

2012-2013

**Kuwait American
School**

High School Curriculum Guide

MISSION

The Kuwait American School is a values-based school committed to delivering international education to the highest academic standards. We seek to educate the whole person towards the highest level of human consciousness in a learning environment of intercultural understanding and respect. Our mission is to serve our one world community by empowering valuable members of society.

PHILOSOPHY

We believe all children are gifted.

We believe that character development is especially important to support academic success.

We create a positive environment where the diversity of the student body and staff creates interest and respect for different cultures and backgrounds.

We provide a challenging and creative academic environment where learning is a never-ending pursuit.

We strive to develop independent and creative thinking in our students.

We expect our children to accept differences in opinion and be sensitive and understanding toward individual ideas and beliefs.

We are dedicated to student intellectual achievement emphasizing the social awareness and spiritual integrity that will prepare them to contribute to the world community.

PRINCIPAL'S MESSAGE

Dear Parents,

As Principal of Kuwait American School, it gives me great pleasure to extend to all our new and returning students, faculty, staff, and community a warm welcome to our school. KAS is one of the premier schools in Kuwait with a rich tradition of excellence. Since its inception, Kuwait American School has consistently provided educational excellence to its diverse student populace. Our greatest assets have been our educators, whose commitment and dedication to KAS is evident in the value our parents and students hold for them.

As your Principal, I am committed and determined to provide our students with a safe and challenging environment. Our administration and staff will continue to hold high expectations to be met by our students. It is in the spirit of meeting this challenge, that I invite all of our parents to partner with our students, their instructors, coaches, guidance counselors and administrators in collaborating to help pave the path to the endless new horizons of greater student achievement. I personally look forward to seeing all of you at our school functions throughout the year.

Sincerely,

Mr. Peter Williams
Principal

CURRICULUM COORDINATOR'S MESSAGE

Dear Parents:

As the new school year begins, we want to share with you an outline of the High School curriculum so that you will be aware of what your child is learning in school. Although this guide includes descriptions of each curricular area, learning does not occur in separate compartments. Rather, instruction is integrated and connected to support the way children learn.

The curriculum is designed to develop physical, social, emotional and intellectual abilities and to help children become independent learners. Classroom teachers are sensitive to different rates of development, levels of ability, and styles of learning in planning instruction. We strive for a unified, consistent approach to curriculum delivery in classes across a grade level. However, specific delivery may vary from classroom to classroom, as teachers strive to meet the individual needs and interest of their students.

In the High School classroom, children are engaged in active learning using developmentally appropriate materials. The classroom environment is structured to encourage positive interactions and meaningful learning experiences. Students are not only acquiring knowledge and skills; they are developing attitudes towards school and education that establish a foundation for lifelong learning.

We believe that schools and parents are partners in educating children. Should you have any further questions concerning the curriculum please don't hesitate to contact your child's teacher or any of our school leaders. Thank you for choosing to partner with KAS in order to ensure that your child has a happy and successful school year.

SCHOOL SCHEDULE

Students attend school between the hours of 7: 30 a.m. and 2:30 p.m. Each period is 45 minutes in length, with a total of 8 periods per day. Student recess is from 10:00 a.m. to 10:15 a.m. Lunch is scheduled from 1:00 p.m. to 1:30 p.m.

ATTENDANCE POLICY

Students are encouraged to attend school on a daily basis. In the event of an excused absence, students are expected to return to school with verifiable documentation. Excused absences provide students with an opportunity to make up missing assignments in a timely fashion.

STUDENT SERVICES

Students may frequent the guidance department to engage in academic planning or to find meaningful resolutions to other daily needs. Staff members are available to mentor, and provide opportunities for overall student development.

GENERAL INFORMATION

INFORMATION TECHNOLOGY COMPETENCY REQUIREMENT

As a part of our mission, Kuwait American School expects its graduates to demonstrate a working competence with Information Technology. All students must show proficiency in collecting and analyzing relevant information via the Internet, access Jupiter web pages for assignments and course information, and use e-mail systems for communication. KAS students may meet this expectation through certifying a grade of D- or better in the Computer Applications I Course.

PLANNING CONSIDERATIONS

1. Each student will be scheduled for at least seven courses. In all cases, at least four of the courses must be categorized as academic. This pattern ensures optimum flexibility for breadth and depth, both of which are necessary for sound comprehensive college preparation.
2. English must be taken each year. A student with a final average below D- is required to repeat English in order to advance to the next grade.
3. Mathematics is required in grades 9-12.
4. Many colleges require more than two years of a language; therefore, we encourage additional studies. Arabic is a part of student required classes.
5. Practical work in the science lab is required.
6. World History, U.S. History, and one additional social studies elective are required. At least one academic elective credit in Social Studies is encouraged per year.
7. One credit in Fine Arts is required. This may be taken as two semester courses or one full year course.
8. One credit of Physical Education/Fitness is required. Life Management skill is required for one semester, typically in grade 11 or 12.
9. Re-enrollment and promotion to the next grade is considered using final grades in each course. A grade of D- or better is considered passing. Successful completion of a course requires taking the semester examination. In some cases failure in a single course may be made up during the summer, but each student's academic status is evaluated individually with respect to re-enrollment.
10. All subjects are graded on a scale of A-F.

*To qualify for graduation, a student must be in full-time attendance for his or her entire last year. Each student must take and pass at least four academic subjects and one other course during each semester, regardless of the total number of credits previously earned. Additionally, a student must earn a grade of at least D- in all course work. Successful completion of a course requires taking the semester examination. A student who is deficient in one subject, meaning the final average was below D-, must make up the deficiency.

SCHEDULING

The preparation of a student's academic schedule is a very important undertaking and presents a number of opportunities for consultation among student, family, advisor, and academic office. We urge your careful consideration of the requirements and options and strongly recommend a plan that outlines the entire school career well in advance. Please refer to this curriculum guide for specific information and do not hesitate to ask for assistance. Our commitment to small, balanced classes means that requests for individual teachers or specific periods cannot be accommodated. Each spring students will complete a course request form for the upcoming academic year.

REQUIRED COURSES BY GRADE LEVEL

No.	GRADE 9	No.	GRADE 10
1	English I	1	English II
2	Math (Math concepts OR Algebra I)	2	Math (Algebra I or Geometry)
3	Modern History	3	Ancient History
4	Biology	4	Chemistry
5	Arabic 9	5	Arabic 10
6	Islamic Religion9/Holy Quran9*	6	Islamic Religion10/Holy Quran 10 *
7	Information Technology	7	PE
8	Electives	8	Electives

No.	GRADE 11	No.	GRADE 12
1	English III	1	English IV
2	Math (Geometry OR Algebra II)	2	Math (Algebra II OR Pre-Calculus OR Statistics)
3	US History	3	Arabic 12
4	Physics (OR Environmental Science)	4	Islamic Religion12/Holy Quran 12*
5	Arabic 11	5	Electives
6	Islamic Religion11/Holy Quran 11*	6	Electives
7	Art	7	Electives
8	Electives	8	Electives

*For Muslim students only.

***Electives available for the 2012-2013 academic year are:
(Art, Design, Photography, Sociology, French, SAT English, SAT Math)

Sample Freshman Course Selection Form

Subject Area (Instructional Hours)	Course Selection for the 2012-2013 school year	Course Selected
English (6)	<i>English I</i>	English I
Math (6)	The student's current math teacher will be recommending the most appropriate class for the student for next year. Please give this form to your current math teacher to complete.	<hr/> Algebra I Course Name <hr/> Teacher signature
Science (6)	<i>Biology</i>	Biology
Social Studies (5)	<i>Modern World History</i>	Modern World History
Arabic (6)	<i>Arabic I</i>	Arabic I
Islamic Studies (3)	<i>Islamic Studies I</i>	Islamic Studies I
Physical Education (2)	<i>Physical Education</i>	Physical Education
Elective (6) 1 st Choice	Write the name of the course you are selecting. Select one year- long course and/or two semester long courses.	Photography I Introduction to Business
Elective (6) 2 nd Choice	Write the name of the course you are selecting. Select one year- long course or two semester long courses.	Computer Applications I
Elective (6) 3 rd Choice	Write the name of the course you are selecting. Select one year- long course or two semester long courses.	Journalism Speech

GRADES

Kuwait American School utilizes an Alpha System for reporting student grades, (A, B, C, D, F). The minimum college certifying grade is C-. The use of plus (+) or minus (-) more clearly defines the specific level of achievement attained. Students who receive an incomplete in a course have two weeks from the end of the grading period to make up the work or may receive a failing grade in the course.

Each academic department within the School establishes evaluation standards. Any required course in which a grade below D- is earned must be repeated before proceeding to the next level of that subject.

CUMULATIVE G.P.A.

For computing cumulative G.P.A, the following chart is used.

A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

ACADEMIC HONORS

KAS recognizes students' academic achievement in a number of ways. One of these is the designation of First and Second Honors. Students qualify for this recognition based upon quarter grades.

First Honors

No grade below a B in any course

Minimum GPA of 3.5

Second Honors

No grade below C+

Minimum GPA of 3.0

ENGLISH DEPARTMENT

English is required during each year of study. The Kuwait American School English curriculum is developmental and sequential, with certain skills being mastered at each grade level, allowing the students to progress from simple sentence structure and syntax in the formative grades to a complex and articulate use of language in the upper grades.

All English courses are designed to encourage students to develop to the fullest extent possible their communication skills. We expect students will learn to speak correctly and effectively, to write accurately and cogently, and to read with intelligence and appreciation. Along the way students are taught to analyze, to criticize, and to evaluate literature.

English courses at KAS are designed to provide students with the knowledge of and the respect for reading, writing, speaking, viewing, and listening. The purpose of each course is to encourage critical and analytical thinking, to improve and increase vocabulary, to teach discrimination in literary tastes, to instill self-discipline and self-confidence, to provide incentive to language skills, to encourage the respect for the opinions of others, and to provide a strong foundation for future learning. English teachers hope to instill in all students the personal appreciation of the aesthetic pleasures and the practical benefits, which can be derived from the knowledge, and appreciation of one's language and literature. We also hope that students, through their own experiences and discoveries in literature, will learn much of worth about the world and themselves, and that this knowledge and understanding will assist them in living more meaningful lives.

ENGLISH I (103)

Grade 9

1 Credit

English I is a transitional course which culminates the language arts experience begun in middle school and also introduces students to the rigors and rewards of upper school English. It is a sophisticated course designed to introduce students to the essential forms of literature and to provide them with the tools to respond to and participate in those works they have read. Students will learn how to communicate ideas clearly and correctly in both oral and written English. Although there will be some instruction of sentence and paragraph writing, the focus will rapidly move to the traditional five-paragraph essay as a vehicle of expression. Students will gain a command of the technical vocabulary necessary for writing convincingly about literature and also will continue a close study of English grammar.

By the completion of English I, students are expected to demonstrate an awareness of the nature and function of language in human affairs. In addition to summer reading, students will read literary selections focusing on the thematic portrayal of the hero and the initiation cycle. These works are selected from the world's masterpieces beginning with the Greek and Roman cultures up to the Renaissance. Students will respond to these

works through formal and personal essays. Integral to this end, students will learn the importance of prewriting, outlining, editing, and revising by polishing two essays a quarter. By the end of the ninth grade year, students gain an appreciation for the process of writing, the power of language, and the beauty of literature.

ENGLISH II (104)

Grade 10

1 Credit

Building on the foundation established in the ninth grade year and expanding the idea of the hero, sophomores will hone their critical reading skills and will diversify their writing styles to accommodate their maturing thought processes. Students will read the literature emerging from a variety of cultures beginning with the Renaissance through the twentieth century. In addition to reading major literary works, students will examine essays that reveal the intellectual conversation between philosophical discourses and the literary responses to the ideas that have influenced the world.

In addition to reviewing the five-paragraph essay, students will broaden their styles of expression, modeling essays of comparison and contrast, description, definition, cause and effect, and persuasion. As students gain an appreciation for reason, argument, language, style, and structure, they will emerge as discerning thinkers ready to handle the complexity of the ideas and literature they will encounter in their junior and senior years.

ENGLISH III (105)

Grade 11

1 Credit

English III explores a historical survey of American literature, from colonial essayists to contemporary poets and novelists. Through a close study of major writers, students will grasp the historical trends and that sense of destiny which shaped American literature, become aware of the importance of literary criticism, and learn to express and refine their own appreciation and evaluation of these important works.

Writing will increasingly concern the literature student, but students will also continue to compose essays based upon their own experiences and thoughts. Nonetheless, the major objective remains to develop the ability to deal with literature and simple literary criticism in a mature, effective style. Seasoned readers and writers will ultimately glean an awareness of the American experience and the spirit and character which we call the American Mind.

Students must not only come to understand a chronological approach to this literature but must also train their eyes to a thematic vision. The instructor may, in fact, at times lift works out of sequence or even reverse their sequence in order to provide a sense of those themes, which transcend historical events.

ENGLISH IV (106)

Grade 12

1 Credit

This course synthesizes the work begun in the earlier grades. Elements of literature are reviewed with a focus on how they are manifested through all genres: fiction, poetry, drama, the essay. Writing is based upon the literature under consideration and personal experiences. All basic methods of development are explored: exposition, description, narration, definition, and argumentation. Critique and evaluation of student writing are primarily concerned with matters of style and rhetoric.

The study of literature will be a continuation of traditional literary elements by means of discussion closely tied to selected major works in each of the four genres: fiction, poetry, drama, and the essay. The approach to the literary works will emphasize the rhetoric of reading. Such reading will include active involvement of both thought and feeling, and will encourage the student to value his own experiences with life and with language. In the process, it will enrich both. The student will be asked to view literature as a significant reflection of life and also as an imaginative extension of life's possibilities.

INTRODUCTORY COMPOSITION (125)

Grades 9, 10, 11

1 Semester

½ Credit

This course is a writing laboratory for students who are insecure in their basic language skills for their grade and age. To assist in the maturation of their writing, the classwork will include basic grammar review, vocabulary, logical and cohesive planning, the study of some rhetorical methods of proven writers, and the recognition and use of standard written English. The course sequence will be that of a laboratory and will be determined by the individual needs of students. Students are permitted to work on essays for core academic classes in this laboratory setting.

SENIOR COMPOSITION (108)

Grade 12

1 Semester

½ Credit

This course sequence and content will be that of a laboratory and will be determined by the individual needs of the students. The standard of performance will be established to prepare the KAS senior to succeed in a typical English composition course in the freshman year of college.

The work in composition is designed for the student who is still weak in some areas of language skill development and vocabulary. The composition begins with exercises designed to increase the comfortable use of basic types of English sentences, paragraphs, and college level vocabulary. In addition to the necessary review of grammar and syntax, the student will have repeated assignments in techniques for exposition, description, definition, argumentation, analysis, and comparison-contrast. The exercises will include increased emphasis on sentence variety and maturity, paragraph unity and cohesion, and logical development within the framework of a well-planned essay.

PUBLIC SPEAKING (170)

Grades 10-12

½ Credit

Public Speaking introduces the student to the exacting discipline and fine art of the spoken word in its various forms of expression. It is, therefore, hoped that this course will have both artistic and psychological value for the student by fostering confidence and pride in oral communication, which should prove helpful in their pursuit of other academic skills. All “performed” material is thoroughly analyzed as to the ideas of the author and according to the components of both spoken and written rhetoric. This involves such basic skills as projection, diction, phrasing, timing, and expression. Various literary genres are utilized such as poetry, drama, stories, and formal oratory. Students are also expected to write and present their own material.

JOURNALISM (180)

Grade 9, 10 1 credit

Prerequisite: Permission of the instructor.

The School’s newspaper is a student-produced publication. Participants are not only responsible for all stories and editorial duties but must also learn the principles of journalism in the production of no fewer than six newspapers during each academic year. The paper serves the student body, faculty, administration, and alumni, and seeks to make the KAS community aware of important happenings on campus.

WORLD LANGUAGES DEPARTMENT

In world languages, our major goals are to provide our students with the necessary communication skills in the language and to prepare them for subsequent courses in the college environment. This preparation gives students a practical knowledge, which will allow them to put the language into use in travel or in their chosen profession.

Our program specifically involves working with students in the four skills of listening, reading, speaking, and writing, while developing an awareness of and sensitivity to the cultural aspects of the target language.

Arabic I, II, III, IV

Arabic classes and AFL classes are mandated by the Kuwait Private Ministry of Education. Details regarding the specific information covered in these courses may be obtained from the Arabic department chairperson at KAS.

FRENCH I (201-A)

Grades 9-12 1 Credit

This course develops basic speaking, reading, listening, and writing skills. Students are introduced to the francophone culture through geography, music, and the arts. There are daily homework assignments, frequent quizzes, several tests, and a comprehensive final exam.

FRENCH II (202-A)

Grades 9-12 1 Credit

This level continues the basic grammar structures and vocabulary begun in French I. Speaking is emphasized; all language skills are reinforced and refined. Students keep a journal in French, give occasional oral reports in class, take frequent quizzes and several tests, and have daily homework assignments. Speaking is emphasized during the second semester. The final exam is comprehensive.

MATHEMATICS DEPARTMENT

The basic philosophy of the department takes into consideration the sequential nature of math courses. In addition to gaining an understanding of basic concepts underlying the field of mathematics, the student is expected to master algebraic skills necessary to compete in college.

Homework is an integral part of the curriculum and is assigned each evening. The student should allow study time each night to complete his assignments in order to be prepared for the next day's class. Generally, the student can expect to have quizzes, numerous homework checks, and four to six major tests during a grading period. Comprehensive semester and final examinations are given in all courses.

ALGEBRA I (308)

Grade 9

1 Credit

It is assumed that students entering Algebra I have a strong background in the fundamental mathematical operations of numbers, fractions, and decimals. Algebra I enables the student to understand some of the basic structures of the algebra of the real number system. Acquisition of skills in algebraic manipulations and the application of these skills in solving problems are course objectives. Emphasis is placed not only on the mechanical aspects of algebra, but also on the approach to a problem. Topics include equations, inequalities, real numbers, polynomials, rational expressions, functions and their graphs, systems of equations, and an introduction to radicals.

GEOMETRY (305)

Grade 10

1 Credit

Prerequisite: Algebra I

This course enables the student to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. Students also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

ALGEBRA II AB (304)

Grades 10-11

1 Credit

Prerequisite: Algebra I and Geometry

This course is an extension and enhancement of the concepts covered in Algebra I. Emphasis is placed on the underlying structure of the number system, and the basic

axioms and theorems of algebra. Topics include systems of linear equations, sequences and series, irrational and complex numbers, graphing, quadratic relations and systems, and logarithms. Trigonometry is introduced. Emphasis is placed on skills enhancement and problem-solving. The use of graphing calculators is introduced and integrated into the curriculum.

PRE-CALCULUS (339)

Grades 10, 11, 12

1 Credit

Prerequisite: Geometry and Algebra II

Pre-calculus completes the student's preparation for a course in calculus. The focus of the course is on functions. Topics in the course syllabus include algebraic functions and their properties, inverses, graphing techniques, and exploring the transcendental functions of logarithms and trigonometry. The study in trigonometry includes right triangle trigonometry and circular function explorations, verifying identities, solving equations, and vectors.

TRIGONOMETRY (396)

Grades 11-12

½ Credit

Prerequisite: Algebra II

Teacher recommendation required.

The focus of this course is on understanding the definitions and principles of the trigonometric functions, their graphs, and their applications to problem solving. The main concepts covered in this course include: right-triangle and oblique-triangle trigonometry, circular functions and radian measure, graphs, trigonometric identities, solving trigonometric equations, the trigonometric form of complex numbers, and polar coordinates. Trigonometry occupies a position in the mathematics curriculum that expands our mathematical framework and the way we view the world around us.

INTRODUCTION TO DATA ANALYSIS (307)

Grades 10-12

½ Credit

Prerequisite: Algebra II

This study gives the student a preview of college probability and statistics courses without using the higher levels of mathematics. Topics focus on the use and understanding of statistical techniques. The display of data, finding trends or relationships in data, and pertinent probability concepts are studied through examples with the aid of graphing calculators.

COMPUTER SCIENCE DEPARTMENT

COMPUTER APPLICATIONS (322)

Grades 9-12

1 Credit

Computer Applications is designed with the beginner in mind. Starting with keyboarding skills, students will then learn how to utilize Windows XP for accessing and manipulating their files. Exploring Microsoft Word, students will gain valuable experience in preparing résumés, cover letters, and research papers. Using Microsoft Excel, students will learn how to create an electronic spreadsheet to manage numerical data. Students will also be exposed to computer concepts and literacy, which include: parts of a computer, how the CPU works, telecommunications, networking, and ethical/legal issues. Internet browsers and search engines will be discussed, with students gaining important hands-on experience. At the end of the semester, students will create a basic slide presentation using Microsoft PowerPoint. It is recommended that this course be taken as early as possible in upper school course planning.

MULTIMEDIA APPLICATIONS (325)

Grades 9-12

1 Credit

This course is designed to introduce students to a wide range of multimedia and web applications that they may use throughout high school as well as into university. The semester will be divided equally amongst the following applications; Digital Video including filming, editing and presenting; Digital Graphics including image editing and preparing digital images for print or web presentations; Digital Animation, including storytelling, as well as web use. Students will also be introduced to computer aided design software that allows architectural style drawings.

SCIENCE DEPARTMENT

The science curriculum is structured to ensure that our students are well prepared for college science courses; develop an understanding of concepts in the biological and physical sciences and their application to life situations; develop an appreciation for the attitudes of science and skill in using its methods; develop a scientific vocabulary, skills in laboratory techniques and problem solving; develop critical thinking skills; become

proficient in the use of laboratory equipment commensurate with the grade level; and appreciate the relationship between science and other academic disciplines.

LIFE MANAGEMENT SKILLS (424-S-1)

Grades 11-12 ½ Credit* Required

(*- does not count toward science requirement for graduation.)

This course is designed to introduce and develop skills, which are designated to be valuable life skills. topics covered are: (1) social — mental health, decision making, peer pressure, communication skills, positive emotional development, relationships, introduction to community service/volunteerism, (2) physical — stress and its management, use of tobacco, cancer, nutrition, fitness, drug education, CPR, suicide prevention, and (3) consumer education — truth in advertising, budgeting.

BIOLOGY (403)

Grade 9 1 Credit

Co- or prerequisite: Algebra I

This course develops an appreciation of the accomplishments of early biologists, cell structure and function, cell respiration, and photosynthesis, relationship of function and structure of organ systems in the human body, and interrelationship of organisms and their environment. Developing skill in using equipment and techniques in addition to reinforcing classroom activities are the prime laboratory objectives.

CHEMISTRY (405)

Grade 10 1 Credit

Prerequisite: Biology

Co- or Prerequisite: Geometry

The emphasis in this course is on the description of the physical properties of matter and the changes these properties undergo during a chemical reaction. The solid, liquid, and gaseous states are described by laboratory exercises. The structure of the atom and the processes involved in forming compounds are discussed with special attention to the topics of oxidation/reduction, stoichiometry, kinetics, and equilibrium. The comparative chemistry of elements is stressed throughout the course. Lab work includes both quantitative and qualitative exercises, which are useful in reinforcing the topics being studied. The student is introduced to techniques for isolating the products of chemical reactions and methods for describing the chemical change observed. A TI graphing calculator is required.

PHYSICS (406)

Grades 11-12 1 Credit

Prerequisite: Completion of one year of Biology, one year of Chemistry, and one year of Algebra 2.

This course will emphasize the study of motion, forces, energy, heat, sound, electricity, and light. It is designed primarily for those students who are interested in a more conceptual approach to the subject material; however, some mathematical applications to the major concepts of physics will be emphasized. Laboratory experiences will enhance the student's understanding of concepts being covered as well as allowing students a greater appreciation for our physical world.

ENVIRONMENTAL SCIENCE (407)

Grades 11 and 12 1 Credit

Prerequisite: Completion of Biology or Chemistry or permission of the instructor.

Environmental Science is a comprehensive, holistic, and eclectic approach to understanding critical environmental issues that are essential to every one of us. It is a new kind of science, differing from traditional ecology in its studies of the interrelationships between organisms and their environment. It includes ecology but takes it further into practical problems of humans and their environment. It also explores best management practices to build a sustainable society. Topics such as ecosystems, biogeochemical cycles, biodiversity, population dynamics, population growth, water resource management, soil conservation, sources of energy, succession, air quality assessment, purification of natural resources, food production and pesticides, and global warming will be covered. Lab activities will be an important part of the course.

PSYCHOLOGY (422)

Grade 9 1 Credit

Prerequisite: Advisor's permission.

The course is designed to introduce students to the systematic and scientific study of human behavior and mental processes. The course provides exposure to psychological facts, principles, and phenomena associated with psychology. Some of the course topics include history, theory and application, biology of psychology, memory, learning, disorders, emotions, personality, abnormal behavior, and therapy. In addition to nightly reading assignments, students will complete a project each quarter.

SOCIAL STUDIES DEPARTMENT

The Social Studies curriculum centers on the study of the state of Kuwait and global cultures both past and present. Teachers strive to create active classroom environments in which students can develop into self-directed learners and thus prepare themselves for the world of tomorrow. Teachers foster an investigatory approach towards learning that places a premium on participation along with the analysis and evaluation of historical questions and topics. Academic skills are introduced and reinforced at each grade level. Foremost among these skills is the utilization of new and emerging technologies. Students learn how to locate, select, and interpret information from the rapidly expanding base of electronic resources. The department emphasizes an interdisciplinary methodology that incorporates literature, art, and other subjects into its curriculum. We believe that students can employ their knowledge of the past as a means of dealing with the challenges and complexities of the future.

WORLD HISTORY (503, 504)

Grades 9, 10

1 Credit

This course has two main approaches. First, students will explore the values held by ancient people in relation to contemporary ones. Students will examine how earlier beliefs about authority, the organization of society, the core, and the world at large differs from or complement modern views. Second, we will reflect upon historical processes such as migration, trade, warfare, the development of technology, and cultural exchange. Students will investigate how these processes changed individual lives at different periods in pre-modern history. The course will emphasize development of critical skills in reading and analyzing primary source documents.

Student participation in class discussions, regular group work, and homework comprises an important component of student evaluation in this course. It also provides an environment for developing the oral presentation skills and self-confidence that are so vital to later upper school performance. The course also emphasizes continuing development of writing skills through short writing assignments, formal essays, and a research paper in the second semester. Tests and quizzes also contribute to student evaluation. Comprehensive semester examinations are given.

UNITED STATES HISTORY (505)

Grade 11

1 Credit

A survey of the history of our nation, U.S. History places emphasis on the period following independence to the present. Through a close examination of the American past, students will gain a truer appreciation and understanding of the forces that have shaped our country. Students are encouraged to develop their critical thinking in both the

written and spoken word through essays and class discussion. Major tests, analytical essays, research projects, and class participation will be the major ways by which student progress is measured.

ECONOMICS (509)

Grades 11 and 12

½ Credit

Economics incorporates both microeconomic and macroeconomic concepts. Microeconomic concepts studied include value and price, factors affecting short and long-run adjustments of the individual firm with respect to prices, costs, and levels of production, value, and price as determined by supply and demand, and market adjustments in competition and monopoly. Macroeconomic areas studied include the determination of national income (Gross Domestic Product) and its fluctuations, and introduction to money, banking, and government finance, inflation, and unemployment. Student progress is assessed regularly through oral and written exercises, quizzes, and tests. A comprehensive examination is given at the end of the semester.

AMERICAN GOVERNMENT AND POLITICS (553)

Grades 11 and 12

½ Credit

The study of general concepts used to interpret American politics and the analysis of specific case studies compose the core of the course. The five major areas covered are: (1) Constitutional underpinnings of American government, (2) Political beliefs and behaviors, (3) Political parties and interest groups, (4) Institutions and policy processes of national government, and (5) Civil rights and civil liberties.

HUMANITIES (544)

Grades 11 and 12

1 Credit

This course is designed to explore, through investigation, analysis, and evaluation, the convergence of a variety of disciplines at major points in human cultural experience such as the Golden Age of Greece, the Industrial Revolution, or the Renaissance. Movements in religion and philosophy, events in history, paradigms in science and mathematics, and expressions in the arts will all be researched and used to discover the essence of major cultural changes in the distant and recent past as well as to speculate about the current direction of human development. The format of the course focuses on teaching a method of viewing major shifts in human thought rather than a chronology of events.

FINE ARTS DEPARTMENT

Because the Fine Arts are an integral part of human history and experience, we believe that every student should be proficient in at least one of the arts disciplines in order to gain a broad cultural and historical perspective. Through the study of the performing and visual arts, KAS students are more able to communicate clearly, analyze abstract images, make discriminating judgments, and understand their world.

Moreover, in the arts we seek to maximize each student's expressive potential. Through the use of perception and analysis, sensibility, and cognition, students are guided through the complex processes required to transform feeling, sensation, and emotion into an objectively expressive form.

The curriculum in each area of the visual and performing arts offers a logical progression through the varied tools, techniques, and skills necessary for successful translation from idea to final form. In addition, all courses explore the conceptual, historical, and theoretical aspects of the art form. Technical experience and artistic expression are enhanced through frequent practice, exhibition, or performance, and evaluation of one's own work and the work of others.

The skills and experiences enjoyed in the various disciplines will not only allow the student to continue to participate in the creating of art through his/her lifetime, but will also enhance aesthetic discernment and develop a deeper understanding of personal and global issues.

To help instill an appreciation of all the arts, each course will require the viewing of a performance or showing each semester (introductory courses require one viewing and written evaluation; all other arts courses require two viewings and written evaluations). These may include an exhibition in the gallery or performance on campus or other activity with the permission and approval of the instructor.

Special Note: Because arts classes are essentially lab classes, it is always difficult and often impossible to make up work from missed classes. **REGULAR ATTENDANCE IS ESSENTIAL FOR SUCCESSFUL COMPLETION OF VISUAL AND PERFORMING ARTS COURSES.**

PAINTING AND DRAWING

PAINTING I (651)

Grades 9-12 ½ Credit

Using paints, students will explore technical and stylistic methodology related to specific periods of art trends. The course will focus on color theory and brush applications as they

apply to assignments in abstraction and realism. Students will be required to keep a weekly journal.

DRAWING I (602)

Grades 9-12 ½ Credit

This course involves an exploration of drawing techniques and color theory through the use of a variety of drawing materials. Course content will include, but not be limited to, perspective in drawing and drawing from observation. Though most exercises are intended to increase the student's ability to draw realistically, some abstraction will be included.

ART HISTORY: PREHISTORIC – 1700 (695) Semester, ½ Credit and/or

ART HISTORY: BAROQUE – PRESENT (684) Semester, ½ Credit

Two one-semester classes which may be taken individually.

Classes may be used to fulfill the fine and performing arts requirement.

Grades 9 – 12 ½ Credit Each Semester

This course will follow the history of the world through the work of the artists and architects who created images and structures that reflected the world in which they lived. The first semester course work will begin with the earliest evidence of art—the prehistoric era—and end with the art of the 17th Century. Second semester will cover work from the Baroque through the present time. Emphasis will be placed on understanding patterns that develop through time. There will be discussions that compare and contrast the styles of different cultures and periods. Hands-on projects will be used to help students have a better understanding of the materials used to create the artwork. In addition, students will keep an ongoing journal and produce a research project with a PowerPoint presentation on a particular artist or period.

FOUNDATIONS IN STUDIO ART (603 S-1) (609 S-2))

Grades 9-12 ½ Credit

Prerequisite: none

This is the introductory visual arts course, required for all other studio visual arts courses. In this course students learn the basic skills necessary to translate ideas into visual statements. Composition, color theory, perspective, and scale will be studied as the basis for work in all art media. Two-dimensional and three-dimensional projects will be assigned. Lectures and textbook readings on art history and aesthetics relevant to current classwork will be included. This course may be taken only one time.

Grading is based upon: mastery of studio skills presented, tests on elements of composition, design, and art history terms and trends, and the quality of a student's journal.

PHOTOGRAPHY I (607)

Grades 9-12 **½ Credit**

Prerequisite: Foundations in Studio Art

Students in Photography I will learn to create a photograph from exposing film, through the darkroom process, to the critique process. There are six photographic projects due over the semester. They each focus on a different property of photography such as perspective, light, movement, and expression. Through these projects, as well as texts, lectures, and hands-on experience students will learn to think critically about photography as an art form, and better their own work in this medium. Photography I will use black and white film for projects.

PHOTOGRAPHY II (681)

Grades 10 – 12 **½ Credit**

Prerequisite: Photography I

Permission of the instructor

The advanced photography seminar focuses on different darkroom techniques, advanced metering systems, and creating a photographic portfolio. There are three assigned projects including photograms, nature images on location, and urban locations. Additionally there are three “free” projects for which the student has the opportunity to focus on their particular interest. These completed projects will be presented in book form at the end of the semester. In addition to the assigned projects, students will have an opportunity to experiment with exotic films, cross processing, and color.

DRAMA

DRAMA I: INTRODUCTION TO DRAMA (700)

Grades 9-12

Prerequisite: none

This course is designed with the first-time drama student in mind. The student is introduced to basic acting technique and theatre terminology through the study of mime, readers’ theatre, improvisation, character observation, duet acting, and monologues. Grading is based primarily on skill progression and quality of applied concepts; however, students will also be quizzed on information given during lecture/instruction. This class may be taken more than once.

DRAMA II: SCENE STUDY (701)

Grades 10-12

Prerequisite: Drama I

This class is designed for the disciplined theatre student. Course work will focus on the analysis and performance of scenes and monologues. This process will often involve

intensive work in groups of two or more as students explore the ideas and acting styles of various plays, playwrights, and periods of theatre. Students will be evaluated based on a progression of acting skills given with each scene. Students will also be required to keep a journal and up-to-date notebook. This class may be taken more than once.

PHYSICAL EDUCATION DEPARTMENT

GRADES 9-12

All students are required to complete one credit to satisfy graduation requirements with respect to physical education/fitness.

AEROBICS/PHYSICAL FITNESS (815 YR) (822 S-1) (823 S-2)

Grades 9 Skill Course, ½ Credit per semester

Class activities meet five (5) days a week. Quarter grades will be based upon student participation, preparedness in clothing, promptness to class, and attitude. Attitude is a culmination of incentive, cooperative spirit, and effort.

Students are required to dress in appropriate physical fitness attire and participate in class daily. During cold weather, KAS sweat clothes are required.

Aerobics/Physical Fitness is comprised of two (2) units: (A) Cardiovascular Unit and (B) Fitness Unit.

A. Cardiovascular Unit: The Cardiovascular Unit has as its goal general improvement of each student's cardiovascular fitness. Each student will participate in various cardiovascular activities such as walking, running, jump rope, aerobics, and swimming two to three times per week for the entire semester.

B. Fitness Unit: The Fitness Unit has as its goal overall muscular development and conditioning through weight training two times per week for the entire semester. Students will be tested for their overall physical fitness level twice a year.