

CAIRO AMERICAN COLLEGE
CAIRO, EGYPT

2022-23 Program of Studies

Dear Students and Parents,

It is a pleasure to present to you the Program of Studies for 2022-2023. 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 2022-2023 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 IB Coordinator to ensure those selected are appropriate and meet both personal and program criteria. Careful initial selection of courses by students and parents is very important; it is extremely difficult to change or rearrange individual programs after the master schedule is set.

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 2022-2023

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 2I
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 approval (as shown by your current teacher's electronic signature and/or IB 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 parent review and signature. All forms need to be returned by the established registration deadline.
4. If a Course Registration Form is incomplete or not returned, counselors will do their best to complete a schedule for the student. By not completing and submitting their Course Registration Form in a timely manner, students' requests will not be utilized when building the master schedule. Students may not receive any top course selections, as their course requests will be processed after all others.
5. Changes in classes must be made by the first day of the last week of school, or within the first five (5) school days of each semester. Further information can be found in the High School 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.
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:
 - Yearbook
 - Robotics
 - Design Technology I
 - Creative Writing
 - Design Technology IB SL I and SL II
 - Design Technology IB HL I and HL II
9. Week Without Walls: Week Without Walls (WWW) courses are an integral part of the high school curriculum and all high school students are required to complete a WWW option each year that the school is able to offer the program. Students are able to choose from a wide range of options that take place in Cairo, in Egypt, or outside of Egypt. Students who earn a pass in their WWW course will receive 0.25 elective credit. WWW PS/FL grades appear on the first semester report card 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. You must take seven and one quarter (7.25) credits each year (including WWW).
4. Please share this completed form with your parents and counselor.

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

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

* Specify the course next to the department listed.

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

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

Prerequisites: High School Student Support Team (HSST) approval is required
Credit: 0.5 per semester
Length of course: 1 semester (1st or 2nd semester)
Note: Students identified as needing learning support services may be recommended to take this course in place of an elective class.

Students must exit the program no later than the end of 1st semester of their senior year. Learning Support is a pass/fail course.

TEACHER ASSISTANT

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

Prerequisites: Teacher, Counselor, and Administration approvals are required
Credit: 0.25 credit
Length of Course: 1 semester (1st or 2nd semester)

INTERNSHIP

Description: An intern is expected to perform their internship in order to pursue an academic and/or professional goal during a semester at CAC. The internship is worth 1/2 credit in the CAC Program of Studies, so it is important to understand that the learning goals which are established must coincide with what the student would do in any other academic course. This course is marked as a Pass/Fail course, and progress is measured via a partnership supervisory model. The Internship Coordinator helps place the interns throughout the school, assists in organizing their individual goals, and holds meetings with each intern once a month in order to track progress. In the end, the intern sets their own semester goals, and it is their progress towards those goals which determines the intern's Pass/Fail status.

Prerequisites: Only for grade 12 students. High level of motivation and maturity required for approval, grades will be an important metric reviewed for approval. Students must

write a one page proposal, which will be reviewed and approved by the Principal, Counselor, and Internship Coordinator.

Credit: 0.50 credit
Length of course: 1 semester (repeatable)

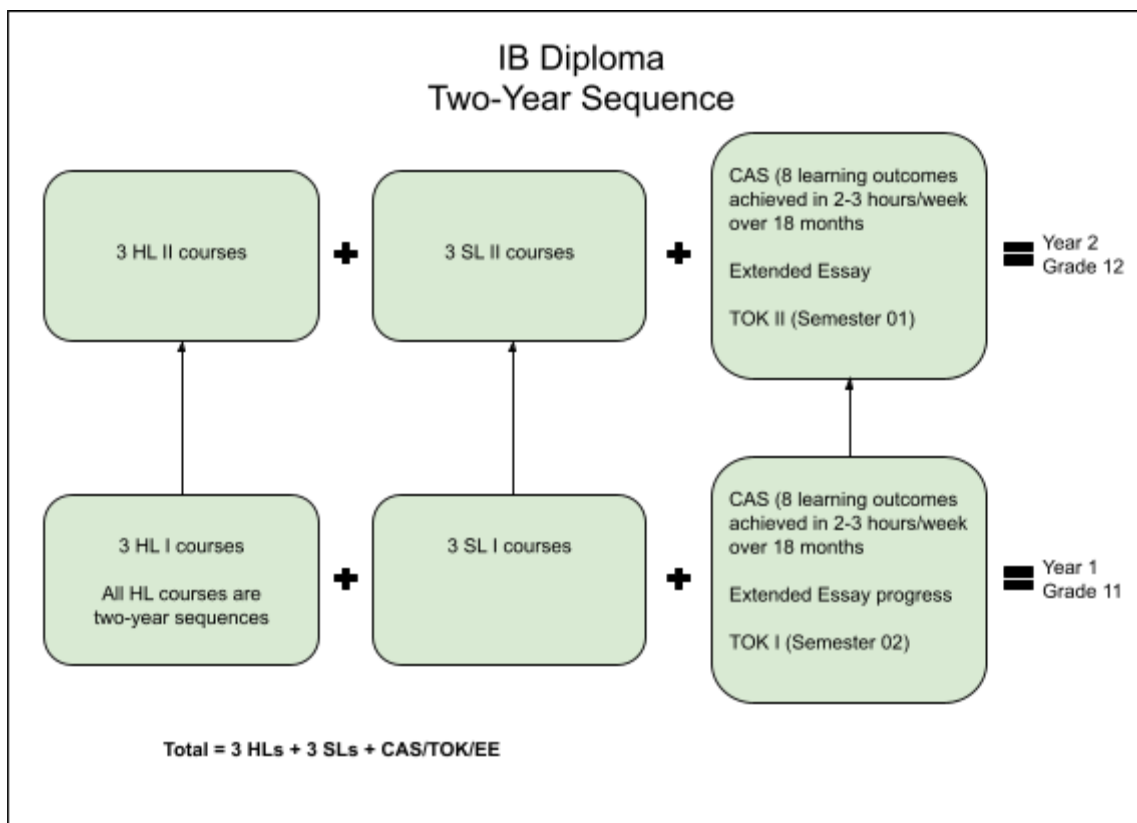
CREDIT RECOVERY

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

TRANSFER STUDENT

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

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 IB 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, IB students must judiciously select their extracurricular activities. The homework, major assessments, and Diploma requirements will absorb many hours of any given week, and students must come into the IB 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 individual course (formerly called "Certificate"). IB courses are almost always two years in length. The IB courses are intended for Diploma candidates, and *if there is limited space in an IB class, priority will be given to Diploma candidates*. Every student in any IB class will undertake all IB requirements in order to keep the IB course label and, for Higher Level courses, the weight. All students taking two years of an IB course are required to complete all IB requirements and register with the IB for the subject(s), including sitting May examinations.

THE INTERNATIONAL BACCALAUREATE DIPLOMA

In the two-year Diploma Program students will study six subjects, three at Higher Level and three at Standard Level. Generally the subjects chosen at Higher Level will reflect the student's areas of greatest passion and academic strength. Standard Level subjects complement the Higher Level choices, but do not generally require the same degree of specialized knowledge and understanding. 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 can jeopardize the IB Diploma. If a student requests alterations to an IB schedule, this can be done only in limited cases, under specific circumstances and timelines, and with approval from the IB Coordinator and HS Principal.

INDIVIDUAL OR GROUPS OF IB COURSES

Grade 11 students who elect to take certain IB courses may take any course at the Higher Level or Standard Level that fits into their schedule, providing the prerequisites have been met. Grades awarded in Higher Level courses are more acceptable for advanced placement at universities than those obtained from Standard Level courses. However, the commitment necessary to prepare for external examinations at either level will enhance university applications.

MOCK EXAMS

Students enrolled in IB courses will be required to sit mock exams in that subject. Format and length of mock exams depend on the subject area and level of the course.

ESTABLISHING AN IB PROGRAMME FOR THE DIPLOMA

1. You are advised to select your Higher Level courses first. The ones chosen will depend on interests, abilities and future educational plans. The details of each course should be examined by referring to the individual course description.
2. Next, the selection of Standard Level subjects will be governed by the Higher Level subject choices as well as the offerings within the IB scheduled classes.
3. The program selected should then be examined in light of the following considerations:
 - A. No student may select the same subjects at both Higher and Standard Level.
 - B. Students must satisfy CAC graduation requirements, particularly in terms of Health, Physical Education, and Visual and Performing Arts.
4. Once a Diploma Program has been provisionally decided upon, it should be checked with the subject teachers concerned to ensure that the subjects and levels chosen are suitable; teacher approvals are critical and must be considered seriously. The program selection will be checked by the IB Coordinator in order to determine whether 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, participate actively in the CAS program and meet its requirements, 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 offerings at CAC). Although modified for independent study, the SSST course follows the Language A: Literature SL course quite closely. Students choosing this option should feel confident in their ability to read, write, speak, and analyze literature in the target language and in their ability to work independently to set and meet goals, complete the assessments, and meet deadlines.

All 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 IB Coordinator and making progress toward completion of the course. For additional questions, please consult the IB Coordinator.

The school will only be able to provide limited support for SSST language, and there may not be a teacher at CAC who speaks the respective language. Parents need to be prepared 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.

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

- English (HL), English (SL), Self Taught Language A (SL), Arabic (HL), Arabic (SL)

GROUP 2: *Language Acquisition (Language B)*

- Arabic B (HL), Arabic B (SL), French B (HL), French B (SL), Spanish B (HL), Spanish B (SL),

GROUP 2: *Language Ab Initio*

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

GROUP 3: *Individuals & Societies*

Economics (HL), Economics (SL), History (HL), History (SL), Global Politics (HL), Global Politics (SL)

GROUP 4: *Experimental Sciences*

- Biology (HL), Biology (SL), Chemistry (HL), Chemistry (SL), Physics (HL), Physics (SL), Design Technology (HL), Design Technology (SL)

GROUP 5: *Mathematics*

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

GROUP 6 - *The Arts*

- Theatre (HL), Theatre (SL), Visual Arts (HL), Visual Arts (SL)

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 not restricted for enrolment to only full Diploma candidates and can 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 balanced program of CAS activities throughout the first 18 months of their IB experience. We recommend students set aside 3 to 4 hours a week to plan, do, and reflect on these activities. Moreover, IB requires each strand of the program (Creativity, Activity, Service) be addressed and suggests a balanced approach to activities - 1/3 of the student's time should be spent in each of the major strands. In addition, students will be required to engage in one CAS project, a month-long CAS endeavor that is initiated by the student. Over an 18-month period, students will regularly submit reflections via ManageBac, a website for IB Diploma candidates. ManageBac serves as a repository for reflections, documents and official records that provide evidence of the varied learning experiences occurring outside of the classroom.

The completion of the CAS program is dependent upon students submitting a minimum of 15 meaningful reflections. In the reflections students provide evidence that they have achieved the following seven learning outcomes:

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

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

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

EXTENDED ESSAY

Description: The Extended Essay (EE) is a substantial piece of independent research that each IB Diploma candidate must complete in one of the IB subjects. The main purpose of the essay is to train the student in the methods of research applicable to the chosen subject. The length of the essay is limited to 4000 words and the language must be in English unless in a Group 1 or 2 subject other than English Literature. To be successful, it is highly recommended that each IB Diploma candidate write their 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. Students who fail to meet CAC's EE deadlines may lose their flex and/or have participation in after school activities suspended until they are up to date. Students who repeatedly miss deadlines risk being withdrawn as Diploma candidates.

More information can be found in CAC's EE Guide, and progress is recorded on ManageBac.

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.

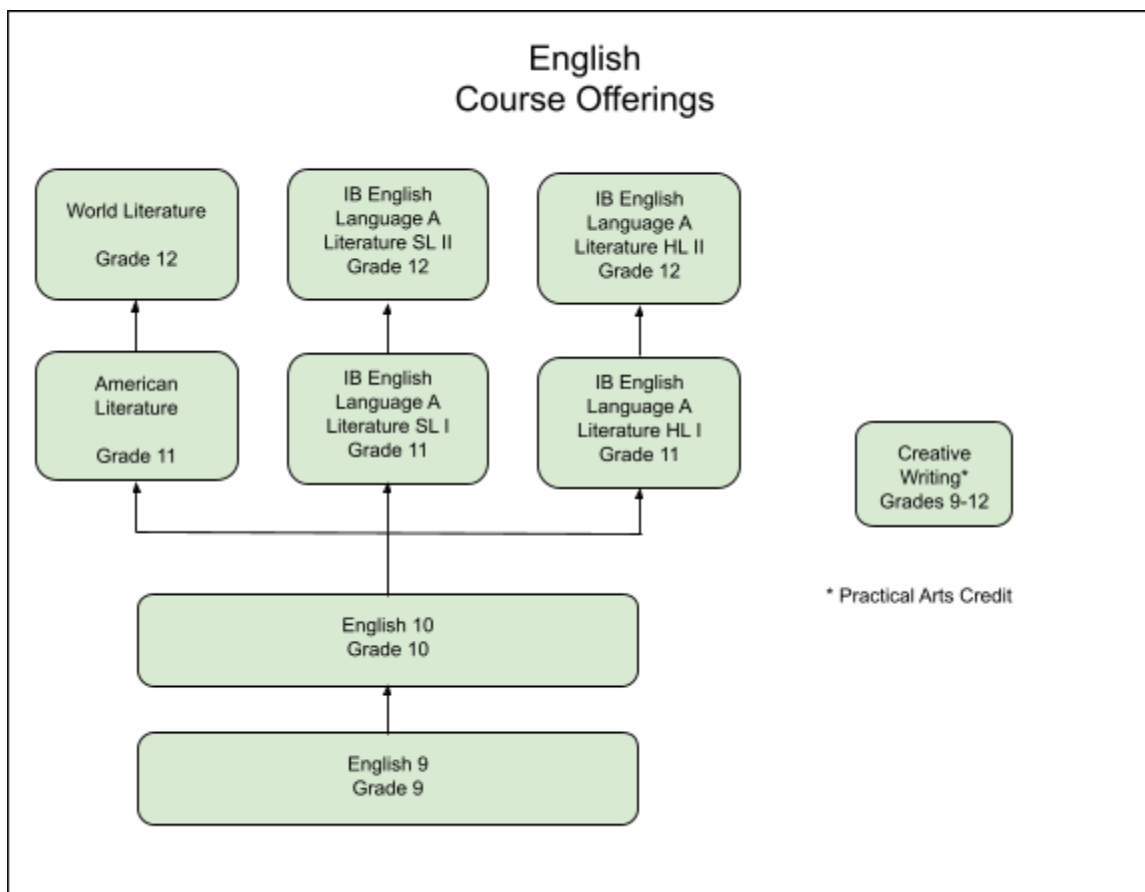
THEORY OF KNOWLEDGE (TOK) I / II

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

The TOK course does not consist of a study of philosophical texts in themselves, but rather it invites students and teachers to ask themselves questions about the fundamental nature of different types of knowledge. Students will investigate and explore many different areas of knowledge and make connections between their personal experiences in and out of school, classical philosophical questions, and current and global issues.

Eligibility: Only 11th and 12th IB diploma students may register for TOK
Credit: 0.5 credit per semester
Length of Course: 2 semesters (Part I is offered the 2nd semester of 11th grade and Part II the 1st semester of 12th grade.) Part I must be taken before Part II.

ENGLISH



PHILOSOPHY

The Cairo American College English Language Arts Program is designed to support and challenge students in developing a high degree of conscientiousness and informed understanding of their appreciation and intentional use of the English language and literary arts.

The curriculum emphasizes the development of the skills of reading comprehension, analysis, and critical thinking. All courses are designed in a manner that challenge students to develop unity, coherence, and clarity, as well as fluency in the communication of ideas through oral and written composition for both native and non-native speakers. The English program aids in the development of advanced language skills by offering regular opportunities for critical thinking, listening, speaking, reading, and writing.

A wide variety of literary works spanning global cultures and time periods is presented to learners across grade levels as a way of inculcating a globally-conscientious and empathetic mindset. Each course offered by CAC offers students opportunities to read, study, and discuss thought-provoking texts and ideas. An essential element of a CAC student's literacy education is grounded in the critical analysis of literature as a means of shaping and developing young learners' abilities to look at the world critically, curiously, thoughtfully, compassionately and honestly.

ENGLISH 9

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

Units of study are thematically designed, and include a variety of genres: poetry, Shakespearean drama, short story, non-fiction, and the novel. Grammar, vocabulary, and literary terminology is integrated in the curriculum, and regularly practiced.

Writing is taught with a strong emphasis on diction, sentence structure, and paragraphing. Students are introduced to close textual analysis, and will write for a variety of purposes and audiences, each with these analytical skills in mind. Students will first understand the importance of a strong analytical paragraph before delving into essay writing. Additionally, students will craft creative stories and poems, and reflect on them analytically.

Throughout the course, students will be provided with the opportunity to develop their speaking and listening skills through Harkness discussions, formal presentations, and role-playing activities.

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

ENGLISH 10

Description: The course will build upon the skills developed in English 9 and help students continue to hone and develop their oral, reading, listening, and writing skills needed for success in their future English courses. Texts centered on the presentation of a variety of global issues will be chosen from a range of sources, including at least one modern literary classic, one Shakespearean play, and multicultural poetry and short story unit. A variety of reading, speaking and writing modes will also be offered to students as opportunities to strengthen their critical thinking abilities. Some examples of these writing modes include: personal narrative, guided literary analysis commentaries and compare and contrast essays. There will also be an oral presentation completed in the second semester modeled after the oral assessment in IB literature.

English 10 aims to foster an appreciation of language and meaning in literature while supporting the development of analytical skills, both orally and in writing, at a deeper level. The increasing complexity of analysis and the raising of standards of excellence will prepare students for English programs in the upper grades, particularly in IB literature.

Prerequisites: English 9
Credit: 1.0 credit
Length of Course: 1 year
Texts: Final selection of individual texts is at the discretion of the teacher of each section and may change from year to year. Past text choices include *Animal Farm*, *Lord of the Flies*, *Dr. Jekyll and Mr. Hyde*, *Othello*, *Macbeth* or another Shakespeare play,

and the 10th grade poetry and short story anthologies featuring diverse authors and voices. .

Should I take IB HL or SL Literature?

It is recommended that those wishing to take the Higher Level course have a strong grade of at least 88% at the end of grade 10 and are confident, independent readers and writers.

Both the SL and HL IB courses in English Literature focus on three broad components:

- *the relationships between readers, writers and texts*
- *the range and functions of texts across geographical space and historical time*
- *aspects of intertextuality.*

Students will focus exclusively on 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.

SL students are required to study 9 works, while HL students are required to study 13. The texts constitute a mixture of forms, coming from various cultures, differing time periods with some in translation.

Apart from the end of second-year exams for Paper 1 and 2, both SL and HL students prepare a taped internal oral assessment in which they present how two different extracts from different works treat a similar area of concern; the IB labels this similar area of concern, a shared 'Global Issue'. This assessment is internally graded and then externally moderated by the IB.

Additionally, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

In the paper 1 exam, taken at the end of the second year, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts. Also, students will take paper 2 at the end of the second year, which is a comparative essay exam based on texts that students have already studied in class.

During the two year course, SL and HL students are required to record their learning in a portfolio, whether in paper or electronic form. This portfolio is not assessed by the IB, but can be requested as a proof of work covered during the course. The portfolio provides many useful functions: it can be used as a tool to record an individual's growth in learning, a place from which decisions can be made about the selection of texts for the internal oral assessment, and also a bank from which intertextual links can be established in preparation for Paper 2.

ENGLISH 11 – AMERICAN LITERATURE

Description: English 11--American Literature surveys the development of American literature, reflecting on the cultural diversity of the American spirit. Students will receive exposure to different cultures in relationship to a wide variety of American experiences. Texts will range from the period of European colonization in the 1500s to contemporary times. Reading selections will be derived from multiple genres,

including nonfiction, memoir, fiction, poetry, and drama. Attention will be paid to the historical/cultural contexts of the major literary periods. In addition to the literature survey, the course will include a variety of writing modes, including personal narrative and literary analysis essays.

Prerequisites: English 10
Credit: 1.0 credit
Length of Course: 1 year
Texts: At the discretion of the teacher, texts may include: *The Bluest Eye*, *The Crucible*, *Notes of a Native Son*, *One Flew Over the Cuckoo's Nest* and a selection of short stories, essays, speeches, and poetry featuring a wide variety of American voices and perspectives.

IB LANGUAGE A: LITERATURE - SL I

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

Students should expect reading assignments over holidays and breaks (including summer and winter breaks). Upon completion of the course, students in their senior year may take IB SL II.

Prerequisites: English 10 and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: Final selection of individual texts is at the discretion of the teacher of each section within the parameters of the IB guidelines for text selection.

IB LANGUAGE A: LITERATURE - HL I

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

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

Students should expect reading assignments over holidays and breaks (including summer and winter breaks).

Prerequisites: English 10 with a grade of "B+" or higher, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year

Texts: Final selection of individual texts is at the discretion of the teacher of each section within the parameters of the IB guidelines for text selection.

ENGLISH 12 – WORLD LITERATURE “LITERATURE AND LIFE”

Description: This course is designed to strengthen and refine the skills appropriate for higher education. Students will examine the human condition through literature from around the world, and reflect on it through discussion, formal research, personal essay, literary analysis, and presentation. Additionally, the course seeks to provide practical and philosophical lessons from literature in order to better prepare yourselves for life beyond CAC. As you traverse your senior year of high school, we will explore what it means to be human, and how literature both documents the complexity of the question, and shapes our perception of it. We examine the human condition by using various texts to learn how to ask tough questions, engage in sophisticated conversations, and make claims that we skillfully argue. Ideally, you will learn both practical and philosophical lessons from the texts we study in order to better prepare yourselves for life beyond CAC.

Prerequisites: English 11- American Literature

Credit: 1.0 credit

Length of Course: 1 year

Texts: Choices, at the discretion of the teacher, may include *Kitchen*, *V for Vendetta*, *Hedda Gabler*, a study of modern lyrics, *The Alchemist*, *The Metamorphosis*, and a selection of short stories, essays, and poetry.

IB LANGUAGE A: LITERATURE - SL II

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

Prerequisites: IB Language A: Literature - SL I and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

Texts: Final selection of individual texts is at the discretion of the teacher of each section within the parameters of the IB guidelines for text selection.

IB LANGUAGE A: LITERATURE - HL II

Description: This 12th grade course is the second year of the IB Higher Level English program, concluding with the IB exams in May. The first semester will focus on detailed literary analysis of three works, at least one of which must be poetry, culminating with the internally recorded and moderated oral commentary on a poem and discussion of the other literature studied. Students should expect reading assignments over holidays and breaks (including summer and winter breaks). As part of the course, each student has to finalize the Written Assignment from the first year of the program for external assessment. The second semester will concentrate on the study of four works from a specific genre, which will be

chosen by the teacher. The final IB exams, in May, will include a written commentary on an unseen passage or poem and an essay using the second semester texts as evidence to answer a question about the literature with a focus on the writer's choices.

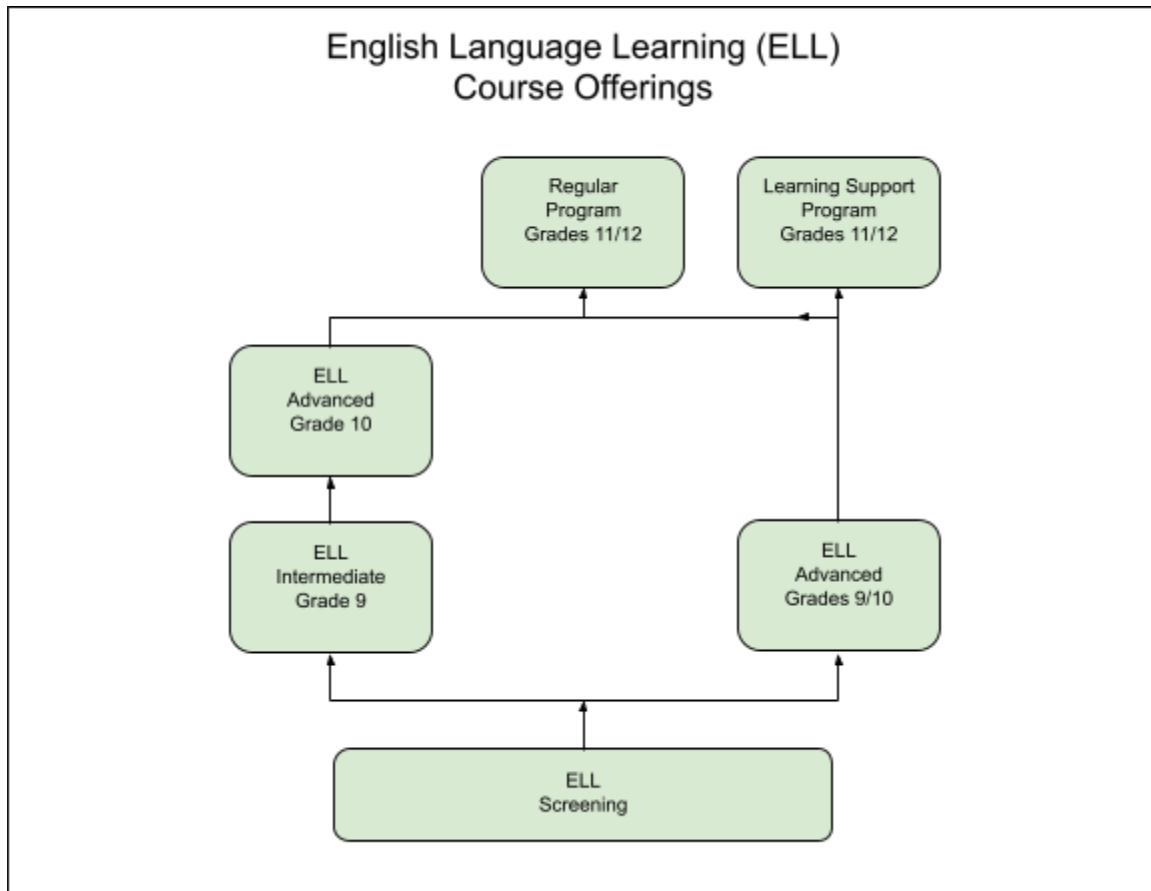
Prerequisites: IB Language A: Literature-HL I and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: Final selection of individual texts is at the discretion of the teacher of each section within the parameters of the IB guidelines for text selection.

CREATIVE WRITING 9-12

Description: This course is intended for 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: Approval of current English teacher
Credit: 0.5 credit per semester
Length of Course: 1 semester (1st or 2nd semester or both)
Texts: Essays, short stories and poems taken from selected texts
Note: This course is included in the Practical Arts Strand

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.

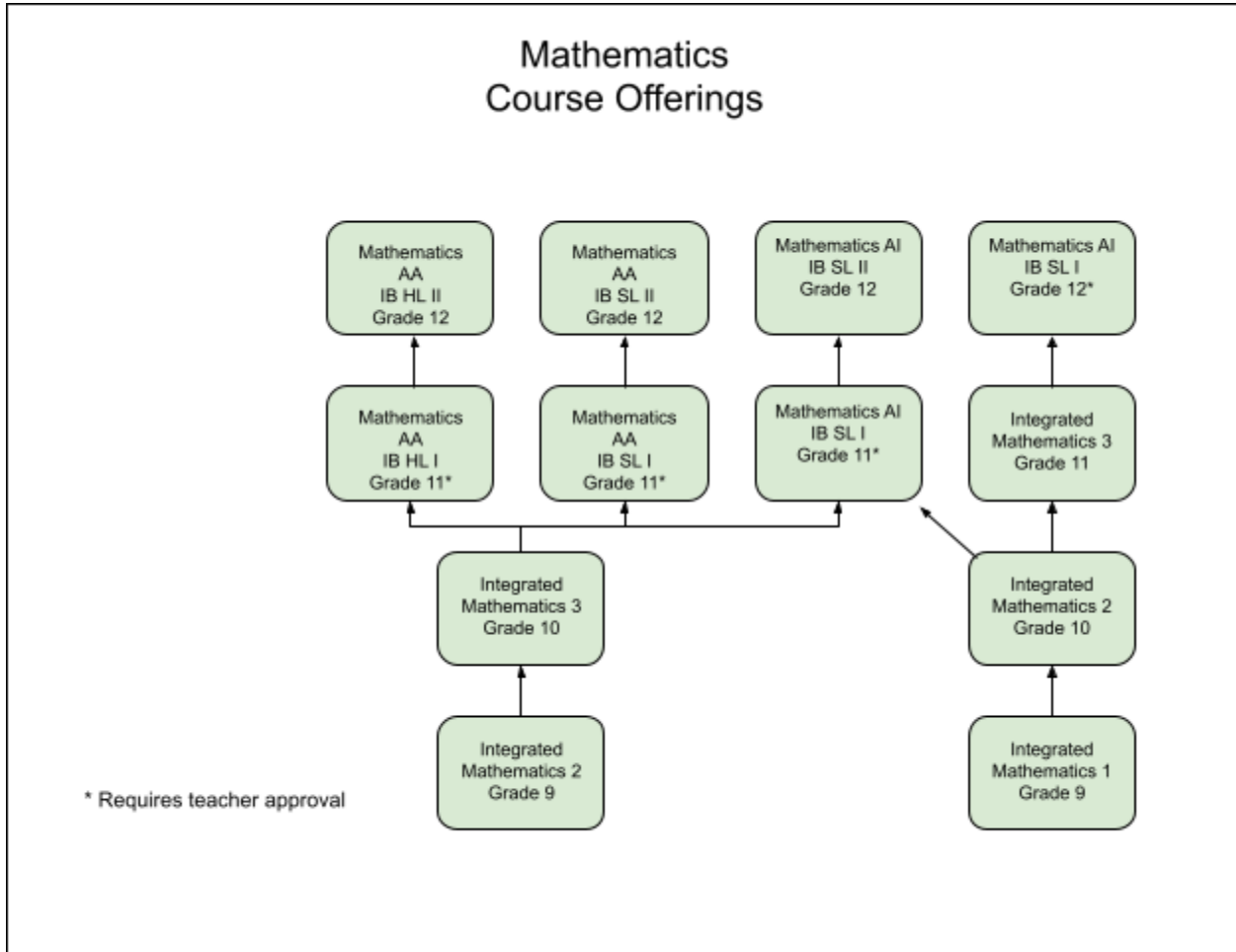
Prerequisites: Intermediate ELL or placement based on testing and/or ELL teacher approval.

Credit: 1.0 credit per year or 0.5 per semester.

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

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

MATHEMATICS



PHILOSOPHY

The High School Mathematics program closely follows the IB DP math syllabi, and for grades 9 and 10 the program is backward designed to prepare students for the IB DP mathematics courses. The grade 9 and 10 courses are additionally compatible with the American Education Reaches Out (AERO) standards, allowing for a smooth transition into or out of CAC.

The CAC mathematics program seeks to inspire students to become life-long learners who are mathematically literate. Learners should develop and demonstrate conceptual understanding, procedural proficiency and factual knowledge. Teachers facilitate this process through intentional lesson design, prioritizing building relationships with students and cultivating a safe space in which students can learn.

INTEGRATED MATHEMATICS 1

Course Description: IM1 is appropriate for students coming out of 8th grade with either some gaps in their learning, an uneven foundation in mathematics, or a lack of comfort with mathematics. This course really focuses on core mathematical literacy skills, and offers students a safe and supportive environment to develop their mathematical understanding. Topics covered in the course include the following:

Problem Solving

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

Coordinate Geometry

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

Linear Relations

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

Exponential Relations

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

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

INTEGRATED MATHEMATICS 2

Course Description: IM2 is appropriate for students who have completed IM1 or for 8th grade students who have completed the 8th grade course with a high level of success and comfort. Topics covered in the course include the following:

Linear Functions and Linear Systems

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

Coordinate Geometry and Right Triangle Trigonometry

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

Exponential and Quadratic Functions

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

Descriptive Statistics

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

Prerequisites: Integrated Mathematics 1 or teacher approval from Math 8
Credit: 1.0 credit
Length of Course: 1 year
Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

INTEGRATED MATHEMATICS 3

Course Description: IM3 is appropriate for students who successfully completed IM2, or an equivalent course. For 8th grade students who show a high level of mathematical aptitude, this might be an appropriate choice. However, that is the exception, not the standard. This is generally a 10th grade course. Topics covered in the course include the following:

Operations with Functions

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

Characteristics of Functions

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

Geometry: Circles, Circular Functions and Triangle Trigonometry

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

Applications of Probability

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

Prerequisites: Integrated Mathematics 2 or teacher, counselor, and principal approval from Math 8
Credit: 1.0 credit
Length of Course: 1 year
Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

STANDARD LEVEL APPLICATIONS AND INTERPRETATIONS YEAR 1 (AI SL Y1)

Course Description: Mathematics: Applications and interpretation is appropriate for students who successfully completed IM2, IM3, or an equivalent course. This 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. As such this course is aimed at students who will go on to study social sciences, natural sciences, statistics, business, economics, psychology, and design. The course 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.

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

Credit: 1.0 credit

Length of Course: 1 year

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

STANDARD LEVEL APPLICATIONS AND INTERPRETATIONS YEAR 2 (AI SL Y2)

Course Description: Mathematics: Applications and Interpretation is appropriate for students who successfully completed AI SL Year 1, or an equivalent course. This 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. As such this course is aimed at students who will go on to study social sciences, natural sciences, statistics, business, economics, psychology, and design. The course 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. During year two of this course students will work on an individual exploration that will be submitted as a research paper and assessed as part of their IB score.

Prerequisites: SL Applications and Interpretations Year 1

Credit: 1.0 credit

Length of Course: 1 year

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

STANDARD LEVEL ANALYSIS AND APPROACHES YEAR 1 (AA SL Y1)

Course Description: Mathematics: Applications and interpretation is appropriate for students who successfully completed IM3, or an equivalent course. This 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 course covers mathematics across five general topics:

- Numbers and Algebra,

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

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

Prerequisites: Integrated Mathematics 3 as well as teacher approval.
Credit: 1.0 credit
Length of Course: 1 year
Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

STANDARD LEVEL ANALYSIS AND APPROACHES YEAR 2 (AA SL Y2)

Course Description: Mathematics: Applications and interpretation is appropriate for students who successfully completed AA SL Year 1, or an equivalent course. This 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 course covers mathematics across five general topics:

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

There is a stronger emphasis on calculus and a lighter emphasis on statistics within this course. During year two of this course students will work on an individual exploration that will be submitted as a research paper and assessed as part of their IB score

Prerequisites: SL Analysis and Approaches Year 1
Credit: 1.0 credit
Length of Course: 1 year
Recommendations: Students must have a graphing calculator (TI-84 calculator is preferred).

HIGHER LEVEL ANALYSIS AND APPROACHES YEAR 1 (AA HL Y1)

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 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.

Prerequisites: Integrated Mathematics 3, as well as teacher and parent recommendation
Credit: 1.0 credit

Length of Course: 1 year

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

HIGHER LEVEL ANALYSIS AND APPROACHES YEAR 2 (AA HL Y2)

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 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. During year two of this course students will work on an individual exploration that will be submitted as a research paper and assessed as part of their IB score

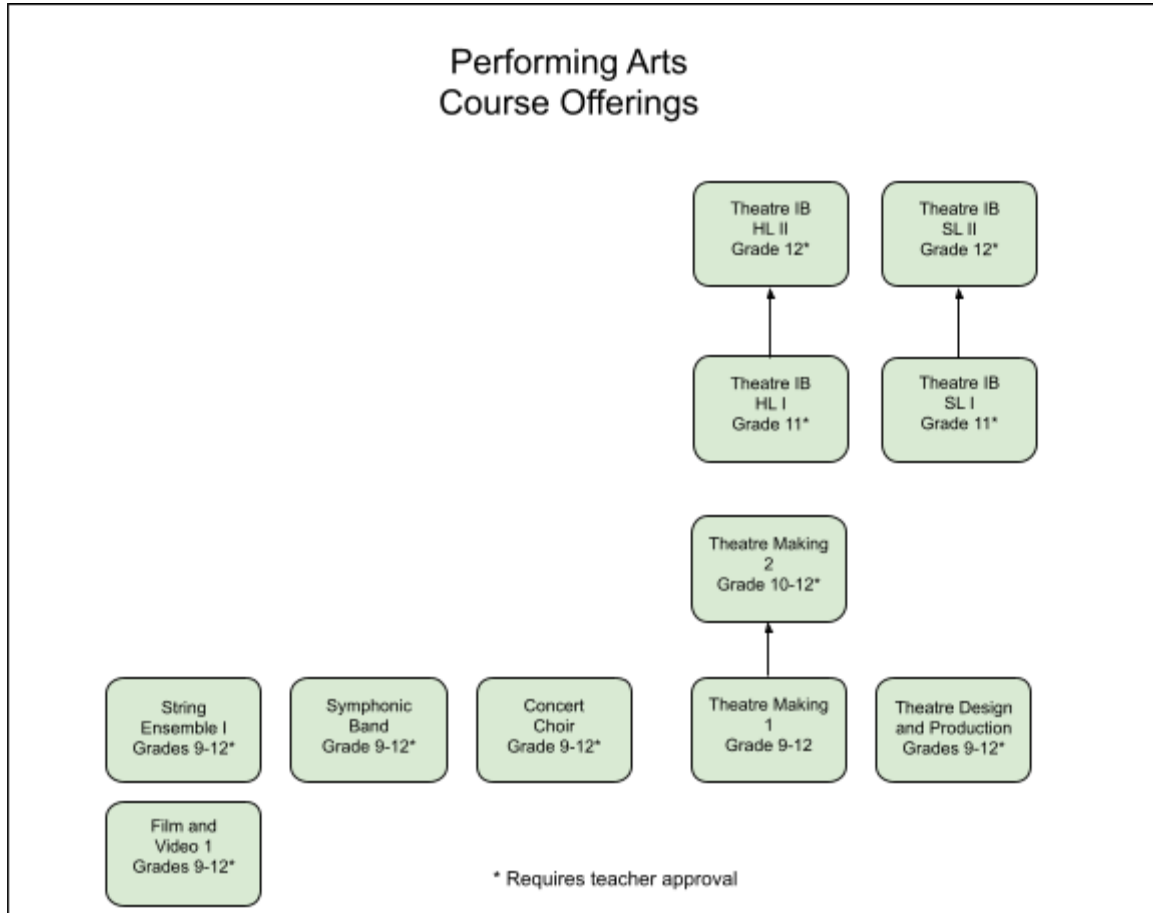
Prerequisites: Integrated Mathematics 3, as well as teacher and parent recommendation

Credit: 1.0 credit

Length of Course: 1 year

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

PERFORMING ARTS



PHILOSOPHY

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

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

MUSIC

SYMPHONIC BAND

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

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

More information is available from the teacher.

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

STRING ENSEMBLE 1

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

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

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

CONCERT CHOIR

Description: This course is open to any male or female in 9th through 12th grade with an interest in singing. There are NO auditions, and ALL students are encouraged to participate without regard to present singing ability or previous musical experience. Daily rehearsals will deal with the development of

the voice as a musical instrument, music reading and sight-singing skills, exploration of a broad variety of choral music, working together as a group, and performance skills.

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

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

THEATRE

THEATRE DESIGN and PRODUCTION (Formerly STAGECRAFT)

Description: This course is open for 9th through 12th grade students. The focus of the course is on the theory and practical application of 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 theatre program at CAC. Students will be trained in the safe operation of theatre equipment and will be responsible for the technical support for shows and other functions which take place in the theatre. This is a hands-on course where students learn the art by engaging in the practice.

PLEASE NOTE: All students may be required to work backstage for at least one production during the course of the semester unless otherwise notified by the teacher.

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

THEATRE MAKING 1 (Formerly INTERMEDIATE ACTING)

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

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

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

THEATRE MAKING 2 (Formerly INTERMEDIATE ACTING)

Description: This course is open for 10th 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, directing and theatre design. The course is for students who desire to develop their performance skills as fully as possible. Performance is a required part of the course and students will keep a journal for recording work.

Prerequisites: Theatre Making 1
Credit: 1.0 credit
Length of Course: 1 year (may be repeated for credit)

THEATRE IB: SL 1 & 2 and HL 1 & 2

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

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

Theatre processes: exploring and acquiring skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as they gain practical understanding of the process of creators, designers, directors and performers.

Presenting theatre: apply practical theatre skills, individually and collaboratively, through a range of formats; present ideas about theatre and take part in performances and understand how artistic choices can impact an audience.

The assessment tasks set the following expectations for theatre students.

Solo theatre piece (HL only): Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre 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 theatre tradition they have not previously studied.

Collaborative project: Students at SL and HL collaboratively create and perform an original piece of theatre (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 Theatre class, prior coursework or experience in theatre is desirable (but not required) and teacher approval
Credit: 1.0 credit
Length of Course: 1 year

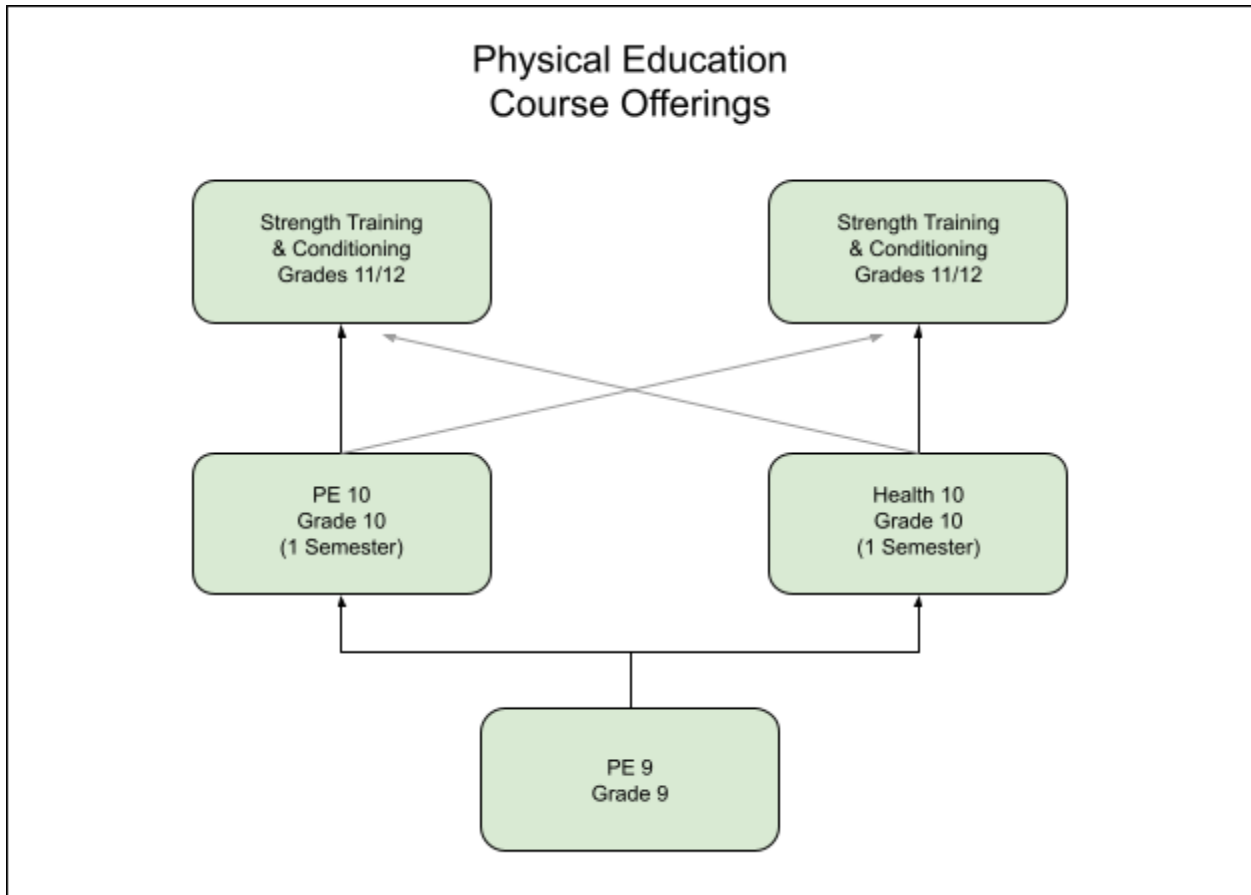
FILM AND VIDEO 1

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 (may be repeated for credit)
Requirements: A video recording device and a laptop able to run the latest version of Adobe Premiere Pro

PHYSICAL EDUCATION AND HEALTH



PHILOSOPHY

We believe that regular physical activity contributes to good health, functional movement, and lifelong well-being. Physical Education makes a significant and unique contribution to the student's overall education by providing opportunities to develop movement skills, knowledge, attitudes and leadership that the student will find useful throughout his or her lifetime. Challenging the student to cooperatively work and play with their peers in team building situations is at the heart of the program.

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

The CAC Physical Education Department will provide a balanced and varied curriculum that will encourage students to: LEARN, EXPLORE and HAVE FUN as they:

- acquire knowledge of sports
- acquire health & fitness understanding
- be challenged
- demonstrate CAC's core values

- actively participate in enjoyable PE lessons

PE 9

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

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

PE 10

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

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

MODERN HEALTH 10

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

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

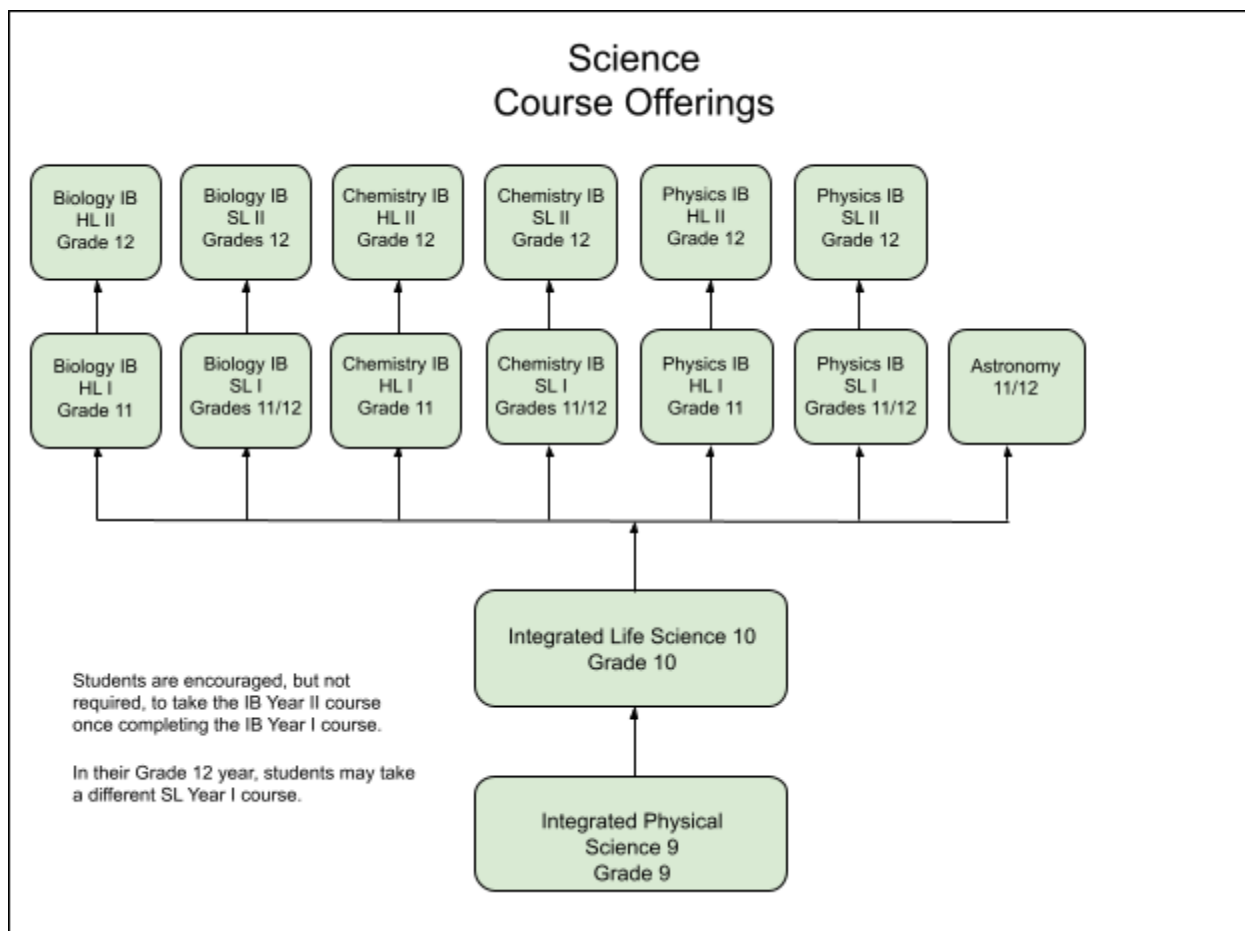
STRENGTH TRAINING AND CONDITIONING

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

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

Prerequisites: PE 9 and PE 10
Credit: 0.5 credit per semester
Length of Course: 1 semester (1st or/and 2nd 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 energy, thermodynamics, 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.

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, energy, Mendelian genetics, and Darwinian evolution. Chemistry topics will be integrated into the units to examine the chemical nature of life. Laboratory skills continued or initiated in this course will include science lab journal-writing, quantitative/qualitative observation, microscope use, digital sensor use, data processing and statistical analysis.

Prerequisites: Integrated 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. Specific topics covered are Biochemistry, Cellular Biology, and human physiology. 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 Biology score and as at least a test grade in the Semester 1 CAC grade.

Prerequisites: Integrated Physical Science 9, Integrated Life Science 10, and/or teacher approval
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 should understand that this material will be quite challenging. 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. Specific topics covered are Biochemistry, Cellular Biology, and Human Physiology. Some weekend and/or afternoon lab time may be scheduled during the second semester. 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 Biology score and as at least a test grade in the Semester 1 CAC grade.

Prerequisites: Integrated Physical Science 9, Integrated Life Science 10 (75% or better), and teacher approval
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 specific topics covered are Human Physiology, Genetics, Ecology, and Evolution.

Prerequisites: Biology IB SL I and teacher approval
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. The specific topics covered will be Genetics, Plants, Ecology, and Evolution. This is an advanced biology course recommended for highly motivated students.

Prerequisites: Biology IB HL I and teacher approval
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, in addition to developing a general understanding of the chemical principles that underpin the material world, develop the ability to analyze, evaluate, and synthesize scientific information. The major topics studied are: moles and ratios, atomic theory, the periodic table, bonding, states of matter, thermodynamics, kinetics and equilibrium. In addition to this, students will, through practical work, hone their experimental and investigative skills.

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 required. 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, in addition to developing a general understanding of the chemical principles that underpin the material world, develop the ability to analyze, evaluate, and synthesize scientific information. The major topics studied are: moles and ratios, atomic theory, the periodic table, bonding, states of matter, thermodynamics, kinetics and equilibrium. Some weekend and/or afternoon lab time may be scheduled during the second semester. In addition to this, students will, through practical work, hone their experimental and investigative skills. Some weekend and/or afternoon lab time will be scheduled during the second semester.

Prerequisites: Integrated Physical Science 9, Integrated Life Science 10 (75% or better), Integrated Math 3 (75% or better) or higher, teacher approval
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 will include: acids/bases, electrochemistry, organic chemistry, and one optional topic. Students will continue exploring the topics covered in Year 1 with a continued emphasis on real world applications of the topics. During this course, all students will participate in an extensive independent lab research project called the IB Individual Investigation. This independent project 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 approval
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 will include a quantitative approach to acids/bases and electrochemistry, as well as an in-depth study of organic chemistry and spectroscopy, and one optional topic. Students will continue exploring the topics covered in Year 1 with an emphasis on real world applications of the studied topics. During this course, all students will participate in an extensive independent lab research project called the IB Individual Investigation. This independent project 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 approval
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 Mathematics 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 (75% or higher), enrollment in IB Math AA SL1 or IB Math AA HL1. Completion of Integrated Mathematics 3 with a 80% or better is recommended
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. 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 SL I and teacher approval

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 approval

Credit: 1.0 credit

Length of Course: 1 year

ASTRONOMY

Description: As part of a two-year rotation along with Environmental Science, this course will be offered next in the 2023-2024 school year. This course is open to 11th and 12th grade students. It is a course that offers the student a survey of the structure of the physical universe across both space and time. Students will become intimately aware of the cause and effect relationships that exist in the universe and will be asked to become involved in discussions regarding some of the last big unanswered questions in science. A considerable amount of time will be spent looking at how astronomers do what they do, and will be fully evidence-based. Emphasis will be placed on integrating and applying science that has been encountered in earlier introductory science topics (biology, chemistry, and physics) and critical thinking. Topics include a survey of objects in the universe, the search for extraterrestrial life, a history of astronomy/cosmology, astrophysics, stellar evolution, big bang cosmology, an introduction to relativity theory and modern cosmological theories, as well as a unit that focuses on critical thinking and logical fallacies. Considerable energy will be spent communicating clearly in different media with various audiences, collaborating effectively, and exploiting a wide range of resources while reinforcing the positive attitudes and values of curiosity, optimism, humility, self-confidence and skepticism. Each semester is independent and students are welcome to take the semesters independent of each other. This course may not be considered a lab-science by some universities.

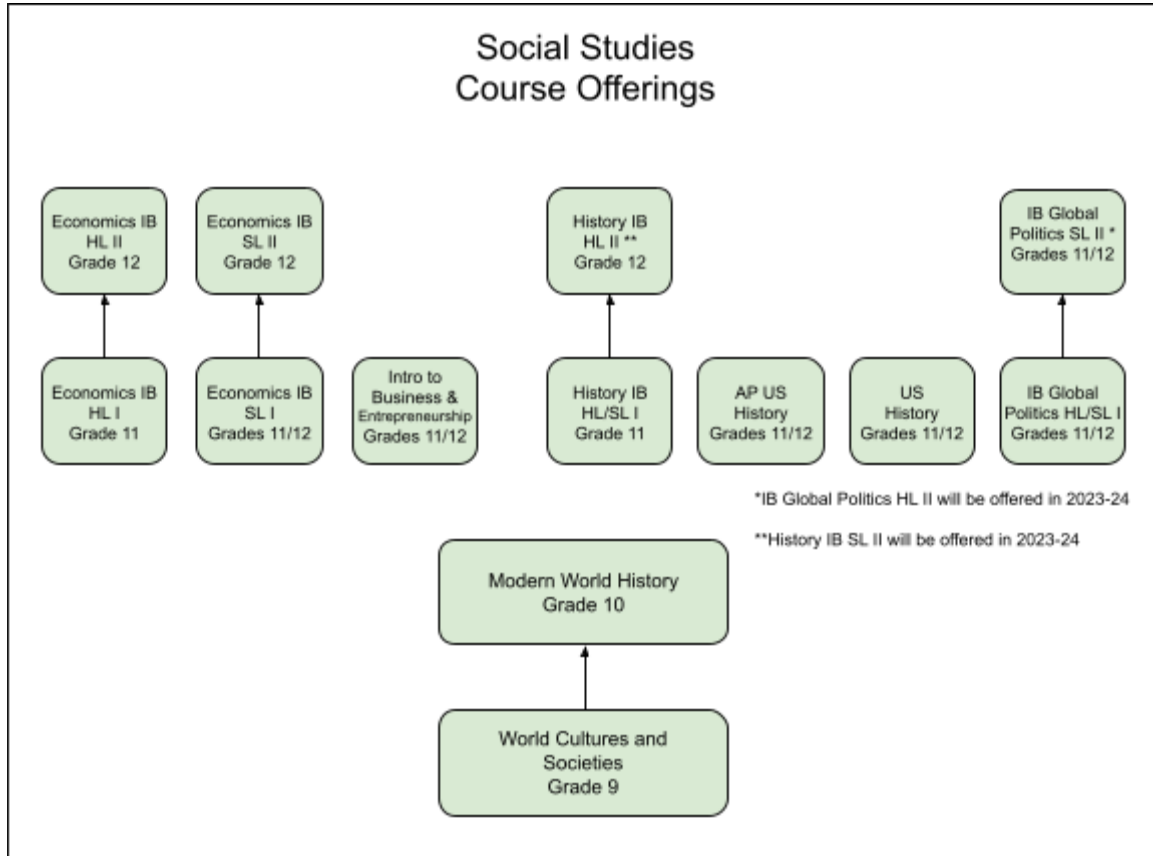
Prerequisites: Integrated Physical Science 9 and Integrated Life Science 10
Credit: 1.0 credit
Length of Course: 1 year (1st and/or 2nd semester)
Recommendations: A sincere interest in science is required along with a curiosity in how we know what we know about the universe.
Text: *The Stars* by HA Rey 2nd Edition

ENVIRONMENTAL SCIENCE

Description: As part of a two-year rotation along with Astronomy, this course will be offered next in the 2022-2023 school year. This course is open for 11th and 12th grade students. It is a course designed to increase the knowledge and understanding of how the environment functions, the effect humans are having on it, and our responsibility to sustainable development. We are increasingly being faced with personal and societal decisions concerning the environment that require an in-depth knowledge and understanding of environmental issues. This course will provide students with the scientific principles, concepts, and the methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, and to examine solutions for resolving them. The following topics will be covered: ecology, analyzing ecosystems, water, population dynamics, air, waste management, conservation, biodiversity, and marketing environmental awareness. Field studies may be conducted, some of which may require time outside of the normal day. Each semester is independent and students are welcome to take the semesters independent of each other. This course may not be considered a lab-science by some universities.

Prerequisites: Integrated Physical Science 9, and Integrated Life Science 10
Credit: 1.0 credit
Length of Course: 1 year
Text: *Environmental Systems and Societies*; Pearson 2010

SOCIAL STUDIES



PHILOSOPHY

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

WORLD CULTURES AND SOCIETIES

Description: In this course, students will explore human behavior and their connection to the development and evolution of cultures as well as patterns and trends in society. Students reflect on their own cultures (not nationalities) and how it has shaped them individually. Students at CAC have a very rich cultural experience and diverse backgrounds, enriching the discussions that take place in class. Students will study three regions in depth; the Middle East, Asia and Africa covering both current issues and historical topics through a variety of disciplines: anthropology, geography, sociology, history, economics and political science. The study of “Islam” as part of the Middle East Unit can potentially culminate with a fieldtrip to Islamic Cairo where the entire 9th grade class visit multiple historical sites and conduct research.

Students taking 'World Cultures' will develop both skills and knowledge that will help them further in Modern World History, IB Global Politics, IB History, and United States History, and some understanding of concepts relevant to IB Economics.

Prerequisites: None
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Politics and Culture in the Developing World, 5th edition.* Payne and Nassar. 2016, Routledge Publishing.

MODERN WORLD HISTORY

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

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

UNITED STATES HISTORY/AP UNITED STATES HISTORY

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

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

Prerequisites: Successful completion of a 10th grade social studies course, or administrative approval
Credit: 1.0 credit
Length of Course: 1 year
Text: *The American Pageant*, David Kennedy, et. Al. 2002
Note: American passport holders must take a U.S. History course to meet CAC graduation requirements; however, this requirement will be waived for those

preparing for the full IB diploma. If the student should withdraw from the full IB diploma program, then the student must fulfill the U.S. history requirement.

GLOBAL POLITICS IB SL I

Description: This is the first year of a two-year program to study Global Politics at the SL level, and 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 examination. The Global Politics class focuses on key political concepts and contemporary political issues in order to engage with a variety of perspectives and approaches in global politics. Students will investigate case studies to learn about the core topics of power, sovereignty and international relations; human rights, development and peace and conflict studies. In the course students will focus on the skills of researching and debating topics from multiple perspectives, and writing about contemporary issues in multiple formats such as policy statements, resolutions, and essays. A key theme of the course is exploring the changing nature of state power in a world of globalized non-state actors such as corporations, non-governmental organizations and other transnational entities.

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

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Introduction to Global Politics, 6th edition.* Steven L. Lamy. 2021, Oxford University Press.

IB Global Politics Course Book, 1st edition. Max Kirsch. 2017, OUP.

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, and students who are signed up for this course will take the IB Global Politics examination at the end of the course. The Global Politics class focuses on key political concepts and contemporary political issues in order to engage with a variety of perspectives and approaches in global politics. Students will investigate case studies to learn about the core topics of power, sovereignty and international relations; human rights, development and peace and conflict studies. In the course students will focus on the skills of researching and debating topics from multiple perspectives, and writing about contemporary issues in multiple formats such as policy statements, resolutions, and essays. The key themes of the second year of the course include exploring the changing nature of conflict, the ways to create peace in the modern world and the nature and protection of Human Rights.

Prerequisites: Global Politics IB SL I

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Introduction to Global Politics, 6th edition.* Steven L. Lamy. 2021, Oxford University Press.

IB Global Politics Course Book, 1st edition. Max Kirsch. 2017, OUP.

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 assessment to be held at the end of a student's 12th grade year. The Global Politics class focuses on key political concepts and contemporary political issues in order to engage with a variety of perspectives and approaches in global politics. Students will investigate case studies to learn about the core topics of power, sovereignty and international relations; human rights, development and peace and conflict studies. In the course students will focus on the skills of researching and debating topics from multiple perspectives, and writing about contemporary issues in multiple formats such as policy statements, resolutions, and essays. A key theme of the course is exploring the changing nature of state power in a world of globalized non-state actors such as corporations, non-governmental organizations and other transnational entities.

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

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Introduction to Global Politics, 6th edition.* Steven L. Lamy. 2021, Oxford University Press.

IB Global Politics Course Book, 1st edition. Max Kirsch. 2017, OUP.

HISTORY IB SL I: TOPICS IN WORLD HISTORY

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. Students in this class study events of the Nineteenth and the Twentieth Century, which have led to issues related to naturalism, imperial decline, revolutions, two world wars, and the Cold War. Throughout the year, students identify cause-effect relationships in history, improve their analytical skills in written expression, and identify historical perspectives from primary and secondary sources. Various topics and regional themes will be explored during the course of the class. The focus of the course is on aspects of the history of the world beginning in the first year and continuing in the second year. The class activities follow discussion and seminar formats, which encourage students to formulate personal positions and to express themselves clearly. Students will also develop an internal assessment paper based on primary and secondary sources.

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

Credit: 1.0 credit

Length of Course: 1 year

Texts: *Contemporary Europe: A History*, James Wilkinson and Stuart H. Hughes, 1991, *A History of the Modern Middle East*, Cleveland, William, 2009; *A Concise History of the Middle East*, Arthur Goldschmidt, 1999, and *20th Century World History Course Companion*, Oxford Press, 2009, and extensive supplementary materials

HISTORY IB HL I: TOPICS IN WORLD HISTORY

Description: This is the first year of a two-year program to study history, and it is open for 11th grade students who are IB Higher-Level diploma and certificate candidates. Students in this class study events of the Nineteenth and the Twentieth Century, which have led to issues related to naturalism, imperial decline, revolutions, two world wars, and the Cold War. Throughout the year, students identify cause-effect relationships in history, improve their analytical skills in written expression, and identify historical perspectives from primary and secondary sources. Various topics and regional themes will be explored during the course of the class. The focus of the course is on aspects of the history of world

beginning in the first year and continuing in the second year. The class activities follow discussion and seminar formats, which encourage students to formulate personal positions and to express themselves clearly. Students will also develop an internal assessment paper based on primary and secondary sources.

Prerequisites: Successful completion of a 10th grade social studies course
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Contemporary Europe: A History*, James Wilkinson and Stuart H. Hughes, 1991, *A History of the Modern Middle East*, Cleveland, William, 2009; *A Concise History of the Middle East*, Arthur Goldschmidt, 1999, and *20th Century World History Course Companion*, Oxford Press, 2009, and extensive supplementary materials

HISTORY IB HL II: TOPICS IN WORLD HISTORY II

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

Prerequisites: History IB HL I
Credit: 1.0 credit
Length of Course: 1 year
Texts: *A History of the Modern Middle East*, Cleveland, William, 2009; *A Concise History of the Middle East*, Arthur Goldschmidt, 1999, and *20th Century World History Course Companion*, Oxford Press, 2009

ECONOMICS IB SL I

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

Prerequisites: Successful completion of Integrated Mathematics 3, or Social Studies HOD signature
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Economics for the IB Diploma, 3rd edition*, E. Tragakes, Cambridge University Press

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. Students in this class will develop an understanding of international and development economics. The content of the course develops critical thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students also learn to apply basic quantitative and mathematical skills to the discipline of economics, test economic propositions empirically, improve decision-making skills, and apply economic logic to a wide variety of real world and hypothetical situations. All students enrolled in IB SL Economics complete an internal assessment portfolio of three commentaries where students evaluate real life news events in terms of economic theory. The IB SL Economics exams consist of one long response paper which assesses understanding of micro and macroeconomic theory and one structured data response paper which assesses understanding in international and development economics.

Prerequisites: Economics IB SL I
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Economics for the IB Diploma, 3rd edition*, E. Tragakes, Cambridge University Press

ECONOMICS IB HL I

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

Prerequisites: Finish IM 3 with a grade of C or higher, or Social Studies HOD approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Economics for the IB Diploma, 3rd edition*, E. Tragakes, Cambridge University Press

ECONOMICS IB HL II

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

Economics exams consist of one long response paper which assesses understanding of micro and macroeconomic theory, one structured data response paper which assesses understanding of international and development economics, and one quantitative paper which assesses the application of mathematics in all four sections of the syllabus.

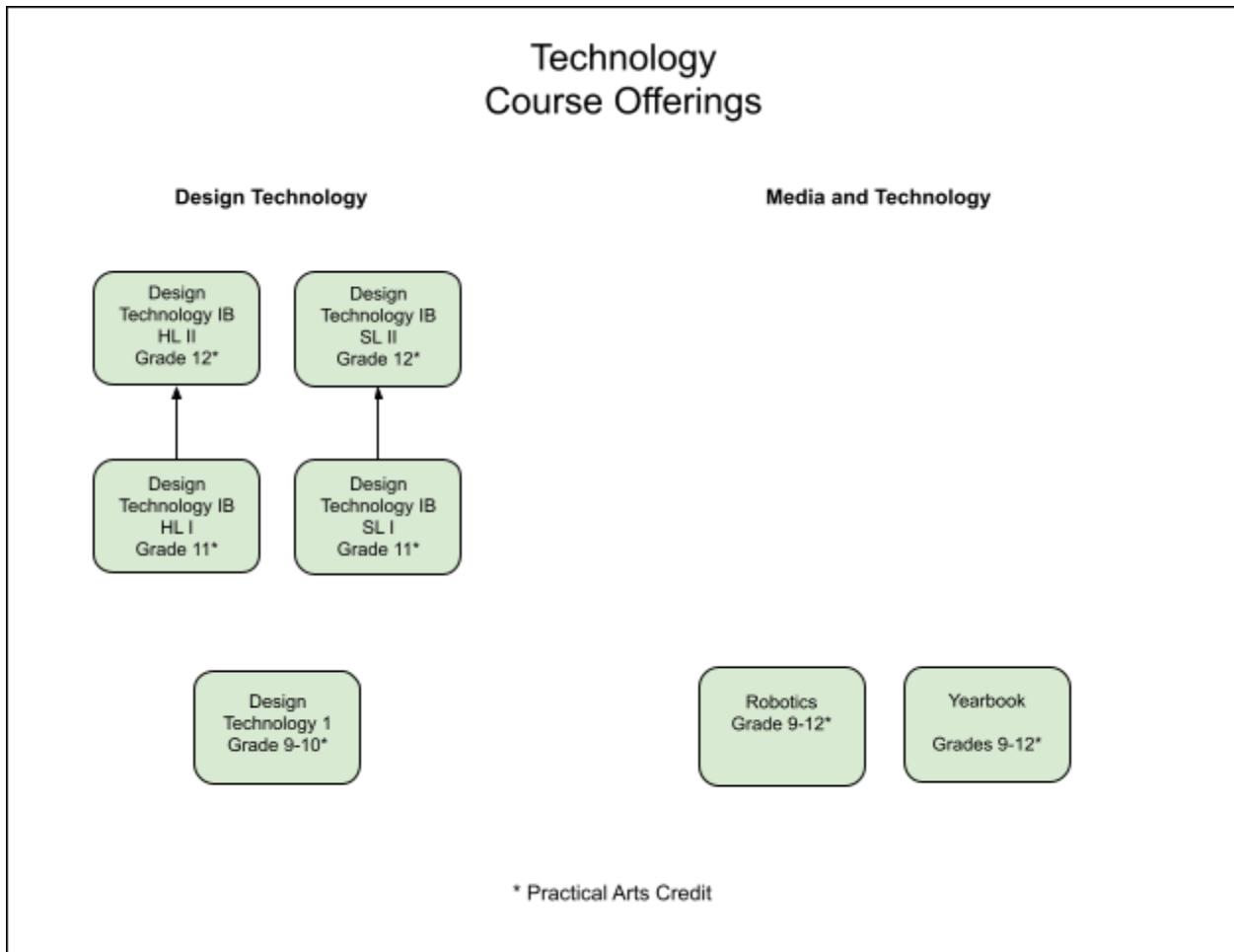
Prerequisites: Economics IB HL I
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Economics for the IB Diploma, 3rd edition*, E. Tragakes, Cambridge University Press

INTRODUCTION TO BUSINESS AND ENTREPRENEURSHIP

Description: This 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 business investment simulation at the end of the year. The syllabus is presented in an order and manner that students are then enabled to participate in the simulation. This course aims to help students develop an awareness of the nature and significance of modern business practices, primarily through an assessment of the modern business world, as well as studies in marketing, globalization, human resources, and business accounting. Ultimately, the goal of the class is to help students develop an understanding of the way businesses behave and why business decisions are made, and to promote knowledge and appreciation of the working world.

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

TECHNOLOGY



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.

DESIGN TECHNOLOGY

DESIGN TECHNOLOGY I

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

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

DESIGN TECHNOLOGY IB SL I or HL I

Description: This course is the first year of the IB Standard Level and Higher Level programs for IB students who are enrolled in 11th grade. This cross-curricular course is designed to explore the interactions of design, science, technology and the needs of people and society. It interfaces between the knowledge base of the sciences and the creative flair of the arts. Topics covered include: design process, product innovation, invention, green design, materials, product development, ergonomics, product design and product evaluation. A major component is the active involvement of the students in designing and problem-solving. In this course, the students design real-world applications and products.

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

DESIGN TECHNOLOGY IB SL II

Description: This course will be the second year of the IB Standard Level required for 12th grade students preparing for the IB examination. It interfaces well between the knowledge base of the sciences and the creative flair of the arts. Topics covered include: design projects involving the collection of raw materials, the creation of a student-led major final product, designing with clean technologies, ergonomics, and a study of computer aided design (CAD) and manufacture (CAM). A major component is the active involvement of students in designing and problem-solving. In this course, the students design real-world applications, products and artifacts. 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: Design Technology IB SL I
Credit: 1.0 credit
Length of Course: 1 year
Recommendations: It is for students interested in pursuing a career in the field of design, architecture, engineering, business, science or applied science and technology. It is also ideally suited for art, business and science students.
Note: This course is included in the Practical Arts Strand. It also satisfies the IB Group 4 requirements for the IB Diploma.

DESIGN TECHNOLOGY IB HL II

Description: This course is the continuation of Design Technology IB HL I, and the second year of the IB HL required for 12th grade students preparing for the IB examination. Extra topics covered include: many major design projects involving the collection of raw material and the creation of a final product, energy, structures (including bridges), mechanical design, advanced manufacturing, sustainable development, and a study of Computer Aided Design (CAD) and Manufacture (CAM). A major component is the active involvement of students in designing and problem-solving. In this course, the students design real-world applications, products and artifacts. 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: Design Technology IB 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 is included in the Practical Arts Strand. It also satisfies the IB Group 4 requirements for the IB Diploma.

ROBOTICS

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

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

MEDIA AND TECHNOLOGY

YEARBOOK 9-12

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

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

VIRTUAL HIGH SCHOOL

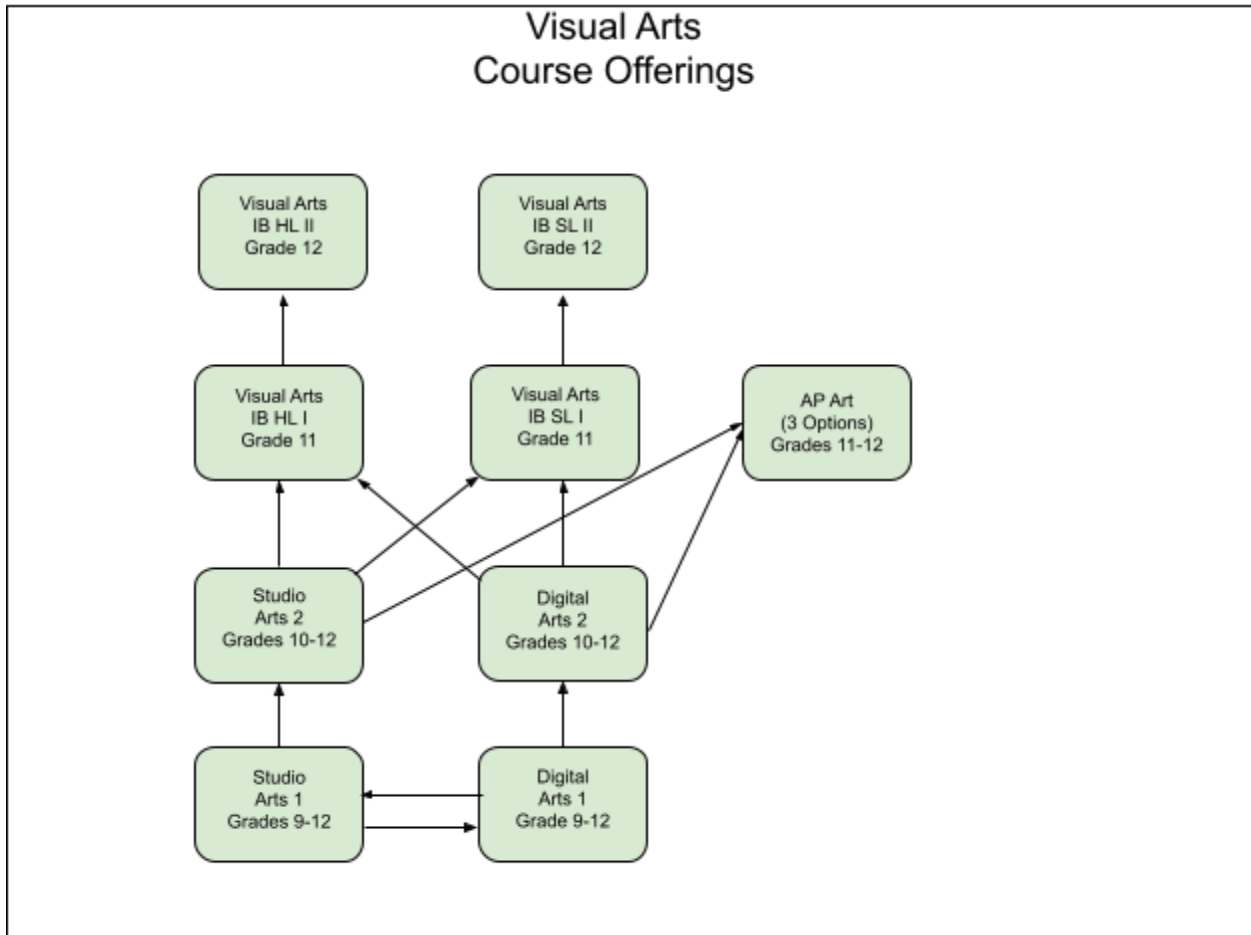
Description: CAC students may choose to take an online version of a course to resolve significant scheduling conflicts and/or to pursue subjects of interest with counselor approval (or AP/ IB coordinator for AP/ IB courses). It is important to note that students taking virtual courses do not receive 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 will 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 (1st or 2nd semester or both)

VISUAL ARTS



PHILOSOPHY

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

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

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

STUDIO ART 1

Description: This course, open for students in 9th through 12th grades, is a foundation class designed to develop the students' interest and skills in art. Emphasis is on the elements and principles of design, aesthetic awareness, the creative process, problem solving and developing observation and technical skills. Students explore different approaches and subjects using a variety of media including pencil, charcoal, pastel, mixed media 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 student's technical skills, guiding student-selection of materials and styles and encouraging personal interpretations of different concepts introduced by the teacher. Students build upon their previous knowledge of a variety of media including pencil, charcoal, pastel, mixed media and acrylic paint. Past and contemporary artworks are introduced for inspiration, analysis and appreciation of art history. Students keep sketchbooks with both written and visual entries of ideas, sketches, and reflections on their artwork. Students are expected to put in extra time outside of class, as needed, to meet project deadlines.

Prerequisites: Studio Art 1 or equivalent high school art background
Credit: 1.0 credit
Length of Course: 1 year
Note: Most art supplies are provided but students are asked to purchase a sketchbook and some materials/tools.

AP 2D ART and DESIGN

Description: The AP 2D Art and Design course is intended for highly motivated students who are seriously interested in the study of art and design. The course is intended to prepare artists for college level thinking in the artistic process. It is recommended for AP students to have previous training in art or to demonstrate competence via portfolio submission. The course is designed as an intensive one year program with emphasis on contemporary and traditional 2D processes, concepts, and materials. Projects are designed to introduce and fuse content, skill and principles of design and composition, and a variety of media will be explored from digital photography to mixed media, design, and more. Students will be expected to think critically to solve visual problems in innovative ways. Two portfolios are required to be submitted: 1. Selected Works (5 physical works high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skills) and 2. Sustained Investigation (15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision). The course may run concurrently as a joint IB program/AP program and has a limited student capacity due studio space.

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

Credit: 1.0 credit

Length of Course: 1 year

Note: Most art supplies are provided but students are asked to purchase a sketchbook, 4 GB (minimum) memory stick or flash drive, Digital Camera - a "Point and Shoot" style camera with manual capabilities is acceptable or a DSLR (camera with removable lens) is highly recommended, Memory card for camera and on occasion some materials/tools will need to be purchased for individual studio works when the school is not able to source the materials needed. Students may also need to pay for professional color printing. This course is offered in tandem with other classes; students are expected to be able to work independently and be available to meet with the teacher outside of class time when needed.

AP DRAWING

Description: The AP Drawing course is intended for highly motivated students who are seriously interested in the study of art and design. The course is intended to prepare artists for college level thinking in the artistic process. It is recommended for AP students to have previous training in art or to demonstrate competence via portfolio submission. The course is designed as an intensive one year program with emphasis on contemporary and traditional drawing processes, concepts, and materials. Projects are designed to introduce and fuse content, skill and principles of design and composition, and a variety of media will be explored from digital photography to mixed media, design, and more. Students will be expected to think critically to solve visual problems in innovative ways. Two Portfolios are required to be submitted: 1. Selected Works (Five physical works or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using drawing skills), and 2. Sustained Investigation (15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision). The course may run concurrently as a joint IB program/AP program and has a limited student capacity due studio space.

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

Credit: 1.0 credit

Length of Course: 1 year

Note: Most art supplies are provided but students are asked to purchase a sketchbook, some materials/tools will need to be purchased for individual studio works when the school is not able to source the materials needed. Students may also need to pay for professional color printing. This course is offered in tandem with other classes; students are expected to be able to work independently and be available to meet with the teacher outside of class time when needed.

AP 3D ART and DESIGN

Description: The AP 3D Art and Design course is intended for highly motivated students who are seriously interested in the study of art and design, architecture, product design and more. The course is intended to prepare artists for college level thinking in the artistic process. It is recommended for AP students to have previous training in art or to demonstrate competence via portfolio submission. The course is designed as an intensive one year program with emphasis on contemporary and traditional drawing processes, concepts, and materials. Projects are designed to introduce and fuse content, skill and principles of design and composition, and a variety of media will be explored from digital photography to mixed media,

design, and more. Students will be expected to think critically to solve visual problems in innovative ways. Two Portfolios are required to be submitted: 1. Selected Works (10 digital images consisting of two views each of five works that demonstrate synthesis of materials, processes, and ideas using 3-D art and design skills), and 2. Sustained Investigation (15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision). The course may run concurrently as a joint IB program/AP program and has a limited student capacity due studio space.

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

Credit: 1.0 credit

Length of Course: 1 year

Note: Minimum of one year of high school art courses (either Digital Arts 1 and 2 or Studio Art 1 and 2) and the approval of the Visual Arts department. This course is offered in tandem with other classes; students are expected to be able to work independently and be available to meet with the teacher outside of class time when needed.

DIGITAL ART 1

Description: The 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.

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, 4 GB (minimum) memory stick or flash drive, Digital Camera - a "Point and Shoot" style camera with manual capabilities is acceptable for Photo 1 but if the student is planning to take Photo 2 a DSLR (camera with removable lens) is highly recommended, Memory card for camera.

DIGITAL ART 2

Description: The course is open to students in 10th through 12th grades who have previously taken Digital Arts 1. Digital Arts 2 is designed to build upon skills previously acquired. This is a one year course with emphasis on advanced techniques of creating and using digital images focusing on aesthetic, conceptual and critical thinking abilities. Students will examine the big ideas motivating contemporary photographic artists to inform and build upon their personal work. Through hands-on projects, and digital manipulation using Adobe Software students will continue to develop technological skills while learning to develop their personal voice and meaning making. Projects will be planned, executed, reflected on and critiqued by all

participants while paying close attention to aesthetic qualities, enabling students to continue to improve communication and understanding in both art and photography. Mid year, students will begin to compile a body of work centered on a theme of their choice. They will be expected to maintain a blog, illustrating and detailing the ideas behind and process of each completed photograph. A printed portfolio will be submitted at the end of the year of their concentrated theme. It is expected that students will be highly motivated and able to work independently.

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

VISUAL ARTS IB SL and HL

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

IB DIPLOMA VISUAL ARTS SL I /II

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

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

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

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

Credit: 2.0 credits

Length of Course: 2 years

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

IB DIPLOMA VISUAL ARTS HL I/II

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

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

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

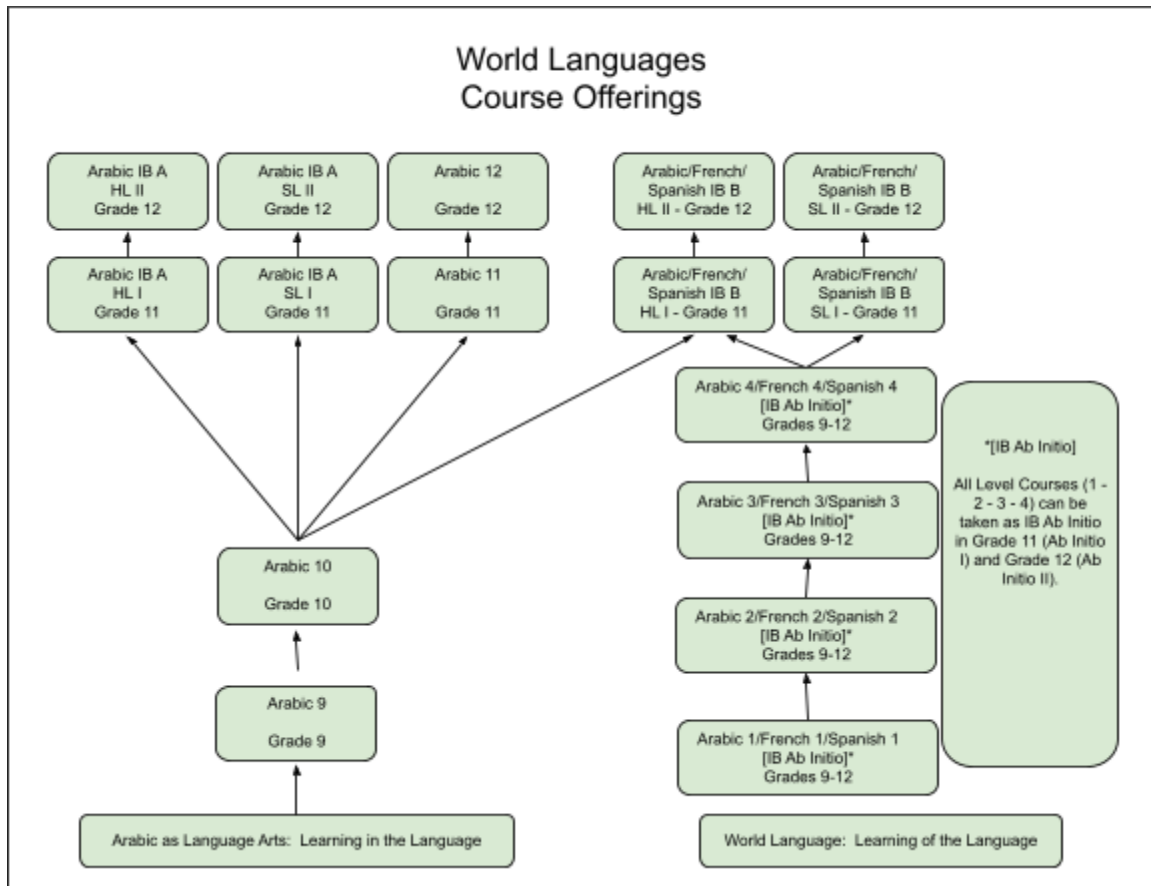
Prerequisites: Minimum of one year of high school art courses (either Digital Arts 1 and 2 or Studio Art 1 and 2) and the approval of the Visual Arts department

Credit: 2.0 credits

Length of Course: 2 years

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

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 in the 2022-23 school year.

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 IB Coordinator to discuss the qualifications and demands of the course. See the section on the International Baccalaureate Program at CAC for further details.

ARABIC

Enrollment in all Arabic courses is pending a placement procedure administered by the CAC 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: Children reading books; *Arabic At Your Hands*. 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.

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

Prerequisites: Arabic 1 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: May include: Children reading books; *Arabic At Your Hands*. 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 keyboarding is recommended for this course.

ARABIC 3

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

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

Prerequisites: Arabic 2 or the equivalent, and teacher approval, possible placement test
Credit: 1.0 credit
Length of Course: 1 year
Texts: May include: Supplementary selected readers. Textbook "At-Takallum A3"

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: “Loghatona Alfosha”, At-Takallum 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: Children reading books; “*Arabic At Your Hands*” supplementary selected readers, and 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: Children reading books; “*Arabic At Your Hands*” supplementary selected readers, and 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: meeting 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: meeting 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: meeting 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.

Prerequisites: Arabic IB B HL I, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: Meeting 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. 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.

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

Credit: 1.0 credit
Length of Course: 1 year
Texts: May include: Materials from The *Student Book (Al-Assas)*, 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.

Prerequisites: Arabic 9 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: May include: Materials from The *Student Book (At-Takallum)*, 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.

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

ARABIC 11

Description: This course is an advanced Arabic language, literature and civilization course in Standard Arabic. It is intended for 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.

Prerequisites: Arabic 10 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: May include: Selected material from 1st and 2nd Secondary Arabic texts; literary selections from the IB Prescribed Book List, novels, short stories, poems and plays like: *Alles Walkilab*, Naguib Mahfouz; *Ahl El Kahf*, Tawfik Al Hakim; *Qandil Om Hashim*, Yehia Haqqi, 1994 ed., selected poems; texts, articles, media programs and films covering the IB topics: future issues, global Issues, language and culture, media and culture, and social issues

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

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

ARABIC IB A: 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.

Prerequisites: Arabic IB A HL I, and teacher approval

Credit: 1.0 credit

Length of Course: 1 year

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

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

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

FRENCH IB Ab Initio II

Description: This course is designed for 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.

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

FRENCH IB B SL I

Description: In this intermediate level course, designed for 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.

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

FRENCH IB B SL II

Description: In this intermediate level course, designed for 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.

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

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

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

FRENCH IB B HL I

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

This course is designed for highly motivated students in 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.

Prerequisites: Spanish IB Ab Initio I, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Diverso 1*. IIB Theme oriented work units, teacher produced documents, Spanish Scholastic magazines and selected readers.
Recommendations: 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.

Prerequisites: Spanish 3 or the equivalent, and teacher approval
Credit: 1.0 credit
Length of Course: 1 year
Texts: *Oxford Spanish B (2nd edition)*; *IB Prepared, 2019* Literary selection; 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 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.

Prerequisites: Spanish IB B SL 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 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.