CAIRO AMERICAN COLLEGE
CAIRO, EGYPT

Dear Students and Parents,

It is a pleasure to present to you the Program of Studies for 2013-14. This program contains information to assist you in planning a high school program that meets your 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 2013-14 schedule. Courses will be scheduled on the basis of student interest, sufficient enrollment, and the most effective use of instructors

Whether or not a student plans to attend college or engage in other post secondary educational opportunities, high school is the time to explore new disciplines and experiences. This is the time when many students begin to develop talents or interests and learn new skills that they will continue to use and develop for the rest of their lives. Please take advantage of the varied and diverse offerings and programs available at CAC.

SELECTION OF COURSES

Each student ions will be reviewed and approved by parents and, counselors. For AP and IB courses, the AP/IB Coordinator will also help 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. We encourage all of our students to select a balanced program of core and elective courses. While the minimum core graduation requirements as listed in the Program of Studies must be met over the four years in high school, students have many opportunities to choose from an extensive elective program in the areas of Computers, English, Visual Arts, World Languages, Mathematics, Performing Arts, Physical Education, Science, and Social Studies.

If you have any questions regarding your course selections, please be sure to see your counselor.

Sincerely,

Joelle Basnight
High School Principal

GRADUATION CREDIT INFORMATION FOR 2013-2014

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 *****		
TOTAL	25 credits****	26-28 credits****

* 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 every year while attending CAC.

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

WP = Withdrew Passing **AU** = Audit **D-** is the lowest passing mark	**WF** = Withdrawal Fail* **PS** = Pass	**ME** = Medical Excuse **I** = Incomplete

**For students who receive a WF, a zero will be included in their grade point average.*

All CAC 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 will be offered to students to explain scheduling and course selections.

2. Based on teacher approval (as shown by your current teacher and student interest, counselors will assist students in making appropriate choices on the Course Request Card.

3. Students will take the completed Course Request Card home for parent review and signature. All cards need to be returned by the established registration deadline.

4. If a Course Request Card is incomplete or not returned, counselors will do their best to complete a schedule for the student. By not completing and submitting their Course Request Card in a timely manner, students
schedule. Students may not receive their top course selections, as their course requests will be processed after all others.

5. Final student class schedules will be generated in late May, and circulated immediately before final exams.

6. Changes in classes must be made by June 6th, or within the first five (5) school days of each semester.

7. 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.

8. 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, counselor, and school administrators.

9. 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 are included in the Practical Arts Strand:

    - Creative Writing
    - Yearbook
    - 2D CAD and 3D CAD
    - Electronics to Robotics
    - Digital Graphic Design
    - Introduction to Design Technology
    - Introduction to Programming
    - Design Technology IB SL I and SL II
    - Design Technology IB HL I and HL II
    - Explorations in Technology
    - Computer Aided Manufacture

10. 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 course each year that the school is able to offer the program. Students are able to choose from a wide range of courses that take place in Cairo, in Egypt, or outside of Egypt. Registration takes place in early November and courses begin late February or early March. Students who earn a passing grade in their WWW course will receive 0.25 elective credit. WWW grades appear on the second semester report card and will not be included in the calculation of the GPA if a Pass. If a student fails, it will be calculated into the GPA as well as being used to determine academic eligibility for co-curricular activities and sports.

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
World Cultures	1.0	Modern World History	1.0
Science*:	1.0	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
TOTAL CREDITS	**7.25**	**TOTAL CREDITS**	**7.25**

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
TOTAL CREDITS	**7.25**	**TOTAL CREDITS**	**7.25**

* 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 (i.e. learning disability, medical concern, etc.) 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 (1st or 2nd 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 1st semester of their senior year. Learning Support is a pass/fail course as of 2013-2014.

TEACHER ASSISTANT

Description: Teacher Assistantship positions are designed to allow 12th 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 (1st or 2nd 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
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
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.

ADVANCED PLACEMENT (AP) COURSES AT CAC

Advanced Placement (AP) courses provide students an opportunity for learning that goes beyond just facts and figures. The rigorous course materials, classroom discussions, and demanding assignments in AP courses will assist the student in developing the content mastery and critical thinking skills expected of college students. In addition, by taking an AP exam the student is given the chance to earn college credit. Currently, thirteen AP courses are offered at CAC, and once enrolled in an AP course the student **must** sit the AP exam (at the family
will be administered in May. If the student requests to take an AP class they must have teacher approval and meet course prerequisites. In addition, if a student wishes to take more than three AP courses in an academic year, the request will be reviewed by the AP Coordinator and the student or. Please see your counselor if you have questions. For AP Science courses, there is an extra period (80 minutes) per 8-day rotation in the first semester, which may reduce flex time, to help cover the curriculum.

MOCK EXAMS

For any AP course that is preparing students for the external exams in the May session, there will be mock exams in that subject, and all students in these AP classes will undertake the mock exams. The mock exam in any AP course will be worth a maximum of 10% of the applicable semester grade, and just as students in an AP class are to sit for the May external papers, they will also be required to do the mock exams. During mock exams students will have the opportunity to learn of their strengths, any possible challenges, their ability to pace themselves, and their general readiness. Additionally, AP teachers will have a good sense of how to proceed with the remainder of the AP curriculum and/or review strategies. Mock exams will be selected or created carefully so that they assess what students know at a given stage in an AP course. They are designed to enhance student performance on the actual examinations in May. 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.

AP COURSES OFFERED

The list below gives the subjects offered. **This list is not definitive**. The school reserves the right to add or delete courses according to student demand and staff availability. Students may register to take an AP exam without taking the course at CAC.

AP Literature and Composition
AP French
AP Spanish
AP United States History
AP World History
AP Computer Science A
AP Calculus AB
AP Statistics
AP Chemistry
AP Biology
AP Physics B
AP Studio Art: Drawing Portfolio
AP Studio Art: 2D Design Portfolio

There is the option of being able to take on-line AP courses. Requests for on-line courses will be reviewed by a committee. The cost incurred in taking an on-line course will be charged to parents.

Please note that all AP courses are one-year courses, and fees for the exams are set by The College Board with a small additional fee to help defray exam expenses.

AP INTERNATIONAL DIPLOMA

The AP International Diploma is a credential that allows students to demonstrate outstanding academic achievement on AP Exams across several disciplines. The APID is an optional certificate available to students attending secondary schools outside the United States. It is not a substitute for a high school diploma.

Diploma Criteria

To earn an APID, a student must earn grades of 3 or higher on at least five AP Exams in the following content areas:

1. Two AP Exams from two different languages selected from the English and World Languages areas. A student may submit a letter from an administrator verifying mastery of a language not currently available within the AP suite of exams to satisfy this requirement; however, a student who utilizes this option must submit an additional AP exam from another content area.

2. One AP Exam designated as offering a global perspective: AP World History, AP Human Geography, or AP Government & Politics: Comparative.

3. One exam from the sciences or mathematics content areas.

4. One additional exam from among any content area except English and World Languages.

AP Exams Offered (see previous page for which courses may be taught at CAC)

English
- English Language and Composition
- English Literature and Composition

World Languages and Culture
- French Language
- French Literature
- German Language
- Spanish Language
- Spanish Literature
- Chinese Language and Culture
- Italian Language and Culture
- Japanese Language and Culture

Mathematics
- Calculus AB*
- Calculus BC*
- Computer Science A**
- Computer Science AB**
- Statistics

Science
- Biology
- Chemistry
- Environmental Science
- Physics B
- Physics C: Electricity & Magnetism
- Physics C: Mechanics

History and Social Sciences
- European History
- Government & Politics: Comparative
- Government & Politics: U.S.
- Human Geography
- Macroeconomics
- Microeconomics
- Psychology
- U.S. History
- World History

Arts
- Art History
- Latin: Vergil
- Music Theory
- Studio Art: Drawing
- Studio Art: 2-D Design
- Studio Art: 3-D Design

* *Calculus AB and BC courses may each count only once toward the APID*

** *Computer Science A and AB may count only once toward the APID*

THE INTERNATIONAL BACCALAUREATE PROGRAM AT CAC

Any student who elects to undertake the IB Diploma as part of their academic journey through high school has certainly chosen a wonderful challenge, and everyone at Cairo American College will do their utmost to support each and every student in this pursuit. Students joining a Diploma cohort should choose their extracurricular opportunities with a full awareness of the demands of the IB curriculum and the restraints of deadlines. At CAC, we want all students to participate effectively and enthusiastically in our comprehensive and 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 academic workload.

Students may elect to participate in the IB program in one of two ways, either by Diploma or Course (formerly called
as the external examinations in their subjects in the appropriate sessions:

- As a student undertaking the full IB Diploma in their junior and senior years;
- As a student taking one or more IB courses in their junior and senior years.

With the exception of anticipated courses, some IB World Languages SL and some Science subjects, all IB courses are 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. Students in any IB designated course are required to complete the entire course, do all internal assessments, and take the IB external examinations (fees incurred for the exams are set by the International Baccalaureate Organization with a small additional fee to help defray exam expenses). 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.

THE INTERNATIONAL BACCALAUREATE DIPLOMA

The two-year Diploma course provides students with a breadth and depth of rigorous academic study that prepares them for university life. Students will study six subjects, three at Higher Level and three at Standard Level; in other words, six IB courses are earned during the two-year program. Generally the subjects chosen at Higher Level will reflect the student's areas of interest 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 of the course or the course selection 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 with teacher approval.

A PACKAGE 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 for two-year courses may take any course at the Higher Level or Standard Level that fits into their schedule. Courses obtained 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 undertake any IB course at either level will register for the external examinations in the respective subject areas.

MOCK EXAMS

For any IB course that is preparing students for the external exams in the May session, there will be mock exams in that subject that will be worth a maximum of 10% of the applicable semester grade, and just as students in an IB class are to sit for the May external papers, they will also be required to do the mock exams. During mock exams students will have the opportunity to learn of their strengths, any possible challenges, their ability to pace themselves, and their general readiness. Additionally, IB teachers will have a good sense of how to proceed with the remainder of the IB curriculum and/or review strategies. Mock exams will be selected or created carefully so that they assess what students know at a given stage in an IB course. They are designed to enhance student performance on the actual examinations in May.

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.

ESTABLISHING AN IB PROGRAM FOR THE DIPLOMA

1. You are advised to select your Higher Level courses first. The ones chosen will depend not only on interests, abilities and future educational plans, but also on the availability of these subjects in the IB Course Listings. The IB registration card is set up to help students and families to strategize a successful program of study. The design of the IB Diploma is to develop and nurture the whole learner, one who learns in diverse ways. Each of the six groups is designed to provide students with inquiry-based learning in that area of knowledge. The details of each course should be examined by referring to the individual course description.

2. Next, the selection of standard subjects should be made. This will be governed by the Higher Level subject choices as well as the offerings within the IB scheduled classes. There is a variety of courses within each IB Group.

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 very important. Then the program must be checked by the IB Coordinator in order to determine whether or not the package is possible within the IB regulations and the limitations of the timetable.

5. In addition to registering for the six subjects, each Diploma candidate must register for the Theory of Knowledge course, participate in the CAS program, and complete the Extended Essay.

6. Diploma program students who select two courses in Group 1 and earn at least a 3 in both will have earned a bilingual IB Diploma.

A note on Self Taught Language A

The Self Taught Language A course is intended for 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 course quite closely. Students choosing this option should feel confident in their ability to read, write, speak, and analyze literature in their native language. All Self Taught students within one language must follow the same syllabus of texts. Self Taught Language A is only available at Standard Level.

Self Taught Language A will appear as a pass/fail class on each IB Diploma candidate 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 offered. **<u>This list is not definitive</u>**. The school reserves the right to add or delete courses according to student demand and staff availability.

Group 1		
Language A	English (HL) Arabic (HL)	English (SL) Arabic (SL) Self Taught Language A (SL)
Group 2		
Language B	Arabic as a Foreign Language B (HL) French B (HL) Spanish B (HL)	Arabic as a Foreign Language B (SL) French B (SL) Spanish B (SL)
Language Ab Initio		Arabic as a Foreign Language *Ab Initio* (SL) French *Ab Initio* (SL) Spanish *Ab Initio* (SL)
Group 3		
Individuals & Societies	History of Europe/Middle East (HL) Economics (HL)	Geography (SL) Economics (SL)
Group 4		
Experimental Sciences	Biology (HL) Chemistry (HL) Physics (HL) Design Technology (HL)	Biology (SL)* Chemistry (SL)* Physics (SL)* Design Technology (SL)
Group 5		
Mathematics	Mathematics (HL)	Mathematics (SL)
Group 6 **Or an option from** **Group 1, 2, 3 or 4**	Theater (HL) Photography (HL) Drawing & Painting (HL)	Theater (SL) Photography (SL) Drawing & Painting (SL)

* One year course

Please note that all IB courses are two-year courses unless stated otherwise.

PROPOSED IB DIPLOMA PROGRAM

For Grade 11 Students

NAME _____ DATE _____
BLOCK CAPITALS PLEASE

In selecting the courses for your IB Diploma program, remember your choices must conform to the following regulations:

1. You must choose six subjects: three at Higher Level (HL) and three at Standard Level (SL).

2. You must choose **one** subject from **each group 1- 5**.

3. Your sixth subject can be from group 6 OR a second subject from groups 1, 2, 3, or 4.

Group 1 Language A

English	HL	SL
Arabic	HL	SL
Self Taught Language A		SL

Group 2 Language Ab Initio & B

Arabic (AFL) B	HL	SL
Arabic (AFL) Ab initio		SL
French B	HL	SL
French Ab initio		SL
Spanish B	HL	SL
Spanish Ab initio		SL

Group 3 Individuals and Societies

History of Europe/Middle East		HL
Geography		SL
Economics	HL	SL

Group 4 Experimental Sciences

Chemistry	HL	SL*
Physics	HL	SL*
Biology	HL	SL*
Design Technology	HL	SL

Group 5 Mathematics

Mathematics	HL	SL

Group 6 The Arts

Theater	HL	SL
Photography	HL	SL
Drawing & Painting	HL	SL

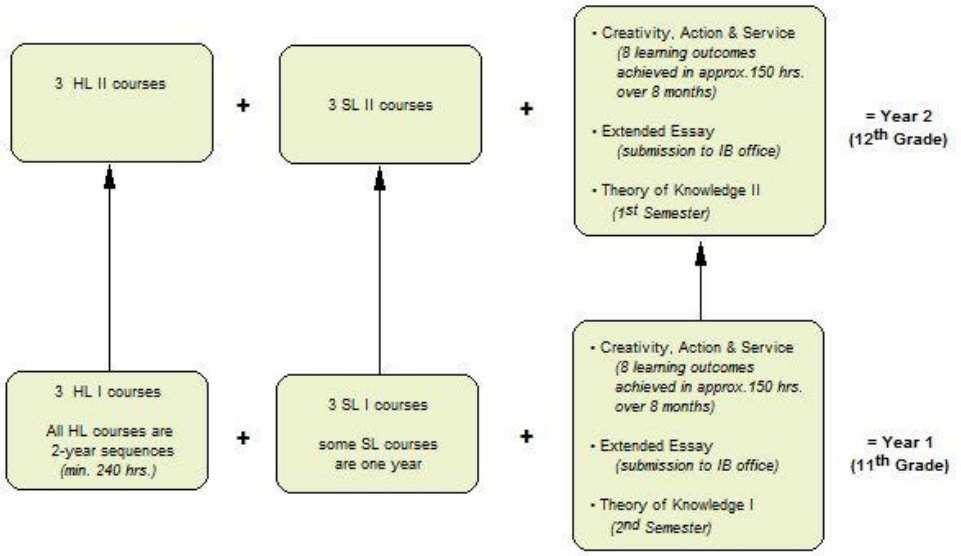
OR

your choice of one subject
from group 1, 2, 3, 4_____

* One year course

Please note that all IB courses are two year courses unless stated otherwise.

IB Diploma
Two-Year Sequence



Total = 3 HLs + 3 SLs + CAS/TOK/EE

IB DIPLOMA CORE COURSES

CAS PROGRAM

CAS stands for Creativity, Action, and Service. All IB Diploma candidates at Cairo American College are required to establish and participate in a balanced program of CAS activities throughout the first year and a half in the IB program for a minimum of approximately 150 hours. This participation usually requires 3 to 4 hours a week, and the choice of activities should ensure that approximately 1/3 of the student's time is spent in each of the major areas of the program (Creativity, Action, Service). Over the two years, students must regularly submit reflections via ManageBac that reflect their varied learning experiences outside of the classroom.

The completion of the CAS program is dependent upon students providing evidence that they have achieved the following eight 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**
  A new challenge 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 the ethical implications of their actions**
  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.

- **developed new skills**
  As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in 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 studentôs development) that is of most importance.

The CAS Coordinator is available to assist students in developing their CAS program and CAS advisors among CAC faculty may work closely with students in a specific area.

IB RESEARCH (EXTENDED ESSAY)

Description: The Extended Essay 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 used should be English unless the subject of the essay is within Group 2. It is highly recommended that each IB Diploma candidate writes their Extended Essay in an IB subject they are studying.

All 11th grade IB Diploma students must find an Extended Essay teacher supervisor to guide them through the process of setting up, developing and completing a research paper. The teacher supervisor will also provide regular discipline-based feedback and advice. Incremental deadlines will be enforced to promote successful completion of the Extended Essay process and product.

The Extended Essay will appear as a pass/fail class on each IB Diploma candidate transcript. A pass is conditional on students regularly meeting with their Extended Essay supervisor and meeting all the deadlines on time.

The Extended Essay can now be undertaken as an individual Course and is not restricted to Diploma students. Requirements and expectations remain the same for Course candidates as for Diploma students.

THEORY OF KNOWLEDGE I / II

Description**:** The aim of this course is to increase the students 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, what they have experienced.

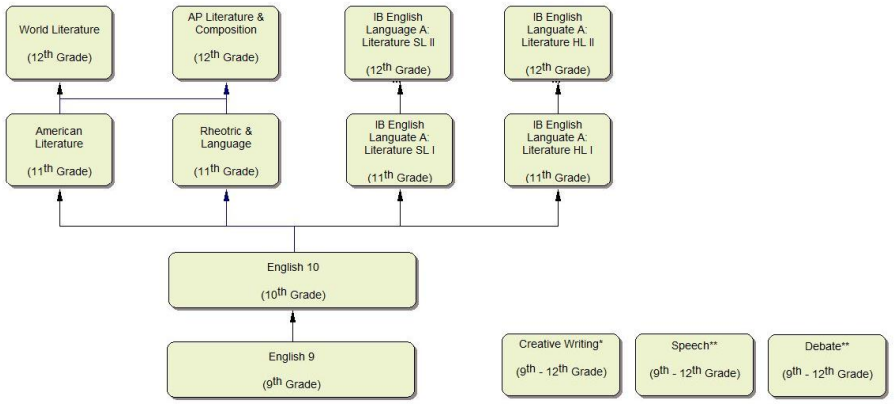
The TOK course does not consist of a study of philosophical texts in themselves, but rather it incites students and teachers to ask themselves questions about the fundamental nature of different types of knowledge. Such reflections should develop an analytical habit of mind and foster intellectual modesty 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.

This course is designed to occupy at least 100 hours, and will span the two years of preparation for the diploma.

TOK can now be undertaken as an individual Course with IB.

Eligibility:	TOK will be open for 11th and 12th 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 2nd semester of 11th grade and Part II the 1st semester of 12th grade.) Part I should be taken before Part II.

English
Course Offerings



* Practical Arts Credit
** Fine Arts Credit

E N G L I S H

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. 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 8th 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: *The Iliad and The Odyssey* (selections), *Romeo and Juliet, Of Mice and Men, The Absolutely True Diary of a Part-Time Indian, To Kill a Mockingbird, The Laughing Sutra, I Am One of You Forever, I Know Why the Caged Bird Sings, Black Boy, Joy Luck Club, The River Between, Midsummer Night Master Harold and the Boys, and The Bride Price.*

ENGLISH 10

Description: This course completes the transition between the earlier language arts courses and the English programs of the upper grades. The course will help the students develop the oral and written skills needed for success in their future English courses. Texts will include works chosen from the 10th grade reading list and from a variety of sources, including at least one modern classic, one Shakespearean play, one poetry unit, one contemporary multicultural work, and additional reading to engage student choice. A variety of writing modes will also be developed, including the comparative essay and a continuation of the introduction to literary analysis begun in English 9.

The course will focus on language usage and understanding in literary and other works, as well as the student d as well as a deeper response to literature. This increasing complexity will prepare students for the English programs of 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. The following list represents possible choices: *Lord of the Flies, Animal Farm, Catcher in the Rye, Julius Caesar, Twelfth Night, The Sailor Who Fell From Grace With the Sea, The River Between, Siddhartha, The Life of Pi, Into Thin Air, Great Expectations, Hard Times, A Tale of Two Cities, A Separate Peace, and Star tide Rising.*

ENGLISH 11 AMERICAN LITERATURE

Description: Designed for students who want to continue to develop their usage of language and literature in the context of the unique philosophy, character, and landscape of U.S. and Canadian literature in a flexible program. Texts will include early and modern North American texts of a variety of genres, including essay, drama, poetry, speech, short story, and novel. Additional, independent reading of the students
vocabulary study and timed brief essays will be part of the course and which may serve, for example, as preparation for the SAT (Scholastic Assessment Test).

Upon completion of the American Literature course, students will continue to the second year of study in World Literature or AP Literature and Composition.

Prerequisites: English 10 and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: Choices may include: *The Scarlet Letter, The Crucible, The Great Gatsby, Snow Falling on Cedars, Huckleberry Finn, The Awakening, A Streetcar Named Desire, Death of a Salesman*, *The Shipping News*, *The Things They Carried* and a selection of short stories, essays, speeches, and poetry. Final reading selections are at the discretion of the teacher.

ENGLISH 11 RHETORIC & COMPOSITION

Description: This course offers a focus on writing skills with extensive writing instruction. Students will write in a wide variety of genres, including but not limited to persuasive, analytical, and research writing. Reading resources will include a wider variety of nonfictional texts than other course offerings and the learning focus is to master the basics of effective writing in a

variety of modes (persuasive, analytical, etc.). Units may focus on a particular theme to inform text choices and student writing, such as Global Issues, The Individual and Society, Critical Thinking & Media, Future Issues, Cultural Contexts, etc.

Prerequisites:	English 10 and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	Writing resources include: *The Little Red Writing Book*, *The Blue Book of Grammar and Punctuation*, and *Sin & Syntax: How to Craft Wickedly Effective Prose*. Reading resources include: *The Language of Composition*, 2008

ENGLISH 11 IB LANGUAGE A: LITERATURE - SL I

Description: This course is the first year of a two-year course designed for IB diploma students requiring a Standard Level certificate in English. 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. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation 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 required 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).

ENGLISH 11 IB LANGUAGE A: LITERATURE - HL I

Description: This 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 are already highly independent and proficient readers, writers, and speakers who have a passion for the study of literature. The expectations are greater in this course than in IB SL I.

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. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation 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+
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 the second year of a two-year course of study designed to strengthen the student
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. Additional, independent reading of the students

The reflective essay, normally required for university applications, will be included in the writing modes. All students will be required to develop and present a senior project in a skill that will be researched, practiced and presented in a formal, public oral presentation at the end of the year.

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, The Thief and the Dogs, The Canterbury Tales, Macbeth, Oedipus, Fifth Child, 1984, The Stranger, The Metamorphosis, Hedda Gabler, Frankenstein, The Nonexistent Knight*, *An Unsuitable Job for a Woman, Captain Corelli olin, A House for Mr. Biswas, Night Flight,* and a selection of short stories, essays, and poetry

ENGLISH 12 - AP LITERATURE AND COMPOSITION

Description: This course is offered to 12th grade students who demonstrate language skills capable of performing at a college level. The course is to engage students in the careful reading and critical analysis of imaginative literature in a variety of genres and styles from a wide range of time periods. Through the close reading of a variety of texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work -scale elements as the use of figurative language, imagery, symbolism, and tone.

Each semester students will read at least four major works (novels and plays) for discussion with the entire class. In preparation for the May AP examination, students are expected to read, in addition to the required texts, several books independently so that they have a broad range of literature that they know well.
This course offers frequent opportunities to write and revise formal, extended analyses and timed, in-class responses to literature. Students will write interpretations of pieces of literature, based on a careful observation of textual details.

The Advanced Placement exam, taken in May, includes an objective section of reading passages followed by analytical questions. The exam also includes three essays based on unseen prose

and poetry passages and a book of the student Students enrolled in AP English are required to take the AP exam. (Note: Fees for this exam are set by the College Board).

Prerequisites: English 11-American Literature or English 11-Rhetoric & Composition with a grade of teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Literature: An Introduction to Reading and Writing* (8th Edition) by Edgar V. Roberts and Henry E. Jacobs. Individual novels and plays may include: *Oedipus Rex, The Metamorphosis, Ceremony Hamlet, Macbeth, Death of a Salesman, The Glass Menagerie, Rosencrantz and Guildenstern are Dead, The Awakening, Brave New World, Ceremony, and Frankenstein.*

ENGLISH 12 IB LANGUAGE A: LITERATURE - SL II

Description: This 12th 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: English 11-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.

ENGLISH 12 IB LANGUAGE A: LITERATURE - HL II

Description: This 12th grade course is the second year of the IB Higher Level English program, culminating with the IB exams in May. The first semester will focus on detailed literary analysis of three works: at least one must be poetry and two others according to the IB guidelines, culminating with the internally evaluated taped 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 Piece 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 question about the literature with a focus on the writer 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: English 11-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 9th through 12th 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 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 (1st or 2nd 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 9th through 12th 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.

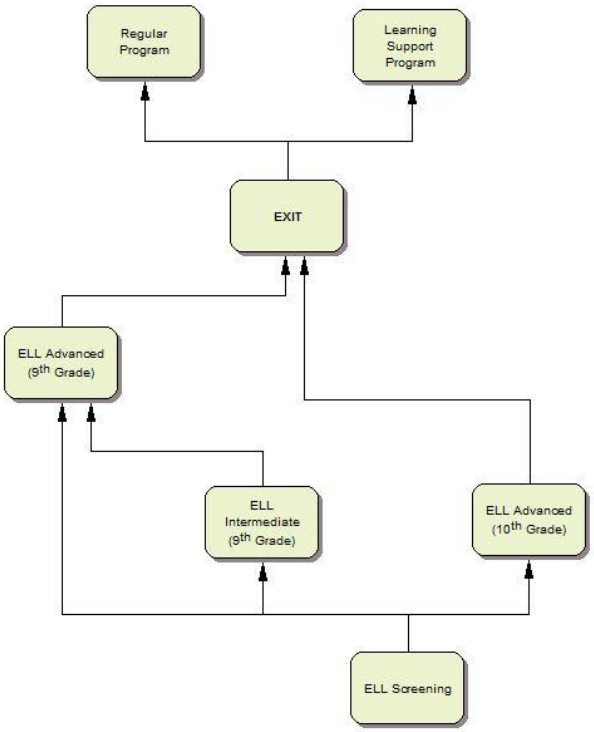
Prerequisites: None
Credit: 0.5 credit
Length of Course: 1 semester (1st semester)
Texts: A varied selection of resources.
Note: This course will fulfill a Fine Arts graduation requirement

DEBATE

Description: Debate is the study of argumentation which involves speaking, research, logic, and organization, and listening. This performance course is designed for 9th through 12th 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 (2nd semester)
Texts: A varied selection of resources.
Note: This course will fulfill a Fine Arts graduation requirement

E L L
Course Offerings



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)

Description: Students in this course have a complete program of mainstream classes in addition to one class of ELL. In this course students audit a regular English class as well as a regular Social Studies class in which they are expected to participate fully. AU for audit appears on the report card for these two classes in place of a grade. However, students and their parents can track progress in detail on POLAR. Intermediate students already have a fundamental knowledge of English, but need to develop skills that will enable them to participate more fully in classroom discussions. Emphasis is placed on integrating listening, speaking, ready and writing skills. Strategies and materials are changed throughout the year to meet the needs of the students. The ELL teacher works closely with the core subject teachers in order to provide support where appropriate.

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: Determined by individual progress. Students are exited from the program based on the ELL teacher consultation with subject area teachers.

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

ELL ADVANCED (9/10)

Description: Advanced ELL students have a complete program of mainstream classes in addition to one class of ELL. Advanced ELL students audit a regular English class in which they are expected to participate fully. **AU** for audit appears on the report card for the English class in place of a grade. However, students and their parents can track progress in detail on **POLAR,** the computer link showing all assessment scores. Students at this level are preparing for the transition into the regular English program. Vocabulary building, reading comprehension and 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 Six Trait model as an instructional tool.

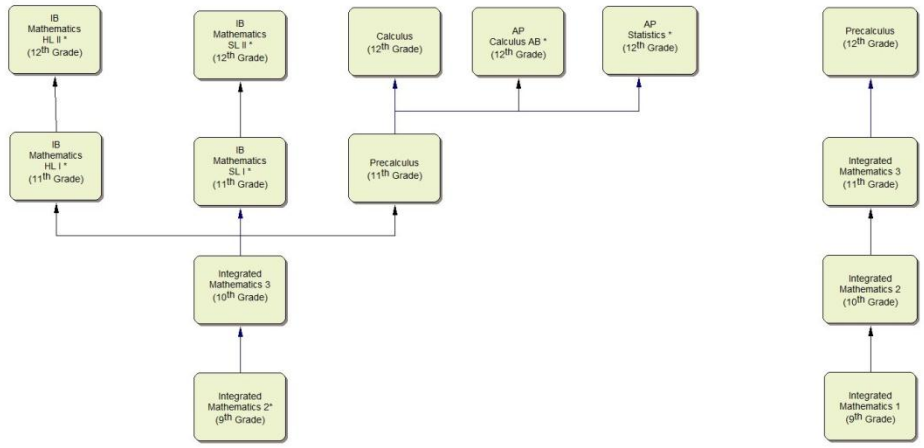
Prerequisites: Previous study of English is required at this level. Placement is made based on testing and/or ELL teacher approval.

Credit: 1.0 credit per year or 0.5 per semester

Length of Course: Determined by individual progress. Students are exited from the program based on the ELL teacher after proficiency testing and consultation with subject area teachers.

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

Mathematics
Course Offerings



*requires teacher approval

M A T H E M A T I C S

PHILOSOPHY

The mathematics program at Cairo American College is based on the AERO standards used by many other international schools in the NESA 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 promotes perseverance and intellectual risk taking, while utilizing a variety of ôbest practicesô to reach all learners. CAC Mathematics promotes the CAC Core Value of Excellence while delivering a highly rigorous curriculum. Technology and technological tools play an integral role in Mathematics teaching and learning at CAC.

CAC studentsô 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 learnerôs 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, 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:

Relationships Between Quantities and Reasoning with Equations

Topics include variables and functions, algebraic expressions and recurrence relations, coordinate graphs, data tables and spreadsheets, and equations and inequalities.

Descriptive Statistics

Topics include distributions of univariate and bivariate 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; scatter plots; least squares regression, residuals and errors in prediction, sum of squared errors, influential points; Pearson
its properties, lurking variables, and cause and effect.

Linear,Quadratic, and Exponential Relationships

Topics include linear functions, slope of a line, rate of change, modeling linear data patterns, solving linear equations and inequalities, equivalent linear expressions,exponential growth and decay functions, data modeling, growth and decay rates, half-life and doubling time, compound interest, and properties of exponents, quadratic functions and their graphs, applications to projectile motion and economic problems, expanding and factoring quadratic expressions, and solving quadratic equations by the quadratic formula and calculator approximation.

Congruence, Proof, and Constructions and Coordinate Geometry

Topics include Triangle Inequality, congruence conditions for triangles and informal arguments, special quadrilaterals and quadrilateral linkages, Pythagorean Theorem, properties of polygons, tiling of the plane, properties of polyhedra, and the Platonic solids.

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

INTEGRATED MATHEMATICS 2

Description: Topics covered in the course include the following:

Functions, Equations, and Systems

Topics include direct, inverse and joint variation; power functions; linear equations in standard form; and systems of two linear equations with two variables, including solution by graphing, substitution, and elimination; constructing and interpreting matrices, row and column sums, matrix addition, scalar multiplication, matrix multiplication, powers of matrices, inverse matrices, properties of matrices, and using matrices to solve systems of linear equations.

Circles, Coordinate Geometry, and Trigonometric Methods
Topics include representing two-dimensional figures and modeling situations with coordinates, including computer-generated graphics; distance in the coordinate plane, midpoint of a segment, and slope; coordinate and matrix models of rigid transformations (translations, rotations, and line reflections), of size transformations, and of similarity transformations; animation effects; sine, cosine, and tangent functions of measures of angles in standard position in a coordinate plane and in a right triangle; indirect measurement; analysis of variable-sided triangle mechanisms; Law of Sines and Law of Cosines.

Nonlinear Functions and Equations
Topics include formalization of function concept, notation, domain and range; factoring and expanding quadratic expressions, solving quadratic equations by factoring and the quadratic formula, applications to supply and demand, break-even analysis; common logarithms and solving exponential equations using base 10 logarithms.

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

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

INTEGRATED MATHEMATICS 3

Description: Topics covered in the course include the following:

Reasoning and Proof
Topics include the principles of logical reasoning -inductive and deductive reasoning strategies for algebraic and geometric arguments; relation among angles formed by two intersecting lines or by two parallel lines and a transversal; rules for transforming algebraic expressions and equations.

Inequalities and Linear Programming
Topics include inequalities in one and two variables, number line graphs, interval notation, systems of linear inequalities, and linear programming.

Similarity and Congruence
Topics include connections between Law of Cosines, Law of Sines, and sufficient conditions for similarity and congruence of triangles, centers of triangles, applications of similarity and congruence in real-world contexts, necessary and sufficient conditions for parallelograms, sufficient conditions for congruence of parallelograms.

Polynomial and Rational Functions
Topics include the definition and properties of polynomials, operations on polynomials; completing the square, proof of the quadratic formula, solving quadratic equations (including complex number solutions), vertex form of quadratic functions; definition and properties of rational functions, operations on rational expressions.

Circles and Circular Functions
Topics include properties of chords, tangent lines, and central and inscribed angles of circles; linear and angular velocity; radian measure of angles; and circular functions as models of periodic change.

Inverse Functions
Topics include inverses of functions; logarithmic functions and their relation to exponential functions, properties of logarithms, equation solving with logarithms; and inverse trigonometric functions and their applications to solving trigonometric equations.

Prerequisites: Integrated Mathematics 2
Credit: 1.0 credit
Length of Course: 1 year
Text: The teacher will provide texts and materials from multiple resources
Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

PRECALCULUS

Description: Topics covered in the course include the following:

Families of Functions

Function families are used to model data patterns. In this course, students develop an understanding of operations on functions useful in representing and reasoning about quantitative relationships. Topics include linear, exponential, quadratic, power, and trigonometric functions; data modeling; translation, reflection, and stretching of graphs; addition, subtraction, multiplication, division, and composition of functions.

Vectors and Modeling Motion

Concept of vector as a mathematical object used to model situations defined by magnitude and direction; equality of vectors, scalar multiples, opposite vectors, sum and difference vectors, position vectors and coordinates; and parametric equations for motion along a line and for motion of projectiles and objects in circular and elliptical orbits.

Logarithmic Functions and Data Models

Inverses of functions; logarithmic functions and their relation to exponential functions, properties of logarithms, equation solving with logarithms; logarithmic scales and re-expression, linearizing data, and fitting models using log and log-log transformations.

Polynomial and Rational Functions

Factored and expanded symbolic forms, computational complexity, connections between symbolic and graphical representations, multiplicity of zeroes, end behavior; Factor Theorem, Remainder Theorem, complex numbers and their use in the solution of polynomial equations, Fundamental Theorem of Algebra; equivalent forms of rational expressions; horizontal, vertical, and oblique asymptotes; the binomial theorem; optimization.

Functions and Symbolic Reasoning

Equivalent forms of exponential expressions, definition of e and natural logarithms, solving equations using logarithms and solving logarithmic equations; the tangent, cotangent, secant, and cosecant functions; fundamental trigonometric identities, sum and difference identities, double-angle identities; solving trigonometric equations and expression of periodic solutions; rectangular and polar representations of complex numbers, absolute value, DeMoivre's Theorem, and the roots of a complex number.

Prerequisites: Integrated Mathematics 3
Credit: 1.0 credit
Length of Course: 1 year
Text: The teacher will provide texts and materials from multiple resources
Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

CALCULUS

Description: This course is for 12th grade students who have successfully completed Precalculus but it is without the theoretical depth, breadth, and rigor of an AP level Calculus course. Topics include polynomial functions, rational functions, trigonometric functions, exponential and logarithmic functions, limits, derivatives, applications of derivatives, integrals and applications of integrals. This course is not intended to prepare students for future studies in mathematics, physics, or engineering but provides a deep conceptual understanding for calculus found in other majors.

Prerequisites: Precalculus
Credit: 1.0 credit
Length of Course: 1 year
Text: *Calculus Concepts and Applications* 2nd Ed. (2005), Foerster. The teacher will provide supplementary texts and materials.
Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred)

AP STATISTICS

Description: The purpose of this course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns.
2. Sampling and Experimentation: Planning and conducting a study.
3. Anticipating Patterns: Exploring random phenomena using probability and simulation.
4. Statistical Inference: Estimating population parameters and testing hypotheses.

Students who successfully complete the course and exam may later, in college, receive credit, or advanced placement, or both for a one-semester introductory college statistics course. (Note: Fees for this exam are set by the College Board). It is required that all students who undertake this course will register for the external examination.

Prerequisites: Precalculus with a grade of
Credit: 1.0 credit
Length of Course: 1 year
Text: *Statistics In Action* 2nd Ed. (2004), Watkins, Scheaffer and Cobb, Key Curriculum Press. The teacher will provide supplementary texts and materials.
Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

AP CALCULUS AB

Description: This course is designed to prepare the student for the Advanced Placement (AP) Calculus AB exam. Topics include: limits, continuity, derivatives and integrals formulas for algebraic, trigonometric, inverse trigonometric, logarithmic and exponential functions, and methods of differentiation and integration and their applications. The course is equivalent to a first semester college Calculus course and may lead to advanced standing in college if the student succeeds on the AP exam. Students will be prepared to sit the AP external exam. (Note: Fees for this exam are set by the College Board). It is required that all students who undertake this course will register for the external examination.

Prerequisites: Precalculus with a grade of cher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Single Variable Calculus* 6th Ed. (2009), James Stewart. The teacher will provide other supplementary texts and materials.
Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

MATHEMATICAL STUDIES IB SL II
(not offered after 2013-2014)

Description: This is the second year of Mathematical Studies IB Standard Level for 12th grade students. The purpose of this course includes preparation for the externally assessed IB exam. Topics will include sets, logic, probability, circular trigonometry through sinusoidal waves and applications, 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 _____. 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). It is required that all students who undertake this course will register for the external examination.

Prerequisites:	Mathematical Studies IB SL I. The student must be registered as an IB **diploma** candidate.
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 texts and materials.
Recommendations:	Students must have a graphing calculator (TI-84 calculator is preferred).

MATHEMATICS IB SL I

Description: This course is the first of a two-year program designed for 11th 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 Math 3 with a grade of
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Mathematics SL* (2007), Haese and Harris Publications. The teacher will provide supplementary texts and materials.
Recommendations:	Students must have a graphing calculator (TI-84 calculator is preferred).

MATHEMATICS IB SL II

Description: A continuation of Mathematics IB SL I. The purpose of this course includes preparation of 12th 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 SL* (2007), Haese and Harris Publications. The teacher will provide supplementary texts materials.
Recommendations:	Students must have a graphing calculator (TI-84 calculator is preferred).

MATHEMATICS IB HL I

Description: This course is the first year of a two-year program that is intended for 11th 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 andbe 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.

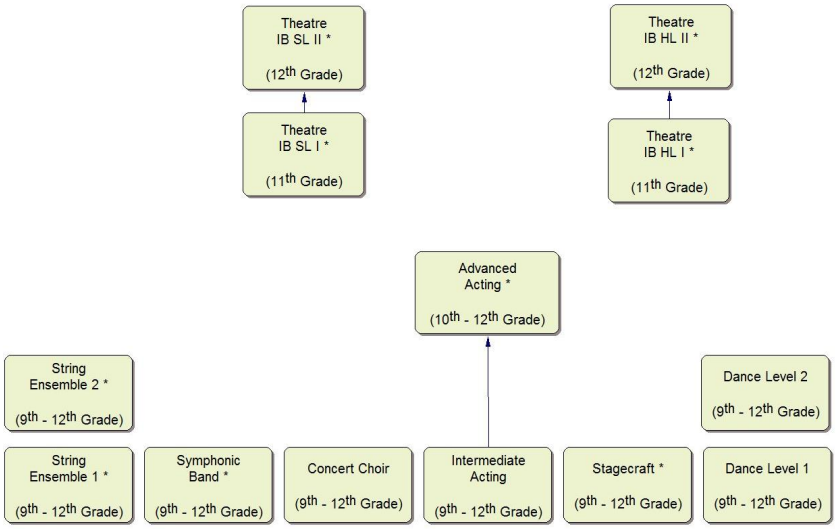
Prerequisites:	Integrated Mathematics 3 with a grade of
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Single Variable Calculus* 6th Ed. (2009), James Stewart.*Mathematics HL* (2007), Haese and Harris Publications. The teacher will provide supplementary texts and materials.
Recommendations:	Students must have a graphing calculator (TI-84 calculator is preferred).

MATHEMATICS IB HL II

Description: This course is the second year of a two-year program. It is the continuation of the IB Mathematics HL I syllabus and is intended for 12th 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 HL I, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Single Variable Calculus* 6th Ed. (2009), James Stewart.*Mathematics HL* (2007), Haese and Harris Publications. The teacher will provide supplementary texts and materials.
Recommendations:	Students must have a graphing calculator (TI-84 calculator is preferred).

Performing Arts
Course Offerings



* requires teacher approval

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

MUSIC

SYMPHONIC BAND

Description: This course is a performance-based course for high intermediate and advanced musicians in 9th through 12th 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 9th through 12th 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 independence in reading skills,

sight reading and develop self motivation in the preparation of music. 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.

STRING ENSEMBLE 2

Description: This course is designed for music students in 9th through 12th grades who have at least two years of experience playing a string instrument (violin, viola, cello, or contra-bass) and have a desire to improve their musical skills. This course enables students to progress by focusing on more advanced bowing and vibrato methods, expression, intonation, sight reading and repertoire. The course will enhance students' knowledge of classical music, encourage the value of self-motivation and create practical opportunities for local public performances. 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 Schools 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:	2 years 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 9th through 12th 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 with the teacher enroll for one semester only for 0.5 credit.

DANCE

DANCE LEVEL 1

Description: This course is open to any male or female student in 9th through 12th grade with little or no previous dance training that is interested in exploring dance and creative movement. Students will have the opportunity to improve their coordination, stamina, flexibility and strength while also learning about musicality, performance skills, and creating choreography. A foundation of dance knowledge will be laid including learning terminology, various basic steps and sequences, and proper technique. Students will also be encouraged to express themselves and explore movement possibilities in a variety of dance genres and music styles.

Students will take part in a semester performance where they have the opportunity to create their own choreography as well as perform in group pieces. This performance will require several rehearsals outside of class time closer to the performance date.

Students are required to wear proper dance attire (capris, leggings, or PE shorts; form fitting T-shirt, tank-top, or dance leotard), pull back their hair and dance in bare feet.

Prerequisites:	None
Credit:	0.5 credit
Length of Course:	1 semester (1st or 2nd semester and may be repeated for credit)

DANCE LEVEL 2

Description: This course is open to any male or female student in 9th through 12th grade that has either completed High School Dance Level 1 or has several years of formal dance training. Here students can improve their skills as movers and dance makers with a special focus on proper dance technique. Students will have the opportunity to further improve their coordination, stamina, flexibility and strength while also honing their musicality, performance skills, and choreographic abilities. A more in depth look at dance terminology, steps and sequences, and proper technique will be presented. Students will also be encouraged to express themselves and explore movement possibilities in a variety of dance genres and music styles.

Students will take part in a semester performance where they have the opportunity to create their own choreography as well as perform in group pieces. This performance will require several rehearsals outside of class time closer to the performance date.

Students are required to wear proper dance attire (capris, leggings, or PE shorts; form fitting T-shirt, tank-top, or dance leotard), pull back their hair and dance in bare feet.

Prerequisites:	Dance Level 1, previous formal dance training or teacher approval
Credit:	0.5 credit
Length of Course:	1 semester (1st or 2nd semester and may be repeated for credit)

THEATER

STAGECRAFT

Description: This course is open for 9th through 12th 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 (1st or 2nd 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 9th through 12th 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 with 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 10th through 12th grade students. In-depth exploration of the various aspects of acting techniques using improvisation, scripted and original materials will be the focus of the course. Students will learn a range of acting, creativity and collaborations 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 I

Description: This course is the first year of a two-year IB Standard Level program and is intended for 11th grade students who wish to further develop their skills in theater production, acting techniques, explore the theories and methodologies of world theater practitioners, research theater history and learn how to record and express ideas in ways other than the written word. At the core of the theater course lies a clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis all of which should be achieved through practical engagement in theater. Performance, improvisation, devising, production analysis and directing are all required parts of the course. Over the two-year course, numerous world texts and practices will be explored and selected theater practitioners will be studied, some in depth. Students taking this course will be prepared and required to take the IB external examination in their senior year.

SL course areas:

Theater in the making	The focus of theater in the making is on the process of theater making rather than presenting theater. It encompasses the acquisition and development of all skills required to create, present and observe theater. It is **exploratory** in nature.
Theater in performance	The focus of theater in performance is on the application of skills developed in theater in the making. This involves students in various aspects of presenting theater, where practical skills can be applied in different roles (as performers and as part of a production team), while also building upon the knowledge they have applied in other areas.
Theater in the world	Here the focus is on practical and theoretical exploration of theater traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theater conventions and practices from diverse and historical contexts.
Independent project	Students at SL are required to pursue an independent interest in theater, which may have arisen from their studies within the course.

SL course assessment:

External	25%	Research Investigation: Students are required to produce a research investigation of 1500-1750 words with supporting visual materials.
	25%	Practical Performance Proposal: Students are required to produce a proposal of 250 words with supporting visual materials.
Internal	25%	Theater Performance and Production Presentation: Students are required to do an oral presentation lasting 20 minutes with 5-7 images.
	25%	Independent Project Portfolio: Students are required to produce a portfolio of 2000 words on their independent project and its connection to their experiences in the core syllabus.

Prerequisites: A high school acting class, prior course work or experience in theater is desirable (but not required) and teacher approval
Credit: 1.0 credit
Length of Course: 1 year

THEATER IB SL II

Description: This course is the second year of a two-year IB Standard Level program which is intended for 12th grade students who wish to further develop their skills in theater production, acting techniques, explore the theories and methodologies of world theater practitioners, research theater history and learn how to record and express ideas in ways other than the written word. At the core of the theater course lies a clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis all of which should be achieved through practical engagement in theater. Performance, devising, production analysis and directing are all required parts of the course. Over the two-year course, numerous world texts and practices will be explored and selected theater practitioners will be studied, some in depth. The IB external examinations will be in April. (Note: Fees for these exams are set by the International Baccalaureate Organization).

SL course areas:

Theater in the making	The focus of theater in the making is on the process of theater making rather than presenting theater. In encompasses the acquisition and development of all skills required to create, present and observe theater. It is **exploratory** in nature.
Theater in performance	The focus of theater in performance is on the application of skills developed in theater in the making. This involves students in various aspects of presenting theater, where practical skills can be applied in different roles (as performers and as part of a production team), while also building upon the knowledge they have applied in other areas.
Theater in the world	Here the focus is on practical and theoretical exploration of theater traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theater conventions and practices from diverse and historical contexts.
Independent project	Students at SL are required to pursue an independent interest in theater, which may have arisen from their studies within the course.

SL course assessment:

External	25%	Research Investigation: Students are required to produce a research investigation of 1500-1750 words with supporting visual materials.
	25%	Practical Performance Proposal: Students are required to produce a proposal of 250 words with supporting visual materials.
Internal	25%	Theater Performance and Production Presentation: Students are required to do an oral presentation lasting 20 minutes with 5-7 images.

	25%	Independent Project Portfolio: Students are required to produce a portfolio of 2000 words on their independent project and its connection to their experiences in the core syllabus.

Prerequisites: Theater IB SL I, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year

THEATER IB HL I

Description: This course is the first year of a two-year IB Higher Level program which is intended for 11th grade students who wish to further develop their skills in theater production, acting techniques, explore the theories and methodologies of world theater practitioners, research theater history and learn how to record and express ideas in ways other than the written word. At the core of the theater course lies a clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis all of which should be achieved through practical engagement in theater. Performance, devising, production analysis and directing are all required parts of the course. Over the two-year course, numerous world texts and practices will be explored and selected theater practitioners will be studied, some in depth. Students taking this course will be prepared and required to take the IB external examination in their senior year.

HL course areas:

Theater in the making	The focus of theater in the making is on the process of theater making rather than presenting theater. It encompasses the acquisition and development of all skills required to create, present and observe theater. It is **exploratory** in nature.
Theater in performance	The focus of theater in performance is on the application of skills developed in theater in the making. This involves students in various aspects of presenting theater, where practical skills can be applied in different roles (as performers and as part of a production team), while also building upon the knowledge they have applied in other areas.
Theater in the world	Here the focus is on practical and theoretical exploration of theater traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theater conventions and practices from diverse and historical contexts.
Independent project	Students at HL are required to pursue an independent interest in theater, which may have arisen from their studies within the course.

HL course assessment:

External	25%	Research Investigation: Students are required to produce a research investigation of 2000-2500 words with supporting visual materials.
	25%	Practical Performance Proposal: Students are required to produce a proposal of 250 words with supporting visual materials and a report of 1000-1250 words.
Internal	25%	Theater Performance and Production Presentation: Students are required to do an oral presentation lasting 30 minutes with 7-10 images.

	25%	Independent Project Portfolio: Students are required to produce a portfolio of 3000 words (either option
		their experiences in the core syllabus.

Prerequisites: A high school acting class, prior course work or experience in theater is desirable (but not required) and teacher approval
Credit: 1.0 credit
Length of Course: 1 year

THEATER IB HL II

Description: This course is the second year of a two-year IB Higher Level program which is intended for 12th grade students who wish to further develop their skills in theater production, acting techniques, explore the theories and methodologies of world theater practitioners, research theater history and learn how to record and express ideas in ways other than the written word. At the core of the theater course lies a clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis all of which should be achieved through practical engagement in theater. Performance, devising, production analysis and directing are all required parts of the course. Over the course, numerous world texts and practices will be explored and selected theater practitioners will be studied, some in depth. The IB external examination will be in April. (Note: Fees for these exams are set by the International Baccalaureate Organization).

HL course areas:

Theater in the making	The focus of theater in the making is on the process of theater making rather than presenting theater. It encompasses the acquisition and development of all skills required to create, present and observe theater. It is **exploratory** in nature.
Theater in performance	The focus of theater in performance is on the application of skills developed in theater in the making. This involves students in various aspects of presenting theater, where practical skills can be applied in different roles (as performers and as part of a production team), while also building upon the knowledge they have applied in other areas.
Theater in the world	Here the focus is on practical and theoretical exploration of theater traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theater conventions and practices from diverse and historical contexts.
Independent project	Students at HL are required to pursue an independent interest in theater, which may have arisen from their studies within the course.

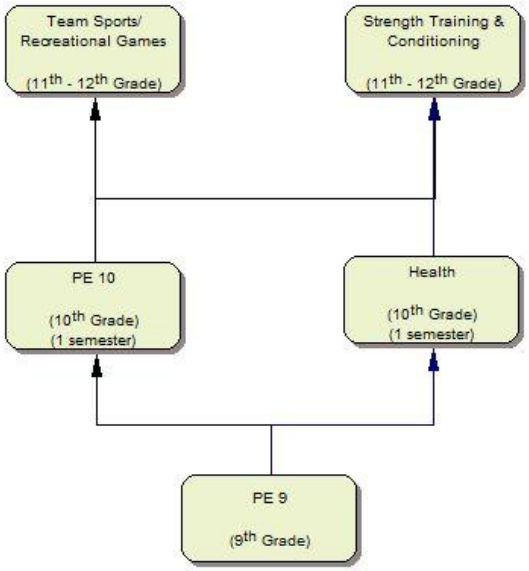
HL course assessment:

External	25%	Research Investigation: Students are required to produce a research investigation of 2000-2500 words with supporting visual materials.
	25%	Practical Performance Proposal: Students are required to produce a proposal of 250 words with supporting visual materials and a report of 1000-1250 words.
Internal	25%	Theater Performance and Production Presentation: Students are required to do an oral presentation lasting 30 minutes with 7-10 images.

25% Independent Project Portfolio: Students are required to produce a portfolio of 3000 words (either option a) or b)) on their independent project and its connection to their experiences in the core syllabus.

Prerequisites: Theater IB HL I, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year

Physical Education
Course Offerings



PHYSICAL EDUCATION

PHILOSOPHY

Physical Education makes a significant and unique contribution to the student's overall education and well being by providing an opportunity to develop movement skills, knowledge, attitudes and leadership that the student will find useful both now and throughout his/her lifetime. Challenging the student to cooperatively work and play with his/her 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. Physical Education at Cairo American College is a participation subject. Fundamental to this approach is the development of sound skill progressions and lead up games and activities that best facilitate student learning and skill acquisition.

The Physical Education Department provides our students with the tools to experience and understand the benefits of physical activity now and throughout their lives.

We believe that:

- A physically educated student will acquire skills through a variety of developmentally appropriate movement activities.
- A physically educated student will understand, experience and appreciate the health benefits that result from physical activity.
- A physically educated student will interact positively with others.
- A physically educated student will assume responsibility to lead an active way of life.

PE 9

Description: Students will participate in a variety of activities including: individual and team sports, combatives, climbing, outdoor pursuits, dance, gymnastics, track and field, aquatics, strength training, team building, and fitness. The course is designed to promote the growth of the total individual. The development and improvement of motor skills and physical fitness 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 **swimming units** in first semester begin in **October and continue through November.** Second semester swimming begins in **February and continues through April.**

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. (Cardio-Pulmonary 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 (1St or 2nd 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 (1st or 2nd semester)
Recommendations: Required for 10th grade students to fulfill PE 10 requirements, and 11thand 12th grade students who have not fulfilled the Health requirement.

TEAM SPORTS / RECREATIONAL GAMES

Description: The course is open for 11th and 12th grade students. In this course, students will participate in team, recreational and cooperative games and activities. Higher levels of individual skills and team play in a variety of sports will be worked on, as well as the creation and performance of unique recreational games. Students are provided with the opportunity to increase their fitness and social contacts in a recreational setting in order to develop a lifelong interest in movement activities and healthy lifestyle. Students are encouraged to sign up for both first and second semester sections.

Prerequisites: PE 9 and PE 10
Credit: 0.5 credit per semester
Length of Course: 1 semester (1st or 2nd semester and may be repeated for credit)

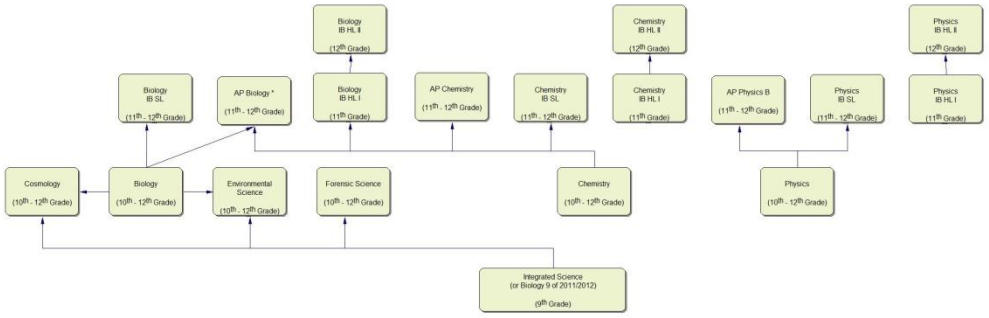
STRENGTH TRAINING AND CONDITIONING

Description: This course is open for 11th and 12th 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. The aspirations of students in this course will be realized through their own personal pathway of health and training. Progress will be tracked through a personal fitness plan demonstrating student adaptation and growth throughout.

Prerequisites: PE 9 and PE 10
Credit: 0.5 credit per semester
Length of Course: 1 semester (1st or 2nd semester and may be repeated for credit)

Science
Course Offerings



* chemistry prerequisite can be fulfilled by either Chemistry or Integrated Science

We discourage taking three years of any one science

S C I E N C E

PHILOSOPHY

The program of instruction at Cairo American College is designed to provide each student the opportunity to develop fundamental scientific skills, knowledge, and attitudes. Within the curriculum, the courses are sequentially organized to prepare the students for more advanced concepts through sound basic training. Instructional methodology will foster the development of a positive attitude towards science, an awareness of the general applicability of the scientific method, and scientific literacy appropriate to the grade level.

DEPARTMENTAL STANDARDS

The following standards are non-content 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 social-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.

In order to be prepared for AP and IB SL (standard level) courses, students should successfully complete the appropriate course (Biology, Chemistry Physics) in 10th or 11th grade followed by the indicated AP or IB SL course in 11th grade. In addition, students who wish to take AP Biology must take both Biology *and* either Chemistry or Integrated Science prior to the AP Biology course. It is important to note that if a student registers for any IB or AP course, the expectation is that the student will sit the associated external examinations. It is also important to understand that some IB and AP courses include mathematics requirements, found in the prerequisite listings of the relevant courses. IB HL (higher level) and AP courses will include one extra class per eight days (currently one block on one specific day in the eight-day rotating schedule).

INTEGRATED SCIENCE CHEMISTRY/PHYSICS

Description: This course is open to all high school students but is intended as the first year (9th grade) high school science course. It is an integrated introduction to the physical sciences. The chemistry topics introduced will include atomic structure, periodicity, formula-writing, compound and molecule naming and types/properties of bonds. The physics topics introduced will include motion, forces, energy, wave motion, and fundamental concepts in electricity and magnetism. 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
Texts: *Physical Science: Concepts in Action with Earth and Space Science,* Prentice Hall, 2006
Recommendations: Students must have a scientific graphing calculator and must maintain a scientific notebook.

ENVIRONMENTAL SCIENCE

Description: This course is open for students in 10th through 12th grades. 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 in sustainability. 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: Biology (or Bio 9 of 2011-2012) or Integrated Science
Credit: 1.0 credit
Length of Course: 1 year
Text: *Environment*, Raven & Berg, 4/E 2004

BIOLOGY

Description: This course is open for students in 10th through 12th grade. Biology is a laboratory-based course that will look at the foundations of the life sciences: the nature of life, cells, ecology and evolution. The course aims to provide a broad general knowledge in key areas of biology, an overview of biological principles and scientific method.

Prerequisites: None
Credit: 1.0 credit
Length of Course: 1 year
Text: *Biology,* Pearson, 2010
Recommendations: Students must have a scientific graphing calculator and must maintain a scientific notebook.

AP BIOLOGY

Description: This course is open for 11th or 12th grade students and 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. The course is designed to be the equivalent of a first year introductory college biology course usually taken by biology or pre-medical majors. The two main goals of this course are, to help students develop a conceptual framework for modern biology and to gain an appreciation of science as a process. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social

concerns. Accordingly, emphasis will be placed on three general areas: molecules and cells, heredity and evolution, organisms and populations. One extra class block per rotation (for one semester) will be dedicated to lab work. 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 College Board).

Prerequisites:	One year of Biology *and* either Chemistry or Integrated Science (excluding Biology 9), teacher approval and satisfactory completion of a summer assignment prior to commencing the course
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Biology*, Campbell/Reese, 2008
Recommendations:	Students must have a scientific graphing calculator and must maintain a scientific notebook.

BIOLOGY IB SL

Description: This course is intended to be a continuation of the Biology course and is therefore open to 11th or 12th grade students who have satisfactorily completed the Biology course. Major concepts introduced are the cellular basis of life, chemistry of life, principles of inheritance, human physiology (digestion, transport system, defense against infectious disease, gas exchange, homeostasis and excretion, reproduction, neurobiology and muscles) and principles of evolution. Students will explore these topics through experimentation, class discussion, reading and projects as well as taking part in a 10-hour interdisciplinary group project (with IB Chemistry, IB Design Technology and IB Physics students) that will meet after school. 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:	Biology and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Text:	***Biology,*** N. Campbell, 8th Edition, 2007
Recommendations:	Students must have a scientific graphing calculator and must maintain a scientific 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 the first year of a two-year IB Higher Level course. This course is open for students in 11th grade, providing that the prerequisites have been met. It allows the application of techniques of an experimental science to the study of living organisms. 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. Specific topics covered are cells, chemistry of life, genetics, nucleic acids and proteins, cell respiration and photosynthesis. Upon successful completion of the course the student will continue on to Biology IB HL II. It is required that all students who undertake the course will register for the external examinations. One extra class block per rotation (for one semester) will be dedicated to lab work. The Group 4 project requires participation in a 10-hour interdisciplinary group project with IB Chemistry, IB Design Technology and IB Physics students meeting after school.

Prerequisites: Chemistry, enrollment in Integrated Math 3 or higher, teacher approval and satisfactory completion of summer assignment prior to commencing the course
Credit: 1.0 credit
Length of Course: 1 year
Text: *Biology*, Campbell/Reese, 2008
Recommendations: Students must have a scientific graphing calculator and must maintain a scientific notebook.

BIOLOGY IB HL II

Description: This course is the second year of a two-year IB Higher Level course and is therefore open for students in 12th grade, providing that the prerequisites have been met. 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. 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. One extra class block per rotation (for one semester) will be dedicated to lab work. 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: Biology IB HL I, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Text: *Biology*, Campbell/Reese, 2008
Recommendations: Students must have a scientific graphing calculator and must maintain a scientific notebook.

CHEMISTRY

Description: This course is open for students in 10th through 12th grades. It is intended to be a comprehensive laboratory course in General Chemistry providing broad exposure to a full range of topics. While some topics in Chemistry are purely conceptual there are many which entail a more quantitative approach. Mathematical and problem solving skills will be utilized often and practiced throughout the course. The laboratory component will emphasize effective and concise application and reporting of practical lab skills both qualitative and quantitative. The topics introduced will include the following: an introduction to the fundamental principles of chemistry including atomic theory and bonding, chemical stoichiometry, the properties of gases, liquids, and solids, solutions, kinetics, an introduction to acid/base/oxidation/reduction Chemistry and an introduction to Organic Chemistry.

Prerequisites: Enrollment in Integrated Mathematics 2 or higher and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Text: *Introduction to Chemistry:* Hein and Arena, 13th Edition, 2011
Recommendations: Students must have a scientific graphing calculator and must maintain a scientific notebook.

AP CHEMISTRY

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 open for 11th or 12th grade students and is designed to be an intensive chemistry course that will prepare the student for the Chemistry AP exam after one year of study. It is the equivalent of a one-year college chemistry course for science majors. The course will introduce fundamental atomic theory and its relationship to periodic properties of the elements, chemical bonding, mole theory, thermo-chemistry (enthalpy, entropy, and free energy), gas laws, kinetics, equilibrium, acid-base theory, and oxidation-reduction, and an introduction to organic chemistry. Online and/or classroom-based labs will help the student master the concepts covered in the course and deepen the student's appreciation of the scientific method. The course focuses on quantitative understanding and problem-solving abilities using algebra. Some elements of calculus may be introduced as needed in discussing particular topics. One extra class block per rotation (for one semester) will be dedicated to lab work. 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 College Board).

Prerequisites:	One year of Chemistry, enrollment in Integrated Math 3 or higher, teacher approval and satisfactory completion of a summer assignment prior to commencing the course
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Chemistry*, Zumdahl, 2000; 5th edition
Recommendations:	Students must have a scientific graphing calculator and must maintain a scientific notebook.

CHEMISTRY IB SL

Description: This course is intended to be a continuation of the Chemistry course and is therefore open to students in 11th or 12th grade. In addition to a more in depth study of the topics studied during the previous year, students will also study two of the following applications of chemistry: biochemistry, environmental chemistry, medicines and drugs, chemical industries, fuels and energy, and organic/physical chemistry. Students will explore these topics through experimentation, class discussion, reading and projects as well as taking part in a 10-hour interdisciplinary group project (with IB Biology, IB Design Technology and IB Physics students) that will meet after school. 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:	Chemistry
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Introduction to Chemistry:* Hein and Arena, 13th Edition, 2011
Recommendations:	Students must have a scientific graphing calculator and must maintain a scientific notebook.

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 open for students in 11th grade, providing that the prerequisites have been met, and it is the first of a two-year intensive laboratory course in chemistry. 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, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. In addition to this, students will, through practical work, develop a portfolio of their experimental and investigative skills. Upon successful completion of the course the student will continue on to Chemistry IB HL II. It is required that all students who undertake the course will register for the external examinations. One extra class block per rotation (for one semester) will be dedicated to lab work. The Group 4 project requires participation in a 10-hour interdisciplinary group project with IB Biology, IB Design Technology and IB Physics students meeting after school.

Prerequisites:	Enrollment in Integrated Math 3 or higher, teacher approval and satisfactory completion of a summer assignment prior to commencing the course
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Chemistry*, Steven S. Zumdahl, 5th Edition, 2000
Recommendations:	Students must have a scientific graphing calculator and must maintain a scientific notebook.

CHEMISTRY IB HL II

Description: This course is a continuation of Chemistry IB HL I and is therefore open for students in 12th grade, providing that the prerequisites have been met. In addition to the more in-depth study of the material covered in the HL I year, students will study two of the following applications of chemistry: biochemistry, environmental chemistry, medicines and drugs, chemical industries, fuels and energy, organic chemistry and analytical chemistry. There is an emphasis on mathematical applications of the more challenging first year problems. Students will continue exploring the topics with a continued emphasis on real world applications of the studied topics and problems. There will still be class discussions, problem solving, reading and investigative laboratory work. One extra class block per rotation (for one semester) will be dedicated to lab work. 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:	Chemistry IB HL I, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Chemistry*, Steven S. Zumdahl, 5th Edition, 2000
Recommendations:	Students must have a scientific graphing calculator and must maintain a scientific notebook.

PHYSICS

Description: This course is open for students in 10th through 12th grades. It is a comprehensive laboratory course in physics providing broad exposure to a full range of topics in physics. 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, thermal physics, wave phenomena, electricity, magnetism and modern physics.

Prerequisites:	Enrollment in Integrated Mathematics 3 or higher
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Physics* by Douglas C. Giancoli, 6th Edition, Prentice Hall, 2005
Recommendations:	Students must have a scientific graphing calculator and must maintain a scientific notebook. An interest in mathematics and problem-solving.

AP PHYSICS B

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 open for students in 11th or 12th grade. The course is an intensive second year physics course that will prepare the student for the AP Physics B exam after one year of study. Students will build upon their first year of physics in high school and delve more deeply into everyday problems that confront scientists and engineers. This non-calculus, college-level physics course will cover Newtonian mechanics, work/energy, thermodynamics, waves, sound, optics, electricity, magnetism, atomic physics, nuclear physics, and relativity. Online and/or classroom-based labs will help the student master the concepts covered in the course and deepen the student's appreciation of the scientific method. The course focuses on quantitative understanding and problem-solving abilities using algebra and trigonometry. Some elements of calculus may be introduced as needed in discussing particular topics. One extra class block per rotation (for one semester) will be dedicated to lab work. 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 College Board).

Prerequisites:	One year of physics, successful completion of Integrated Mathematics 3 and teacher approval.
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*College Physics*, Serway/Faughn/Vuille, 8th Edition, 2008
Recommendations:	Students must have a scientific graphing calculator and must maintain a scientific notebook.

PHYSICS IB SL

Description: This is open to students in 11th or 12th grades who have satisfactorily completed the one year physics course. The topics covered will include a greater depth of the topics covered during this course and in addition: circuit theory, magnetism, thermodynamics, modern and nuclear physics as well as two optional topics. Optional topics will include two of the following: optics, historical physics, astrophysics, or special and general relativity. The emphasis continues to be on conceptual understanding, the development of problem solving skills, and the improvement of communicating and analyzing information. The laboratory journal will be the foundation of the experimental work for the 40-hour practical program that includes participating in a 10-hour interdisciplinary group project (with IB Biology, IB Design Technology and IB Chemistry students) that will meet after school. 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:	Physics and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Text:	*College Physics*, Serway/Faughn/Vuille, 8th Edition, 2008

Recommendations: Students must have a scientific graphing calculator and must maintain a scientific notebook.

PHYSICS 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 open for students in 11th grade and it is the first of a two-year intensive laboratory course in physics requiring a strong math foundation. Physics ties together science with fundamental ideas and universal principles that bring order and unity to the vast depth of observations of the natural world. The topics covered include: a foundation in practical lab skills, mechanics, work/energy, heat and kinetic theory, wave phenomena and electrostatics. This program has a greater depth and more emphasis on quantitative problem solving than the standard level (SL) classes. From this class, students are expected to continue on into Physics IB HL II. It is required that all students who undertake the course will register for the external examinations. One extra class block per rotation (for one semester) will be dedicated to lab work.

Prerequisites: Enrollment in Integrated Mathematics 3 or higher
Credit: 1.0 credit
Length of Course: 1 year
Texts: *College Physics*, Serway/Faughn/Vuille, 8th Edition, 2008
Recommendations: Students must have a scientific graphing calculator and must maintain a scientific notebook.

PHYSICS IB HL II

Description: This is the second of a two-year intensive laboratory course in physics requiring a strong math foundation and is therefore open for students in 12th grade. The topics covered will include a greater depth of the topics covered in Physics IB HL I and in addition: circuit theory, magnetism, thermodynamics, modern and nuclear physics as well as two optional topics. Optional topics will include two of the following: optics, historical physics, astrophysics, or special and general relativity. One extra class block per rotation (for one semester) will be dedicated to lab work. 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). Students will be well prepared for university level science or engineering courses.

Prerequisites: Physics IB HL I with a grade of
Credit: 1.0 credit
Length of Course: 1 year
Text: *College Physics*, Serway/Faughn/Vuille, 8th Edition, 2008
Recommendations: Students must have a scientific graphing calculator and must maintain a scientific notebook.

FORENSIC SCIENCE

Description**:** This course is open for students in 10th through 12th grades. It is a participation-based course. Forensic Science, also known as criminalistics, is the science of dealing with the detection of crime and the apprehension of criminals. This class will utilize the scientific method while performing investigations that will emphasize modern forensic techniques (pertaining to, connected with, or used in courts of law.) Included investigations are fingerprinting, analysis of fingerprints, computer assisted facial drawings, analysis of bones, documents, hair, soil, fibers,

drugs, poisons, and DNA analysis as time permits. Class discussions and quizzes will ensue following the occasional, pertinent episodes of videos and movies that will illustrate professionals using similar skills to investigate and isolate crime scenes. This class will run opposite Cosmology both semesters, and you may enroll in both classes for one science credit during the same period all year.

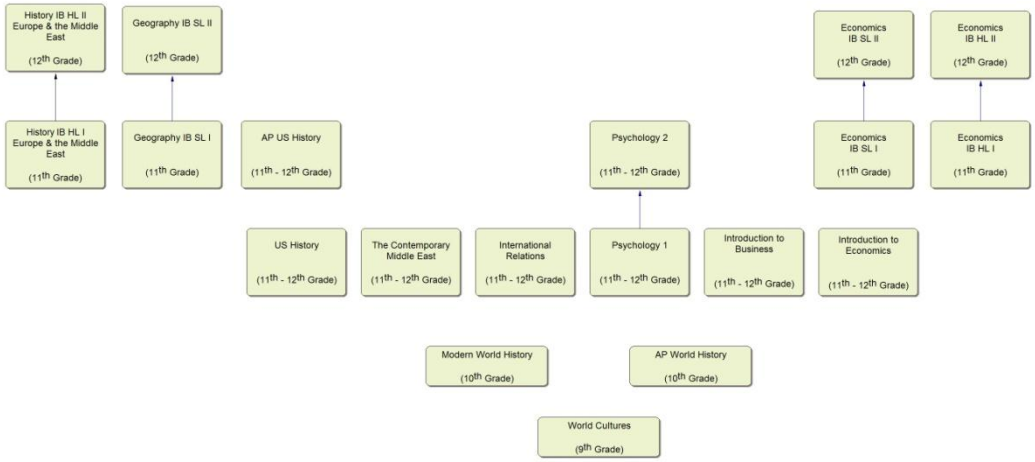
Prerequisites:	One year of laboratory based science (Biology, Integrated Science, or equivalent)
Credit:	0.5 credit
Length of Course:	1 semester (1st or 2nd semester)

COSMOLOGY

Description: This course is open for students in 10th through 12th grades. 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 some of the last big un-answered questions in science. A considerable amount of time will be spent looking at how astronomers do what they do, i.e. how the observation of celestial objects can lead to
times and distances.
encountered in earlier introductory science courses (biology, chemistry, and physics) and critical thinking. Topics include the search for extra-terrestrial life, a history of astronomy/cosmology, astrophysics and an introduction to relativity theory and modern cosmological theories. This class will run both semesters opposite Forensic Science so students may enroll in both classes for one science credit during the same period all year.

Prerequisites:	One year of laboratory based science (Biology, Integrated Science, or equivalent)
Credit:	0.5 credit
Length of Course:	1 semester (1st or 2nd semester)
Text:	*Astronomy: Journey to the Cosmic Frontier,* John Fix, 2004
Recommendations:	A sincere interest in science is required along with a curiosity in how we know what we know about the universe.

Social Studies Course Offerings



SOCIAL STUDIES

PHILOSOPHY

The discipline of Social Studies involves students as active and compassionate participants in local and global issues. By embracing the challenges of change, students will develop scholarship, leadership, and citizenship empowering them to respond to the complexities of today
critically about the human condition and become motivated to change their lives.

WORLD CULTURES

Description**:** The course is designed for 9th grade students. This historical-cultural survey course examines the history and cultures of the Middle East, Africa, and Asia from ancient kingdoms to the present day. This course creates an appreciation of the diversity of world cultures as well as an understanding of countries and their historical roots and geographical location. In addition, students become aware of the pressures exerted by globalization and technology. Current events receive special attention in order to extend the relevance of major regional issues to the history and culture under study. Whenever possible, the subject matter is linked to life in Egypt in order to draw on studentsô personal experiences and the local/host culture. The course follows an understanding of cause-effect relationships within each geo-cultural region of study. Furthermore, students will work on developing their skills to: interpret maps and charts, speak and write clearly, analyze a variety of written materials, make generalizations from evidence, create hypotheses, and work well in collaboration with others. During the first semester students go on a field trip to Cairoôs Islamic monuments.

Prerequisites:	None
Credit**:**	1.0 credit
Length of Course:	1 year
Texts:	*World Cultures: A* Global *Perspective*, Iftikhar Ahmad, et. Al., and supplementary reading packets

MODERN WORLD HISTORY

Description: This course is designed for 10th grade students. The course is both a chronological and topical investigation of major events that have shaped the world prior to the 21st century. The course 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 (i.e. ôRevolutionô, ôNation Buildingô, ôNationalismô, ôRise and Fall of Political Ideologiesô). This course will encourage students to become critically aware of historical developments from the fifteenth through the twentieth century and to consider their enormous impact over many cultures and across large stretches of time. When possible, students will be taught a comparative perspective in which they examine political, social, and economical issues over time and across cultures.

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

AP WOLRD HISTORY

Description: This course is open to 10th grade students who achieve successfully on a placement exam. Advanced Placement World History is a survey course culminating in the College Board Advance Placement Exam in May. The course traces the development of world history from the emergence of cities to the present - focusing mostly on the period after 1000 C.E. - and emphasizes the analytical and writing skills necessary for success in a college-level history course. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, short essays, book reviews, a minor research paper, and the development and understanding of document-based questions. Thematic and comparative methods, as opposed to chronological study, will always be the focus. Global interaction and connectedness will be stressed as opposed to a singular people, culture, region, or empire presentation. Students will be prepared for and expected to sit the AP external examination in May. (Note: Fees for this exam are set by The College Board)

Prerequisites:	Placement Exam
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Ways of the World: A Brief Global History with Sources, Combined Volume*, Bedford St. Martin's

UNITED STATES HISTORY

Description: This course is open to 11th and 12th grade students. It provides a chronological view beginning with the colonial era, continuing with westward expansion, focusing on the Civil War and Reconstruction, identifying the conditions for forging a new society from 1865 to 1900, and understanding the events of the 20th century that transformed the nation into a world power such as: international conflicts and the causes and collapse of the Cold War as well as race, gender, and cultural changes. Students will continue to improve their skills in reading, note taking, writing, and speaking. The teacher focuses on the cause-effect relationships of events and people, and their impact on the contemporary world. An integral part of the curriculum includes the development of skills in interpreting source materials, writing analytical essays, and understanding different historical perspectives.

Prerequisites:	None
Credit:	1.0 credit
Length of Course:	1 year
Text:	*A History of the United States,* Daniel Boorstin and Brooks Kelley, 2007
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.

AP UNITED STATES HISTORY

Description: This course is open to 11th and 12th grade students. It provides a chronological survey of the United States from the colonial era to the 1980s focusing on political history and foreign affairs, economic and social development, and literary and cultural history. Some of the major themes include: immigration, expansion, liberal democracy, reform movements, war, foreign relations, and the rise of American dominance. Throughout the course students work on developing skills to: evaluate source materials, take notes, speak and write effectively, analyze documents, and to think critically. A recurring thread consists of the relationship between the

past and the present situation in the United States. Students will be prepared for and expected to sit the AP external examination in May. (Note: Fees for this exam are set by The College Board)

Prerequisites:	A recommendation from the current social studies teacher with a grade of ñB+ò or higher in Social Studies
Credit:	1.0 credit
Length of Course:	1 year
Text:	*The American Pageant*, David Kennedy, et. Al. 2002

GEOGRAPHY IB SL I

Description: This course is the first year of a two-year course for IB Standard Level diploma and certificate candidates who are enrolled in the 11th grade. It studies the interrelationship between people, place and the environment. It aims to explain patterns and processes related to human activity on the earthôs surface. This course will help students to develop a global perspective and an understanding of interdependence as well as an appreciation and concern for the natural environment. The major themes of population, development, resources, and environmental sustainability will be explored at global, regional, national and local scales. Relevant case studies and fieldwork will be used to illustrate the topics. Geographic skills such as map interpretation and reading graphs will be taught and developed throughout the course. It is required that all students who undertake this course will register for the external examinations in May of their senior year.

Prerequisites:	None
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Geography for the IB Diploma: Patterns and Change*, Cambridge University Press and extensive supplementary materials

GEOGRAPHY SL II

Description: This course is open to 12th grade students. The course is a continuation of the two-year IB Geography course and prepares students to be successful in the IB standard level exam. Building on the work of the first year, students will study options chosen from the IB syllabus. Geographic skills, fieldwork, and case studies will be used to illustrate the concepts covered. Fieldwork will be conducted in order to fulfill the requirements of the IB internal assessment. 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:	Geography IB SL I
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*IB Geography Course Companion*, Oxford University Press and extensive supplementary materials

HISTORY IB HL I - EUROPE AND THE MIDDLE EAST

Description: This is the first year of a two-year program to study history, and it is open for 11th grade students who are IB Higher-Level diploma and certificate candidates. Students in this class study events in the Twentieth Century which have led to 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. Besides the theme of causes, effects, and results of wars, students compare the rise of different single-party states, and they begin to appreciate the rivalries and tensions characteristic of the Cold War. The focus of the course is on aspects of the history of Europe and the Middle East 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 a research paper based on primary and secondary sources. It is required that all students who undertake the course will register for the external examinations in May of their senior year.

Prerequisites:	Grade of - or better in Modern World History
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Contemporary Europe: A History,* Stuart H. Hughes, 1991, *20th Century World History Course Companion*, Oxford Press, and extensive supplementary materials

HISTORY IB HL II - EUROPE AND THE MIDDLE EAST

Description: This course, the sequel to the History IB HLII-Europe and the Middle East, is designed for 12th grade students who plan to take the HL external examination. During the year, students will study nineteenth and twentieth-century Middle Eastern historical issues. Further issues to be reviewed are: causes and consequences of war, the rise of single-party states, and the Cold War in at least two different regions: Europe and the Middle East, and Asia. Students will read and analyze primary and secondary sources in order to appreciate the forces that have shaped the people in these regions and to recognize different perspectives in their interpretation of historical events. There is a strong reliance on student participation either through regular class discussions or by seminar presentations. During the course of the first three quarters, each student will write an independent research paper proving a thesis with historical detail and properly annotated notes and bibliography. 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:	History IB HL I Europe and the Middle East
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

THE CONTEMPORARY MIDDLE EAST

Description: This course is open to students in 11th and 12th grades. The focus will be on 20th-century events and people determining the political, social, and economic situation in the Middle East region (extends from Iran to Egypt and Libya, From Turkey to the Arabian Peninsula, and North Africa). The main themes/issues to be addressed include: natural resources, political cultures and systems of governance and social and cultural issues. Although the focus is the twentieth-century up to present-day, the course will also cover the emergence of the modern Middle East covering reformist attempts to meet the European challenge, colonialism, the rise of nationalism, development strategies, the Arab-Israeli conflict, revolutions, and wars. Students will be involved in class discussions, seminar presentations, writing and analysis of a variety of sources.

Prerequisites: None
Credit: 0.5 credit
Length of Course: 1 semester (1st or 2nd semester)
Text: *Goldschmidt. A Concise History of the Middle East: Ninth Edition,* 2010

INTERNATIONAL RELATIONS

Description: This course is open to students in 11th and 12th grades. The course will familiarize students with ways in which states relate to each other internationally, regionally and bilaterally. Major principles and concepts related to international organizations, diplomacy, conflict resolution and international law will be discussed. A range of global issues relating to relationships between states will be explored, often chosen based on current global events. These will include a study of the effectiveness of the United Nations, examples of genocide and an investigation of the definition of terrorism. A wide variety of social science skills will be developed including recognizing bias, collaboration, negotiation, consensus building, map work, and statistical analysis. Students will be encouraged to look at issues from a variety of perspectives, to listen to different viewpoints and to think critically. Teaching and learning methods may include research, writing, discussion, debate, role-playing, and simulations.

Prerequisites: None
Credit: 0.5 credit
Length of Course: 1 semester (1st or 2nd semester)
Text: *International Relations*, Goldstein and Pevehouse, 2010

PSYCHOLOGY 1

Description: This course is open for students in 11th and 12th grade. The course will familiarize students with major principles and concepts related to the field of psychology and its methods of gaining knowledge. Focusing on critical thinking skills, issues such as the role of biology, learning and conditioning, intelligence and memory, and the environmentõs influence on human behavior will be explored. In addition, students will look at topics such as the psychological world of sleep and dreams and altered states of consciousness. The course will be related to the world in which we live to provide students with an understanding of the complexities that go into creating an individualõs personality.

Prerequisites: None
Credit: 0.5 credit
Length of Course: 1 semester (1st semester)
Texts: *Psychology,* 9th edition, 2008, Wade and Travis, *Discovering Psychology*, the Annenberg/CPB Collection video series, Internet website: www.prenhall.com/wade, EBSCO Databases: http://search.epnet.com

PSYCHOLOGY 2

Description: This course is open for students in 11th and 12th grades. The purpose of the course is to offer an opportunity for interested students to pursue a broader range of topics. An in-depth look into social and cultural influences on behavior, and development across the life span will be the focus. An introduction to psychological disorders and forensic psychology will be explored. Students will design and conduct their own observational studies and experiments and explore further topics individually, based on student interest.

Prerequisites: Psychology 1
Credit: 0.5 credit
Length of Course: 1 semester (2nd semester)
Texts: *Psychology,* 9th edition, 2008, Wade and Travis, *Discovering Psychology*, the Annenberg/CPB Collection video series, Internet website: www.prenhall.com/wade, EBSCO Databases: http://search.epnet.com

ECONOMICS IB SL I

Description: This course is the first year in a two-year program designed to prepare 11th grade students to sit for the IB SL Economics exam at the end of their 12th grade 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: Grade of C+ ; Successful completion of summer assignment and summer assignment test.
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Economics Course Companion*, *2nd 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 students to sit for the IB SL Economics exam at the end of their 12th grade year. 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 is set by the International Baccalaureate Organization)

Prerequisites: Economics IB SL 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

ECONOMICS IB HL I

Description: This course is the first year in a comprehensive two-year program designed to prepare 11th grade students to sit for the IB HL Economics exam at the end of their 12th grade year. Students in this course will develop an understanding of microeconomics ((Market Theory and Theory of the Firm) 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:	Grade of ñB+òor better in Integrated Math 3; Successful completion of summer assignment and summer assignment test.
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Economics Course Companion,* 2nd 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 12th 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. (Note: Fees for this exam are set by the International Baccalaureate Organization). 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 is 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 ECONOMICS

Description: This course is open for students in 11th and 12th grades. It aims to provide students a background of general micro and macroeconomic principles and aspects of the global economy. The purpose of the course is to give students a better understanding of how economic factors affect their individual lives and the world they live in and provide a foundation for further study of

economics in university. Microeconomic content explores the foundations of economics and the economic way of thinking, trade-offs, opportunity costs and production possibilities curves, supply and demand, market failure and government intervention. Macroeconomic content includes an examination of the fundamental goals of growth, price stability, employment, balance of trade and equity within societies. The course also gives students the opportunity to examine current events from an economic perspective.

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Prerequisites:	None
Credit:	0.5 credit
Length of Course:	1 semester (1st or 2nd semester)
Text:	*Survey of Economics* 7th Edition, Irvin Tucker

INTRODUCTION TO BUSINESS

Description: This course is open for 11th and 12th grade students. The course examines the increasingly interdependent world and applies the practices and processes of business activity to real-life situations. The syllabus is presented in four units:

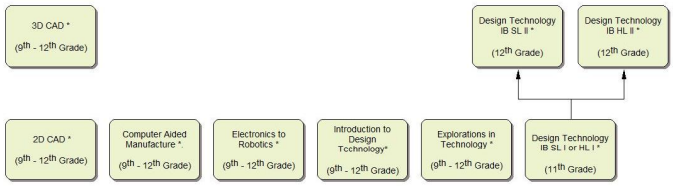
Unit 1: Business Structure and Organization
Unit 2: Marketing and International Trade
Unit 3: Human Resource Management
Unit 4: Finance for Business and Business Accounts

The course aims to help students develop an awareness of the nature and significance of innovation, to develop an understanding of the way changes in the business environment influence business behavior and to promote knowledge and appreciation of the working world.

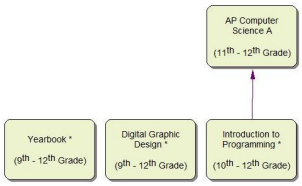
Prerequisites:	None
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Business Studies*, Ian Marcouse, 2003

Technology
Course Offerings

Design Technology



Information Technology



* Practical Arts credit

TECHNOLOGY

PHILOSOPHY

The Technology Department has a commitment to provide students with opportunities to develop the skills and acquire the knowledge necessary to function effectively in today's technological society.

Through hands-on experiences, we encourage students to identify, examine and solve problems present in everyday life. We also encourage students to apply the skills and knowledge learned in solving these problems in expressive, analytical and creative ways.

Courses within technology are designed to introduce students to the complexities of the world that surrounds them and to expand and enrich their lives.

DESIGN TECHNOLOGY

EXPLORATIONS IN TECHNOLOGY

Description: This course is open for 9th through 12th grade students. The course is a computer-aided, self-directed modular system, which enables students to explore emerging, and futuristic technologies. Students will be introduced to a brief history of the subject area, key terminology, current standard materials and equipment used in leading industries. They will then be required to complete a hands-on project in one or more of the following areas: aerodynamics, automation, aviation, aerospace, control systems, electronics, transportation systems, research and design, or structural engineering.

Prerequisites: None
Credit: 0.5 credit
Length of Course: 1 semester (1ST semester)
Note: This course is included in the Practical Arts Strand

COMPUTER AIDED MANUFACTURE

Description: This course is open for 9th through 12th grade students. This course is a computer-aided, self-directed modular system, which enables students to explore emerging, and futuristic technologies in the areas of design, construction or manufacturing. Students will be introduced to a brief history of the subject area, key terminology, current standard materials and equipment used in leading industries. They will then be required to complete a hands-on project in one or more of the following areas: computer-aided drafting (CAD), computer numerical control systems (CNC), computer-aided manufacture (CAM), graphic communications, computer aided embroidery or robotics.

Prerequisites: None
Credit: 0.5 credit
Length of Course: 1 semester (2ND semester)
Note: This course is included in the Practical Arts Strand

2D COMPUTER AIDED DESIGN

Description: This course is open for 9th through 12th grade students. The course is designed to give students the basic foundations of CAD and its applications to areas, which require methods of drafting, design, and engineering such as architectural, electrical, mechanical, civil engineering and interior design. Students will use the latest available software to develop their drawing and design skills starting with basic construction techniques and applying them to a variety of 2D drawings, orthographic projections, and pictorial drawings of varying complexity. The second half of the course will introduce students to basic 3D modeling techniques, materials, lighting and animation as they apply them to their own designs.

Prerequisites:	None
Credit:	0.5 credit
Length of Course:	1 semester (1st or 2nd semester)
Recommendations:	Strongly recommended for all students interested in pursuing careers that use methods of technical presentation such as architecture, design, engineering or interior design.
Note:	This course is included in the Practical Arts Strand

3D COMPUTER AIDED DESIGN

Description: This course is open for 9th through 12th grade students. Students in this course will continue to develop their computer graphic, animation and especially their 3D design skills using more sophisticated modeling techniques and software coupled with rapid prototyping technology. Emphasis will be placed on refining methods working within 3D world. Projects will include the creation of product prototypes and 3D models. This course is designed for students who express a high level of interest in computer graphics, product and engineering design and who are capable of working independently.

Prerequisites:	None
Credit:	0.5 credit
Length of Course:	1 semester (2nd semester)
Recommendations:	Strongly recommended for all students interested in pursuing careers that use methods of technical presentation such as product design, engineering or interior design.
Note:	This course is included in the Practical Arts Strand

INTRODUCTION TO DESIGN TECHNOLOGY

Description: This course is open for 9th through 12th grade students. This hands-on cross-curricular course is designed to explore the interactions of design, science, and technology. This project-based course develops knowledge of applied science and the creative arts. A major emphasis is on the active involvement of the students in designing, problem solving, and producing real-world applications, such as clocks, t-shirt prints or embroidery, toys, ergonomic products or items recycled from refuse. Topics covered include: design process, product evaluation, ergonomics, designer and society, clean technology and green design, materials and manufacturing techniques used by designers and computer aided design (CAD) and manufacture (CAM). This course will make extensive use of the Exploration in Technology labs.

Prerequisites:	None
Credit:	0.5 credit
Length of Course:	1 semester (1st semester)

Recommendations: It is for students interested in pursuing a career in the field of design, architecture, engineering, product design, science or applied science and technology. It is also ideally suited for both art and science students.
Note: This course is included in the Practical Arts Strand

ELECTRONICS TO ROBOTICS

Description: This course is open for 9th through 12th grade students. The course will introduce students to the principles of electronics, robotics, physical computing and their role in integrated systems. The students will learn about electricity, circuitry, components, prototyping, robotics, sensors and the programming of microcontrollers. Initially, the students will design and produce, simple electronic circuits, prototyping and robotic systems. As the students continue though the course they will design, make and program more complex robots that use a range of sensors. The design cycle is at the core of this course.

Prerequisites: None
Credit: 0.5 credit
Length of Course: 1 semester (2nd semester)
Recommendations: It is for students interested in pursuing a career in the field of electronics, robotics, physical computing, design and engineering.
Note: This course is included in the Practical Arts Strand

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 11th 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: If is required that all students who undertake the course will register for the external examination.)

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 12th 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 project 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)

Prerequisites:	Design Technology IB SL I
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 HL II

Description: This course is the continuation of Design Technology IB HL I, and the second year of the IB HL required for 12th 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 and Manufacture. 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)

Prerequisites:	Design Technology IB HL I, and teacher approval
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.

INFORMATION TECHNOLOGY

DIGITAL GRAPHIC DESIGN

Description: This course is open for 9th through 12th grade students. The objective of this course is to present a comprehensive overview of digital processing, software packages and an introduction to the principles in graphic design. The course covers a broad range of principles in the field of information technology and graphic design. This course is authentic in its approach and is directly related to the graphic design industry.

Students will produce a wide range of articles including the following: CAC yearbook cover, an advertisement pamphlet, calendar, business cards, and personalized stationeries with logo. The computer programs taught in this course are Microsoft Word, Adobe Illustrator, Adobe Photoshop

and InDesign. In addition, the students become familiar with digital processing hardware and software.

Prerequisites:	A basic level of computer knowledge
Credit:	1.0 credit
Length of Course:	1 year
Recommendations:	An interest in graphic design or related software
Note:	This course is included in the Practical Arts Strand

INTRODUCTION TO PROGRAMMING

Description**:** The course is open for 10th through 12th grade students. This course is devoted to an in-depth study of structured and object oriented programming using the computer language structures, predefined data types, elementary data structures, programming style, structured design and object oriented design.

Prerequisites:	Integrated Math I with a grade of -
Credit:	1.0 credit
Length of Course:	1 year
Recommendations:	Ability to work steadily on programming projects for several class periods
Note:	This course is included in the Practical Arts Strand

AP COMPUTER SCIENCE A

Description**:** The course is open for 11th and 12th grade students. This course continues Introduction to Programming. Topics include debugging, recursion, sorting and searching. This course is equivalent to a first semester college computer science course. Students completing this course are prepared for and required to take the AP Computer Science A level examination. (Note: Fees for this exam are set by the College Board)

Prerequisites:	Introduction To Programming with a grade of
Credit:	1.0 credit
Length of Course:	1 year
Recommendations:	An ability to work steadily on programming projects spanning several class periods.

YEARBOOK 9-12

Description: This course is open for 9th through 12th 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 maintains a relationship with an online course provider accredited in the United States. While the majority of the students choose to take an online version of a CAC course to resolve scheduling conflicts, there is an option for students to take courses not offered by CAC for credit. CAC budgets to cover the cost of a certain number of virtual seats per year and those are awarded to students who are unable to graduate and/or pursue their necessary educational program because of a CAC scheduling conflict. CAC will contact students as needed about these reserved seats. Students wishing to pursue an online course for any other reason may do so with counselor and administrative approval and at their own cost. All virtual courses are transferred back to CAC; will be placed on the student
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.

Prerequisites: None
Credit: 0.5 credit per semester
Length of Course: 1 semester (1st or 2nd semester or both)

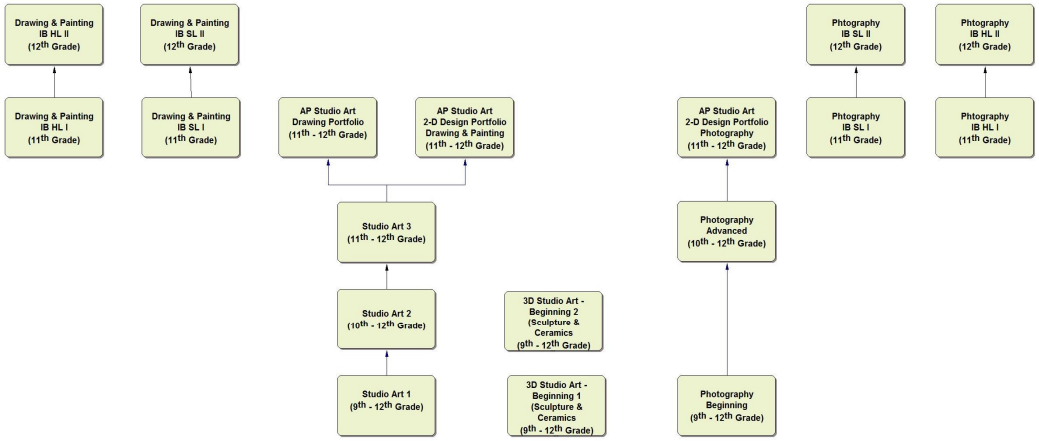
AP VIRTUAL HIGH SCHOOL

Description: CAC maintains a relationship with an online course provider accredited in the United States. While the majority of the students choose to take an online version of a CAC course to resolve scheduling conflicts, there is an option for students to take courses not offered by CAC for credit. CAC budgets to cover the cost of a certain number of virtual seats per year and those are awarded to students who are unable to graduate and/or pursue their necessary educational program because of a CAC scheduling conflict. CAC will contact students as needed about these reserved seats. Students wishing to pursue an online course in AP for any other reason may do so with counselor and administrative approval and at their own cost. All virtual courses are transferred back to CAC; will be placed on the student
student
CAC and, thus, students must be prepared to potentially continue with their virtual school work during school vacations.

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

Prerequisites: None
Credit: 0.5 credit per semester
Length of Course: 1 semester (1st or 2nd semester or both)

Visual Arts
Course Offerings



VISUAL ARTS

PHILOSOPHY

The visual arts give the opportunity to pursue and find meaning, intellectually and emotionally, through artistic forms of expression. Each discipline within the visual arts provides its own approach 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 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 9th through 12th 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, printmaking, and acrylic and oil 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. At the end of each semester, students will create a digital art portfolio.

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 10th through 12th grades, is designed to build on and expand skills and understanding acquired in the Studio Art 1 course. Emphasis is placed on the individual student's advancement in techniques and his/her personal interpretation of the different concepts and projects introduced by the teacher. 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. At the end of each semester, students will create a digital art portfolio.

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.

STUDIO ART 3

Description: This advanced level course is open for students in 11th and 12th grades who have taken Studio Art 2 and are interested in continuing to develop their own personal style in their choice of media. Students are expected to initiate their own projects and to keep a sketchbook with planning, research, analysis and reflections of studio projects. Past and present artworks are introduced for analysis, inspiration, and appreciation of art history. Instruction is conducted primarily on an individual basis with some group critiques. Students are expected to put in extra time outside of class, as needed, to meet project deadlines. At the end of each semester, students will create a digital art portfolio. This class is highly recommended for students who are planning to take AP Studio Art: Drawing Portfolio or 2D Design Portfolio in their senior year.

Prerequisites: Studio Art 1 and 2 and the approval of Visual Arts Department
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.

3D STUDIO ART BEGINNING 1 and 2

Description: These courses are open for students in 9th through 12th grades. The courses are one-semester courses designed to introduce students to 3-Dimensional art through the use of various materials such as paper, cardboard, clay, plaster, wire and "found" materials in two areas: **Sculpture** and **Ceramics**. Students will develop the ability to use materials to their own creative ends.

Emphasis is placed on the Elements of Art and Principles of Design as they apply to the creation of three-dimensional form. Projects will increase in sophistication as students learn techniques and can better express themselves. A portion of the class time will be spent viewing artworks in order to gain an appreciation and better understanding of the 3D concept.

Prerequisites: None
Credit: 0.5 credit per semester
Length of Course: 1 semester each (Beginning 1 in 1st and Beginning 2 in 2nd semester)

PHOTOGRAPHY - BEGINNING

Description: This course is open for students in 9th through 12th grades. It is designed for students interested in exploring this contemporary and influential art form. Photography offers students the opportunity to learn about taking and editing quality art photographs through the digital process. The course lasts for one year and covers the five basic areas of digital imaging: composition, capture, archiving, editing, and displaying images. In addition, the course will introduce some basic elements of graphic design and page design that teach students how to incorporate their images as elements in other forms of digital and printed presentation. The course emphasizes artistic elements of composition that create strong and successful images. The class also introduces and develops technical and digital expertise in camera mechanics, exposure/focus control, digital editing, and the transfer and sensible storage of images. Finally, students will learn practices for various methods of digital and printed display of images.

Students will create and submit a digital portfolio that is representative of the year
It is expected that students will take time on their own to capture the necessary images for class assignments.

Prerequisites: Students entering photography for the first time second semester must have a strong background in the Adobe Photoshop program.
Credit: 1.0 credit
Length of Course: 1 year
Recommendations: Students must provide their own digital camera and memory cards (a typical . Cell phones and/or low-resolution cameras are not acceptable. Students must also have their own USB device to transport their images. Use of Internet resources such as email or Facebook for the movement of images is not acceptable.
Note: Most art supplies are provided but students might be asked to purchase a sketchbook/notebook and some materials/tools and also may need to pay an art fee.

PHOTOGRAPHY ADVANCED

Description: The course is open for 10th through 12th grade students who have previously taken Beginning Photography. This is a one-year course with emphasis on advanced techniques of creating and using digital images. The course teaches advanced digital photographic camera techniques and digital manipulation using the Adobe Photoshop program. In addition, the course teaches more advanced techniques to create, manipulate, and arrange graphics as part of presentations and page design using images. Throughout the year, the student will compile a body of work centered on a theme of their choice. The students will also maintain a digital notebook/journal illustrating and detailing the idea behind and process of each finished photograph. This digital notebook/journal serves as a portfolio that is submitted at the end of the school year. It is expected that students will be highly motivated and able to work independently.

Prerequisites: Photography-Beginning or previous high school photographic training, and the approval of the Visual Arts department
Credit: 1.0 credit
Length of Course: 1 year
Recommendations: Students must provide their own digital camera and memory cards. Sophisticated
essential in order to create images of high quality. Cell phones and/or low-resolution cameras are not acceptable. Students must also have their own USB device to transport their images. Use of Internet resources such as email or Facebook for the movement of images is not acceptable.
Note: Most art supplies are provided but students are asked to purchase a sketchbook/notebook and some materials/tools and also may need to pay an art fee.

AP STUDIO ART DRAWING PORTFOLIO

Description: The course, open to students in 11th and 12th grades, is a one-year program for highly motivated students who are committed to serious study in art. The course is designed to address a very broad interpretation of drawing issues and media, including painting. Abstract, observational, and inventive works may be submitted. In brief, the portfolio has a three-section structure in which the student demonstrates through his/her artwork: (1) quality - the ability to produce quality pieces, (2) concentration - the ability to work in-depth on a theme of the student choice (3) breadth - the ability to work with a wide range of approaches, subjects, and media.

This portfolio requires a minimum of 24 works of art. Students may use artwork from previous art courses. However, the majority of the work is likely to be completed during the current year. In the first part of May, students submit their portfolios to the College Board for assessment. Students are required to spend extra hours outside the scheduled classroom time working on projects. Interested students should contact the Visual Arts Department for further information. (Note: Fees for the assessment are set by the College Board).

Prerequisites:	Minimum of two years of high school drawing courses, and the approval of the Visual Arts department
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 and also may need to pay an art fee.

AP STUDIO ART 2D DESIGN PORTFOLIO

Description: The course, open to students in 11th and 12th grades, is a one-year program for highly motivated students committed to serious study in art. This course, that emphasizes the use of design principles, can be undertaken in one of two areas: **Drawing and Painting** or **Photography***. In brief, the portfolio has a three-section structure in which the student demonstrates through his/her artwork: (1) quality - the ability to produce quality pieces, (2) concentration - the ability to work in-depth on a theme and (3) breadth - the ability to work with a wide range of approaches, subjects, and media. This portfolio requires a minimum of 24 works of art. Students may use artwork from previous art courses. However, the majority of the work is likely to be completed during the current year. In the first part of May, students submit their portfolios to the College Board for assessment. Students are required to spend extra hours outside the classroom working on projects. Interested students should contact the Visual Arts Department for further information. . (Note: Fees for the assessment are set by the College Board).

Prerequisites:	Minimum of two years of high school courses in the selected subject, and the approval of the Visual Arts department
Credit:	1.0 credit
Length of Course:	1 year
*Recommendations:	Students selecting photography must provide their own 35mm SLR digital camera and memory cards. Cell phones and/or low-resolution cameras are not acceptable. Students must also have their own USB device to transport their images. Use of Internet resources such as email or Facebook for the movement of images is not acceptable.
Note:	Most art supplies are provided but students are asked to purchase a sketchbook/notebook and some materials/tools and also may need to pay an art fee.

VISUAL ARTS IB SL I

Description: This course, open to students in 11th grade, is the first year of a two-year course based on studio work and investigative workbooks. Studies can be undertaken in one of the following: **Drawing and Painting or Photography***. During the first year, students explore a variety of techniques, concepts, and materials basic to the selected discipline. Emphasis is on developing artistic skills, experimentation, research, critical thinking and problem solving.

Course work involves two main components required by IB. (See SL II final submission requirements):

1. Studio work
2. Investigative workbook containing both visual and written information and research relating to and complementing the studio work

Students are required to spend time outside the classroom working on projects and the investigative workbook.

The content of the course is similar to HL Visual Arts. The main difference between SL and HL is the number of art pieces and investigative bookwork required.

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

Prerequisites:	Recommended: one or two years of study in the selected subject choice prior to the commencement of the IB and the approval of the Visual Arts department
Credit:	1.0 credit
Length of Course:	1 year
*Recommendations:	Students selecting photography must provide their own 35mm SLR digital camera and memory cards. Cell phones and/or low-resolution cameras are not acceptable. Students must also have their own USB device to transport their images. Use of Internet resources such as email or Facebook for the movement of images is not acceptable.
Note:	Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools and also may need to pay an art fee.

VISUAL ARTS IB SL II

Description: This course is open to students in 12th grade who have successfully completed Visual Arts IB SL I. Studies continue in the area selected in 11th grade: **Drawing and Painting**, or **Photography***. In this course students choose to explore a personal interest as intensively as possible. The exploration should reveal the evolution of an idea and should focus on the process of investigation, discovery and growth. In the evaluation, emphasis is on persistent research and regular studio work. Students are expected to spend time outside the classroom working on projects and the required workbook.

At the end of the second year each student prepares a portfolio of studio works to be submitted to IB. In addition, each student sets up an on-site exhibition of studio work. The final body of work submitted to IB consists of two parts:

1. Studio work makes up 60% of the assessment.
2. Investigative workbook pages containing both visual and written information and research relating to and complementing the studio work make up the other 40% of the assessment.

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

Prerequisites:	Visual Arts IB SL I
Credit:	1.0 credit
Length of Course:	1 year

*Recommendations: Students must provide their own 35mm SLR digital camera and memory cards. Cell phones and/or low-resolution cameras are not acceptable. Students must also have their own USB device to transport their images. Use of Internet resources such as email or Facebook for the movement of images is not acceptable.

Note: Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools and also may need to pay an art fee. Students also need to pay for color prints and photocopies for their Record Booklet.

VISUAL ARTS IB HL I

Description: This course, open to students in 11th grade is the first year of a two-year course. Studies can be undertaken in one of the following: **Drawing and Painting** or **Photography***. During the first year students explore a variety of techniques, concepts and materials basic to the selected discipline of study. Emphasis is on developing artistic skills, experimentation, research, critical thinking and problem solving.

Course work involves two main components required by IB (See HL2 Final Submission Requirements):

1. Studio work
2. Investigative workbooks containing both visual and written information and research relating to and complementing the studio work.

Students are expected to spend time outside the classroom working on projects and the required workbook.

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

Prerequisites: Recommended: one or two years of study in the selected subject choice prior to the commencement of the IB and the approval of the Visual Art department

Credit: 1.0 credit

Length of Course: 1 year

*Recommendations: Photography students must provide their own 35mm SLR digital camera and memory cards. Cell phones and/or low-resolution cameras are not acceptable. Students must also have their own USB device to transport their images. Use of Internet resources such as email or Facebook for the transfer of images is not acceptable.

Note: Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools and also may need to pay an art fee.

VISUAL ARTS IB HL II

Description: This course is open to students in 12th grade who have successfully completed Visual Arts IB HL I. Studies continue in the area selected in 11th grade: **Drawing and Painting**, or **Photography*.**

In this course students choose to explore a personal interest as intensively as possible. The exploration should reveal the evolution of an idea and should focus on the process of

investigation, discovery and growth. In the evaluation, emphasis is on persistent research and regular studio work. Students are expected to spend time outside the classroom working on projects and the workbook.

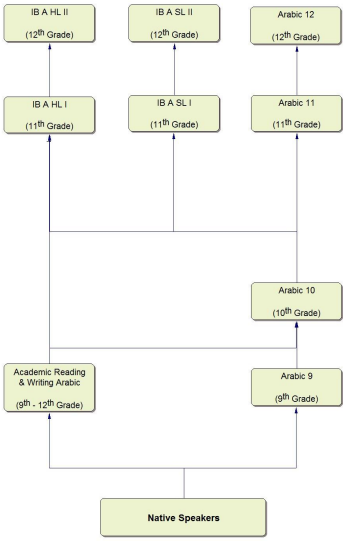
At the end of the second year each student prepares a portfolio of studio works to be submitted to IB. In addition, each student sets up an on-site exhibition of studio work. The final body of work submitted to IB consists of two parts:

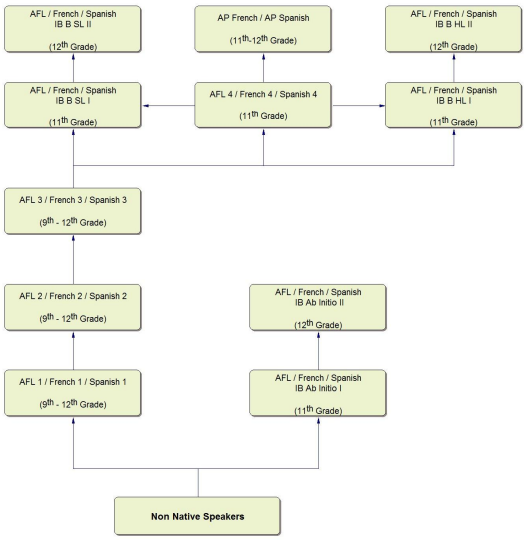
1. Studio work makes up 60% of the assessment
2. Investigative workbook pages containing both visual and written information and research relating to and complementing the studio work make up the other 40% of the assessment.

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

Prerequisites:	Visual Arts IB HL I
Credit:	1.0 credit
Length of Course:	1 year
*Recommendations:	Students must provide their own 35mm SLR digital camera and memory cards. Cell phones and/or low-resolution cameras are not acceptable. Students must also have their own USB device to transport their images. Use of Internet resources such as email or Facebook for the movement of images is not acceptable.
Note:	Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools and also may need to pay an art fee. Students also need to pay for color prints and photocopies for their Record Booklets.

World Languages
Course Offerings





WORLD LANGUAGES

PHILOSOPHY

Increased global interdependence is producing a renewed emphasis on cultivating international understanding through effective and meaningful communication. Due to rapid advances in technology and increased human interaction we are more aware of the need to be multi-lingual citizens of the 21st century. World Languages learning is a means to ensure active participation of students as citizens of the world; it is the right and responsibility of all students to develop the linguistic and cultural knowledge necessary for participation. Therefore, World Languages learning at CAC is founded on the following beliefs:

- All students can be successful language learners. Their knowledge of the target language culture and their understanding of their own language and culture are thereby enhanced.
- Students are individuals who learn in a variety of ways and settings and acquire proficiency at varied rates.
- Language and culture education incorporates a variety of effective strategies, assessment procedures and technologies that develop and enhance higher order thinking skills that meet the needs of students with different learning styles.
- The essence of world languages learning is communication. With the development of a strong linguistic background such communication empowers students to meet the needs of an increasingly interdependent world.
- The study of world languages develops abilities to connect with other disciplines and to enhance career opportunities.
- The learning of a world language is a lifelong process.
- The CAC World Languages program prepares students to be open-minded, and multi-lingual citizens of a global community.

IB Language Course Criteria

Ab initio SL is for a beginner who has little or no previous experience of the language (no more than 1 year of schooling).

Language B SL is for a language learner who may not intend continuing study of the language beyond the Diploma Program and who:

- has 2 to 4 years experience of the target language
- is not taught other subjects 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)

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.

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 4 to 5 years experience of the target language

- Is not taught other subjects in the target language
- Has not been in a former school in the target language

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.

Language A SL is for a fluent language user who may not intend continuing study of the language beyond the Diploma Programme, and who:

- Is a native or near-native speaker
- Is an almost 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.

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 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

NON- NATIVE SPEAKERS

Placement for all Arabic courses 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.

ARABIC AS A FOREIGN LANGUAGE (AFL) 1

Description: This course is open for students in 9th through 12th grades. The goals of this beginning course are to teach students to communicate in both Egyptian Colloquial Arabic and Modern Standard Arabic, (MSA 1st Primary level), and to immerse them in an authentic cultural context. The basic objectives of this course are to help students attain equal proficiency in the four language skills of listening, speaking, reading and writing in order to understand the language within the context of the contemporary Arabic speaking world and its culture. Arabic script is introduced at the beginning of the first semester and will be used exclusively by the second semester.

In this level, the student is introduced to the language through a variety of techniques which develop communicative competence: everyday situations, conversations, creative face-to-face dialogues, oral presentations, text handling, written exercises and short compositions. The student is introduced to Egyptian and Arab culture and life through a situational approach and a wide range of media presentations.

Prerequisites:	None
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: *Alkitaab fii Taallum Al Arabiyya* Part I, 1995; Arab Academy on line program, level one; *Ahlan wa Sahlan, Elementary Arabic II*, Mahdi Alosh units 1-7, 1st Primary reading books; *Conversational Arabic in 7 Days*, Samy Abu-Taleb. 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 AS A FOREIGN LANGUAGE (AFL) 2

Description: This course is open for 9th through 12th grade students. It reinforces the proficiency-oriented approach which focuses upon communicative competence in the four language skills and exposure to an authentic cultural context.

In this course the student is expected to demonstrate, at the appropriate level the communicative skills of listening, speaking, reading and writing about everyday situations, as well as cultural and media texts in both colloquial and Standard Arabic (Modern Standard Arabic 2nd Primary level). The students will continue to develop accuracy along a competency continuum that moves them through a grammatically simple sentence phase to a grammatically complex paragraph phase and on to a short cohesive composition stage.

The main objectives of this course are to engage the student in conversations dealing with everyday situations, to enable students to understand short written passages in Modern Standard Arabic and to extract specific information from texts such as simple brochures, guides, letters and advertisements, to carry out writing tasks which might include messages, simple letters, short compositions and to show an awareness of the culture of the Arab world through multi-media presentations.

Prerequisites:	AFL 1 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	Materials may include: *Alkitaab fii Taallum Al Arabiyya*, Part I. 1995; reading material from the 2nd Primary texts; *Ahlan wa Sahlan*, Elementary Arabic II, Mahdi Alosh units 7-14; Arab Acadamy online program 2nd and 3rd levels, 2nd level Primary Arabic; *Alkitab Al Assasy* Part 1

Recommendations: 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 AS A FOREIGN LANGUAGE (AFL) 3

Description: This course is open for 9th through 12th grade students. The main objectives of this course are to increase the student's language proficiency in the manipulation of the more complex skills in Standard Arabic learning: listening, speaking, reading and writing, and to refine their fluency. 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, group discussions, and short presentations.

With focus on language in real-life contexts, this program teaches Standard Arabic in a communicative manner and utilizes many types of interactive and communicative activities with a focus on cultural readings and task oriented writing skills.

Prerequisites: AFL 2 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: Materials may include: *Alkitaab fii Taallum Al Arabiyya*, Part I; reading material from the 3rd Primary texts; Arab Academy online program, *Ahlan Wa Sahlan Elementary Arabic III,* Mahdi Alosh; *Alkitab AlAssasy* Part 1& 2
Recommendations: 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 AS A FOREIGN LANGUAGE (AFL) 4

Description: This intermediate level course is open for 9th through 12th grade students. The use of language structures will be intensified and the creative process of the language will be further 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 students structural and lexical competence, compositions, essay writing and communicative performance.

Prerequisites: AFL 3 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: May include 5th and 6th Primary texts: reading, grammar and literature; *Alkitaab fii Taallum Al Arabiyya Part II, Intermediate I*, Mahdi Alosh, and other selected literary and reading texts
Recommendations: In order to succeed in this course, students must have interest in developing speaking as well as writing skills in Standard Arabic and must take responsibility for extra readings and independent preparatory work. Arabic keyboarding is a must for this class.

ARABIC AS A FOREIGN LANGUAGE (AFL) IB Ab Initio I

Description: This course is the first year of a two-year program designed for non-native speakers of Arabic. It is for 11th graders who need to sit language Ab Initio SL exam for a certificate or as diploma candidates at the end of their senior year.

The goals of this course are to teach the students to communicate in Arabic, and to immerse them in an authentic cultural context with special emphasis on the themes prescribed by the IB syllabus.

The basic objective of this course is to emphasize equal proficiency in the four language skills of listening, speaking, reading and writing in order to interpret the language within the context of the contemporary Arabic speaking world and its culture. The main focus of this proficiency-oriented course is to develop the student's basic communication in Standard Arabic.

In this course the student is introduced to the language and the Arabic world through a variety of work units and media presentations which develop communicative competence: everyday situations, conversations, creative face to face dialogues, oral presentations, debates and discussions, role play, Arabic Media linguistic analysis approach, written exercises and compositions.

Prerequisites:	Little or no previous experience of the language
Credit:	1.0 credit
Length of Course:	1 year
Texts:	Materials may include: Selections from 1st and 2nd Primary texts, *Alkitaab fii Taallum Al Arabiyya* - Part I, 1995; Arab Academy online program, level one; *Ahlan wa Sahlan, Elementary Arabic II*, Mahdi Alosh- units 1-7; *Conversational Arabic in 7 Days*, Samy Abu-Taleb; and supplementary authentic media materials
Recommendations:	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 AS A FOREIGN LANGUAGE (AFL) IB Ab Initio II

Description**:** This course is designed for 12th grade students who have completed AFL IB Ab Initio I. At the completion of the course, students will be prepared and required to take the IB Ab Initio external examination. (Note: Fees for this exam are set by the International Baccalaureate Organization)

In this course the student will enhance the ability to use the Arabic language through a variety of work units and media presentations which develop communicative competence: everyday situations, conversations, creative face to face dialogues, oral presentations, debates and discussions, role play, Arabic Media linguistic analysis approach, written exercises and compositions.

Prerequisites:	AFL IB Ab Initio I, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	Materials may include: *Alkitaab fii Taallum Al Arabiyya, Part I*, 1995; reading material from the 3rd Primary texts; *Ahlan wa Sahlan, Elementary Arabic II,* Mahdi Alosh- units 7-14; *Alkitab Al Assasy Part 1*; and Arab Academy online program, 2nd and 3rd levels
Recommendations:	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 AS A FOREIGN LANGUAGE (AFL) IB B SL I

Description**:** In this intermediate level, designed for 11th grade students who have successfully completed a three-year program 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.

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

Prerequisites:	AFL 3 or the equivalent with a grade of , and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: material from 1st and 2nd Preparatory Arabic texts, grammar, and literature; *Alkitaab fii Taallum Al Arabiyya Part II*, 1997; *Intermediate Arabic II,* Mahdi Alosh, 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. Arabic keyboarding is essential for this course.

ARABIC AS A FOREIGN LANGUAGE (AFL) IB B SL II

Description: This advanced course studying Arabic language, literature and civilization in Standard Arabic is the second year of a two-year IB Language B Standard Level course designed for 12th grade students who are IB certificate or diploma candidates. The course stresses writing skills, text analysis, critical thinking as well as communicative competence and performance.

In this course the students will enrich their ability to use the Standard Arabic language through a variety of work units and media presentations which develop communicative competence: everyday situations, conversations, creative dialogues, oral presentations, debates and discussions, role play, Arabic Media linguistic analysis approach, reading texts and essay writing.

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

Prerequisites:	AFL IB B SL I, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: Materials from 2nd and 3rd 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 Alosh; 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 AS A FOREIGN LANGUAGE (AFL) IB B HL I

Description: This advanced course in Arabic language, literature and civilization, is designed for 11th grade students who have successfully completed at least three years of studying Arabic.

Special emphasis is placed on perfecting the student
listening and speaking. Communicative competence and refinement of writing skills, knowledge and use of complex structural and lexical expression, essay writing, and comprehension of increasingly more complex authentic documents, media programs, and literature are also stressed in this level.

A multi-media instructional approach is a special feature of this advanced course.

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

Prerequisites:	AFL 3 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: material from 1st and 2nd Preparatory Arabic texts, grammar, and literature; *Alkitaab fii Taallum Al Arabiyya Part II*, 1997; *Intermediate Arabic II,* Mahdi Alosh, 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 AS A FOREIGN LANGUAGE (AFL) IB B HL II

Description: This advanced course studying Arabic language, literature and civilization in Standard Arabic is the second year of a two-year IB Language B Higher Level course designed for 12th grade students who are IB certificate or diploma candidates. The course stresses writing skills, text analysis, critical thinking as well as communicative competence and performance.

In this course the students will enrich their ability to use the Standard Arabic language through a variety of units and media presentations which develop communicative competence: everyday situations, conversations, creative dialogues, oral presentations, debates and discussions, role play, Arabic Media linguistic analysis approach, reading texts and essay writing.

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

Prerequisites:	AFL IB B HL I or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: Materials from 2nd and 3rd 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 Alosh; 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.

NATIVE SPEAKERS

Placement for all Arabic courses 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.

ACADEMIC READING AND WRITING IN ARABIC

Description: This course in Arabic reading and writing is intended for 9th through 12th grade students who speak Arabic in a moderately proficient manner. Satisfactory completion of this one-year course, along with instructor s final evaluation will determine the student path of study in the native Arabic program track.

Special emphasis is placed on building the student knowledge and use of complex structural and lexical expressions, short essay writing, and comprehension of increasingly complex authentic documents. A multi-media instructional approach is a special feature of this course.

Prerequisites: A placement exam administered by the CAC HS World languages department. The instructor will make confirmation of appropriate placement within the first three weeks of the course.
Credit: 1.0 credit
Length of Course; 1 year
Texts: May include: Materials from Arabic 9 texts, grammar and literature; short stories, poems; selected articles and unabridged literary texts; commonly used as supplementary materials coordinated with the adopted course objectives.

ARABIC 9

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

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

A multi-media 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 2nd and 3rd preparatory Arabic texts, grammar and literature; short stories, plays, poems, novels; selected articles and reading texts covering different themes from *Intermediate Arabic III*, Mahdi Alosh; items which are commonly used as supplementary materials and are coordinated with the adopted course objectives include: videos, tapes, web resources, overhead transparencies, worksheets, flash cards, educational games and puzzles, and school projects

ARABIC 10

Description: This course, open for 10th grade students, is an advanced Arabic language, literature and civilization 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, critical thinking as well as communicative competence and performance. Special emphasis is placed on perfecting the student

Prerequisites: Arabic 9 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: May include: Materials from 3rd Preparatory and 1st Secondary texts, literary selections: short stories, plays, poems, novels like: *Kan ma Kan*, Naeema, 1987 ed.; *Al Masrah Almunawwaa,* Tawfik Al Hakim*; Ard Annifaq, Youssif Assibaee,*; *Al Aydee Annaema*, Tawfik Al Hakim, *Intermediate Arabic III*, Mahdi Alosh; 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 in Standard Arabic. It is intended for 11th grade students, who have completed Arabic 10 or the equivalent. The course stresses writing skills, text analysis, critical thinking as well as communicative competence and performance. Special emphasis is placed on perfecting the student 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 3rd Preparatory and 1st Secondary texts, literary selections: short stories, plays, poems, novels: *Intermediate Arabic,* Munther Younes; *Intermediate Arabic*, Mahdi Alosh; selected material from *Advanced Arabic*, Mahdi Alosh; *Your Arabic Friend*, Noaman Maher, selected reading from Arab Academy; selected literary text (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 in Standard Arabic. It is intended for 12th grade students, who have completed Arabic 11 or the equivalent. The course stresses writing skills, text analysis, critical thinking as well as communicative competence and performance. Special emphasis is placed on perfecting the student comprehensive skills in reading, writing, listening and speaking.

Prerequisites:	Arabic 11, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: Materials from 3rd Preparatory and 1st Secondary texts; literary selections: short stories, plays, poems, novels; 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 IB A SL I

Description: The course is the first year of a two-year IB Standard Level program, and is open for IB diploma candidates who are enrolled in 11th 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.

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.

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

Prerequisites:	Arabic 10 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: Selected material from 1st and 2nd Secondary Arabic texts; literary selections from the IB Prescribed Book List, novels, short stories, poems and plays like: *Alles Walkilab*, Naguib Mahfouz; *Ahl El Kahf*, Tawfik Al Hakim; *Qandil Om Hashim*, 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

Recommendations: In order to succeed in this course, students must have a strong desire to take responsibility for extra readings, 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 for IB diploma candidates who are enrolled in 12th 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 II 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 Language A Language and Literature SL II 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 2nd and 3rd 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, 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 for IB diploma candidates who are enrolled in 11th 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.

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.

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.

Prerequisites:	Arabic 10 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: Selected material from 1st and 2nd Secondary Arabic texts; literary selections from the IB Prescribed Book List, novels, short stories, poems and plays like: *Alles Walkilab*, Naguib Mahfouz; *Ahl El Kahf*, Tawfik Al Hakim; *Qandil Om Hashim*, 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
Recommendations:	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings, 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 for IB diploma candidates who are enrolled in 12th grade. The course is an advanced Arabic language, literature and civilization course designed for 12th 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)

Prerequisites:	Arabic IB A HL I, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year

Texts: May include: Selected material from 2nd and 3rd 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, independent preparatory work during summer and winter vacations. Arabic keyboarding is essential for this course.

FRENCH

ALL FRENCH COURSES ARE FOR *NON-NATIVE* SPEAKERS

Placement for all French courses 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.

FRENCH 1

Description: This course is open for students in 9th through 12th grades. The goals of this beginning course are to teach students to communicate in French and to immerse them in an authentic cultural context. The basic objectives of the course are, to help each student attain equal proficiency in the four language skills of listening, speaking, reading and writing in order to interpret the language within the context of the contemporary French speaking world and its culture. The main focus of this proficiency-oriented course is to develop the student's basic communication in French.

In this course the student is introduced to the language and the francophone world through a variety of techniques which develop communicative competence: everyday situations, conversations, creative face to face dialogues, oral presentations, written exercises and compositions. The student is introduced to French culture and life through a situational approach and a wide range of media presentations.

Prerequisites: None
Credit: 1.0 credit
Length of Course: 1 year
Text: *Bien dit Level 1*, De Mado, Champeney, M. Ponterio, R, Ponterio, Holt, Rinehart & Winston, 2008, *Lectures pour tous*, *level* 1, McDougall Littell 2007, French Scholastic magazines *Allons-y!*, and selected readers
Recommendations: In order to succeed in this course, students must have an interest in developing speaking as well as writing skills in the French language.

FRENCH 2

Description: This course is designed for 9th through 12th grade students. It reinforces the proficiency-oriented approach which focuses upon communicative competence and exposure to an authentic cultural context.

In this course, students are provided with a fully integrated approach to language learning. Presentation and practice of functional expressions, vocabulary, and grammar are interwoven with cultural information, language-learning tips, and realia, enhancing their understanding. This integration helps develop students
and express themselves with confidence.

The students will continue to develop accuracy along a competency continuum that moves them through a grammatically simple sentence phase to a grammatically complex paragraph phase and on to a cohesive composition stage. At the end of this two-year program, the student is expected to demonstrate at the appropriate level, the communicative skills of listening, speaking, reading and writing necessary in everyday situations.

The main objectives of this course are, to engage students in conversations dealing with everyday situations, to understand short written passages, to be able to extract specific information from texts such as simple brochures, guides, letters, to carry out writing tasks which might include messages, simple letters, short compositions and to show an awareness of the culture of the francophone world through multi-media presentations.

Prerequisites:	French 1 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Bien dit Level 2*, De Mado, Champeney, M. Ponterio, R, Ponterio, Holt, Rinehart & Winston, 2008, *Lectures pour tous*, level 2, McDougall Littell 2007, French Scholastic magazines *Bonjour!*, and selected readers
Recommendations:	Students must have a strong desire to use French as a means of communication.

FRENCH 3

Description**:** This level is designed for 9th through 12th grade students who have successfully completed a two-year program in French.

In this course, students are provided with a fully integrated approach to language learning. Presentation and practice of functional expressions, vocabulary, and grammar are interwoven with cultural information, language-learning tips, and realia, enhancing their understanding. This integration helps develop students hey can communicate effectively
and express themselves with confidence.

The main objectives of this course are to increase the students' language proficiency, their ability to use French for communication, and to refine their fluency. With a focus on language in real-life contexts, this program teaches French in a communicative manner and utilizes many types of interactive and communicative activities with a focus on cultural readings and task oriented writing skills.

Prerequisites:	French 2 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course**:**	1 year

Text: *Bien dit* Level 3, De Mado, Champeney, M. Ponterio, R, Ponterio, Holt, Rinehart & Winston, 2008, *Lectures pour tous,* level 3, McDougall Littell 2007, French Scholastic magazines *Ça Va!* , and selected readers

Recommendations: In order to succeed in this course, students must have a strong desire to expand the skill level in the language.

FRENCH 4

Description**:** In this intermediate level, designed for 9th through 12th grade students who have successfully completed a three-year program 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.

Prerequisites: French 3 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Au Point,* Nelson Thorns, 2000; 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.

AP FRENCH

Description: This advanced course in French language, literature and civilization, is 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 11th or 12th grade who wish to prepare and sit the French Language Advanced Placement exam.

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 expression, essay writing, and comprehension of increasingly more complex authentic documents and media programs are also stressed in this level.

A multi-media instructional approach is a special feature of this advanced course.

Students taking this course will be prepared and required to take the Advanced Placement French Language exam. (Note: Fees for this exam are set by the College Board)

Prerequisites: French 4 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: **Core materials:** IB Unités de travail: *Au point*, M. Deanne, B. Powell, E. Armstrong, 2000, Workbook and Cassette program; *AP French*, A guide for the Language Course, R. Ladd & C. Girard and Cassette program, Pearson, Prentice Hall
IB Literary selections: *Paroles,* Prévert, *Antigone*, Jean Anouilh, *Huis Clos,* Jean-Paul Sartre; selections from *L'Etranger*, Albert Camus, *Le Horla*, Maupassant, and articles and literary texts covering 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.

FRENCH IB Ab Initio I

Description: This course is the first year of a two-year program designed for 11th graders**,** who need to sit the language Ab Initio SL exam for an IB diploma at the end of their senior year. The goals of this course are to teach the students to communicate in French and to immerse them in an authentic cultural context with special emphasis on the themes prescribed by the IB syllabus.

The basic objectives of this course emphasize equal proficiency in the four language skills of listening, speaking, reading and writing in order to interpret the language within the context of the contemporary French speaking world and its culture. The main focus of this proficiency-oriented course is to develop the student's basic communication in **intensive** French.

In this course the student is introduced to the language and the francophone world through a variety of work units and media presentations which develop communicative competence: everyday situations, conversations, creative face to face dialogues, oral presentations, written exercises and compositions.

Prerequisites: Little or no previous experience of the language
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Bien dit Level 1*, De Mado, Champeney, M. Ponterio, R, Ponterio, Holt, Rinehart & Winston, 2008, *Lectures pour tous,* level 1, McDougall Littell 2007, French Scholastic magazines *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 in taking responsibility for extra readings and independent preparatory work.

FRENCH IB Ab Initio II

Description: This course is designed for 12th grade students who successfully passed French IB Ab Initio I. The basic objectives of this course emphasize equal proficiency in the four language skills of listening, speaking, reading and writing in order to interpret the language within the context of the contemporary French speaking world and its culture. The main focus of this proficiency-oriented course is to develop the student's basic communication in **intensive** French.

Students taking this course will be prepared and required to take the IB external French Ab Initio examination 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 Level 2*, De Mado, Champeney, M. Ponterio, R, Ponterio, Holt, Rinehart & Winston, 2008, *Lectures pour tous,* Level 2, McDougall Littell 2007, French Scholastic magazines *Bonjour!*, and selected readers and IB Theme oriented work units
Recommendations: Students must have a strong desire to use French as a means of communication and to take responsibility for extra readings and independent preparatory work.

FRENCH IB B SL I

Description**:** In this intermediate level, designed for 11th grade students who have successfully completed a three-year program 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.

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:	*Au Point,* Nelson Torns, 2000*, Le Monde En Française,* Avenced Materials 2012*;* 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 12th 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.

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:	*Au Point,* Nelson Torns, 2000*, Le Monde En Française,* Avenced Materials 2012*;* 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

FRENCH IB B HL I

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

This course is designed for highly motivated students in 11th grade who are IB diploma candidates. It is the first year of a two-year IB Language B Higher Level course. This course stresses advanced writing skills, text analysis, critical thinking as well as advanced communicative competence and performance.

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

A multi-media instructional approach is a special feature of this advanced course.

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

Prerequisites:	French 3, and teacher approval
Credit:	1 credit
Length of Course:	1 year
Texts:	IB Unités de travail: *Au point*, and Workbook and Cassette program, M. Deanne, B. Powell, E. Armstrong, 2000; *AP French*, A guide for the Language Course and Cassette program, R. Ladd & C. Girard, Pearson, Prentice Hall; *Tous Les Poèmes pour Le Cours Avancé*, A. Hurtgen, 1992; IB recommended texts/Literary selections and articles and literary texts covering IB themes, and selected articles.
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 12th grade who are IB diploma candidates. It is the second year of a two-year IB Language B Higher Level course. This course stresses advanced writing skills, text analysis, critical thinking as well as advanced communicative competence and performance.

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

A multi-media instructional approach is a special feature of this advanced course.

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 credit
Length of Course:	1 year

Texts: IB Unités de travail: *Au point*, and Workbook and Cassette program, M. Deanne, B. Powell, E. Armstrong, 2000; *AP French*, A guide for the Language Course and Cassette program, R. Ladd & C. Girard, Pearson, Prentice Hall; *Tous Les Poèmes pour Le Cours Avancé*, A. Hurtgen, 1992; IB recommended texts/Literary selections and articles and literary texts covering IB themes, and selected articles.

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

SPANISH

ALL SPANISH COURSES ARE FOR *NON-NATIVE* SPEAKERS

Placement for all Spanish courses 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.

SPANISH 1

Description: The goals of this beginning course are to teach 9th through 12th grade students to communicate in very basic Spanish and to introduce them to the Latin American and Iberian cultures.

The basic objectives of this course are to help each student attain basic proficiency in the four language skills equally (listening, speaking, reading and writing) in order to begin to interpret the language within the context of the contemporary Spanish speaking world and its culture. The main focus of this proficiency-oriented course is to develop the student communication in Spanish.

In this course, a variety of techniques are used to develop communicative competence: everyday situations, conversations, creative face to face dialogues, oral presentations, written exercises and compositions. The student is introduced to Spanish and Hispanic culture and life through a situational approach and a range of media presentations.

Prerequisites: None
Credit: 1.0 credit
Length of Course: 1 year
Text: *Buen Viaje 1,* 2005
Recommendations: In order to succeed in this course, students must have an interest in developing speaking as well as writing skills in the Spanish language.

SPANISH 2

Description: This course is designed for 9th through 12th students. It reinforces the proficiency-oriented approach which focuses upon basic communicative competence and exposure to an authentic cultural context.

In this course, the student will continue to develop accuracy in the four language skills of listening, speaking, reading and writing, so as to communicate information and some basic ideas clearly and effectively, in a limited range of situations.

The main objectives of Spanish 2 are to engage in conversations dealing with everyday situations, to understand short written passages, to be able to extract specific information from texts such as simple brochures, guides, letters, to carry out writing tasks which might include messages, simple letters, short compositions and to show an awareness of the culture of the Spanish and Hispanic world through multi-media presentations.

Prerequisites:	Spanish 1 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Buen Viaje 2, 2008;* Articles from newspapers and magazine in Spanish; online documents and relevant websites and various teacher-generated documents.
Recommendations:	In order to succeed in this course, students must have a strong desire to use Spanish as a mean of communication.

SPANISH 3

Description: This level is designed for 9th through 12th grade students who have successfully completed a two-year program in Spanish. The main objectives of this course are to increase the student , and build their language fluency. This program teaches Spanish with a communicative focus on vocabulary acquisition, grammatical mastery and cultural understanding through readings.

Prerequisites:	Spanish 2 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Text:	*Ven Conmigo*, Level 3, 1997, and various teacher-generated documents.
Recommendations:	In order to succeed in this course, student must have a strong desire to expand the skill level in the language.

SPANISH 4

Description: This level is designed for 9th through 12th grade students who have successfully completed a three-year program 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 ls in structural and lexical competence, compositions, essay writing and communicative performance in keeping with preparation for the IB SL, IB HL, and AP Language courses.

Prerequisites:	Spanish 3 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Conexiones,* Pearson, 2010*, Nuevas Vistas 1,* Holt, Rinehart and Winston, 2003*.* Literary selection: Articles from newspapers and magazine 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 readings and preparatory work independently.

AP SPANISH

Description: This course is designed for 11th or 12th grade students who have successfully completed a four-year program in Spanish. 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 expression, essay writing, and comprehension of authentic documents and media programs are also stressed in this level.

A multi-media instructional approach is a special feature of this advanced course.

Students who have successfully completed the requirements of this course are required to sit the Advanced Placement Spanish Language exam. (Note: Fees for this exam are set by the College

Prerequisites:	Spanish 4 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Conexiones*, Pearson, 2010, *Ven Conmigo Nuevas Vistas 2***,** Holt, Reinhart and Winston, 2003 Lecturas Nextext Collection , McDougall Littel 2001 (Federico García Lorca, Gabriel García Márquez)**,** Carrera Hanley McDougal Littel 1998**,** The Nassi Levy *Spanish 2 years* workbook AMSCO 2001, AP Spanish, Prentice Hall, 2007, articles from magazines and newspapers, and audio from Más Voces
Recommendations:	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 Ab Initio I

Description: This course is the first year of a two-year program designed for 11th grade students, who need to sit the language Ab Initio SL exam for an IB diploma at the end of their senior year. The goals of this course are, to teach the students to communicate in Spanish and to immerse them in an authentic cultural context with special emphasis on the themes prescribed by the IB syllabus.

The basic objectives of this course emphasize equal proficiency in the four language skills of listening, speaking, reading and writing in order to interpret the language within the context of the contemporary Spanish speaking world and its culture. The main focus of this proficiency-oriented course is to develop the student's basic communication in **intensive** Spanish.

In this course the student is introduced to the language and the Hispanic world through a variety of work units and media presentations which develop communicative competence: everyday situations, conversations, creative face to face dialogues, oral presentations, written exercises and compositions.

Prerequisites:	Little or no previous experience of the language
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Buen Viaje 1,* 2005; IB theme-oriented work units, teacher-produced documents, Spanish scholastic magazines and selected readers
Recommendations:	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 is a rigorous course designed for 12th grade students who passed successfully Spanish IB Ab Initio I. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations.

The basic objectives of this course emphasize equal proficiency in the four language skills of listening, speaking, reading and writing in order to interpret the language within the context of the contemporary Spanish speaking world and its culture. The main focus of this proficiency-oriented course is to develop the student's basic communication in **intensive** Spanish.

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

Prerequisites:	Spanish IB Ab Initio I, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Buen Viaje 1*, 2008; IB Theme oriented work units, teacher produced documents, Spanish Scholastic magazines and selected readers
Recommendations:	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 B SL I

Description: This level is designed for 11th grade students who have successfully completed a three-year program 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
communicative performance in keeping with preparation for the IB SL Language course.

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

Prerequisites:	Spanish 3 or the equivalent, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Conexiones,* Pearson, 2010*, Nuevas Vistas 1,* Holt, Rinehart and Winston, 2003*.* Literary selection: Articles from newspapers and magazine 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 readings and preparatory work independently.

SPANISH IB B SL II

Description: This advanced course is designed for students who have successfully completed the IB B SL I program in Spanish. The course is open for students in 12th grade who are IB diploma or certificate candidates.

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 expression, essay writing, and comprehension of authentic documents and media programs are also stressed in this level.

A multi-media instructional approach is a special feature of this advanced course.

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

Prerequisites:	Spanish IB B SL I, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	*Conexiones*, Pearson, 2010, *Ven Conmigo Nuevas Vistas 2*, Holt, Rinehart and Winston, 2003; *Amsco*, *Spanish 2 years*, Grammar review, 1988; *Tesoros Literarios*, 2003 Literary selection: *Bodas de Sangre* by Federico Garcia Lorca, Nextext (Collections Spanish and Latin American Literature) McDougal Littell; articles from magazines and newspapers; and other Nextext Spanish Readers Volumes (Collections of Spanish and Latin American Literature) McDougal Littell
Recommendations:	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 I

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

This course is designed for highly motivated students in 11th grade who are IB diploma candidates. It is the first year of a two-year IB Language B Higher Level course. This course stresses advanced writing skills, text analysis, critical thinking as well as advanced communicative competence and performance.

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

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

Prerequisites:	Spanish 3, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year

Texts: *Lectura y Escritura Avanzadas* (Advanced Materials 2004) Manuel Frutos - Perez & Catherine Aldridge Morris; *Tesoros Literarios*, 2003 Literary selection: Ana Maria Matute, Jorge Luis Borges, García Márquez Miguel de Unanumo Nextext (Collections Spanish and Latin American Literature) McDougal Littell; articles from magazines and newspapers; and other *Nextext Spanish Readers Volumes* (Collections Spanish and Latin American Literature) McDougal Littell

Recommendations: 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 advanced course is designed for students who have successfully completed Spanish IB B HL I course. The course is open for students in 12th grade who are IB diploma candidates.

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 expression, essay writing, and comprehension of authentic documents and media programs are also stressed in this level.

A multi-media instructional approach is a special feature of this advanced course.

Students who have successfully completed the requirements of this course are required to sit the IB HL exams. (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: *Lectura y Escritura Avanzadas* (Advanced Materials 2004) Manuel Frutos - Perez & Catherine Aldridge Morris; *Tesoros Literarios*, 2003 Literary selection: Ana Maria Matute, Jorge Luis Borges, García Márquez Miguel de Unanumo Nextext (Collections Spanish and Latin American Literature) McDougal Littell; articles from magazines and newspapers; and other *Nextext Spanish Readers Volumes* (Collections Spanish and Latin American Literature) McDougal Littell

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