

---

THE AMERICAN  
INTERNATIONAL SCHOOL  
OF MUSCAT

---

P.O. Box 584  
Azaiba, PC 130  
Muscat  
Sultanate of Oman

---

+968 2459 5180  
[www.taism.com](http://www.taism.com)  
[highschool@taism.com](mailto:highschool@taism.com)

# HIGH SCHOOL PROGRAM OF STUDIES 2021 - 2022



*Carrie'Ann Jilan, Class of 2019*

---

# TABLE OF CONTENTS

<b>MISSION STATEMENT &amp; CORE BELIEFS</b>	<b>6</b>
<b>TAISM LEARNER PROFILE</b>	<b>7</b>
<b>PRINCIPAL'S MESSAGE</b>	<b>8</b>
<b>HIGH SCHOOL OFFICE STAFF</b>	<b>8</b>
<b>COUNSELING SERVICES</b>	<b>9</b>
Counseling Department	9
Counseling Program	9
Counseling Curriculum	9
Grade 9 - Freshmen Boot Camp	9
Grade 10 - Sophomore Jump Start	9
Grade 11 - Junior Kick Off	9
Grade 12 - Senior Retreat	9
<b>ATHLETICS AND ACTIVITIES</b>	<b>10</b>
Grade 9-12 TAISM Athletic Department	10
SAISA League	10
MSSL League	10
Varsity and JV Teams	10
Practices and Games	10
<b>CLUBS AND ACTIVITIES</b>	<b>11</b>
<b>DISCOVER OMAN</b>	<b>12</b>
<b>ACADEMIC INFORMATION</b>	<b>13</b>
Academic Day	13
Changing your Schedule	13
Class Placement	13
Course Credit	13
Credit for Middle School Coursework	13
Credit for Online Courses	13
Homework Guidelines	13
Repeating Courses	14
Residency Requirement	14
Summer School	14
Transcripts	14
Transfer Credits	14
<b>GRADING AND BEHAVIORS THAT SUPPORT LEARNING</b>	<b>15</b>
Grading Options and Descriptions	15
Grading Scale and Grade Point Average (GPA)	15
Behaviors That Support Learning	16

<b>COURSE SELECTION PROCESS</b>	<b>17</b>
Important Dates for 2021-2022 Course Planning Process	17
<b>GRADUATION/COLLEGE REQUIREMENTS</b>	<b>18</b>
Graduation Requirements	18
College Entrance Requirements	21
<b>TAISM FOUR-YEAR OPTIONS 2021-22</b>	<b>22</b>
<b>THE ADVANCED PLACEMENT (AP) PROGRAM</b>	<b>23</b>
Advanced Placement Courses at TAISM	23
<b>COURSE DESCRIPTIONS</b>	<b>24</b>
<b>ENGLISH</b>	<b>24</b>
English 9	24
English 10	24
English 11/12	25
Advanced Placement (AP) English Language and Composition	26
Advanced Placement (AP) English Literature and Composition	26
<b>SOCIAL STUDIES</b>	<b>28</b>
World History 1	28
World History 2	28
U.S. History	29
Advanced Placement (AP) Comparative Government and Politics	29
Advanced Placement (AP) Human Geography	29
Modern Middle East History	30
<b>MATHEMATICS</b>	<b>31</b>
Algebra 1	31
Geometry	31
Algebra 2	31
Algebra 2/Trigonometry	32
Precalculus	32
Advanced Placement (AP) Calculus AB	33
Applied Math	33
Introduction to Statistics	33
<b>SCIENCE</b>	<b>34</b>
Biology	34
Advanced Placement (AP) Biology	35
Chemistry	35
Advanced Placement (AP) Chemistry	35
Physics	36
Advanced Placement (AP) Physics 1	36
Advanced Placement (AP) Physics 2	36
Environmental Science	37
Scientific Issues	37

<b>WORLD LANGUAGES</b>	<b>38</b>
Arabic as a Foreign Language 1	38
Arabic as a Foreign Language 2	38
Arabic as a Foreign Language 3	38
Arabic as a Foreign Language 4	39
Arabic as a Heritage Language 1	39
Arabic as a Heritage Language 2	39
Arabic as a Heritage Language 3	40
Arabic as a Heritage Language 4	40
French 1	41
French 2	41
French 3	41
French 4	42
Advanced Placement (AP) French Language and Culture	42
Spanish 1	43
Spanish 2	43
Spanish 3	44
Spanish 4	44
Advanced Placement (AP) Spanish Language and Culture	44
<b>VISUAL AND PERFORMING ARTS</b>	<b>45</b>
Drawing 1	45
Drawing 2	45
Painting 1	45
Painting 2	46
Printmaking 1	46
Printmaking 2	47
Visual Journals	47
Ceramics 1	47
Ceramics 2	48
Advanced Art	48
Advanced Placement (AP) Art	48
Concert Band	49
Jazz Band	50
Concert Choir	50
Kindred Chamber Choir	50
Drama	51
Advanced Drama	52
Technical Theater	52
<b>PHYSICAL EDUCATION/LIFEGUARDING</b>	<b>53</b>
Lifeguarding and Aquatics	53
Individual and Dual Pursuits	54
Personal Fitness	54
Team Sports	54



<b>HEALTH</b>	<b>55</b>
Health & Wellness	55
<b>COMPUTER SCIENCE</b>	<b>56</b>
Computer Science	56
Computer Programming	56
Advanced Placement (AP) Computer Science Principles	56
<b>OTHER COURSES</b>	<b>58</b>
Advanced Placement (AP) Self-Study	58
English Language Learner (ELL)	58
Independent Study	58
Learning Support	59
Student Assistant	59
<b>HIGH SCHOOL MASTER COURSE LIST</b>	<b>60</b>
<b>HIGH SCHOOL FACULTY</b>	<b>62</b>



# TAISM

---

## MISSION STATEMENT & CORE BELIEFS

The mission of The American International School of Muscat is to pursue academic excellence for students in the international community through an American-based education that develops ethical, responsible, and globally conscious life-long learners.

---

The following core beliefs are the foundation of TAISM's educational program:

- The purpose of education is to enable all students to develop their intellectual, emotional, social, and physical potential to the fullest.
- A broad-based liberal arts education is best suited to providing students with an understanding of humankind's intellectual traditions and accomplishments; strengthening their powers of thought, judgment, and aesthetic appreciation; and preparing them for responsible citizenship.
- All students are capable of achieving academic success. Therefore, within the framework of the school's standards, teachers adapt their educational practices to the needs of students.
- A close relationship among students, parents, faculty, and administrators enhances the educational process.
- TAISM's location in the Sultanate of Oman offers unique and invaluable learning opportunities for all members of the school community.

# TAISM LEARNER PROFILE

## TAISM Learner Profile

### I am an **INQUIRER**

With curiosity and wonder, I ask questions and make connections to extend my innovative thinking and understanding of our world.



### I am a **CREATIVE & CRITICAL THINKER**

I can critically analyze and creatively approach and solve problems in a variety of ways. I envision and develop new ideas, and pursue unique expressions of my thinking.



### I am **REFLECTIVE**

I use reflection and feedback to evaluate my work and performance, while setting goals for my learning.



### I am a **RISK-TAKER**

I explore new ways of thinking with initiative, forethought, and confidence. I grow from both the successes and failures associated with my learning.



### I am **BALANCED**

I care for my intellectual, physical, and emotional well-being through a balanced life.



### I am a **COLLABORATOR**

I use effective communication skills to understand and value the perspective of others, while actively participating in a group.



### I am a **CONTRIBUTING COMMUNITY MEMBER**

My actions are respectful, responsible and demonstrate integrity; treating others and our world with compassion and care.



The Learner Profile guides and inspires learners toward academic success and beyond. These essential attributes exemplify TAISM's Mission in action, as responsible, ethical and globally conscious life-long learners. We are committed to nurturing their development, so that learners can achieve their highest aspirations and contribute to creating a better world.

---

# COUNSELING SERVICES

## **Counseling Department**

Counselors are an integral part of the educational team at TAISM. There are two high school counselors and a counseling secretary. TAISM counselors offer support and information to students and parents in a variety of ways: individual and group meetings, classroom lessons, course planning sessions, evening presentations, parent coffees, email reminders, and Counselor's Corner newsletter updates. Parents are encouraged to conference with their child's counselors and teachers by phone, email, or in person regarding any aspect of their child's well-being while at TAISM.

---

## **Counseling Program**

TAISM High School Counselors believe in supporting the academic, personal/social, career, and global perspectives of each student following the standards of the International School Counselor Association (ISCA). Throughout high school counselors help students explore activities, interests, courses and colleges that are the right fit for them. The counselors follow a grade 9-12 curriculum that supports students in self-exploration which leads students to finding their right fit post-secondary plan.

---

## **Counseling Curriculum**

### **Grade 9 - Freshmen Boot Camp**

- Intro to High School/Self-Exploration
- Transition to high school
- Getting to know one's self
- Skills for high school success

### **Grade 10 - Sophomore Jump Start**

- Career Exploration/College Introduction
- Personal and academic awareness
- Continued skills development for high school success
- Brainstorming career choices and college destinations and requirements

### **Grade 11 - Junior Kick Off**

- College Research/Destination Decisions
- College planning and research
- Decisions about majors and colleges
- Standardized test plan

### **Grade 12 - Senior Retreat**

- Applying to College/Graduation
- Starting applications to colleges
- Finalizing the college process
- Transition to postsecondary

---

## ATHLETICS AND ACTIVITIES

### Grade 9-12 TAISM Athletic Department

The TAISM Athletic Department believes that a co-curricular athletic program is vital to the intellectual, physical and emotional development of a student. The athletic program plays an important role in the life of TAISM students. Athletics and activities are an extension of a solid educational foundation and are an extension of the school day. TAISM athletics promotes a high level of integrity, commitment, cooperation, responsibility, accountability, and self-discipline. Student athletes are encouraged to strive and maintain academic excellence.

<b>Season 1</b> <i>Start of school until end of October</i>	<b>Season 2</b> <i>Beginning of November until mid February</i>	<b>Season 3</b> <i>Middle of February until end of April</i>
Girls Volleyball Boys Volleyball Swimming	Boys Basketball Girls Soccer Track and Field	Boys Soccer Girls Basketball

Additionally, TAISM participates in the SAISA Fine Arts (Choir, Band and Art) Festival and the SAISA Tennis Invitational depending on student interest and availability, as well as fit in our school calendar.

**NOTE:** The athletics and activities opportunities available during the 2021-22 school year will be informed by the circumstances locally and regionally with the COVID-19 virus and depend on decisions made with our SAISA League related to exchanges and tournaments.

---

### SAISA League

SAISA is made up of eleven member schools in the South Asia region. The purpose of SAISA is to promote and coordinate regional professional development activities, academic and cultural festivals, athletic tournaments, and other events deemed appropriate by member schools. Schools in SAISA come from Pakistan, India, Sri Lanka, Bangladesh, Jordan, Nepal and Oman.

---

### MSSL League

We have a local league of schools in which to play as we prepare for the SAISA tournament each season. We set up local games and tournaments toward the end of each season. We play games at TAISM and the other Muscat schools.

---

### Varsity and JV Teams

At the beginning of a sports season, we conduct tryouts for our Varsity teams. Our varsity teams are the top level players and these athletes have an opportunity to travel to SAISA tournaments. For those not making varsity, we have the junior varsity team. If a student athlete makes the commitment to come out for practices and games, we will find a spot for them on a team.

---

### Practices and Games

Varsity teams will practice four times per week. JV teams practice three times per week. The times are from 3:45 - 5:10 p.m. Students who normally ride the bus have the 5:20 p.m. bus option to get home. Games are also scheduled as often as possible after school.

If you have any questions about TAISM sports please contact the Athletics and Activities Department.



---

## CLUBS AND ACTIVITIES

The co-curricular program is an integral part of TAISM. We believe that student activities provide opportunities for character development, promote personal growth, and support classroom learning. In addition to sports, other clubs and activities are available nearly every day. Teachers and members of the community offer programs after the school day, usually from 3:45 to 5:10 p.m.

Some of the high school co-curricular activities have included the following:

- Art Open Studio
- Band/Choir Club
- Board Out of Your Minds: board game Club
- Chess Club
- Community Service
- Debate Club
- Drama Rehearsals
- Event Management Team
- Fitness Room
- Hiking Club
- Literary Magazine
- Model United Nations (MUN)
- Prepared, Organized People (POP)
- Photography Club
- Running Club
- SAT Math Help
- Student Council
- Spanish Club
- Swimming Club
- Total Wellness for Girls
- We Mean Green Environmental Club
- Wellness Wednesdays
- Yearbook Club

As with our athletics and activities opportunities, clubs and co-curricular opportunities for the the 2021-22 school year will be informed by the circumstances locally and regionally with the COVID-19 virus. More information will be available in August, 2021 and throughout the school year.



---

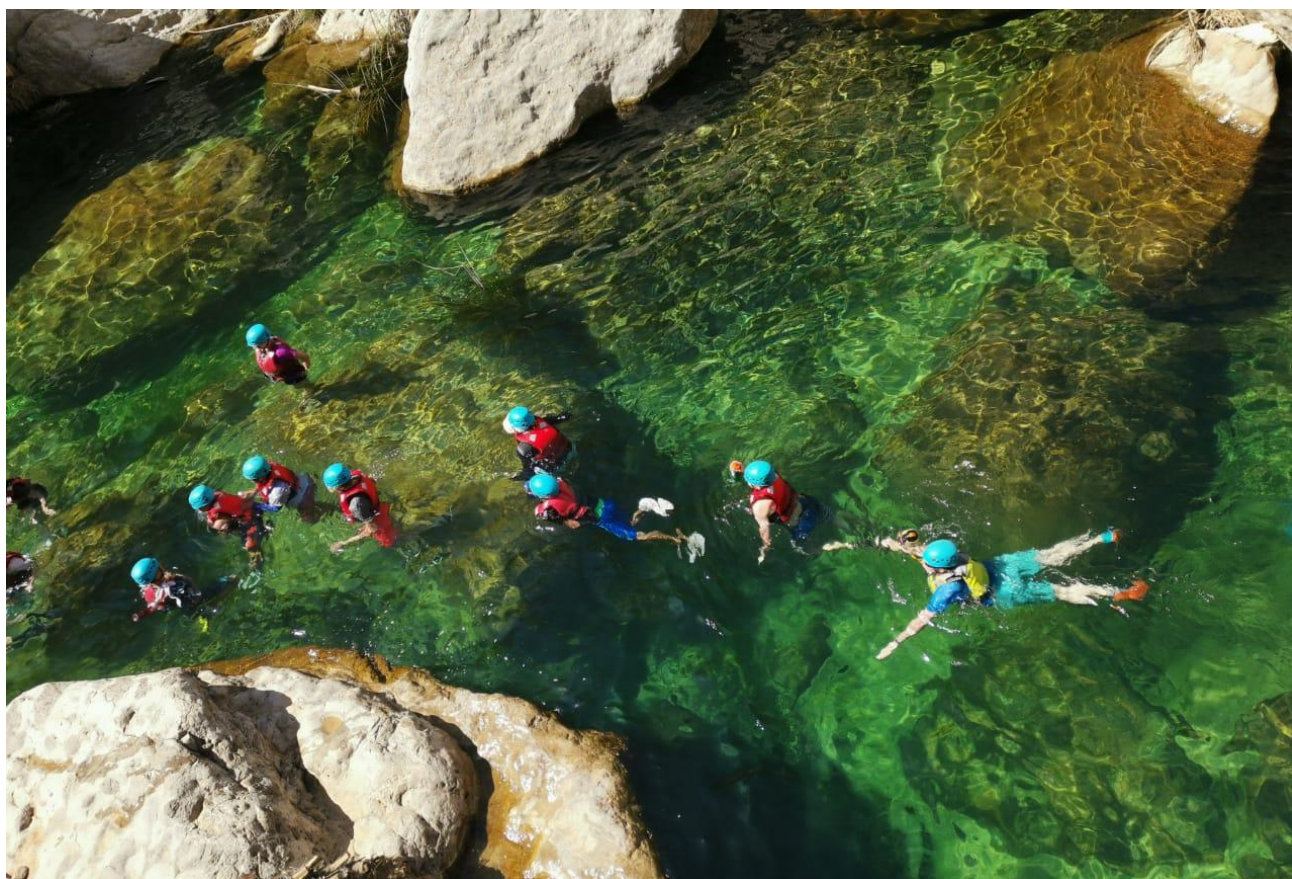
## DISCOVER OMAN

The Discover Oman program is one of the richest experiences at TAISM. One week we suspend regular classes and visit the four corners of our host country. Perhaps no other area of the curriculum addresses character development as much as Discover Oman. When students are taken out of their comfort zones and placed in new situations, coping skills and problem solving is evident. Nature and art become teachers and provide a wealth of opportunities that help students become responsible world citizens who take an active role in the preservation and conservation of the planet. Discover Oman offers students rich experiences of cooperation, teamwork, personal growth, communication, physical and mental challenges, creativity, and fun. It should be noted that participation in Discover Oman is required during each year of attendance in high school and for graduation.

The four goals of the High School Discover Oman program are to:

- Provide exposure to Oman with the hopes of nurturing a better understanding and appreciation of Omani culture, geography and people,
- Strengthen acquaintances within the TAISM high school community among students and faculty, as well as the development of responsibilities commensurate with group living,
- Increase respect for the environment through exposure to unique habitats, topographical features, and the impact of human populations on the land, and
- Provide opportunities for personal reflection, self-awareness and self-reliance.

Discover Oman is generally the most talked about, most anticipated, and most remembered experience for TAISM high school students. All students are required to participate in Discover Oman annually.





---

## ACADEMIC INFORMATION

### Academic Day

TAISM uses a semester system for scheduling courses. The school day runs from 8:30 a.m. - 3:30 p.m. Students attend four 85-minute block periods per day and classes meet on alternating days. A six-day rotating schedule is used. Sundays and Tuesdays are assembly and home group days and the schedule is adjusted to accommodate these 20-minute morning meetings.

### Changing your Schedule

During semester one, students have two weeks to request a schedule change. In the second semester, students have one week to request changes. Close attention must be paid to a student's Four-Year Plan when changing courses, and teacher approval is required. All students are enrolled in courses for an entire semester and many courses have a full year commitment required. In rare cases, students will be allowed to withdraw from a course during the semester, with teacher, parent and counselor approval. Dropped courses are reflected on transcripts as a W (withdrawal), WF (withdrawal fail) or WP (withdrawal pass). An add/drop form is required to initiate a request for course changes.

### Class Placement

Students are placed in a grade level based on their age and past academic record.

### Course Credit

A credit, or one credit hour, represents meeting five block periods over two weeks for two semesters. A credit is earned by a student upon successful completion of a course. A yearlong course earns 1.0 credit; a semester course earns 0.5 credit. Students typically earn eight credits each year at TAISM and 27 credits are required for graduation.

### Credit for Middle School Coursework




TAISM awards and accepts credits for courses earned in high school (grades 9-12). TAISM does not accept middle school credit. Successful completion of courses in middle school does allow students to be placed in the next level of a subject area.

### Credit for Online Courses

TAISM does not accept credit toward graduation requirements from online courses completed while students are enrolled at TAISM. Exceptions are made for seniors who may have failed a course.

### Homework Guidelines

The course workload (reading, research, writing, practice, etc.) outside of class varies, as well as the amount of time it takes different individuals to complete it. Teachers have generally identified their courses as having light, moderate, or heavy amounts of work outside class time.

	Light	up to 1.5 hours/week
	Moderate	1.5 - 3 hours/week
	Heavy	3 or more hours/week

The pencil icons will appear next to each course description throughout the Program of Studies to indicate typical homework expectations based on the guide above. These estimates will vary depending on a student's ability, learning style, work habits, time management skills or aptitude in

the subject area. Students should be realistic, consider their strengths and limitations, and keep in mind a balanced lifestyle.

### **Repeating Courses**

Some elective courses may be taken more than once for credit. Core academic courses may be taken more than once if a student has limited proficiency in the content. Students are allowed to audit a course they have already taken, when they are seeking to do better on an external exam (such as an AP course). Students who fail a semester of a full-year course are required to repeat that semester. When a student repeats a course both grades are reflected on the transcript and are included as part of the GPA.

### **Residency Requirement**

In order to graduate and receive a TAISM diploma students must attend their final semester of grade twelve at TAISM.

### **Summer School**

Students are always encouraged to enrich themselves by enrolling in summer courses, attending full immersion language camps, or by taking online courses. However, TAISM does not offer credits toward graduation for this coursework.

### **Transcripts**

An official transcript is a student's complete (high school) academic record, showing all courses which a student has successfully or unsuccessfully completed. It also shows courses where a student has withdrawn after the designated deadline. All courses which were taken for credit are used to compute a student's grade point average (GPA). Courses that are repeated for credit (not audited) are also used in determining a GPA, while classes that are taken pass/fail are not. A TAISM transcript only includes courses that were taken at TAISM and will not include online courses or courses taken at other high schools. An explanation of the TAISM grading system is included on the transcript.

Students may request an unofficial copy of their transcript at any time. Official copies may be sent directly to the next school of enrollment or university. Each student has a budget allocated for such requests. If the amount of requests exceed the allocated amount there may be charges applied to your account. Students who require an official transcript to be sent must have confirmation that all fees have been paid and provide a minimum of a two week notice to mail the transcript. Transcript request forms can be found in the High School Counseling Office.

### **Transfer Credits**

Students can receive a maximum of eight credits per year from their previous school(s) when they matriculate to TAISM. Courses completed from other secondary schools are evaluated and credits are awarded for courses that most closely match offerings at TAISM. Note, that according to TAISM Board Policy 7.203 (Late Admission), "students may be admitted at any time during the school year. Students who enroll with fewer than 20 school days remaining in a reporting period will not receive a grade for that reporting period."

---

## GRADING AND BEHAVIORS THAT SUPPORT LEARNING

Grading in the high school is based on students' achievement against well defined standards for each course and TAISM's Behaviors that Support Learning. An academic grade and feedback on each of the five Behaviors that Support Learning are awarded for each class. Academic grades are based on the following Grading Options and Descriptions which are in turn aligned with the Grading Scale that follows.

---

### Grading Options and Descriptions

<b>A</b>	Meets all or nearly all of the standards with excellent work (typically 90 - 100 %)
<b>B</b>	Meets most of the standards with good work (typically 80 - 90 %)
<b>C</b>	Meets an acceptable number of the standards (typically 70 - 80 %)
<b>D</b>	Meets few of the standards (typically 60 - 70 %)
<b>F</b>	Does not meet the standards (typically below 50 %)
<b>I</b>	Incomplete ("I" is given to students who do not have all graded work completed by the end of the grading period. A student has a maximum of two weeks to make up all incomplete work.)
<b>(m)</b>	Modified Grade (The curriculum requirements were altered to meet the special needs of the student.)
<b>NG</b>	No grade issued
<b>P</b>	Pass
<b>WP</b>	Withdraw with a passing grade
<b>WF</b>	Withdraw with a failing grade
<b>W</b>	Withdraw from class
<b>IP</b>	Course in progress (used on transcript only)

---

### Grading Scale and Grade Point Average (GPA)

Letter Grade	% Value	GPA Points	AP Weighted (+ .5)
<b>A+</b>	97-100	4.3	4.8
<b>A</b>	93-96	4.0	4.5
<b>A-</b>	90-92	3.7	4.2
<b>B+</b>	87-89	3.3	3.8
<b>B</b>	83-86	3.0	3.5
<b>B-</b>	80-82	2.7	3.2
<b>C+</b>	77-79	2.3	2.8
<b>C</b>	73-76	2.0	2.5
<b>C-</b>	70-72	1.7	2.2
<b>D+</b>	67-69	1.3	1.3*
<b>D</b>	63-66	1.0	1.0*
<b>D-</b>	60-62	0.7	0.7*
<b>F</b>	50-59	0.0	0.0*

\*Advanced Placement (AP) Courses are considered college level courses and .5 additional GPA points are awarded for a grade of C or higher.



---

### Behaviors That Support Learning

A student's academic success is significantly influenced by behaviors including preparation, organization, engagement, perseverance, and collaboration. Because of their importance, and in order to maintain the integrity of our reporting on student learning against the academic standards associated with each course, these Behaviors That Support Learning are assessed and reported separately in our grading and reporting process. Students receive a 'grade' of Consistently (C), Sometimes (S), or Rarely (R) for each of these five behaviors for each class

Behaviors that Support Learning	Descriptors
<b>PREPARATION</b>	The student is well prepared for learning, meets deadlines and fulfills commitments. <i>[Consistently, Sometimes, Rarely]</i>
<b>ORGANIZATION</b>	The student has required materials organized, and organization contributes positively to their learning. <i>[Consistently, Sometimes, Rarely]</i>
<b>ENGAGEMENT</b>	The student takes initiative and strives to maintain an active role in the learning process. <i>[Consistently, Sometimes, Rarely]</i>
<b>PERSEVERANCE</b>	The student puts forth best effort, works with determination and diligence, and seeks resources to overcome obstacles and setbacks in order to achieve learning goals. <i>[Consistently, Sometimes, Rarely]</i>
<b>COLLABORATION</b>	The student works well with others, respectfully shares knowledge and builds consensus to achieve common learning goals. <i>[Consistently, Sometimes, Rarely]</i>

The Behaviors That Support Learning Rubric is linked [here](#).

---

## COURSE SELECTION PROCESS

Academic planning and course selection is an important process that involves consulting with counselors, teachers, and parents to ensure correct courses are being chosen to meet graduation and college requirements. Course selection for the 2021-22 school year begins in February. Grade 8-11 students and parents have the opportunity to attend presentations about the course planning process throughout February and March. Students will also meet with counselors in small groups to select the courses they would like to enroll in for the next school year. During this time students also update their Four-Year Academic Plan to make sure they are on track for graduation and college. A balanced schedule with the expectation to enroll in four core academic courses each year is expected.

- Multiple factors are considered when making decisions about whether or not to offer a particular course, including enrollment numbers, the high school master schedule, the availability of teachers, and the necessity of the course to meet graduation requirements. Please note that courses may appear in the Program of Studies, but when the Master Schedule is established the course is not offered.

### Important Dates for 2021-2022 Course Planning Process

- ❑ **February 2** - High School Course Planning Evening for Parents and Students at 5:00 p.m. on Zoom
- ❑ **February 9** - Discover TAISM Courses (Home Group Extended). Students have an opportunity to talk to teachers about courses they are considering for the 2021-22 school year.
- ❑ **February 7-28**
  - ❑ Group meetings with grade 10 and 11 students to share Program of Studies and Course Selection Sheets, and update Four-Year Plan and grade level To-Do Lists
- ❑ **February 7-28**
  - ❑ Group meetings with grade 9 students to share Program of Studies and Course Selection Sheets, and update Four-Year Plan and grade level To-Do Lists
- ❑ **March 2** - Grade 8 Course Planning and Transition Evening for Parents and Students at 5:30 p.m on Zoom
- ❑ **March 10** - Course Selections Sheets due for current grade 8 and current grades 9, 10, and 11 students
- ❑ **May** - Final Master Schedule
  - ❑ Note that courses may appear in the Program of Studies, but when the Master Schedule is determined the course is not offered. Multiple factors are considered when making decisions about whether or not to offer a particular course, including enrollment numbers and the necessity of the course to meet graduation requirements.
- ❑ **May/June** - Counselors reviewing schedules
- ❑ **June** - Schedules distributed to students
- ❑ **August** - Add/Drop

## GRADUATION/COLLEGE REQUIREMENTS

Four years (eight semesters) of high school attendance are required for graduation. One credit is awarded for successful completion of a full-year course, and one-half credit is awarded for completion of a semester course. A student must have a minimum of 27 credits earned in grades 9-12 in order to graduate. Students are expected to have four core academic courses per year in order to maintain the most balanced schedule possible and be competitive for university applications.

Certificate of Attendance: In rare cases, a student may receive a Certificate of Attendance for the completion of four years of high school without having met the graduation requirements. Students are not permitted to attend TAISM for more than four years of high school.

Courses completed beyond the specified core requirements are counted as "Electives."

### Graduation Requirements

English (4.0 credits)	
REQUIRED	CREDITS
English 9	1.0
English 10	1.0
English 11/12 or AP English Language & Composition	1.0
English 11/12 or AP English Literature & Composition or AP English Language & Composition	1.0

Social Studies (3.5 credits)	
REQUIRED	CREDITS
World History 1	1.0
World History 2	1.0
United States History	1.0
Modern Middle East History	0.5
OTHER	
AP Comparative Government and Politics	1.0
AP Human Geography	1.0

Mathematics (3.0 credits)	
<b>REQUIRED</b> <i>Students must successfully complete 3.0 credits of Mathematics in High School, including an Algebra 2 course or higher.</i>	<b>CREDITS</b>

Algebra 1	1.0
Geometry	1.0
Algebra 2 or Algebra 2/Trigonometry	1.0
Precalculus	1.0
AP Calculus	1.0
Intro to Statistics	0.5
Applied Math	0.5

Science (3.0 credits)	
<b>REQUIRED</b> <i>Students must complete a course in Biology, Chemistry, and Physics.</i>	<b>CREDITS</b>
Biology	1.0
Chemistry	1.0
Physics	1.0
AP Biology	1.0
AP Chemistry	1.0
AP Physics 1	1.0
AP Physics 2	1.0
<b>OTHER</b>	
Environmental Science	0.5
Scientific Issues	0.5

World Languages (2.0 credits)	
<b>REQUIRED</b> <i>Students are expected to complete two years in the same language. Three years or more of World Language is often encouraged by colleges and universities.</i>	<b>CREDITS</b>
French 1, 2, 3, 4	1.0 each
AP French Language and Culture	1.0
Spanish 1, 2, 3, 4	1.0 each
AP Spanish Language and Culture	1.0
Arabic as a Foreign Language 1, 2, 3, 4	1.0 each
Arabic as a Heritage Language 1, 2, 3, 4	1.0 each

Visual and Performing Arts (2.0 credits)	
<b>REQUIRED</b> <i>Students are required to complete four semesters (2.0 credits) from the following options.</i>	<b>CREDITS</b>

Drawing 1	0.5
Drawing 2	0.5
Visual Journals	0.5
Painting 1	0.5
Painting 2	0.5
Printmaking 1	0.5
Printmaking 2	0.5
Ceramics 1	0.5
Ceramics 2	0.5
Advanced Art	1.0
AP 2-D Art and Design, AP 3-D Art and Design, AP Drawing)	1.0
Concert Band	1.0
Jazz Band	1.0
Concert Choir	1.0
Kindred Chamber Choir	1.0
Drama	0.5
Advanced Drama	1.0
Technical Theater	1.0

Physical Education (1.5 credits)	
<b>REQUIRED</b> <i>Students are required to complete three semesters (1.5 credits) from the following options. Courses can be repeated only once.</i>	<b>CREDITS</b>
Lifeguarding and Aquatics	0.5
Individual and Dual Pursuits	0.5
Personal Fitness	0.5
Team Sports	0.5

Health (0.5 credits)	
<b>REQUIRED</b>	<b>CREDITS</b>
Health & Wellness	0.5



Computer Science (0.5 credits)	
<b>REQUIRED</b> <i>Students are required to complete one semester (.5 credits) from the following options.</i>	<b>CREDITS</b>
Computer Science	0.5
Computer Programming	0.5
AP Computer Science Principles	1.0

Other Courses	
<i>*COUNSELOR APPROVAL REQUIRED - Scheduled based on student need.</i>	<b>CREDITS</b>
AP Self-Study*	N/A
English Language Learner (ELL)*	0.5
Independent Study (Grade 11 and 12 only)*	N/A
Learning Support*	0.5
Student Assistant*	0.5

---

### College Entrance Requirements

Many colleges and universities recommend more credits than are required for graduation. Recommended college and university requirements include:

English: 4 credits  
 Social Studies: 3-4 credits  
 Mathematics: 3-4 credits  
 Science: 3-4 credits  
 World Languages: 2-4 credits of the same language  
 Fine Arts: 2 credits

## TAISM FOUR-YEAR OPTIONS 2021-22

This chart illustrates a typical plan by grade level. Counselors are available to look at multiple four-year options for students using [MaiaLearning](#).

	Grade 9	Grade 10	Grade 11	Grade 12
<b>English (4)</b>	English 9	English 10	English 11 <b>AP</b> Language & Composition	English 12 <b>AP</b> Language & Composition <b>AP</b> Literature & Composition
<b>Social Studies (3.5)</b>	World History 1	World History 2	<b>AP</b> Human Geography U.S. History <i>Regional Studies:</i> Modern Middle East History	<b>AP</b> Comparative Gov & Politics <b>AP</b> Human Geography <i>Regional Studies:</i> Modern Middle East History
<b>Math (3)</b>	Geometry Algebra 1	Algebra 2 / Trigonometry Algebra 2 Geometry	Precalculus Algebra 2 / Trigonometry Algebra 2 Intro to Statistics (.5) Applied Math (.5)	<b>AP</b> Calculus AB Precalculus Intro to Statistics (.5) Applied Math (.5)
<b>Science (3)</b>	Biology	Chemistry	<b>AP</b> Biology <b>AP</b> Chemistry <b>AP</b> Physics 1 Physics Environ. Science (.5) Scientific Issues (.5)	<b>AP</b> Biology <b>AP</b> Chemistry <b>AP</b> Physics 1 <b>AP</b> Physics 2 Physics Environ. Science (.5) Scientific Issues (.5)
<b>World Languages (2)</b>	French 1 to 3 Spanish 1 to 3 Arabic Foreign Language 1 to 3 Arabic Heritage Lang 1 to 3	French 1 to 4 Spanish 1 to 4 Arabic Foreign Language 1 to 4 Arabic Heritage Lang 1 to 4	French 1 to 4, <b>AP</b> Spanish 1 to 4, <b>AP</b> Arabic Foreign Language 1 to 4 Arabic Heritage Lang 1 to 4	French 1 to 4, <b>AP</b> Spanish 1 to 4, <b>AP</b> Arabic Foreign Language 1 to 4 Arabic Heritage Lang 1 to 4
<b>Visual and Performing Arts (2)</b>	Drama (.5) Technical Theater (.5) Advanced Drama	Concert Choir Kindred Chamber Choir	Concert Band Jazz Band	Drawing 1 and 2 (.5) Painting 1 and 2 (.5) Visual Journals (.5)
<b>P.E. (1.5)</b>	Individual and Dual Pursuits (.5) Lifeguarding and Aquatics(.5)			Personal Fitness (.5) Team Sports (.5)
<b>Health (0.5)</b>	Health & Wellness (.5)			
<b>Computer Science (0.5)</b>	Computer Science (.5) Computer Programming (.5)		<b>AP</b> Computer Science Principles (1.0)	
<b>Other Courses</b>	<b>AP</b> Self-Study (0)* Independent Study (0)* Student Assistant (.5)*			Learning Support* (.5) English Language Learner (ELL)* (.5)

-27 credits are required for graduation. All academic classes are worth 1.0 credit (1 year) unless designated as .5 (1 semester). There are two semesters in High School. Graduation credit is not awarded for middle school classes.

-Not all courses are offered each year. Courses being offered will depend on staffing and enrollment.

**\*Counselor approval**

## THE ADVANCED PLACEMENT (AP) PROGRAM

---

TAISM offers Advanced Placement (AP) Program® courses to allow willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score (3 or above) on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. ([www.collegeboard.com](http://www.collegeboard.com)) Because of the rigor of an AP course, students who earn a C- or above will receive an additional .5 points which will be calculated in their GPA.

The students who are most successful in AP courses are generally students who have previously demonstrated the academic readiness and necessary commitment for the rigorous academic expectations of the Advanced Placement Program. That said, we will support a student enrolling in AP courses whose prior record indicates that this rigorous academic program will be a stretch for them, provided the student accepts responsibility for the high level of commitment required and the student's parent(s)/guardian(s) are aware of the circumstances associated with enrolling in an AP course and will be supportive. In these cases there will be a probationary period, up to the time of the first major summative assessment and then Parent-Teacher Conferences during first semester, during which the student is expected to demonstrate satisfactory engagement and progress in their learning in order to remain enrolled in the AP course. In order to best support students, we will ask each student and their parents to **read and sign a “Statement of AP Expectations” prior to enrolling the student in an AP course.**

In all cases, students enrolling in Advanced Placement courses at TAISM are expected:

- To complete the Advanced Placement exam for that course in May of the school year they complete the AP course. Students who earn a qualifying score (3 or above) on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. ([www.collegeboard.com](http://www.collegeboard.com)).
- To demonstrate consistent commitment to our Behaviors that Support Learning - to be an independent learner who is consistently prepared, organized, engaged, persevering, and collaborative in learning. This includes attending information meetings, completing all summer assignments and committing the time necessary to be successful in an AP course (the College Board suggests 1- 1 ½ hours of time outside of class per AP course each night).
- To communicate effectively with their teachers - to ask questions, to communicate concerns about learning challenges, and to seek and utilize intervention opportunities offered and/or required by the school and/or teacher, especially when facing challenges.

---

### Advanced Placement Courses at TAISM

For the 2021-2022 school year TAISM will be offering fifteen AP courses.

AP Biology	AP Comparative Government and Politics
AP Chemistry	AP Human Geography
AP Physics 1	AP Spanish Language and Culture
AP Physics 2	AP French Language and Culture
AP Calculus AB	AP Drawing
AP Computer Science Principles	AP 2-D Art and Design
AP English Language and Composition	AP 3-D Art and Design
AP English Literature and Composition	

---

## COURSE DESCRIPTIONS

---

### ENGLISH

#### English 9

Grade: 9

Length/Credit: 1 year/1.0

Prerequisite: None

Homework:  

Throughout the English 9 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts; developing analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres. Students will read a variety of fictional texts ranging from micro fiction, short stories, and novels to practice identifying story elements and their impact on author's purpose. Students will also read a range of advertisements across marketing sub-genres to analyze how advertisers market a product and persuade consumers. Students apply their knowledge of informational texts to read critically, making inferences and analyzing bias. Student's knowledge of argument is extended through immersion and study of two related genres: personal narrative and personal essay culminating in their writing their own personal essay.

Texts and Novels (This is a sample list.)

- *A Thousand Splendid Suns,*
- *Khaled Hosseini*
- *Of Mice and Men, John Steinbeck*
- *Lord of the Flies, William Golding*
- *The Odyssey, Homer*
- *Selected Poems*
- *Selected Short Stories*
- *The Tragedy of Romeo and Juliet, William Shakespeare*

---

#### English 10

Grade: 10

Length/Credit: 1 year/1.0

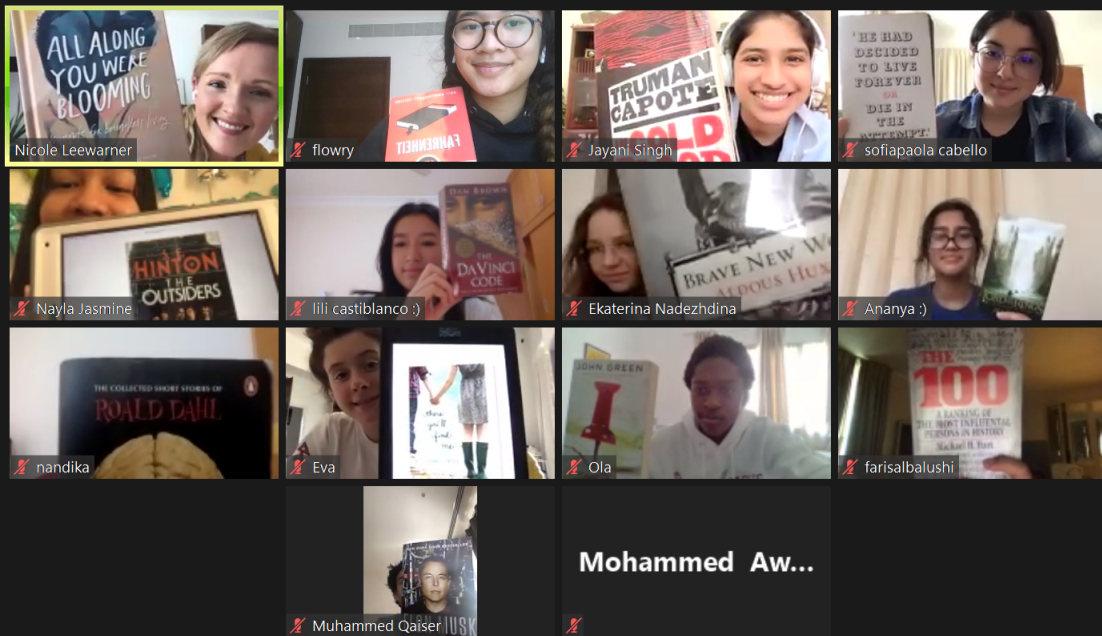
Prerequisite: English 9

Homework:  

Throughout the English 10 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. They also develop analytical skills and strategies while moving from a variety of literature genres including fundamental documents from American history, multimedia, and visual texts. Students work with literary nonfiction, literature, and informational text types in both their reading and writing. Across the course, students continue to deepen their skills of argumentation with close study and development of claims, counterclaims, line of reasoning, and building evidence-based arguments.

Texts and Novels (This is a sample list.)

- *50% of texts are self selected*
- *25% of texts are whole class shared*
- *25% of texts are small group selected*
- *The Kite Runner, Khaled Hosseini*
- *The Sun Does Shine, Anthony Ray Hinton*
- *Selected Poems*
- *Selected Short Stories*
- *Selected Nonfiction & Memoir*



## English 11/12

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: English 10

Homework: 📖 📖

Throughout the English 11/12 course, students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts. This course is developed with the presupposition that students have a level of independence in a writing workshop model (e.g. writing community, response groups, and the writing process). Students will write in a variety of ways: analytical, descriptive, and persuasive writing, as well as personal narratives and research essays. They will study short texts, novels, and informational texts, extending this thinking as they research topics of personal interest. In addition, students self-monitor the skills, habits, strategies, and processes they use to set goals and reflect on their growth. With the goal of fostering independent readers, writers, and communicators, students will be encouraged to find their unique voice as writers, and learn their preferences as readers.

Texts and Novels (This is a sample list.)

- *Fahrenheit 451*, Ray Bradbury
- *Selected Poetry*
- *50% of texts are self selected*
- *25% of texts are whole class shared*
- *25% of texts are small group selected*
- *Short Stories & essays*



---

## Advanced Placement (AP) English Language and Composition

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: English 9 and 10

Homework:   

AP English Language and Composition engages students in the study of rhetoric and the art of argument. Students are instructed to read thoroughly and accurately; develop a college-level vocabulary; analyze and interpret good writing; identify and explain an author's use of rhetorical strategies and techniques; apply effective strategies and techniques in their own writing; create and sustain arguments based on readings, research, and/or personal experience; write for a variety of purposes; produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with cogent explanations, clear transitions, and appropriate evidence drawn from primary and/or secondary sources; demonstrate understanding of the conventions of citations; revise a work to make it suitable for a different audience; analyze image as text; and evaluate and incorporate references. Students enrolled in the course are required to take the AP Language and Composition exam in May.

Readings are selected from

- *They Say, I Say: The Moves that Matter in Academic Writing with Readings*, second edition; Gerald Graff, Cathy Birkenstein, and Russel Durst
- *50 Essays, a Portable Anthology*; Samuel Cohen, ed.
- *The Language of Composition*; Renee Shea, Lawrence Scanlon, and Robin Dissin Aufses
- *The Prentice Hall Reader*, Miller
- *The Things They Carried*, Tim O'Brien
- *1984*, George Orwell
- *The Great Gatsby*, F. Scott Fitzgerald
- *Macbeth*, Shakespeare
- [www.TheAtlantic.com](http://www.TheAtlantic.com)
- [www.Salon.com](http://www.Salon.com)
- *The New York Times*

---

## Advanced Placement (AP) English Literature and Composition

Grade: 12

Length/Credit: 1 year/1.0

Prerequisite: English 11/12 or AP Language and Composition

Homework:   

AP English Literature and Composition enhances the appreciation of literature through a more thorough understanding of the author's craft. Much like the AP English Language class, AP English Literature guides students to closer reading, broader vocabularies, and more powerful writing. In doing so, students develop their own academic literary preferences and writing styles as they read, analyze, and study representative prose literature, poetry, and drama selected from 2,000 years of literary tradition. Students research literary lenses and how interpretation and time periods affect and alter our understanding of literary works. As part of the process, students become fluent in the language of literary analysis and criticism and develop abilities to not only discuss literature but also write about literature in well conceived and constructed reactions, analyses, and criticisms. Students also gain an appreciation for the author's craftsmanship. Students enrolled in the course are required to take the AP English Literature and Composition exam in May.

Readings are selected from:

- *The Oedipus Trilogy*, Sophocles
- *Medea*, Euripides
- *The Awakening*, Kate Chopin
- *Fathers and Sons*, Ivan Turgenev
- *A Farewell to Arms*, Ernest Hemingway
- *Heart of Darkness*, Joseph Conrad
- *Things Fall Apart*, Chinua Achebe
- *Hamlet*, William Shakespeare
- *The Remains of the Day*, Kazuo Ishiguro
- *The Turn of the Screw*, Henry James
- *Candide*, Voltaire
- *Death of a Salesman*, *The Crucible*, and *All My Sons*, Arthur Miller
- *One Flew Over the Cuckoo's Nest*, Ken Kesey
- *Brave New World*, Aldous Huxley
- *As I Lay Dying*, William Faulkner
- *Their Eyes Were Watching God*, Zora Neale Hurston
- *A Doll's House*, Henrik Ibsen
- *Mrs. Dalloway*, Virginia Woolf
- *The Importance of Being Earnest*, Oscar Wilde
- *A Poetry Handbook*, Mary Oliver
- *The Compact Bedford Introduction to Literature*, Michael Meyer, ed.



---

# SOCIAL STUDIES

## World History 1

Grade: 9

Length/Credit: 1 year/1.0

Prerequisite: None

Homework:  

This one-year course enables 9th grade students to develop a global perspective through the study of past civilizations. It provides students with opportunities to understand the nature of civilization while emphasizing modern connections to the past. The course combines a chronological and thematic approach to help students understand cause-effect relationships as well as examine relevant themes related to all civilizations. In addition, the course seeks to build and reinforce academic skills of active reading, note-taking, essay writing, and research through a variety of activities including document-based question sets, debates, and Socratic seminars.

Topics:

- *Early River Valley Civilizations*
- *Asian Religions and Philosophies*
- *Ancient Greece and Persia*
- *Hellenistic Culture*
- *Ancient Rome - Republic and Empire*
- *The Growth of Islam*
- *The Middle Ages in Europe*
- *The Renaissance*

---

## World History 2

Grade: 10

Length/Credit: 1 year/1.0

Prerequisite: World History 1

Homework:  

This one-year course begins with the study of the European Renaissance of the 15<sup>th</sup> Century. From there it traces the exploration of the world and its implications for trade, diseases, and wars. Scientific discoveries along with the ideas of the Enlightenment enable students to understand the foundation for modern scientific research. Students also reflect upon the changing nature and role of religion in the world. Students analyze various forms of government and social systems ranging from the first nation-states and the world wars that resulted from the competition for the world's resources. The year finishes with a focus on the creation of the United Nations and various trade agreements that allow students to understand the interconnectedness of the world economy.

Topics:

- *The Reformation*
- *The Enlightenment*
- *The French Revolution*
- *The Industrial Revolution*
- *The Age of Imperialism*
- *World War I*
- *The Russian Revolution*
- *Global Independence Movements*
- *Totalitarianism and Militarism*

---

## U.S. History

Grade: 11

Length/Credit: 1 year/1.0

Prerequisite: World History 2

Homework:  

This course introduces students to the major ideas, events and personalities of American history from the formation of the country through the Cold War. Although some students might have been introduced to US history in Middle School, this course examines the political, economic and social forces of American history in considerably more detail and seeks to hone skills such as critical reading, note-taking, essay writing, and research. Students will also learn to assess historical materials -- their relevance to a given interpretive problem, their reliability, and their importance -- and to weigh the evidence and interpretations presented in historical scholarship.

Topics:

- *The Constitution*
- *The Early National Period*
- *Sectionalism and Civil War*
- *The New Deal*
- *World War II*
- *The Early Cold War*
- *Civil Rights and Vietnam*
- *America and the World*

---

## Advanced Placement (AP) Comparative Government and Politics

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite/Corequisite: United States History

Homework:   

Students in this course explore both democratic and non-democratic governments around the world. The curriculum offers a theoretical framework for comparing political systems while providing substantive knowledge of six nations: Great Britain, Russia, China, Nigeria, Mexico and Iran. As we examine the political structures of these nations, we focus on the following themes: the foundations of political science and comparative politics; sovereignty, authority and power; political institutions; political and economic change; citizens, society and the state; and public policy. Students enrolled in the course are required to take the AP Comparative Government and Politics exam in May.

---

## Advanced Placement (AP) Human Geography

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: World History 2

Homework:   

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the U.S. National Geography Standards (2012).

The AP Human Geography course is organized around seven major topics: 1) Geography: Its Nature and Perspectives; 2) Population and Migration; 3) Cultural Patterns and Processes, 4) Political Organization of Space, 5) Agriculture, Food Production, and Rural Land Use, 6) Industrialization and Economic Development, and 7) Cities and Urban Land Use. Upon successful completion of the

course students will be able to interpret maps and analyze geospatial data, understand and explain the implications of associations and networks among phenomena in places, recognize and interpret the relationships among patterns and processes at different scales of analysis, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places.

---

### **Modern Middle East History**

Grade: 11, 12

Length/credit: 1 semester/0.5

Prerequisite: World History 2

Homework:  

This course introduces 11th and 12th grade students to the major ideas, events, and personalities that animated the Middle East in the 20th and 21st centuries. In doing so, the course helps students develop an understanding of the political, social, and economic forces that have shaped the region and its relations with the international community. In addition, the course includes references to Oman's influence in the region.

#### Topics:

- *The Middle East as a Region*
- *The Arab Spring*
- *The Arab-Israeli Conflict*
- *Saudi Arabia*
- *The Iranian Revolution*
- *The Gulf Wars and Beyond*
- *From Territories to Modern Nation-States*



---

# MATHEMATICS

## **Algebra 1**

Grade: 9, 10, 11

Length/Credit: 1 year/1.0

Prerequisite: Intro to Algebra

Homework:  

From the more concrete arithmetic of previous mathematics courses, students move to the world of the abstract. Algebra, one of the oldest branches of mathematics, is the domain of solving for variables, or unknowns, and the world of problem-solving becomes richer and multidimensional. How can graphs help solve real problems? How do we solve problems when more than one thing is unknown? How can a problem have more than one right answer? Why is a complete understanding of fractions so important in solving equations? Students use data-driven situations and linear and quadratic functions to model, interpret, and analyze those situations.

---

## **Geometry**

Grade: 9, 10, 11

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1

Homework:  

This course will provide students many opportunities to apply geometric concepts to mathematical and real life situations. Students will be actively engaged, learning the tools of geometry in the investigative approach. This allows them to discover the properties of geometry, apply critical thinking skills, and work collaboratively to find solutions. Throughout the course students develop direct and indirect forms of reasoning and logic, as well as the concepts of a formal mathematical proof in a geometry setting. Students will continue to practice their algebra skills by applying them to geometric relationships.

---

## **Algebra 2**

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1

Homework:  

Resources: TI 84+ Graphing Calculator

Algebra 2 reinforces and expands on the concepts of algebra and geometry. Algebraic expressions and functions are used to model real-world phenomena, and applications are provided to develop connections within the math curriculum and across other curricular areas. There will be a focus on both communication and problem solving with and without the use of a graphing calculator, along with a strong emphasis on exploring concepts graphically, algebraically, verbally, and numerically.

$60^\circ \cdot \frac{\pi}{180} = \frac{\pi}{3}$   
 $45^\circ \cdot \frac{\pi}{180} = \frac{\pi}{4}$

$\frac{\pi}{3} \cdot 1 = \frac{\pi}{3} \quad \left| \quad \frac{\pi}{3} \cdot 2 = \frac{2\pi}{3} \quad \left| \quad \frac{\pi}{4} \cdot 3 = \frac{3\pi}{4} \right. \right.$

$1 + 1 + \frac{\pi}{3} + \frac{2\pi}{3} + \frac{3\pi}{4}$   
 $2 + \frac{3\pi}{3} + \frac{3\pi}{4}$

$\frac{24 + 12\pi + 9\pi}{12}$   
 $\frac{24 + 21\pi}{12} \text{ cm}$

## Algebra 2/Trigonometry

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1

Homework:

Resources: TI 84+ Graphing Calculator

This course continues to build on the concepts and skills mastered in Algebra 1. It expands on these ideas with in-depth investigations of functions. Linear, quadratic, polynomial, exponential, and logarithmic functions and their various applications are studied graphically, algebraically, verbally, and numerically. Problem solving and presentation skills will be further developed through both traditional methods and the use of a graphing calculator. A unit in this class will focus on right triangle trigonometry and the application of trig functions. The final unit will introduce statistical analysis and basic probability.

## Precalculus

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 2/Trigonometry

Homework:

Resources: TI 84+ Graphing Calculator

The objective of this course is to help students understand the fundamental concepts of algebra, trigonometry, and analytical geometry. It foreshadows the important concepts of calculus and shows how algebra and trigonometry can be used to model and predict solutions to real-life problems. There will be a focus on exploration and problem solving with and without the use of a graphing calculator.

---

## **Advanced Placement (AP) Calculus AB**

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Precalculus or an equivalent course

Homework:   

Resources: TI 84+ Graphing Calculator

AP Calculus AB is equivalent to a first-semester college course in differential and integral calculus. The world is always changing, and calculus is the mathematics of how quantities change. Besides examining the mathematics of calculus, students explore how calculus is applied to problems in physics, chemistry, biology, engineering, and business. Several in-depth assignments throughout the year ask a student to apply not only calculus, but all the mathematical skills they have developed in high school. Students enrolled in the course are required to take the AP Calculus AB exam in May. If you have completed AP Calculus AB in grade 11 and wish to continue in further math, options can be discussed with your counselor and mathematics teacher.

---

## **Applied Math**

Grade: 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: Geometry or Algebra 2/Algebra 2 Trigonometry

Homework:  

Resources: TI 84+ Graphing Calculator

This class is the math of everyday life. In the first unit, students learn about banking and credit cards. The second unit covers borrowing money to buy a house (mortgage) and various types of insurance. The third unit gets students thinking about their long-term plans as they look at budgeting, retirement planning, investing and the stock market. The semester finishes with a look at paychecks, the purpose of taxes, and how taxes are collected and used in countries around the world. This class can be taken concurrently with other math offerings.

---

## **Introduction to Statistics**

Grade: 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: Algebra 2 or Algebra 2/Trigonometry

Homework:  

We live in a data-driven society. Due to advances in technology and the internet, it has never been so easy to access or collect data. Do you wonder what is being done with the data? How can data be used to make decisions? How is data used for marketing purposes? How can you use data to make your point or presentation more effective? The first half of this course focuses on how to organize and display data through the use of charts and spreadsheets. In the second half, students learn how samples of data that are collected from a population can be used to infer what is going on within the entire population, followed by how data can be used to help test the validity of a hypothesis. This class can be taken concurrently with other math offerings.



---

## SCIENCE

### Biology

Grade: 9

Length/Credit: 1 year/1.0

Prerequisite: None

Homework:  

Textbook: Pearson Biology (e-textbook)

This course emphasizes the student driven explanation of biological phenomena through science practices of asking questions, constructing explanations, conducting investigations, and engaging in argument from evidence. The course has adopted the California Living Earth Course curriculum which uses the Next Generation Science Standards (NGSS). The course concentrates on the core areas of ecological systems, evolution, cellular systems, and genetics. Students gain a solid foundation in the life sciences and science literacy necessary to be responsible and informed citizens in today's technological and global society. The course also prepares students for the AP Biology course and/or continuing in the life sciences at university



---

### **Advanced Placement (AP) Biology**

Grade: 10, 11, 12 [Grade 10 only with permission of the High School Principal]

Length/Credit: 1 year/1.0

Prerequisite: Biology

Homework:   

Resources: Textbook: Campbell AP Biology, Scientific calculator

AP Biology is equivalent to a college-level introductory biology course. Students study the core scientific principles, theories, and processes that govern living organisms and biological systems. Students cover the following units as outlined by the College Board: chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection, and ecology. Throughout the year, students develop skills in experimental design, collecting and analyzing data, and claim evidence reasoning. Students complete advanced laboratory investigations, ranging from gel electrophoresis to the study of water loss in plants and pill bug behavior.



---

### **Chemistry**

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1

Homework:  

Resources: Textbook TBA, scientific calculator

Chemistry is a hands-on, laboratory-based science course that introduces students to the building block of all matter: the atom. Students learn to find patterns, apply mathematical techniques to solve problems, make predictions and communicate ideas about scientific phenomena through their studies of topics such as the structure of the atom, bonding, stoichiometry, gas laws and acids & bases. These topics help students build a strong foundation in all streams of science. Students wishing to pursue further studies in Chemistry can take the AP Chemistry course later in high school.

---

### **Advanced Placement (AP) Chemistry**

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Chemistry, Algebra 2/Trigonometry (may be taken concurrently)

Homework:   

Resources: Chemistry: The Central Science 11e, Scientific Calculator

AP Chemistry is equivalent to a year-long college chemistry course. In this rigorous course, students study different aspects of chemical reactions: thermodynamics (energy transfers), kinetics (how fast), and equilibrium (how much); and also gain a better understanding of the building blocks of all matter (atomic theory). A deeper understanding of these topics is explored through inquiry-based laboratory activities, data analysis and problem solving. This course is recommended to those students interested in pursuing further studies in the physical or biological sciences. Students enrolled in the course are required to take the AP Chemistry exam in May.

---

## Physics

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Geometry

Homework:  

Resources: E-textbook Physics: Principles and Problems, Graphing Calculator

Physics is a hands-on, laboratory-based science course that will open a student's mind to the laws and principles that govern the physical world. Through experiments and demonstrations, students gain insights into the concepts of mechanics, thermal energy, optics, electricity and magnetism, and modern physics. They learn that most of the laws governing interactions with the physical world can be expressed mathematically with a few simple formulas. Students interested in physics can further their studies by selecting AP Physics 1 or 2 in their junior and senior years, which will give them a solid background to pursue a career in applied or pure science at university.

---

## Advanced Placement (AP) Physics 1

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 2/Trigonometry

Homework:   

Resources: College Physics , Graphing Calculator

AP Physics 1 is equivalent to a first semester college course in algebra-based physics. This course covers the topics of Newtonian mechanics, work and energy, electrical current and basic circuits, mechanical waves, and sound by conducting in-depth laboratory experiments. AP Physics 1 emphasizes a deeper mathematical understanding of concepts than a regular physics course. If a student is considering post-secondary studies in applied or pure physical science, they should select to enroll in both AP Physics 1 and AP Physics 2. Students enrolled in the course are required to take the AP Physics exam in May.

---

## Advanced Placement (AP) Physics 2

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: AP Physics 1 or Physics, Precalculus (may be taken concurrently)

Homework:   

Resources: College Physics , Graphing Calculator

AP Physics 2 is equivalent to a second-semester college course in algebra-based physics. Students should have taken AP Physics 1 or a comparable introductory course in physics. This course explores the topics of fluid mechanics, thermodynamics, electricity and magnetism, geometrical and physical optics, and modern physics by conducting in-depth laboratory experiments, emphasizing a deeper mathematical understanding of the physics concepts than a regular physics course. Students enrolled in the course are required to take the AP Physics 2 exam in May.

---

## Environmental Science

Grade: 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: Biology or Chemistry

Homework:  

Textbook: Environmental Science: Toward A Sustainable Future by Wright and Nebel

Environmental science is the study of patterns and processes in the natural world and their modification by human activity. This project based course engages students in scientific practices to analyze environmental problems and how human society can lessen its negative impacts on planet Earth. Topics of study include: tragedy of the commons, climate change, solutions to climate change, renewable energy, non-renewable resources, eutrophication, and environmental economics. Lab work includes in class investigations such as soil composition and eutrophication as well as field work including surveying local ecosystems. Students are currently engaged in a 6 year study of the health of Azaiba beach. In addition to research and lab work, students must present their findings in class and at assemblies with an emphasis on public speaking skills.

---

## Scientific Issues

Grade: 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: Biology or Chemistry

Homework:  

Novel: The Immortal Life of Henrietta Lacks by Rebecca Skloot. and Jurassic Park by Michael Crichton.

Rapid advances in technology are changing the face of society at an unprecedented pace. These same advances are affecting the kinds of questions science is able to ask and the kinds of challenges it is able to address. While science strives to improve the human condition, many scientific advances bring with them new and even more complex problems, and scientists often lead the charge into new and controversial territories. Through teacher direction, research, presentations, discussions, and debate, students in this semester-long class learn about current scientific issues and how they intersect with society. The ultimate goal in the course is for students to make strong justifications for their answers to ethical questions.

---

## WORLD LANGUAGES

### ARABIC AS A FOREIGN LANGUAGE

These courses are designed for non-native Arab speakers.

---

#### Arabic as a Foreign Language 1

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: None

Homework: 

This course is an introduction to the study of the Arabic language; the aim is to help students learn and use the language and take full advantage of living in Oman. Students study the Arabic alphabet, numbers, dates, days of the week, months of the year and similar topics, and develop skills in speaking, writing, listening, and reading in different situations. Students are also given an opportunity to experience the language by communicating with people who speak it fluently.



---

#### Arabic as a Foreign Language 2

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Foreign Language 1

Homework:  

Students enrolled in this course have successfully completed AFL 1 in either middle or high school. They continue to improve the four linguistic skills (speaking, listening, reading and writing) in the three communicative modes (interpretive, interpersonal and presentational). They learn vocabulary and grammar for survival needs and deal with issues of everyday life in the present and past tense. Arabic 2 students are expected to communicate using simple sentences and phrases, read and write texts and stories, read and write dialogues with correct sentence structure, and increase their vocabulary and proficiency with grammar. Since classes often consist of students at varied levels of language skill, they are expected to express themselves in Arabic appropriate to their level.



---

#### Arabic as a Foreign Language 3

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Foreign Language 2

Homework:  

Students enrolled in this course have successfully completed AFL 2 in either middle or high school. They continue to improve the four linguistic skills (speaking, listening, reading and writing) in the three communicative modes (interpretive, interpersonal and presentational). They learn about culture, history, traditions, and values of the Arab countries and compare them with their own. They are expected to present thoughts and ideas orally and in writing, with correct grammar and vocabulary appropriate for their level.



---

### **Arabic as a Foreign Language 4**

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Foreign Language 3

Homework:  

Students enrolled in this course have successfully completed AFL 3 in either middle or high school. They continue to improve the four linguistic skills (speaking, listening, reading and writing) in the three communicative modes (interpretive, interpersonal and presentational). They are expected to express themselves in Arabic with minimal support. They research and present worldwide issues, and work to find solutions. This is a more in-depth study of the Arab culture.

### **ARABIC AS A HERITAGE LANGUAGE**

The Heritage Language Program is designed for students who could be considered native, bilingual, or near-native speakers of the target language. These already proficient students may include, but are not limited to, those who learned to speak the language before any other, who speak the language with at least one parent or sibling at home, or who have studied in a school where the target language is the language of instruction.

---

### **Arabic as a Heritage Language 1**

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: None

Homework:  

In this course, students expand and develop their linguistic proficiency through listening, speaking, reading and writing, as well as their cultural sensitivity and awareness. The course features Arabic literature and cinema, geography and history, and Arab culture. Interweaving the language and culture, students broaden their communication skills while deepening their appreciation of the Arab world.

---

### **Arabic as a Heritage Language 2**

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Heritage Language 1

Homework: Moderate  

In this course, students use the Arabic language effectively in communication and critical thinking, express an appreciation for literary text, and write creatively. The course strives to help students confidently share opinions about various topics, people in their everyday activities, and Arabic events. Students engage in debates and make persuasive arguments for or against a point. The course features Arabic literature and cinema, geography and history, and Arabic culture.





## FRENCH

The French as a World Language program strives to help students develop a proficiency in French by placing equal emphasis on three modes of communication: interpretive (reading and listening), interpersonal (speaking/listening and reading/writing) and presentational (speaking and writing), in accordance with the American Council on the Teaching of Foreign Languages (ACTFL). In addition, students develop an understanding and appreciation for the Francophone culture around the world.

---

### French 1

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: None

Homework: 

Resources: Discovery French books and literature extracts

French 1 students will work on their four language skills (speaking, listening, reading and writing) in the three communicative modes (Interpretive, interpersonal and presentational.) They will work on their understanding of spoken French through individual and partner/group work, as well as through exposure to different authentic French speaking audios and videos. French 1 students will have the opportunity to read small literature extracts related to the topics and analyze/understand each text read in class, to talk about themselves, their daily routines, their house, their family and their eating habits through different role plays and class discussions, to design their ideal house using future and present tenses, to research and present a typical Francophone dish and a typical dish from their home country, to talk and write about themselves and their opinions in the present, future and past tenses.

---

### French 2

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: French 1 or equivalent

Homework: 

Resources: Discovery French book and French Readers (Aventure a Paris and le Tour du Monde en 80 jours)

French 2 students will continue to work on their four language skills (speaking, listening, reading and writing) in the three communicative modes (Interpretive, interpersonal and presentational.) They will work on their understanding of spoken French through individual and partner/group work, as well as through exposure to different authentic French speaking audios and videos. French 2 students will have the opportunity to read and discuss their reading in class, to talk about themselves, their family, their healthy/sports habits, their daily routines, fashion and their perception and about their travel plans and experiences through different role plays and class discussions, to research and present a francophone city and their hometown, to present a Francophone designer, to talk and write about themselves and their opinions in the present, future and the past tenses.

---

### French 3

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: French 2

Homework: 

Resources: French readers (La gloire de mon pere and le chateau de ma mere) Le Petit Nicolas and French Readers

French 3 students continue to improve their four linguistic skills (speaking, listening, reading and writing) in the three communicative modes (Interpretive, interpersonal and presentational.). They will work on their understanding of spoken French through individual and partner/group work, as well as through exposure to different authentic French speaking audios and videos. French 3 students will have the opportunity to read and discuss their reading in class, to talk about their family and their relationship, friendship and the evolution of the family entity with the evolution of women in their work environment, their healthy habits and lifestyle, the advertisement industry in France and the movie industry through class discussions and debates, to research and present Francophone movie festivals and awards, to present movie and drama Francophone actors, to write and create a TV ad in French, to analyze French ads, to talk and write about their opinions in all tenses.

---

## **French 4**

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: French 3

Homework:  

Resources: Themes book Les Malheurs de Sophie, Le Petit Prince, and French Readers depending on each student's choice and literature extracts.

French 4 students continue to improve their four linguistic skills (speaking, listening, reading and writing) in the three communicative modes (interpretive, interpersonal and presentational.) They are expected to express themselves exclusively in French. Participation in class discussion is key to improving oral communication. Additionally, students improve French skills through music, film, readings and other media highlighting the culture of France. The main focus is to learn how to speak and write more succinctly using pronouns, adjectives, adverbs, prepositions and cohesives devices, all tenses and all major grammatical concepts. The topics covered will be Global challenges, Personal & Public identities, Science & Technology, Families and communities, Aesthetics, contemporary Life.

---

## **Advanced Placement (AP) French Language and Culture**

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: French 4

Homework:   

Resources: Thèmes, APprenons and 2 literature books (Oskar et la Dame en rose et L'homme qui plantait des arbres)

AP French Language and Culture is for students entering their fifth year of French or its equivalent, and also for native speakers of French. The course is structured around the following six themes: Personal and Public Identities, Beauty and Aesthetics, Contemporary Life, Science and Technology, Global Challenges, and Family and Community. Students are expected to express themselves exclusively in French to each other and the teacher. They also compare the French world's cultural perspectives, practices and products with their own. This course is designed with a variety of AP-type exercises and activities practiced throughout the year. We review all the main conjugation and grammar required for AP. Students enrolled in the course are required to take the AP French Language and Culture exam in May.

## SPANISH

The Spanish as a World Language program strives to help students continue to develop their proficiency in the Spanish language by placing equal emphasis on the three modes of communication: Interpretive, Interpersonal and Presentational, in accordance with the American Council on the Teaching of Foreign Languages. In addition, students develop an understanding and appreciation for the Spanish culture around the world. The goal of the program is to provide students with the confidence to communicate in Spanish and appreciate its vast culture.

---

### Spanish 1

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: None

Homework: 

This course is an introduction to the study of Spanish language and culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. By interweaving language and culture, the program broadens students' communicative skills (interpretive, interpersonal and presentational) while deepening their appreciation of the Spanish-speaking world. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. A general introduction to culture (e.g., literature, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Grammar is integrated throughout the course and is selected according to useful language conventions (functions). Students acquire some insight into how languages and cultures work by comparing Spanish language and culture to their own. Integration of other disciplines is ongoing throughout the course.

---

### Spanish 2

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Spanish 1 or equivalent

Homework: 

This course provides students with opportunities to further develop their linguistic proficiency and cultural sensitivity. Activities progress from controlled to open-ended practice where students express themselves in meaningful communication. They are able to communicate basic needs and interact on issues of everyday life in the present and past tense within and beyond the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics in Spanish. Focus is placed on understanding main ideas in simple texts. Students develop a better understanding of the similarities and differences between cultures and languages and examine the influence of the beliefs and values of Spanish. Integration of the other disciplines is ongoing throughout the course.



---

### **Spanish 3**

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Spanish 2

Homework:  

In this course students are actively engaged in the learning process through meaningful activities and role-playing in real-life situations that enhance their communicative skills (interpersonal, interpretive and presentational). Students look not only at the language, but also at the culture, customs, history and traditions of Spanish-speaking countries to develop a broad appreciation of Spanish and those who speak it. Students should expect more written assignments than in Spanish 2, as they fine-tune their grammar and writing skills. Integration of other disciplines is ongoing throughout the course.

---

### **Spanish 4**

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Spanish 3

Homework:  

Students continue to develop their linguistic proficiency and cultural sensitivity. A major focus of this course is to communicate in writing and in extended conversations on a variety of familiar and unfamiliar topics. Students narrate, discuss, and support fairly complex ideas and concepts about topics, using facts and details in a variety of tenses. There is a more in-depth study of the Spanish culture and its influence throughout the world.

---

### **Advanced Placement (AP) Spanish Language and Culture**

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Spanish 4

Homework:   

Texts and Novels: Temas

AP Spanish Language and Culture is structured around the following six themes: Personal and Public Identities, Beauty and Aesthetics, Contemporary Life, Science and Technology, Global Challenges, and Family and Community. The course integrates Spanish language, literature and cultural studies. In order to prepare students to be educated, global citizens of the 21st century, AP Spanish Language and Culture engages students in coursework that prepares them to read critically, communicate competently, and demonstrate knowledge of cultures other than their own. Students enrolled in the course are required to take the AP Spanish Language and Culture exam in May.



---

# VISUAL AND PERFORMING ARTS

## VISUAL ARTS

---

### Drawing 1

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: None

Homework:  

During this semester course students focus on the development of observational skills and basic drawing techniques and employ a wide range of drawing media including graphite, ink, charcoal, pastels and conte crayon. Students develop both technical abilities and the capacity to produce creative solutions to material and subject matter. Additionally, students learn how to receive critique and use the language of art to describe the attributes of their works. As with all studio courses, the Elements and Principles of Art and Design provide the foundation for each assignment. No prior experience with drawing is required. Students who successfully complete Drawing 1 may take Drawing 2. This course is required for all students who intend to enter Advanced or AP Art. Students can expect 2-3 sketchbook assignments per week.

---

### Drawing 2

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: Drawing 1

Homework:  

This course builds on drawing skills learned in Drawing 1 with the expectation that students take on more challenging content. Students are encouraged to develop a concentration of work based on a theme. Students may also focus more intensely on developing their skills with a specific medium or technique. Like Drawing 1, students will be challenged to produce creative solutions to material and subject matter. Additionally, students learn how to receive criticism and articulate a critique using the language of art. Students who successfully complete Advanced Drawing should consider Advanced or AP Art as their next option. Students can expect 2-3 sketchbook assignments per week.

---

### Painting 1

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: None

Homework: 

Painting begins with an extensive exploration of color theory through exercises that allow students to mix, manipulate and experiment with the value, shade, tint, tone and intensity of pigments. Students also learn different application techniques for a variety of paint media (tempera, acrylic, and watercolor), as well as some basic observational drawing and perspective skills. Additionally, students learn how to receive criticism and articulate a critique using the language of art. As with all studio courses, the Elements and Principles of Art and Design provide the foundation for each assignment.






---

## Painting 2

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: Painting 1

Homework: 📝

Painting 2 students are given more opportunity to experiment and explore this medium, as well as take on more challenging projects. Students may also develop their own projects or self-select subject material for their paintings. Greater realism, perspective, light and shadow are emphasized in Painting 2. Additionally, students in Painting 2 should be prepared to receive more intense critique of their work and willing to make changes or redo works to improve the final product.

---

## Printmaking 1

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: None

Homework: 📝

The development of printmaking is responsible for the enlightenment of all humanity. It is perhaps the greatest invention in human history. Before the ability to print, all information and imagery had to be hand-rendered. This made books accessible only to the elite. Printmaking 1 allows students to explore a variety of printmaking techniques that include papercuts, stencils, rubber stamps, Gytaku (printing with natural objects), block printing, collagraphs and monotypes. The course begins with a rudimentary exploration of observational drawing and manipulating positive and negative space, shadow and light and value. With each project, students learn to manipulate values and contrast to achieve effective and dramatic compositions.

---

## **Printmaking 2**

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: Printmaking 1

Homework: 

Printmaking 2 students will have opportunities to expand upon the printmaking techniques learned in Printmaking 1 with greater depth and attention to detail. They will also attempt more challenging images. Students should be able to work independently, and are required to develop a theme or focus within their prints, i.e. landscapes, portraits, culture, trends, etc. Printmaking 2 students must present a portfolio at the end of the semester that not only demonstrates a greater mastery of technical skills, but the ability to consistently create clean and effective compositions based on a central idea or theme.

---

## **Visual Journals**

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: None

Homework:  

Visual Journals students create/engage in a personal journal (provided) in which, they will be generating solutions to a variety of prompts that provoke reflection, decision making, and personal expression through hand-rendered images. Students will periodically receive instruction/demonstration

of new media, i.e. brush and ink, watercolor, collage, etc. which, they are then expected to integrate into their solutions. This course is designed to provide students with opportunities to reflect on their experiences, opinions, and the societal/cultural influences that have shaped their lives and perspectives. As with all studio visual arts courses, the Elements and Principles of Art and Design provide the foundation and rubric for all learning.


---

## **Ceramics 1**

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: None

Homework: 

This 3-D art course introduces students to methods used to create forms with clay. Exploration into the unique physical characteristics of clay and how it contributes to the content of the work being formed is the focus of the course. Mastery of skills, pride in craftsmanship, and exploration of personal vision are integral to the class curriculum. Students explore hand-building and throwing on the potter's wheel to create a series of pieces. Although traditional methods of construction and surface decoration are explored as part of the medium's potential, students are encouraged to imagine other possibilities as well as create unique works. Contemporary pottery and potters, as well as artists that inspire form, are considered in project assignments. The pieces created in the course include an exploration of techniques, surface decoration, glazing, and firing.


---

## **Ceramics 2**

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: Ceramics 1

Homework: 

Ceramics 2 students will have opportunities to expand upon the techniques learned in their first ceramics course with greater skill and attention to detail. They will also attempt more challenging projects. Students should be able to work independently, and are required to develop a theme or focus in their work i.e. glazing, firing, sculptures, trends, etc. Ceramics 2 students present a collection at the end of the semester that demonstrates a greater mastery of technical skills.

---

## **Advanced Art**

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: At least two other art courses and instructor approval

Homework:   

Advanced Art students have met the instructor's prerequisite for this class based on past work in other art classes taken at TAISM, or by submitting a portfolio. Students are given a variety of assigned projects in all media, but are also expected to generate their own conceptual works through a personal exploration of a specific medium or subject. Students are expected to maintain a collection of sketches, photographs, notes and images to be developed into future works. Students are encouraged to personalize their course of study. Advanced Art students must be able to receive critique, and be willing to use this critique to improve the quality of their technical and/or conceptual intent. Advanced students are encouraged to use this course as a stepping stone into AP Studio Art, or as a vehicle to generate a portfolio for applications to art and design schools.

---

## **Advanced Placement (AP) Art**

(2-D Design, 3-D Design, or Drawing)

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Instructor approval, enrollment in Advanced Art, and completion of a portfolio of summer work comprised of six assigned projects.

Homework:   

AP students should have successfully completed Advanced Art, and demonstrated the skills, desire, and commitment to complete and submit an AP portfolio. AP portfolio sections, (quality, concentration and breadth) are discussed in detail, with exemplars from past AP student portfolios available to guide students in the development of a concentration or theme for their work. Once a student has chosen a direction for their concentration, they must dedicate all their time and efforts to fulfilling this requirement (generally, a minimum of twelve art works). The breadth portion of their portfolio (twelve additional works that demonstrate skills in a variety of media) are made up of teacher guided and self-generated projects. AP students must demonstrate personal exploration, growth, adaptability and vision within their AP portfolios. Typically, an AP student will generate thirty high-quality works of art to achieve an AP portfolio. Submission of portfolios to the College Board takes place in early May.



## PERFORMING ARTS

---

### Concert Band

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: At least one year of previous instruction on a band instrument

Homework: 

In the TAISM Concert Band, students will actively engage in music-making activities, including building foundational music performance skills, creating (re-creating) music, performing on a wind band or percussion instrument, and responding to music and music performances. Students will perform high quality repertoire at the highest level possible. Students will rehearse, prepare and perform music in scheduled public performances. It is our hope that students will develop a life-long love of music through cumulative musical experience, collaboration, and successful performances of the TAISM Concert Band.



---

## **Jazz Band**

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Audition and at least one year of previous instruction on a band instrument

Homework: 

The Jazz Ensemble is comprised of talented, enthusiastic band students (9 -12) who enjoy performing music in the Jazz, Latin and Rock styles. The Jazz Ensemble will perform at concerts, festivals, and community sponsored activities. At least one year of previous instruction on their instrument is required. In addition, this class introduces students to various aspects of music theory, improvisation, ear-training, music history, performance and ensemble skills in a hands-on and active way. Study includes large ensemble playing, solo playing, and sessions in improvisation and theory. All instrumentalists enrolled in Concert Band may elect this class also, and students who play bass, guitar, drum set or piano are also encouraged to consider this course.

*Band Rental Fees:* Students who choose Concert or Jazz Band may decide to rent their instrument from TAISM. Students who do rent will be billed directly from the Business Office once their placement in band has been confirmed. Students not needing to rent an instrument should inform the Business Office.

---

## **Concert Choir**

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: None

Homework: 

Concert Choir is open to any student in 9<sup>th</sup>-12<sup>th</sup> grade, who sincerely expresses interest in developing skills as a singer and performer. This class provides students the opportunity to appreciate the work and dedication necessary for singing in a chorus, as well as the enjoyment felt from bringing a piece of music to life. The class expands on foundational skills and singing techniques; incorporating the next step of difficulty in a setting for Soprano, Alto, Tenor, and Bass (SATB) voices. Students broaden their music literacy skills, train their ears as mindful singers, and strengthen their understanding of critical listening and choral ensemble concepts. With an ensemble (team) based approach, singers are enriched socially and serve in a variety of leadership roles. Their year begins with group building exercises at a choir retreat and Coffee House. The high school choruses perform at a first semester concert, TAISM's Festival of Choirs, Choralation, and Graduation. Students are required to serve as host families for Festival of Choirs.

---

## **Kindred Chamber Choir**

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Audition

Homework: 

Kindred Chamber Choir is an auditioned, 12 member select ensemble for high school students who are reaching independent proficiency in choral singing. This course involves learning multiple part divisi and harmonizing at a fast pace, requiring strong tonal memory and sight reading skills. Members prepare new material outside of class, referred to as 'prehearsal' work. Students who earn a position in this group are expected to set personal goals, often through solo demonstration in front of their peers. Because there are only 3-4 singers per voice part which often split into divisions in



advanced a cappella/chamber choir literature, accountability, leadership, proficiency, and independence are key standards in Kindred. For performances with modern music, members take on the challenge of arranging harmonies themselves. In addition to the fall retreat, coffee house, semester concerts, Festival of Choirs, AMIS auditions, and graduation,, Kindred has an annual Red Night/Charter for Compassion unit for socially engaged musicians. earning aspects include event planning, artistic design, and publicity. Students are required to serve as host families for Festival of Choirs and wear a variety of concert uniforms to best match each performance theme/style.

---

## Drama

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None (can be taken more than once)

Homework: 📝

If you enjoy movies, television, plays, or books, then you probably love a good story. Who better to tell a good story than an actor? If you are interested in developing your performance skills or if you simply want to become more confident when speaking in front of an audience, then drama is the class for you. This is a performance-based class in which students focus on developing their vocal and physical expression techniques, creating stories on the stage, and learning the basics about theatre and performance. The units and content of the course will change each year for students wishing to take the class multiple times. Through this introductory course, you just may grow to love the theater experience.





---

### **Advanced Drama**

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Drama and teacher approval (can be taken more than once)

Homework: 

Have you been bitten by the acting bug? Are you a regular on the TAISM stage? Do you have a heavy schedule that keeps you from auditioning for plays? If so, the Advanced Drama class is the place for you. While this class covers a multitude of theatrical topics which may include technical theater, script writing, theater history, play structure and evaluation, directing, career preparation, theatre for social action, radio, television, and film; it is most heavily focused on acting and developing strong performance skills. The units and content of the course will change each year to cover multiple areas and genres of theatre, and to broaden the skills for students taking the course multiple times. At least two performances for live audiences happen per school year.

---

### **Technical Theater**

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5 or 1 year/1.0

Prerequisite: Teacher approval

Homework:  

The areas within technical theater easily become creative outlets for people who like to work with their hands, can visualize the look of a story, and want to have an effect on people and how they see the world. The technical work behind the scenes is what makes a production possible. Technical Theater can be taken as a semester or year-long class with teacher approval. Design projects are a big part of the course and may require a moderate amount of homework throughout the semester or year. There will also be practical experience as you work on performances and productions as they happen throughout the year. This is a hands-on course that includes the areas of lighting, sound, costuming, make-up, set design and construction, props, and script analysis.

---

## PHYSICAL EDUCATION/LIFEGUARDING

The goal of the TAISM High School Physical Education Program is to develop well-rounded, physically capable individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. Through a rich curriculum, students have positive experiences physically, socially, emotionally, and academically. Our focus is on creating a safe learning environment filled with respect and consistency where students are motivated and educated to lead healthy, active, and productive lives.

---

### Lifeguarding and Aquatics

Grade: 9, 10, 11, 12

Length/Credit: 1 semester (spring) / 0.5

Prerequisite: 15 years old, strong swimming skills

Homework: 📖 📖

This course provides training for students to gain the knowledge and skills needed to prevent, recognize, and respond to aquatic emergencies; and provide care for breathing and cardiac emergencies, injuries, and sudden illnesses until medical services arrive and take over. The course begins with the online American Red Cross blended learning modules, followed by the application of skills which are required of trained lifeguards. Students can earn the official Lifeguarding and First Aid/CPR/AED certification which is valid for 2 years before renewal and is necessary for a person serving as a professional rescuer. Additional aquatic activities will be introduced to complement the maturation of skills and to further instill the awareness of safety and enjoyment around water.



---

### **Individual and Dual Pursuits**

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None (may be repeated once)

Homework: 

Individual and Dual Pursuits is a perfect course for students who enjoy personal fitness activities such as badminton, disc golf, pickleball, yoga, aquatics and various weight training and conditioning pursuits. Students can develop their skills in selected activities, learn skilled movement principles, and focus on becoming a physically literate individual who recognizes the value of physical activity for health, enjoyment, challenge, and social interaction. This course is a great choice for students who are self-motivated for improvement of fitness and enjoy setting individual fitness goals.


---

### **Personal Fitness**

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None (may be repeated once)

Homework: 

Personal Fitness focuses on the development of students' skills, knowledge and understanding of fitness. The course develops and maintains appropriate levels of cardiorespiratory endurance, muscular strength and endurance, and flexibility and body composition necessary for a healthy and productive life. Students design and implement a personal exercise program based on information obtained from fitness assessments and smart-goals setting in accordance with appropriate training principles. Students will participate in and compare health and fitness benefits from various established and current fitness trends.

---

### **Team Sports**

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None (may be repeated once)

Homework: 

Do you love being part of a team? Working together for a common goal in athletic pursuits? Team Sports is the perfect course for students who want to focus on group activities in athletics. While developing proficiency in movement skills, students practice sports such as basketball, volleyball, softball, ultimate Frisbee, water polo, floor hockey, flag football, and many other modified games. Students also learn specific movement concepts, principles, strategies, and tactics used during team sport activities, and receive instruction in various fitness and conditioning methods. This is a course in which students are expected to take ownership of their performance by setting goals, tracking their progress, assessing skill development, and participating in peer coaching during the semester.

**NOTE:** Physical Education offerings during the 2021-22 school year will be informed by the circumstances locally with the COVID-19 virus and depend on decisions made by the school to provide a safe and healthy environment for learning.

---


# HEALTH

## Health & Wellness

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

Homework: 

In this class, students obtain skills necessary to design and maintain a balanced and healthy life. The safe environment enables students to feel comfortable investigating topics that directly affect their own physical, mental, and social well-being. Through hands-on skill-building activities, research, class discussions, role plays, and personal reflection, the students discover how wellness can be achieved and maintained throughout their lives.

Skills Include:

- Goal-Setting to enhance health
- Accessing Valid and Reliable Information about health
- Making decisions about health topics based on personal values and beliefs
- Interpersonal Communication to enhance health or reduce health risks
- Self-Management skills to increase health-enhancing behaviors and reduce health risks
- Analyzing the Influences of family, peers, culture, media, and technology on health
- Advocating for personal, family and community wellness

To practice and master these skills, students focus on current and relevant health topics that they are likely to face now or in the future. Current content areas may include:

- Personal Wellness: Examining and analyzing current personal wellness for areas of strength, and setting goals in the areas needing improvement, such as sleep, nutrition habits, or screen time
- Family, Peer and Dating Relationships: Practicing healthy communication skills to ensure healthy relationships; creating and expressing boundaries; respecting the boundaries of others; conflict resolution; avoiding abusive relationships
- Substance Abuse and Addiction: Analyzing health claims, finding reliable information, and making decisions about alcohol, tobacco, e-cigarettes and other drugs.
- Mental Health: Self-management strategies for achieving positive mental health and stress management are practiced, such as journaling, mindfulness and gratitude exercises. Recognizing symptoms and seeking help for common disorders such as depression, anxiety, and eating disorders
- Sexual Health: Understanding human growth and development related to sexuality; understanding and advocating for behaviors that avoid or reduce risk of unplanned pregnancy and STI's
- Nutrition: Self-management skills to prepare and enjoy fresh whole foods; Advocating for healthy choices versus the diet trap

---

# COMPUTER SCIENCE


---

## Computer Science

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

Homework: 

How does your cell phone work? How does the internet work? Why are Google products free? What is “big data” and why is it so important to businesses and governments? How do you program and create a video game? If you would like answers to these questions and want to learn more about technology and the role it plays in our lives, this is the course for you. By the end of the semester you will be able to talk about all of the above, and you will have created your own video game using the block coding language Scratch. This course is an introduction to the rapidly expanding area of Computer Science, and you do not need to have any background or experience in order to take the course.

---

## Computer Programming

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

Homework: 

Being able to code is becoming a basic literacy in this digital age. Programming is a skill that can allow you to affect change in your world, in the way that Google, Netflix, and Uber have revolutionized aspects of everyday life. In this course you will learn how to sequence code to express your ideas as well as design and execute tasks. You will also learn that:

- Learning from mistakes is vital
- Success is a scribbly line
- Teamwork is important
- You shouldn't fear mistakes or failure
- Persistence pays off

This class is open to everyone, so don't worry about having no experience with it. It is a challenging first foray into the world of computer programming, using the Python programming language.




---

## Advanced Placement (AP) Computer Science Principles

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1 and a Computer Science course is recommended

Homework:   

Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the 57 Return to Table of Contents creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles



also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students enrolled in the course are required to take the AP Computer Science Principles exam in May.



---

## OTHER COURSES

---

### **Advanced Placement (AP) Self-Study**

Grade: 11, 12

Length/Credit: 1 semester/0.0

Prerequisite: successful completion of an AP exam or High Honors award

Homework:   

Students in grade 11 or 12 may take any of the AP courses not offered by TAISM through an AP Self-Study option. Because of the rigorous nature of AP exams, students choosing to do this must have successfully completed (with a score of 3 or above) an AP exam previously; or if they have not taken an AP course, the student must have achieved a High Honors award. It is the student's responsibility to sign up for and pay for an AP online course. AP Self-Study courses do not appear on the transcript and are not awarded credit. It is important to reiterate that students are required to take the AP exam in May of the same year they take an AP Self-Study. Students who "drop" an AP Self-Study will not be approved for any other AP Self-Study and will be required to add a class at the beginning of the new semester.

---

### **English Language Learner (ELL)**

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5 or 1 year/1.0

Prerequisite: None

Homework: 

The goals for students in ELL are to move toward greater engagement and independence in their classes as they acquire English language learning skills. The ELL teacher cultivates a learning environment that complements a student's cultural heritage and experience, supports emotional needs, and builds on academic success across the curriculum. Once a student is fluent enough in English to be successful on their own in the classroom, services are reduced or discontinued and the student begins taking another mainstream course. Admission to the course is determined on a case-by-case basis and students receive semester or full year credit.

---

### **Independent Study**

Grade: 11, 12

Length/Credit: 1 semester/0.0

Prerequisite: None

Homework: 

A student must get approval to be enrolled in independent study. Students in independent study take ownership for their learning by practicing time management, focusing on their assignments, and working responsibly. Students are required to sign in and note their location should they need to confer with a teacher.


---

### Learning Support

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

Homework: 

The goals of the Learning Support course are to assist students who have mild learning differences that create a significant challenge for academic performance in the classroom, or who may include small group or individual assistance, evaluation reports, and the development of student learning plans. In addition, help is offered for academic assignments, time management, and organization. Admission to the course is determined on a case-by-case basis and students receive semester or full year credit.


---

### Student Assistant

Grade: 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

Homework: 

The purpose of the Student Assistant Program is to provide students with practical experience in the workplace. ***Students are expected to contribute by taking initiative, demonstrating appropriate classroom behavior, being punctual, and engaging in effective communication with their Student Assistant Teacher.*** A Student Assistant position may include activities such as job shadowing a teacher, assisting with teaching in the classroom, performing administrative tasks or assisting with technical aspects of the position to which they are assigned. Admission to the course is determined on a case-by-case basis and students receive semester or full year credit.

## HIGH SCHOOL MASTER COURSE LIST

Course	Credits	Grade Level	Recommendation	Audition?
English 9	1	9		
English 10	1	10		
English 11	1	11		
English 12	1	12		
AP English Language and Composition	1	11-12	X	
AP English Literature and Composition	1	12	X	
World History 1	1	9		
World History 2	1	10		
U.S. History	1	11		
Modern Middle East History	0.5	11-12		
AP Comparative Government and Politics	1	12	X	
AP Human Geography	1	11-12	X	
Algebra 1	1	9-11		
Geometry	1	9-11		
Algebra 2	1	9-12		
Algebra 2/Trigonometry	1	10-12	X	
Precalculus	1	10-12	X	
AP Calculus AB	1	11-12	X	
Applied Math	0.5	11-12		
Intro to Statistics	0.5	11-12		
Biology	1	9-12		
AP Biology	1	10-12	X	
Chemistry	1	10-12		
AP Chemistry	1	11-12	X	
Physics	1	10-12		
AP Physics 1	1	11-12	X	
AP Physics 2	1	11-12	X	
Environmental Science	0.5	11-12		
Scientific Issues	0.5	11-12		
French 1	1	9-12		
French 2	1	9-12		
French 3	1	9-12	X	
French 4	1	10-12	X	
AP French Language and Culture	1	10-12	X	
Spanish 1	1	9-12		
Spanish 2	1	9-12		
Spanish 3	1	9-12		
Spanish 4	1	10-12		
AP Spanish Language and Culture	1	10-12	X	

Course	Credits	Grade Level	Recommendation	Audition?
Arabic as a Heritage Language 1	1	9-12	X	
Arabic as a Heritage Language 2	1	9-12	X	
Arabic as a Heritage Language 3	1	9-12	X	
Arabic as a Heritage Language 4	1	10-12	X	
Arabic as a Foreign Language 1	1	9-12		
Arabic as a Foreign Language 2	1	9-12		
Arabic as a Foreign Language 3	1	9-12		
Arabic as a Foreign Language 4	1	10-12		
Drawing 1	0.5	9-12		
Drawing 2	0.5	9-12		
Visual Journals	0.5	9-12		
Painting 1	0.5	9-12		
Painting 2	0.5	9-12		
Printmaking 1	0.5	9-12		
Printmaking 2	0.5	9-12		
Ceramics 1	0.5	9-12		
Ceramics 2	0.5	9-12		
Advanced Art	1	10-12	X	
AP Art (2-D, 3-D, Drawing)	1	11-12	X	
Concert Band	1	9-12	X	
Jazz Band	1	9-12	X	X
Concert Choir	1	9-12		
Kindred Chamber Choir	1	9-12	X	X
Drama	0.5	9-12		
Advanced Drama	1	10-12	X	
Technical Theatre	0.5/1	9-12	X	
Lifeguarding and Aquatics	0.5	9-12		
Individual and Dual Pursuits	0.5	9-12		
Personal Fitness	0.5	9-12		
Team Sports	0.5	9-12		
Health & Wellness	0.5	9-12		
Computer Science	0.5	9-12		
Computer Programming	0.5	9-12		
AP Computer Science Principles	1	10-12	X	
AP Self-Study	0	11-12	X	
English Language Learner	1	9-10	X	
Independent Study	0	11-12	X	
Learning Support	1	9-12	X	
Student Assistant	0.5	10-12	X	



---

## HIGH SCHOOL FACULTY

### **ARABIC**

Ms. Hilda Ashkar  
Ms. Carla Khalil  
Mr. Zakaria Makri

### **ART**

Mr. Charlie Nicholas

### **BAND**

Ms. Kristina LaMarca

### **CHOIR**

Ms. Melanie Brink

### **COUNSELING**

Ms. Chrystal Kelly  
Ms. Keisha Rogers

### **DRAMA**

Ms. Sarah Wenn

### **ENGLISH**

Ms. Kristen Saxhaug  
Ms. Elizabeth Pinto  
Ms. Rashondra Woods

### **FRENCH**

Ms. Severine Gerard

### **HEALTH**

Ms. Laura MacDonald

### **COMPUTER SCIENCE**

Mr. Greg Brink  
TBD

### **LEARNING SUPPORT**

Ms. Keya Lahiri

### **LIBRARIAN**

Ms. Bobbi Burns Nicholas

### **MATHEMATICS**

Mr. Greg Brink  
Ms. Karen Shivers  
Mr. Alam Virgen

### **PHYSICAL EDUCATION/LIFE GUARDING/AQUATICS**

Mr. Stephen Kuhlke  
Mr. Josh Takayoshi

### **SCIENCE**

Mr. Eddie Bywater  
Mr. John Gibney  
Mr. Shawn Kelly

### **SOCIAL STUDIES**

Mr. Michael Levasseur  
Ms. Bobbi Burns Nicholas  
Mr. Jan Saxhaug

### **SPANISH**

Ms. Zulima Fernandez

### **The American International School of Muscat**

P.O. Box 584, Azaiba  
Postal Code 130  
Sultanate of Oman  
Phone: 968-2459-5180  
Email: [info@taism.com](mailto:info@taism.com)  
Website: [www.taism.com](http://www.taism.com)