1990
INTERNATIONAL COMMUNITY SCHOOLS
مدارس انترناشونال كوميونتي
ICS AL FALAH

Cycle 3 Course Catalog 2025 -2026

From Grades 9 to 12, ICS Al Falah offers a rigorous American Curriculum program aligned with Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and UAE Ministry requirements in Arabic, Islamic Studies, Social Studies, and Moral Education. Students engage in advanced study across English, Mathematics, Science, ICT, Art & Design, French, and Physical Education, with specialized pathways in Islamic Studies for Arabs and Non-Arabs. The high school curriculum emphasizes critical thinking, conceptual development, technical refinement, and interdisciplinary connections, while integrating project-based learning, cultural awareness, and technology-enhanced instruction. Each grade level builds progressively: Grade 9 establishes foundational skills and thematic exploration; Grade 10 deepens conceptual and technical mastery; Grade 11 emphasizes practical application of values and advanced analysis; and Grade 12 consolidates comprehensive understanding, preparing students for higher education, responsible citizenship, and global engagement.

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Message from the Principal

It is with great pride and purpose that I present to you the ICS Al Falah Campus Course Catalog for Grades 9–12. Secondary education is far more than a bridge to future academic success; it is a transformative journey that shapes character, values, and purpose. At ICS Al Falah, we view these years as a defining stage in which students refine their identities, strengthen their values, and prepare for the responsibilities of adulthood.

Our dedicated and compassionate staff work tirelessly to create a safe, inclusive, and intellectually stimulating environment where every student is supported, challenged, and inspired. We are committed to nurturing the whole child—academically, socially, emotionally, and ethically—through a curriculum that inspires curiosity, challenges assumptions, and cultivates the skills needed for lifelong learning. With academic rigor, ethical reflection, and innovative practice at the heart of our programs, our students develop resilience, critical thinking, and global awareness—qualities essential for success in higher education and beyond.

Rooted in our core values—respect, resilience, honesty, empathy, integrity, tolerance, and care—we nurture students to become principled leaders and responsible citizens. Our motto, *Inspire, Challenge, Succeed*, is not simply a slogan; it is a lived experience in every classroom, project, and interaction. It reflects our unwavering commitment to excellence and our belief that every student has the capacity to achieve greatness when supported with trust, guidance, and opportunity.

We take pride in offering a curriculum that balances academic excellence with meaningful extracurricular opportunities in the arts, sports, technology, and community service. Every course is carefully aligned with international standards and UAE national priorities, ensuring relevance, inclusivity, and cultural depth. In doing so, we honor the heritage of the UAE while preparing our students to engage confidently in a globalized world.

This catalog has been updated for the 2025–2026 academic year to support our graduating classes in making informed decisions about their academic and career pathways. It reflects our commitment to transparency, excellence, and student-centered planning. I encourage students and families to explore the options within, and to engage with our counselors and educators in shaping a personalized, purposeful learning journey.

At ICS Al Falah, education is a partnership between school, family, and community. Together, we will ensure that every student graduates not only with academic success but with the values, skills, and confidence to lead with integrity and contribute meaningfully to the UAE and the wider world.

Sincerely,
Samia Abidi- ICS Al Falah Campus

Our Vision, Mission, and Core Values

Vision Statement

International Community School - Al Falah Branch aspires to be the school of choice—an inspirational, inclusive, and future-focused learning community that empowers every student to thrive in the 21st century. Through ethical leadership and innovative education, we nurture confident, respectful, and resilient learners who embody the spirit and heritage of the United Arab Emirates. Our vision reflects a commitment to excellence, integrity, and the continual pursuit of knowledge, ensuring that each student develops a strong sense of responsibility and pride in their learning journey.

Mission Statement

Our mission is to provide a safe, friendly, and academically rigorous environment where lifelong learners follow an international curriculum that promotes excellence, integrity, and global citizenship. We are dedicated to cultivating values and competencies that prepare our students to lead with empathy, responsibility, and purpose. By fostering a holistic and supportive approach to education, we ensure that every learner is empowered to succeed both within and beyond the school walls.

Core Values

The values of ICS underpin every aspect of our practice and define the culture of our community. They are embedded in our policies, modeled by our staff, and nurtured in our students.

- **Respect** is the foundation of our school environment, fostering empathy, collaboration, and open dialogue. It ensures that every voice is valued and that diversity is embraced.
- **Resilience** equips our students with perseverance and adaptability, enabling them to overcome challenges and grow through experience.
- **Honesty** promotes truthfulness and transparency, building trust and accountability across the school community.
- **Empathy** cultivates compassion and understanding, shaping a caring environment where kindness guides behavior.
- **Integrity** upholds ethical conduct and principled decision-making, instilling a strong moral compass in every learner.
- **Tolerance** reflects the inclusive values of the UAE, embracing diversity and promoting peaceful coexistence.
- **Care** creates a nurturing atmosphere where students feel safe, supported, and inspired to succeed.

These values are not abstract ideals but lived principles, guiding the daily actions of staff and students alike. They illuminate our path and ensure that our shared vision and mission are realized in practice.

School Motto

Inspire,Challenge,Succeed
This motto reflects our unwavering commitment to academic excellence, character development, and holistic growth.

Philosophy of the School

At International Community Schools - Al Falah, our philosophy is to provide every student with the opportunity to achieve educational success through a comprehensive curriculum that nurtures the whole child—academically, physically, socially, and emotionally—while embedding the values of respect, resilience, honesty, empathy, integrity, tolerance, and care. We believe all students can learn and recognize that they learn in different ways; therefore, we employ varied instructional approaches and assessment strategies to meet individual needs and promote inclusivity. Our philosophy emphasizes high moral and ethical standards, responsibility, and global-mindedness, preparing students to thrive as lifelong learners and principled leaders who embrace diversity, uphold fairness, and reflect the cultural heritage and values of the United Arab Emirates.

Introduction to High School

The Abu Dhabi Charter High School program is based on American and International Standards – with a focus on 21st Century Learning. The information in this guide is designed to help students and their parents understand the requirements for graduation, course descriptions, post-secondary college requirements and future career planning. Students and parents are urged to study this publication and consult with school counselors and teachers in planning their individual program of study. Students are required to meet with the Career Guidance Counselor each academic year to review their academic progress, graduation and university requirements as well as career plans and opportunities. The counselor will help guide students on course selection, graduation requirements, as well as university and post high school considerations.

Students will engage with a balanced curriculum intended to build skills and understandings around literacy, numeracy, engineering, technology, entrepreneurship, critical thinking, creativity, communication, collaboration, cultural awareness, tolerance, global citizenship, innovation and sustainability. The core program is further enhanced by offering courses in art, music, world languages, health and physical education.

Students are encouraged to connect the knowledge gained in courses with real life experiences, engage in extracurricular activities, internships, and volunteer community service that will enable them to become part of the wider global community.

At ICS - Al Falah we understand that ninth grade is an important time of transition. To further support student success each year, high school students will be placed in Advisory groups. These groups will meet as a community of learners weekly to collaborate, discuss academic progress, achievements, current interests, long-term plans, various programs, behavioral issues and topics of concern.

Registration

At the time of registration, new students will be provided with information concerning course selection for the coming year. The information in this guide should be used in planning a program of study. The courses listed within this guide will be included in the curriculum for this school year as enrollment and staffing permits. Grade levels listed for elective courses indicate the grade(s) in which the course may be taken. All students are expected to maintain the full-day schedule of classes required to meet the minimum courses necessary for graduation.

UAE High School Equivalency and Graduation Requirements

The UAE High School Equivalency is a certification given by Abu Dhabi Education & Knowledge (ADEK) to students of any nationality, graduating from a school in the UAE, who wish to have the UAE equivalency granted for their high school diploma. The UAE high school equivalency allows students to attend universities in Gulf Countries. The UAE high school equivalency is required for those who wish to seek employment in any UAE government position. Arab National students are strongly recommended to seek the UAE high school equivalency.

A minimum of 26 credits are required to successfully earn the ICS Diploma. However, it is highly recommended that students take additional credits in mathematics and science to prepare for university studies and a variety of in-demand careers. Students earn one-half credit for each semester of study and one full credit for most year-long courses. Students earn course credit in grades 9-12 to meet requirements needed to earn the high school diploma. Each student's individual career and academic plan should be developed based on fulfilling these requirements.

Pathways and Course Selections

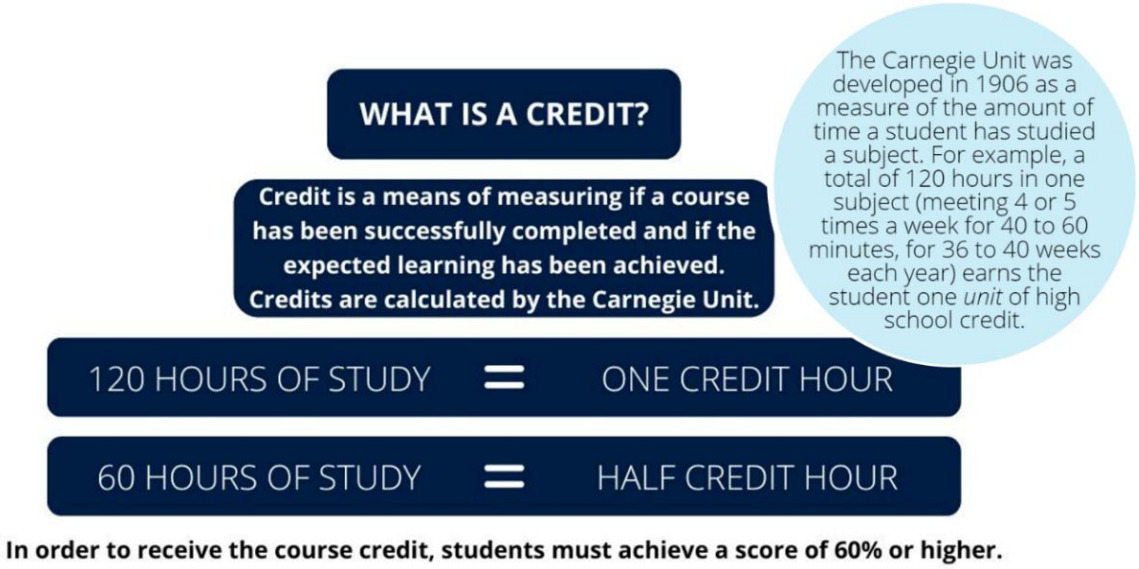
Course selections should be made in alignment with ADEK graduation requirements, prerequisites and the students' four-year plans. The Career and University Guidance Counselor works closely with students in selecting the pathway and course choices that best meet individual needs and preferences. The process of academic pathway and course selection should be completed before the start of an academic year. Students may submit a request to change their academic pathways, or drop and add a course, only during the first 3 weeks of an academic year. No requests will be processed after this deadline. Requests will be reviewed by the Academic Committee and will not be processed unless approved.

Academic Year

The regular academic year is at least 185 days, divided into two semesters. Courses are generally one and/or two semesters in length. Students receive a final grade at the end of each semester course. Typically, one standard unit of credit is earned for the successful completion of a year-long course spanning two semesters. Successful completion of semester-long courses is awarded a half credit value. The only exception is with the year-long courses of Islamic Studies and UAE Social Studies. These two courses meet for a shorter period of time during the term and are awarded less credit toward graduation.

Credit System

Students earn credits for the courses taken throughout Grades 9-12. Each course is assigned a particular credit weight based on the instructional time across the instructional period (semester or year).



In order to receive the course credit, students must achieve a score of 60% or higher.

Transfer Credits

Course credits earned from other accredited and ADEK recognized schools can be transferred with the provision of an official, stamped end-of-year report card with final grades and credits earned for each course. If transferring in Grades 10-12, official, stamped transcripts are required from the previous school. As schools use a variety of reporting methods and credit calculations, course credits will be awarded based on the time spent on the course as detailed in the Carnegie Unit above.

Cognia Accreditation Status

International Community Schools- Al Falah (ICS) is fully accredited by Cognia, a globally recognized accrediting body committed to ensuring excellence in education. This accreditation affirms our dedication to maintaining the highest standards of academic quality, continuous improvement, and student-centered learning.

High School Graduation Requirements

The 26 required credits must be distributed among the following subjects.

Subject	ICS- Al Falah Diploma in the UAE	Recommended University Preparation
Islamic Studies 1-4	**2**	**2**
Arabic Language 1-4	**4**	**4**
English 1-4	**4**	**4**
Mathematics ● Algebra I ● Geometry ● Algebra II ● Pre-calculus ● AP Calculus (Optional)	**4**	**4 - 5**
Sciences ● Biology ● Chemistry ● Physics Advanced science courses: ● Pre-AP Biology, Pre-AP Chemistry, Pre-AP Physics ● AP Biology, AP Chemistry, AP Physics	**4**	**4 - 6**
Humanities ● World History ● Business Studies ● Economics ● **UAE Social Studies and Moral Education** (integrated in different subjects)	**3** **.5**	**3 - 4** **.5**
Health Education and Physical Education Electives: ● Forensic Science ● Environmental Science ● AP Chemistry ● French 1,2,3 ● Art and Design 1 & 2 ● Programming	**4.5**	**5.5**
TOTAL	**26**	**30**

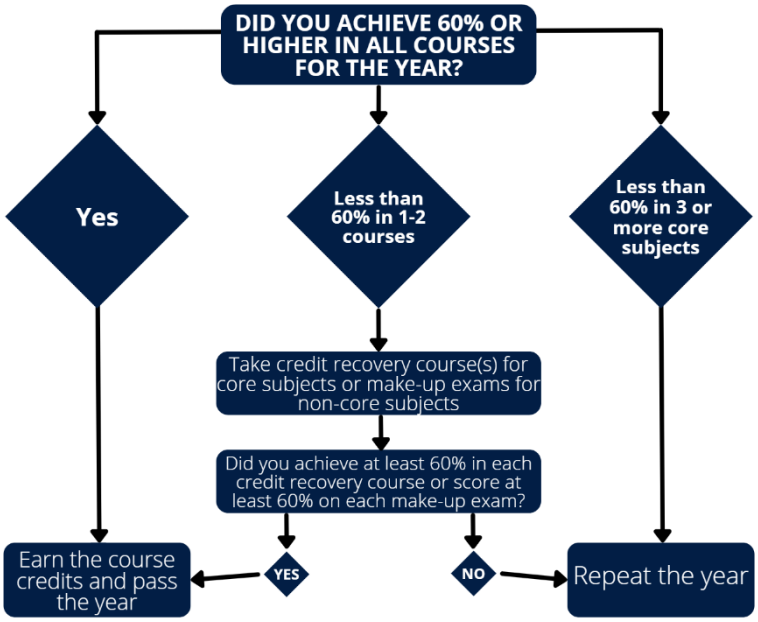
UAE Equivalency Requirements

Students who graduate from International Community School - Al Falah will have a firm foundation in the core areas of Arabic, Islamic studies, UAE social studies, civics and geography, English, mathematics, science and social sciences as well as experiences in the Arts, Physical Health Education, and Design Technology. To prepare for post-secondary education and careers, students should select academically demanding courses that relate to students' postsecondary interests and future plans. The courses outlined here are the minimum required for earning a diploma. Students should strive to challenge themselves by exceeding the requirements to earn a diploma, whenever possible. As students plan their four years of course work, school counselors will work with them and their parents to develop a graduation plan.

Four-year planning commences in Grade 8 as some high school coursework may be taken in Grade 8 for academically advanced students in selected subjects such as mathematics. Graduation requirements are based on the number of successful credit hours earned in grades 9 through 12, where students earn high school credit for any course that is aligned to Cycle 3 academic content standards.

Students must meet the following graduation requirements to meet UAE equivalency and be awarded the High School Diploma:

- Students must complete all course requirements Grade 9-12, to be eligible to graduate from the high school.
- Students are expected to meet the school's curricular requirements in their course of study by scoring a minimum of 60% on each subject, including Ministry subjects.



All students—including students of determination unless exempted—who require the equivalency from the Ministry of Education (Al Thanawiya) must:

- Pass the Arabic Ministry Exam (for Arabs only) and Islamic Studies Ministry Exam (for Muslims only) with a minimum score of 60%
- Pass the EmSAT English with a minimum score of 1100 and EmSAT math with a minimum score of 500 for UAE National students.
- Earn, as a minimum, the following credit hours for the core subjects in grades 9 – 12:
    - English Language (4 credits)
    - Mathematics (4 credits)
    - Science (4 credits)

- Social Studies (minimum 3 credits)

Recommended assessments for students pursuing university studies in countries outside of the UAE:

- Students should obtain a minimum score of 61 IBT on the TOEFL, or a minimum score of 5.0 on the IELTS. It is recommended that students pursuing access to elite international universities should aim for a score of 100 on the TOEFL or 7.5 on the IELTS.
- Students should take the SAT tests in Grade 11 or 12 in subject areas required by specific universities and/or aligned to their university major. At a minimum, students should earn a score of 450 on SAT I Math or 600 on the SAT for admission to competitive universities

Credit Recovery

Credit recovery refers to a student passing and receiving credit for a course that he or she previously attempted but did not succeed in earning academic credit towards graduation. Credit recovery often differs from "first time credit" in that the students have already satisfied seat time requirements for the course in which they were unsuccessful and can focus on earning credit based on demonstrating mastery on the content standards for the particular course. A credit recovery program provides "an opportunity for a student to retake a course in which he or she previously was not academically successful in earning credit towards graduation."

Credit recovery is a program that provides high school students who have previously attempted a course—but not earned credit—a way to try again. In credit recovery classes, students redo only the coursework that they didn't master the first time, so they learn the skills they will need in life while completing required courses and getting back on track for receiving their high school diploma and meeting graduation requirements with their peers on time. However, this length of time can shorten when the student pursues credit recovery online, since these programs can be done on their own time and at their own pace. The faster the student goes through the credit recovery program, the less time it will take overall to get back on track to graduating on time.

College Board International Advanced Placement (AP®) Certificate Courses

International Community School- Al Falah has applied to participate in the *College Board's* Advanced Placement Program. The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows high school students to undertake college level academic learning and gives them the opportunity to demonstrate mastery of the advanced material by taking AP exams. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the Advanced Placement Program. These courses are recognized by universities in 60 countries around the world.

Because Advanced Placement courses are the equivalent of introductory college courses, AP makes it possible for motivated, high achieving students to complete certain college requirements while still in grades 11 and 12. Each of these courses is two years in duration and culminates in a rigorous AP examination, given at a neutral location. Students who wish to be considered for advanced placement credit at the college level are required to take the AP examination in order to qualify for this advanced standing.

AP® International Coursework is globally recognized coursework resulting in a final course exam, offered by the College Board for students attending schools outside of the U.S. Students who receive scores of three or higher in 5 courses across specific content areas will be awarded this distinction. This is not a substitute for the regular high school diploma but rather an opportunity to highlight outstanding academic achievement across a variety of disciplines by our international students.

AP® COURSES WITH A GLOBAL PERSPECTIVE	AP® SCIENCE, MATHEMATICS, AND COMPUTER SCIENCE
AP® Language and Composition AP® Studio Art 2-Dimensional Design AP® Studio Art 3-Dimensional Design AP® Human Geography AP® Macroeconomics AP® Microeconomics AP® World History	AP® Biology AP® Calculus AB/BC AP® Chemistry AP® Computer Science AP® Environmental Science AP® Physics C: Mechanics AP® Physics C: Electricity and Magnetism

Career and University Pathways

This course guide is designed to provide a detailed description of the structure and course offerings for the American Diploma and is implemented based on rigorous international standards and practices in teaching and learning. In Grades 11 and 12, students are offered choices of academic pathways as detailed below. Students must meet the minimal course requirements to the academic pathway of their preferences.

Planning for a preferred Career Pathway should commence well in advance of grade 11-12 so that prerequisite coursework can be met along the way and to assist in course selection during the course registration process. The following four-year plans provide an example but are not limited to the courses you could take each year in high school while pursuing your career aspirations! These are examples to assist you in course selection during the course registration process.

Planning the 4-Year Course in Career Pathways

Choosing a career pathway in high school can be a crucial decision. Here are some steps for high school students to help make an informed choice:

1. **Reflect on your personality and skills**
   Reflect on your interests, skills, strengths, and weaknesses. What subjects or activities do you enjoy? What are you good at? What are your passions?
2. **Do your research**
   Explore various careers and industries. Use online resources, books, and speak to professionals or career counselors to gather information about different options.
3. **Set goals**
   Define your long-term and short-term goals. Where do you see yourself in the future? What education or training will you need to achieve those goals?
4. **Consider your values**
   Think about your values and what is important to you in a career, such as work-life balance, salary, location, and job security.
5. **Take assessments**
   Consider career assessment tests to gain insights into your personality, interests, and potential career matches.
6. **Try internships or part-time jobs**
   Gain practical experience in fields that interest you. This can provide valuable insights and help you build a network.
7. **Seek advice**
   Talk to teachers, family members, mentors, and professionals in your chosen field for advice and guidance.
8. **Explore educational options**
   Investigate the education requirements for your chosen career, including university degrees, vocational training, or apprenticeships.
9. **Create a plan**
   Develop a roadmap for achieving your career goals, including the necessary education and steps to get there.
10. **Stay flexible**
    Be open to adapting your plan as you gain more experience and insights into your interests and skills.

High school is a time for exploration and discovery, so take advantage of the opportunities available to you to make an informed decision about your career pathway.

Planning the 4-Year Course of Study Options

	Subject	Grade 9	Grade 10	Grade 11	Grade 12
1	**English**	English 1 Moral Education is integrated within the subject.	English 2 Moral Education is integrated within the subject.	English 3 Moral Education is integrated within the subject.	English 4 Moral Education is integrated within the subject.
2	**Arabic**	Arabic A I Arabic B 1	Arabic A 2 Arabic B 2	Arabic A 3 Arabic B 3	Arabic A 4 Arabic B 4
3	**Islamic**	Islamic Education A1 Islamic B 1	Islamic A 2 Islamic B 2	Islamic A 3 Islamic B 3	Islamic A 4 Islamic B 4
3	**Sciences**	Physical Science Biology	Pre - AP Biology Chemistry	Pre - AP Chemistry Pre - AP Physics AP Biology	Physics Ap Biology Electives: Forensic Science AP Chemistry
4	**Mathematics**	Algebra 1	Algebra 2	Geometry	Calculus or AP Calculus
5	Humanities	UAE Social Studies (UAESS Non-Arabs) World History 1	World History 2	World History 3 Business Studies	Economics World History 4
7	Other Subjects	Physical Education, Health and Nutrition 1 Computer Science	Physical Education, Health and Nutrition 2 Programming	Physical Education, Health and Nutrition 3	AP- Programming Physical Education, Health and Nutrition 4
6	**Electives**	Art & Design 1 Environmental Science	French 2 Art & Design 2	French 3 Programming	

Planning a course of study that prepares you for the future you choose is critical. The table below will help to plan:

	Subjects	Grade 9	Grade 10	Grade 11	Grade 12
1	English				
2	Arabic				
3	Social Studies				
4	Sciences				
5	Mathematics				
6	Arts				
7	Electives				

Assessment

Assessment is an important component in the teaching and learning process at ICS- Al Falah and is used to develop student learning plans, monitor progress, attainment and potential. It also allows us to differentiate instruction based on results. A variety of assessments, formative and summative are essential strategies used consistently and continuously across all subject areas.

Standards have been established in all subject areas giving more clarity to the skills expected at each grade level. The standard based assessments have been created to evaluate student attainment against the standards, and measurement tools (rubrics) will be used to clearly communicate the expectations and description of performance to students. As part of their daily classroom practice, teachers use a variety of methods designed to gauge student understanding of the curriculum. In addition to using periodic summative assessments such as end of unit tests, end of unit projects, mid-terms, final exams, and benchmark assessments, teachers also employ information from a variety of formative assessments, including observations, presentations and quizzes, to make decisions related to individual, group and class needs. Formative assessments take on an increasingly important role as a tool for monitoring progress and planning differentiated instruction. Standardized tests and screening assessments complement curriculum/course-based assessments by providing perspective on how students perform in relation to international standards.

External Assessment Program

The North West Evaluation Association's (NWEA) Measurement of Academic Progress (MAP) assessments are administered in the Fall and Spring each year in grades 9 and 10. These adaptive assessments provide important data about where each child is on their learning journey toward meeting academic content standards in English (reading and language usage), mathematics, and science. These benchmark assessments provide valuable information for schools and families on student growth, achievement and progress against international standards. Teachers use the assessment results to help guide instruction in the classroom.

Students pursuing University acceptance are advised to take the SAT and TOEFL exams as soon as possible in the eleventh-grade year. Multiple exams may be necessary in order to achieve the required university admissions scores. Universities will accept the highest score. Students and parents are advised to meet with the High School Counselor to discuss all requirements. It is also advisable for students and parents to check their preferred University requirements for specific admissions requirements. In grade 12, students are expected to complete the EMSAT assessments where they are tested on English, Math, Arabic and Physics. Passing these assessments is critical to be accepted into Universities within the UAE.

Internal Assessment Program

Diagnostic Benchmark Assessments

Diagnostic benchmark assessments are administered at least three times per year in all subject areas and used to assess student starting points, progress, and to inform student goal setting. Teachers use writing samples, assessments aligned to curriculum materials, and pre-assessment inventories to gather diagnostic information that help design differentiated learning experiences to ensure all students make appropriate progress toward meeting annual goals.

Diagnostic benchmark assessments are developed using curriculum materials and common across grade levels and within the same course. These assessments are strategically designed before a unit is taught in order to provide feedback before, during and at the culmination of a unit of instruction. Based on best practices, educators use a pre- and post- test model to assess the level of individual students as well as the curricular needs of a class as a whole, and design the unit instruction based on this data.

Grading

Percentage Grades are awarded for all courses. A standard 4.0 grading scale conversion is used to convert letter grades to a grade point average. The following grading scale shows the letter grade and grade point average (GPA) equivalent.

Percent	GPA Regular	GPA* AP	Academic Standing
97-100	4.0	5.0	Strong academic performance
93-96	4.0	4.7	
90-92	3.7	4.5	
87-89	3.3	4.3	
83-86	3.0	4.0	
80-82	2.7	3.7	Good academic standing
75-79	2.3	3.3	
73-74	2.0	2.5	
70-72	1.5		Academic probation and at-risk of not graduating
60-69	1.0		
0-59	0.0		Credit recovery will be required for core subjects to meet high school graduation requirements

*AP courses (Grade 11-12) are awarded additional ‘weighted’ grades due to the compacted curriculum, academic rigor, and the demands of college-level coursework.

High School Grades and Assessments

Students’ grades are recorded and reported at the end of each semester. High School summative assessments for the core subject areas is as follows:

Grade Point Average

A student’s grade point average is calculated each term beginning in 9th grade. This is an average of the grade earned times the weight of the course. A full year course receives one full credit when calculating grades. While courses meeting less than four times a week or only one semester are given .5 credits in determining grade point average. All grades from grades 9 through 12 will be added to calculate a student’s final graduation grade point average.

The final graduating grade point calculation (GPA) begins to accrue from grade 9. Typically, universities will require transcripts reporting the cumulative grade point average from grade 9 through 12. Students must maintain a grade point average of 1.0 or higher to earn a course credit. Typically, universities require a higher-grade point average to gain admission. Students and parents are urged to request information concerning university admissions requirements before the start of grade 9.

Accommodations and Modifications

A modified curriculum and accommodations are changes in instructional level, content and/or performance criteria based on an identified need. Accommodations and modified curriculum are changes or alterations to curriculum and assessments, expected, assignments, or classroom activities. Students requiring modifications and accommodations are assessed based on ability levels, not grade level standards and expectations. Only students that are officially diagnosed, medically certified, and registered in eSIS as a student with additional learning needs, may receive a modified learning plan.

Arabic Language Department Course Information

يسعى منهج اللغة العربية إلى تمكين الطلبة من استخدام اللغة كأداة للتفكير والتعبير عن الذات من خلال بناء مهارات القراءة والكتابة والاستماع والمحادثة، بما ينمي الاتجاهات الإيجابية تجاه اللغة العربية في نفوس الطلبة وبما يزودهم بالمعرفة والمهارات اللازمة لاستخدام اللغة العربية بكفاءة تلبي متطلبات القرن الحادي والعشرين.

مهارة القراءة

يكتسب الطلبة استراتيجيات قرائية تساعدهم على فهم وتحليل أنواع مختلفة من النصوص، ذلك أن عملية القراءة وتعلمها تتطلب استخدام مهارات تفتح معاني النص أمام القارئ. يتعلم الطالب بالمراس أن القدرة على تحليل النصوص وتقييمها جزء لا يتجزأ من فهمه لها، كما يتعلم أن يراقب ويلاحظ مدى فهمه واستيعابه للنصوص من خلال طرحه للأسئلة المناسبة ومن خلال التصحيح الذاتي وتقييم مدى فهمه لما قرأ، ويقوم بتطبيق هذه الاستراتيجيات على كل النصوص المقروءة داخل أو خارج الصف.

تتضمن مهارة القراءة المجالات التالية:

- مجال قراءة النصوص الأدبية: يكتسب الطلبة فهمهم للنفس البشرية من خلال قراءتهم للنصوص الأدبية الكلاسيكية والحديثة، التي تمثّل كتّابًا على اختلاف أساليبهم. وتمثل هذه النصوص ثقافات وشعوبًا وأزمنة متباينة، ومن خلالها يتعرض الطالب للأنواع الأدبية المتنوعة من القصص القصيرة إلى الروايات، ومن الشعر إلى القصص والمسرحيات. ويعبر الطلبة عن فهمهم لتلك النصوص من خلال وصف وتحليل العناصر الأدبية الموجودة في النص، بدءًا من الحبكة والشخصيات والزمان والمكان، ومن خلال تحليل النص على المستوى اللغوي من حيث اختيار الكلمات والتعابير والبلاغة، ومن خلال مقارنة النص بنصوص أخرى، واستخدام عمليتي الاستدلال والاستنتاج لسبر أغوار المعاني بشكل ناقد وخالق في الوقت عينه.

-مجال قراءة النصوص المعلوماتية: يقرأ الطلبة عادة لأهدافٍ معينة، كالقراءة لمعرفة المزيد عن موضوع ما، أو لمعرفة الخطوات اللازمة لصنع أو تركيب شيء ما، أو إتمام عمل ما أو للمتعة الخالصة، وبالتالي فإن الطالب يطبق العملية القرائية على نصوص من أنواع أدبية مختلفة نحو المقالة الأدبية والعلمية والصحفية والأكاديمية ونحو الكتابة الصحفية والإعلانات والمنتديات والمدونات الإلكترونية. إن تعرض الطالب لهذه الأنواع الأدبية على كثرتها وتنوعها تصقل فيه مهارات عدة؛ منها التعرف إلى مزايا النصوص من العناوين الرئيسية والثانوية والصور مما يساعده على فهم بعض جوانب تلك النصوص. كما يتعلم الطالب أن ينظر إلى الخرائط والرسوم البيانية والجداول على أنها مصادر إضافية للمعلومات، ويعطي مجموع هذه المعارف الطلبة القدرة على تنظيم أفكار النصوص وتلخيصها وتحليلها والخلوص إلى استنتاجات متعلقة بها. إضافة إلى ذلك فإن الطلبة المتمرسين بعملية القراءة يكتسبون قدرة التمييز بين الغث والسمين وبين الكتابة الموضوعية وتلك المنحازة إلى طرف دون آخر.
- مجال اللغة: ومن محاوره محور اكتشاف المفردات واستخدامها: يكتسب الطلبة مفرداتهم من خلال احتكاكهم بمواقف غنية لغوياً كقراءة الكتب والنصوص ومن خلال تواصلهم مع أصدقائهم حيث يستخدمون مفاتيح النص والشروح المقدمة من الآخرين لاكتساب المفردات الجديدة. ويتعلم الطلبة كذلك استخدام استراتيجيات تساعدهم على اكتشاف معاني المفردات الجديدة وتحليلها إلى أن يصبحوا أكثر مهارة في تحليل اشتقاقات الكلمات ومصادرها وجذورها واشتقاقاتها ومعانيها مما يسهّل عليهم عملية الفهم.

مهارة الكتابة

وتتضمن مهارة الكتابة مجال الكتابة الذي يتضمن المحاور التالية:

- محور البحث عن معلومات: يتعين على الطالب اختيار موضوع أو قضية تتعلق بمضمون ما يدرسونه في الصف ومن ثم يبلور ذلك الموضوع في بحث عن أهم المعلومات المتعلقة به والتعرف على أسماء وأعمال المهتمين به، مستخدمين في هذا مصادر موسوعية (الموسوعات والمعاجم) وإعلامية (التلفاز والصحف) ومصادر تكنولوجية (الإنترنت والحاسوب) ،وبعد تجميع وتحليل تلك المعلومات يكتب الطالب مواضيعهم على ضوء تلك الأبحاث، ومن الأهمية القصوى أن يتعلم الطالب مبدأ الأمانة العلمية منذ نعومة أظفارهم، بحيث لا ينسبون لأنفسهم كتابات وأفكار وأقوال الآخرين.

- محور إنتاج الأعمال الكتابية ونشرها: غالباً ما تتطور ملكة الكتابة عند الطلبة عندما يعملون بشكل مستمر على المراحل المختلفة للعملية الكتابية، تلك المراحل تضم حتماً مرحلة ما قبل الكتابة ومن ثم التخطيط فكتابة المسودة الأولى فالمراجعة فالتنقيح فالنشر. يتعلم الطلبة أن الكتابة لابد لها من غرض وأن تلك الأغراض تتغير وتتبدل بحسب القارئ وبحسب الرسالة التي يود الكاتب توصيلها، كما يتعلم الطالب أن يكتب بعناية فيختار الكلمات والعبارات المؤثرة ويكتبها بلغة سليمة نحوياً ويراجع ما كتب لغرض تحسين مضمون وشكل وتنظيم ما كتب تمهيدا لنشره في الصف، أو في أروقة المدرسة.

مهارتي الاستماع والمحادثة:

مجال الاستماع والمحادثة: لابد لمتعلم اللغة العربية من اكتساب القدرة على التعبير والتواصل بشكل فعال ومعبر، ويتم ذلك بأن يستمع الطالب لنماذج أصيلة للتواصل الشفهي إضافة إلى إتاحة الفرصة أمامه للتعبير عن أفكاره ومشاعره بشكل مستمر، ومع الوقت والمراس يصقل الطالب

مهارة التعبير الشفهي لديه لتصبح أرقى وأبلغ وأعمق أثراً بحيث يتعلم الطالب استخدام أدوات الخطابة والأداء والتعبير لتبليغ رسالة فكرية تتعانق فيها اللغة المؤثرة بوسائل الإقناع والحجة والمنطق.

Course Information: Arabic Language for Native Speakers

Arabic Course Description: Grade 9 مساق اللغة العربية: الصف التاسع

Course Acronym: ARB

Credit: 1.0

صمم هذا المساق ضمن مجموعة من المحاور تتصل باهتمامات المتعلم وحياته وبيئته، يهدف المساق إلى تطوير مهارات القراءة واستراتيجيات القراءة والفهم كالتنبؤ والمقارنة والاستذكار والتلخيص والاستدلال والاستنتاج من خلال قراءة وتحليل النصوص المعلوماتية، والقصصية، والمسرحية، والشعرية. ويتعرض كذلك لتوظيف اللغة في كتابة النصوص المنوعة المناسبة للمرحلة من مثل القصص والرسائل والتقارير المعلوماتية والمقالات الإقناعية إضافة إلى الكتابة للمتعة الشخصية.

Arabic Course Description: Grade 10 مساق اللغة العربية: الصف العاشر

Course Acronym: ARB

Credit: 1.0 per term

يشتمل هذا المساق على عدد من النصوص الأدبية الشعرية والنثرية المنتقاة من عصور الأدب العربي المختلفة مع التركيز على مهارات التحليل والنقد، كما يبني المساق مهارات الكتابة للمقالات المتماسكة ومهارات كتابة البحث العلمي مشتملة على اختيار الموضوع واستخدام المصادر وتلخيص المعلومات وعرض النتائج وتوثيق المصادر. يُكسب هذا المساق الطالب اللغة العربية بغرض استخدامها كأداة للتواصل والتفكير والإبداع.

Arabic Course Description: Grade 11 مساق اللغة العربية: الصف الحادي عشر

Course Acronym: ARB

Credit: 1.0

صمم هذا المساق بالاعتماد على النصوص الأدبية والنصوص المعلوماتية المتنوعة، تمت مراعاة الجودة في اختيار النصوص الأدبية والسعي إلى تحقيق نواتج التعلم في تقديم النص الأدبي وإبراز العناصر الفنية التي يتناولها المتعلم بالدراسة والتحليل، وفي مجال النصوص المعلوماتية يطور الطالب مهاراته في قراءة النصوص التقنية والمعرفية ويكتب هو بدوره تقارير معلوماتية كالسيرة الذاتية والمذكرة. يهدف هذا المساق أيضاً إلى صقل مهارات الاستماع والمحادثة لدى الطالب من خلال استخدام استراتيجيات الاستماع وتطبيق الموضوعات الشفهية المستندة إلى مصادر متعددة والتي يستخدم فيها رأياً واضحاً مدعماً بالمنطق والحجة.

Arabic Course Description: Grade 12 مساق اللغة العربية: الصف الثاني عشر

Course Acronym: ARB

Credit: 1.0

بني هذا المساق على أعمال أدبية مميزة ومنتقاة من مجالات معرفية متعددة كالتاريخ وعلم الاجتماع وعلم النفس وغيرها، فيبحث الطالب خلال المساق على مستوى عميق في تحليل النصوص تحديد الأفكار والقضايا الإنسانية العامة التي تعرضها. وفي سياق الكتابة يركز المساق على كتابة التقارير المعلوماتية ويضيف إليها تطوير جانب الكتابات التأملية القائمة على المساحة الشخصية والتأمل الجاد في القضايا الحياتية.

Arabic Language

Arabic Language for Native Speakers (Grades 9-12)

Instructional Methods: instruction will include class discussion, group and team projects, oral presentations, reading, teacher led activities, Student led activities.

Assessment Methods: Assessment in the Arabic program will be ongoing and varied throughout the year and will include diagnostic, formative and summative assessments that may take the form of speaking and listening tasks (dialogues, interviews, presentations), writing tasks, tests, reading/interpretation of texts, and projects.

Core Instructional Materials: Supplementary instructional materials and MOE textbooks (internet and media)

English Language Arts Department Course Information

Literacy is a complex idea that has changed exponentially in the last decade. Being literate today and in the future encompasses the ability to research, read and understand, speak fluently, write fluently, and utilize said literacy across all aspects of school and life. ICS - Al Falah has adopted the Common Core Standards (CCSS) for English Language Arts. The Common Core State Standards (CCSS) for English Language Arts represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school. The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stress critical-thinking, problem- solving, and analytical skills that are required for success in college, career, and life.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical- thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

(**Source: Adapted from *http://www.corestandards.org/ELA-Literacy/***)

Course Information: English Language Arts

English 1

Course Acronym: ENG 1

Grade: 9

Credit: 1.0

Prerequisite: Successful completion of English in Grade 8

Content: The Learning Objectives are met by concentrating on the macro skills of language: listening, speaking, reading, writing, research, viewing and presenting. Through quality resources and text selection this course ensures students engage with and explore a range of literary and informational texts as well as world literature extending across genres, cultures and historical periods. In addition to the study of several fictional text types of various genres (drama, novel, short story and poetry), students are also exposed to non-fiction texts. Students will learn to communicate accurately and effectively through written and spoken tasks leading to developing comprehension and analytical skills. Students will learn to formulate persuasive arguments, organize logical explanations and or create original ways of presenting using multimedia.

Instructional Methods: Explicit instruction, teacher and student-led instruction, collaborative work groups, and differentiated instruction. Visual stimuli are also included in this subject and students are expected to be able to comment on and review text, film, music, paintings and performances.

Assessment Methods: Various methods of assessments will be utilized throughout the course. These methods of assessments will include informal, formal, formative, summative and standardized assessments as well as class discussion, group and team projects, oral presentations, reading, student-led activities, teacher-student conferences, peer evaluations, formative assessments and end-of-unit tests and end-of-term exams.

Core Instructional Materials: HMH- Into Literature, ppts, anthologies, novels, short stories, poems, and a variety of media.

English 2

Course Acronym: ENG 2

Grade: 10

Credit: 1.0

Prerequisite: Successful completion of English 1

Content: Learning Objectives are met by concentrating on the macro skills of language: listening, speaking, reading, writing, viewing and presenting. This course ensures students engage with and explore a range of literary and informational texts as well as world literature extending across genres, cultures and historical periods. It also aims to allow students to communicate appropriately and effectively in a range of social, cultural and academic contexts for a variety of audiences and purposes. The course includes a balance of language and literature, a balance of genres, and a wide range of world literature. This course exposes students to literature from a variety of cultures and traditions. There is a close study of historical and cultural context woven within a thematic thread and students learn to recognize themes both within a single text and across texts. Students explore universal questions within the context of local concerns, study a variety of text types from different regions to gain better intercultural awareness and understanding. One major focus is ensuring that students can write an essay response to a literary work that incorporates textual evidence in the form of quotations. Students also continue to develop their writing skills and advance their understanding and application of persuasive and emotive language. Speaking and listening tasks are an important part of assessment and group, pair and individual presentations are expected using a variety of technology and multimedia.

Instructional Methods: Explicit instruction, teacher led instruction, student led instruction, small group instruction, whole group instruction, differentiated instruction, Literature Circles, investigation and inquiry.

Assessment Methods: Various methods of assessments will be utilized throughout the course. These methods of assessments will include informal, formal, formative, self, summative and standardized as well as class

discussion, group and team projects, oral presentations, reading, teacher-led activities, student-led activities, peer evaluation, end of unit tests and quizzes.

Core Instructional Materials: HMH - Into Literature, anthologies, novels, plays and various media.

English 3

Course Acronym: ENG 3

Grade: 11

Credit: 1.0

Prerequisite: Successful completion of English 2

Content: English 3 introduces students to the major genres (poetry, fiction, non-fiction, and drama) and their principal characteristics. Students examine the many universal themes in literature while continually working on their writing skills. The course stresses the importance of the writing process: prewriting, writing, editing, and rewriting. Analytical reading, writing, oral communication and thinking skills that students need for success in secondary school academic programs will be practiced and mastered. An important focus will be the correct and effective use of spoken and written English. This course is also designed to give students an overview of American literature across the spectrum. There is a good balance of nonfiction material with which students have the opportunity to analyze historical and informational texts as well as classic and contemporary fictional writing that explore pertinent themes that resonate with readers across a variety of cultural traditions. Students make interdisciplinary links with other subjects and fine-tune their ability to integrate multiple perspectives in their work and become more fluent with literary criticism. Students continue to refine their communication skills by writing longer and more complex essays and preparing oral presentations that demonstrate advanced research and analytical skills and originality. Consistent and accurate citation of all sources is mandatory for all written and spoken tasks.

Instructional Methods: Explicit instruction, teacher-led instruction, student-led instruction, small group instruction, whole group instruction, differentiated instruction, Literature Circles, investigation and inquiry.

Assessment Methods: Various methods of assessments will be utilized throughout the course. These methods of assessments will include informal, formal, formative, self, summative and standardized as well as class discussion, group and team projects, oral presentations, reading, teacher-led activities, student-led activities, peer evaluation, end of unit tests and quizzes.

Core Instructional Materials: HMH- Into Literature, anthologies, novels, plays and various media.

English 4

Course Acronym: ENG 4

Grade: 12

Credit: 1.0

Prerequisite: Completion of English 3

Content: English 4 introduces students to the major genres (poetry, fiction, non-fiction, and drama) and their principal characteristics. Students examine the many universal themes in literature while continually working on their writing skills. The course stresses the importance of the writing process: prewriting, writing, editing, and rewriting. Analytical reading, writing, oral communication and thinking skills that students need for success in secondary school academic programs will be practiced and mastered. Students will study and interpret texts from contemporary and historical periods, including plays, short stories, novels, poetry and short essays. Students are guided to see how earlier works influence later works and how forms and ideas have evolved over time. Students further develop their appreciation of poetry and concentrate on structural elements such as metrical forms. A combination of drama, novels and short stories are explored in addition to non-fiction texts that lend themselves to the study of logos, pathos and ethos. An ability to recognize rhetorical devices in texts and apply them in one's own writing is paramount. Students will write research papers and essays and continue to hone their skills for speaking and reciting expressively from memory.

Instructional Methods: Explicit instruction, teacher led instruction, student led instruction, small group instruction, whole group instruction, differentiated instruction, Socratic Seminar, investigation and inquiry.

Assessment Methods: Various methods of assessments will be utilized throughout the course. These methods of assessments will include informal, formal, formative, self, summative and standardized as well as class discussion, group and team projects, oral presentations, reading, teacher-led activities, student-led activities, peer evaluation, end of unit tests and quizzes.

Core Instructional Materials: HMH- Into Literature, anthologies, novels, plays and various media

Mathematics Department Course Information

The aims of mathematics education are to help students develop attitudes and abilities to be flexible, creative thinkers who can cope with open-ended real-world problems, requiring them to become confident in their understanding and application of mathematical ideas, procedures and processes. The adopted Common Core Mathematics Standards emphasize mathematical modeling, guide students to use mathematics and statistics to analyze empirical situations, help them understand better and improve decisions and be college and career ready. The high school Math standards are listed in conceptual categories: Number and Quantity; Algebra; Functions; Modeling; Geometry; and Statistics and Probability. Students will be engaged in hands-on and authentic problem-solving learning; make connections to a variety of other subjects; develop mathematical literacy; explore, discover, analyze, and apply mathematics to real-life situations. To prepare students to function in a global society, problem solving, communication, and reasoning are used to integrate mathematical concepts across the curriculum areas via real-world applications. Assessments in mathematics include a substantial proportion of tasks which allow the extent of progress in conceptual knowledge and skill to be observed over time. Both conceptual understanding and the capacity for exploring, applying and communicating mathematical understandings within real-world contexts are important. Students will be able to demonstrate their mathematical skills through a range of situations such as asking questions, reasoning, problem-solving, making connections, and applying to familiar situations.

Course Information: Mathematics

Algebra 1

Course Acronym: ALG 1

Grade: 9

Credit: 1.0

Prerequisites: Successful completion of Grade 8 Pre-Algebra

Content: This course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Topics included are real numbers, simplifying real number expressions with and without variables, solving linear equations and inequalities, systems of equations, graphing linear equations, monomial operations, linear patterns, sequences, quadratic equations, exponentials and radicals. Assessments within the course include multiple-choice, short-answer, and extended response questions. Applications of mathematics to real world situations and problem solving are incorporated in each unit. Teaching and assessment emphasize knowledge and understanding, analytical and reasoning skills and mathematical communication. This course involves inductive reasoning, extended projects, classroom presentations by students, open-ended investigations, and written justification by students of the solution to the problems. Cooperative learning techniques and appropriate technology should be utilized throughout the course.

Instructional Methods: Teaching and assessment emphasize knowledge and understanding, analytical and reasoning skills and mathematical communication. This course involves inductive reasoning, extended projects, classroom presentations by students, open-ended investigations, and written justification by students of the solution to the problems. Cooperative learning techniques and appropriate technology should be utilized

throughout the course along with individual practice, group work, application/ exploration activities, class discussion, teacher-led modeling of problem solving and note taking, student-led problem solving

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Applications of mathematics to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Reveal Algebra- McGraw Hill, Online Resources

Algebra 2

Course Acronym: ALG 2

Grade: 10

Credit: 1.0

Prerequisites: Successful completion of Algebra 1

Content: This course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world phenomena. Emphasis is placed on making connections in algebra to geometry and statistics. Calculator and computer technologies will be used as tools wherever appropriate.

Instructional Methods: Teaching and assessment emphasize knowledge and understanding, analytical and reasoning skills and mathematical communication. This course involves inductive reasoning, extended projects, classroom presentations by students, open-ended investigations, and written justification by students of the solution to the problems. Cooperative learning techniques and appropriate technology should be utilized throughout the course. Individual practice, group work, application/ exploration activities, class discussion, teacher-led modeling of problem solving and note taking, student-led problem solving

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Applications of mathematics to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Reveal Algebra 2- Mc Graw Hill, Online Resources

Geometry

Course Acronym: GEO

Grade: 11

Credit: 1.0

Prerequisites: Successful completion of Algebra 2

Content: This course develops a strong foundation in geometric reasoning, properties of shapes, and spatial visualization. Students will explore congruence, similarity, and transformations; study lines, angles, triangles, quadrilaterals, and circles; and apply theorems to solve real-world problems. Emphasis is placed on coordinate geometry, proofs, constructions, and the use of trigonometry in geometric contexts. Connections will be made between algebra and geometry through equations of lines, slopes, and distances. Students will also investigate three-dimensional figures, surface area, and volume, as well as applications of geometry in design, architecture, and everyday problem solving. Technology tools, including graphing calculators and dynamic geometry software, are integrated to enhance understanding and visualization.

Instructional Methods:

Teaching and learning emphasize logical reasoning, problem-solving strategies, and mathematical communication. Instruction involves teacher-led modeling of geometric proofs, cooperative learning, group projects, and student-led investigations. Activities include hands-on constructions, exploration with manipulatives, and application tasks that connect geometry to real-life contexts. Class discussions, guided practice, and inquiry-based learning are used to deepen conceptual understanding.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Applications of mathematics to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Trigonometry- McGraw Hills , Online Resources

Calculus

Course Acronym: CAL

Grade: 12

Credit: 1.0

Prerequisite: Successful completion of Algebra 2 & Geometry

Content: This course provides students with a comprehensive introduction to differential and integral calculus. Topics include limits, continuity, derivatives of polynomial, trigonometric, exponential, and logarithmic functions, applications of derivatives (rates of change, optimization, motion, curve sketching), and integration techniques (definite and indefinite integrals, area under curves, volumes of solids of revolution). Students will explore sequences and series, differential equations, and the Fundamental Theorem of Calculus. Real-world applications are emphasized, including modeling growth and decay, analyzing motion, and solving optimization problems. Graphing utilities, especially the TI-84 graphing calculator, are integral to the course to enhance visualization, support problem solving, and connect algebraic and graphical representations.

Instructional Methods: Teaching and learning emphasize conceptual understanding, analytical reasoning, and mathematical communication. Instruction involves teacher-led modeling of problem solving, cooperative learning, group projects, and student-led investigations. Students engage in inquiry-based activities, extended projects, and open-ended problem solving that require written justification of solutions. Class discussions, guided practice, and technology-supported exploration are used to deepen understanding of calculus concepts and their applications.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Applications of mathematics to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Calculus - McGraw Hills, Online Resources

College Board Advanced Placement Mathematics Courses

Advanced Placement Calculus AB

Course Acronym: AP CAL AB

Grade: 12

Credit: 1.0

Prerequisites: Successful completion of Pre-Calculus/Calculus with strong academic performance.

Content: This course is equivalent to a first-semester college calculus course and follows the College Board AP Calculus AB curriculum. Students develop a deep understanding of limits, derivatives, integrals, and the Fundamental Theorem of Calculus.

Topics include: Limits and continuity, Differentiation of polynomial, trigonometric, exponential, and logarithmic functions, Applications of derivatives (rates of change, optimization, related rates, curve sketching, motion analysis), Integration techniques (definite and indefinite integrals, area under curves, accumulation functions, volumes of solids of revolution), Differential equations and slope fields, Sequences and series (introductory concepts).

Connections are made between graphical, numerical, analytical, and verbal representations of problems. Real-world applications are emphasized, including modeling growth and decay, analyzing motion, and solving optimization problems. Graphing calculators (TI-84 or equivalent) are required and used extensively to enhance visualization, support problem solving, and connect multiple representations.

Instructional Methods:

Teaching and learning emphasize conceptual understanding, procedural fluency, and mathematical reasoning. Instruction involves: Teacher-led modeling of calculus concepts and proofs, Cooperative learning, group projects, and inquiry-based investigations, Extended projects and open-ended problem solving requiring written justification of solutions, Class discussions, guided practice, and technology-supported exploration.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Applications of mathematics to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, School Booklet based on college board content.

Science Department Course Information

The overarching goal for science education is to ensure that by the end of 12th grade, all students will have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology. The Next Generation Science Standards (NGSS) is a set of new education standards that are "rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students with an internationally benchmarked Science education. The science standards are derived from the "Framework for K–12 Science Education" that have three dimensions that are integrated at all levels. The first is Disciplinary Core Ideas (DCI), consisting of specific content facts of all science domains. The second is Science and Engineering Practices (SEP), the doing of sciences reflecting the methods of scientists and engineers. The third is Cross-cutting Concepts (CCC), the key underlying ideas that are common to a number of topics. The standards, "performance expectations" define what students must be able to do in order to demonstrate competency. Students will experience science learning through hands- on, minds-on kinesthetic approaches (laboratories and Conversation) that are embedded within a model to truly understand science concepts. This coherent and consistent approach assures students that over multiple years of school, they will be actively engaged in Science and Engineering Practices and apply Crosscutting Concepts to deepen their understanding of each fields' disciplinary core ideas leading to conceptual understanding of sciences.

The following conceptual model is utilized in the classroom. The use of this model assures that students have a genuine understanding of science content and concepts.

Inquiring: Students formulate questions to clarify issues and understand meaning.

Predicting: Students offer statements, suggestions or hypotheses based on observations, experience and knowledge to anticipate the outcome of a situation.

Interpreting: Students observe, offer explanations, organize data, draw conclusions, and predict.

Communicating: Students express information in a variety of forms: oral, written accounts, and through visual representations (graphs, diagrams, equations, tables, presentations using ICT applications, etc.).

Evaluating: Assessing the validity of information or quality of the work based on criteria.

(*Source: Adapted from "A Framework for K--12 Science Education: Practices, Crosscutting Concepts, and Core Ideas Executive Summary", National Academy of Sciences, 2011*)

Course Information: Sciences

Biology

Course Acronym: BIO

Grade: 9

Credit: 1.0

Prerequisite: Successful completion of Grade 8 Science

Content: Biology is designed to provide students with an integrated approach to the study of living organisms, in addition to science as inquiry, science & technology, science & social perspectives, and the history & nature of science. Scientific inquiry and understanding about inquiry are emphasized through practical implications and meaningful applications. Topics of study include the cell as the basic unit of structure and function, the natural world, impacts of factors on the environment, DNA structure and function, evolution of systems, natural selection, and biological energy. This foundational Biology course will help students develop understanding of a wide range of topics in Biology by using Science and Engineering Practices (SEP) and Cross-cutting Concepts. Students will use investigations to gather evidence to support explanations while studying about Molecules to organisms. They will be engaged in designing models to express their understanding of biological phenomena. Students will use science and engineering practices to explain genetic variations; mechanism of genetic

inheritance; gene mutations; Natural Selection; probability; study of cells, organelles and study of ecosystems. They will also be engaged in developing design solutions to reduce the impact of human activities in the environment and maintaining biodiversity. Laboratory investigations that incorporate scientific inquiry, measurement problem solving, use of lab apparatus and technology and the application of safety procedures will be applied as part of student's learning. Students will learn about living things, basic anatomy, cells, vital organs, nutrition, digestion, diseases and cardiovascular system. The course is designed to help students develop an understanding of Scientific Investigation, Reasoning and Logic by performing and evaluating laboratory investigations, including learning about basic scientific methods.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, simulations, small group studies, open investigations, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, McGrawHill - Inspire Biology

Pre - AP Biology

Course Acronym: P AP BIO

Grade: 10

Credit: 1.0

Prerequisite: Successful completion of Grade 9 Biology

Content: Pre-AP Biology engages students in real-world data analysis, problem solving, and scientific reasoning to spark critical thinking about the living world. The course is designed around the College Board's Areas of Focus for Pre-AP science, which vertically align with practices embedded in high school and college courses, including AP Biology. Students will: Investigate the cell as the basic unit of life, including structure, function, and processes. Explore DNA, genetics, and heredity, emphasizing variation, mutations, and inheritance mechanisms. Study evolution and natural selection, connecting evidence to population change and biodiversity. Analyze ecosystems and energy transfer, including human impacts on the environment. Apply mathematical and statistical reasoning to biological data, including probability, curve fitting, and normal distribution. Engage in laboratory investigations that emphasize inquiry, measurement, modeling, and safe use of scientific tools.

The course emphasizes multiple representations of biology concepts (graphical, numerical, analytical, verbal) and integrates Science and Engineering Practices (SEP) and Cross-cutting Concepts to prepare students for advanced study in AP Biology and beyond.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, simulations, small group studies, open investigations, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, McGrawHill - Inspire Biology, College Board based material

Physical Science

Course Acronym: PHSC

Grade: 9

Credit: 1.0

Prerequisite: Successful completion of Grade 9 Biology

Content: Physical Science introduces students to the fundamental principles of chemistry and physics while emphasizing scientific inquiry and problem solving. The course provides a foundation for advanced study in Chemistry, Physics, and AP science courses. Students will: Investigate the structure of matter, atomic theory, and properties of elements and compounds. Explore chemical reactions, bonding, and conservation of mass. Study motion, forces, energy, and momentum in physical systems. Analyze waves, sound, light, and electricity, including applications in technology. Apply mathematical and statistical reasoning to physical science data, including graphing, measurement, and error analysis. Engage in laboratory investigations that emphasize inquiry, modeling, safe use of scientific tools, and real-world applications.

The course emphasizes multiple representations of physical science concepts (graphical, numerical, analytical, verbal) and integrates Science and Engineering Practices (SEP) and Cross-cutting Concepts to prepare students for higher-level science courses.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, simulations, small group studies, open investigations, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, McGrawHill - Inspire Physics

Chemistry

Course Acronym: CHEM

Grade: 10

Credit: 1.0

Prerequisite: Successful completion of Physical science in grade 9.

Content: This is a foundational course in which students will learn about the major Principles of Chemistry via integrated inquiry learning approaches. Students will learn about the nature of science, Matter and Its Properties, Elements and Periodic Table, scientific experimentation, history of atomic model, atoms the building blocks of matter, chemical bonding, chemical formula and chemical compounds, chemical equations and reactions, Counting Atoms and Stoichiometry inquiry and its understanding are emphasized through practical implications and meaningful applications. Laboratory investigations that incorporate scientific inquiry, measurement problem solving, use of lab apparatus and technology and applying of safety procedures will be applied as part of student's learning practices.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, projects, small group studies, open investigation, research, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, McGraw Hills - Inspire Chemistry

Pre- AP Chemistry

Course Acronym: P- AP CHEM

Grade: 11

Credit: 1.0

Prerequisite: Successful completion of Chemistry in grade 10.

Content: Pre-AP Chemistry develops a deep conceptual understanding of matter and energy at the molecular level. Students learn to explain macroscopic observations using particulate-level reasoning and mathematical models. The course is designed around the College Board's Areas of Focus for Pre-AP Science, which vertically align with practices embedded in high school and college courses, including AP Chemistry. Students will: Investigate atomic structure, periodicity, and chemical bonding. Explore intermolecular forces and their impact on properties of solids, liquids, and gases. Study chemical reactions, stoichiometry, and conservation of mass. Analyze thermochemistry, kinetics, and equilibrium. Apply mathematical and statistical reasoning to chemical data, including graphing, curve fitting, and error analysis. Engage in laboratory investigations that emphasize inquiry, measurement, modeling, and safe use of scientific tools.

The course emphasizes multiple representations of chemistry concepts (graphical, numerical, analytical, verbal) and integrates Science and Engineering Practices (SEP) and Cross-cutting Concepts to prepare students for advanced study in AP Chemistry and beyond.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, projects, small group studies, open investigation, research, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, McGraw Hills - Inspire Chemistry

Pre- AP Physics

Course Code: P - AP PHY

Grade: 11

Credit: 1.0

Prerequisite: Successful completion of grade 9 Physical Science

Content: Pre-AP Physics provides students with a rigorous introduction to the fundamental principles of physics while emphasizing scientific inquiry, problem solving, and mathematical reasoning. The course is designed around the College Board's Areas of Focus for Pre-AP Science, which vertically align with practices embedded in AP Physics and college-level science courses. Students will: Investigate motion, forces, and Newton's laws through real-world applications. Explore energy, work, and power, including conservation principles.Study momentum and collisions, connecting theory to experimental data. Analyze waves, sound, and light, including properties and applications. Examine electricity and magnetism, circuits, and electromagnetic interactions. Apply mathematical and statistical reasoning to physics data, including graphing, curve fitting, and error analysis. Engage in laboratory investigations that emphasize inquiry, modeling, measurement, and safe use of scientific tools.

The course emphasizes multiple representations of physics concepts (graphical, numerical, analytical, verbal) and integrates Science and Engineering Practices (SEP) and Cross-cutting Concepts to prepare students for advanced study in AP Physics.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, projects, small group studies, open investigations, research, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, McGraw Hills - Inspire Physics, College Board based material.

Physics

Course Code: PHY

Grade: 12

Credit: 1.0

Prerequisite: Successful completion of grade 11 Pre - AP Physics

Content: This course builds upon the foundations established in Pre-AP Physics and provides students with a comprehensive study of advanced physics concepts. Students will deepen their understanding of mechanics, energy, waves, electricity, magnetism, and modern physics, while applying mathematical reasoning and scientific inquiry to real-world contexts. Key areas of study include: Advanced kinematics and dynamics, including rotational motion and gravitation. Energy and momentum conservation in complex systems. Oscillations and waves, including sound and light phenomena. Electrostatics, circuits, and electromagnetism. Modern physics, including atomic models, quantum theory, and nuclear physics. Applied physics in technology, engineering, and everyday problem solving.

Students will use graphing calculators, digital tools, and laboratory equipment to design experiments, analyze data, and connect theoretical principles to practical applications.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, projects, small group studies, open investigations, research, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, McGraw Hills - Inspire Physics

Environmental Science

Course Acronym: ENVS

Grade: 9

Credit: 0.5

Prerequisite: Completion of grade 8 Science.

Content: Environmental Science course is an interdisciplinary science that incorporates ideas form multiple science disciplines such as biology, ecology, chemistry, earth science, geology, oceanology, atmospheric sciences as well as humanities and social sciences (economics). During this course, students will learn how the understanding of scientific principles, concepts, and methodologies are required to maintain the interrelationships of the natural world. Students will identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them and develop essential skills to apply in real-life situations. In addition, students will learn how to apply their learned knowledge to their surroundings by examining and evaluating local and global environmental issues, and propose possible and practical solutions in order to solve them.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, projects, small group studies, open investigations, research, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources

College Board Advanced Placement Science Courses

Advanced Placement Biology

Course Acronym: AP- BIO

Grade: 11

Credit: 1.0

Prerequisite: Successful completion of Pre Ap-Biology in grade 10

Content: AP Biology focuses deeply on the concepts and skills that have maximum value for College and Career readiness. This course concentrates on the core areas of ecological systems, cellular systems, evolution, and genetics. Rather than understanding content topics in isolation, students will make meaningful connections between the structures, processes, and interactions that exist across biological systems from cells to ecological communities. In this course, students will be active participants in analyzing real-world phenomena; apply science practices to construct and revise their knowledge and regularly collaborate with their peers in dialogue, investigations, and problem solving.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, movies and movie clips, small group studies, open investigation using the internet, worksheets, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, McGraw Hill - Inspire Biology, College Board based material.

Advanced Placement Biology

Course Acronym: AP - BIO

Grade: 12

Credit: 1.0

Prerequisite: Successful completion of Part 1 of AP Biology in Grade 11.

Content: AP Biology course addresses the challenge of balancing breadth of content coverage with depth of understanding by using a model of instruction to promote enduring, conceptual understandings and the content that supports them. The key concepts and related content encompass the core scientific principles, theories and processes governing living organisms and biological systems. The major concepts in this course are: The process of Evolution drives the diversity and unity of life; biological systems; homeostasis; living systems; life processes and biological systems and interactions. Students will utilize science practices (representations and models) to communicate scientific phenomena and solve scientific problems; mathematics to solve problems; describe natural phenomena; make predictions; describe processes

symbolically; engage in scientific questioning to extend thinking or to guide investigations; plan and implement data collection strategies; perform data analysis and evaluate evidence; work with scientific explanations and theories that describe biological phenomena and processes; and connect and relate knowledge across various scales, concepts and representations in and across domains.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, projects, small group studies, open investigation using the internet, worksheets, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, McGraw Hill - Inspire Biology, College Board based material.

Advanced Placement Chemistry (Elective)

Course Code: 3911

Grade: 12

Credit: 1.0

Prerequisite: Successful completion of Chemistry Pre-Advanced Chemistry in grade 11.

Content: This course is designed to provide students with a rigorous foundation in the principles of chemistry, with a strong emphasis on college and career readiness. It focuses on the essential concepts and skills that prepare learners for advanced study in the sciences. Students will explore the core areas of chemistry through inquiry-based and hands-on laboratory investigations. Topics include atomic structure, chemical bonding, states of matter, solutions, chemical equilibrium, kinetics, thermodynamics, acid-base chemistry, electrochemistry, nuclear chemistry, and introductory organic chemistry. As a lab-centered course, AP Chemistry develops both quantitative and qualitative analysis skills, enabling students to connect theory with practice. Learners will engage in designing experiments, interpreting data, and applying scientific reasoning to real-world phenomena. Collaboration is central to the course: students will work with peers to discuss findings, refine ideas, and solve complex problems. By applying science practices, they will construct and revise their understanding of chemical principles, building the background necessary for success in AP Biology, university-level chemistry, and other advanced sciences. Ultimately, this course empowers students to think critically, investigate deeply, and appreciate the role of chemistry in everyday life and global challenges.

Instructional Methods: Instruction is student centered and includes participation in group instruction, laboratory investigations, reading both printed and online resources, projects, small group studies, open investigation using the internet, worksheets, presentations and writing assignments.

Assessment Methods: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments within the course include multiple-choice, short-answer, and extended response questions. Application of Science cross-cutting concepts to familiar and unfamiliar situations and problem solving are incorporated in each unit. Formative assessments: self-assessment, quizzes, learning engagements. Summative assessments: projects, performance tasks; unit tests, semester exam.

Core Instructional Materials: Online Resources, College Board based material.

Social Studies Course Information

Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on social studies. Social studies provide cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education. These standards outline the knowledge and skills needed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Emirates National Schools' UAE Social Studies Standards lay out a vision of these vitally important disciplines and describe what all students should know and be able to do at each grade level through eighth grade, and through high school. The authors of this document are educators in preschool through twelfth grade, higher education professors, business and military representatives, and community members. The group developed a set of competencies starting with "the end in mind." In order to assure student literacy, and college and career readiness, the English/Language Arts Common Core standards require shared responsibility for student literacy. Further, Social Sciences content requires that students access historical documents and anecdotal information. Therefore, it is the responsibility of the teacher to assure that students demonstrate fluency with reading and writing from primary and secondary sources.

Course Information: Social Studies

UAE Social Studies

Course Acronym: UAE SS

Grade: 9

Credit: 0.5

Content: The UAE Social Studies medley courses are taken by all 9th grade students. The UAE Social Studies Medley Course is a one-year course that provides an overview of foundational topics in Geography, Civics, and History. The subjects are taught in an integrated format so that students understand the interconnectedness of social science and the real world.Students are introduced to the Social Science disciplines of History, Geography, and Civics in order for them to obtain a general understanding of the close relationship that exists between these subjects. The study of the Social Sciences engages students in complex thinking, raises questions and marshal evidence to support their answers. Students are expected to apply the mechanics of writing and basic grammar and be able to express their ideas clearly and coherently. Basic mathematical and statistical knowledge is further expected as students read and understand graphs and analyze and interpret statistical data so as to better understand History, Geography, Civics, and Economics.

Instructional Methods: Class discussion, group discussion, presentations, reports, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment Methods: projects, quizzes, group discussions, performance tasks, MOE exams

Core Instructional Materials: MOE books, additional resources materials, eLearning support materials.

Course Information: Islamic Studies – Arab Muslims

Islamic Studies for Arabs 1

Course Acronym: ISA

Grade 9

Credit: 0.5

Prerequisite: Successful Completion of grade 8 Islamic Studies.

Content: The Grade 9 Islamic Studies course focuses on deepening students' understanding of Islam through the study of the Holy Qur'an, the Sunnah of the Prophet, Islamic jurisprudence, and ethical behavior. The curriculum aims to develop religious awareness and the ability to critically analyze Islamic texts while connecting them to everyday life contexts. It also emphasizes the cultivation of moral and intellectual thinking skills, encouraging students to apply Islamic values in personal, social, and academic settings.

Instructional Methods: Class discussion, group discussion, presentations, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment Methods: MOE exams, discussions, projects, performance tasks, quizzes.

Core Instructional Materials: MOE books, eLearning materials, additional support materials.

Islamic Studies for Arabs 2

Course Acronym: ISA

Grade 10

Credit: 0.5

Prerequisite: Successful Completion of grade 9 Islamic Studies.

Content: The Grade 10 Islamic Studies course provides a deeper study of Islamic legislation, moral values, and Islamic history, with a strong emphasis on juridical reasoning and critical analysis of religious texts. The curriculum connects religious knowledge with real-life application, encouraging students to develop an aware and responsible Islamic character. Through inquiry, reflection, and practical engagement, learners strengthen their understanding of faith, ethics, and historical context while cultivating skills in critical thinking and moral decision-making.

Instructional Methods: Class discussion, group discussion, presentations, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment Methods: MOE exams, discussions, projects, performance tasks, quizzes.

Core Instructional Materials: MOE books, eLearning materials, additional support materials.

Islamic Studies for Arabs 3

Course Acronym: ISA

Grade 11

Credit: 0.5

Prerequisite: Successful Completion of grade10 Islamic Studies.

Content: The Grade 11 Islamic Studies course emphasizes the practical application of Islamic values in diverse life situations, supported by advanced study of Islamic jurisprudence, creed, ethical behavior, and Islamic history. The curriculum aims to cultivate critical religious awareness, moral responsibility, and effective communication from an Islamic perspective. Through applied learning, reflection, and analysis, students strengthen their ability to connect faith with daily practice while developing a conscious and responsible Islamic character.

Instructional Methods: Class discussion, group discussion, presentations, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment Methods: MOE exams, discussions, projects, performance tasks, quizzes.

Islamic Studies for Arabs 4

Course Acronym: ISA

Grade 12

Credit: 0.5

Prerequisite: Successful Completion of grade11 Islamic Studies.

Content: The Grade 12 Islamic Studies course represents the final stage in deepening students' comprehensive understanding of Islam, encompassing creed, jurisprudence, ethical behavior, Islamic philosophy, and contemporary Islamic history. The curriculum enhances students' capacity for critical analysis, juridical reasoning, and enlightened moral thinking, while preparing them to engage in society with responsibility and advanced religious awareness. Through reflective study and applied practice, learners consolidate their knowledge and develop the skills necessary to embody Islamic values in modern contexts.

Instructional Methods: Class discussion, group discussion, presentations, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment Methods: MOE exams, discussions, projects, performance tasks, quizzes.

Islamic Studies for Non- Arabs

Course Acronym: ISNA

Grade 9

Credit: 0.5

Prerequisite: Successful Completion of grade 8 Islamic Studies.

Content: The Grade 9 Islamic Studies course for Non-Arabs aims to deepen students' understanding of Islamic beliefs, values, and practices while fostering moral character and a sense of responsibility. Students will study the Qur'an, Hadith, Fiqh, and Islamic history, exploring how Islamic teachings guide decision-making, behavior, and relationships in daily life. The course encourages learners to apply Islamic principles thoughtfully and meaningfully in modern contexts, promoting both spiritual growth and practical engagement with contemporary challenges.

Instructional Methods: Class discussion, group discussion, presentations, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment Methods: MOE exams, discussions, projects, performance tasks, quizzes.

Islamic Studies for Non- Arabs

Course Acronym: ISNA

Grade 12

Credit: 0.5

Prerequisite: Successful Completion of grade11 Islamic Studies.

Content: The Grade 12 Islamic Studies course for Non-Arabs focuses on developing a comprehensive understanding of the core principles of Islam, the Qur'an, and the teachings of Prophet Muhammad (PBUH), while connecting them to everyday life. The curriculum aims to strengthen students' ability to interpret religious texts, apply Islamic values in practical contexts, and derive moral and ethical lessons. Key topics include the pillars of faith, ethics, Islamic jurisprudence (Fiqh), prophetic stories, and the practical applications of Islamic teachings. Through critical reflection and applied learning, students are prepared to engage with Islamic values thoughtfully and responsibly in modern society.

Instructional Methods: Class discussion, group discussion, presentations, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment Methods: MOE exams, discussions, projects, performance tasks, quizzes.

The Moral Education Program

Course Acronym: MOR

Grades: 9-12

Credit: Integrated across the Curriculum

Prerequisite: None

Content: The course Moral Education has been designed to develop the morality of all young people in UAE schools no matter their nationality or religious belief. The course promotes character building, well-being and health. There are four pillars covered in moral education, character and morality; the individual and the community; civic studies; and cultural studies and blends academic content with an exploration of character and ethics. This program is aimed at encouraging students to be forward-looking, creative, and respectful to everyone by creating a strong foundation on ethics, tolerance, civic duty and cultural diversity. The curriculum content has four main objectives to prepare students for their adult life:

Build Character Traits: Includes resilience, perseverance, work ethic, critical thinking and discipline.

Instill Ethical Outlook: Teach students the practical and ethical values that are represented in the ethos of the course which include tolerance, honesty, dignity, respect and humility.

Foster Community: Encourage and enable students to become engaged members of the community.

Endear Culture: Teach students about culture, both of the UAE and of the wider world community and enable them to value the wealth of culture available around the world.

Instructional Methods: Class discussion, group discussion, presentations, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment Methods: MOE exams, discussions, projects, performance tasks, quizzes.

Core Instructional Materials: MOE books, eLearning materials, additional support materials

Economics

Course Acronym: ECON

Grades: 12

Credit: 1.0

Content: Economics is a dynamic social science that concerns individuals and societies. It focuses on dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. The study of economics is essentially about understanding how society and individuals manage scarce resources, interact in the domestic and international markets and make decisions that affect the economy as a whole. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

Instructional Methods: Class discussion, group discussion, presentations, reports, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including simulations, research reports, performance tasks, learning engagements, quizzes, and tests.

Core Instructional Materials: Online Resources, Text Book : Understanding Economics

World History 1

Course Acronym: WH 1

Grade: 9

Credit: 1.0

Prerequisite: None

Content: This course introduces students to the foundations of ancient civilizations and the development of human societies across time. Students explore key historical themes such as governance, belief systems, innovation, geography, and cultural exchange. Through inquiry-based learning, they analyze primary and secondary sources, evaluate cause-and-effect relationships, and connect historical events to modern global challenges. UAE-specific case studies—such as trade routes, Islamic contributions, and regional geography—are embedded to foster national identity and civic awareness. The course builds historical thinking skills and prepares students to interpret the past with relevance to their present and future.

Instructional Methods: Class discussion, group discussion, presentations, reports, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including simulations, research reports, performance tasks, learning engagements, quizzes, and tests.

Core Instructional Materials: Online resources, Text Book: A History of the World

World History 2

Course Acronym: WH 2

Grade: 10

Credit: 1.0

Prerequisite: Successful completion of WH 1

Content: This course explores the development of human civilizations from early societies to the rise of global empires. Students examine key historical themes—such as belief systems, governance, innovation, conflict, and cultural exchange—through the lens of geography, economics, and social structures. Emphasis is placed on Islamic civilization, ancient river valley societies, and the foundations of global interdependence. Using primary and secondary sources, students develop historical thinking skills, including sourcing, contextualization, and evidence-based argumentation. The course integrates UAE heritage and global citizenship values, fostering critical reflection on how the past shapes the present.

Instructional Methods: Class discussion, group discussion, presentations, reports, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including simulations, research reports, performance tasks, learning engagements, quizzes, and tests.

Core Instructional Materials: Online resources, Text Book: A History of the World

World History 3

Course Acronym: WH 3

Grade: 11

Credit: 1.0

Prerequisite: Successful completion of WH 2

Content: This course explores the development of human civilizations from ancient Mesopotamia to early American societies. Students investigate how geography, innovation, belief systems, and social structures shaped the rise and fall of empires. Through inquiry-based learning, they analyze historical sources, compare cultures, and connect past events to contemporary global issues. The curriculum emphasizes critical thinking, evidence-based writing, and cultural awareness, integrating UAE values and global citizenship.

Instructional Methods: Class discussion, group discussion, presentations, reports, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including simulations, research reports, performance tasks, learning engagements, quizzes, and tests.

Core Instructional Materials: Online resources, Text Book: A History of the World

World History 4

Course Acronym: WH 4

Grade: 12

Credit: 1.0

Prerequisite: Successful completion of WH 3

Content: This course examines the evolution of human societies from ancient civilizations to the modern global era. Students explore the rise and fall of empires, cultural achievements, revolutions, and global conflicts. Through inquiry-based learning, they analyze historical sources, evaluate cause-and-effect relationships, and connect past events to contemporary global challenges. The curriculum emphasizes critical thinking, civic awareness, and cultural identity, integrating UAE heritage and international perspectives.

Instructional Methods: Class discussion, group discussion, presentations, reports, essays, diagrams, graphs, charts, tables, vocabulary quizzes, critical thinking, problem solving, use of technology and instructional resources, comparing and contrasting, research, action plans.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including simulations, research reports, performance tasks, learning engagements, quizzes, and tests.

Core Instructional Materials: Online resources, Text Book: A History of the World

Business Management

Course Code: BUS

Grades: 11

Credit: 1.0

Content: This course is designed to allow students to build business skills by designing, creating and running a company. This process is the application of business skills. The student will be required to work in groups, demonstrate literacy (content related reading, writing, speaking and technological skills) within a business context. The course will require students to demonstrate complex thinking, ethical reasoning, computer literacy, information retrieval skills, and evaluative skills. This course enables students to understand the place of business and entrepreneurship as integral parts of the local and global society. It aims to promote knowledge of and an understanding of businesses as a productive activity and to foster an experiential approach to learning, using a range of global entrepreneurial contexts. Students will be introduced to the complexities of the world of business (organization, finance and operations) through practical application.

Instructional Methods: Instruction is student centered and includes participation in group instruction, reading both printed and online resources, projects, small group studies, open investigation using the internet, presentations and writing assignments.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including simulations, case studies, research reports, performance tasks, learning engagements, quizzes, and tests.

Core Instructional Materials: Online resources, Text Book: Introduction to Business

Physical Education, Health and Nutrition Course Information

The Physical Education Health and Nutrition department aims to develop physical literacy throughout our student body, by enhancing their knowledge and ability to engage in a variety of activities with confidence and competence. The highly skilled individuals in the PE team promote a culture of lifelong enjoyment and participation in a wide variety of sports and physical activity.

Physical Education, Health and Nutrition 1

Course Code: PE-HN 1

Grade: 9

Credit: 0.5

Content: Students in grade nine combine fundamental skills into more complex movement forms in modified game and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment.

Instructional Methods: exercises, workshops, sports challenges, discussions, critiques, live demonstrations and performance opportunities

Assessment Methods: performance checklists, demonstrations, interviews (structured and informal), learning logs/journals, teacher observations, peer assessments, performance tasks (rubrics), discussions, sports challenges

Physical Education, Health & Nutrition 2

Course Code: PE-HN 2

Grade: 10

Credit: 0.5

Content: In grade ten, students continue to develop competence in modified versions of various game/sport and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifelong physical activity options. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.

Instructional Methods: exercises, workshops, sports challenges, discussions, critiques, live demonstrations and performance opportunities

Assessment Methods: performance checklists, demonstrations, interviews (structured and informal), learning logs/journals, teacher observations, peer assessments, performance tasks (rubrics), discussions, sports challenges.

Physical Education, Health & Nutrition 3

Course Code: PE-HN 3

Grade: 11

Credit: 0.5

Content: Students demonstrate competence in skillful movement in modified, dynamic game/sport situations and in a variety of game/sport and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit. They demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students are able to set goals, pathway progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifelong game/sport activities.

Instructional Methods: exercises, workshops, sports challenges, discussions, critiques, live demonstrations and performance opportunities

Assessment Methods: performance checklists, demonstrations, interviews (structured and informal), learning logs/journals, teacher observations, peer assessments, and performance tasks (rubrics), discussions, sports challenges.

Physical Education, Health & Nutrition 4

Course Code: PE-HN 4

Grade: 12

Credit: 0.5

Content: In grade twelve, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess their skill performance and develop a personal physical activity program aimed at improving it. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence from others in making choices, respect all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness.

Instructional Methods: exercises, workshops, sports challenges, discussions, critiques, live demonstrations and performance opportunities

Assessment Methods: performance checklists, demonstrations, interviews (structured and informal), learning logs/journals, teacher observations, peer assessments, and performance tasks (rubrics).

Academic Elective Course Information

Art and Design

Art and Design 1

Course Acronym: ARTD 1

Grade Levels: 9

Credit: 0.5

Prerequisite: None

Content: The Grade 9 Art and Design course introduces students to foundational visual arts concepts through hands-on exploration of drawing, painting, sculpture, and digital media. Learners investigate the elements and principles of design, analyze artworks from diverse cultures—including Emirati heritage—and begin to develop their own personal artistic voice. The course emphasizes creative problem-solving, visual literacy, and reflective critique, while aligning with the NCAS anchor standards: Creating, Presenting, Responding, and Connecting. Through practical projects and critical discussions, students build both technical skills and cultural awareness, preparing them for advanced study in the visual arts.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including projects and performance tasks, learning engagements, self-assessments, and tests.

Core Instructional Material: pencils, paints, clay, brushes, sketchbooks, digital tools, Emirati art references, journals, protective covers.

Art and Design 2

Course Acronym: ARTD 2

Grade Levels: 10

Credit: 0.5

Prerequisite: None

Content: The Grade 10 Art and Design course builds on prior skills with a strong focus on conceptual development, technical refinement, and interdisciplinary connections. Students explore advanced techniques in drawing, painting, sculpture, and digital design, while engaging in thematic projects that address social, environmental, and cultural issues. The course deepens learners' understanding of critique, aesthetics, and visual communication, fostering both creative expression and analytical thinking. Instruction is aligned with California's Artistic Processes and NCAS standards: Creating, Presenting, Responding, and Connecting, ensuring students develop the artistic literacy and problem-solving skills needed for advanced study in the visual arts.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including projects and performance tasks, learning engagements, self-assessments, and tests.

Core Instructional Material: pencils, paints, clay, brushes, sketchbooks, digital tools, Emirati art references, journals, protective covers..

French 2

Course Acronym: FRN 2

Grade Levels: 10

Credit: 0.5

Prerequisite: None

Content: The Grade 10 French course (Adosphère 2) is a dynamic language program aligned with the A1–A2 levels of the CEFR. Students expand their vocabulary, grammar, and communication skills through real-life themes such as school, family, leisure, and daily life. The course emphasizes the four key language skills—listening, speaking, reading, and writing—while fostering confidence, cultural awareness, and appreciation of Francophone contexts. Through interactive activities and authentic materials, learners develop practical proficiency and prepare for progression to higher levels of French study.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including projects and performance tasks, learning engagements, self-assessments, and tests.

Core Instructional Material: Online Resources, Adosphere 2 Book.

French 3

Course Acronym: FRN 3

Grade Levels: 11

Credit: 0.5

Prerequisite: None

Content: The French (Adosphère 2) course is a dynamic language program aligned with the A1–B1 levels of the CEFR. It supports students in expanding their vocabulary, grammar, and communication skills through real-life themes such as school, family, leisure, and daily life. The course emphasizes the four key language skills—listening, speaking, reading, and writing—while fostering confidence, cultural awareness, and appreciation of Francophone contexts. Through interactive activities and authentic materials, learners develop practical proficiency and prepare for progression to advanced levels of French study.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including projects and performance tasks, learning engagements, self-assessments, and tests.

Core Instructional Material: Online Resources, Adosphere 2 Book.

Forensic Science

Course Acronym: FRSC

Grade Levels: 12

Credits: 0.5

Content: Forensic science is the application of science to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, blood spatters, and blood samples. Students are taught proper collection, preservation, and laboratory analysis of various samples.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including projects and performance tasks, learning engagements, self-assessments, and tests.

Computer Science and Related Electives

Computer

Course Acronym: ICT

Grade Levels: 9

Credit: 0.5

Prerequisite: Successful completion of grade 8 ICT course.

Content: Focuses on essential digital skills, advanced productivity applications, safe web behaviors, and the foundations of web programming (HTML/CSS, JavaScript). Students are introduced to creative software like GIMP for image editing and Openshot for video work.
It provides a rigorous introduction to Python, exploring data structures, algorithms, visualization, and AI project work such as time series forecasting. Emphasis is placed on computational thinking and practical coding challenges.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including projects and performance tasks, learning engagements, self-assessments, and tests.

Core Instructional Material: DigiChams Book, DigiPro Book

Programming

Course Acronym: PRG

Grade: 10

Credit: 0.5

Prerequisite: Successful Completion of grade 9 ICT course.

Content: This course integrates two complementary modules— **DigiChams** and **DigiPro**—to provide students with a balanced foundation in computing and advanced programming. Through DigiChams, learners explore computing systems, network connectivity, cyber safety, algorithms, multimedia design, and web development using HTML, CSS, and JavaScript, while also practicing visual data presentation and multimedia content creation, editing, and sharing. DigiPro builds on this foundation by concentrating on advanced Python concepts, multi-dimensional data handling, and real-world AI projects such as house price prediction, encouraging students to tackle coding complexity and apply data to authentic scenarios. Together, these modules emphasize inquiry, creativity, and collaboration, equipping students with the technical skills, problem solving strategies, and confidence needed for future success in computer science, artificial intelligence, and digital innovation.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including projects and performance tasks, learning engagements, self-assessments, and tests.

Course Instructional Material: DigiChams Book, DigiPro Book

Programming - Elective

Course Acronym: PRG

Grade: 11

Credit: 0.5

Prerequisite: Successful completion of grade 10 Programming Course.

Content: This elective course offers Grade 11 students an advanced exploration of computing and programming, blending theory with practical application. The DigiTech module introduces students to computer operating systems, logic circuits, artifact creation, advanced web applications using Bootstrap, basic R data analysis, and foundational network concepts, emphasizing the integration of software theory with hands-on skills. The DigiPro module builds on this foundation by focusing on advanced Python programming, including debugging, web scraping, GUI development, comprehensive data visualization, and artificial intelligence projects such as game design with Tic-Tac-Toe. Through experimentation, collaboration, and real-life programming tasks, students develop mastery in computational thinking, problem solving, and digital innovation, preparing them for future studies in computer science, data analytics, and AI.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including projects and performance tasks, learning engagements, self-assessments, and tests.

Course Instructional Material: DigiChams Book, DigiPro Book

Advanced Placement Programming

Course Acronym: AP PRG

Grade: 12

Credit: 0.5

Prerequisite: Successful completion of grade 11 Programming Course ,and/or grade 10 Programming course.

Content: This advanced placement course challenges students to master both the theoretical and practical dimensions of computer science. Learners explore fault tolerance, parallel computing, complex digital security issues, and the social impact of technology, gaining insight into how computing shapes and safeguards modern society. The programming component emphasizes advanced Java, guiding students to solidify their understanding of data types, object-oriented programming principles, and recursion as tools for high-level problem solving. Through rigorous projects and inquiry-based tasks, students develop resilience in debugging, precision in algorithm design, and creativity in applying programming solutions to real-world challenges. The course prepares students for further study in computer science, engineering, and technology innovation at the university level.

Assessment: Assessments will be ongoing, formative and summative, purposeful and aligned to the academic content standards and success criteria associated with the course syllabus. Assessments will be of various forms, including projects and performance tasks, learning engagements, self-assessments, and tests.

Course Instructional Material: DigiChams Book, DigiPro Book