand that this material will be quite challenging, and proficiency in mathematics is required. The topics covered include: a foundation in practical lab skills, mechanics, work/energy, gravitation/rotational dynamics, fluids, heat and kinetic theory, wave phenomena and electrostatics. From this class, students may continue on into Physics IB HL II. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Biology, IB Design Technology and IB Chemistry students meeting twice after school. Some weekend and/or afternoon lab time may be scheduled during the second semester. Students are encouraged though not required to continue on into IB Physics HL II upon successful completion of this course and sit the IB Higher Level Exam.

Prerequisites: Integrated Science 9-Physical Science, Integrated Science 10-Life Science (75% or better), enrollment in IB Math SL1 or IB Math HL1. Completion of Integrated Mathematics 3 with a 80% or better is recommended.  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel

### **PHYSICS IB SL II**

Description: This is the second of a two-year intensive laboratory course in IB Standard Level physics and is therefore open for students in 12<sup>th</sup> grade. The topics covered will include a greater depth of the topics covered in Year 1 and in addition: circuit theory, magnetism, thermodynamics, modern and nuclear physics as well as completion of an independent experimental project. An optional topic will also be completed. It is required that all students who undertake the course sit for the external examinations. (Note: fees for this exam are set by the International Baccalaureate Organization).

Prerequisites: Physics IB SL I and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Requirements: Access to spreadsheet program like Numbers or Excel

### **PHYSICS IB HL II**

Description: This is the second of a two-year intensive laboratory course in IB Higher Level physics requiring a strong math foundation and is therefore open for students in 12<sup>th</sup> grade. The topics covered will include a greater depth of the topics covered in Year 1 and in addition: circuit theory, magnetism, thermodynamics, modern and nuclear physics as well as completion of an independent experimental

project. An optional topic will also be completed. It is required that all students who undertake the course sit for the external examinations. (Note: fees for this exam are set by the International Baccalaureate Organization). Students will be well prepared for university level science or engineering courses.

<u>Prerequisites:</u>	Physics IB HL I and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Requirements:</u>	Access to spreadsheet program like Numbers or Excel

## **COSMOLOGY**

Description: This course will be offered in the 2019-2020 school year. It will be offered every other year in place of Environmental Science. This course is open for 11<sup>th</sup> and 12<sup>th</sup> grade students. It is a course that offers the student a survey of the structure of the physical universe across both space and time. Students will become intimately aware of the cause and effect relationships that exist in the universe and will be asked to become involved in discussions regarding some of the last big unanswered questions in science. A considerable amount of time will be spent looking at how astronomers do what they do, and will be fully evidence-based. Emphasis will be placed on integrating and applying science that has been encountered in earlier introductory science topics (biology, chemistry, and physics) and critical thinking. Topics include the search for extraterrestrial life, a history of astronomy/cosmology, astrophysics, stellar evolution, big bang cosmology, an introduction to relativity theory and modern cosmological theories, as well as a unit that focuses on critical thinking and logical fallacies. This class will run both semesters opposite The Edge of Knowledge course so students may enroll in both classes for one science credit during the same period all year.

<u>Prerequisites:</u>	Integrated Science 9-Physical Science and Integrated Science 10-Life Science, or the equivalent
<u>Credit:</u>	0.5 credit
<u>Length of Course:</u>	1 semester (1 <sup>st</sup> or 2 <sup>nd</sup> semester)
<u>Recommendations:</u>	A sincere interest in science is required along with a curiosity in how we know what we know about the universe.

## **THE EDGE OF KNOWLEDGE**

Description: This course will be offered in the 2019-2020 school year. It will be offered every other year in place of Environmental Science. This course is open for 11<sup>th</sup> and 12<sup>th</sup> grade students. It is designed so students may gain an understanding of the shifting domains of ignorance, uncertainty, and the unknown, as well as the philosophical and psychological foundations of learning, questioning and creating knowledge. Emphasis will be placed on the creation of sound and meaningful questions about what we don't know rather than on what is already known. Students will, over a wide range of human experience, traverse the edge of knowledge by becoming familiar with what we call, "the ignorance map." This may be summarized as follows--The known unknowns: the things we know we don't know; The unknown unknowns: the things we don't know we don't know; Errors: the things we think we know but don't; The unknown knowns: the things we don't know we know; and Denials: all the things too painful to know so we don't. Emphasis will be placed on integrating and applying science that has been encountered in earlier introductory science topics (biology, chemistry, and physics) and critical thinking. Considerable energy will be spent communicating clearly in different media with various audiences, collaborating effectively, and exploiting a wide range of resources while reinforcing the positive attitudes and values of curiosity, optimism, humility, self-confidence and skepticism. This class will run opposite Cosmology and the two courses are independent.

Prerequisites: Integrated Physical Science 9 and Integrated Life Science 10, or the equivalent

Credit: 0.5 credit

Length of Course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester)

Texts: The materials will be selected at the discretion of the teacher

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## **ENVIRONMENTAL SCIENCE**

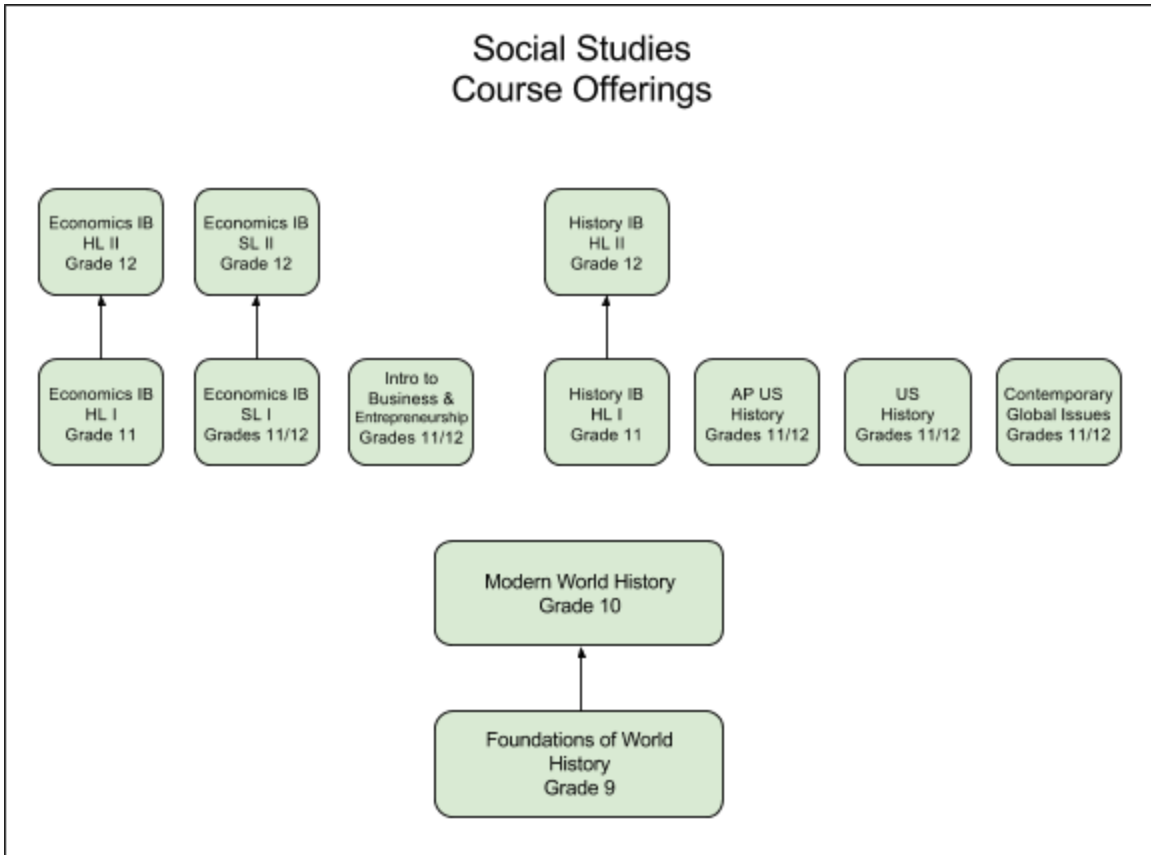
Description: This course will be offered in the 2018-2019 school year. It will be offered every other year in place of Edge of Knowledge/Cosmology. This course is open for 11<sup>th</sup> and 12<sup>th</sup> grade students. It is a course designed to increase the knowledge and understanding of how the environment functions, the effect humans are having on it, and our responsibility to sustainable development. We are increasingly being faced with personal and societal decisions concerning the environment that require an in-depth knowledge and understanding of environmental issues. This course will provide students with the scientific principles, concepts, and the methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, and to examine solutions for resolving them. The following topics will be covered: ecology, analyzing ecosystems, water, population dynamics, air, waste management, conservation, biodiversity, and marketing environmental awareness. Field studies may be conducted, some of which may require time outside of the normal day. This course may not be considered a lab-science by some universities.

Prerequisites: Integrated Science 9-Physical Science, and Integrated Science 10-Life Science

Credit: 1.0 credit

Length of Course: 1 year

Text: *Environmental Systems and Societies*; Pearson 2010



## Social Studies

### PHILOSOPHY

The discipline of Social Studies involves students as active participants in the learning of historical, economical, political, cultural, and geographical concepts to develop perspectives into local and global issues. By recognizing and understanding the challenges of change, students learn social science skills through experiential, collaborative and research approaches. As students expand their awareness from personal to societal to global, they think critically about the human condition and become motivated to serve our local and global community.

## FOUNDATIONS OF WORLD HISTORY

**Description:** A survey course designed for 9<sup>th</sup> grade students which studies the development of humanity from the prehistoric age through to approximately 1500 C.E. The ancient world has influenced our customs, religious beliefs, our laws, and our forms of government. It has taught us when and how we make war, or pursue peace. It has shaped the buildings we live in and work in and the art we hang on our walls. It has given us the calendar that organizes our year and has left its mark on the games we play. This course will emphasize organizational skills, research skills, and writing skills.

**Prerequisites:** None  
**Credit:** 1.0 credit  
**Length of Course:** 1 year  
**Texts:** *Ancient World History*, Houghton Mifflin Harcourt

## MODERN WORLD HISTORY

**Description:** A combined survey and inquiry course designed for 10<sup>th</sup> grade students, which begins with the Renaissance and ends with the decline of the Soviet Union and the end of the Cold War. Though much of the course follows the chronological development of the Western World, emphasis will be placed on certain historical themes and their impact around the world such as revolution, nation building, nationalism and the rise and fall of political ideologies. This course will encourage students to become critically aware of historical developments and to consider their enormous impact in the modern era. When possible, students will be taught a comparative perspective in which they examine political, social, and economic issues over time and across cultures. This course will also serve as a prerequisite skills preparation course for advanced level Social Studies courses in Grade 11.

**Prerequisites:** Foundations of World History or the equivalent  
**Credit:** 1.0 credit  
**Length of Course:** 1 year  
**Text:** *Modern World History*, Houghton Mifflin Harcourt

## UNITED STATES HISTORY/AP UNITED STATES HISTORY

**Description:** US History/AP US History is a combined course open to 11<sup>th</sup> and 12<sup>th</sup> grade students. The course is a chronological survey of the United States from the late 18<sup>th</sup> century colonial era to the mid-to-late 20<sup>th</sup> century. Students delve into the social, political, cultural, and economic strands of United States History by learning to analyze sources, recognize and weigh historical interpretations, and articulate ideas through writing. Some of the major themes include art as a reflection of social values, class, race, state vs. federal power, civil liberties, and foreign affairs. A heavy emphasis is placed on identifying patterns between past and present in an effort to prepare students to become engaged, knowledgeable citizens in their society.

Students taking AP US History are required to take the AP Exam. While AP US and US will run concurrently, students who are not taking this course for AP credit will receive differentiated assessments; however, there are demanding reading requirements for all students in this course (Note: fees for the AP exam are set by the College Board).

**Prerequisites:** Successful completion of a grade 10 social studies course.  
**Credit:** 1.0 credit  
**Length of Course:** 1 year

Text: *The American Pageant*, David Kennedy, et. Al. 2002  
Note: American passport holders must take a U.S. History course to meet CAC graduation requirements; however, this requirement will be waived for those preparing for the full IB diploma. If the student should withdraw from the full IB diploma program, then the student must fulfill the U.S. history requirement.

## CONTEMPORARY GLOBAL ISSUES

Description: This course is a year-long course, which aims to introduce 11<sup>th</sup> and 12<sup>th</sup> grade students to the events, trends, and issues facing citizens and leaders in an increasingly interdependent global world. As a framework, 'global issues' has three major concepts: Global Inequality and Poverty, Global Sustainability, and Global Development. The course is designed to inform, provoke, and inspire students to think seriously about pressing political, economic, social, and environmental concerns in the contemporary world and to determine the ethical basis of global citizenship. The course will guide students to develop an understanding of important core concepts (sovereignty, development, sustainability, peace and security), with a greater awareness of alternative perspectives to interpreting and resolving global dilemmas (poverty, population growth, environmental degradation, conflict, human rights).

Students will be encouraged to look at issues from a variety of perspectives, to listen to different viewpoints and to think critically. As a culminating project, students in this course will select a topic pertaining to a global or regional issue of interest and craft essential questions to investigate.

Prerequisites: None  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: *International Relations*, Goldstein and Pevehouse, 2010 and extensive supplementary material

## HISTORY IB HL I: TOPICS IN WORLD HISTORY

Description: This is the first year of a two-year program to study history, and it is open for 11<sup>th</sup> grade students who are IB Higher-Level diploma and certificate candidates. Students in this class study events of the Nineteenth and the Twentieth Century, which have led to issues related to naturalism, imperial decline, revolutions, two world wars, and the Cold War. Throughout the year, students identify cause-effect relationships in history, improve their analytical skills in written expression, and identify historical perspectives from primary and secondary sources. Various topics and regional themes will be explored during the course of the class. The focus of the course is on aspects of the history of world beginning in the first year and continuing in the second year. The class activities follow discussion and seminar formats, which encourage students to formulate personal positions and to express themselves clearly. Students will also develop an internal assessment paper based on primary and secondary sources. It is required that all students who undertake the course register for the external examinations in May of their senior year.

Prerequisites: Grade of "B-" or better in 10<sup>th</sup> grade World History  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: *Contemporary Europe: A History*, James Wilkinson and Stuart H. Hughes, 1991, *A History of the Modern Middle East*, Cleveland, William, 2009; *A Concise History of the Middle East*, Arthur Goldschmidt, 1999, and *20th Century World History Course Companion*, Oxford Press, 2009, and extensive supplementary materials

## HISTORY IB HL II: TOPICS IN WORLD HISTORY II

Description: As a sequel to the History IB HL I, this course is designed to prepare 12<sup>th</sup> grade students to succeed on the HL external examination in May. During the year, students will study twentieth-century regional issues and events that have impacted Africa and the Middle East. Concepts that are examined include causes and consequences of war and the Cold War. Students read and analyze primary and secondary sources in order to appreciate the forces that have shaped the people in the region and to recognize different perspectives in their interpretation of historical events. Active student participation in class discussions and seminars is expected, and during the course of study each student will write an independent research paper supporting a thesis evidenced by historical detail from primary and secondary resources. It is required that all students who take the course register for the external examinations in May. (Note: Fees for this exam are set by the International Baccalaureate Organization)

Prerequisites: History IB HL I

Credit: 1.0 credit

Length of Course: 1 year

Texts: *A History of the Modern Middle East*, Cleveland, William, 2009; *A Concise History of the Middle East*, Arthur Goldschmidt, 1999, and *20th Century World History Course Companion*, Oxford Press, 2009

## ECONOMICS IB SL I

Description: This course is the first year in a two-year program designed to prepare 11<sup>th</sup> grade students to sit for the IB SL Economics exam at the end of their senior year. Students in this course will develop an understanding of microeconomics (Market Theory) and macroeconomics. The content of the course develops critical thinking skills through the understanding, application and analysis of fundamental economic concepts. Students also learn to apply basic quantitative and mathematical skills to the discipline of economics, test economic propositions empirically, improve decision-making skills, and apply economic logic to a wide variety of real world and hypothetical situations. All students enrolled in IB SL Economics complete an internal assessment portfolio of three commentaries where students evaluate real life news events in terms of economic theory. It is required that all students who undertake this course will register for the external examinations in May of their senior year.

Prerequisites: Successful completion of Integrated Mathematics 3, or Social Studies HOD signature.

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Economics Course Companion, 2<sup>nd</sup> Edition*, and *Economics IB Skills and Practice*, Oxford University Press

## ECONOMICS IB SL II

Description: This course is the second year in a two-year program designed to prepare 12<sup>th</sup> grade students to sit for the IB SL Economics exam in May. Students in this class will develop an understanding of international and development economics. The content of the course develops critical thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students also learn to apply basic quantitative and mathematical skills to the discipline of economics, test economic propositions empirically, improve decision-making skills, and apply economic logic to a wide variety of real world and hypothetical situations. All students enrolled in IB SL Economics complete an internal assessment portfolio of three commentaries where students evaluate real life news events in terms of economic theory. The IB SL Economics exams consist of one long response paper which assesses

understanding of micro and macroeconomic theory and one structured data response paper which assesses understanding in international and development economics. It is required that all students who undertake the course will register for the external examinations in May. (Note: Fees for this exam are set by the International Baccalaureate Organization)

Prerequisites: Economics IB SL I  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: *Economics Course Companion, 2<sup>nd</sup> Edition*, and *Economics IB Skills and Practice*, Oxford University Press

### **ECONOMICS IB HL I**

Description: This course is the first year in a comprehensive two-year program designed to prepare 11<sup>th</sup> grade students to sit for the IB HL Economics exam at the end of their senior year. Additionally, Grade 12 students may utilize this course in preparation for the AP Macroeconomics and Microeconomics exams. Students in this course will develop a comprehensive understanding of microeconomics and macroeconomics. The content of the course develops critical thinking skills through the understanding, application and analysis of fundamental economic concepts. Students also learn to apply quantitative and mathematical skills to the discipline of economics, test economic propositions empirically, improve decision-making skills, and apply economic logic to a wide variety of real world and hypothetical situations. All students enrolled in IB HL Economics complete an internal assessment portfolio of three commentaries where students evaluate real life news events in terms of economic theory. It is required that all students who undertake this course will register for the external examinations in May of their senior year.

Prerequisites: Finish IM 3 with a grade of C or higher, or Social Studies HOD approval.  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: *Economics Course Companion, 2<sup>nd</sup> Edition*, and *Economics IB Skills and Practice*, Oxford University Press

### **ECONOMICS IB HL II**

Description: This course is the second year in a comprehensive two-year program designed to prepare 12<sup>th</sup> grade students to sit for the IB HL Economics exams. Students in this course will develop an understanding of international and development economics as well as prepare for their comprehensive IB Economics exams in May. The content of the course develops critical thinking skills through the understanding, application and analysis of fundamental economic concepts. Students also learn to apply quantitative and mathematical skills to the discipline of economics, test economic propositions empirically, improve decision-making skills, and apply economic logic to a wide variety of real world and hypothetical situations. All students enrolled in IB HL Economics complete an internal assessment portfolio of three commentaries, where students evaluate real life news events in terms of economic theory. The IB HL Economics exams consist of one long response paper which assesses understanding of micro and macroeconomic theory, one structured data response paper which assesses understanding of international and development economics, and one quantitative paper which assesses the application of mathematics in all four sections of the syllabus. It is required that all students who undertake this course will register for the external examinations in May. (Note: Fees for this exam are set by the International Baccalaureate Organization)

Prerequisites: Economics IB HL I  
Credit: 1.0 credit



Length of Course: 1 year  
Texts: *Economics Course Companion, 2nd Edition*, and *Economics IB Skills and Practice*, Oxford University Press

## **INTRODUCTION TO BUSINESS AND ENTREPRENEURSHIP**

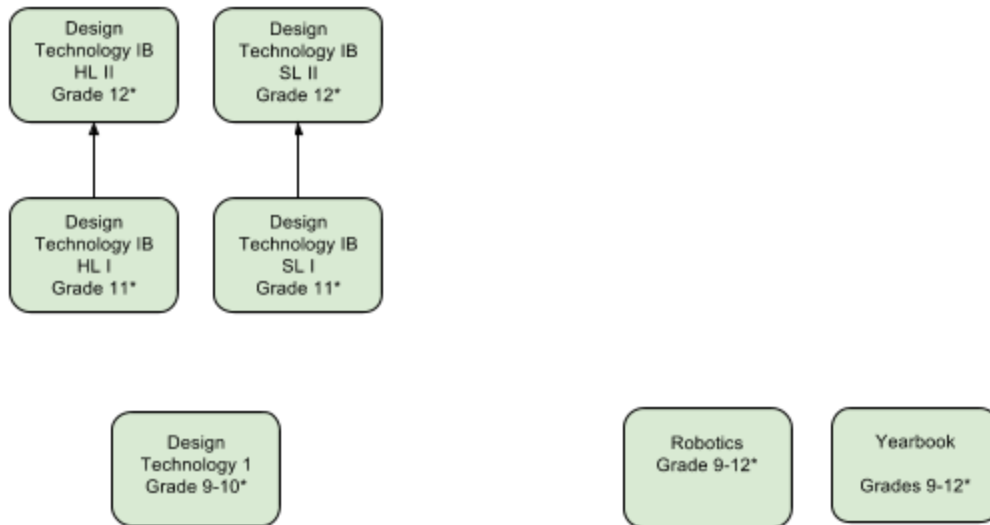
Description: This course is open for 11<sup>th</sup> and 12<sup>th</sup> grade students. It examines the increasingly interdependent world applying the practices and processes of business activity to real-life situations, culminating in a full-scale business investment simulation at the end of the year. The syllabus is presented in an order and manner that students are then enabled to participate in the simulation. This course aims to help students develop an awareness of the nature and significance of modern business practices, primarily through an assessment of the modern business world, as well as studies in marketing, globalization, human resources, and business accounting. Ultimately, the goal of the class is to help students develop an understanding of the way businesses behave and why business decisions are made, and to promote knowledge and appreciation of the working world.

Prerequisites: None  
Credit: 1.0 credit  
Length of Course: 1 year  
Text: *Business and Management*, Stimpson and Smith, 2012

# Technology Course Offerings

## Design Technology

## Media and Technology



\* Practical Arts Credit

## Technology

### PHILOSOPHY

Technology, in the broadest sense, is any modification of the natural or designed world to fulfil human needs or desires. Recognising that technology is such a crucial component of a modern global society, it is important that students develop an understanding of its range of features and applications, the design process used to develop new technological devices, the trade-offs that must be balanced in making decisions about the use of technology, and the way that technology shapes society and society shapes technology.

Design is a structured process involving investigation, creativity, modelling and evaluation (the design cycle). The purpose is to create products, systems and processes that address a specific need, identified during the investigation phase. This process is iterative and cyclical; it is at the core of students' learning.

## DESIGN TECHNOLOGY

### DESIGN TECHNOLOGY I

Description: Students in this course will be exposed to a series of designing and making experiences in a range of context areas. It is a largely hands-on course focusing on the design process and practical skills acquisition. Students will develop competencies in woodwork, plastics, CAD / CAM (laser cutting and 3D printing technologies) and graphics. Other topics covered include the role of designers, product evaluation, sustainable design, manufacturing in industry and design communication.

Prerequisites: None  
Credit: 1.0 credit  
Length of Course: 1 Year  
Recommendations: Strongly recommended for all students interested in pursuing careers involving electronics, systems and control, computer science, product design, materials and engineering disciplines.  
Note: This course is highly recommended for students interested in taking IB Design Technology SL and HL.

### DESIGN TECHNOLOGY IB SL I or HL I

Description: This course is the first year of the IB Standard Level and Higher Level programs for IB students who are enrolled in 11<sup>th</sup> grade. This cross-curricular course is designed to explore the interactions of design, science, technology and the needs of people and society. It interfaces between the knowledge base of the sciences and the creative flair of the arts. Topics covered include: design process, product innovation, invention, green design, materials, product development, ergonomics, product design and product evaluation. A major component is the active involvement of the students in designing and problem-solving. In this course, the students design real-world applications, products and artifacts such as clocks, t-shirts or items recycled from refuse. (Note: All students enrolled in this course, must register for the external examinations.)

Prerequisites: None, however CAD experience is recommended  
Credit: 1.0 credit  
Length of Course: 1 year  
Recommendations: It is for students interested in pursuing a career in the field of design, architecture, engineering, business, science or applied science and technology. It is also ideally suited for art, business and science students.  
Note: This course is included in the Practical Arts Strand. It also satisfies the IB Group 4 requirements for the IB Diploma.

### DESIGN TECHNOLOGY IB SL II

Description: This course will be the second year of the IB Standard Level required for 12<sup>th</sup> grade students preparing for the IB examination. It interfaces well between the knowledge base of the sciences and the creative flair of the arts. Topics covered include: many major design projects involving the collection of raw material, the creation of a student-led major final product, a collaborative group 4 project, designing

with clean technologies, ergonomics, food technology, and in-depth study of computer aided design (CAD) and manufacture (CAM). A major component is the active involvement of students in designing and problem-solving. In this course, the students design real-world applications, products and artifacts.

Students will be prepared and expected to sit the IB external exam in May. (Note: Fees for this exam are set by the International Baccalaureate Organization)

<u>Prerequisites:</u>	Design Technology IB SL I
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Recommendations:</u>	It is for students interested in pursuing a career in the field of design, architecture, engineering, business, science or applied science and technology. It is also ideally suited for art, business and science students.
<u>Note:</u>	This course is included in the Practical Arts Strand. It also satisfies the IB Group 4 requirements for the IB Diploma.

## **DESIGN TECHNOLOGY IB HL II**

Description: This course is the continuation of Design Technology IB HL I, and the second year of the IB HL required for 12<sup>th</sup> grade students preparing for the IB examination. Extra topics covered include: many major design projects involving the collection of raw material and the creation of a final product, energy, structures (including bridges), mechanical design, advanced manufacturing, sustainable development, in-depth study of food technology, and in-depth study of Computer Aided Design (CAD) and Manufacture (CAM). A major component is the active involvement of students in designing and problem-solving. In this course, the students design real-world applications, products and artifacts.

Students will be prepared and expected to sit the IB external exam in May. (Note: Fees for this exam are set by the International Baccalaureate Organization)

<u>Prerequisites:</u>	Design Technology IB HL I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Recommendations:</u>	It is for students interested in pursuing a career in the field of design, architecture, engineering, business, science or applied science and technology. It is also ideally suited for art, business and science students.
<u>Note:</u>	This course is included in the Practical Arts Strand. It also satisfies the IB Group 4 requirements for the IB Diploma.

## **MEDIA AND TECHNOLOGY**

### **Robotics**

Description:

This course teaches and applies learning in the areas of mechanical engineering, computer programming, electronics, CAD, robotics design, writing, and art. Students meet, network and compete with local and international high schools and universities, at VEX Robotics competitions in Egypt and possibly abroad. These competitions are “the gold standard” of STEM, and membership on a robotics team provides excellent preparation for students headed to careers in engineering, design or science. Successful students are those who excel at teamwork, innovation and perseverance. Community service may include mentoring CAC robotics teams in the lower schools. Travel to out-of-country competition is optional, and is the financial responsibility of the student.

Prerequisites: Integrated Math I with a grade of "B-" or better  
Credit: 1.0 credit  
Length of Course: 1 year  
Recommendations: Ability to work steadily on projects for several class periods  
Note: This course is included in the Practical Arts Strand and will only be offered with adequate enrollment request numbers.

## YEARBOOK 9-12

Description: This course is open for 9<sup>th</sup> through 12<sup>th</sup> grade students. Students learn and apply digital photography, layout design and feature writing to produce the CAC high school yearbook. Students develop interpersonal and leadership skills while working as yearbook staff members in a fast paced environment. Leadership opportunities include editor-in-chief, section editors, writing editor, photographer, and business manager.

Prerequisites: None  
Credit: 1.0 credit  
Length of Course: 1 year  
Note: This course is included in the Practical Arts Strand

## Virtual High School

### VIRTUAL HIGH SCHOOL

Description: CAC students may choose to take an online version of a course to resolve significant scheduling conflicts and/or to pursue subjects of interest with counselor approval (or IB coordinator for IB/AP courses). It is important to note that students taking virtual courses do not receive subject specific tutoring from CAC teachers. Taking a virtual course is truly an individual endeavor, students are expected to use their flex block to work on virtual courses.

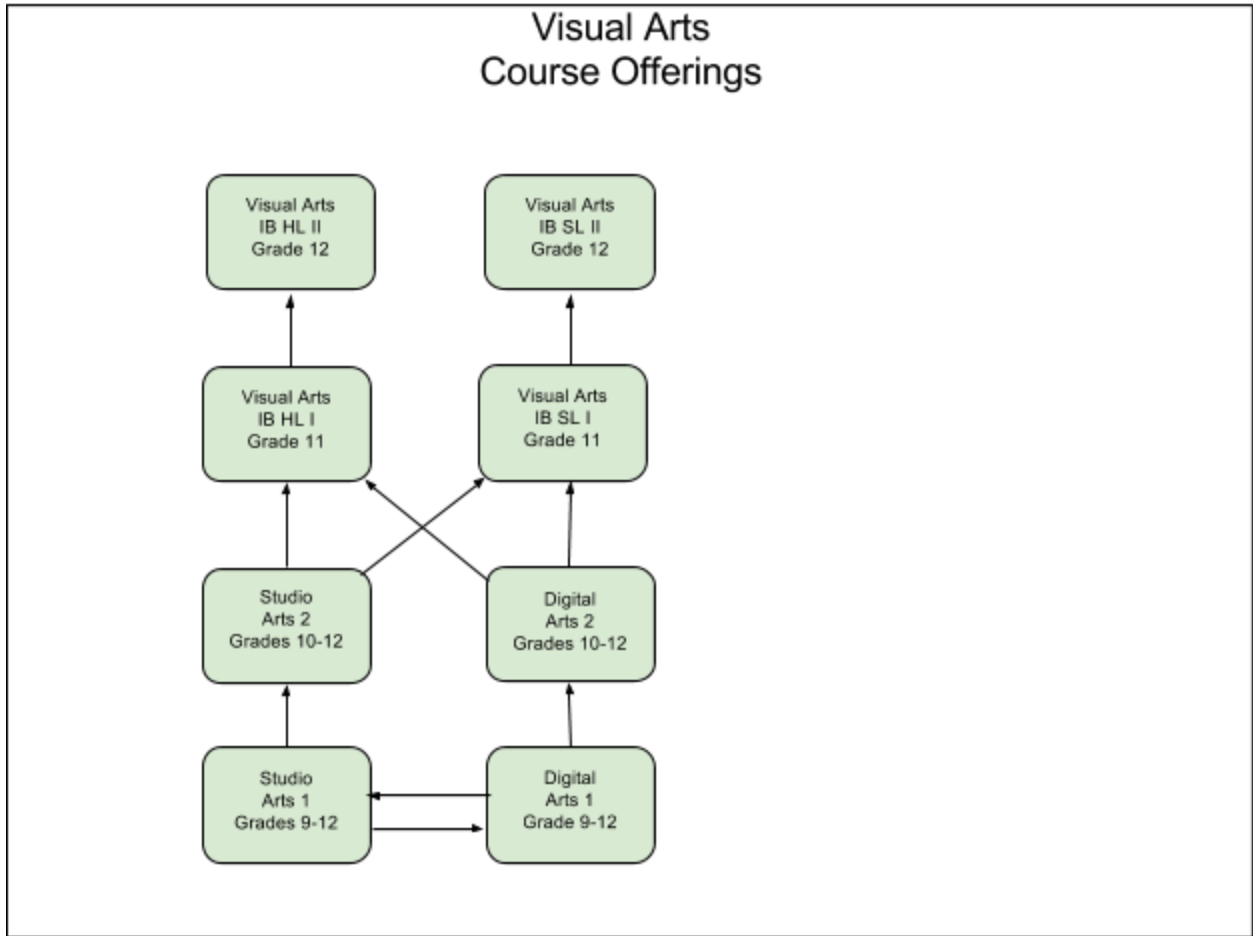
Students receive credit for the course; however, a P/F (pass/fail) appears on the transcript. Please note that some virtual courses follow a slightly different calendar than CAC and, thus, students must be prepared to potentially continue with their virtual school work during school vacations. All costs of virtual high school courses are the responsibility of the student, and the student is responsible for registering and paying for the course.

For information about current and future offerings, please consult [www.k12.com](http://www.k12.com). For information about current and future IB offerings, please consult the Pamoja website: [www.pamojaeducation.com](http://www.pamojaeducation.com).

Students taking virtual AP courses will sit for the external exams at CAC. (Note: Fees for the external exams are set by the College Board)

Students taking virtual IB courses will sit for the external exams at CAC. (Note: Fees for the external exams are set by the International Baccalaureate Organization with a small fee added to defray costs of exam administration)

Prerequisites: Please refer to [www.k12.com](http://www.k12.com) for specific course prerequisites  
Credit: 0.5 credit per semester  
Length of Course: 1 semester (1<sup>st</sup> or 2<sup>nd</sup> semester or both)



## Visual Arts

### PHILOSOPHY

The visual arts give all people of the world the opportunity to pursue and find meaning in their lives, intellectually and emotionally, through artistic forms of expression. Each discipline within the visual arts provides its own unique approaches to thinking, problem solving, creativity, habits of mind and enables alternative forms of communication. □□

The visual arts connect generations and cultures. They provide a deeper knowledge of self and relationship to community, enhancing an aesthetic awareness of our environment. □□

The visual arts are an essential part of every student’s education, being at the core of life’s journey. They enrich personal and social existence, furnishing lifelong avenues of self-expression, enjoyment, emotional exploration, cultural sensitivity and vocation.

## STUDIO ART 1

Description: This course, open for students in 9<sup>th</sup> through 12<sup>th</sup> grades, is a foundation class designed to develop the students' interest and skills in art. Emphasis is on the elements and principles of design, aesthetic awareness, the creative process, problem solving and developing observation and technical skills. Students explore different approaches and subjects using a variety of media including pencil, charcoal, pastel, mixed media and acrylic paint. Students keep sketchbooks with both written and visual entries of planning, research, analysis and reflections of studio projects. Past and present artworks are introduced for analysis, inspiration and appreciation of art history. Students are expected to put in extra time outside of class, as needed, to meet project deadlines.

Prerequisites: None

Credit: 1.0 credit

Length of Course: 1 year

Note: Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools.

## STUDIO ART 2

Description: This course, open to students in 10<sup>th</sup> through 12<sup>th</sup> grades, is designed to build on and expand skills and understanding acquired in the Studio Art 1 course. Emphasis is placed upon advancing student's technical skills, guiding student-selection of materials and styles and encouraging personal interpretations of different concepts introduced by the teacher. Students build upon their previous knowledge of a variety of media including pencil, charcoal, pastel, mixed media and acrylic paint. Past and contemporary artworks are introduced for inspiration, analysis and appreciation of art history. Students keep sketchbooks with both written and visual entries of ideas, sketches, and reflections on their artwork. Students are expected to put in extra time outside of class, as needed, to meet project deadlines.

Prerequisites: Studio Art 1 or equivalent high school art background.

Credit: 1.0 credit

Length of Course: 1 year

Note: Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools.

## DIGITAL ARTS 1

Description: The course is open to students in 9<sup>th</sup> through 12<sup>th</sup> grades. It is designed to introduce students to the basics of photography, imaging, and design with an emphasis on aesthetic, technical, and critical thinking skills. Students interested in exploring this influential and contemporary art form will learn to consider and manipulate the Elements and Principles of Art and Design to create strong and successful images. The course is a full year and covers basic components of imaging: composition, exposure, archiving, editing, and displaying images. Class projects are designed to provide contextual and historical inspiration as well as technical skill. Projects will be planned, executed, reflected on and critiqued by all participants while paying close attention to aesthetic qualities, enabling students to improve communication and understanding in both art and photography. In addition, the course introduces basic graphic and page design as well as mixed media skills, enabling students to understand the ways that photography can inform other subject areas. Students will create and submit a portfolio that is representative of the year's body of work. It is expected that students will take time on their own to capture the necessary images for class assignments.



<u>Prerequisites:</u>	None
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Note:</u>	Most art supplies are provided but students are asked to purchase a sketchbook, 4 GB (minimum) memory stick or flash drive, Digital Camera - a "Point and Shoot" style camera with manual capabilities is acceptable for Photo 1 but if the student is planning to take Photo 2 a DSLR (camera with removable lens) is highly recommended, Memory card for camera.

## **DIGITAL ARTS 2**

Description: The course is open to students in 10<sup>th</sup> through 12<sup>th</sup> grades who have previously taken Digital Arts 1. Digital Arts 2 is designed to build upon skills previously acquired. This is a one year course with emphasis on advanced techniques of creating and using digital images focusing on aesthetic, conceptual and critical thinking abilities. Students will examine the big ideas motivating contemporary photographic artists to inform and build upon their personal work. Through hands-on projects, and digital manipulation using Adobe Software students will continue to develop technological skills while learning to develop their personal voice and meaning making. Projects will be planned, executed, reflected on and critiqued by all participants while paying close attention to aesthetic qualities, enabling students to continue to improve communication and understanding in both art and photography. Mid year, students will begin to compile a body of work centered on a theme of their choice. They will be expected to maintain a blog, illustrating and detailing the ideas behind and process of each completed photograph. A printed portfolio will be submitted at the end of the year of their concentrated theme. It is expected that students will be highly motivated and able to work independently.

<u>Prerequisites:</u>	Digital Arts 1 or equivalent high school art background.
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Note:</u>	Most art supplies are provided but students are asked to purchase a sketchbook, 4 GB (minimum memory stick or flash drive, Digital Camera - a DSLR (camera with removable lens) is highly recommended, Memory card for camera.

## **IB DIPLOMA VISUAL ARTS SL and HL**

Description: The course, open to students in 11<sup>th</sup> through to 12<sup>th</sup> grade, is a two-year program, either in SL or HL for highly motivated students committed to serious study in art. The Diploma Visual Arts program enables students to engage in both practical exploration and independent critical investigation. The course is designed to enable students to study visual arts at a higher level and also welcomes those students who seek life enrichment through visual arts. There are no strict IB guidelines for the media students choose to create their artworks. Quality work in visual arts can be produced by students at both Higher Level (HL) and Standard Level (SL). The aims and assessment objectives are the same for students at both HL and SL: 20% Comparative Study, 40% Process Portfolio and 40% Exhibition. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts. The course content for HL and SL may be the same. However, due to the different amount of time available, students at HL level are required to produce a larger body of work, or work in greater depth (HL 8-11 Studio Works and SL 4-7 Studio Works). In order to reflect this, the assessment criteria are differentiated according to option and level. The number of works produced, the time spent on each, and the quality achieved may vary from student to student: a high level of performance at either HL or SL can be achieved in both a large or a smaller body of work.

## IB DIPLOMA VISUAL ARTS SL I /II

Description: This course is open to students completing the IB diploma. During the first year students explore concepts, materials and techniques. Emphasis is on developing artistic skills, experimentation, research, critical thinking and problem solving. The course content for HL and SL may be the same and students have the opportunity to develop ideas and skills. However, due to the different IB requirements for each, SL students produce a smaller body of work, submitting 4-7 studio works. In order to reflect this, the assessment criteria are differentiated according to option and level. Course work involves three main components required by IB:

1. 20% Comparative Study
2. 40% Process Portfolio
3. 40% Exhibition

Students are required to spend time outside the classroom working on studio assignments and their process journal.

Students taking this course will be required to take the IB external examination in their senior year.

(Note: Fees for this assessment are set by the International Baccalaureate Organization).

Prerequisites: Minimum of one year of high school art courses (either Digital Arts 1 and 2 or Studio Art 1 and 2) and the approval of the Visual Arts department.

Credit: 2.0 credits

Length of Course: 2 years

Note: Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools for their individual studio works when the school is not able to source the materials needed. Students may also need to pay for professional color printing.

## IB DIPLOMA VISUAL ARTS HL I/II

Description: This course is open to students completing the IB diploma. During the first year students explore concepts, materials and techniques. Emphasis is on developing artistic skills, experimentation, research, critical thinking and problem solving. The course content for HL and SL may be the same and students have the opportunity to develop ideas and skills. However, due to the different IB requirements for each, HL students produce a larger body of work, submitting 8-11 studio works. In order to reflect this, the assessment criteria are differentiated according to option and level. Course work involves three main components required by IB:

1. 20% Comparative Study
2. 40% Process Portfolio
3. 40% Exhibition

Students are required to spend time outside the classroom working on studio assignments and their process journal.

Students taking this course will be required to take the IB external examination in their senior year.

(Note: Fees for this assessment are set by the International Baccalaureate Organization).

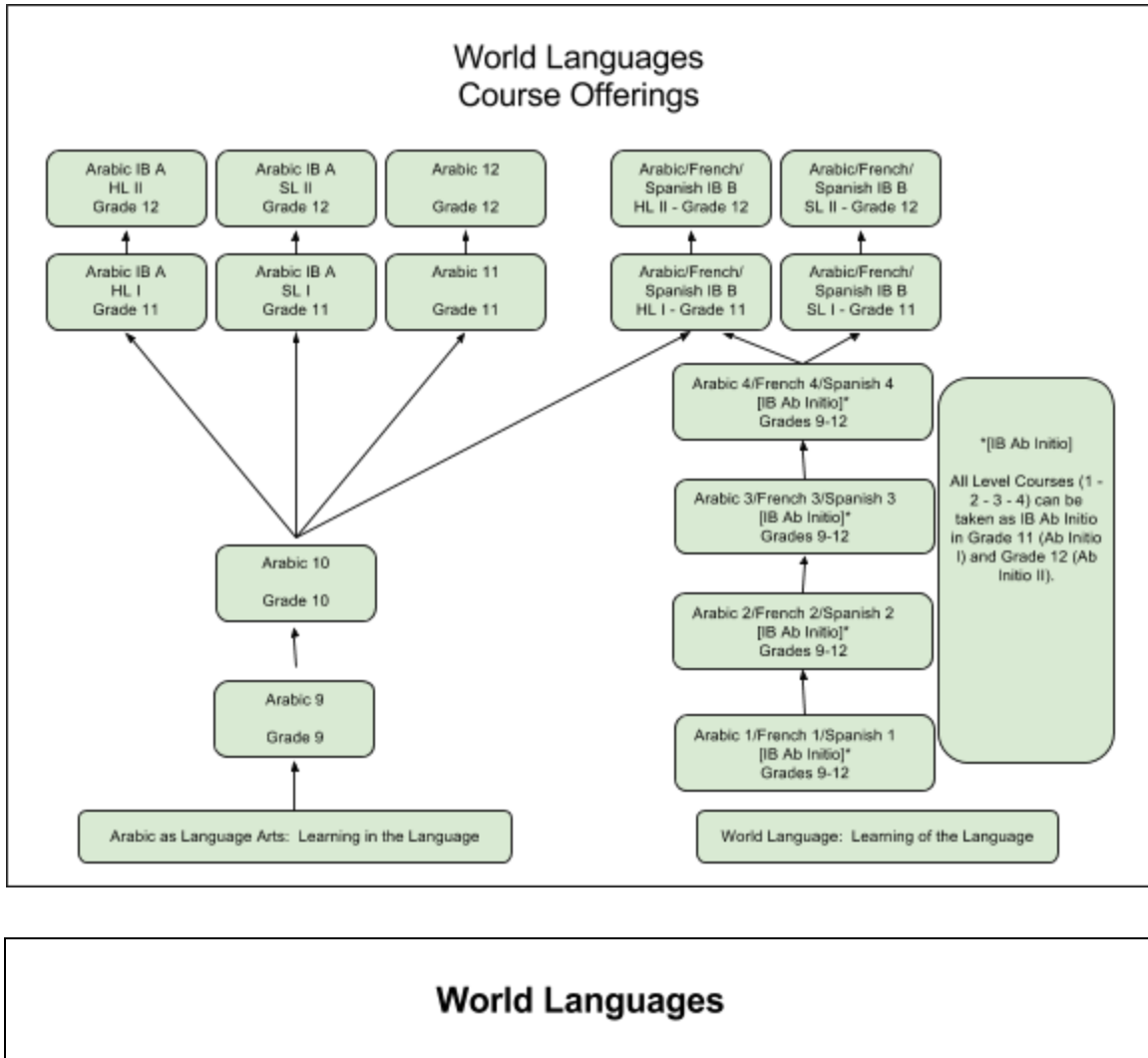
Prerequisites: Minimum of one year of high school art courses (either Digital Arts 1 and 2 or Studio Art 1 and 2) and the approval of the Visual Arts department.

Credit: 2.0 credits

Length of Course: 2 years

Note: Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools for their individual studio works when the school is not

able to source the materials needed. Students may also need to pay for professional color printing.



## PHILOSOPHY

World Languages learning fosters the general cognitive development of our students and their appreciation of others. It is a lifelong process that contributes to our students becoming open minded, global citizens. World Languages learning at CAC is based on a communicative approach. Students develop speaking, writing, reading and listening skills, as well as intercultural understanding, in order to conduct effective and meaningful communication in authentic contexts evolving from practical to abstract and academic.

### IB Language Course Criteria

**Ab initio SL** Due to the complicated nature of language exposure/experience for international students attending international schools living in multi-nationality families; requests for this course will be reviewed case by case

**Language B SL** is for a language learner who:

- has 3 or more years experience in the target language
- has not been in a former school in the target language

Or

- meets or exceeds the criteria, but is already taking 3 HL subjects and will take this course as an anticipated subject (finish and sit for the exams at the end of the first year)

Enrollment is pending a placement exam administered by the CAC World Languages Department. The instructor will make confirmation of appropriate placement within the first three weeks of the course.

**Language B HL** is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who:

- has 3 or more years experience in the target language
- has not been in a former school in the target language

Enrollment is pending a placement exam administered by the CAC World Languages Department. The instructor will make confirmation of appropriate placement within the first three weeks of the course.

**Language A SL** is for a fluent language user who:

- is a native or near-native speaker
- is an almost bilingual student (in reading and writing)

Enrollment is pending a placement exam administered by the CAC World Languages Department. The instructor will make confirmation of appropriate placement within the first three weeks of the course.

**Language A HL** is for a fluent language user who intends to study the language at this level for a future career or to meet a Diploma Programme requirement, and who:

- is a native or near-native speaker wishing to study a different language as his or her Language A
- is a bilingual student (in reading and writing)

Placement is pending a placement exam administered by the CAC World Languages Department. The instructor will make confirmation of appropriate placement within the first three weeks of the course.

**Self Taught Language A SL** is for a fluent language user whose native language is not already taught as a Language A at CAC, and who:

- is a native or near native speaker wishing to study literature in that language
- is a bilingual student (in reading and writing)
- is an IB Diploma candidate choosing this course as an alternative to a Language B

Placement is pending an interview with the IB Coordinator to discuss the qualifications and demands of the course. See the section on the International Baccalaureate Program at CAC for further details.

## ARABIC

Enrollment in all Arabic courses is pending a placement procedure administered by the CAC World Languages Department. The instructor will make confirmation of appropriate placement within the first three weeks of the course.

### ARABIC 1

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have had little if any exposure to formal Arabic instruction. The focus of this beginning course is on communicative competence with equal emphasis on the four basic language skills of listening, speaking, reading and writing. Students will learn the language within the context of contemporary Arabic speaking world and its culture.

To meet the students' varying learning styles and maximize their language proficiency, instructors will use many different techniques adapted to a young population: acting out of every-day situations, conversations, imaginative dialogues, competitions and games, as well as more traditional methods such as practice exercises, composition writing, and grammatical analysis. In addition, students will be exposed to and use a vast array of audio-visual materials to support their learning.

Prerequisites: None

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: *Alkitaab fii Taallum Al Arabiyya* – Part I, 1995; *Ahlan wa Sahlan, Elementary Arabic II*, Mahdi Alesh – units 1-7, 1<sup>st</sup> Primary reading books; *Arabic At Your Hands* – Part 1. Supplementary selected readers.

Recommendations: In order to succeed in this course, students must have interest in developing speaking and writing skills in the Arabic language.

### ARABIC 2

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have successfully passed Arabic 1 or who have been placed in Arabic 2 based on the results of the placement procedure. The course continues the proficiency-oriented approach, which focuses on communicative competence and provides maximum exposure to authentic cultural documents. The four main language skills of listening, speaking, reading and writing are given equal emphasis.

The instructors use a fully integrated approach to language learning in which the presentation and practice of functional expressions, vocabulary, and grammar are interwoven with cultural information, language-learning tips, and realia, so that students learn to express themselves with confidence in both colloquial and Standard Arabic (Modern Standard Arabic 2<sup>nd</sup> Primary level) and develop an understanding of the Egyptian and Arab cultures.

Building on the knowledge and skills acquired in Arabic 1, the students will continue to work on accuracy along a competency continuum moving from grammatically simple sentences to a grammatically more complex paragraph and finally a cohesive multi-paragraph composition.

Among the many different learning activities offered in the course are dialogues and conversations about everyday situations, guided reading of short passages, extracting information from informational texts such as brochures, guides, advertisements, menus, or letters, and to create written texts in a variety of formats such as email messages, short letters, recipes, etc. The students will also demonstrate their awareness of the Arabic speaking world and its culture through multimedia presentations.

<u>Prerequisites:</u>	Arabic 1 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	Materials may include: <i>Alkitaab fii Taallum Al Arabiyya</i> , Part I. 1995; reading material from the 2 <sup>nd</sup> Primary texts; <i>Ahlan wa Sahlan</i> , Elementary Arabic II, Mahdi Alesh – units 7-14; <i>Arabic At Your Hands</i> – Part 2, 2 <sup>nd</sup> level Primary Arabic; <i>Alkitab Al Assasy</i> Part 1
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to expand the skill level in the language. Learning Arabic keyboarding is recommended for this course.

### ARABIC 3

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have successfully completed Arabic 2 or have been enrolled in Arabic 3 based on the results of the placement procedure. The course strengthens the students' command of the vocabulary and skills acquired in the first two years and prepares them for the tasks of the demanding IB Arabic Language courses.

As in all other World Language courses at CAC, the focus of Arabic 3 is on communication, both oral and written, and the skills are developed through a variety of techniques. In addition, the students will read authentic Arabic texts and produce written and oral assignments. Building on the basic speaking and writing skills learned in Arabic 1 and Arabic 2, students in Arabic 3 will learn to express themselves more spontaneously and creatively on the one hand and compose more elaborate informational texts on the other, using Standard Arabic. They will write stories as well as multi-paragraph texts on IB themes such as the education systems in the Arab World or problems of the environment.

<u>Prerequisites:</u>	Arabic 2 or the equivalent, and teacher approval, possible placement test
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	Materials may include: <i>Alkitaab fii Taallum Al Arabiyya</i> , Part I; reading material from the 3 <sup>rd</sup> Primary texts; Arab Academy online program, <i>Ahlan Wa Sahlan Elementary Arabic III</i> , Mahdi Alesh; <i>Alkitab AlAssasy</i> Part 1 & 2
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to expand their language skills. Learning Arabic keyboarding is essential for this course.

### ARABIC 4

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have successfully completed Arabic 3 or the equivalent or have been placed in Arabic 4 based on the results of the placement procedure. The course strengthens the students' command of the vocabulary and skills acquired in the first three years and prepares them in depth for the tasks of the demanding IB Arabic Language courses.

As in all other World Language courses at CAC, the focus of Arabic 4 is on communication, both oral and written, and the skills are developed through a variety of techniques. In addition, the students will read complex, authentic Arabic texts and produce written and oral assignments at an advanced level. Building on the basic speaking and writing skills learned in Arabic 1, Arabic 2 and Arabic 3, students in Arabic 4 will learn to express themselves spontaneously and creatively on the one hand and compose elaborate informational and opinion texts on the other. They will write formal and informal pieces on IB themes such as Arab cultures and traditions or problems of the environment.

<u>Prerequisites:</u>	Arabic 3 or the equivalent, and teacher approval, possible placement test
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	Materials may include: Alkitab Fi Taallum AlArabiyya Parts I&2 ; Arab Academy online program - levels 2,3,4 ; Your Arabic Friend Book
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to expand their language skills. Learning Arabic keyboarding is essential for this course.

### **ARABIC IB Ab Initio I**

Description: This course is the first year of the two-year IB Language Ab Initio SL Program designed for non-native speakers of Arabic. It is intended for 11<sup>th</sup> grade students who are pursuing the IB Diploma and who will sit the IB Ab Initio exam at the end of their senior year.

Based on the ab initio syllabus provided by the IB, this course is an intensive language course in which students learn the vocabulary as well as the grammatical structures necessary to communicate effectively and competently about the IB prescribed themes and topics in a range of contexts and formats. In addition, in line with the overall IB philosophy, the course aims to develop the students' awareness of the relationship between language and other areas of knowledge, and Egyptian and Arab cultures and the culture(s) with which they are familiar. (Cf. Language ab initio guide, p.9)

In Year 1, students will at first focus exclusively on mastering the basics in the four skills areas of listening, speaking, reading and writing. To help them, the instructor will use a variety of techniques – conversations, dialogues, dramatic scenes, audio-visual presentations, music, song, and games, and sometimes also oral drills and written exercises. In the second semester specific IB writing and speaking tasks will be slowly added to the curriculum as the students start to prepare for the IB exam.

<u>Prerequisites:</u>	Due to the complicated nature of language exposure/experience for international students attending international schools living in multi-nationality families; requests for this course will be reviewed case by case.
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	Materials may include: Selections from 1 <sup>st</sup> and 2 <sup>nd</sup> Primary texts, <i>Alkitaab fii Taallum Al Arabiyya - Part I</i> , 1995; <i>Ahlan wa Sahlan, Elementary Arabic II</i> , Mahdi Alesh- units 1-7; <i>Arabic At Your Hands – Part 1</i> ; and supplementary authentic media materials.
<u>Recommendations:</u>	In order to succeed in this intensive course, students must have an interest in developing speaking as well as writing skills in the Arabic language and must take responsibility for extra readings and independent preparatory work. Learning Arabic keyboarding is recommended for this level.

### **ARABIC IB Ab Initio II**

Description: This course is designed for 12<sup>th</sup> grade students in the IB Diploma Program who have successfully passed Arabic IB Ab Initio I.

Based on the Ab Initio syllabus provided by the IB, this course is an intensive language course in which students learn the vocabulary and grammatical structures necessary to speak and write competently



about the IB prescribed themes and topics in a range of contexts and formats. In addition, in line with the overall IB philosophy, the course aims to develop the students awareness of the relationship between language and other areas of knowledge and their understanding of the relationship between Egyptian and Arab cultures and the culture(s) with which they are more familiar. (Cf. Language ab initio guide, p.9)

In Year 2, students will review and strengthen the skills and knowledge acquired in Year 1 and prepare intensively for the externally moderated IB Exam by building their vocabulary and performing numerous oral and written practice activities.

Students taking this course will be prepared and required to take the externally moderated IB Ab Initio Exam in May. (Note: Fees for this exam are set by the International Baccalaureate Organization.)

<u>Prerequisites:</u>	Arabic IB Ab Initio I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	Materials may include: <i>Alkitaab fii Taallum Al Arabiyya, Part I</i> , 1995; reading material from the 3 <sup>rd</sup> Primary texts; <i>Ahlan wa Sahlan, Elementary Arabic II</i> , Mahdi Alesh- units 7-14; <i>Alkitab Al Assasy Part 1</i> ; <i>Arabic At Your Hands – Part 2</i> ; and supplementary authentic media materials.
<u>Recommendations:</u>	Students must have a strong desire to use Arabic as a means of communication and to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Learning Arabic keyboarding is recommended for this course.

### ARABIC IB B SL I

Description: In this intermediate level course, designed for 11<sup>th</sup> grade students who have successfully completed at least three years in Arabic, the use of the acquired structures is intensified and the creative process of the language is developed. Students will learn to carry out a variety of high frequency communicative tasks ranging from basic communication to more complex functions such as telling a story, stating and supporting opinion, and hypothesizing. This level strengthens and refines the student's skills in structural and lexical competence, compositions, essay writing and communicative performance in a culturally relevant context.

Students taking this course will be prepared and required to take the IB external Arabic B SL examination in their senior year.

<u>Prerequisites:</u>	Arabic 3 or the equivalent with a grade of "B" or better, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	May include: material from 1 <sup>st</sup> and 2 <sup>nd</sup> Preparatory Arabic texts, grammar, and literature; <i>Alkitaab fii Taallum Al Arabiyya Part II</i> , 1997; <i>Intermediate Arabic II</i> , Mahdi Alesh, Selected Articles and literary texts covering IB themes, short stories, short plays and poems, and a complete work.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work. Arabic keyboarding is essential for this course.

## ARABIC IB B SL II

Description: In this intermediate level course, designed for 12<sup>th</sup> grade students who have successfully completed IB Arabic B SL I, the use of the acquired structures is intensified and the creative process of the language is developed. Students will learn to carry out a variety of high frequency communicative tasks ranging from basic communication to more complex functions such as telling a story, stating and supporting opinion, and hypothesizing. This level strengthens and refines the student's skills in structural and lexical competence, compositions, essay writing and communicative performance in a culturally relevant context.

Students who have successfully completed the requirements of this course are required to take the IB external Arabic B SL examination. (Note: Fees for this exam are set by the International Baccalaureate Organization)

Prerequisites: Arabic IB B SL I, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Materials from 2<sup>nd</sup> and 3<sup>rd</sup> Preparatory texts, literary selections: short stories, plays, poems, novels; like: *Kan ma Kan*, Naeema, 1987 ed.; *Al Masrah Almunawwaa*, Tawfik Al Hakim; *As-Simman Wa Al-Khareef*, N. Mahfooz; selected works written by Anis Mansour; *Intermediate Arabic III*, Mahdi Alesh; and selected articles and reading texts covering the IB themes

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work. Arabic keyboarding is a must for this class.

## ARABIC IB B HL I

Description: An advanced Arabic language, literature and civilization course designed for students who have successfully completed at least four years or more in Arabic.

This course is designed for highly motivated students in 11<sup>th</sup> grade who are IB diploma candidates. This course stresses advanced writing skills, text analysis, creative writing, critical thinking, advanced communicative competence and performance and comprehension of highly complex authentic documents.

Students taking this course will be prepared and required to take the IB external Arabic B HL examination in their senior year.

Prerequisites: Arabic 4 or the equivalent, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: material from 1<sup>st</sup> and 2<sup>nd</sup> Preparatory Arabic texts, grammar, and literature; *Alkitaab fii Taallum Al Arabiyya* Part II, 1997; *Intermediate Arabic II*, Mahdi Alesh, selected articles and literary texts covering IB themes, short stories, short plays and poems, and a complete work.

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Arabic keyboarding is essential for this course.

## ARABIC IB B HL II

Description: An advanced Arabic language, literature and civilization course designed for students who have successfully completed an intensive four-year program, or more, in Arabic.

This course is designed for highly motivated students in 12<sup>th</sup> grade who are IB diploma candidates in their second year of Arabic as a second Language IB HL studies. Special emphasis is placed on perfecting the student's advanced writing skills, text analysis, creative writing, critical thinking, advanced communicative competence and performance, and comprehension of highly complex authentic documents.

Students taking this course will be prepared and required to take the IB external Arabic B HL examination. (Note: Fees for this exam are set by the International Baccalaureate Organization)

Prerequisites: Arabic IB B HL I, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Materials from 2<sup>nd</sup> and 3<sup>rd</sup> Preparatory texts, literary selections: short stories, plays, poems, novels; like: *Kan ma Kan*, Naeema, 1987 ed.; *Al Masrah Almunawwaa*, Tawfik Al Hakim; *As-Simman Wa Al-Khareef*, N. Mahfooz; selected works written by Anis Mansour; *Intermediate Arabic III*, Mahdi Alish; and selected articles and reading texts covering the IB themes

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work. Arabic keyboarding is a must for this class.

## ARABIC 9

Description: This course in Arabic language, literature and civilization is intended for 9<sup>th</sup> grade students, who have completed Arabic courses in middle school or the equivalent (if s/he is a newcomer to CAC).

Special emphasis is placed on perfecting the student's comprehensive skills in reading, writing, listening and speaking, communicative competence and refinement of writing skills, knowledge and use of complex structural and lexical expressions, essay writing, and comprehension of increasingly complex authentic documents. Media programs are also stressed in this level.

A multimedia instructional approach is a special feature of this course.

Prerequisites: Students who have successfully completed Arabic levels in the middle school, along with teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Materials from The *Student Book (Qissas)* ISS Arabic curriculum Level 9, grammar and literature; short stories, plays, poems, novels; selected articles and reading texts covering different themes from *Intermediate Arabic III*, Mahdi Alish; items which are commonly used as supplementary materials and are coordinated with the adopted course objectives, including videos, tapes, web resources, overhead transparencies, worksheets, flash cards, educational games and puzzles, and school projects.

## ARABIC 10

Description: This course, open to 10<sup>th</sup> grade students, is an advanced Arabic language, literature and civilization course in Standard Arabic. It is intended for high school students who have completed Arabic 9 or the equivalent. The course stresses writing skills, text analysis, and critical thinking, as well as communicative competence and performance. Special emphasis is placed on perfecting the student's comprehensive skills in reading, writing, listening and speaking.

Prerequisites: Arabic 9 or the equivalent, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Materials from 3<sup>rd</sup> Preparatory and 1<sup>st</sup> Secondary texts, literary selections: short stories, plays, poems, *The Student Book (Qissas)* – Part 9, by International School Services; *Intermediate Arabic III*, Mahdi Alish; and selected articles and reading texts covering the course themes including media resources

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Arabic keyboarding is a must for this class.

## ARABIC 11

Description: This course is an advanced Arabic language, literature and civilization course in Standard Arabic. It is intended for 11<sup>th</sup> grade students, who have completed Arabic 10 or the equivalent. The course stresses writing skills, text analysis, and critical thinking, as well as communicative competence and performance. Special emphasis is placed on perfecting the student's comprehensive skills in reading, writing, listening and speaking.

Prerequisites: Arabic 10, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Materials from literary selections: short stories, plays, poems, novels: *Intermediate Arabic*, Munther Younes; *Intermediate Arabic*, Mahdi Alish; selected material from *Advanced Arabic*, Mahdi Alish; selected reading from Arab Academy; selected literary texts (short story, poetry); selected articles and reading texts covering the course themes including media resources.

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Arabic keyboarding is a must for this class.

## ARABIC 12

Description: This course is an advanced Arabic language, literature and civilization course in Standard Arabic. It is intended for 12<sup>th</sup> grade students, who have completed Arabic 11 or the equivalent. The course stresses writing skills, text analysis, and critical thinking, as well as communicative competence and performance. Special emphasis is placed on perfecting the student's comprehensive skills in reading, writing, listening and speaking.

<u>Prerequisites:</u>	Arabic 11, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	May include: Materials from 3 <sup>rd</sup> Preparatory and 1 <sup>st</sup> Secondary texts; literary selections: short stories, plays, poems, novels; selected articles and reading texts covering the course themes including media resources.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Arabic keyboarding is a must for this class.

### **ARABIC IB A SL I**

Description: The course is the first year of a two-year IB Standard Level program, and is open to IB diploma candidates who are enrolled in 11<sup>th</sup> grade. This course is an advanced Arabic language, literature and civilization course designed for students who have successfully completed Arabic 10 or the equivalent. The course is based on the study of both literature and language. It aims to develop a variety of linguistic skills through the study of a wide range of texts, to promote an appreciation of the wealth and subtleties of the language and to facilitate the clear expression of ideas.

The main objectives of this course are to enable students to demonstrate accuracy in the use of appropriate oral and written forms of the language in a variety of styles and situations; to demonstrate an ability to structure ideas and persuasive arguments, both orally and in writing, and to support them with relevant examples; and to demonstrate an ability to engage in close and critical examination of a range of texts.

Enrollment is pending a placement procedure administered by the CAC World Languages Department. The instructor will make confirmation of appropriate placement within the first three weeks of the course.

Students taking this course will be prepared and required to take the IB external Arabic A Language and Literature SL examination in their senior year. Students will also be eligible for the IB Bilingual Diploma.

<u>Prerequisites:</u>	Arabic 10 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	May include: Selected material from 1 <sup>st</sup> and 2 <sup>nd</sup> Secondary Arabic texts; literary selections from the IB Prescribed Book List, novels, short stories, poems and plays like: <i>Alles Walkilab</i> , Naguib Mahfouz; <i>Ahl El Kahf</i> , Tawfik Al Hakim; <i>Qandil Om Hashim</i> , Yehia Haqqi, 1994 ed., selected poems; texts, articles, media programs and films covering the IB topics: future issues, global Issues, language and culture, media and culture, and social issues
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Arabic keyboarding is essential for this course.

### **ARABIC IB A SL II**

Description: This course is the second year of the two-year IB Standard Level program, and is open to IB diploma candidates who are enrolled in 12<sup>th</sup> grade. The course is an advanced Arabic language, literature and civilization course designed for students who have successfully completed Arabic IB A Language and

Literature SL I and are IB diploma candidates. The course is based on the study of both literature and language. It aims to develop a variety of linguistic skills through the study of a wide range of texts, to promote an appreciation of the wealth and subtleties of the language and to facilitate the clear expression of ideas.

The main objectives of this course are to enable students to demonstrate accuracy in the use of appropriate oral and written forms of the language in a variety of styles and situations; to demonstrate an ability to structure ideas and persuasive arguments, both orally and in writing, and to support them with relevant examples; to demonstrate an ability to engage in close and critical examination of a range of texts; to demonstrate an ability to assimilate and exploit spoken and written material in different genres, media, styles and contexts; to demonstrate an insight into the texts and topics studied and into the links between them; to express a personal response to a range of texts; and to critique literary texts.

IB Candidates taking this course will be prepared and required to take the IB external Arabic A Language and Literature SL examination and will also be eligible for the IB Bilingual Diploma. (Note: Fees for this exam are set by the International Baccalaureate Organization).

Prerequisites: Arabic IB A SL I, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Selected material from 2<sup>nd</sup> and 3<sup>rd</sup> Secondary Arabic texts; literary texts from the IB Prescribed Book List like: *Lailat Al Qabd ala Fatma*, Sakina Fuad, 1997 ed.; *Rigalon Fi Ashams* or *Aa-id ela Haifaa*, Ghassan Kanafani; *Miramar*, Naguib Mahfouz; selected poems; other reading texts, Media programs, films, and articles covering the IB topics: future issues, global issues, language and culture, media and culture, and social issues

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Arabic keyboarding is essential for this course.

## **ARABIC IB A HL I**

Description: The course is the first year of a two-year IB Higher Level program, and is open to IB diploma candidates who are enrolled in 11<sup>th</sup> grade. It is an advanced Arabic language, literature and civilization course designed for students who have successfully completed Arabic 10 or the equivalent. This course is based on the study of both literature and language. It aims to develop a variety of linguistic skills through the study of a wide range of texts, to promote an appreciation of the wealth and subtleties of the language and to facilitate the clear expression of ideas.

Enrollment is pending a placement procedure administered by the CAC World Languages Department. The instructor will make confirmation of appropriate placement within the first three weeks of the course.

The main objectives of this course are to enable students to demonstrate accuracy in the use of appropriate oral and written forms of the language in a variety of styles and situations; to demonstrate an ability to structure ideas and persuasive arguments, both orally and in writing, and to support them with relevant examples; and to demonstrate an ability to engage in close and critical examination of a range of texts.

Students taking this course will be prepared and required to take the IB external Arabic A Language and Literature HL examination in their senior year. Students will also be eligible for the IB Bilingual Diploma.

<u>Prerequisites:</u>	Arabic 10 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	May include: Selected material from 1 <sup>st</sup> and 2 <sup>nd</sup> Secondary Arabic texts; literary selections from the IB Prescribed Book List, novels, short stories, poems and plays like: <i>Alles Walkilab</i> , Naguib Mahfouz; <i>Ahl El Kahf</i> , Tawfik Al Hakim; <i>Qandil Om Hashim</i> , Yehia Haqqi, 1994 ed., selected poems; texts, articles, media programs and films covering the IB topics: future issues, global Issues, language and culture, media and culture, and social issues
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Arabic keyboarding is essential for this course.

## ARABIC IB A HL II

Description: This course is the second year of the two-year IB Higher Level program, and is open to IB diploma candidates who are enrolled in 12<sup>th</sup> grade. The course is an advanced Arabic language, literature and civilization course designed for 12<sup>th</sup> grade students who have successfully completed Arabic IB A Language and Literature HL I and are IB diploma candidates. The course is based on the study of both literature and language. It aims to develop a variety of linguistic skills through the study of a wide range of texts, to promote an appreciation of the wealth and subtleties of the language and to facilitate the clear expression of ideas.

The main objectives of this course are to enable students to demonstrate accuracy in the use of appropriate oral and written forms of the language in a variety of styles and situations; to demonstrate an ability to structure ideas and persuasive arguments, both orally and in writing, and to support them with relevant examples; to demonstrate an ability to engage in close and critical examination of a range of texts; to demonstrate an ability to assimilate and exploit spoken and written material in different genres, media, styles and contexts; to demonstrate an insight into the texts and topics studied into the links between them; to express a personal response to a range of texts; and to critique literary texts.

IB Candidates taking this course will be prepared and required to take the IB external A Language and Literature HL examination and will also be eligible for the IB Bilingual Diploma. (Note: Fees for this exam are set by the International Baccalaureate Organization)

<u>Prerequisites:</u>	Arabic IB A HL I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	May include: Selected material from 2 <sup>nd</sup> and 3 <sup>rd</sup> Secondary Arabic texts; literary texts from the IB Prescribed Book List like: <i>Lailat Al Qabd ala Fatma</i> , Sakina Fuad, 1997 ed.; <i>Rigalon Fi Ashams</i> or <i>Aa-id ela Haifaa</i> , Ghassan Kanafani; <i>Miramar</i> , Naguib Mahfouz; selected poems; other reading texts, Media programs, films, and articles covering the IB topics: future issues, global issues, language and culture, media and culture, and social issues
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Arabic keyboarding is essential for this course.

## FRENCH

Enrollment in all French courses is contingent upon a placement procedure administered by the CAC World Languages Department. After placement, the instructor will make confirmation of appropriate placement within the first three weeks of the course.

### FRENCH 1

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have had little if any exposure to formal French instruction. The focus of this beginning course is on communication with equal emphasis on the four basic language skills of listening, speaking, reading and writing. Students will learn the language within the context of contemporary francophone culture, in France as well as other French-speaking countries.

To meet the students' varying learning styles and maximize their language proficiency, instructors will use many different techniques adapted to a young population: acting out of every-day situations, conversations, imaginative dialogues, competitions and games, as well as more traditional methods such as practice exercises, composition writing, and grammatical analysis. In addition, students will be exposed to and use a vast array of audio-visual materials to support their learning.

<u>Prerequisites:</u>	None
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Text:</u>	<i>Bien dit! French 1</i> , DeMado, Champeny, M. Ponterio, R. Ponterio, Holt, Rinehart & Winston, 2008, French Scholastic Magazine's <i>Allons-y!</i> , and authentic documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have an interest in learning how to speak and write in another language and be prepared to speak French in class from day 1.

### FRENCH 2

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have successfully passed French 1 or who have been placed in French 2 based upon the results of the placement procedure. The course continues the proficiency-oriented approach which focuses upon communication and provides maximum exposure to authentic cultural documents. The four main language skills of listening, speaking, reading and writing are given equal emphasis.

The instructors use a fully integrated approach to language learning in which the presentation and practice of functional expressions, vocabulary, and grammar are interwoven with cultural information, language-learning tips, and realia, so that students learn to express themselves with confidence and develop an understanding of francophone culture.

Building on the knowledge and skills acquired in French 1, the students will continue to work on accuracy along a competency continuum moving from grammatically simple sentences to a grammatically more complex paragraph and finally a cohesive multi-paragraph composition.

Among the many different learning activities offered in the course are dialogues and conversations about everyday situations, guided reading of short passages, extracting information from informational texts such as brochures, guides, advertisements, menus, or letters, and to create written texts in a variety of



formats such as email messages, short letters, recipes, etc. The students will also demonstrate their awareness of the culture of the francophone world through multimedia presentations.

<u>Prerequisites:</u>	French 1 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Text:</u>	<i>Bien dit! French 2</i> , DeMado, Champeny, M. Ponterio, R. Ponterio, Holt, Rinehart & Winston, 2008, French Scholastic magazine's <i>Bonjour!</i> , and authentic documents.
<u>Recommendations:</u>	Students must have a strong desire to learn how to speak and write French and be prepared to speak the language at all times in the classroom.

### FRENCH 3

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have successfully completed two years of high school French or have been placed in French 3 based on the results of the placement procedure. The course strengthens the students' command of the vocabulary and skills acquired in the first two years and prepares them for the tasks of the demanding IB French Language courses.

As in all other World Language courses at CAC, the focus of French 3 is on communication, both oral and written, and the skills are developed through a variety of techniques. In addition, the students will read authentic French and francophone texts and produce written and oral assignments. Building on the basic speaking and writing skills learned in French 1 and French 2, students in French 3 will learn to express themselves more spontaneously and creatively on the one hand and compose more elaborate informational texts on the other. They will write stories as well as multi-paragraph texts on IB themes such as the French education system or problems of the environment.

<u>Prerequisites:</u>	French 2 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	A variety of textbooks ( <i>Le monde en français</i> , Advanced Materials, 2012; <i>Au Point</i> , Nelson Torns, 2000; <i>French B course companion</i> , Oxford University Press, 2011), Authentic articles from French magazines/online sources and various literary selections, as well as teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work.

## FRENCH 4

Description: This course is open to 9th through 12th grade students who have successfully completed three years of high school French or the equivalent or have been placed in French 4 based on the results of the placement procedure. The course strengthens the students' command of the vocabulary and skills acquired in the first three years and prepares them in depth for the tasks of the demanding IB French Language courses.

As in all other World Language courses at CAC, the focus of French 4 is on communication, both oral and written, and the skills are developed through a variety of techniques. In addition, the students will read complex, authentic French and francophone texts and produce written and oral assignments at an advanced level. Building on the basic speaking and writing skills learned in French 1, French 2 and French 3, students in French 4 will learn to express themselves spontaneously and creatively on the one hand and compose elaborate informational and opinion texts on the other. They will write formal and informal pieces on IB themes such as the French education system or problems of the environment.

Prerequisites: French 3 or the equivalent, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: A variety of textbooks (*Le monde en français*, Advanced Materials, 2012; *Au Point*, Nelson Torns, 2000; *French B course companion*, Oxford University Press, 2011), Authentic articles from French magazines/online sources and various literary selections, as well as teacher-generated documents.

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work.

## FRENCH IB Ab Initio I

Description: This course is the first year of the two-year IB Language Ab Initio SL Program. It is intended for 11<sup>th</sup> grade students who are pursuing the IB Diploma and who will sit the IB Ab Initio exam at the end of their senior year. Based on the ab initio syllabus provided by the IB, this course is an intensive language course in which students learn the vocabulary as well as the grammatical structures necessary to communicate effectively and competently about the IB prescribed themes and topics in a range of contexts and formats. In addition, in line with the overall IB philosophy, the course aims to develop the students' awareness of the relationship between language and other areas of knowledge, and French/francophone culture and the culture(s) with which they are familiar. (Cf. Language ab initio guide, p.9)

In Year 1, students will at first focus exclusively on mastering the basics in the four skills areas of listening, speaking, reading and writing. To help them, the instructor will use a variety of techniques – conversations, dialogues, dramatic scenes, audio-visual presentations, music, song, and games, and sometimes also oral drills and written exercises. In the second semester specific IB writing and speaking tasks will be slowly added to the curriculum as the students start to prepare for the IB exam.

Prerequisites: Due to the complicated nature of language exposure/experience for international students attending international schools living in multi-nationality families; requests for this course will be reviewed case by case.

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Bien dit! French 1*, DeMado, Champeny, M. Ponterio, R, Ponterio, Holt, Rinehart & Winston, 2008, *Lectures pour tous*, level 1, McDougall Littell 2007, French

Scholastic Magazine's *Allons-y!* , and selected readers

Recommendations: In order to succeed in this intensive course, students must have an interest in developing speaking as well as writing skills in the French language and be prepared to do additional readings and independent preparatory work.

### **FRENCH IB Ab Initio II**

Description: This course is designed for 12<sup>th</sup> grade students in the IB Diploma Program who have successfully passed IB Ab Initio French I.

Based on the Ab Initio syllabus provided by the IB, this course is an intensive language course in which students learn the vocabulary and grammatical structures necessary to speak and write competently about the IB prescribed themes and topics in a range of contexts and formats. In addition, in line with the overall IB philosophy, the course aims to develop the students' awareness of the relationship between language and other areas of knowledge and their understanding of the relationship between French/francophone culture and the culture(s) with which they are more familiar. (Cf. Language ab initio guide, p.9)

In Year II, students will review and strengthen the skills and knowledge acquired in Year I and prepare intensively for the externally moderated IB Exam by building their vocabulary and performing numerous oral and written practice activities.

Students taking this course are required to sit the externally moderated IB Ab Initio French Exam in May. (Note: Fees for this exam are set by the International Baccalaureate Organization.)

Prerequisites: French IB Ab Initio I, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Bien dit! French 2*, DeMado, Champeny, M. Ponterio, R, Ponterio, Holt, Rinehart & Winston, 2008, French Scholastic Magazine's *Bonjour!*, and authentic documents and IB theme-oriented texts.

Recommendations: Students must have a strong desire to learn how to communicate accurately and effectively in French and be willing to take on additional readings and independent preparatory work.

### **FRENCH IB B SL I**

Description: In this intermediate level course, designed for 11<sup>th</sup> grade students who have successfully completed at least three years in French, the use of the acquired structures is intensified and the creative process of the language is developed. Students will learn to carry out a variety of high frequency communicative tasks ranging from basic communication to more complex functions such as telling a story, stating and supporting opinion, and hypothesizing. This level strengthens and refines the student's skills in structural and lexical competence, compositions, essay writing and communicative performance in a culturally relevant context.

Students taking this course will be prepared and required to take the IB B SL French examination in their senior year.

Prerequisites: French 3 or the equivalent, and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: A variety of textbooks (*Le monde en français*, Advanced Materials, 2012; *Au Point*, Nelson Torns, 2000; *French B course companion*, Oxford University Press, 2011), Authentic articles from French magazines/online sources and various literary selections, as well as teacher-generated documents.  
Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work.

## FRENCH IB B SL II

Description: In this intermediate level course, designed for 12<sup>th</sup> grade students who have successfully completed IB B SL I in French, the use of the acquired structures is intensified and the creative process of the language is developed. Students will learn to carry out a variety of high frequency communicative tasks ranging from basic communication to more complex functions such as telling a story, stating and supporting opinion, and hypothesizing. This level strengthens and refines the student's skills in structural and lexical competence, compositions, essay writing and communicative performance in a culturally relevant context.

Students who have successfully completed the requirements of this course are required to sit for the IB French Language B standard level exams. (Note: Fees for this exam are set by the International Baccalaureate Organization)

Prerequisites: French IB B SL I, and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year  
Texts: A variety of textbooks (*Le monde en français*, Advanced Materials, 2012; *Au Point*, Nelson Torns, 2000; *French B course companion*, Oxford University Press, 2011), Authentic articles from French magazines/online sources and various literary selections, as well as teacher-generated documents.  
Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work.

## FRENCH IB B HL I

Description: An advanced French language, literature and civilization course designed for students who have successfully completed three or four years, or more, in French.

This course is designed for highly motivated students in 11<sup>th</sup> grade who are IB diploma candidates. This course stresses advanced writing skills, text analysis, creative writing, critical thinking, advanced communicative competence and performance and comprehension of highly complex authentic documents.

Students taking this course will be prepared and required to take the IB B HL French examination in their senior year.

Prerequisites: French 3 or 4, or the equivalent, and teacher approval  
Credit: 1.0 credit  
Length of Course: 1 year

Texts: A variety of textbooks (*Le monde en français*, Advanced Materials, 2012; *Au Point*, Nelson Torns, 2000; *French B course companion*, Oxford University Press, 2011), Authentic articles from French magazines/online sources and various literary selections, as well as teacher-generated documents.

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent work.

## **FRENCH IB B HL II**

Description: An advanced French language, literature and civilization course designed for students who have successfully completed an intensive four-year program, or more, in French.

This course is designed for highly motivated students in 12<sup>th</sup> grade who are IB diploma candidates in their second year of French IB HL studies. Special emphasis is placed on perfecting the student's advanced writing skills, text analysis, creative writing, critical thinking, advanced communicative competence and performance, and comprehension of highly complex authentic documents.

Students taking this course will be prepared and required to take the IB external French HL examination. (Note: Fees for this exam are set by the International Baccalaureate Organization)

Prerequisites: French IB HL I, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: A variety of textbooks (*Le monde en français*, Advanced Materials, 2012; *Au Point*, Nelson Torns, 2000; *French B course companion*, Oxford University Press, 2011), Authentic articles from French magazines/online sources and various literary selections, as well as teacher-generated documents.

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent work.

## SPANISH

Enrollment in all Spanish courses is contingent upon a placement procedure administered by the CAC World Languages Department. After placement, the instructor will make confirmation of appropriate placement within the first three weeks of the course.

### SPANISH 1

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have had little if any exposure to formal Spanish instruction. The focus of this beginning course is on communication, with equal emphasis on the four basic language skills of listening, speaking, reading and writing. Students will learn the language within the context of contemporary Latin American and Iberian cultures.

To meet the students' varying learning styles and maximize their language proficiency, instructors will use many different techniques adapted to a young population: acting out of every-day situations, conversations, imaginative dialogues, competitions and games, as well as more traditional methods such as practice exercises, composition writing, and grammatical analysis. In addition, students will be exposed to and use a vast array of audio-visual materials to support their learning.

<u>Prerequisites:</u>	None
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Text:</u>	<i>Asi se Dice 1, 2016</i> , Articles from newspapers and magazine in Spanish; online documents and relevant websites, and various teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have an interest in learning how to speak and write in another language and be prepared to speak Spanish in class from day 1.

### SPANISH 2

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have successfully passed Spanish 1 or who have been enrolled in Spanish 2 based on the results of the placement procedure. The course continues the proficiency-oriented approach which focuses on communicative competence and provides maximum exposure to authentic cultural documents. The four main language skills of listening, speaking, reading and writing are given equal emphasis.

The instructors use a fully integrated approach to language learning in which the presentation and practice of functional expressions, vocabulary, and grammar are interwoven with cultural information, language-learning tips, and realia, so that students learn to express themselves with confidence and develop an understanding of Latin American and Iberian cultures.

Building on the knowledge and skills acquired in Spanish 1, the students will continue to work on accuracy along a competency continuum moving from grammatically simple sentences to a grammatically more complex paragraph and finally a cohesive multi-paragraph composition.

Among the many different learning activities offered in the course are dialogues and conversations about everyday situations, guided reading of short passages, extracting information from informational texts such as brochures, guides, advertisements, menus, or letters, and to create written texts in a variety of formats such as email messages, short letters, recipes, etc. The students will also demonstrate their awareness of the culture of the Latin American and Iberian world through multimedia presentations.

<u>Prerequisites:</u>	Spanish 1 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Text:</u>	<i>Asi se Dice 2, 2016</i> ; Articles from newspapers and magazine in Spanish; online documents and relevant websites and various teacher-generated documents.
<u>Recommendations:</u>	Students must have a strong desire to learn how to speak and write Spanish and be prepared to speak the language at all times in the classroom.

### SPANISH 3

Description: This course is designed to 9<sup>th</sup> through 12<sup>th</sup> grade students who have successfully completed two years of high school Spanish or have been placed in Spanish 3 based on the results of the placement procedure. The course strengthens the students' command of the vocabulary and skills acquired in the first two years and prepares them for the tasks of the demanding IB Spanish Language courses.

As in all other World Language courses at CAC, the focus of this course is on communication, both oral and written, and the skills are developed through a variety of techniques. In addition, the students will engage actively with authentic Spanish and Hispanic texts. Building on the basic speaking and writing skills learned in Spanish 1 and Spanish 2, students in Spanish 3 will learn to express themselves more spontaneously and creatively on the one hand and compose more elaborate informational texts on the other. They will write stories as well as multi-paragraph texts on IB themes such as education in the Latin American and Iberian world.

<u>Prerequisites:</u>	Spanish 2 or the equivalent, and teacher approval, possible placement test
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Text:</u>	<i>Asi se Dice 3, 2016</i> , short stories, novel adaptations, articles from newspapers and magazines in Spanish; online documents and relevant websites and, various teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to expand their skill levels in the language and be prepared to speak Spanish at all times in the classroom.

### SPANISH 4

Description: This course is open to 9<sup>th</sup> through 12<sup>th</sup> grade students who have successfully completed three years of high school Spanish or the equivalent or have been placed in Spanish 4 based on the results of the placement procedure. The course strengthens the students' command of the vocabulary and skills acquired in the first three years and prepares them in depth for the tasks of the demanding IB Spanish Language courses.

As in all other World Language courses at CAC, the focus of Spanish 4 is on communication, both oral and written, and the skills are developed through a variety of techniques. In addition, the students will read complex, authentic Spanish texts and produce written and oral assignments at an advanced level. Building on the basic speaking and writing skills learned in Spanish 1, Spanish 2 and Spanish 3, students in Spanish 4 will learn to express themselves spontaneously and creatively on the one hand and compose elaborate informational and opinion texts on the other. They will write formal and informal pieces on IB themes such as Spanish and Latin-American traditions or problems of the environment.

<u>Prerequisites:</u>	Spanish 3 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Así se Dice 4, 2016</i> ; Literary selection; Articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and preparatory work independently.

### **SPANISH IB Ab Initio I**

Description: This course is the first year of the two-year IB Language Ab Initio SL Program. It is intended for 11<sup>th</sup> graders who are pursuing the IB Diploma and who will sit the IB Ab Initio exam at the end of their senior year. Based on the ab initio syllabus provided by the IB, this course is an intensive language course in which students learn the vocabulary as well as the grammatical structures necessary to communicate effectively and competently about the IB prescribed themes and topics in a range of contexts and formats. In addition, in line with the overall IB philosophy, the course aims to develop the students' awareness of the relationship between language and other areas of knowledge, and Spanish/Hispanic culture and the culture(s) with which they are familiar. (Cf. Language ab initio guide, p.9)

In Year 1, students will at first focus exclusively on mastering the basics in the four skills areas of listening, speaking, reading and writing. To help them, the instructor will use a variety of techniques – conversations, dialogues, dramatic scenes, audio-visual presentations, music, song, and games, and sometimes also oral drills and written exercises. In the second semester, specific IB writing and speaking tasks will be slowly added to the curriculum as the students start to prepare for the IB exam.

<u>Prerequisites:</u>	Due to the complicated nature of language exposure/experience for international students attending international schools living in multi-nationality families; requests for this course will be reviewed case by case.
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Así se Dice 1 - 3, 2016</i> ; IB theme-oriented work units, teacher-produced documents, Spanish Scholastic Magazines and selected readers.
<u>Recommendations:</u>	In order to succeed in this intensive course, students must approach this course with maturity and a sound work ethic and be prepared to do external independent work, in order to develop effective speaking as well as writing skills in Spanish. They will need to take responsibility for extra readings and frequent practice to ensure success.

### **SPANISH IB Ab Initio II**

Description: This course is designed for 12<sup>th</sup> grade students in the IB Diploma Program who have successfully passed IB Ab Initio Spanish I.

Based on the Ab Initio syllabus provided by the IB, this course is an intensive language course in which students learn the vocabulary and grammatical structures necessary to speak and write competently about the IB prescribed themes and topics in a range of contexts and formats. In addition, in line with the overall IB philosophy, the course aims to develop the students' awareness of the relationship between language and other areas of knowledge and their understanding of the relationship between



Spanish/Hispanic culture and the culture(s) with which they are more familiar. (Cf. Language ab initio guide, p.9)

In Year II, students will review and strengthen the skills and knowledge acquired in Year I and prepare intensively for the externally moderated IB Exam by building their vocabulary and performing numerous oral and written practice activities.

Students taking this course are required to sit the externally moderated IB Ab Initio Spanish Exam in May. (Note: Fees for this exam are set by the International Baccalaureate Organization)

<u>Prerequisites:</u>	Spanish IB Ab Initio I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Así se Dice 2 - 4, 2016</i> ; IB Theme oriented work units, teacher produced documents, Spanish Scholastic magazines and selected readers.
<u>Recommendations:</u>	Students must have a strong desire to learn how to communicate accurately and effectively in Spanish and be willing to take on additional readings and independent preparatory work.

### **SPANISH IB B SL I**

Description: In this intermediate level course, designed for 11<sup>th</sup> grade students who have successfully completed at least three years in Spanish, the use of the acquired structures is intensified and the creative process of the language is developed. Students will learn to carry out a variety of high frequency communicative tasks ranging from basic communication to more complex functions such as telling a story, stating and supporting opinion, and hypothesizing. This level strengthens and refines the student's skills in structural and lexical competence, compositions, essay writing and communicative performance in a culturally relevant context.

Students taking this course will be prepared and required to take the IB B SL Spanish examination in their senior year.

<u>Prerequisites:</u>	Spanish 3 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Conexiones</i> , Pearson, 2010; Literary selection; Articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and preparatory work independently.

### **SPANISH IB B SL II**

Description: This is the second year of a two-year IB Standard Level program. In this intermediate level course, designed for 12<sup>th</sup> grade students who have successfully completed IB B SL I in Spanish, the use of the acquired structures is intensified and the creative process of the language is developed. Students will learn to carry out a variety of high frequency communicative tasks ranging from basic communication to more complex functions such as telling a story, stating and supporting opinion, and hypothesizing. This level strengthens and refines the student's skills in structural and lexical competence, compositions, essay writing and communicative performance in a culturally relevant context.

Students who have successfully completed the requirements of this course are required to sit for the IB Spanish Language B standard level exams. (Note: Fees for this exam are set by the International Baccalaureate Organization)

<u>Prerequisites:</u>	Spanish IB B SL I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Conexiones</i> , Pearson, 2010; articles from magazines and newspapers; and other Nexttext Spanish Readers Volumes (Collections of Spanish and Latin American Literature) McDougal Littell, articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work.

### **SPANISH IB B HL I**

Description: An advanced Spanish language, literature and civilization course designed for students who have successfully completed three or four years, or more, in Spanish.

This course is designed for highly motivated students in 11<sup>th</sup> grade who are IB diploma candidates. This course stresses advanced writing skills, text analysis, creative writing, critical thinking, advanced communicative competence and performance and comprehension of highly complex authentic documents.

Students taking this course will be prepared and required to take the IB B HL Spanish examination in their senior year.

<u>Prerequisites:</u>	Spanish 3 or 4, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Conexiones</i> , Pearson, 2010; articles from magazines and newspapers; and other Nexttext Spanish Readers Volumes (Collections of Spanish and Latin American Literature) McDougal Littell, articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra reading and preparatory work independently.

### **SPANISH IB B HL II**

Description: This course is the second year of a two-year IB Higher Level program. It is an advanced Spanish language, literature and civilization course designed for students who have successfully completed an intensive four-year program, or more, in Spanish.

This course is designed for highly motivated students in 12<sup>th</sup> grade who are IB diploma candidates in their second year of Spanish IB HL studies. Special emphasis is placed on perfecting the student's advanced writing skills, text analysis, creative writing, critical thinking, advanced communicative competence and performance, and comprehension of highly complex authentic documents.

Students taking this course will be prepared and required to take the IB external Spanish HL examination. (Note: Fees for this exam are set by the International Baccalaureate Organization)

Prerequisites: Spanish IB B HL I, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Conexiones*, Pearson, 2010; articles from magazines and newspapers; and other Nexttext Spanish Readers Volumes (Collections of Spanish and Latin American Literature) McDougal Littell, articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra reading and preparatory work independently.