



2026-27 Program of Studies

Dear Students and Parents,

It is a pleasure to present to you the Program of Studies for 2026-2027. This program contains information to assist students in planning a high school program that meets individual needs and goals. *Please be aware that the listing of a course description does not guarantee that the course will be offered in the 2026-2027 master schedule, nor that a course will fit into a student's schedule.* Courses will be scheduled on the basis of student interest, sufficient enrollment, and the most effective use of teachers' time. Typically, a minimum of six students must be enrolled in a course in order for that course to be offered. In low enrollment courses, students may be required to sign a document that waives the ability to drop the course. In addition, the School reserves the right to cancel any course for administrative reasons.

SELECTION OF COURSES

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

Enjoy browsing this selection of high school courses. CAC offers a wide variety of courses and options to suit all interests, talents and needs. Be sure to choose carefully and if you have any questions, students should see their counselor or contact the High School Office for assistance.

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GRADUATION CREDIT INFORMATION FOR 2026-2027

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 L 2
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 course for each year the program is offered.

GRADING

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

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

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

STUDENT SELECTION OF COURSES

1. Informational meetings are offered to students to explain scheduling and course selections.
2. Based on student interest and teacher recommendation (or approval for language courses), as shown by your current teacher's electronic signature and/or IBDP Coordinator. Counselors will assist students in making appropriate choices on the online Course Registration Form.
3. Students will take the completed Course Registration Verification Form home for parents' review and signature. All forms need to be returned by the established registration deadline.
4. If a Course Registration Form is incomplete or not returned, counselors will do their best to complete a schedule for the student. By not completing and submitting their Course Registration Form in a timely manner, students' requests will not be utilized when building the master schedule. Students may not receive any top course selections, as their course requests will be processed after all others.
5. Changes in classes requested be made by the end of the first full week of school. Further information can be found in the High School Student-Parent Handbook.
6. Students are encouraged to take time commitments outside of class time (i.e. Model UN, Student Council, sports, drama) into account as they select their courses.
7. Prerequisites which accompany some courses are intended to aid in course selection. Prerequisites are indicative of the background needed to properly understand the concepts and their applications as presented in the course. Where prerequisites are not met, the course may be selected only with the written permission of the appropriate department head, and counselor. Final approval is at the Principal's discretion.
8. Practical Arts Strand: A student must complete two art credits to meet graduation requirements. At least one of these credits must be in the Performing or Visual Arts. However, a student may earn one of the two required art credits by successfully completing one Practical Art course. All of these courses include a creative performance standard involving a design process and a final product/artifact. The following courses (course offerings may change year to year) are included in the Practical Arts Strand:

• Production and Yearbook	• Design and Engineering	• IB Design Technology
• Creative Writing	• Sustainable Futures	• Disruptive Innovation and Technology

9. Week Without Walls: Week Without Walls (WWW) courses are an integral part of the high school curriculum and all high school students are required to complete a WWW option each year that the school is able to offer the program. Students are able to choose from a wide range of options that take place in Cairo, in Egypt, or outside of Egypt. Students who earn a pass in their WWW course will receive 0.25 elective credit. WWW PS/FL grades appear on the first semester report card and the transcript, and will not be included in the calculation of the GPA.

FOUR-YEAR COURSE PLAN

Name _____ Grade _____

DIRECTIONS:

1. Review graduation requirements listed in the *Program of Studies*.
2. On the form below, specify required courses for each year including the courses you have already taken. Core course requirements are already listed.
3. Now fill in the elective classes that you have taken or would like to take for all four years of high school. Students must take seven and one quarter (7.25) credits each year (including WWW), or 6.75 credits for full IBDP (including WWW).
4. Please share this completed form with parents and counselor.

GRADE 9	CREDIT	GRADE 10	CREDIT
English 9	1.0	English 10	1.0
Foundations of World History	1.0	Modern World History	1.0
Integrated Physical Science 9	1.0	Integrated Life Science 10	1.0
Math IM2	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.

SPECIAL SERVICES AND COURSES

The courses listed below are not designed to be appropriate for every student at CAC. They represent a variety of options for students who have more unusual or unique circumstances and are designed to allow a student to create a more individualized schedule and route towards graduation. In addition, CAC offers Learning Support services for students with identified learning needs that may require individualized programming and additional support within the CAC programs.

Learning Support Class

Description: This class is not an elective. It is designed for selected students who have an identified and documented learning need that impacts their learning. Placement recommendations are reviewed and approved by the Student Support Services Team each semester.

Prerequisites: Student Support Team (SST) approval is required
Credit: 0.5 per semester
Length of course: Determined on case-by-case basis depending on learning plan
Note: Students identified as needing learning support services may be recommended to take this course in place of an elective class. Learning Support is a pass/fail course.

Student Internship

Description: The student internship provides an opportunity for twelfth grade students to pursue an academic and/or professional goal that lies outside of the normal CAC course curriculum offerings. Because the internship is for credit, students will work with the Internship Coordinator and the Advisor to establish achievable learning goals around the student's pursuits. Student Pass/Fail progress is measured via a partnership supervisory model. The Internship Coordinator helps place the interns throughout the school, assists in organizing student learning goals and reviewing progress towards these goals. To pass the course and to receive credit, students are required to complete three components.

Step One: Portfolio

An internship portfolio should include some of the major responsibilities and learning opportunities that the student had over the past semester. This may come in the form of pictures, graphics, notes, or any other way that demonstrates learning. This is shared at an end of the semester presentation to all interns.

Step Two: Major Learnings Reflection

The student reflects on the major learnings of the semester. These may include new skills, knowledge, experiences, or even learning from failures. This is a written reflection of approximately 500 words.

Step Three: Advisor Verification of Attendance & Participation

Advisors must verify consistent attendance and participation.

Prerequisites: Grade 12 students only. High level of motivation and maturity required for approval. Grades are an important metric reviewed for approval. Students must complete a proposal to be reviewed by the Internship Coordinator and Advisor. Proposals must be submitted before the end of the drop/add period of the semester.
Credit: 0.5 credit
Grading: Pass/Fail
Length of course: 1 semester (repeatable)

Virtual High School

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

Students receive credit for the course; however, a P/F (pass/fail) appears on the transcript. Please note that some virtual courses follow a slightly different calendar than CAC and, thus, students must be prepared to potentially continue with their virtual school work during school vacations. All costs of virtual high school courses are the responsibility of the student. For information about current and future IB online course offerings, please consult the Pamoja website: www.pamojaeducation.com.

Students taking virtual IB courses with Pamoja or AP courses with an accredited online high school may sit for the external exams at CAC.

Prerequisites:	Consultation with counselor and administrative approval
Credit:	0.5 credit per semester
Length of Course:	1 semester (1 st or 2 nd semester or both)

Credit Recovery

Credit Recovery courses are required when a student fails a semester in a required course, or has not attained the full 25 credits required for graduation. In such cases, the student is required to select and register for an approved course through an external, accredited institution. This course must be completed in addition to the student's full schedule, so most of the work will need to transpire during the summer and winter holidays. The required credit(s) and the date by which the course(s) need to be completed will be outlined by the student's counselor. Most credit recovery courses need to be successfully completed by the first day of the following school year. The institution, course name and credit earned 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 from another school into Cairo American College during the high school years, 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 per year, but grades do not transfer to the CAC transcript nor are they calculated into the overall grade point average.

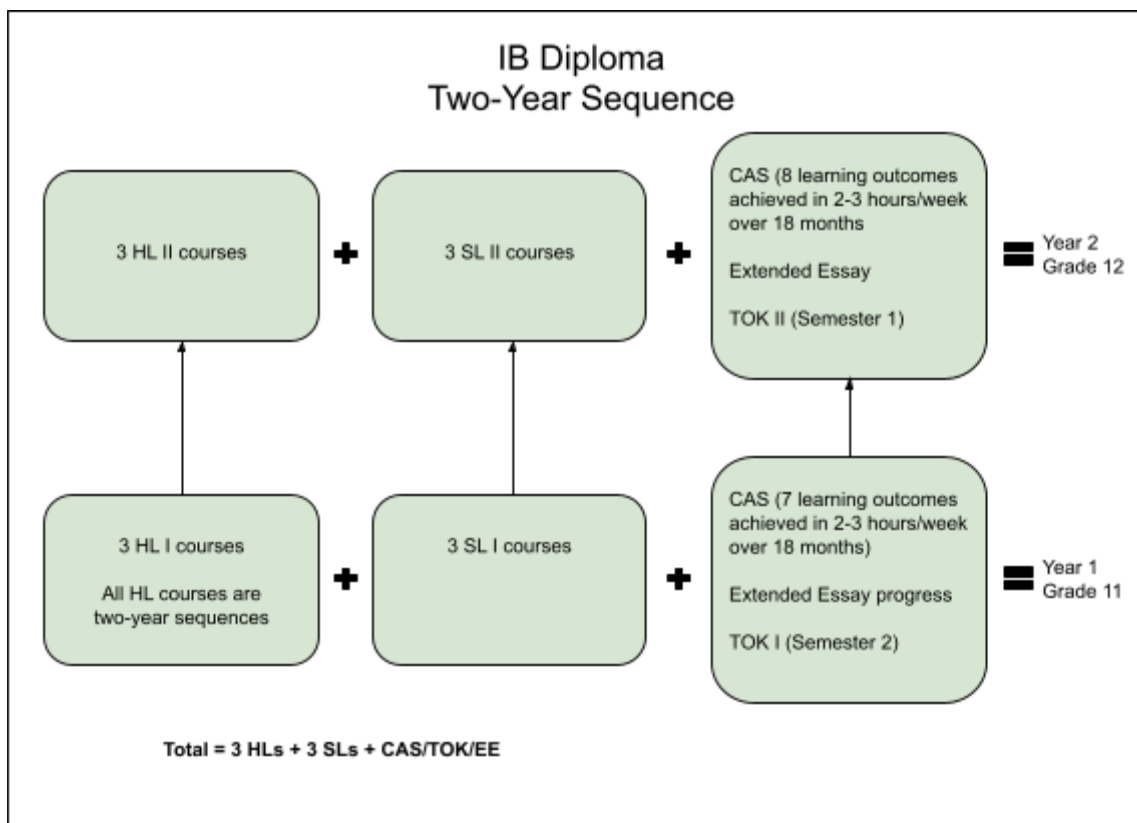
Auditing a Class

Auditing a class on the high school transcript indicates that the student attended the course without receiving a grade or academic credit. An example of why one may audit a class is if they entered CAC as a transfer student in the middle of a semester, thus not enough assessments can be graded to fully cover

the scope of the course content. Another reason is if the student has a medical excuse and has missed a portion of the semester.

- No Grade or Credit: Students who audit a class do not receive a letter grade, and the course does not contribute to their GPA. Instead, it will appear on the transcript with an "AU" designation, signifying that it was audited
- Participation: While auditing, students typically attend classes and have access to course materials.

THE INTERNATIONAL BACCALAUREATE PROGRAM



Enrollment in the IB Diploma Programme at CAC is available to all students as long as the prerequisites have been met for individual courses. However, recommendations for enrollment in the IB Diploma or individual IB courses are made by the teachers, counselors, and IBDP Coordinator based upon previous academic performance. Specific course selections are made during the Spring Semester of Grade 10.

Students who elect to undertake the IB Diploma with its expectations within and beyond the classroom have chosen the most rigorous academic challenge available at CAC. Although the IB Diploma is designed to be accessible to all learners, it is a two-year comprehensive program that calls for a high degree of commitment. At CAC, we want all students to participate in our vibrant campus culture, but in order to do so, full IB Diploma 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 Programme with an awareness of the workload.

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

THE INTERNATIONAL BACCALAUREATE DIPLOMA

In the two-year Diploma Program students will study six subjects, three at Higher Level and three at Standard Level. Generally the subjects chosen at Higher Level will reflect the student's areas of greatest passion and academic strength. Standard Level subjects complement the Higher Level choices, but do not generally require the same degree of specialized knowledge and understanding. SL courses are, however, still very academically rigorous. Students and parents should note that once the IB Diploma candidate receives their initial IB schedule, any change thereafter in the level or subject must be managed carefully so as not to jeopardize meeting the requirements of the IB Diploma Program. If a student requests alterations to an IB schedule, this can be done only in limited cases, under specific circumstances and timelines, and with approval from the IBDP Coordinator and HS Principal.

Establishing a Program for the IB Diploma

1. You are advised to select your Higher Level courses first. The details of each course should be examined by referring to the individual course description. Choose three.
2. Next, the selection of Standard Level subjects will be governed by the Higher Level subject choices as well as the offerings within the IB scheduled classes. Choose three.
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 recommendations are critical and must be considered seriously. The program selection will be checked by the IBDP Coordinator in order to determine whether it is possible within the IB regulations and the master schedule.
5. In addition to registering for the six subjects, each Diploma candidate must register for the Theory of Knowledge course, meet the requirements of the CAS program and complete the Extended Essay according to CAC's timeline.
6. Diploma Program students who select two courses in Group 1 and earn at least a 3 in both are eligible to earn a bilingual IB Diploma.

A Note on School Supported Self-Taught (SSST) Language A SL

The SSST Language A course is only offered by IB as an SL and is intended for native or near-native speakers of languages other than English and Arabic (the other Language A offering at CAC). Although modified for independent study, the SSST course follows the Language A: Literature SL course very closely. Students choosing this option should feel confident in their ability to read, write, speak, and analyze literature in the target language and in their ability to work independently to set and meet goals, complete the assessments, and meet deadlines; they will also need to sit a placement test to determine eligibility.

All SSST students within one language must follow the same syllabus of texts. SSST Language A will appear as a pass/fail class on each IB Diploma candidate's CAC transcript where achieving a pass is conditional on students regularly meeting with the IBDP Coordinator and making progress toward completion of the course. For additional questions, please consult the IBDP Coordinator.

The school will only be able to provide limited support for SSST language: Parents need to pay for an individual tutor for help progressing through syllabus requirements.

IB Courses Offered

The list below gives the subjects frequently offered. This list is not definitive. The school reserves the right to add or delete courses according to student demand and staff availability. See the previous page to understand how to build an IB Diploma Program. All IB courses are offered at standard (SL) and higher level (HL), unless otherwise indicated.

GROUP 1: *Studies in Language and Literature (Language A)*

- English Literature, English Language and Literature, Self Taught Language A, Arabic

GROUP 2: *Language Acquisition (Language B)*

- Arabic B, French B, Spanish B

GROUP 2: *Language Ab Initio (SL only)*

- Arabic *Ab Initio* (SL), French *Ab Initio* (SL), Spanish *Ab Initio* (SL)

GROUP 3: *Individuals & Societies*

- Economics, History, Global Politics

GROUP 4: *Experimental Sciences*

- Biology, Chemistry, Physics, Design Technology

GROUP 5: *Mathematics*

- Math Analysis and Approaches, Math Applications and Interpretations (SL only)

GROUP 6 - *The Arts*

- Theater, Visual Arts

Note: a student may select a second option from Group 1, 2, 3 or 4 instead of a Group 6 course

IB Diploma Core

The IB Diploma has three “Core” components—the Extended Essay (EE), CAS (Creativity, Activity, Service) and the Theory of Knowledge course. The TOK course is restricted for enrolment to only full Diploma candidates and cannot be undertaken as an individual course. Requirements and expectations remain the same for course candidates as for Diploma students. Priority in registration for TOK will be given to full Diploma candidates.

CAS PROGRAM (Creativity, Activity, Service)

All IB Diploma candidates are required to participate in a balance of CAS activities throughout the first 18 months of their IB program. We recommend students set aside 3 to 4 hours a week to plan, do, and reflect on these activities. In addition, students will be required to engage in a one month long CAS Project, that is initiated by the student. Over an 18-month period, students will regularly submit reflections via ManageBac, a website for IB Diploma candidates.

The completion of the CAS program is dependent upon students submitting a minimum of 15 meaningful reflections. In the reflections students provide evidence that they have achieved the seven CAS learning outcomes (See CAC CAS Manual for more details).

All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, through a variety of activities, but completion requires only that there is some evidence for every outcome. This focus on learning outcomes emphasizes that it is the *quality* of a CAS activity (its contribution to the student's development) that is of most importance.

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

EXTENDED ESSAY

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

All students undertaking the EE must work with a supervisor to guide them through the process of setting up, developing and completing a research paper. The supervisor must be a CAC teacher and can only spend up to five hours in total working with the student. The supervisor will also provide discipline-based feedback and advice. Incremental deadlines are put in place over the 10-month process to promote successful completion of the Extended Essay.

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

THEORY OF KNOWLEDGE (TOK) I / II

Description: The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP and requires at least 100 hours of class time over the two year program. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom.

The course is intended to be challenging, thought-provoking and empowering for students. The course centres on the exploration of knowledge questions such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What constraints should there be on the pursuit of knowledge?".

Assessment in TOK consists of two main tasks. In Grade 11, students complete an exhibition of objects that demonstrate how TOK manifests itself in the real world, and in Grade 12 students write a 1600 word essay responding to one six prompts provided by the IB.

<u>Eligibility:</u>	Only 11th and 12th grade IB diploma students may register for TOK
<u>Credit:</u>	0.25 credit per semester
<u>Length of Course:</u>	Students begin the TOK class in the beginning of grade 11 and complete the class toward the end of grade 12. During this time they alternate units between TOK class and other aspects of the DP Core.

IB Programme Appeals and Complaints Procedures

Purpose of this Section:

1. To deal with students' requests for appeals against IB programme decisions taken by the school.
This includes:
 - a. Course Override Requests (Part 1)
 - b. Appeals Process (Part 2)
2. To provide a structured and transparent process for addressing concerns or complaints raised by parents or legal guardians regarding the delivery of the IB Programme at Cairo American College (Part 3).

Part 1: Procedure for Course Override Requests (Non-Math Classes)

Step 1: Initial Discussion with Counselor

- The student schedules a meeting with their school counselor to discuss the course they wish to enroll in.
- During the meeting, the counselor reviews:
 - The reasons for the student's request
 - The necessary prerequisite classes have been completed.
 - The student's readiness for the course based on past performance.
 - The expectations and challenges of the requested course.
- The counselor ensures the student understands the commitment required for the course and any potential academic challenges.

Step 2: Completion of Course Override Form

- If the student decides to move forward, they are provided with the Course Override Form.
- The student and their parent/guardian must complete and sign the form, which includes:
 - The course they wish to take.
 - Signature from their current teacher.
 - Acknowledgement that they are aware of the school's recommendation and are choosing to override it.
 - Signatures from both the student and their parent/guardian, confirming their understanding of the risks involved in taking the course.

Step 3: Submission of Course Override Form

- The student submits the completed form to the counselor.

- The counselor reviews the form for completeness and discusses any final concerns with the student. Both counselor and either principal or assistant principal sign the form.

Step 4: Schedule Update

- Once the form is approved, the counselor processes the change, and the student's schedule is updated to reflect enrollment in the requested course.

The student is informed once the schedule update is complete.

Part 2: Appeal Process for IB Analysis & Approaches SL/HL and AP Precalculus, Class Enrollment

Purpose: To provide students an opportunity to appeal decisions regarding enrollment in math classes for which they have not been recommended.

Some grade 11/12 math courses have specific entry requirements). Students may not use the Course Override Process to enroll for Math AA SL/HL or AP Precalculus if they have not met the prerequisites. Instead, the Appeals Procedure below may be used.

Step 1: Student Appeal Request

- The student initiates the appeal by completing the **Math Appeals Form**. This form should include:
 - The class the student wishes to enroll in.
 - Reasons for the appeal, explaining their motivation and readiness for the course.
 - Evidence supporting their ability to succeed in the class (e.g., prior grades or a personal statement).

Step 2: Submission of the Appeal

- The student submits the completed **Math Appeals Form** to the school counselor.
- The counselor schedules an initial meeting with the student and their parents to discuss the appeal and provide guidance on the process.

Step 3: Initial Meeting with Counselor

- The student and parents meet with the school counselor to review the appeal and discuss the student's readiness and reasons for enrolling in the requested math class.
- The counselor provides input and ensures the student understands the course expectations and any challenges they may face.

Step 4: Meeting with the Appeals Committee

- If the student wishes to proceed with the appeal after the counselor meeting, a meeting with the **Appeals Committee** is scheduled. The committee typically consists of:
 - The High School Principal (or designated administrator).
 - The Head of the Mathematics Department.
 - The student's current math teacher (if applicable).
 - The student's counselor.

- Any additional relevant staff members.

Step 5: Committee Review

- During the meeting, the student presents their case and answers any questions posed by the committee.
- The committee reviews the student's academic record, prior teacher recommendations, and any other relevant data.

Step 6: Principal's Decision

- The High School Principal, after consulting with the committee, makes the final decision regarding the appeal.
- The decision is based on the student's performance, readiness, and feedback from staff members.
- The Principal communicates the decision to the student and parents in writing.

Step 7: Follow-up and Support (if the appeal is approved)

- If the appeal is approved, the student is enrolled in the requested HL math class.
- The school provides ongoing support to monitor the student's progress in the class.
- Periodic check-ins with the counselor and math teacher are scheduled to ensure the student is managing the class requirements effectively.

The school reserves the right to recommend removal from the Math HL class should the student struggle to meet the academic rigor of the course at the end of the first quarter of grade 11.

If students or parents have questions, concerns or complaints, please first contact the IBDP Coordinator to set up an appointment. If further inquiry is needed, a meeting with the HS principal can be arranged.

Part 3: Procedure for concerns or complaints raised by parents or legal guardians.

Step 1: Informal Resolution.

Parents or legal guardians are encouraged to address concerns as soon as they arise. The first point of contact should be the individual most directly involved, such as the relevant IB teacher, the IBDP Coordinator, or another school staff member.

- **Action:** The parent should arrange a meeting with the staff member in question.
- **Goal:** Attempt to resolve the issue informally through discussion and understanding.

Step 2: Formal Written Complaint

If the issue is not resolved informally, a formal complaint may be submitted in writing to the school administration.

- **How to File:** Submit a written complaint to the IBDP Coordinator or the school's Principal.
- **Information to Include:**
 - Student's name
 - Detailed description of the complaint or concern
 - Relevant documentation or evidence (if applicable)
 - Any previous steps taken to resolve the issue

- Desired resolution or outcome
- **Acknowledgment:** The school will acknowledge receipt of the formal complaint.

Step 3: Review by School Leadership

The school administration will review the formal complaint, which may include gathering additional information, speaking with relevant parties, and reviewing IB policies. The school's decision may include actions to resolve the issue or an explanation of why the issue cannot be resolved in the way requested.

Step 4: Referral to the IB Organization (If Necessary)

If the issue pertains to an IB policy or procedure that is beyond the school's authority or if the parent/legal guardian feels the issue was not resolved adequately, they may refer the complaint to the IB Organization.

- **How to refer:** Contact the IB Global Centre via the IB website or email. The school will provide guidance on how to do this.
- **Grounds for Referral / Escalation:**
 - If the complaint involves academic malpractice, failure to comply with IB regulations, or other IB-related matters.
- **Note:** The IB will only intervene in matters directly related to IB assessments, policies, and regulations. Issues concerning general school policy should remain at the school level.

Step 5: Final Decision and Record Keeping

All formal complaints and the outcomes of their resolutions will be documented and kept on file for future reference. The school will also review and reflect on complaints to improve its procedures and service delivery.

Confidentiality and Commitment

All complaints will be treated confidentially, and information will only be shared with those who are directly involved in resolving the complaint. The school is committed to resolving issues promptly and fairly in accordance with IB guidelines and school policies.

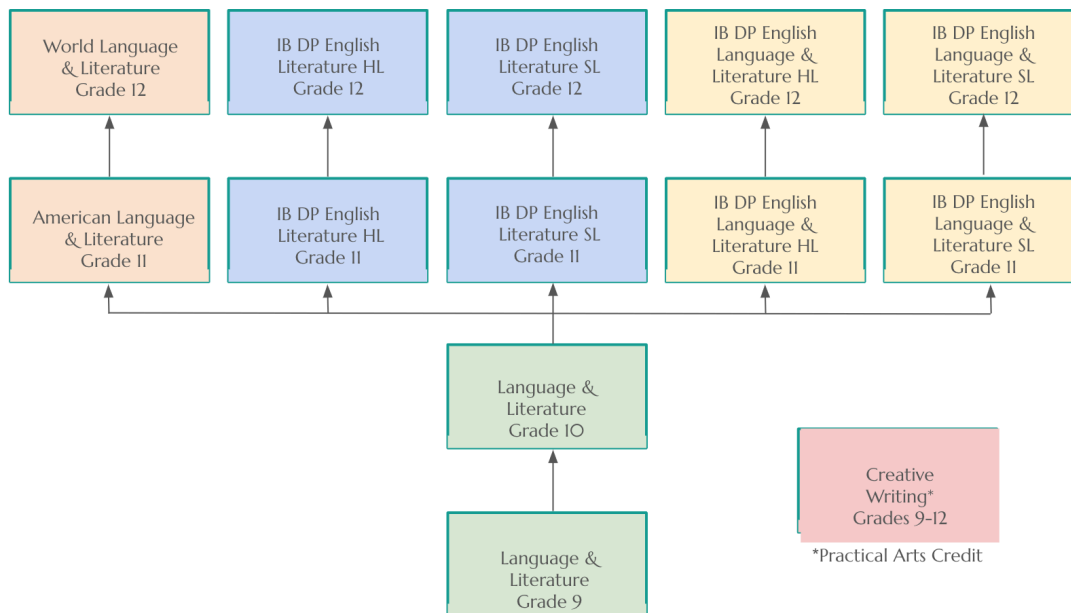
OVERVIEW OF CAC ELECTIVES and NON IB COURSES

Elective Course	Department / Credit	Grade Levels	Duration (Credit)	Repeatable
Concert Choir	Arts - Performing	9-12	1 year	Yes
Symphonic Band	Arts - Performing	9-12	1 year	Yes
String Ensemble	Arts - Performing	9-12	1 year	Yes
Theater Design and Production	Arts - Performing	9-12	1 semester	No
Theater Making 1	Arts - Performing	9-12	1 year	No
Theater Making 2	Arts - Performing	9-12	1 year	No
Film and Video	Arts - Performing	9-12	1 year	No
Dance (Tentative for 26-27)	Arts - Performing	9-12	1 semester	Yes
Publication and Yearbook 1	Arts - Practical	9-12	1 year	No
Publication and Yearbook 2	Arts - Practical	10-12	1 year	No
Design and Engineering	Arts - Practical	9-12	1 semester	Yes
AP Cybersecurity (Tentative for 26-27)	Arts - Practical	10-12	1 year	No
Media Arts 1	Arts - Visual	9-12	1 year	No
Media Arts 2	Arts - Visual	10-12	1 year	No
Studio Art 1	Arts - Visual	9-12	1 year	No
Studio Art 2	Arts - Visual	10-12	1 year	No
Design and Engineering	Science Arts - Practical	9-12	1 semester	Yes
Sustainable Futures	Arts - Practical	9-12	1 semester	Yes
Disruptive Innovation and Technology	Arts - Practical	9-12	1 semester	No
Creative Writing	English	9-12	1 semester	Yes

Future of Finance	Social Studies Arts - Practical	9-12	1 semester	No
Strength Training	Physical Education	11/12	1 semester (repeatable x 2)	Yes
Non-IB Core Courses *Some may require teacher recommendation	Department	Grade Levels	Duration (Credit)	Repeatable
American Language and Literature	English	11	1 year	No
World Language and Literature	English	12	1 year	No
AP Statistics	Math	11 (and 12)	1 year	No
AP Pre-Calculus (does not run every year)	Math	11-12	1 year	No
Applied Math	Math	11-12	1 year	No
Astronomy (does not run every year)	Science	11-12	1 semester	No
Marine and Ocean Science (does not run every year)	Science	11-12	1 semester	No
Conceptual Physics (does not run every year)	Science	11-12	1 semester	No
Food Science (does not run every year)	Science	11-12	1 semester	No
AP Environmental Science	Science	11-12	1 year	No
Business and Entrepreneurship	Social Studies	9-12	1 year	No
AP Psychology	Social Studies	11 (and 12)	1 year	No
US History	Social Studies	11-12	1 year	No
AP Business and Personal Finance (Tentative for 26-27)	Social Studies	11-12	1 year	No

ENGLISH LANGUAGE AND LITERATURE

Programs of Study HS Language & Literature Department



PHILOSOPHY

The Cairo American College English Language & Literature Program is designed to support and challenge students in developing the following approaches to learning:

- **Interdisciplinary** We integrate knowledge, providing opportunities for students to create thematic connections, to see the relevance of Language & Literature in the broader spectrum of knowledge and to create their own understanding based on this synchronicity. We create a holistic learning environment that enhances the significance of learning for a lifetime.
- **Autonomy & Accountability** Students learn to set personal goals, reflect on their progress, and understand the importance of their contributions to both their own learning and the classroom community.
- **Conceptual Understanding** Students develop a deep conceptual understanding of language, literature, and communication. By emphasizing themes, motifs, and critical analysis, we guide students to think beyond the surface and engage with the ideas that shape texts and their meanings.
- **Diversity, Equity and Inclusion:** The curriculum ensures a range of resources and diversity in choice of readings, voices, and perspectives. By exposing learners to a wide range of texts—from classic literature to informational texts, poetry and plays—new perspectives are cultivated through study of cultural contexts.

- **Critical Thinking** Learners analyze, evaluate, and synthesize information. By engaging in debates, discussions, and writing assignments, students develop the skills necessary to think critically about both texts and the world around them.
- **Creativity** We provide opportunities for students to express themselves through various forms of writing and artistic projects. By encouraging innovative thinking and imaginative expression, we nurture the creative potential in every student.

ENGLISH 9 - LANGUAGE AND LITERATURE

Course Description: English 9 builds on the foundation established in English 8, guiding students in further developing their reading, writing, speaking, and listening and critical thinking skills essential for success in future English courses. While analytical writing will be the emphasis, students will also engage in creative, reflective, and informational modes of written expression, and will be required to complete major writing tasks through the writing process. Vocabulary and grammar will be incorporated in order to improve speaking and writing skills, and Harkness discussions and group work will be an integral component to encourage communication, collaboration, and open-mindedness. This course has been tailored specifically to build the foundational skills necessary to be successful in future English courses, providing the literacy skills necessary for the years ahead.

This course explores the following themes:

- **Individuals & Experiences:** Explores the ways in which individual and group identities are shaped and challenged.
- **Moral Dilemmas:** Questions ethical and moral issues and the ways people make decisions and put their values into action in the world.
- **Power of Language –** Investigates the ways that words and other forms of communication impact audiences.

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 and may include a range of fiction and nonfiction, such as novels, short stories, graphic memoir, poetry, visual texts, film.

ENGLISH 10 - LANGUAGE AND LITERATURE

Course Description: English 10 builds on the foundation established in English 9, guiding students in further developing their reading, writing, speaking, and listening skills essential for success in upper-level English courses. Areas of focus will include personal essays, guided literary analysis, commentaries, and compare-and-contrast essays. Additionally, students will complete an oral presentation in the second semester, adapted from the IB Language & Literature oral assessment.

This course explores the following themes:

- **Empathy and Action:** Examines how nonfiction authors employ rhetorical strategies to persuade readers to rethink perspectives and inspire action.
- **Human Experience and Perspective:** Investigates how social contexts influence an author's choice of topics and the messages they convey.

- The Art of Persuasion – Rhetoric in Visual Text: Investigates how readers may be persuaded by effective visual communication strategies

Prerequisites: English 10
Credit: 1.0 credits
Length of Course: 1 year
Texts: Final selection of individual texts is at the discretion of the teacher of each section and may include a range of fiction and nonfiction, such as literary fiction, literary nonfiction, graphic novels, poetry, short stories, documentaries, propaganda, and political essays.

ENGLISH 11 - AMERICAN LANGUAGE AND LITERATURE

Description: English 11- American Language and Literature surveys the development of American literature, reflecting on the cultural diversity of the American Dream, where students will receive exposure to various perspectives and experiences. Reading selections will span American history, from colonization to modern times, and include texts from multiple genres, including nonfiction, memoir, fiction, poetry, and drama. In addition to the literature survey, the course will consist of various writing modes, including personal narrative and literary analysis essays.

This course explores the following themes:

- Defining and Exploring the American Dream: Examines the origins of the American Dream through a collection of media pieces, fiction, and nonfiction texts that provide perspectives spanning the inception of America to modern times.
- Establishing Identity: Exploring poetry and drama in a dive into the correlation between race, culture, and personal identity parallel to the development of the American identity.
- From Innocence to Reality: Evaluating the truths behind the mask of American identity and culture through a novel unit paired with poignant speeches by pivotal players in American History.

Prerequisites: English 10
Credit: 1.0 credit
Length of Course: 1 year
Texts: At the discretion of the teacher, texts may include: a selection of short stories, media, essays, articles, documentaries, novels, speeches, drama, and poetry featuring a wide variety of American voices and perspectives.

ENGLISH 12 - WORLD LANGUAGE AND LITERATURE

Course Description: Grade 12 - World Language and Literature will focus on international authors, forms of writing, and texts throughout the year. Creativity and choice will be cornerstones of the projects, papers, and assignments - requiring students to bring their personalities and experiences into their work. Improvement of their English skillset is the primary focus throughout the year. As a result, consistent effort, focus, and taking chances will be expected and encouraged.

This course explores the following themes:

- Truth in the Media: An exploration of non-fiction approaches, understanding and producing non-lit/informational texts. Exploring the theme of truth in the media and descriptive writing to persuade.

- Our Knowledge of the World: An appreciation for the importance of fiction: The development of an appreciation for fiction and how it can impact our knowledge of the world.
- The Impact of Writer's Craft: Development of language ability and understanding: A development of a greater understanding of authorial technique through an analysis of various text types and mediums. Students will work to identify technique and justify its effectiveness.

Prerequisites: English 11 American Language and Literature
 Credit: 1.0 credits
 Length of Course: 1 year
 Texts: Final selection of individual texts is at the discretion of the teacher of each section and may include a range of fiction and nonfiction, such as literary fiction, literary nonfiction, graphic novels, poetry, short stories, documentaries, propaganda, and political essays.

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's creative writing book *The Papyrus*, published for the CAC community at the end of the school year. Members of the class will serve on a selection committee for work included in *The Papyrus*.

Prerequisites: None
Credit: 0.5 credit per semester
Length of Course: 1 semester (1st or 2nd semester or both) - may be repeated for credit
Texts: Essays, short stories and poems taken from selected texts
Note: This course is included in the Practical Arts Strand

Choosing the Right IB English Course:

IB English Language & Literature or IB English Literature?

The main differences between the **IB Language and Literature** course and the **IB Literature** course center around the focus and scope of texts studied, as well as the specific skills emphasized within each course.

Focus and Range of Texts

IB English Language & Literature:	IB English Literature:
A combination of literary and non-literary forms/ texts including, but not limited to: Non-Literary Texts <ul style="list-style-type: none"> • Advertisements 	A variety of literary texts and literary form non-fiction texts including, but not limited to: Literary Texts <ul style="list-style-type: none"> • Novels

<ul style="list-style-type: none"> • Speeches • Articles <p>Literary Forms</p> <ul style="list-style-type: none"> • Novels • Poems • Plays <p>The course focuses on how language shapes meaning in various contexts, including social, political, and cultural perspectives, providing a broader examination of how texts communicate meaning across diverse forms.</p>	<ul style="list-style-type: none"> • Poems • Plays <p>Literary Form Non-Fiction Texts</p> <ul style="list-style-type: none"> • Memoir • Biography • Essays <p>This course focuses on the interpretation of structure, form, and stylistic elements in literary works from different genres and periods and emphasizes literary theory, close reading, and textual analysis. There is a balance of works in English and works of translation into English.</p>
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Areas of Exploration

Readers, Writers, and Texts Time and Space Intertextuality	
<p>IB English Language and Literature:</p> <p>These areas allow students to examine the role of context, intertextual connections, and how meaning is constructed across different forms of communication.</p>	<p>IB English Literature:</p> <p>Literature is more narrowly concerned with exploring textual and contextual analysis within these three main areas, prioritizing understanding of the significance of cultural and historical context.</p>

Assessment

IB English Language and Literature:	IB English Literature:
<p>Internal Assessment</p> <ul style="list-style-type: none"> • Individual Oral <p>External Assessment</p> <ul style="list-style-type: none"> • Paper 1 written analysis on unseen non-literary texts • Paper 2 comparative essay on two studied literary texts • Higher Level Essay (HL students only) on a studied literary or non-literary work 	<p>Internal Assessment</p> <ul style="list-style-type: none"> • Individual Oral <p>External Assessment</p> <ul style="list-style-type: none"> • Paper 1 written analysis of two unseen literary texts. • Paper 2 comparative essay on two studied literary texts • Higher Level Essay (HL students only) on a studied work

IB English Language and Literature:	IB English Literature:
The focus of students' learning is to develop broader communication and analytical skills that extend beyond traditional literary studies.	The focus of students' learning is to develop a critical and evaluative lens on works of literature.
This includes:	This includes:
<ul style="list-style-type: none"> Examining effects of visual and multimedia elements Understanding the role of language in society Analysing the ways audience, purpose and style influences/creates meaning 	<ul style="list-style-type: none"> Examining texts using literary critical theory Exploring texts through comparative literary analysis Close reading texts within the lens of cultural/historical contexts

In summary, **Language and Literature** offers a wider scope for exploring how language functions across different contexts, while **Literature** provides a more focused exploration of literary works and their impact.

IB DP ENGLISH LANGUAGE AND LITERATURE SL & HL

Course Description: IB English Language and Literature is a two-year course in which students will study a wide range of literary and non-literary texts in a variety of media and forms from different periods, styles, and cultures. Students investigate the nature of language and the ways in which it shapes and is influenced by the identity and culture of both the writer and the reader, the speaker and the listener. Through the study of the selected texts, students will develop their skills of evaluation, interpretation, and analysis in both written and oral form. (Description adapted from the IB guide).

Units in this course will be related to one of the Areas of Exploration (AOE).

- Readers, writers and texts:** Focuses on the development of personal and critical responses to the details of how creators of texts use language to communicate and the role receivers play in responding.
- Time and space:** Explores the cultural and historical perspectives and how context is tied to the meaning of a text.
- Intertextuality:** Encourages comparative analysis of texts, investigating how knowledge of one text can inform and transform a reader's interpretation of others.

Aligned with the AOE's, the following conceptual understandings will guide the study of texts: identity, culture, creativity, communication, perspective, transformation, and representation.

Prerequisites: English 10
 Credit: 2.0 credits (1.0 per year)
 Length of Course: 2 years
 Texts: HL will study 6 literary texts over the course of two years. SL will study 4 literary texts over two years. In addition to the literary works, equal time will be given to the study of language/rhetorical bodies of work which may include visual

IB DP ENGLISH LITERATURE SL & HL

Course Description:

IB English A: Literature is a two-year course in which students will study a range of literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. (Description adapted from the IB guide).

Content:

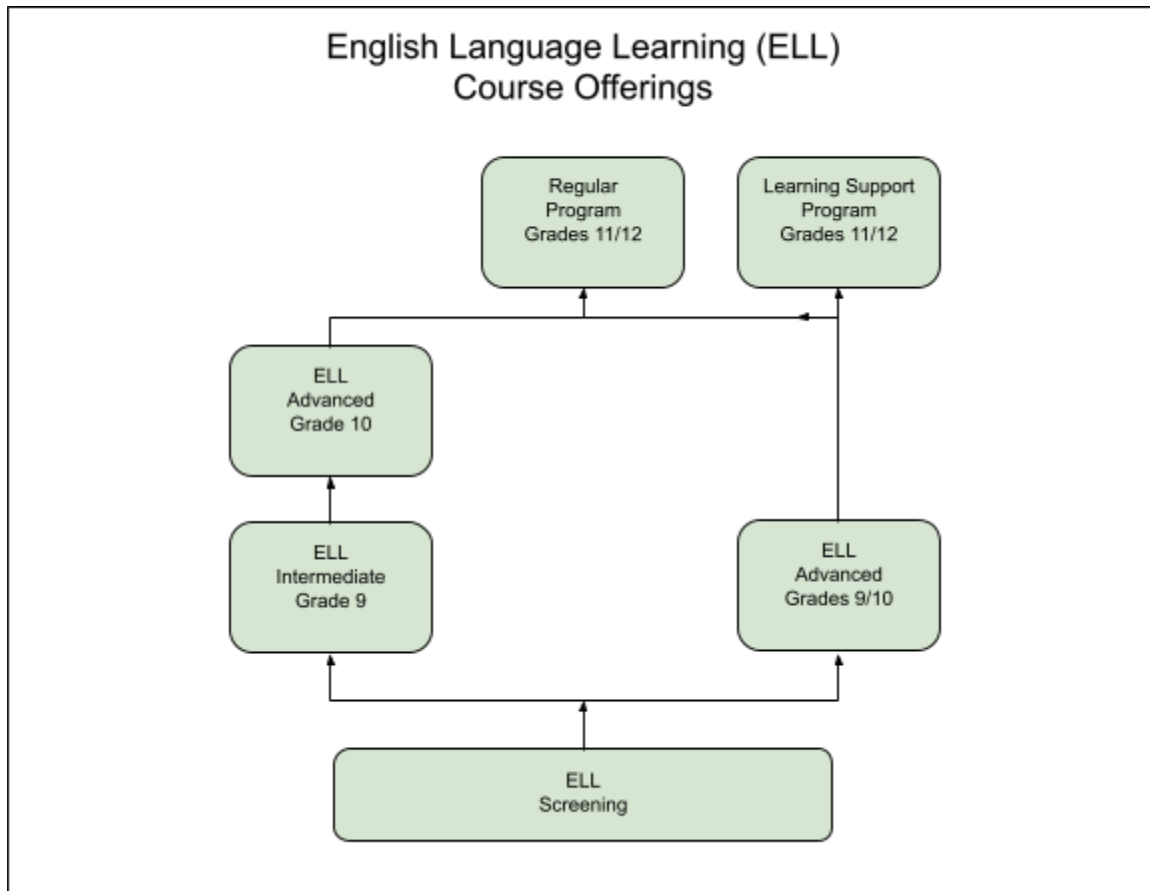
Everything we study in this course will be related to one of the Areas of Exploration (AOE).

- Readers, writers and texts: This area focuses on the relationships between literary texts, readers, and writers as well as the nature of literature and its study. It also includes the development of personal and critical responses to the particulars of literary texts.
- Time and space: This area focuses on cultural and historical perspectives and how context is tied to the meaning of a literary text.
- Intertextuality: connecting texts: This area focuses on the intertextual relationships between literary texts and the development of critical response grounded in an understanding of the complex relationships among literary texts.

The following conceptual understandings are closely related to the AOE and will also guide our study of the texts we encounter in class: Identity, culture, creativity, communication, perspective, transformation & representation

Prerequisites:	English 10
Credit:	2.0 credits (1.0 per year)
Length of Course:	2 years
Texts:	HL will study 10 literary texts over the course of two years. SL will study 7 literary texts over two years. Literary texts studied will include bodies of poetic work, dramatic plays and literary novels.

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.

INTERMEDIATE ELL (9/10)

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

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

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

Credit: 1.0 credit per year or 0.5 per semester.

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

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

ADVANCED ELL (9/10)

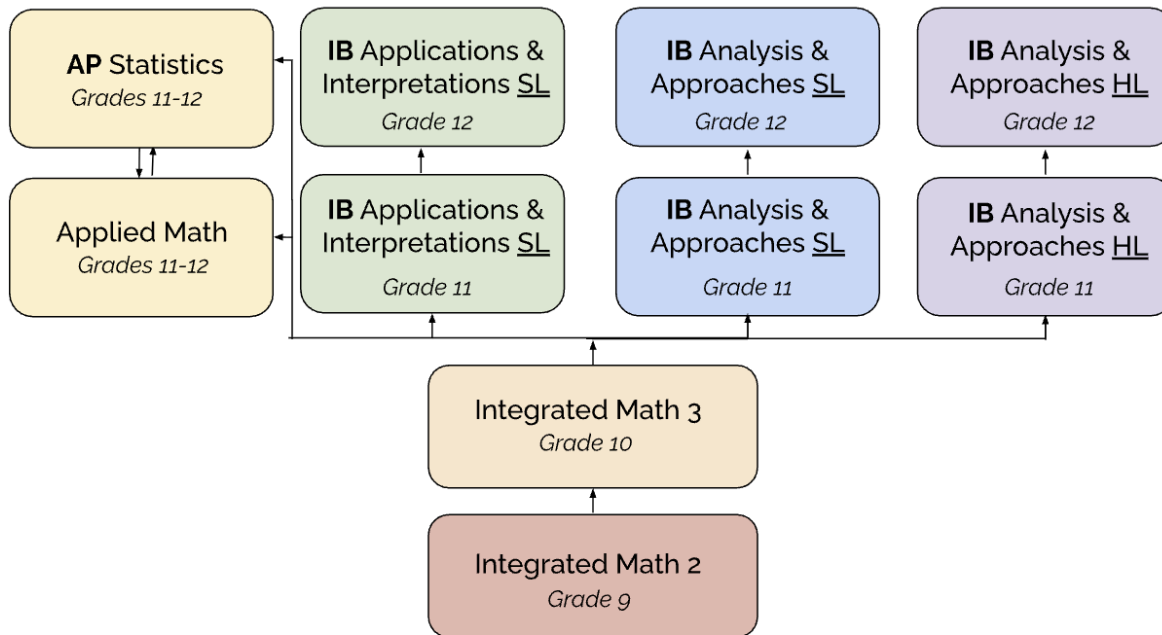
Description: Advanced ELL students in grades 9 and 10 prepare for continuing independently in the regular English program in Grades 11 and 12. Academic vocabulary, listening and reading comprehension, and expository writing skills are stressed. The emphasis in reading is on analytical skills and on selecting appropriate strategies for varying reading needs. Writing skills are developed using the Wida Writing Rubric as an instructional tool.

Advanced ELL students take the ELL course in addition to a complete program of academic classes. At the end of the year, academic credit is awarded for all classes, including English. The ELL course is graded Pass / Fail. Advanced ELL students will receive Pass / Fail grades on their report card for their regular G9/G10 English class but are expected to participate fully, take all required English assessments, and receive a passing grade. Advanced ELL students earn letter grades for their Social Studies courses (G9 WCS or G10 MWH).

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

<u>Prerequisites:</u>	Intermediate ELL or placement based on testing and/or ELL teacher approval.
<u>Credit:</u>	1.0 credit per year or 0.5 per semester.
<u>Length of Course:</u>	One or two years, determined by individual progress, ELL teacher's decision and/or in consultation with the student's subject area teachers. Students exit ELL after Grade 10.
<u>Texts:</u>	Choice of materials depends on the needs of the students.

MATHEMATICS



PHILOSOPHY

CAC PK-12 Mathematics Philosophy Statement

Cairo American College celebrates the beauty of mathematics, inspiring students to make sense of the fascinating elements of content knowledge, while promoting perseverance and intellectual risk taking. Learners construct deep mathematical understanding through exploration of meaningful, complex problems - both independently and in collaboration with others. Using a variety of resources and strategies, learners build new understanding by expanding and refining previous learning experiences.

We believe that:

- developmentally appropriate mathematics is accessible to all learners.
- learners develop mathematical understanding by exploring strategies, questioning, explaining, and reflecting.
- learners use a variety of mathematical representations to organize, record, and communicate their understanding.
- learners develop and demonstrate conceptual understanding, procedural proficiency and factual knowledge.

Mathematics Teaching and Learning at CAC:

- is anchored in research that defines the mathematically proficient student as being able to

balance Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning, and Productive Disposition ([National Research Council. Adding it Up](#)),

- is grounded in a range of research-based [Effective Mathematics Teaching Practices](#), including a balance of teacher-directed and inquiry-based teaching methodologies,
- is differentiated based on levels of readiness in order to meet the needs of all learners,
- is articulated using the [AERO-CCSS Content and Practice Standards](#), which also emphasizes learning in four process areas: Problem Solving, Reasoning and Proof, Communication, and Connections, and
- is aligned with the framework of the International Baccalaureate.

INTEGRATED MATHEMATICS 2

Course Description: IM2 is appropriate for all students who have completed 8th grade mathematics or equivalent. Advanced extension work is available for high-achieving students to deepen their understanding of complex concepts. Topics covered in the course include the following:

Linear Functions and Linear Systems (Review)

Students will build on their understanding of functions, then review linear functions, equations and inequalities. Lines of best fit are introduced, as is the use of technology to perform linear regression calculations. Linear systems are reviewed.

Right Triangle Trigonometry

In this unit, students will explore the fundamental relationships between the angles and sides of right triangles through lessons on tangent, sine, and cosine ratios. They will investigate special right triangles and apply their knowledge to solve authentic problems using trigonometric concepts.

Exponential and Quadratic Functions & Equations

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

Probability

Students will learn how to calculate probabilities of simple and compound events using various methods. Students will investigate common applications of probability, such as in games of chance and decision-making processes. By the end of the unit, learners will develop critical thinking skills and a deeper understanding of how probability influences our lives.

<u>Prerequisites:</u>	None
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Recommendations:</u>	Students must have a graphing calculator (TI-84 plus calculator is preferred).

INTEGRATED MATHEMATICS 3

Course Description: IM3 is appropriate for students who completed IM2, or an equivalent course. This is generally a 10th grade course. Advanced extension work is available for high-achieving students to deepen their understanding of complex concepts. Topics covered in the course include the following:

Polynomial Functions & Expressions

Topics include: transformations of function graphs, inverses of functions, graphing cubic functions, adding/ subtracting, multiplying, and factoring polynomials.

Rational Functions, Expressions & Equations

Topics include: graphing simple rational and understanding asymptotes, adding and subtracting rational expressions, multiplying and dividing rational expressions, and solving rational equations.

Exponential & Logarithmic Functions & Equations

Topics include: exponential growth functions, exponential decay functions, compound interest, the base e, evaluating logarithmic functions, properties of logarithms, and solving exponential equations.

Trigonometric Functions

Topics include: law of sines, law of cosines, angles of rotation, radian measure, defining the basic trigonometric functions, graphing trig functions with transformations.

Statistics & Decision Making

Topics include: Data gathering techniques, distributions (probability, normal, sampling), using probability to make fair decisions, analyzing decisions.

Properties of Circles

Topics include: Central angles and inscribed angles, angles in inscribed quadrilaterals, arc length and radian measure, sector area, equation of a circle and equation of a parabola.

Prerequisites:	Integrated Mathematics 2
Credit:	1.0 credit
Length of Course:	1 year
Recommendations:	Students must have a graphing calculator (TI-84 calculator is preferred).

IB APPLICATIONS AND INTERPRETATIONS SL (AI SL)

Course Description: Mathematics: Applications and interpretation is appropriate for students who successfully completed IM2, IM3, or an equivalent course. This two-year course focuses on the uses of mathematics more than the process of mathematics. As such students will have access to a calculator for every aspect of this course. This course is aimed at students who will go on to study social sciences, natural sciences, statistics, business, economics, psychology, and design. The two-year syllabus covers mathematics across five general topics:

- Numbers and Algebra,
- Functions,
- Geometry and Trigonometry,
- Statistics and Probability, and
- Calculus.

There is a stronger emphasis on statistics in this course and a lighter emphasis on calculus.

<u>Prerequisites:</u>	Integrated Mathematics 3
<u>Credit:</u>	2.0 credits (1.0 per year)
<u>Length of Course:</u>	2 years
<u>Recommendations:</u>	Students must have a graphing calculator (TI-84 calculator is preferred)

IB ANALYSIS AND APPROACHES SL (AA SL)

Course Description: Mathematics: Analysis and Approaches is appropriate for students who successfully completed IM3, or an equivalent course. This two-year course focuses on understanding mathematical procedures and algorithms. Students will be expected to demonstrate the ability to solve mathematical problems both with and without technology. The course will prepare students for most university programs of study. With a few exceptions that may require higher level mathematics, this course will meet the needs of most students. The two-year syllabus covers mathematics across five general topics:

- Numbers and Algebra,
- Functions,
- Geometry and Trigonometry,
- Statistics and Probability, and
- Calculus.

There is a stronger emphasis on functions and calculus and a lighter emphasis on statistics within this course.

<u>Prerequisites:</u>	Integrated Math 3. A grade of B- or higher in IM3 on the S1 and Q3 reports.
<u>Credit:</u>	2.0 credits (1.0 per year)
<u>Length of Course:</u>	2 years
<u>Recommendations:</u>	Students must have a graphing calculator (TI-84 calculator is preferred).

Students and parents may not request a Course Override for AASL Mathematics. If a student wishes to enroll in AASL Math but does not meet the prerequisites, a direct appeal must be made to the HS administration for consideration. (See p.13 above for more details).

IB ANALYSIS AND APPROACHES HL

Course Description: This course is designed for students that are both passionate about mathematics and possess a high level of mathematical aptitude. This is a very demanding two-year course and students need to be ready for the challenge. For those students who undertake this challenge, it is very rewarding. Students are exposed to a broad range of high level mathematical concepts and procedures, giving them an excellent foundation to pursue complex fields of study at university. These programs may include: engineering, theoretical physics, economic modeling, and mathematics. The course covers mathematics across five general topics:

- Numbers and Algebra (including complex numbers),
- Functions,
- Geometry and Trigonometry (including vectors),
- Statistics and Probability, and
- Calculus.

There is a stronger emphasis on calculus and a lighter emphasis on statistics within this course.

<u>Prerequisites:</u>	Integrated Mathematics 3. A grade of A- or higher in IM3 on the S1 and Q3 reports.
<u>Credit:</u>	2.0 credits (1.0 per year)

Length of Course: 2 years

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

Students and parents may not request a Course Override for HL Mathematics. If a student wishes to enroll in HL Math but does not meet the prerequisites, a direct appeal must be made to the HS administration for consideration. (See p.13 above for more details).

APPLIED MATHEMATICS

Course Description: Applied Mathematics is a year-long course open to 11th and 12th grade students, designed to provide a practical understanding of mathematical concepts as they apply to authentic situations and various professional fields. This course emphasizes project-based assessments, allowing students to apply mathematical knowledge to real-world problems. Students will develop advanced problem-solving skills and gain proficiency in utilizing technology for data analysis and mathematical modeling. The use of calculators is integrated throughout the course to support learning and application. The curriculum covers mathematics across the following major topics, offering a comprehensive exploration of applied mathematical principles:

- Financial Mathematics
- Statistics & Probability
- Matrices
- 2D & 3D Geometry
- Trigonometry & Modeling

Prerequisites: Integrated Math 2 or 3

Credit: 1.0 credit

Length of Course: 1 year

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. This is a rigorous, college-level course that emphasizes conceptual understanding, analytical reasoning, and the communication of statistical results using appropriate mathematical and technological tools. Students are exposed to four broad conceptual themes:

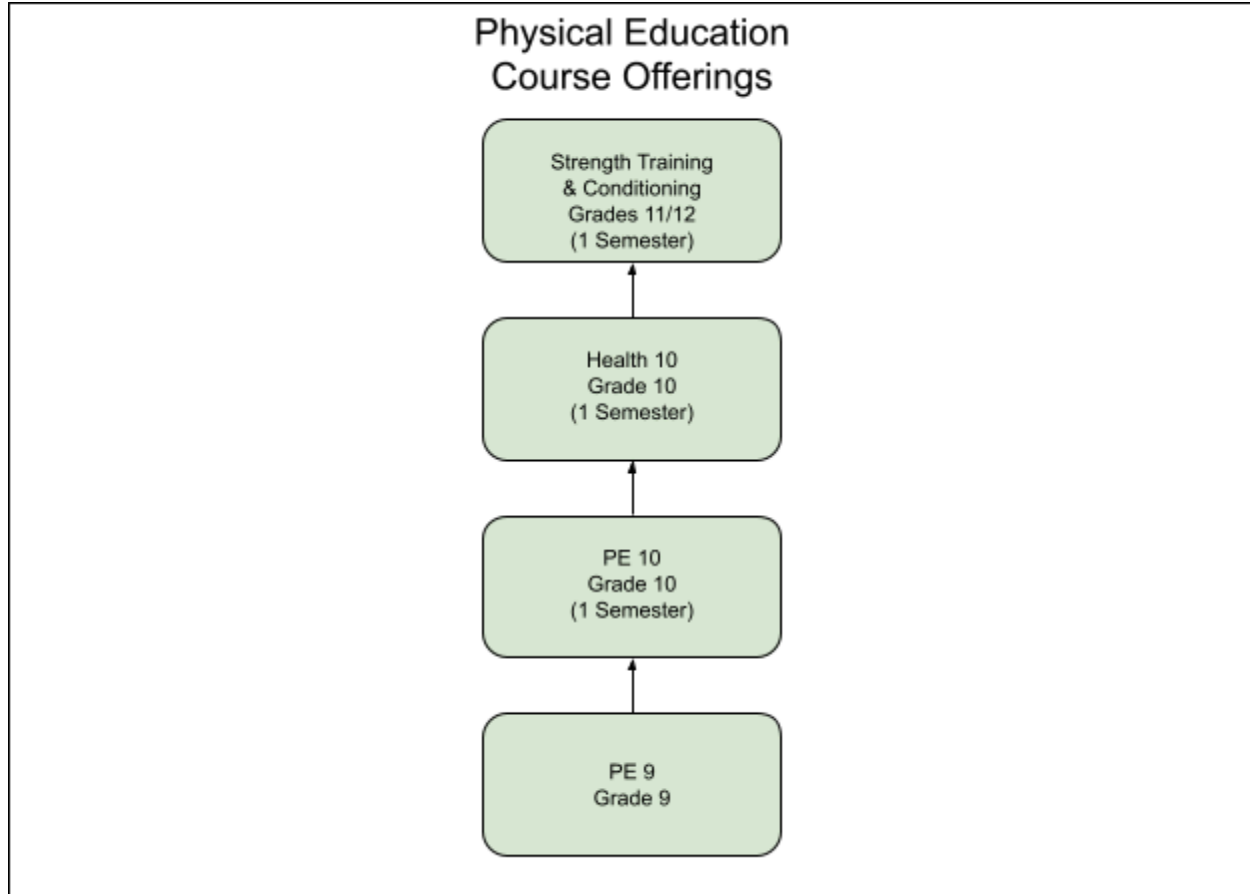
1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

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. Students enrolled in AP courses are required to sit for the AP exam for an additional fee (Fees for the exam are set by College Board)

Prerequisites: Completion of a 10th grade math course. A grade of C- or higher in IM3 on the S1 and Q3 reports.
Credit: 1.0 credit

Length of Course: 1 year

PHYSICAL EDUCATION AND HEALTH



PHILOSOPHY

We believe that regular physical activity is essential for promoting good health, functional movement, and long-term well-being. Physical Education plays a vital and unique role in supporting students' overall wellness by helping them develop movement skills, knowledge, positive attitudes, and lifelong healthy habits. It also fosters leadership skills that benefit students beyond the classroom. A key part of the program involves encouraging collaboration and team-building through shared activities with peers.

Learning is strengthened through active participation in an engaging classroom environment that offers enjoyable and successful experiences for all students. By emphasizing age-appropriate skills and a wide variety of activities, our approach effectively supports both skill development and meaningful learning.

The CAC Physical Education Department is committed to offering a balanced and diverse curriculum designed to inspire students to LEARN, EXPLORE, and HAVE FUN. Through this program, students will:

- Discover and learn about various sports.
- Develop an understanding of health and fitness
- Be challenged through a wide range of activities

- Uphold and demonstrate CAC's core values
- Engage actively in enjoyable PE lessons

PE 9

Description: Students will take part in a variety of activities, such as personal fitness, individual sports, team sports, project adventure, climbing, and aquatics. The course is structured to enhance and refine students' physical fitness and motor skills. Active participation and consistent effort are expected from all students. Swimming is a key component of the program for EVERY student and is scheduled for the first semester, taking place in November.

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

PE 10

Description: Students will be enrolled in this course for one semester and will engage in a structured series of activities intended to further develop the foundational sport skills introduced in Grade 9, as well as support and enhance the school's athletics programs. These activities are more sport-focused and include soccer, basketball, softball, volleyball, badminton, and fitness training. The course is designed to advance students' skill levels, strengthen leadership competencies, and improve overall physical fitness. Active participation and a consistent, high level of effort are required of all students. The curriculum also provides formal instruction in CPR, First Aid, Community Water Safety (CWS), and the operation of an automated external defibrillator (AED).

CWS pool sessions and CPR/First Aid training will be conducted from December through the end of January.

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

HEALTH 10

Description: This course focuses on promoting a healthy lifestyle and fostering positive self-esteem. Modern Health classes will introduce and reinforce key principles that are also covered in PE 10. The material is taught using various methods, emphasizing group activities and discussions that develop decision-making skills and self-discovery techniques. The topics explored in health class are essential for high school students and include substance abuse, relationships, first aid, emotional health, and personal well-being.

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 11th and 12th grade students who have not fulfilled the Health requirement.

STRENGTH TRAINING AND CONDITIONING

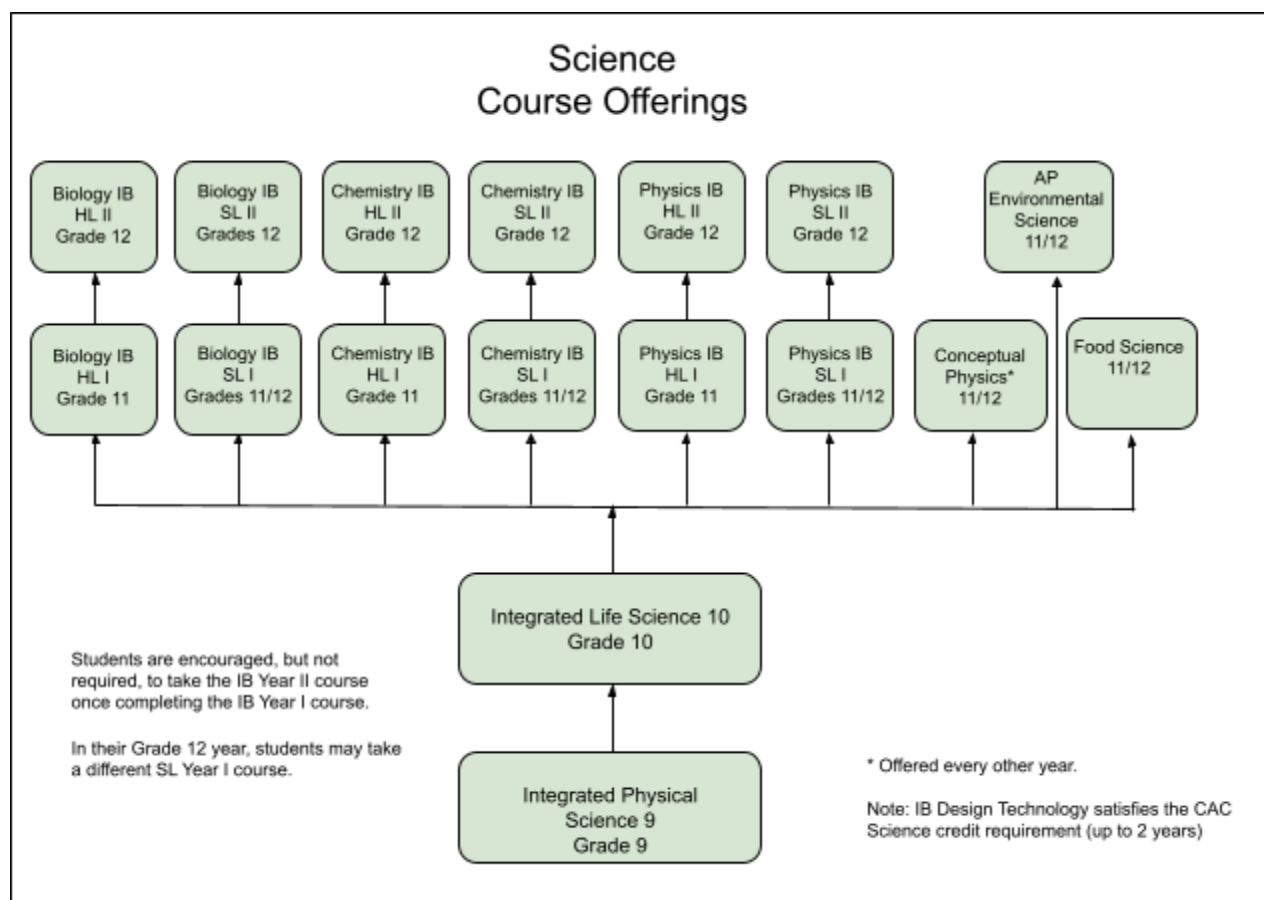
Description: This course is designed for 11th and 12th-grade students and provides an in-depth exploration of physical fitness, strength training, and conditioning. Students will actively apply these concepts by designing and implementing their own personalized fitness programs.

The course offers a unique opportunity to understand how training can be tailored to individual goals, with a strong emphasis on strength and overall conditioning. Student progress will be monitored through a personal fitness plan, highlighting growth and development over time.

Participants will engage in a diverse range of activities, including TRX, CrossFit, circuit training, Boxercise, and other low-impact exercises. Success in this course is defined by each student's commitment to their personal journey toward health and fitness. Active participation in all physical activities is required for enrollment.

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

SCIENCE



PHILOSOPHY

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

DEPARTMENTAL STANDARDS

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

- Students will be able to develop effective strategies for problem solving.

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

INTEGRATED PHYSICAL SCIENCE 9

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

Prerequisites: None
Credit: 1.0 credit
Length of Course: 1 year
Requirements: CAC Science Notebook

INTEGRATED LIFE SCIENCE 10

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

Prerequisites: Integrated Physical Science 9
Credit: 1.0 credit
Length of Course: 1 year
Requirements: CAC Science Notebook

BIOLOGY IB SL I

Description: This course is recommended for students who have an interest in Biology. This course can also serve as a one-year stand-alone introduction to biology for students in either 11th or 12th grade. The program is designed to take students through a conceptual approach as they relate the themes of structure and function, universality versus diversity, equilibrium within systems, and evolution to the study of life. It allows the application of techniques of an experimental science to the study of living organisms. During this course, all students will complete an extensive independent lab research project called the IB Internal Assessment. This independent project counts as 20% of the total IB Biology score and as at least a test grade in the Semester 2 CAC grade.

Prerequisites: Integrated Physical Science 9, Integrated Life Science 10, and/or teacher recommendation.

Credit: 1.0 credit
Length of Course: 1 year

BIOLOGY IB HL I

Description: This course is recommended for highly motivated students who have demonstrated high achievement and interest in introductory science courses. Students must understand that this material will be quite challenging and is content heavy. This course is designed to be the first year of a two-year IB Higher Level course and is open for students in 11th grade. The program is designed to take students through a conceptual approach as they relate the themes of structure and function, universality versus diversity, equilibrium within systems, and evolution to the study of life. It allows the application of techniques of an experimental science to the study of living organisms. During this course, all students will complete an extensive independent lab research project called the IB Internal Assessment. This independent project counts as 20% of the total IB Biology score and as at least a test grade in the Semester 2 CAC grade.

Prerequisites: Integrated Physical Science 9, Integrated Life Science 10 (A- grade minimum) and teacher recommendation
Credit: 1.0 credit
Length of Course: 1 year

BIOLOGY IB SL II

Description: This course is the second year of a two-year IB SL program and is open for 12th grade students. It is designed to take students through a conceptual approach as they relate the themes of structure and function, universality versus diversity, equilibrium within systems, and evolution to the study of life. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Chemistry, IB Design Technology and IB Physics students meeting outside of class.

Prerequisites: Biology IB SL I and teacher recommendation
Credit: 1.0 credit
Length of Course: 1 year

BIOLOGY IB HL II

Description: This course is the second year of a two-year IB SL/HL program and is open for 12th grade students. It is designed to take students through a conceptual approach as they relate the themes of structure and function, universality versus diversity, equilibrium within systems, and evolution to the study of life. This is an advanced biology course recommended for highly motivated students. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Chemistry, IB Design Technology and IB Physics students meeting outside of class.

Prerequisites: Biology IB HL I and teacher recommendation.
Credit: 1.0 credit
Length of Course: 1 year

CHEMISTRY IB SL I

Description: This course is recommended for students who have an interest in chemistry. This material will be challenging, and proficiency in mathematics is required. This course is designed to be the first year of a two-year IB SL course and is open for students in 11th grade. This course can also serve as a one-year standalone introduction to chemistry for students in either 11th or 12th grade. Students will develop a general understanding of the chemical principles that underpin the material world. In addition, they will develop the ability to collect, process and evaluate scientific data. The major topics studied are moles, atomic structure, chemical bonding and the classification of matter.

Prerequisites: Integrated Physical Science 9, Integrated Life Science 10, Integrated Math 3
Credit: 1.0 credit
Length of Course: 1 year

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 essential. This course is designed to be the first year of a two-year IB HL course and is open for students in 11th grade. Students will develop a general understanding of the chemical principles that underpin the material world. In addition, they will develop the ability to collect, process and evaluate scientific data. The major topics studied are moles, atomic structure, chemical bonding and the classification of matter.

Prerequisites: Integrated Physical Science 9, Integrated Life Science 10 (A- grade minimum), Integrated Math 3 (B grade minimum), teacher recommendation
Credit: 1.0 credit
Length of Course: 1 year

CHEMISTRY IB SL II

Description: This course is a continuation of Chemistry IB SL I and is open for 12th grade students. Topics studied will include energy changes, the rate of chemical reactions and the mechanisms of chemical change at an atomic level. Students will continue to build on the lab skills they developed in SL 1, leading to the Individual Assessment (IA). The IA is an extensive independent lab based research project. The IA counts as 20% of the total IB Chemistry score and as at least a test grade in the Semester 2 CAC grade. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Chemistry, IB Design Technology, IB Physics, and IB Biology students meeting outside of class.

Prerequisites: Chemistry IB SL I and teacher recommendation
Credit: 1.0 credit
Length of Course: 1 year

CHEMISTRY IB HL II

Description: This course is a continuation of Chemistry IB HL I and is open for 12th grade students. Topics studied will include energy changes, the rate of chemical reactions and the mechanisms of chemical change at an atomic level. Students will continue to build on the lab skills they developed in SL 1, leading to the Individual Assessment (IA). The IA is an extensive independent lab based research project. The IA counts as 20% of the total IB Chemistry score and as at least a test grade in the Semester 2 CAC

grade. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Chemistry, IB Design Technology, IB Physics, and IB Biology students meeting outside of class.

Prerequisites: Chemistry IB HL I and teacher recommendation
Credit: 1.0 credit
Length of Course: 1 year

PHYSICS IB SL I

Description: This course is designed to be the first year of a two-year IB SL course and is open for students in 11th grade. This course can also serve as a one-year standalone introduction to physics for students in either 11th or 12th grade. It is a comprehensive laboratory course in physics providing broad exposure to a full range of topics. Although physics is a quantitative science and mathematics will be used throughout the course, much emphasis will be placed on conceptual understanding, the development of problem solving skills, and the improvement of communicating and analyzing both theory and data. The topics introduced will include the following: laws of motion, work and energy, gravity, wave phenomena, foundations in electricity including electrostatics and particle physics. Some weekend and/or afternoon lab time may be scheduled during the second semester.

Prerequisites: Integrated Physical Science 9, Integrated Life Science 10, Integrated Math 3
Credit: 1.0 credit
Length of Course: 1 year

PHYSICS IB HL I

Description: This course is recommended for highly motivated students in 11th or 12th grade who have demonstrated high achievement and interest in introductory science and other science courses. Students should understand that this material will be quite challenging, and proficiency in mathematics is required. The topics covered include: a foundation in practical lab skills, mechanics, work/energy, gravitation/rotational dynamics, fluids, heat and kinetic theory, wave phenomena and electrostatics. Some weekend and/or afternoon lab time may be scheduled during the second semester.

Prerequisites: Integrated Physical Science 9, Integrated Life Science 10 (A- grade minimum) enrollment in IB Math AA SL1 or IB Math AA HL1. Completion of Integrated Mathematics 3 (B grade minimum), teacher recommendation
Credit: 1.0 credit
Length of Course: 1 year

PHYSICS IB SL II

Description: This is the second of a two-year intensive laboratory course in IB Standard Level Physics and is therefore open for students in 12th grade. The topics covered will include a greater depth of the topics covered in Year 1 and in addition: circuit theory, magnetism, thermodynamics, modern and nuclear physics as well as completion of an independent experimental project. During this course, all students will participate in an extensive independent lab research project called the IB Internal Assessment. This independent project counts as 20% of the total IB Physics score and as at least a test grade in the Semester 1 CAC grade. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Chemistry, IB Design Technology, IB Physics, and IB Biology students meeting outside of class.

Prerequisites: Physics IB SL I and teacher recommendation.
Credit: 1.0 credit
Length of Course: 1 year

PHYSICS IB HL II

Description: This is the second of a two-year intensive laboratory course in IB Higher Level Physics requiring a strong math foundation and is therefore open for students in 12th grade. The topics covered will include a greater depth of the topics covered in Year 1 and in addition: circuit theory, magnetism, thermodynamics, modern and nuclear physics as well as completion of an independent experimental project. An optional topic will also be completed. During this course, all students will participate in an extensive independent lab research project called the IB Individual Investigation. This independent project counts as 20% of the total IB Physics score and as at least a test grade in the Semester 1 CAC grade. The IB Group 4 subjects require participation in a 10-hour interdisciplinary group project with IB Chemistry, IB Design Technology, IB Physics, and IB Biology students meeting outside of class.

Prerequisites: Physics IB HL I and teacher recommendation.
Credit: 1.0 credit
Length of Course: 1 year

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. Year 1 topics include: design thinking, human factors and ergonomics, user-centered design, modeling, resource management and sustainability, properties of materials and manufacturing techniques. A major component is the active involvement of students collaborating on the design and prototype of a solution to a real-world problem.

The IB Group IV subjects require participation in a 10-hour interdisciplinary group project with IB Biology, IB Design Technology, IB Physics, and IB Chemistry students meeting twice after school.

Prerequisites: None
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 satisfies the IB Group 4 (Science) requirements for the IB Diploma.

DESIGN TECHNOLOGY IB SL II or HL II

Description: This course will be the second year of the IB Standard Level and Higher Level programs required for 12th grade students preparing for the IB examination. 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. Year 2 topics include: innovation and design, innovation and markets, classic design, manufacturing, and commercial production. A major component is the individual design project where students design and prototype a solution to a real-world problem.

Prerequisites: Design Technology IB SL I or HL 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 satisfies the IB Group 4 (Science) requirements for the IB Diploma.

AP ENVIRONMENTAL SCIENCE

Description: AP Environmental Science (APES) is a rigorous, interdisciplinary course that equips students with the scientific principles, concepts, and methodologies needed to understand the interrelationships of the natural world. Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability. Hands-on labs, field investigations, and data analysis play a key role in developing practical skills and reinforcing key concepts. APES emphasizes critical thinking and problem-solving, preparing students for the AP exam and fostering a deeper understanding of global environmental challenges. This course is ideal for students interested in sustainability, environmental science, or related fields.

Prerequisites: Demonstrated success in previous Science courses. *Note: this course will be available primarily to students in grade 11, however those in grade 12 may request the course during registration.

Credit: 1.0 credit

Length of Course: 1 year

SEMESTER SCIENCE ELECTIVES (Grades 11 & 12)

CONCEPTUAL PHYSICS

Description: This is a semester physical science course that is open to 11th and 12th grade students. Students in this course will explore Newton's Laws of Motion, momentum & collisions, rotational motion, electricity and magnetism, and waves through projects, and problem-solving. Students will develop a deep, conceptual understanding of physics as they explore how physics relates to the real world. The focus of this course is to gain a practical, hands-on application of these concepts and be able to construct and create products to enhance and demonstrate their understanding of the physics concepts that were formally abstract to them. This course is for students that are interested in how the world around them works, but are not interested in IB Physics due to the mathematical components. The focus will be on deepening your understanding, not on solving math problems. Please Note: This course may not be considered a lab-science by some universities. Check with your counselor for more information.

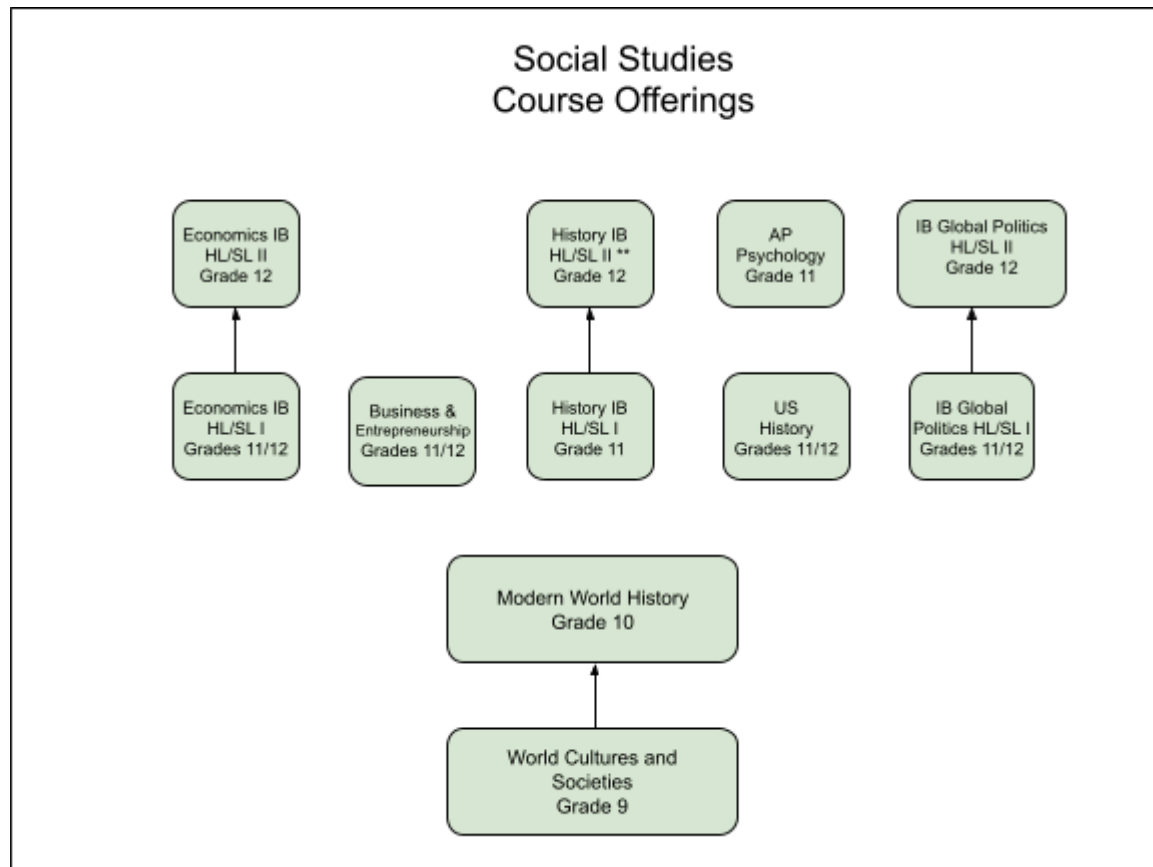
<u>Prerequisites:</u>	Integrated Physical Science 9 and Integrated Life Science 10
<u>Credit:</u>	0.5 credits
<u>Length of course:</u>	1 semester
<u>Recommendations:</u>	A desire to use your hands and minds as learning tools as you understand the world around you

FOOD SCIENCE

Description: This is a semester life science course that is open to 11th and 12th grade students. It is a multidisciplinary science course that examines the chemistry of food and the biological processes that are utilized in extracting the nutrition from that food. All food that is grown is a result of complex chemistry in action, and the preparation and cooking of food changes that chemistry to meet our biological needs for growth and energy. This course will provide students with a practical understanding of how the chemistry of cooking affects the raw ingredients that are put in food. Expect to cook in the lab in the name of science. Come enjoy the sweet, spicy, and sometimes gross science of food!

<u>Prerequisites:</u>	Integrated Physical Science 9, and Integrated Life Science 10
<u>Credit:</u>	0.5 credit
<u>Length of Course</u>	1 Semester

SOCIAL STUDIES



PHILOSOPHY

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

WORLD CULTURES AND SOCIETIES (GRADE 9)

Description: The course is designed to introduce fields of social science to students through opportunities to investigate contemporary global issues, understand their historical/cultural/social/political context, recognize and celebrate diverse perspectives, communicate ideas, and take action on their interests. World Cultures and Societies develops student skills and abilities toward the IB learner profile and aligns with the CAC educational mission. To that end, the course focuses on the following units during the academic year:

- Human Rights

- Culture
- Development
- Peace and Conflict
- Sustainability and the Environment

By the end of Grade 9, it is our goal for students to be more active, aware, and engaged global citizens with global competences.

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

MODERN WORLD HISTORY (GRADE 10)

Description: This course will encourage students to become critically aware of historical developments and to consider the impact of changing political ideologies in the modern era. When possible, students will be taught a comparative perspective in which they examine political, social, and economic issues over time and across cultures. Though much of the course follows the chronological development of the Western World, emphasis will be placed on certain historical themes and their impact around the world such as:

- Connecting Hemispheres
- Revolutions
- The Modern Mind
- Conflict in the 20th Century

Students will also develop research skills and write a research paper on a topic of their choice in the second semester. This course will also serve as a prerequisite skills preparation course for advanced level Social Studies courses in Grade 11.

Prerequisites: Foundations of World History or the equivalent
Credit: 1.0 credit
Length of Course: 1 year

UNITED STATES HISTORY

Description: US History is a combined course open to 11th and 12th grade students. Students delve into the social, political, cultural, and economic strands of United States History by learning to analyze sources, recognize and weigh historical interpretations, and articulate ideas through writing. A heavy emphasis is placed on identifying themes between past and present in an effort to prepare students to become engaged, knowledgeable citizens in their society. Time periods covered include:

- Native Civilizations and First Contacts (1491-1607)
- Colonial America (1607-1754)
- Revolution and the Early Republic (1754-1800)
- Manifest Destiny and the Market Revolution (1800-1848)
- Civil War and Reconstruction (1848-1876)
- Industrial Revolution and Western Migration (1865-1898)
- Early 20th Century (1900-1945)
- The Cold War (1945-1989)
- The Modern Era (1989-present)

<u>Prerequisites:</u>	Completion of a 10th grade social studies course, or administrative approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Note:</u>	American passport holders must take a U.S. History course to meet CAC graduation requirements; however, this requirement will be waived for those registered 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.

GLOBAL POLITICS IB SL I

Description: This is the first year of a two-year program to study Global Politics at the SL level. It is open for 11th grade students who are IB diploma and certificate candidates, and serves as preparation for students who will take the IB Global Politics SL examinations at the end of their 12th grade year. The class focuses on political concepts, levels of analysis, political theories and contemporary political issues in order to engage with a variety of perspectives and approaches to global politics. In year one, the course focuses on two primary units:

- Power and Sovereignty
- Human Rights

Aside from building understandings of these topics, activities and assignments develop skills in researching and presenting topics from multiple perspectives, writing about contemporary issues in multiple formats, and discussing/debating issues relevant to the field.

<u>Prerequisites:</u>	Successful completion of a 10th grade social studies course
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year

GLOBAL POLITICS IB SL II

Description: This is the second year of a two-year program to study Global Politics at the SL level, and it is open for 12th grade students who are IB diploma and certificate candidates as well as students who are signed up for this course will take the IB Global Politics examination at the end of the course. The class focuses on political concepts, levels of analysis, political theories and contemporary political issues in order to engage with a variety of perspectives and approaches to global politics. In year two, the course focuses on two primary units:

- Development
- Peace and Conflict

Aside from building understandings of these topics, activities and assignments continue to develop skills in researching and presenting topics from multiple perspectives, writing about contemporary issues in multiple formats, and discussing/debating issues relevant to the field. Additionally, in the second year, students will conduct a political engagement activity on a political issue of choice and submit a written report on their topic.

<u>Prerequisites:</u>	Global Politics IB SL I
<u>Credit:</u>	1.0 credit

Length of Course: 1 year

GLOBAL POLITICS IB HL I

Description: This is the first year of a two-year program to study Global Politics at the HL level, and it is open for 11th grade students who are IB diploma and certificate candidates. This class serves as a preparatory class for the IB Global Politics HL assessments to be held at the end of a student's 12th grade year. The class focuses on political concepts, levels of analysis, political theories and contemporary political issues in order to engage with a variety of perspectives and approaches to global politics. In year one, the course focuses on two primary units:

- Power and Sovereignty
- Human Rights

Aside from building understandings of these topics, activities and assignments develop skills in researching and presenting topics from multiple perspectives, writing about contemporary issues in multiple formats, and discussing/debating issues relevant to the field.

Prerequisites: Successful completion of a 10th grade social studies course

Credit: 1.0 credit

Length of Course: 1 year

GLOBAL POLITICS IB HL II

This is the second year of a two-year program to study Global Politics at the HL level, and it is open for 12th grade students who are IB diploma and certificate candidates as well as students who are signed up to take the IB Global Politics HL examinations at the end of the course. The class focuses on political concepts, levels of analysis, political theories and contemporary political issues in order to engage with a variety of perspectives and approaches to global politics. In year two, the course focuses on two primary units:

- Development
- Peace and Conflict

Aside from building understandings of these topics, activities and assignments continue to develop skills in researching and presenting topics from multiple perspectives, writing about contemporary issues in multiple formats, and discussing/debating issues relevant to the field. In the second year, students will conduct a political engagement activity on a political issue of choice and submit a written report on their topic. Additionally, HL students will have the opportunity to explore important global political challenges through a case studies approach.

Prerequisites: Successful completion of a 10th grade social studies course

Credit: 1.0 credit

Length of Course: 1 year

HISTORY IB SL I: History of the Americas

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 diploma and certificate candidates. This class will serve as a preparatory course of study for those students who intend to take the IB History SL examination in May of their Grade 12 year. Throughout the year, students identify cause-effect relationships in history, improve their analytical skills in

writing, and identify historical perspectives from primary and secondary sources. The class activities follow discussion and seminar formats, which encourage students to formulate personal positions and to express themselves clearly. Students will also develop an internal assessment paper based on primary and secondary sources.

Students in this class study various topics and regional themes and events of the Nineteenth and the Twentieth Century, which have led to issues related to:

- Peace and Conflict
- Decline of Empires and Rise of Nationalism

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

HISTORY IB SL II: History of the Americas

Description: As a sequel to the History IB SL I, this course is designed to prepare 12th grade students to succeed on the SL external examination in May. Students will study twentieth-century World History topics. They will read and analyze primary and secondary sources in order to appreciate the forces that have shaped the region and to recognize different perspectives in their interpretation of historical events.

Concepts that are examined include:

- The Rise of Authoritarian States
- The Cold War

Active student participation in class discussions and seminars is expected, and during the course of study.

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

HISTORY IB HL I: History of the Americas

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 diploma and certificate candidates. This class will serve as a preparatory course of study for those students who intend to take the IB History SL examination in May of their Grade 12 year. Throughout the year, students identify cause-effect relationships in history, improve their analytical skills in writing, and identify historical perspectives from primary and secondary sources. The class activities follow discussion and seminar formats, which encourage students to formulate personal positions and to express themselves clearly. Students will also develop an internal assessment paper based on primary and secondary sources.

Students in this class study various topics and regional themes and events of the Nineteenth and the Twentieth Century, which have led to issues related to:

- Peace and Conflict
- Decline of Empires and Rise of Nationalism
- Wars and Change

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

HISTORY IB HL II: History of the Americas

Description: As a sequel to the History IB HL I, this course is designed to prepare 12th grade students to succeed on the HL external examination in May. Students will study twentieth-century regional issues and events that have impacted Africa and the Middle East for their HL Paper 3. Students read and analyze primary and secondary sources in order to appreciate the forces that have shaped the people in the region and to recognize different perspectives in their interpretation of historical events.

Concepts that are examined include:

- The Rise of Authoritarian States
- The Cold War
- War and Conflict

Active student participation in class discussions and seminars is expected, and during the course of study.

Prerequisites: History IB HL I

Credit: 1.0 credit

Length of Course: 1 year

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 senior year. The IB units covered in Year 1 are as follows:

- Fundamentals of Economics
- Microeconomics
- 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.

Prerequisites: Completion of Integrated Mathematics 3, or Social Studies HOD signature

Credit: 1.0 credit

Length of Course: 1 year

ECONOMICS IB SL II

Description: This course is the second year in a two-year program designed to prepare 12th grade students to sit for the IB SL Economics exam in May. The IB units covered in Year 2 are as follows:

- Completion of Macroeconomics
- The Global Economy; including International and Developmental Economics
- Completion and submission of the Internal Assessment (IA) portfolio

The content of the course furthers 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.

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

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 senior year. The IB units covered in Year 1 are as follows:

- Fundamentals of Economics
- Microeconomics; including Theory of the Firm
- 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.

Prerequisites: Finish IM 3 with a grade of B or higher, and/or teacher recommendation
Credit: 1.0 credit
Length of Course: 1 year

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. The IB units covered in Year 2 are as follows:

- Completion of Macroeconomics
- The Global Economy; including International and Developmental Economics
- Completion and submission of the Internal Assessment (IA) portfolio

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.

Prerequisites: Economics IB HL I
Credit: 1.0 credit
Length of Course: 1 year

BUSINESS AND ENTREPRENEURSHIP

Description: The Business and Entrepreneurship course is open for 11th and 12th grade students. It examines the increasingly interdependent world applying the practices and processes of business activity to real-life situations, culminating in a full-scale entrepreneurial investment simulation at the end of the year. The syllabus is presented in an order and manner that students are then enabled to participate in the simulation. The units covered in the IBE course include:

- Foundations of Business and Entrepreneurship
- Marketing
- Operations and Accounting
- Human Resources and Leadership

Ultimately, the goal of the class is to help students develop an understanding of the way businesses behave and why business decisions are made, and to promote knowledge and appreciation of the working world.

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

AP PSYCHOLOGY

Description: The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with the following units:

- Introduction to research methods and data interpretation
- Biological Bases of Behavior
- Cognition
- Developmental and Learning
- Social Psychology and Personality
- Physical and Mental Health

The AP Psychology Exam will take place in May, and assesses student understanding of the skills and learning targets outlined in the course framework. Students enrolled in AP courses are required to sit for the AP exam for an additional fee (Fees for the exam are set by College Board)

Prerequisites: Completion of a 10th grade social studies course and teacher recommendation *Note: this course will be available primarily to students in grade 11, however those in grade 12 may request the course during registration.
Credit: 1.0 credit
Length of Course: 1 year

AP BUSINESS WITH PERSONAL FINANCE
(New & Tentative for 2026-27)

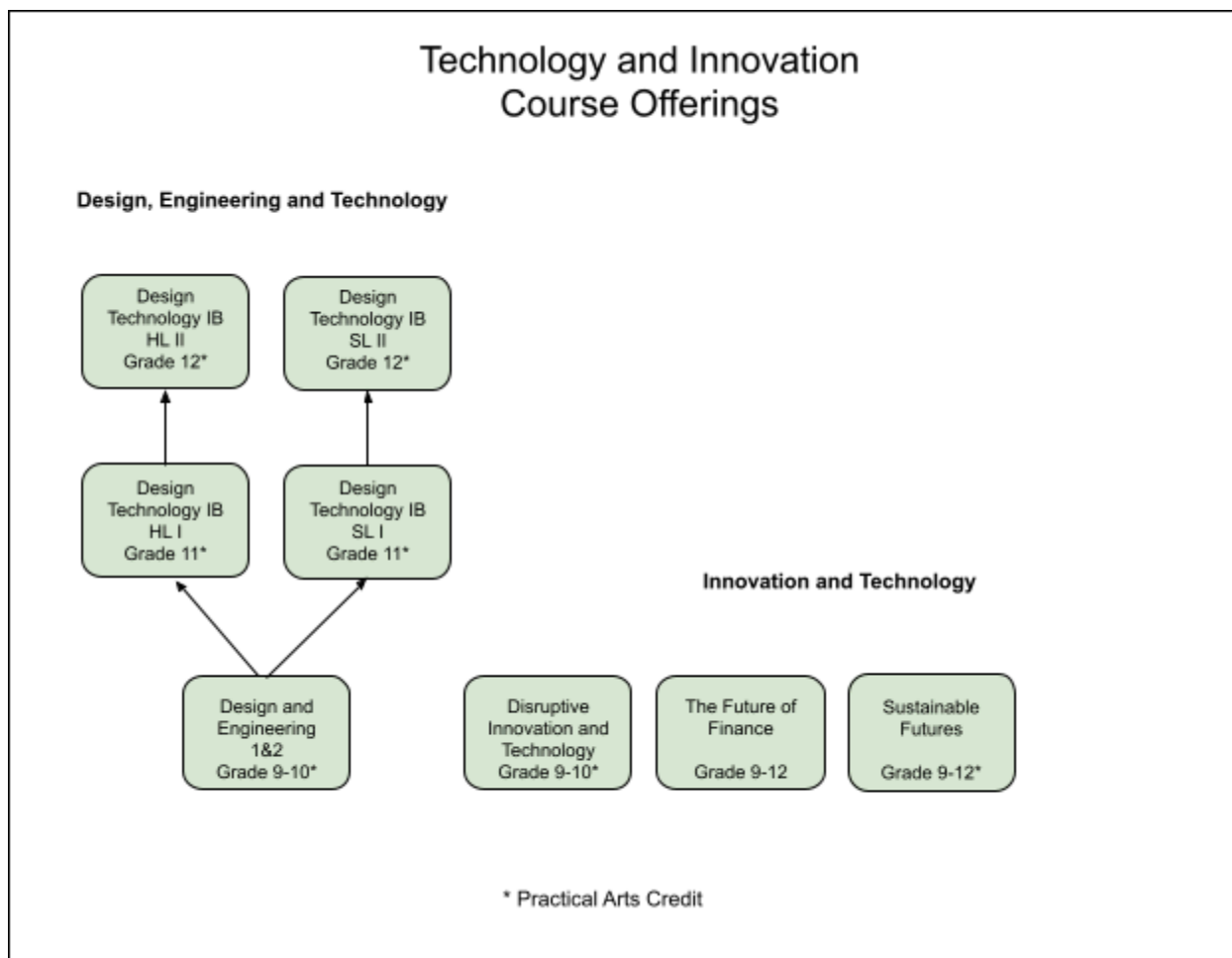
AP Business with Personal Finance is a year-long course that blends foundational business principles with essential personal financial literacy. It aligns with introductory college-level business coursework and integrates real-world application through case studies and projects. Students explore key business disciplines (entrepreneurship, marketing, finance, accounting, and management) while mastering personal finance topics such as saving, borrowing, budgeting, investing, and risk management. This AP course bridges academic rigor with practical life and career skills. Students learn to think like business professionals and financial planners — evaluating real-world problems, interpreting financial data, creating strategic solutions, and communicating recommendations clearly — all while preparing for college and careers in business, finance, and related fields.

Prerequisites: Completion of a 10th grade social studies course and teacher recommendation *Note: this course will be available to students in grade 11 &12.

Credit: 1.0 credit

Length of Course: 1 year

TECHNOLOGY AND INNOVATION



PHILOSOPHY

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

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

TECHNOLOGY AND INNOVATION

DESIGN AND ENGINEERING

Description: The world needs innovative, courageous and empathetic designers to tackle the global problems of our modern age, this course will set you on a path towards becoming one of those change-makers. Engineering and Design is a sequence of courses in high school that introduce students to the fundamentals of designing with a focus on developing skills and aptitudes that are highly desirable in current and future workplaces. It is an engaging, hands-on course built around the concepts of Design Thinking and embracing the use of tools and technology to develop solutions to solve real-world problems. Through the courses, students will learn how to use tools, machines, software and hardware to design solutions for clients. Innovative designers and engineers challenge assumptions, redefine problems and create solutions which can be prototyped and tested. Through this course, students will develop future-oriented skills such as problem-framing and solving; empathy, creativity and imagination; collaboration and communication, and critical / flexible thinking.

Prerequisites:	None
Credit:	0.5 credit
Length of Course:	1 semester (1st or 2nd); May be repeated once.
Recommendations:	Strongly recommended for all students interested in pursuing careers involving electronics, systems and control, computer science, product design, materials and engineering disciplines.
Note:	This course is highly recommended for students interested in taking IB Design Technology SL and HL. This course is included in the Practical Arts Strand.

DISRUPTIVE INNOVATION AND TECHNOLOGY (DIT)

Description: This cutting-edge, practical course throws open the doors to the future and introduces students to the fields driving disruptive innovation. Students will have a front-row seat to disruptive innovations that are transforming society. Through dynamic hands-on projects and real-world case studies, students will gain an insider's view into the genesis of revolutionary technologies in sectors as diverse as Fintech, Cloud Technology, Advanced Robotics, Next Generation Genomics and Autonomous Vehicles. Students will come away empowered to think critically about how rapid innovation is reshaping career paths, business models, and even the fabric of everyday life. Ultimately, the course equips students to ride this wave of change by honing the skills needed to develop disruptive ideas of their own. The students will make relevant connections between classroom learning and real-world applications through site visits, guest speakers, compelling current day case studies, technology and interactive projects, all intended to inspire the next generation of thinkers, innovators and entrepreneurs.

Prerequisites:	None - open to grades 9-12
Credit:	0.5 credit (may not be repeated)
Length of Course:	1 semester
Note:	This course is a practical arts elective.

THE FUTURE OF FINANCE

Description: Understanding how finance works in the present and navigating the evolving landscape of the future is a fundamental life skill. Acquiring the knowledge to comprehend financial markets and ways to plan for and invest in your future is vital for leading a successful, fulfilling, and well-balanced life.

The High School Future of Finance course empowers students with essential financial skills to thrive in the modern world of disruptive innovations, blockchain and cryptocurrencies. Additionally, the course will provide practical insights and strategies to adeptly manage finances, ensuring students are well-prepared to navigate the complexities of the financial world with confidence and competence.

Prerequisites: None - open to grades 9-12
Credit: 0.5 credit
Length of Course: 1 semester (may not be repeated)
Note: This course is a practical arts elective.

SUSTAINABLE FUTURES

Description: This course aims to empower students as forward-thinking problem solvers with the skills needed for sustainable innovation to address global challenges. Students will work in collaborative teams to develop and promote solutions to a “Focus Problem” (such as the Climate Crisis, for example). Students will consider the problem through an interdisciplinary lens and use design thinking, creativity, and innovation methodologies to propose solutions. The course goes beyond traditional subject boundaries, integrating knowledge from various disciplines to address complex global issues. The course also challenges traditional assessment methods; students will develop their own success criteria that focus on skills, the learning process, and ongoing reflection. Join us in this innovative learning experience, where students apply their knowledge and develop the skills, mindset, and passion to make a lasting impact on the world.

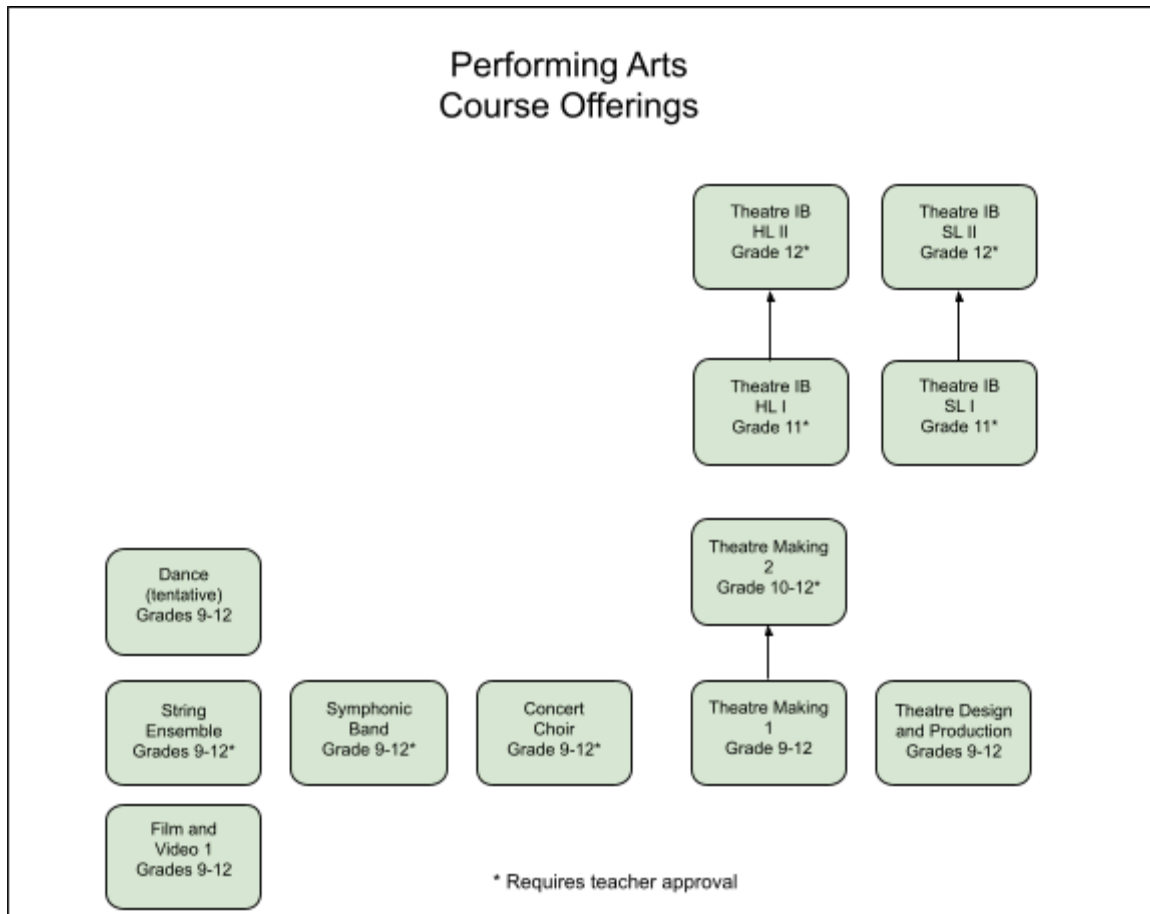
Prerequisites: None
Credit: 0.5 credit
Length of Course: 1 semester (1st or 2nd) can be repeated.
Note: This course is a practical arts elective.

AP CYBERSECURITY (New & Tentative for 2026-27)

Description: AP Cybersecurity is an academically rigorous yearlong course that introduces students to foundational cybersecurity concepts, technical skills, and professional practices that prepare them for college-level study and early career roles in cybersecurity. Students learn about threats, risk, mitigation strategies, detection, and the ethical/legal/social aspects of cybersecurity in real-world contexts. This course blends theory with practice — students don’t just memorize concepts; they analyze risks, apply defenses, interpret evidence, and communicate solutions, mirroring what entry-level cybersecurity professionals do in the field.

Prerequisites: None. Open to students in Grade 10, 11 & 12
Credit: 1.0 credit
Length of Course: 1 year

PERFORMING ARTS



PHILOSOPHY

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

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

MUSIC

SYMPHONIC BAND

Description: This course is a performance-based course for high intermediate and advanced musicians in 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.

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

STRING ENSEMBLE

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 self motivation in the preparation of music and independence in reading and sight reading skills. This is a performance course, and all students will be expected to participate in several public concerts during the year.

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

<u>Prerequisites:</u>	1 year or more of previous study on a string instrument or teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year (may be repeated in subsequent years for credit)
<u>Note:</u>	Guitar is not taught in this course.

CONCERT CHOIR

Description: This course is open to all students 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.

<u>Prerequisites:</u>	None
<u>Credit:</u>	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, students are permitted to enroll for one semester only for 0.5 credit.

FILM AND VIDEO

Description: As humans we respond to moving images. Because of this, learning their impact on us and how to use them to express ideas is a necessary skill. Especially in today's highly visual world. Most of us are walking around with cameras in our pockets. This course uses that tool to explore ways of telling stories and finding meaning in this collaborative art form.

This course is for 9th through 12th grade students who would like to learn about storytelling through film/video. It will be a combination of film analysis and film production with just a bit of film history to provide perspective. The class will start by exploring how to express meaning through film/video, eventually leading to the creation of a short film to tell a story.

Prerequisites: None
Credit: 1.0 credit
Length of Course: 1 year
Requirements: A video recording device and a laptop able to run the latest version of Adobe Premiere Pro

THEATER

THEATER DESIGN and PRODUCTION

Description: This course is open for 9th through 12th grade students. The focus of the course is on the theory and practical application of theatrical design and production, including; 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. This is a hands-on course where students learn the art by engaging in the practice.

Prerequisites: None
Credit: 0.5 credit
Length of Course: 1 semester (1st or 2nd semester) may not be repeated

THEATER MAKING 1

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 learn skills of improvisation, devising, directing, physical theater, script writing and solo and group performance.

The methodologies of theater practitioners including Keith Johnstone, Stanislavsky and Jacques Lecoq will be explored during the course. Students will also learn Blocking, directing and text analysis and the course serves as a solid introduction to the IB course. Students will keep a journal for recording work.

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

THEATER MAKING 2

Description: This course is open for 9th through 12th grade students. In-depth exploration of the various aspects of acting techniques using improvisation as well as scripted and original materials will be the focus of the course. Students will learn a range of acting, creativity and collaboration skills that they will apply in individual and group performances. The course will encourage self-directed projects in acting and directing. 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: Theater Making 1
Credit: 1.0 credit
Length of Course: 1 year

IB THEATER SL 1 & 2 and HL 1 & 2

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

- Theater in context: understanding the contexts that influence, inform, and inspire their work as theater makers; experiencing practically and critically theoretical contexts that inform world theater practices; and becoming informed about many cultural contexts within which theater is created.
- Theater processes: exploring and acquiring skills, techniques and processes involved in theater-making. Students reflect on their own creative processes and skills acquisition as they gain practical understanding of the process of creators, designers, directors and performers.
- Presenting theater: apply practical theater skills, individually and collaboratively, through a range of formats; present ideas about theater and take part in performances and understand how artistic choices can impact an audience.

The assessment tasks set the following expectations for theater students.

- Solo theater piece (HL only): Students at HL research a theater theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theater piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theater piece for an audience.
- Research presentation: Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theater tradition they have not previously studied.

- Collaborative project: Students at SL and HL collaboratively create and perform an original piece of theater (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production.
- Production proposal: Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. This results in a production proposal, which communicates the student's vision for the feasible staging of the play text for a live audience using a combination of words and images.

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

Credit: 1.0 credit

Length of Course: 2 years

DANCE

(New & Tentative for 26-27)

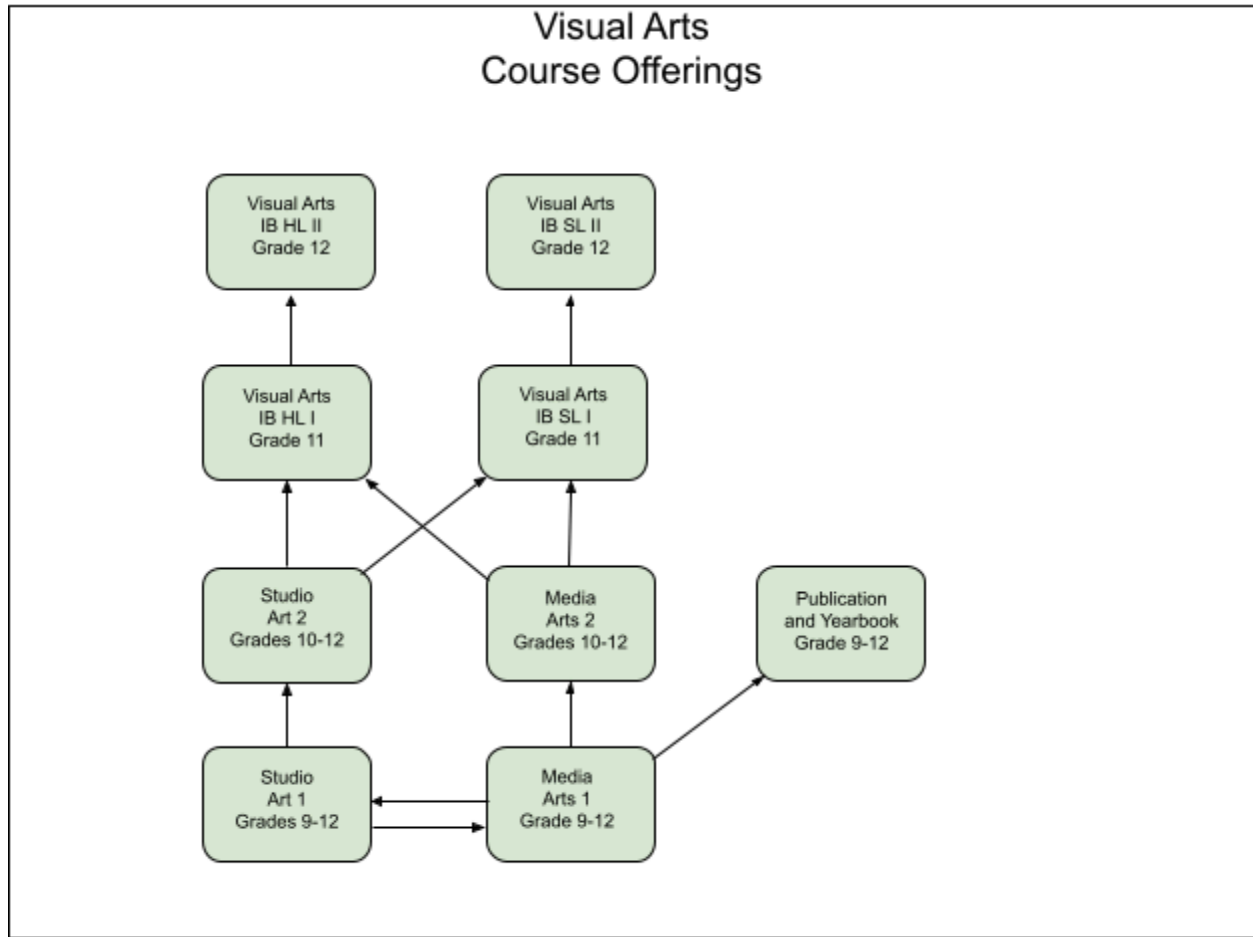
This course invites students to explore dance as both an art form and a means of personal expression. Students will experiment with a variety of styles and techniques, creating original choreography, refining performance skills, and collaborating in dynamic ensembles. Through hands-on learning, students develop technical strength, creativity, and confidence. They will analyze and respond to performances, reflect on their own growth, and connect dance to cultural, historical, and personal experiences. Whether improvising, performing, or choreographing, students learn to communicate ideas and emotions through movement. By the end of the course, students will have built the skills, artistry, and critical understanding to perform, create, and appreciate dance in school, community, and beyond.

Prerequisites: None

Credit: 1.0 credit

Length of Course: 1 semester (repeatable)

VISUAL ARTS



PHILOSOPHY

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

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

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

STUDIO ART 1

Description: This course, open for students in 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 art and design, aesthetic awareness, the creative process, problem solving and developing observation and technical skills. Students explore different approaches and media using a variety of media including pencil, charcoal, pastel, mixed media and acrylic paint. Students keep sketchbooks with both written and visual entries of planning, research, analysis and reflections of studio projects. Past and present artworks are introduced for analysis, inspiration and appreciation of art history. Students are expected to put in extra time outside of class, as needed, to meet project deadlines.

Prerequisites: None
Credit: 1.0 credit
Length of Course: 1 year
Note: Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools.

STUDIO ART 2

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

Prerequisites: Studio Art 1 or suitable skill and proficiency level, with teacher approval
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.

MEDIA ARTS 1

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

<u>Prerequisites:</u>	None
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Note:</u>	Art supplies, computers, memory cards, DSLR cameras, lenses and sketchbooks are provided by the school.

MEDIA ARTS 2

Description: This one year course is open to students in 10th through 12th grades who have previously taken Media Arts 1. This innovative course is designed to further develop the knowledge and skills previously acquired. Therefore, emphasis on advanced techniques, and critical thinking skills will be enhanced through the development of motion graphics. This kinetic artform combines graphic design elements with movement, aiming to create visual images that are animated to enhance visual experiences of diverse information and experimental nature. This course is driven by project-based learning with strong cross disciplinary connections, especially centered around visual storytelling. This course aims to bridge the gap between graphic design and animation, allowing creative expression and enhanced communication in visual media. The projects focus on the continuous development of students' artistic style and meaning making. Projects will be planned through storyboards, executed on Adobe Software, reflected on and critiqued by all participants through the exploration of unique aesthetic qualities. This will provide the conditions for students to improve communication and understanding of innovative artforms in an ever-changing digital era. Students are expected to maintain a sketchbook and curate their productions in an e-portfolio reflecting their artistic intentions.

<u>Prerequisites:</u>	Media Art 1 or Film and Video
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Note:</u>	Art supplies, computers, DSLR cameras with memory cards, lenses and sketchbooks are provided by the school, as well as the Adobe Cloud access.

PUBLICATION & YEARBOOK 1 & 2

Description: This course welcomes students in grades 9 to 12 and focuses on building skills and knowledge in the process of publication and page design. Students will collaboratively create the high school yearbook, learning and applying layout design, typography principles, digital photography, and creative writing. As a hybrid course that blends arts and media, it fosters interpersonal and leadership skills in a fast-paced, business-like environment. With various leadership opportunities within the yearbook team, students will collaborate to achieve a shared goal: producing a memorable yearbook that honors the high school's commitment to CAC's core values.

<u>Prerequisites:</u>	Media Arts 1 (highly recommended, or teacher approval)
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Note:</u>	This course is included in the Practical Arts Strand
<u>Note:</u>	Computers, DSLR cameras with memory cards and lenses are provided for students.

IB VISUAL ARTS HL and SL

The IB Visual Arts course, open to students in 11th through to 12th grade, is a two-year program, either in SL, or HL for highly motivated students committed to serious study in art. The Diploma Visual Arts program enables students to engage in both practical exploration and independent critical investigation. The course is designed to enable students to study visual arts, architecture and design at a higher level and also welcomes those students who seek life enrichment through visual arts. Students are expected to produce art in different media for their creative Process Portfolio. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts.

The aims and assessment objectives are focused on three major aims: Create, Communicate and Connect

EXTERNAL ASSESSMENTS

- Artmaking Inquiries Portfolio HL AND SL
- Connections Study SL
- Artist Project HL

INTERNAL ASSESSMENT

- Resolved Artworks SL
- Selected Resolved Artworks HL

IB VISUAL ARTS SL I /II

Description: This course is open to students completing the IB Diploma. During the first year students explore concepts, materials and techniques. Emphasis is on developing artistic skills, experimentation, research, critical thinking and problem solving. The course content will give students the opportunity to develop ideas and skills. However, due to the different IB requirements for each, SL students will have to produce the following:

- **Art Making Inquiries Portfolio SL 40% of Final Grade (External Assessment)**
Consists on creating a Digital Portfolio that shows how students learned from creative experiences, processes and reflections through inquiry and investigation in a variety of art making forms.
- **Connections Study 20% of Final Grade (External Assessment)**
Studying and analyzing artworks and artists and their cultural significance and connecting to the students own artworks and context.
- **Resolved Artworks 40% of Final Grade (Internal Assessment)**
Collection of 5 coherent artworks explained through a written rationale that articulates artistic choices.

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

<u>Prerequisites:</u>	Minimum of one year of high school art courses (either Media / Digital Arts 1 and 2 or Studio Art 1 and 2) and teacher recommendation.
<u>Credit:</u>	2.0 credits
<u>Length of Course:</u>	2 years
<u>Note:</u>	Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools for their individual studio works when the school is not

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

IB DIPLOMA VISUAL ARTS HL I/II

Description: This course is open to students completing the IB Diploma. During the first year students explore concepts, materials and techniques. Emphasis is on developing artistic skills, experimentation, research, critical thinking and problem solving. Students will have the opportunity to develop ideas and skills in different media. However, due to the different IB requirements for each, HL students produce a larger body of work. In order to reflect this, the assessment criteria are differentiated according to option and level. Course work involves three main components required by IB:

- **Art Making Inquiries Portfolio HL 30% of Final Grade (External Assessment)**
Consists on creating a Digital Portfolio that shows how students learned from creative experiences, processes and reflections through inquiry and investigation in a variety of art making forms.
- **Artist Project HL 30% (External Assessment)**
Students create and contextualize a creative choice based project and connect them to at least two different art works by different artists.
- **Selected Resolved Artworks HL 40% (Internal Assessment)**
Students create 8 resolved pieces from which they will choose 5 to create a coherent body of work that will be explained in a curatorial written text that contextualizes and articulates the intentions of the selection.

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

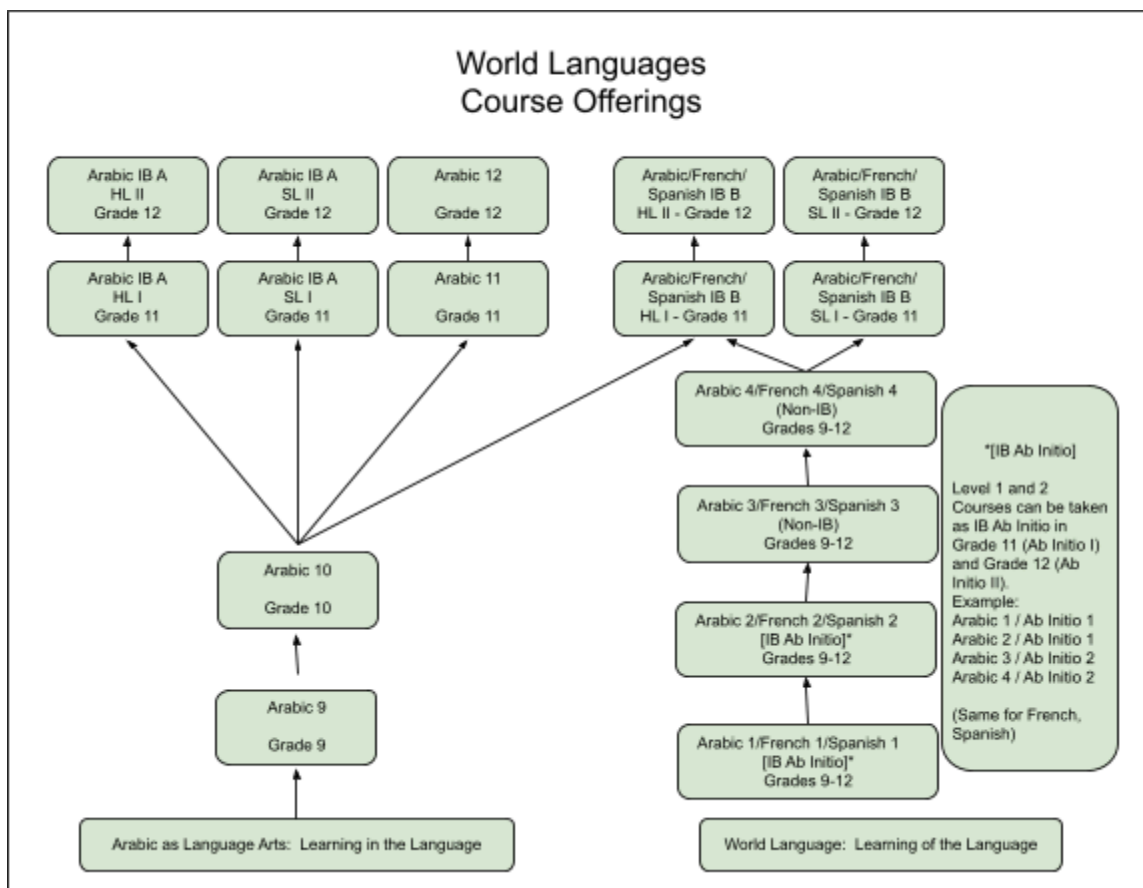
Prerequisites: Minimum of one year of high school art courses (either Digital Arts 1 and 2 or Studio Art 1 and 2) and teacher recommendation.

Credit: 2.0 credits

Length of Course: 2 years

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

WORLD LANGUAGES



PHILOSOPHY

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

IB Language Course Criteria

Ab initio SL: Due to the complicated nature of language exposure/experience for international students; requests for this course will be reviewed case by case. Ab Initio courses are designed for students with either little or no prior experience of the target language. As the IB Course Guide explains:

Because of the inherent difficulty of defining what constitutes “very limited exposure” to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and

respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language. (6)

The course is organized into five thematic areas: identity, experiences, human ingenuity, social organization, and sharing the planet. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding.

Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

Please note: Availability for level-specific language courses in the Ab Initio program is highly limited. Students in Level 2 or higher of a language in Grade 10 should register for the Language B option in Grade 11, rather than Ab Initio 1. Individual classes of Ab Initio 1 (fewer than 6 students) may not be offered.

Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it.

Higher and standard levels are differentiated by the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria.

The range of purposes and situations for using language in the language B courses extends well beyond those for language ab initio.

The course is organized into five thematic areas: identity, experiences, human ingenuity, social organization, and sharing the planet. Finally, two works of literature are studied at HL only.

Language B SL is recommended for a language learner who:

- has 3 or more years experience in the target language
 - has not been in a former school in the target language
- Or
- meets or exceeds the criteria, but is already taking 3 HL subjects

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

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

The Language A course introduces students to the analysis of different types of texts. It is the course through which the IB's policy of mother-tongue entitlement is delivered.

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

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

Language A HL is recommended 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)

School Supported Self-Taught (SSST) Language A: Literature SL gives students whose first language is not English or Arabic the opportunity to study their mother tongue.

SSST Language A SL courses are for students who are:

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

Note:

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

Enrollment in all language courses is pending an interview with the IBDP Coordinator to discuss the qualifications and demands of the course. See the section on the International Baccalaureate Program at CAC for further details.

PATHWAYS DRAFT

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
1	Spanish 1	Spanish 2	Spanish 3	Spanish 4
2	Spanish 1	Spanish 2	IB Ab-initio-1	IB Ab-initio-2
3	Spanish 2	Spanish 3	Spanish 4	
4	Spanish 2	Spanish 3	IB Spanish B SL-1	IB Spanish B SL-2
5	Spanish 2	Spanish 3	IB Spanish B HL-1	IB Spanish B HL-2
6	Spanish 3	Spanish 4	IB Spanish B SL-1	IB Spanish B SL-2
7	Spanish 3	Spanish 4	IB Spanish B HL-1	IB Spanish B HL-2

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
1	French 1	French 2	French 3	French 4
2	French 1	French 2	IB Ab-initio-1	IB Ab-initio-2
3	French 2	French 3	French 4	
4	French 2	French 3	IB French B SL-1	IB French B SL-2
5	French 2	French 3	IB French B HL-1	IB French B HL-2
6	French 3	French 4	IB French B SL-1	IB French B SL-2
7	French 3	French 4	IB French B HL-1	IB French B HL-2

	Track	Grade 9	Grade 10	Grade 11	Grade 12
Pathway 1	A	Arabic 9	Arabic 10	Arabic 11	Arabic 12
Pathway 2	A	Arabic 9	Arabic 10	IB Arabic A SL/HL-1	IB Arabic A SL/ HL-2
Pathway 3	A/B	Arabic 9	Arabic 10	IB Arabic B HL-1	IB Arabic HL-2
Pathway 4	B	Arabic 1	Arabic 2	IB Ab-initio-1	IB Ab-initio-2
Pathway 5	B	Arabic 2	Arabic 3	IB Ab-initio-1	IB Ab-initio-2
Pathway 6	B	Arabic 2	Arabic 3	Arabic 4	
Pathway 7	B	Arabic 3	Arabic 4	IB Arabic B SL-1	IB Arabic B SL-2
Pathway 8	B	Arabic 3	Arabic 4	IB Arabic B HL-1	IB Arabic B HL-2
Pathway 9	B/A	Arabic 3	Arabic 4	Arabic 11 (Arabic 5)	Arabic 12

ARABIC

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

ARABIC 1

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

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

Prerequisites: None

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Textbook; *Konouz Level 1*. Supplementary selected readers.

At-Takallum A1.

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

ARABIC 2

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

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

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

Prerequisites: Arabic 1 or the equivalent, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Textbook; *Konouz Level 2*. Supplementary selected readers. At-Takallum A2.

Recommendations: In order to succeed in this course, students must have a strong desire to expand the skill level in the language. Learning Arabic typing is recommended for this course.

ARABIC 3

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

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

Prerequisites: Arabic 2 or the equivalent, and teacher approval, possible placement test

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Textbook; *Konouz Level 3*. Supplementary; Lughatuna Al-Fusha 3.

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 4

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

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

Prerequisites: Arabic 3 or the equivalent, and teacher approval, possible placement test

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Textbook; *Konouz Level 4*. Supplementary; Lughatuna Al-Fusha 4.

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 IB Ab Initio I

Description: This course is the first year of the two-year IB Language Ab Initio SL Program designed for non-native speakers of Arabic. It is intended for 11th grade students who are pursuing the IB Diploma and who will sit the IB Ab Initio exam at the end of their senior year. Students who speak Arabic at home or in the community would be better suited for Language B, or studying a different language.

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

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

Prerequisites: Due to the complicated nature of language exposure/experience for international students; requests for this course will be reviewed case by case.

Credit: 1.0 credit

Length of Course:	1 year
Texts:	May include: Textbook; <i>Konouz Level 1</i> . Supplementary selected readers. At-Takallum A1.
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 IB Ab Initio II

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

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

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

Prerequisites:	Arabic IB Ab Initio I, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: Textbook; <i>Konouz Level 2</i> . Supplementary selected readers. At-Takallum A2.
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 IB B SL I

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

Prerequisites:	Arabic 3 or the equivalent with a grade of "B" or better, and teacher approval
Credit:	1.0 credit
Length of Course:	1 year
Texts:	May include: the IB topics with authentic materials.
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 IB B SL II

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

Prerequisites: Arabic IB B SL I, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: May include: the IB topics with authentic materials.

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

ARABIC IB B HL I

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

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

Prerequisites: Arabic 4 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: May include: the IB topics with authentic materials. (Al-feel Ya Malek Ez-Zaman) a play, and a novel (Returning to Haifa) by Ghassan Kanafani.

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

ARABIC IB B HL II

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

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

<u>Prerequisites:</u>	Arabic IB B HL I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	Meeting the IB topics with authentic materials. (Al-feel Ya Malek Ez-Zaman) a play, and a novel (Returning to Haifa) by Ghassan Kanafani.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work. Arabic keyboarding is a must for this class.

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 the equivalent (if s/he is a newcomer to CAC) .

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

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

<u>Prerequisites:</u>	Students who have successfully completed Arabic levels in the middle school, along with teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	May include: Materials from The <i>Student Book (Al-Assas)</i> , grammar and literature; short stories, poems; selected articles and reading texts covering different themes; items which are commonly used as supplementary materials and are coordinated with the adopted course objectives.

ARABIC 10

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

<u>Prerequisites:</u>	Arabic 9 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	May include: Materials from The <i>Student Book (At-Takallum B2)</i> , grammar and literature; short stories, poems; selected articles and reading texts covering different themes; items which are commonly used as supplementary materials and are coordinated with the adopted course objectives.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent preparatory work during summer and winter vacations. Arabic keyboarding is a must for this class.

ARABIC 11

Description: This course is an advanced Arabic language, literature and civilization course 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, and critical thinking, as well as communicative competence and performance. Special emphasis is placed on perfecting the student's comprehensive skills in reading, writing, listening and speaking.

Prerequisites: Arabic 10, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Materials from literary selections: short stories, plays, poems, textbooks: *Al-Ketab El-Assasi*, and *Loghatona Alfosha*.

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

ARABIC 12

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

Prerequisites: Arabic 11, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: May include: Materials from literary selections: short stories, plays, poems, textbooks: *Al-Ketab El-Assasi*, and *Loghatona Alfosha*.

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: LANGUAGE AND LITERATURE SL I

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

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

Students will also be eligible for the IB Bilingual Diploma.

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

ARABIC IB A: LANGUAGE AND LITERATURE SL II

Description: This course is the second year of the two-year IB Standard Level program, and is open to IB diploma candidates who are enrolled in 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 I and are IB diploma candidates. The course is based on the study of both literature and language. It aims to develop a variety of linguistic skills through the study of a wide range of texts, to promote an appreciation of the wealth and subtleties of the language and to facilitate the clear expression of ideas.

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

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

ARABIC IB A: LANGUAGE AND LITERATURE HL I

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

Enrollment is pending a placement procedure administered by the CAC World Languages Department. The teacher 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 will also be eligible for the IB Bilingual Diploma.

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

ARABIC IB A: LANGUAGE AND LITERATURE HL II

Description: This course is the second year of the two-year IB Higher Level program, and is open to IB diploma candidates who are enrolled in 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.

<u>Prerequisites:</u>	Arabic IB A HL I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	May include: Selected material from 2 nd and 3 rd Secondary Arabic texts; literary texts from the IB Prescribed Book List like: <i>Lailat Al Qabd ala Fatma</i> , Sakina Fuad,

1997 ed.; *Rigalon Fi Ashams* or *Aa-id ela Haifaa*, Ghassan Kanafani; *Miramar*, Naguib Mahfouz; selected poems; other reading texts, Media programs, films, and articles covering the IB topics: future issues, global issues, language and culture, media and culture, and social issues

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

FRENCH

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

FRENCH 1

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

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

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

FRENCH 2

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

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

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

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

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

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

FRENCH 3

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

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

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

FRENCH 4

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

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

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

FRENCH IB Ab Initio I

Description: This course is the first year of the two-year IB Language Ab Initio SL Program. It is intended for 11th grade students who are pursuing the IB Diploma and who will sit the IB Ab Initio exam at the end of their senior year. Based on the ab initio syllabus provided by the IB, this course is an intensive language course in which students learn the vocabulary as well as the grammatical structures necessary to communicate effectively and competently about the IB prescribed themes and topics in a range of contexts and formats. In addition, in line with the overall IB philosophy, the course aims to develop the students' awareness of the relationship between language and other areas of knowledge, and French/francophone culture and the culture(s) with which they are familiar. (Cf. Language ab initio guide, p.9) Students entering Ab Initio 1 should have little to no background in French language.

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

<u>Prerequisites:</u>	Due to the complicated nature of language exposure/experience for international students; requests for this course will be reviewed case by case.
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Bien dit! French 1</i> , DeMado, Champeny, M. Ponterio, R. Ponterio, Holt, Rinehart & Winston, 2008, <i>Lectures pour tous</i> , level 1, McDougall Littell 2007, French Scholastic Magazine's <i>Allons-y!</i> , and selected readers
<u>Recommendations:</u>	In order to succeed in this intensive course, students must have an interest in developing speaking as well as writing skills in the French language and be prepared to do additional readings and independent preparatory work.

FRENCH IB Ab Initio II

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

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

language and other areas of knowledge and their understanding of the relationship between French/francophone culture and the culture(s) with which they are more familiar. (Cf. Language ab initio guide, p.9)

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

<u>Prerequisites:</u>	French IB Ab Initio I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Bien dit! French 2</i> , DeMado, Champeny, M. Ponterio, R. Ponterio, Holt, Rinehart & Winston, 2008, French Scholastic Magazine's <i>Bonjour!</i> , and authentic documents and IB theme-oriented texts.
<u>Recommendations:</u>	Students must have a strong desire to learn how to communicate accurately and effectively in French and be willing to take on additional readings and independent preparatory work.

FRENCH IB B SL I

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

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

FRENCH 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 in a culturally relevant context.

<u>Prerequisites:</u>	French IB B SL I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year

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

FRENCH IB B HL I

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

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

- Prerequisites:** French 3 or 4, or the equivalent, and teacher approval
- Credit:** 1.0 credit
- Length of Course:** 1 year
- Texts:** A variety of textbooks (*Le monde en français*, Advanced Materials, 2012; *Au Point*, Nelson Torns, 2000; *French B course companion*, Oxford University Press, 2011), Authentic articles from French magazines/online sources and various literary selections, as well as teacher-generated documents.
- Recommendations:** In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and independent work.

FRENCH IB B HL II

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

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

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

SPANISH

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

SPANISH 1

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

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

Prerequisites:	None
Credit:	1.0 credit
Length of Course:	1 year
Text:	Diverso 1, Vitamina A1, and Leyendas de México. Articles from newspapers and magazines in Spanish; online documents and relevant websites, and various teacher-generated documents.
Recommendations:	In order to succeed in this course, students must have an interest in learning how to speak and write in another language and be prepared to speak Spanish in class from day 1.

SPANISH 2

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

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

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

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

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

<u>Prerequisites:</u>	Spanish 1 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Text:</u>	<i>Diverso 1, Vitamina A2, Español en Marcha (EEM2) and Leyendas de Latinoamérica.</i> Articles from newspapers and magazines in Spanish; online documents and relevant websites and various teacher-generated documents.
<u>Recommendations:</u>	Students must have a strong desire to learn how to speak and write Spanish and be prepared to speak the language at all times in the classroom.

SPANISH 3

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

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

<u>Prerequisites:</u>	Spanish 2 or the equivalent, and teacher approval. Possible placement test
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Text:</u>	<i>Diverso 2, Español en Marcha (EEM3), Leyendas de España,</i> short stories, novel adaptations, articles from newspapers and magazines in Spanish; online documents and relevant websites and, various teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to expand their skill levels in the language and be prepared to speak Spanish at all times in the classroom.

SPANISH 4

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

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

themes such as Spanish and Latin-American traditions or problems of the environment.

<u>Prerequisites:</u>	Spanish 3 or the equivalent, and teacher approval. Possible placement test
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Diverso 2, Español en Marcha (EEM4) and Leyendas de España.</i> Literary selection; Articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and preparatory work independently.

SPANISH IB Ab Initio I

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

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

<u>Prerequisites:</u>	Due to the complicated nature of language exposure/experience for international students; requests for this course will be reviewed case by case. Students entering Ab Initio 1 should have little to no background in Spanish language.
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Diverso 1</i> ; IB theme-oriented work units, teacher-produced documents, Spanish Scholastic Magazines and selected readers.
<u>Recommendations:</u>	In order to succeed in this intensive course, students must approach this course with maturity and a sound work ethic and be prepared to do external independent work, in order to develop effective speaking as well as writing skills in Spanish. They will need to take responsibility for extra readings and frequent practice to ensure success.

SPANISH IB Ab Initio II

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

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

language and other areas of knowledge and their understanding of the relationship between Spanish/Hispanic culture and the culture(s) with which they are more familiar. (Cf. Language ab initio guide, p.9)

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

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

SPANISH IB B SL I

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

<u>Prerequisites:</u>	Spanish 3 or the equivalent, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Oxford Spanish B (2nd edition)</i> ; <i>IB Prepared, 2019</i> Literary selection; Articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.
<u>Recommendations:</u>	In order to succeed in this course, students must have a strong desire to take responsibility for extra readings and preparatory work independently.

SPANISH IB B SL II

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

<u>Prerequisites:</u>	Spanish IB B SL I, and teacher approval
<u>Credit:</u>	1.0 credit
<u>Length of Course:</u>	1 year
<u>Texts:</u>	<i>Oxford Spanish B (2nd edition)</i> ; <i>IB Prepared, 2019</i> ; articles from magazines and newspapers; and other Nexttext Spanish Readers Volumes (Collections of Spanish

and Latin American Literature) McDougal Littell, articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.

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

SPANISH IB B HL I

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

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

Prerequisites: Spanish 3 or 4, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Oxford Spanish B (2nd edition)*; *IB Prepared, 2019*; articles from magazines and newspapers; and other Nexttext Spanish Readers Volumes (Collections of Spanish and Latin American Literature) McDougal Littell, articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.

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

SPANISH IB B HL II

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

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

Prerequisites: Spanish IB B HL I, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Oxford Spanish B (2nd edition)*; *IB Prepared, 2019*; articles from magazines and newspapers; and other Nexttext Spanish Readers Volumes (Collections of Spanish and Latin American Literature) McDougal Littell, articles from newspapers and magazines in Spanish; online documents and relevant websites; teacher-generated documents.

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