

HIGH SCHOOL

PROGRAM OF STUDIES

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TAISM

The American
International School
of Muscat

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TAISM

MISSION STATEMENT & CORE BELIEFS

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

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

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

TAISM LEARNER PROFILE



INQUIRER

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



CREATIVE & CRITICAL THINKER

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



REFLECTIVE

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



RISK-TAKER

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



BALANCED

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



CONTRIBUTING COMMUNITY MEMBER

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



COLLABORATOR

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

TAISM LEARNING PRINCIPLES



TAISM | The American International School of Muscat

LEARNING PRINCIPLES

TAISM is a school where learners...

COLLABORATION

... come together to generate and discuss ideas, understand different perspectives, and work towards common goals.

RELATIONSHIPS

... develop connections that foster a sense of belonging, build empathy, and promote wellbeing.

ENGAGEMENT

... are empowered to question, reason, and think deeply about important concepts and ideas.

AGENCY

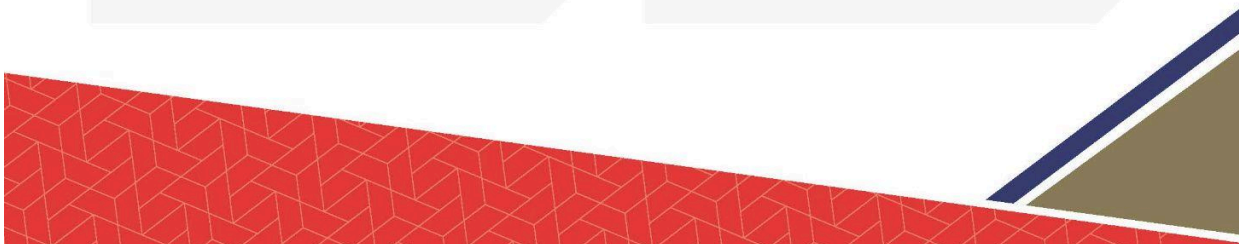
... take ownership of their learning, pursue personal passions, and make choices that support their learning needs.

ADAPTABILITY

... make connections within and between subjects in order to apply their understanding to authentic situations.

GROWTH

... develop a growth mindset by reflecting upon their progress and revising their thinking.



DISCIPLINARY TRANSFER GOALS

Transfer Goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. There are a small number (3-6) of overarching, long-term transfer goals in each subject area.

Disciplinary Transfer Goals

- Physical Education**
 - I recognize the value of living a healthy and active lifestyle in a variety of environments.
 - I have the confidence to apply the skills necessary to participate in the activity of my choice.
 - I exhibit responsible personal and social behaviors that respect self and others.
 - I know how to achieve and maintain a healthy level of fitness.
- Computer Science**
 - I use a variety of technologies to creatively design solutions.
 - I recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.
 - I develop and test programming algorithms to solve problems.
- Information Science**
 - I effectively and ethically engage in the research process.
 - I read a wide variety of materials from multiple perspectives for academic and personal growth.
 - I share knowledge with others to enhance the learning community.
- Counseling and Health**
 - I am respectful of others' beliefs and differences.
 - I advocate for myself by accessing information and resources when I need them to support my health and well-being.
 - I use healthy coping strategies to regulate my emotions.
 - I proactively approach transitions in my life by accessing resources and support.
 - I recognize healthy and unhealthy relationships and interactions and can protect myself.
 - I set goals and make informed decisions to support my health and well-being.
- Visual Arts**
 - I understand, appreciate, and respond to artwork from diverse cultural and historical contexts.
 - I express myself as an artist using a wide range of creative and artistic strategies to voice my personal vision.
 - I make and share my art as a way to understand myself, my role in the community and to make positive contributions to the world.
- Science**
 - I design solutions to address real-world problems by using tools to gather evidence consistent with scientific ideas, principles, and theories.
 - I plan and carry out investigations to gather data and information to help explain answers to questions I have about phenomena.
 - I analyze and interpret data in order to communicate conclusions and critique the validity of scientific findings and solutions.
 - I construct and model scientific explanations that are supported by evidence, sound reasoning and an ethical lens.
- World Languages**
 - I speak and write in different situations while displaying appropriate cultural awareness.
 - I demonstrate understanding of what I hear, read, or view on a variety of topics appropriate to my proficiency level.
 - I compare my own cultural practices and language to the target culture / language.
- Mathematics**
 - I explore and analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
 - I clearly and precisely construct viable arguments to support my reasoning and critique the reasoning of others using mathematical language and models.
 - I explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- Social Studies**
 - I recognize and develop compelling questions to guide my learning.
 - I find and evaluate information to identify bias, determine reliability and help me understand the people, places and ideas around us.
 - I actively engage as an informed citizen to develop my knowledge and make a positive change in my local and global community.
 - I develop empathy by acknowledging multiple points of view and reflecting on my place and role in the world around me.
- Performing Arts**
 - I participate in the arts as a means of personal enrichment and fulfillment as a connected community member.
 - I use my artistic knowledge to form my own perspectives and make creative choices.
 - I apply my personal practice and respond to cues and feedback within an ensemble setting.
 - I develop, refine and demonstrate the technical skills needed for performance.
- English Language Arts**
 - I write and speak with my audience and purpose in mind to clearly communicate my thoughts and ideas.
 - I prepare for and participate in a range of conversations (partners, teacher-led and small groups) about texts and topics, actively listening and thoughtfully responding.
 - I read for specific purposes, analyze the development of texts, consider a variety of perspectives and critically investigate various forms of content.
 - I am a lifelong reader who can make connections between myself, the text, and the world.
 - I demonstrate a command of language, making informed decisions related to grammar and usage, topic-specific vocabulary, style, and word choice.

PRINCIPAL'S MESSAGE



Dear Students,

The high school years are a time of great physical, social, emotional, and intellectual growth. As you begin the process of developing, refining, and then living out your 4-year academic plan at TAISM, I hope that you take full advantage of everything that TAISM and Oman have to offer you along the way. Our Core Belief that “a close relationship among students, parents, faculty, and administrators enhances the educational process” will help bring your plans to fruition.

This *Program of Studies* provides the information you will need about high school course offerings, prerequisites, workload, and graduation requirements, in order to choose your courses purposely and wisely. It will be important for you to talk with your parents and work closely with your counselor and teachers as you make your decisions. It will also be helpful for you to consider these questions:

1. Am I selecting courses that are appropriate to my abilities and interests?
2. Am I choosing courses that will allow me flexibility as I move through my high school years? (e.g. some elective courses are only available for students in Grade 11 and 12)
3. Am I keeping in mind the graduation requirements as I make my choices?
4. Will the courses I'm selecting afford me the best opportunities for my post-secondary plans?
5. If planning for university, am I choosing courses to match requirements for my destination country?

You should always feel like you have support as you work through this process, and your counselors, teachers, parents and I are available to help and answer any questions you may have.

I wish you every success in your decision-making and in your achievement in your future classes. We are fortunate to have you at TAISM and I know you will have a positive impact on our community in the 2025-2026 school year.

Sincerely,
Kevin Schuttinger, Ph.D.
HS Principal

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COUNSELING SERVICES



Disciplinary Transfer Goals

- I am respectful of others' beliefs and differences.
- I advocate for myself by accessing information and resources when I need them to support my health and well-being.
- I use healthy coping strategies to regulate my emotions.
- I proactively approach transitions in my life by accessing resources and support.
- I recognize healthy and unhealthy relationships and interactions and can protect myself.
- I set goals and make informed decisions to support my health and well-being.

Counseling Department

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

Counseling Program

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

Counseling Curriculum

Grade 9

- Transition to high school
- Getting to know one's self
- Skills for high school success
- Academic/course planning

Grade 10

- Career exploration/college introduction
- Personal and academic awareness
- Continued skills development for high school success
- Brainstorming career choices and college destinations and requirements
- Academic/course planning

Grade 11

- College exploration/destination decisions
- College planning and research
- Decisions about majors and colleges
- Standardized test plan
- Academic/course planning

Grade 12

- Senior retreat
 - Graduation planning
 - Starting applications to colleges
- Finalizing the college process
- Transition to postsecondary



ATHLETICS AND ACTIVITIES

Grade 9-12 TAISM Athletic Department

The educational athletics program at TAISM plays an important role in the life of TAISM students, serving as an extension of the academic school day. TAISM believes in creating the conditions necessary for students to master new skills, enjoy competition with others, and experience enhanced self-esteem. We use educational athletics as the vehicle to educate our students in becoming good citizens. We focus on creating a healthy, respectful environment that provides each student with opportunities to develop skills and learn personal responsibility.

The welfare of the student is at the core of the educational athletic experience. Our coaches promote the value of each individual and provide participation opportunities for as many students as possible. Our student-centered coaching philosophy is an investment in the physical, social, and emotional development of each student-athlete.

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

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

NOTE: The athletics and activities opportunities available during the 2025-26 school year will be informed by the circumstances locally and regionally and depend on decisions made with our SAISA League related to exchanges and tournaments.

SAISA League

SAISA is made up of ten member schools in the South Asia region. The purpose of SAISA is to promote and coordinate regional professional development activities, academic and cultural festivals, athletic tournaments, and other events deemed appropriate by member schools. Schools in SAISA come from Pakistan, India, Sri Lanka, Bangladesh, Jordan, Nepal and Oman. As educators committed to the ideal of realizing the full potential of each student, the fundamental aim of SAISA is to promote the values of collaboration, creativity, sportsmanship, and fair and ethical competition. While acknowledging the notion of “winning” in sporting events and other competitions, a recognition more important is that students come together to participate in various activities in the truest spirit of cooperation and competition, and develop

physically, emotionally, creatively, and intellectually through the sporting, academic, and artistic experiences themselves.

MSSL League

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

Varsity and JV Teams

At the beginning of a sports season, we conduct tryouts for our Varsity teams. Our varsity teams are the top level players and these athletes have an opportunity to travel to SAISA tournaments. For those not making varsity, we have the junior varsity team. All students are welcome on the JV team at practices, and those under the age of 16 on September 1 of the school year have the opportunity to participate in U16 games locally.

Practices and Games

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

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



CLUBS AND ACTIVITIES

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

Some of the high school extracurricular activities have included the following:

- Ceramics Club
- Board Out of Your Minds: board game Club
- Chess Club
- Community Service
- Cross Country/Running Club
- Debate Club
- Plays and Musicals
- Event Management Team
- Fitness Room
- Gardening Club
- Hiking Club
- Home Economics Club
- Literary Magazine
- Math Club
- Model United Nations (MUN)
- Photography Club
- Rock Band
- Robotics Club
- SAT Math Help
- Student Council
- Spanish Club
- Swimming Club
- Total Wellness for Girls
- We Mean Green Environmental Club
- Wellness Wednesdays
- Yearbook Club



DISCOVER OMAN

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

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

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

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



ACADEMIC INFORMATION



Academic Day

TAISM uses a semester system for scheduling courses. The school day runs from 8:30 a.m. - 3:30 p.m. Students attend four 80-minute block periods per day and classes meet on alternating days. A six-day rotating schedule is used.

TAISM has a dedicated 35-minute flex period between blocks 1 and 2 that is used in a variety of ways. Students start in their Home Group rooms every day during the flex period. On Sundays, we hold HS Assemblies, and on Tuesdays we have Home Group curriculum. The Flex Period on Thursdays is used in a variety of other ways, including enrichment, StuCo activities, Discover Oman meetings, Terry Fox activities and more.

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
08:30 AM – 09:50 AM	A	H	B	E	D	G
10:00 AM – 10:30 AM	ASSEMBLY/HOMEGROUP/EAGLE TIME/FLEX TIME					
10:35 AM – 11:55 AM	B	E	D	G	A	H
11:55 AM – 12:30 PM	LUNCH					
12:40 PM – 02:00 PM	C	F	C	F	C	F
02:00 PM – 02:10 PM	BREAK					
02:10 PM – 03:30 PM	D	G	A	H	B	E

On Mondays and Wednesdays during the flex period, we have what we are calling **EAGLE Time**.

Sunday	Monday	Tuesday	Wednesday	Thursday
ASSEMBLY		HOMEGROUP		FLEX TIME

What is EAGLE Time?

- Empowerment
- Agency
- Growth
- Learning
- Engagement

EAGLE Time is a dedicated time during the school day for academic support and enrichment. Using an app within PowerSchool, students are able to request to meet with teachers to get intensive support in a small group setting on an as-needed basis. Similarly, teachers will be able to request to meet with students if a student is struggling in their class. There will also be opportunities for enrichment and passion projects if students are doing well in all of their classes.

EAGLE time is designed to empower students to own their own learning and seek out academic support based on their own individual needs, while reducing the amount of time students need to spend getting help after-school. This will also enable students to participate more in After-School Activities (ASAs) and maintain a balanced life.

Changing your Schedule

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

Class Placement

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

Course Credit

A credit, or one credit hour, represents meeting five block periods over two weeks for two semesters. A credit is earned by a student upon successful completion of a course. A yearlong course earns 1.0 credit; a semester course earns 0.5 credit. Students typically earn eight credits each year at TAISM and 28 credits are required for graduation. Students are required to take at least five credit-bearing courses each semester.

Credit for Middle School Coursework




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

Credit for Online Courses

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

Homework Guidelines

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

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

The pencil icons will appear next to each course description throughout the Program of Studies to indicate typical homework expectations based on the guide above. These estimates will vary depending on a student's ability, learning style, work habits, time management skills or aptitude in the subject area. Students should be realistic, consider their strengths and limitations, and keep in mind a balanced lifestyle.

Repeating Courses

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

Residency Requirement

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

Summer School

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

Transcripts

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

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

Transfer Credits

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



GRADING AND BEHAVIORS THAT SUPPORT LEARNING

Academic grades in the high school are based on each student's achievement against well defined standards for each course. As a result, behaviors that influence academic achievement, including preparation, organization, engagement, perseverance, and collaboration, are not included in the academic grade. An academic grade and feedback on each of these five Behaviors that Support Learning are awarded for each class. Academic grades are based on Grading Options and Descriptions which are in turn aligned with the Grading Scale as outlined below.

Grading Options and Descriptions:

Assessments and Assignments during the course of the semester will be graded using the following grade options:

Symbol	SBG Level	Description
A+, A	Excelling	A consistent, complex and independent mastery of a set of skills or standards based upon in-depth, comprehensive or novel evidence. Students at the Excelling level are able to accurately self-assess and apply and adapt to authentic, atypical, or unpredictable situations or circumstances.
B+, B	Meeting	A consistent and independent mastery of a set of skills or standards. Students at the Meeting level can occasionally, or with assistance, apply their proficiency to more authentic situations or circumstances.
C+, C	Approaching	An inconsistent mastery of a set of skills or standards. Students at the Approaching level may require assistance for more complex tasks. Connections to related or previously explored concepts are minimal or inconsistent.
D+ D	Emerging	A minimal and inconsistent mastery of a set of skills or standards. Students at the Emerging level demonstrate basic understanding and application of the standards.
F	Insufficient Evidence	Insufficient evidence submitted to justify a passing level. Either whole pieces of evidence are missing or the submitted evidence is incomplete or incorrect.

I	Incomplete ("I" is given to students who do not have all graded work completed by the end of the grading period. A student has a maximum of two weeks to make up all incomplete work.)
(m)	Modified Grade (The curriculum requirements were altered to meet the special needs of the student.)
NG	No grade issued
P	Pass
W	Withdraw from class
IP	Course in progress (used on transcript only)

End of Semester Grading Scale and Grade Point Average (GPA)

At the end of the semester, an overall grade for the term will be assigned based on the evidence of learning gathered during the semester. The following grades may be assigned at the end of the semester:

Letter Grade	GPA Points	AP Weighted (+ .5)
A+	4.3	4.8
A	4.0	4.5
A-	3.7	4.2
B+	3.3	3.8
B	3.0	3.5
B-	2.7	3.2
C+	2.3	2.8
C	2.0	2.5
C-	1.7	2.2
D+	1.3	1.3*
D	1.0	1.0*
D-	0.7	0.7*
F	0.0	0.0*

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

Behaviors That Support Learning

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

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

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

COURSE SELECTION PROCESS

Academic planning and course selection is an important process that involves consulting with counselors, teachers, and parents to ensure correct courses are being chosen to meet graduation and college requirements. Course selection for the 2025-2026 school year begins in January. Grade 8-11 students and parents have the opportunity to attend presentations about the course planning process throughout January and February. Students will also meet with counselors in class and small groups to select the courses they would like to enroll in for the next school year. During this time students also update their Four-Year Academic Plan to make sure they are on track for graduation and college. A balanced schedule with the expectation to enroll in four-six core academic courses each year is expected.

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

Important Dates for 2025-2026 Course Planning Process

- ❑ **January 20** - High School Course Planning Evening for Parents and Students at 5:30 p.m.
- ❑ **January 21** - Discover TAISM Courses (Home Group Extended). Students have an opportunity to talk to teachers about courses they are considering for the 2025-26 school year.
- ❑ **January 22 - February 27**
 - ❑ Group meetings with grade 9, 10 and 11 students to review Academic Plan and PowerSchool Course Registration process
- ❑ **February 16** - Grade 8 Course Planning and Transition Evening for Parents and Students at 5:30 p.m
- ❑ **February 27** - Course Selections Sheets due for current grade 8, 9, 10, and 11 students
- ❑ **April** - Final Master Schedule
- ❑ **April/May** - Counselors reviewing schedules
- ❑ **May/June** - Schedules distributed to students
- ❑ **August** - Add/Drop

GRADUATION/COLLEGE REQUIREMENTS

Four years (eight semesters) of high school attendance are required for graduation. One credit is awarded for successful completion of a full-year course, and one-half credit is awarded for completion of a semester course. A student must have a minimum of 28 credits earned in grades 9-12 in order to graduate. Students are expected to have a minimum of four core academic courses per year in order to maintain the most balanced schedule possible and be competitive for university applications.

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

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



Graduation Requirements

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

Social Studies (3.5 credits)	
REQUIRED	CREDITS
World History	1.0
Economics	0.5
Modern Middle East Studies	0.5
United States History in a Global Context	1.0
OTHER	
AP Comparative Government and Politics	1.0
AP Human Geography	1.0
International Business	0.5
Entrepreneurship	0.5
AP Psychology	1.0

Mathematics (3.0 credits)	
REQUIRED	CREDITS
<i>Students must successfully complete 3.0 credits of Mathematics in High School, including Algebra 1, Geometry, and an Algebra 2 course or higher.</i>	
Algebra 1	1.0

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

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

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

Visual and Performing Arts (2.0 credits)

REQUIRED <i>Students are required to complete four semesters (2.0 credits) from the following options.</i>	CREDITS
Art Core 1	0.5
Art Core 2	0.5
Advanced Art	1.0
AP 2-D Art and Design, AP 3-D Art and Design, AP Drawing	1.0
Concert Band	1.0
Jazz Band	1.0
Concert Choir	1.0
Kindred Chamber Choir	1.0
Drama	0.5
Advanced Drama	1.0
Technical Theater	0.5

Physical Education (1.5 credits)

REQUIRED <i>Students are required to complete three semesters (1.5 credits) from the following options. Courses can be repeated only once.</i>	CREDITS
Lifeguarding and Aquatics	0.5
Individual and Dual Pursuits	0.5
Personal Fitness 1	0.5
Personal Fitness 2	0.5
Lifetime Sports	0.5

Health (0.5 credits)

REQUIRED	CREDITS
Health & Wellness	0.5

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

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

Oman Studies (Discover Oman)	
<i>*All students are required to participate in Discover Oman each year at TAISM</i>	CREDITS
Discover Oman	1.0

College Entrance Requirements

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

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

TAISM FOUR-YEAR PLAN OPTIONS 2025-2026

Counselors are available to look at multiple four-year options for students using [MaiaLearning](#).

	Grade 9	Grade 10	Grade 11	Grade 12
English (4)	English 9 (Required)	English 10 (Required)	English 11/12 AP Language & Composition AP Literature & Composition	English 11/12 AP Language & Composition AP Literature & Composition
Social Studies (3.5)	World History (Required)	Economics (.5) Modern Middle East Studies (.5) (Required)	U.S. History in a Global Context (Required) AP Comparative Gov & Politics AP Human Geography International Business (.5) Entrepreneurship (.5) AP Psychology	U.S. History in a Global Context (Required) AP Comparative Gov & Politics AP Human Geography International Business (.5) Entrepreneurship (.5) AP Psychology
Math (3)	Geometry Algebra 1	Algebra 2 / Trigonometry Algebra 2 Geometry	AP Precalculus Algebra 2 / Trigonometry Algebra 2 Intro to Statistics (.5) Applied Math (.5)	AP Calculus AB AP Precalculus Intro to Statistics (.5) Applied Math (.5)
Science (3)	Biology (Required)	Chemistry (Required)	Physics (Required) AP Biology AP Chemistry AP Physics 1 Environ. Science (.5) Scientific Issues (.5)	Physics (Required) AP Biology AP Chemistry AP Physics 1 AP Physics 2 Environ. Science (.5) Scientific Issues (.5)
World Languages (2)	French 1 to 3 Spanish 1 to 3 Arabic Foreign Language 1 to 3 Arabic Heritage Lang 1 to 3	French 1 to 4 Spanish 1 to 4 Arabic Foreign Language 1 to 4 Arabic Heritage Lang 1 to 4	French 1 to 4, AP Spanish 1 to 4, AP Arabic Foreign Language 1 to 4 Arabic Heritage Lang 1 to 4	French 1 to 4, AP Spanish 1 to 4, AP Arabic Foreign Language 1 to 4 Arabic Heritage Lang 1 to 4
Visual and Performing Arts (2)	Drama (.5) Technical Theater (.5) Advanced Drama	Concert Choir Kindred Chamber Choir	Concert Band Jazz Band	Art Core 1 (.5) Art Core 2 (.5) Advanced Art
P.E. (1.5)	Individual and Dual Pursuits (.5) Lifeguarding and Aquatics (.5)		Personal Fitness 1 (.5) Personal Fitness 2 (.5) Lifetime Sports (.5)	
Health (0.5)	Health & Wellness (.5)			
Computer Science (0.5)	Computer Science (.5) Game Design (.5)		AP Computer Science Principles	
Other Courses	AP Self-Study* Independent Study (0)* Student Assistant (.5)*		Learning Support* (.5) English Language Learner (ELL)* (.5)	
Oman Studies (1)	Discover Oman (.25 per year)			

*See counselor for permission for these courses. 28 credits are required for graduation.

THE ADVANCED PLACEMENT (AP) PROGRAM

TAISM offers Advanced Placement (AP) Program® courses to allow willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score (3 or above) on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college (www.collegeboard.com). Colleges and universities around the world recognize AP Scores. See which schools use AP and other College Board programs to inform their admissions, placement, or scholarship decisions (<https://international.collegeboard.org/students/ap/find-universities-recognize-ap>). Because of the rigor of an AP course, students who earn a C- or above will receive an additional .5 points which will be calculated in their GPA.

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

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

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

Advanced Placement Courses at TAISM

For the 2025-2026 school year TAISM plans to offer fifteen AP courses.

AP Biology

AP Chemistry

AP Physics 1

AP Physics 2

AP Calculus AB

AP Computer Science Principles

AP English Language and Composition

AP English Literature and Composition

AP Precalculus

AP Comparative Government and Politics

AP Human Geography

AP Spanish Language and Culture

AP French Language and Culture

AP Drawing

AP 2-D Art and Design

AP 3-D Art and Design

AP Psychology



COURSE DESCRIPTIONS

ENGLISH



Disciplinary Transfer Goals

- I write and speak with my audience and purpose in mind to clearly communicate my thoughts and ideas
- I prepare for and participate in a range of conversations (partners, teacher led and small groups) about texts and topics, actively listening and thoughtfully responding.
- I read for specific purposes, analyze the development of texts, consider a variety of perspectives and critically investigate various forms of content.
- I am a lifelong reader who can make connections between myself, the text, and the world.
- I demonstrate a command of language, making informed decisions related to grammar and usage, topic specific vocabulary, style, and word choice.

English 9

Grade: 9

Length/Credit: 1 year/1.0

Prerequisite: None

Homework: 📝 📝



Throughout the English 9 course, students develop their knowledge of textual elements and structures, enabling them to engage in close reading of increasingly complex texts while developing analytical skills and strategies. Students will read a variety of fictional texts ranging from short stories, poems, novels, and drama to practice identifying and analyzing an author's craft decisions. In addition, students will read nonfiction, including narrative nonfiction, a graphic novel, and advertisements to analyze persuasive techniques. Students apply their knowledge of informational texts to read critically, making inferences and analyzing bias. Students focus on narrative and persuasive writing in this course.

English 10

Grade: 10

Length/Credit: 1 year/1.0

Prerequisite: English 9

Homework:  

Throughout the English 10 course, students develop their knowledge of textual elements and structures, enabling them to engage in close reading of increasingly complex texts while developing analytical skills and strategies. Students will read and analyze a variety of literary nonfiction, fiction, poetry, films, and informational texts. Students will continue to deepen their skills of argumentation with close study and development of claims, counterclaims, line of reasoning, and building evidence-based arguments. Students also focus on poetic writing and analytical writing in this course.

English 11/12

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: English 10

Homework:  

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



Advanced Placement (AP) English Language and Composition

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: English 9 and 10

Homework: 📓📓📓

AP English Language and Composition engages students in the study of rhetoric and the tools writers have to make an argument to their target audience. Heavy focus is on thorough and accurate reading, developing an understanding of the relationship between speaker, audience, and purpose. Throughout the course, students will read a variety of texts, including speeches, essays, extracts from larger works, letters, and other informational texts. Throughout, students will examine the tools and strategies writers use to craft their message. By studying these strategies and techniques, students will develop their own skills and learn to develop their own lines of reasoning, crafting arguments coherently and effectively. Students enrolled in the course are required to take the AP Language and Composition exam in May.

Readings are selected from:

- *The Language of Composition; Renee Shea, Lawrence Scanlon, and Robin Dissin Aufses*
- *Thank You for Arguing* by Jay Heinrichs
- Various sources of journalism, including *The New York Times, The Atlantic, BBC, Al Jazeera, etc.*
- Speeches from various historical and contemporary figures
- Essays from various contemporary and historical writers
- Excerpts from larger works of fiction and nonfiction
- *The Crucible* by Arthur Miller

Advanced Placement (AP) English Literature and Composition

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: English 9 and 10

Homework: 📖 📖 📖

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

Students will read numerous works that come from [this list](#), which includes all texts that have been cited on past AP Lit Exams; some will be self-selected and others read as a class. Additionally, *How to Read Literature Like a Professor* by Thomas C. Foster and *Literature & Composition* by Jago, et. al. will be used as primary course textbooks.

SOCIAL STUDIES



Disciplinary Transfer Goals

- I recognize and develop compelling questions to guide my learning.
- I find and evaluate information to identify bias, determine reliability and help me understand the people, places and ideas around us.
- I actively engage as an informed citizen to develop my knowledge and make a positive change in my local and global community.
- I develop empathy by acknowledging multiple points of view and reflecting on my place and role in the world around me.

World History

Grade: 9

Length/Credit: 1 year/1.0

Prerequisite: None

Homework:  

This one-year course enables 9th grade students to develop a global perspective through a comparison of the past and the present. The course is inquiry-based and compares historical and modern events on a particular theme to answer the question, "What can we understand is true about human nature across time?" The course seeks to build and reinforce academic skills of active reading, note-taking, essay writing, and research through a variety of activities, including document-based question sets, debates, simulations, and discussions.

Topics Include:

- *Introduction to Historical Thinking and SS Disciplines*
- *Forms of Government*
- *Economics, Technology, and the Environment*
- *Resistance, Revolution, and Reform*
- *War and Conflict*

Economics

Grade: 10

Length/credit: 1 semester/0.5

Prerequisite: None

Homework: ✎ ✎

Principles of Economics is a one semester introductory survey course that will introduce students to the fundamental concepts and principles of micro and macro economics. Topics include broad concepts such as scarcity and choice and opportunity cost and trade-offs; microeconomic concepts including markets and price and supply and demand; and macroeconomic concepts including GDP, aggregate supply and demand, unemployment, inflation, and monetary and fiscal policy. The course will incorporate current events and elements of inquiry, allowing students to ask and answer big economic questions, while forming their own informed understanding of these fundamental concepts.

Modern Middle East Studies

Grade: 10

Length/credit: 1 semester/0.5

Prerequisite: None

Homework: ✎ ✎

This inquiry-based course will focus on student-driven study of the Middle East, its recent history, and the main issues it faces today. Students will gain an understanding of the broader Middle East as a culturally, historically, and religiously diverse collection of nations, as well as in-depth knowledge of its three main sub-regions.

Topics Include:

- *Politics*
- *Women in the Middle East*
- *Culture*
- *Economy and the Environment*



United States History in a Global Context

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: World History

Homework: ✎ ✎

This course is a thematic survey of United States history with a focus on how United States history impacted other regions and countries in the world. Particular emphasis is paid to understanding the evolving question of what constitutes the American *identity* and the role of the United States in an increasingly globalized world. Although some students might have been introduced to US history in Middle School, this course examines the political, economic and social forces of American history in considerably more detail and seeks to hone skills such as critical reading, note-taking, analytical writing, and research.

Topics Include:

- *Economic Growth*
- *Immigration*
- *Progressivism*
- *Expansion*
- *Imperialism*
- *the World Wars*
- *Civil Rights and Vietnam*
- *America and the World*

Advanced Placement (AP) Comparative Government and Politics

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite/Corequisite: United States History in a Global Context

Homework: 📖📖📖

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

Advanced Placement (AP) Human Geography

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: World History

Homework: 📖📖📖

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

The AP Human Geography course is organized around seven major topics: 1) Geography: Its Nature and Perspectives; 2) Population and Migration; 3) Cultural Patterns and Processes, 4) Political Organization of Space, 5) Agriculture, Food Production, and Rural Land Use, 6) Industrialization and Economic Development, and 7) Cities and Urban Land Use. Upon successful completion of the course students will be able to interpret maps and analyze geospatial data, understand and explain the implications of associations and networks among phenomena in places, recognize and interpret the relationships among patterns and processes

at different scales of analysis, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places.

International Business

Grade: 11, 12

Length/credit: 1 semester/0.5

Prerequisite: None

Homework: ✎ ✎

Business is a semester-long course that will immerse students in the fundamentals of business through a project based curriculum that will allow them to apply their knowledge in various authentic and real-world settings. Using current events, case studies, and projects, students will gain mastery in foundational areas of business including marketing, finance, operations, human resources, ethics, and leadership.

Entrepreneurship

Grade: 11, 12

Length/credit: 1 semester/0.5

Prerequisite: International Business

Homework: ✎ ✎

The entrepreneurship curriculum is designed to immerse students in the "Lean Startup" and "Design Thinking" approach to entrepreneurship. Students will work through the process of identifying problems, brainstorming solutions, and ultimately launching a venture to solve the identified problem. Students will publicly share their startup ideas in a shark-tank style pitch competition at the end of the semester. Entrepreneurship is a semester-long course, and students must have completed international business prior to taking the course.

AP Psychology

Grade: 10, 11, 12

Length/credit: 1 year/1.0

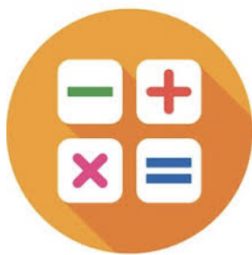
Prerequisite: None

Homework: 📝📝

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.



MATHEMATICS



Disciplinary Transfer Goals

- I explore and analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
- I clearly and precisely construct viable arguments to support my reasoning and critique the reasoning of others using mathematical language and models.
- I explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Algebra 1

Grade: 9, 10, 11

Length/Credit: 1 year/1.0

Prerequisite: Intro to Algebra

Homework:  

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

Geometry

Grade: 9, 10, 11

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1

Homework:  

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

Algebra 2

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1

Homework:  

Resources: TI 84+ Graphing Calculator

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

Algebra 2/Trigonometry

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1

Homework:  

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

class will focus on right triangle trigonometry and the application of trig functions. The final unit will introduce statistical analysis and basic probability.

AP Precalculus


Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 2/Trigonometry

Homework:  

Resources: TI 84+ Graphing Calculator

AP Precalculus is a college-level course that prepares students for advanced mathematics and science courses by focusing on functions and their applications. The curriculum covers polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued functions, and linear transformations using matrices. Students develop skills in algebraic manipulation, translating mathematical information between representations, and precise communication and reasoning. Successful completion of this course equips students with a strong foundation for future studies in mathematics, physics, biology, health science, social science, and data science. 

Advanced Placement (AP) Calculus AB

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: AP Precalculus or an equivalent course, Physics highly encouraged as pre or corequisite

Homework:   

Resources: TI 84+ Graphing Calculator

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

Applied Math

Grade: 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: Geometry or Algebra 2/Algebra 2 Trigonometry

Homework:  

Resources: TI 84+ Graphing Calculator

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

Introduction to Statistics

Grade: 11, 12

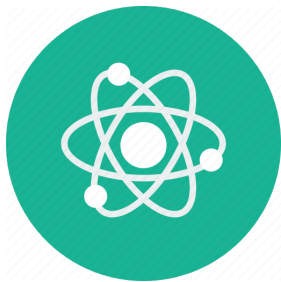
Length/Credit: 1 semester/0.5

Prerequisite: Algebra 2 or Algebra 2/Trigonometry

Homework:  

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

SCIENCE



Disciplinary Transfer Goals

- I design solutions to address real world problems by using tools to gather evidence consistent with scientific ideas, principles, and theories.
- I plan and carry out investigations to gather data and information to help explain answers to questions I have about phenomena.
- I analyze and interpret data in order to communicate conclusions and critique the validity of scientific findings and solutions.
- I construct and model scientific explanations that are supported by evidence, sound reasoning and an ethical lens.

Biology

Grade: 9

Length/Credit: 1 year/1.0

Prerequisite: None

Homework:  

Textbook: CK-12 Biology for High School ([e-textbook](#))

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



Advanced Placement (AP) Biology

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

Length/Credit: 1 year/1.0

Prerequisite: Biology, Chemistry (may be enrolled concurrently)

Homework: 📓 📓 📓

Resources: Textbook: Campbell AP Biology, Scientific calculator

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

Chemistry

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1

Homework:  

Resources: Textbook TBA, scientific calculator

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

Advanced Placement (AP) Chemistry

Grade: 11, 12

Length/Credit: 1 year/1.0

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

Homework:   

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

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

Physics

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Geometry

Homework: ✎ ✎

Resources: Graphing Calculator

Physics is a hands-on science course that will open a student's mind to the laws and principles that govern the physical world. Through phenomena and investigations, students gain insights into the concepts of mechanics, electromagnetic waves, sustainable energy, and astronomy. They learn that patterns in nature can be modeled using mathematics and how scientific understanding is used to develop technology for solving critical issues facing society.



Advanced Placement (AP) Physics 1

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 2/Trigonometry

Homework:   

Resources: College Physics , Graphing Calculator

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. A detailed description of the course, including information about the exam, is available on the College Board website. Students enrolled in the course are required to take the AP Physics 1 exam in May.

Advanced Placement (AP) Physics 2

Grade: 11, 12

Length/Credit: 1 year/1.0

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

Homework:   

Resources: College Physics , Graphing Calculator

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

Environmental Science

Grade: 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: Biology or Chemistry

Homework:  

Textbook: Zehnder, Caralyn; Manoylov, Kalina; Mutiti, Samuel; Mutiti, Christine; VandeVoort, Allison; and Bennett, Donna, "Introduction to Environmental Science: 2nd Edition" (2018). Biological Sciences Open Textbooks. 4. ([e-textbook](#))

Environmental science is the study of patterns and processes in the natural world and their modification by human activity. This project based course engages students in scientific practices to analyze environmental problems and how human society can lessen its negative impacts on planet Earth. Topics of study include: tragedy of the commons, climate change, solutions to climate change, renewable energy, non-renewable resources, eutrophication, and environmental economics. Lab work includes in class investigations such as soil composition and eutrophication as well as field work including surveying local ecosystems.

Scientific Issues

Grade: 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: Biology or Chemistry

Homework:  

Novel: [The Immortal Life of Henrietta Lacks](#) by Rebecca Skloot. and [Jurassic Park](#) by Michael Crichton.

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

WORLD LANGUAGES



Disciplinary Transfer Goals

- I speak and write in different situations while displaying appropriate cultural awareness.
- I demonstrate understanding of what I hear, read, or view on a variety of topics appropriate to my proficiency level.
- I compare my own cultural practices and language to the target culture / language.

ARABIC AS A FOREIGN LANGUAGE

These courses are designed for non-native Arab speakers.

Arabic as a Foreign Language 1

(May be combined with AFL 2 based on enrollment)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: None

Homework: ✎

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

Arabic as a Foreign Language 2

(May be combined with AFL 1 based on enrollment)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Foreign Language 1

Homework:  

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

Arabic as a Foreign Language 3

(May be combined with AFL 4 based on enrollment)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Foreign Language 2

Homework:  

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

Arabic as a Foreign Language 4

(May be combined with AFL 3 based on enrollment)

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Foreign Language 3

Homework:  

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

ARABIC AS A HERITAGE LANGUAGE

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

Arabic as a Heritage Language 1

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Heritage Language Speaker

Homework:  

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

Arabic as a Heritage Language 2

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Heritage Language 1 or teacher permission based on placement assessment

Homework: Moderate  

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

Arabic as a Heritage Language 3

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Heritage Language 2 or teacher permission based on placement assessment

Homework: Moderate  

This intensive course seeks to increase student competency in the core standards and foster an appreciation of the Arabic language. Students learn strategies to become better readers and writers in Arabic. They engage in several styles of reading and writing, from gathering information to in-depth analysis. Students are expected to discuss current topics and social issues in the Arab world, and express their understanding and opinions in a manner that reflects comfort with their Arab identity and openness to the opinions of others.

Arabic as a Heritage Language 4

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Arabic as a Heritage Language 3 teacher permission based on placement assessment

Homework:  

In this course, students further develop and refine their language skills at a native level of proficiency. There is a focus on research skills and understanding text, data collection, classification, and composition. Students also further develop and practice the language through experiences with creative writing, stories, novels, poetry, and literature in Arabic. Students build confidence in their oral skills as they work on clear articulation of thoughts in a context of respect and openness to others' points of view, especially with respect to the Arab identity.

FRENCH

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

French 1

(may be combined with French 2 based on enrollment)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: None

Homework: 

Resources: Discovery French books and literature extracts

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

French 2

(may be combined with French 1 based on enrollment)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: French 1 or equivalent

Homework: ✎

Resources: Discovery French book and French Readers (Aventure à Paris)

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

French 3

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: French 2

Homework: ✎

Resources: French readers (Le journal de Kate)

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

French 4

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: French 3

Homework:  

Resources: Themes book French Readers depending on each student's choice and literature extracts.

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

Advanced Placement (AP) French Language and Culture

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: French 4

Homework:   

Resources: Thèmes, AP prenons and 1 literature book (Le Ventre de l'Atlantique de Fatou Diome)

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

SPANISH

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

Spanish 1

(may be combined with Spanish 2 based on enrollment)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: None

Homework: 

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

Spanish 2

(may be combined with Spanish 1 based on enrollment)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Spanish 1 or equivalent

Homework: 

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

Spanish 3

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Spanish 2

Homework:  

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

Spanish 4

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Spanish 3

Homework: 📝 📝

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

Advanced Placement (AP) Spanish Language and Culture

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Spanish 4

Homework: 📝 📝 📝

Texts and Novels: Temas

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

VISUAL AND PERFORMING ARTS

VISUAL ARTS



Disciplinary Transfer Goals

- I understand, appreciate, and respond to artwork from diverse cultural and historical contexts.
- I express myself as an artist using a wide range of creative and artistic strategies to voice my personal vision.
- I make and share my art as a way to understand myself, my role in the community and to make positive contributions to the world.

Art Core 1

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: None

Homework: ✎

A semester-long introduction to the creative process through visual art-making. Students will learn how to develop responses to artistic challenges through investigating ideas, practicing art techniques, planning artworks, evaluating work through critiques and of course creating and reflecting on final artworks. This course will provide the opportunity to work with a variety of artistic practices such as drawing, painting, sculpture, printmaking, and ceramics. Art Core 1 builds a core understanding of a variety of visual arts techniques and practices and how to effectively use the creative process to develop and execute ideas. Successful completion of this class is required to move forward to Art Core 2 and beyond.

Art Core 2

Grade: 9, 10, 11, 12

Length/Credit: 1 semester /0.5

Prerequisite: Art Core 1

Homework: 📝

A semester-long course that builds on the understanding of the creative process developed in Art Core 1. Students will dig deeper into their own creative practice by taking on artistic challenges that call for a higher level of creative and critical thinking and more focused development of technical skills. Units of study in this course will provide opportunities to create using drawing, painting, sculpture, ceramics, printmaking and digital media. Art Core 2 builds a solid foundation, along with Art Core 1, preparing students to move forward to the Advanced Art course and beyond to AP art courses.



Advanced Art

Grade: 10, 11, 12

Length/Credit: 1 year /1.0

Prerequisite: Successful completion of Art Core 1 and 2

Homework: 📄 📄

This advanced, year-long course provides opportunities for students who have a passion for visual arts to take creative risks and develop technical skills. Participants will be expected to use the creative process to unpack and respond to provided and increasingly independent art prompts using a variety of 2D, 3D and digital media. More specialization into individually selected media and themes will develop in the second semester of the course, allowing students to begin preparations for an AP portfolio the following year, develop a portfolio for university, or to simply refine skills in an area of interest and enjoyment.

Advanced Placement (AP) Art

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

Grade: 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Instructor approval after successful completion of Advanced Art or with the submission of a portfolio of artwork for review. Summer sketching and planning for the AP Portfolio is required.

Homework: 📄 📄 📄

An advanced and demanding year-long course designed to prepare students for the submission of technically refined and conceptually developed artworks focused on one of three AP Studio Art portfolios: Drawing, 2D-Design, 3D-Design. Students will develop a personal theme through the creation of an Essential Question to be explored through a sustained investigation over the course of the year. Process and product are valued as evidence of both are submitted in the AP portfolio for assessment. This course is ideal for students who are passionate about art, dedicated to the creative process, and observant of deadlines and work management. This is an extremely challenging and work-intensive course that is incredibly rewarding for those who are passionate about developing themselves as artists.

PERFORMING ARTS



Disciplinary Transfer Goals

- I participate in the arts as a means of personal enrichment and fulfillment as a connected community member.
- I use my artistic knowledge to form my own perspectives and make creative choices.
- I apply my personal practice and respond to cues and feedback within an ensemble setting.
- I develop, refine and demonstrate the technical skills needed for performance.

Concert Band

(can be taken more than once)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

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

Homework: ✎

In the TAISM Concert Band, students will actively engage in music-making activities, including building foundational music performance skills, creating music, performing on a wind band or percussion instrument, and responding to music and music performances. Students will perform high quality repertoire at the highest level possible. Students will rehearse, prepare and perform music in scheduled public performances. Students enrolled in Concert Band also have the opportunity to submit auditions and participate in external honor band festivals such as AMIS and SAISA Music. It is our hope that students will develop a life-long love of music through cumulative musical experience, collaboration, and successful performances of the TAISM Concert Band.

Jazz Band

(can be taken more than once)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

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

Homework: ✎

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

Concert Choir

(can be taken more than once)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: None

Homework: 

Concert Choir is open to any student in 9th-12th grade, who sincerely expresses interest in developing skills as a singer and performer. This class provides students the opportunity to appreciate the work and dedication necessary for singing in a chorus, as well as the enjoyment felt from bringing a piece of music to life. The class expands on foundational skills and singing techniques, incorporating the next step of difficulty in a setting for Soprano, Alto, Tenor, and Bass (SATB) voices. Students broaden their music literacy skills, train their ears as mindful singers, and strengthen their understanding of critical listening and choral ensemble concepts. With an ensemble (team) based approach, singers are enriched socially and serve in a variety of leadership roles. The high school choir ensembles perform in concerts throughout the year and at graduation.



Kindred Chamber Choir

(can be taken more than once)

Grade: 9, 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Audition

Homework: 

Kindred Chamber Choir is an auditioned, 12-member select ensemble for high school students who are reaching independent proficiency in choral singing. This course involves learning multiple part divisi and harmonizing at a fast pace, requiring strong tonal memory and sight reading skills. Members prepare new material outside of class, referred to as 'prehearsal' work. Students who earn a position in this group are expected to set personal goals, often through solo demonstration in front of their peers. Because there are only 3-4 singers per voice part which often split into divisions in advanced a cappella/chamber choir literature, accountability, leadership, proficiency, and independence are key standards in Kindred. For performances with modern music, members take on the challenge of arranging harmonies themselves. The high school choir ensembles perform in concerts throughout the year and at graduation.

Drama

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None (can be taken more than once)

Homework: 📝

In the High School Drama course, students will use acting and drama techniques to explore and communicate ideas, emotions, and relationships. Students will study vocal and physical performance skills, and the basic design and implementation of technical theater skills including lighting, sound, costume, stage make-up, props and scenery. The units and content of the course will change each year for students wishing to take the class multiple times. Through this introductory course, you just may grow to love the theater experience.



Advanced Drama

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

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

Homework: ✎

Advanced Drama is a year-long course to provide students with a more in-depth experience of theater as an art form. Students will act, direct, and design technical aspects for scenes, one-act plays, and/or full length productions. We will read, write, and evaluate texts as well as view and critique performances. Students will explore the techniques and theories of various practitioners and genres of theater. Communication, collaboration, creative thinking, and problem-solving skills are continuously applied as you create and perform. The units and content of the course will change each year to cover multiple areas and genres of theater and to broaden the skills for students taking the course multiple times. At least two performances for live audiences happen per school year.

Technical Theater

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: Application required for teacher approval.

Homework: ✎ ✎

The areas within technical theater easily become creative outlets for people who like to work with their hands, have an eye for design, and can visualize the look of a story. The technical work behind the scenes is what makes a production possible. Technical Theater can be taken as a semester class with a complete application and teacher approval. Design projects are a big part of the course and may require a moderate amount of homework throughout the semester. There will also be practical experience as you work on performances and productions as they happen throughout the year. This is a hands-on course that includes the areas of lighting, sound, costumes, make-up, scenic painting, set construction, props, and script analysis. Units of study will change each year to align with the TAISM plays and musicals. Students can take the course multiple times. Students applying to take this class must have a strong work ethic and be open-minded to trying multiple areas of technical theater.

PHYSICAL EDUCATION



Disciplinary Transfer Goals

- I recognize the value of living a healthy and active lifestyle in a variety of environments.
- I have the confidence to apply the skills necessary to participate in the activity of my choice.
- I exhibit responsible personal and social behaviors that respect self and others.
- I know how to achieve and maintain a healthy level of fitness.

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

Lifeguarding and Aquatics

Grade: 9, 10, 11, 12

Length/Credit: 1 semester (spring) / 0.5

Prerequisite: 15 years old, strong swimming skills

Homework: 📖 📖

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

Individual and Dual Pursuits

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None (may be repeated)

Homework: 

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

Personal Fitness 1

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

Homework: 

Personal Fitness 1 focuses on the development of students' skills, knowledge and understanding of fitness. The course develops and maintains appropriate levels of cardiorespiratory endurance, muscular strength and endurance, and flexibility and body composition necessary for a healthy and productive life. Students design and implement a personal exercise program based on information obtained from fitness assessments and smart-goals setting in accordance with appropriate training principles. Students will participate in and compare health and fitness benefits from various established and current fitness trends.

Personal Fitness 2

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: Personal Fitness 1

Homework: 

Personal Fitness 2 builds on the foundation of Personal Fitness 1, with students focusing on personalized goals. This course is designed to explore specificity and expand understanding of

fitness principles in relation to personal improvement. Students will engage in topics such as holistic health, injury treatment and recovery, personalized health goals, sports & athletic performance, and are planned to support students with a passion for physical activity, health, and well-being.

Lifetime Sports

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None (may be repeated)

Homework: 

This course is designed to provide opportunities for students to develop the competence and confidence to participate in a variety of activities that will help them maintain physical activity throughout their lifetime. Some examples of activities that may be offered during the course are net games, aerobic walking/hiking, striking and fielding, water activities, and target games. Students will practice ethical behavior in competitive situations, collaborative skills in small-sided games/teams, and goal setting as it relates to skill development. Students will also practice skill analysis in order to improve their own skills as well as supporting classmates in their skill development. The goal of this course is for students to recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.



HEALTH



Disciplinary Transfer Goals

- I am respectful of others' beliefs and differences.
- I advocate for myself by accessing information and resources when I need them to support my health and well-being.
- I use healthy coping strategies to regulate my emotions.
- I proactively approach transitions in my life by accessing resources and support.
- I recognize healthy and unhealthy relationships and interactions and can protect myself.
- I set goals and make informed decisions to support my health and well-being.

Health & Wellness

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

Homework: ✎

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

Skills Include:

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

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

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

COMPUTER SCIENCE



Disciplinary Transfer Goals

- I use a variety of technologies to creatively design solutions.
- I recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.
- I develop and test programming algorithms to solve problems.

Computer Science

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

Homework: 

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

Game Design

Grade: 9, 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

Homework: 

This engaging and accessible semester-long course is designed as a gateway to the fundamentals of game design and programming. Students will learn how to use fundamental coding structures (e.g. variables, conditional, loop and functions) through a series of skill-building lessons that seamlessly transition into hands-on projects. Throughout the semester you'll craft multiple games of varying styles and complexity. You will also explore the fundamentals of game design theory by analyzing a variety of games and implementing those concepts into your projects. Whether you're a novice or a gaming enthusiast, this course welcomes all skill levels.



Advanced Placement (AP) Computer Science Principles

Grade: 10, 11, 12

Length/Credit: 1 year/1.0

Prerequisite: Algebra 1

Homework: 📝 📝

Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students enrolled in the course are required to take the AP Computer Science Principles exam in May.

OTHER COURSES

Advanced Placement (AP) Self-Study

Grade: 11, 12

Length/Credit: 1 year/1.0 (see below description)

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

Homework: 📖 📖 📖

Students in grade 11 or 12 may take any of the AP courses not offered by TAISM through an AP Self-Study option. Because of the rigorous nature of AP exams, students choosing to do this must have successfully completed (with a score of 3 or above) an AP exam previously; or if they have not taken an AP course, the student must have achieved a High Honor award. In order for the course to appear on the transcript with credit and a grade, a student must sign up and pay for an AP online course through VHS or Apex Learning and provide the official transcript at the end of the course. Students are required to take the AP exam in May of the same year they take an AP Self-Study.

English Language Learner (ELL)

Grade: 9, 10, 11, 12

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

Prerequisite: None

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

Independent Study

Grade: 10, 11, 12

Length/Credit: 1 semester/0.0

Prerequisite: None

A student must get approval to be enrolled in independent study. Students in independent study take ownership for their learning by practicing time management, focusing on their assignments, and working responsibly. Students are required to sign in and note their location should they need to confer with a teacher. In general, students may only have a maximum of two independent study blocks at one time.

Learning Support

Grade: 9, 10, 11, 12

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

Prerequisite: None

The goal of the Learning Support course is to support students with learning differences so that they can access the curriculum and develop strategies for success. The format of the course is individualized and based on student needs. Services students might receive through this class include academic coaching, strategy instruction, structured time for homework completion and/or individual or small group intervention. Admission to the course is determined on a case-by-case basis and students receive semester or full year credit.

Student Assistant

Grade: 10, 11, 12

Length/Credit: 1 semester/0.5

Prerequisite: None

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

HIGH SCHOOL MASTER COURSE LIST

Course	Credits	Grade Level	Recommendation	Audition?
English 9	1	9		
English 10	1	10		
English 11	1	11		
English 12	1	12		
AP English Language and Composition	1	11-12	X	
AP English Literature and Composition	1	12	X	
World History	1	9		
Economics	1	10		
Modern Middle East Studies	0.5	10		
United States History in a Global Context	1	11-12		
AP Comparative Government and Politics	1	12	X	
AP Human Geography	1	11-12	X	
International Business	0.5	11-12		
Entrepreneurship	0.5	11-12		
Economics	0.5	11-12		
AP Psychology	1	11-12	X	
Algebra 1	1	9-11		
Geometry	1	9-11		
Algebra 2	1	9-12	X	
Algebra 2/Trigonometry	1	10-12	X	
AP Precalculus	1	10-12	X	
AP Calculus AB	1	11-12	X	
Applied Math	0.5	11-12		
Intro to Statistics	0.5	11-12		
Biology	1	9-12		
AP Biology	1	10-12	X	
Chemistry	1	10-12		
AP Chemistry	1	11-12	X	
Physics	1	10-12		
AP Physics 1	1	11-12	X	
AP Physics 2	1	11-12	X	
Environmental Science	0.5	11-12		
Scientific Issues	0.5	11-12		

Course	Credits	Grade Level	Recommendation	Audition?
French 1	1	9-12		
French 2	1	9-12		
French 3	1	9-12		
French 4	1	10-12		
AP French Language and Culture	1	10-12	X	
Spanish 1	1	9-12		
Spanish 2	1	9-12		
Spanish 3	1	9-12		
Spanish 4	1	10-12		
AP Spanish Language and Culture	1	10-12	X	
Arabic as a Heritage Language 1	1	9-12		
Arabic as a Heritage Language 2	1	9-12		
Arabic as a Heritage Language 3	1	9-12		
Arabic as a Heritage Language 4	1	10-12		
Arabic as a Foreign Language 1	1	9-12		
Arabic as a Foreign Language 2	1	9-12		
Arabic as a Foreign Language 3	1	9-12		
Arabic as a Foreign Language 4	1	10-12		
Art Core 1	0.5	9-12		
Art Core 2	0.5	9-12		
Advanced Art	1	10-12	X	
AP Art (2-D, 3-D, Drawing)	1	11-12	X	
Concert Band	1	9-12		
Jazz Band	1	9-12	X	X
Concert Choir	1	9-12		
Kindred Chamber Choir	1	9-12	X	X
Drama	0.5	9-12		
Advanced Drama	1	10-12	X	
Technical Theater	0.5/1	9-12	X	
Lifeguarding and Aquatics	0.5	9-12		
Individual and Dual Pursuits	0.5	9-12		
Personal Fitness 1	0.5	9-12		
Personal Fitness 2	0.5	9-12		
Lifetime Sports	0.5	9-12		
Health & Wellness	0.5	9-12		
Computer Science	0.5	9-12		
Game Design	0.5	9-12		

Course	Credits	Grade Level	Recommendation	Audition?
AP Computer Science Principles	1	10-12	X	
AP Self-Study	0	11-12	X	
English Language Learner	1	9-10	X	
Independent Study	0	10-12	X	
Learning Support	1	9-12	X	
Student Assistant	0.5	10-12	X	

HIGH SCHOOL FACULTY

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Mr. Zakaria Makri

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BAND

Mr. Drew Minaker

CHOIR

Mrs. Brink

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Ms. Jen Maaldrink

DRAMA

Mrs. McKenzie Eury

ENGLISH

Ms. Katie Dean
Ms. Annemarie Hodge
Ms. Kristen Saxhaug

FRENCH

Ms. Severine Gerard

HEALTH

Ms. Laura MacDonald

COMPUTER SCIENCE

Mr. Greg Brink

LEARNING SUPPORT

Ms. Liz Pasquini

LIBRARIAN

Mr. Ryan Callaway

MATHEMATICS

Ms. Karen Shivers
Mr. Alam Virgen
Mr. Timothy Wotherspoon

PHYSICAL EDUCATION

Mr. Josh Takayoshi

SCIENCE

Mr. Thomas Pasquini
Mr. Rob Thomas
Ms. Misty Tyler

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Mr. Hugo Maaldrink

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If you have further questions, please contact the following:

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