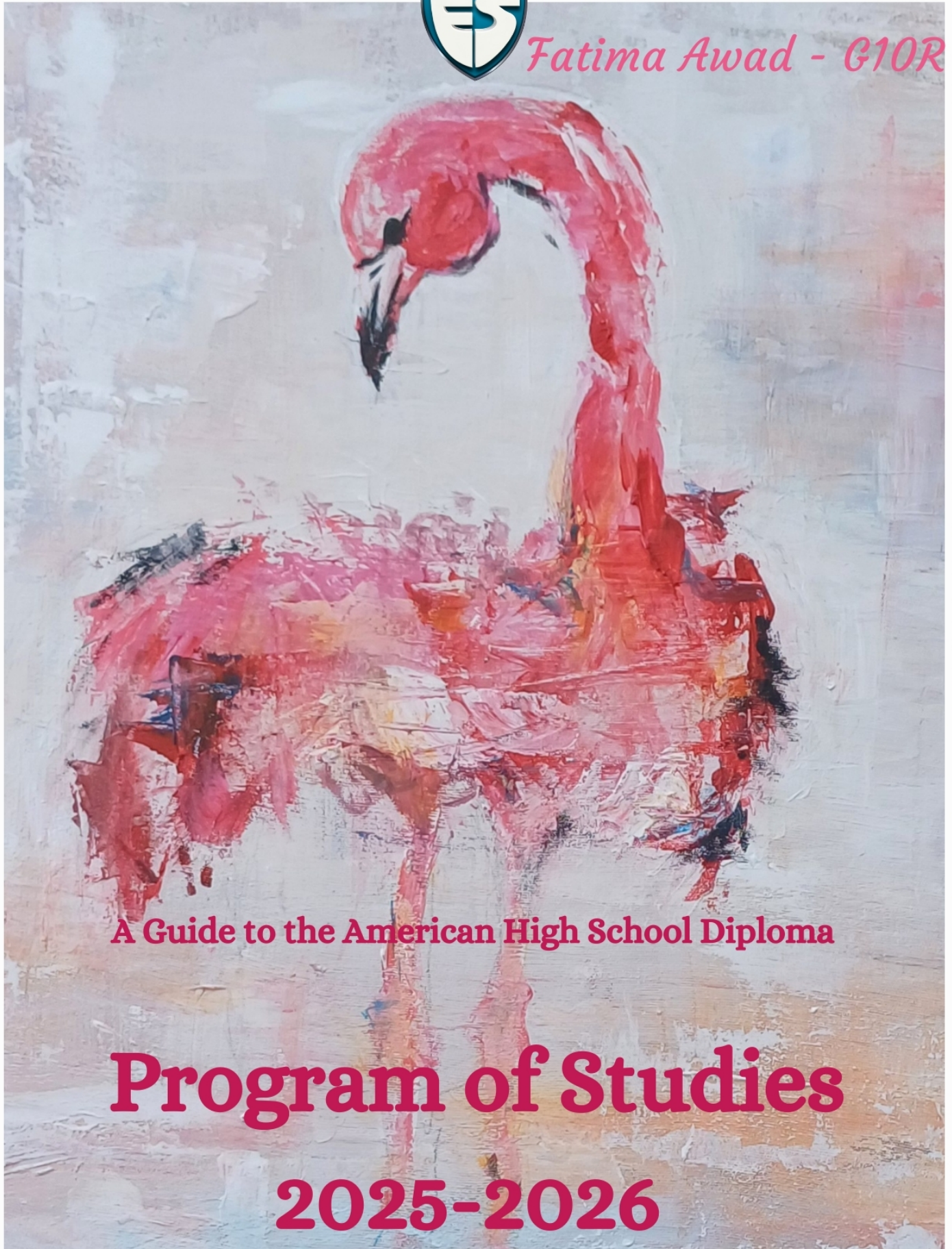


# Modern English School Cairo



*Fatima Awad - G10R*



**A Guide to the American High School Diploma**

**Program of Studies**

**2025-2026**

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## Message From the American Section Principal

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Dear Parents, Guardians, and Students:

Leadership Through Education: Care, Challenge, and Inspire – Planning a four-year high school program is a significant and sometimes overwhelming task. We recognize the importance of this endeavor, and we encourage you to collaborate with us in shaping your educational journey. To kickstart this process, we invite you to participate in our Individual Graduation Plan (IGP) meetings, which will be held during the current academic year.

Our IGP meetings will be tailored to specific grade levels to ensure that each student's unique needs and aspirations are met. We will begin this year with a parent session so everyone understands the full IGP process that includes university planning and course selections. We will begin with Grade 11 individual sessions, scheduled from November 5th to November 27th, followed by Grades 8-10 from December 1st through January 30th. We are genuinely excited to embark on this course selection journey with you and your child, aiming to choose the best classes that align with individual requirements and post-secondary goals.

It is of utmost importance that every parent and student carefully review our Program of Studies. Please note that course selections made during the IGP sessions are **considered final**.

Once selections are made, the schedule for the upcoming academic year will be crafted based on student course requests and eligibility criteria for course enrollment. It's essential to make your course choices thoughtfully, as changes can only be accommodated during the following academic year under specific circumstances: 1) the student is not qualified for a chosen course; 2) the student requires a different class to meet graduation requirements; 3) an error was made in course placement by the school. *We do not have a formal drop/add period once the courses begin.*

In the following pages, you will find information about graduation and university requirements, as well as the available course pathways within the American program. Each department's section includes video content, comprehensive descriptions, prerequisites, and grade-level placement details. Beginning with Grade 8, you will have the opportunity to refine and adjust your plan annually to align it with your evolving needs and career aspirations.

It's essential to remember that these plans are flexible and subject to yearly adjustments. Many individuals, including parents, family members, teachers, and our Deans of Students, can provide valuable guidance to students in understanding their goals, planning for graduation, and exploring potential careers. Their insights into courses, co-curricular activities, and your interests can be invaluable in shaping your educational path. If you are contemplating a specific career path, we strongly recommend reaching out to professionals in that field to gain valuable insights into their work and the courses that complement it.

One of the most important takeaways from high school is developing interests, passions, commitment, and the foundation needed for your post-secondary journey. We encourage you to choose courses that allow you to explore areas of interest and content that pique your curiosity. We wish you the very best as you embark on this journey of planning your future. Enjoy the process!

Sincerely,

Secondary Principal,  
American Section



## Administrative Team

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## General Information

### Graduation Requirements

A minimum of 28.0 credits earned in grades 9-12 is required for a college preparatory MES Cairo diploma in the American Program. In order to graduate from MES Cairo, a student must meet set course requirements and attendance guidelines. These requirements are meant to serve as a minimum standard rather than the standard which students should strive to achieve.

Subject	Required Credits	Highly Recommended for College/University
<b>English</b> (I, II, III or AP Language, and IV or AP Literature)	4.0	
<b>Mathematics</b> <i>You must take three classes while in High School. You need to have on your transcript from Grade to 12 at least the following: Algebra 1, Geometry, Algebra 2, plus one other math</i>	3.0	4.0
<b>Science ^</b> (Biology and Chemistry plus 1 additional science - Environmental Science, Physics, AP Biology, AP Chemistry, AP Physics 1 or AP Physics C)	3.0	4.0
<b>Social Studies</b> (Global Studies 1, 2 and US History or AP World History)	3.0	3.0 + 1 elective
<b>World Languages</b> (Spanish or French - must be taken consecutively from grade 9-12)	2.0	3.0 - 4.0, fluency
<b>Expressive Arts</b> (Art & Design, Digital Art & Design, Photography, Theatre, Choir, Sculpture, or Instrumental Music)	2.0	
<b>Physical Education</b>	1.0	
<b>Health</b>	0.5	
<b>Religion*</b>	2.0	
<b>Arabic and Social Studies*</b>	4.0	
<b>Electives**</b>	3.5	

### Minimum MES Cairo requirement 28.0

Students in Grades 9 through 12 earn a cumulative Grade point average (GPA). This GPA is based on the grades earned per trimester. It is important to note that the GPA earned by students in Grade 9 will be part of their permanent record (transcript) throughout their high school career, and is a significant document for college admissions. An example is provided for you to look at in the forms section of this booklet.

Notes:

^Must have 3 lab sciences for highly competitive universities.

\*All students follow courses in Arabic Language and Culture, and Religious Studies to fulfill the Egyptian Ministry of Education requirements.

\*\*Electives requested should support the expected college major as expressed on the Individual Graduation Plan worksheet [IGP].

## ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org). Plan to register before year nine of secondary school. For more information on registration, visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist).

### INTERNATIONAL ACADEMIC REQUIREMENTS ([click here for flier](#))

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must earn 16 NCAA-approved **core-course credits**, earn a corresponding test score that matches your **core-course grade-point average** (GPA), and submit your final transcript with proof of graduation to the Eligibility Center.

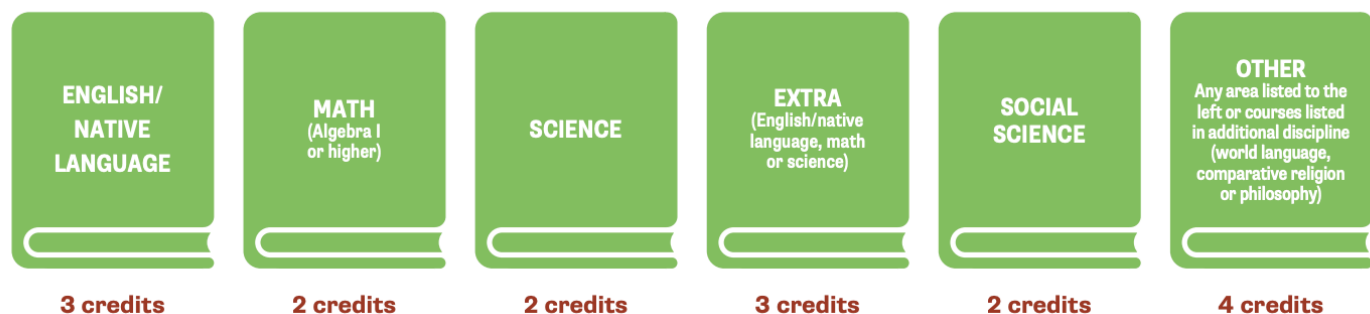
#### Division I

1. Earn 16 NCAA-approved core-course credits in the following areas:



#### Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:



### GRADE-POINT AVERAGE

The Eligibility Center calculates your **core-course GPA** based on the grades you earn in NCAA-approved core courses.

- » Division I requires a minimum 2.3 core-course GPA.
- » Division II requires a minimum 2.2 core-course GPA.

For more information on GPA conversions for your country, see the [Guide to International Academic Standards for Athletics Eligibility](#) or visit [ncaa.org/countries](https://ncaa.org/countries).

### DIVISION III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year students and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an **Amateurism-Only Certification account**. Contact the Division III school you plan to attend for more information about academic requirements.

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## General Information

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### ***General Entrance Requirements for North American Universities***

Although all universities in the US have different specific requirements for admissions into certain major fields, all accredited universities have basic core expectations from high school graduates. Students wishing to attend an American university should have completed, at minimum, the following during the four years of high school:

- 4 years of English
- 3 years of Mathematics
- 3 years of Science (including 2 lab sciences)
- 3 years of Social Studies
- 2 consecutive years of a world language
- 2 years of Fine Arts

American universities view the transcript (record of academic performance) as a predictor of university success.

Below are additional aspects of a prospective university student's application that are also taken into consideration:

1. **Rigor** – The difficulty and sustained challenges from a selected course load is noted by admissions officials. Whether or not a student challenged him/herself is called into question by the admissions officials and verified by the high school counselor. This idea of rigor is different for each student. Students should not choose courses because they will look good on a transcript, but rather if they will be successful in the courses. It is also not to say that a student should take the most difficult AP courses to be accepted in a university, because admissions officials also look at...
2. **Well-Rounded/Liberal Arts Courses** – Nearly all American universities want students that have expanded their academic “horizons” outside their comfort zone to include courses that are unrelated to their intended major. A student that wishes to major in Engineering that has also taken Drama for four years of high school (maintain a good GPA as well), is an attractive candidate for two reasons - the student has taken a subject outside of the typical engineering prerequisites and has also shown a dedication to another subject that is not only part of an academic schedule but, because of its inherent after school and extra rehearsal time requirements can also be considered an...
3. **Extra-Curricular Activity** – The groups, teams, activities and sometimes courses that happen outside the regular school hours give universities the bigger picture of a student's abilities. While maintaining a good GPA is important, extra-curricular activities can be the other aspect of a student's application that puts them above another student with the same GPA or better. Universities want to see that applicants have loyalty, dedication, and a good work ethic. This is not always measurable by grades and test scores alone. Longevity in a sports team, musical or drama group, volunteering at a local charity, etc. all show admissions officers that the applicant did consistently well and went beyond what was expected of them during their secondary education. Universities look at this dedication to activities and community during secondary school as an indicator that students will continue this same drive during their post-secondary education as well. Students are able to have this dedication recognized and acknowledged by teachers through...
4. **Letters of Recommendation** – These allow teachers, deans, and administrators to talk about the student as a person. They are an acknowledgment of the activities that students have done, services students have provided, and dedication to the betterment of the school community. These letters continue to do more than that. Recommenders write about students personally and honestly. Students do not receive their letters of recommendation, so teachers can be more in-depth and personal about a student's abilities, hardships they have overcome, challenges, and strengths. Letters of recommendation provide admissions officials a deeper look into the student beyond the transcript. Recommenders also provide a different perspective of students in their ability to deal with setbacks, challenges, personal issues, and authority. These letters are the inside view of a student's whole being and are very important to the admissions process.

While looking at these generalizations about university admissions in America, one must realize that all are part of the entire picture. Grades DO matter a great deal in the admissions process. Grades from 9<sup>th</sup> grade through the first term of 12<sup>th</sup> grade matter. However, if a student doesn't do well in the 9<sup>th</sup> grade, it is still possible to be considered for even some of the top universities in America. Continued improvement from 9<sup>th</sup> grade is considered when looking at prospective university students. If a student earned a low GPA at the end of 9<sup>th</sup> grade, but progressed noticeably in 10<sup>th</sup> grade and did the same in 11<sup>th</sup> grade, universities will take notice.

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## General Information

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### ***General Entrance Requirements for North American Universities***

Finally, when researching applying for universities there are some things to take into consideration:

- Look at smaller universities and not necessarily the “big name” schools. Yes, everyone would love to go to Harvard, MIT, Columbia, etc. However, these schools are extremely competitive and perhaps a smaller, less competitive (not lesser quality) university would help the applicant be more successful.
- In general, it is easier to transfer to another university in the United States if you are transferring from another university in the United States. This is because most universities in the United States use the Common Application, which makes it easy for students to apply to multiple universities at once. Additionally, many universities have articulation agreements with other universities and community colleges, which can make the transfer process even easier.
- Location, Climate, and Area – Location: Where is the university located? Is there an international airport nearby (within 2 hours)? Am I close to family that I have in the US? Climate: Do I want a desert, four seasons, four seasons with a lot of winter, hot and humid or coastal? Area: Do I want Urban (big city), Suburban (outskirts of a big city), rural (away from a big city, but still within a drive), or college town (everything that is done in the town is associated with the university)?
- Residential or Commuter – Most major universities in America have some sort of residential program (housing and meal plans). This means that students can live on campus, close to classroom and administrative buildings without the worry of expenses that are associated with having non-university housing. There are many universities that are considered “commuter” campuses. These are (mostly) full universities that cater to areas that are not located close to a major university or located in an urban area without the possibility of having residence halls. Universities that have a commuter rate (percentage of students that do not live on campus) of 75% or higher are classified as commuter.

Taking everything into consideration, the decision to apply to certain universities is a very important and personal one. You should not decide to go to a university because your friends are going there. You should not decide to go to a university because of where it is located with no consideration for the quality of education. All points of information mentioned above should be taken into consideration. The academic and non-academic qualities of the university are equally important. Decisions should not be made lightly. If there are general questions or concerns, some of the best people to ask about American universities are your university counselor, dean of students, teachers and administrators.

### ***General Entrance Requirements for Egyptian Universities***

The Ministry of Higher Education of Egypt is the governing and body of the largest higher education system in the entire Middle East. Each university will have specific requirements, but listed below are the general conditions for enrollment into these institutions of higher learning.

- Studying the courses required for the major the students would likely study
- General Science, Arabic, Religion, PE, Music, and Military Studies are not counted as courses needed to join Egyptian universities.
- Students who do not pass the Arabic and Religion exams in Thanaweya Amma can join the university, but they will not graduate unless they pass the two exams.
- Students with an American Diploma can join the university on the condition of spending 12 years of education and studying 3 years after Edadeya.
- Only 5% of the students with an American Diploma and IB Diploma will be accepted in Egyptian universities.
- Students must pass 8 subjects from G11 to G12 only [3 from G11 and 5 from G12].
- The EST is required for admissions.
- The EST II is required for the faculties of Medicine, Pharmacy, Dentistry, Physiotherapy, Veterinary Medicine, Nursing, Engineering, Information Technology, Computer, Fine Arts (Architecture) and Urban Planning.

Please see your Dean of Students for more information about Egyptian University requirements. You can also go to the Senior ***Google Classroom***.



# Planning Your Education

## COURSE SELECTIONS

Modern English School Cairo is committed to assisting students in developing a course of study that meets their academic goals. Early in the year, students are asked to choose courses for the next academic year. During the registration process, the advisor will talk with each student as to which courses are appropriate based upon ability, performance, and future plans. A completed 4-year comprehensive plan is outlined during that Individual Graduation Plan (IGP) advisory meeting.

## SCHEDULING PROCEDURES

A course request form is sent home and a Program of Studies link is shared with parents and students prior to the IGP meeting. In the IGP meetings, the advisors review the student transcript, historical grades, grades in progress, and discuss the course request form.

Students and parents are encouraged to review the Program of Studies carefully. Course selections and placement are scheduled based upon the students' requests, goals outlined in the IGP, eligibility for the course, and course availability.

Due to scheduling conflicts and changes in course offerings, there are no guarantees that a student will be scheduled for courses requested. Students should, therefore, **choose alternative courses** carefully as these are considered to be a part of the student's final course selection.

### Course request process

*Each student is expected to:*

1. **Read** and watch the videos in the Program of Studies and the course descriptions carefully with your parents.
2. **Select** courses based upon the graduation requirements and future goals.
3. **Complete** the course request form carefully and thoughtfully. Ensure you and your parents sign the form.
4. **Submit** the completed form - with both signatures to your AO.

### Course Change Policy

Courses should be selected carefully. Students have a 4 week period to read, discuss with parents, and meet with the IGP advisor and review all information regarding course requests. Once requests have been made, the master schedule is then built based upon courses that students asked for and are eligible to take. All requests for schedule changes must be for educationally sound reasons and approved by the American Section Principal or the American Section Vice Principal. Course changes or altering a student schedule can only be honored under the following conditions: 1) a technical error was made in the process of scheduling the student's requests; or 2) there was a scheduling conflict and/or classes need to be balanced.

Please note the following with regard to schedule changes and course requirements:

- Choice of teacher cannot be honored.
- Schedules cannot be rearranged to accommodate early dismissal or late arrivals.
- A **Head of Faculty recommendation** for courses means the HoF reviews historical grades, MAP and PSAT scores (where applicable), the attitudinal disposition to learning (behavior and completion of assigned work on a consistent basis) and skill level mastered in pre-requisite courses.



## Assessments and Entrance Exams

### ADVANCED PLACEMENT PROGRAM [AP]

The AP program enables students to pursue college-level studies while still in high school. Based on how a student performs on the AP examination, a student may earn credit and/or advanced placement in a college-related course. All students enrolled in an AP class will be expected to take the examination. Students enrolled in AP courses will only receive the additional points added to their GPA if they take the AP examination and fulfill all the conditions outlined in the AP Contract. Students who enroll in AP courses will be expected to undertake rigorous and sophisticated assignments and to work independently.

#### *Characteristics of Successful Advanced Placement Students*

- ◊ Demonstrate strengths in study skills, motivation, reading skills, organization and time management skills, and initiative
- ◊ Takes responsibility for their own learning
- ◊ Spends time beyond what is expected in a college preparatory or honors course to prepare and review
- ◊ Willingly accepts challenges, acknowledges that the work will be difficult and continues to persevere
- ◊ Ability to accept and learn from constructive criticism and mistakes
- ◊ Is intellectually curious and enjoys the learning process

*Students who demonstrate these characteristics usually are the most highly successful in advanced classes.*

#### **Grade Level Classification & Course Load**

In order to be promoted to the next grade level, students must meet the following requirements:

**Freshmen/9<sup>th</sup> Grade:** All students promoted from grade 8 or retained in the 9<sup>th</sup> grade. Students must take 8 credits in total.

**Sophomores/10<sup>th</sup> Grade:** Student earned ALL credits attempted in grade 9; student passed all courses taken. Students must take 8 credits in total.

**Junior/11<sup>th</sup> Grade:** Students successfully completed at least 16 credits and are enrolled in 8 additional credits for the academic year.

**Senior/12<sup>th</sup> Grade:** Student successfully completed 24 credits. Students must take at least 6 credits. AP students are eligible for early release or late arrival so long as the schedule allows. Courses must comply with Egyptian Ministry of Education requirements.

#### Summer School & Credit Recovery Programs

MES offers the opportunity for students to attend summer school if they need to remediate a credit or who wish to attempt to become eligible for the Honors/Advanced track. Summer school is offered during the summer break through the [University of Nebraska \(UNHS\)](#) and all examinations are proctored on the MES campus by a certified instructor. It is important to note that students are only permitted to recover credit for a total of 4 classes in 9-12<sup>th</sup> grades and students in 7-12<sup>th</sup> grades are eligible to take up to two classes per summer.

### *Grade Definitions & Scale*

*A = 100-90:* meets all, or nearly all, the standards assessed with excellent work

*B = 89-80:* meets most of the standards assessed with work that is good

*C = 79-70:* meets an acceptable number of the standards assessed

*D = 69-60:* meets few of the standards assessed

*F = 59 and below:* does not meet the standards assessed

### *Entrance Assessments*

*Pre-College Entrance Assessment [PSAT](#) – PSAT/NMSQT [Preliminary SAT; National Merit Scholarship Qualifying Test] is a standardized test that provides first-hand practice for the SAT. All 10<sup>th</sup> graders take the PSAT at MES Cairo. Any student interested in attending university in the United States is a US passport holder, and would like to compete for the [National Merit Scholarship](#), should register and re-take the exam in their 11<sup>th</sup> grade year.*

#### *College Entrance Assessments*

**ACT** – The American College Testing assessment is designed to assess students' general educational development and their ability to complete college-level work. Tests cover 4 skill areas: English, mathematics, reading, and science. For more information, visit [www.actstudent.org](http://www.actstudent.org) or see your Dean of Students.

**SAT** – The Scholastic Aptitude Test measures the verbal, mathematical, and reasoning of a student to forecast their likely success at the university level.

For a breakdown of the portions of the paper SAT, visit the [link](#) provided. Many universities use the SAT as one indicator of a student's college readiness. For more information on the digital SAT, please visit this [link](#). For more information, visit the [College Board site](#) or see your Dean of Students.

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## Assessments and Entrance Exams

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### Measures of Academic Progress (MAP)

MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in math, reading, language usage and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. Reliable data allows teachers to plan for differentiated instruction, develop interventions for struggling students, and see what students are ready to learn next. Please check the [Parent Toolkit](#) and watch the video linked to the image. You can also check the following [Useful Resources](#).

#### What is MAP?

The Measures of Academic Progress (MAP) assessment is designed to measure a student's academic achievement and growth over time in literacy and numeracy.

#### What is the MAP format?

MAP adjusts the difficulty of the questions so that each student takes a unique test. The difficulty of each question is based on how well the student has answered previous questions.

#### How often is MAP administered?

Students are tested twice per academic year during the Fall and Spring.

#### What are the usages of MAP?

MAP tests are aligned to the Common Core Standards for Reading, Mathematics & Science. It helps teachers identify the instructional level of the students and provide context for determining where each student is performing. MAP reports allow teachers to better target instruction based on students' strengths and needs.

#### How is students' progress measured?

MAP measures a student's growth in Reading and Mathematics. The Fall MAP assessment gathers a baseline. The Winter MAP measures progress while the Spring MAP measures the students' growth to that point.

#### What is the RIT Scale?

The RIT scale is an equal interval scale that estimates student achievement and growth. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom or middle of the RIT scale, and it has the same meaning regardless of grade level.

#### What is a Lexile measurement?

Lexile is a unit for measuring text difficulty that is linked to the RIT score. The Lexile Range helps identify reading material that is at an appropriate difficulty level for students. It is important to keep in mind that Lexile does not evaluate genre, theme, content, or interest.

#### *Reading & Language Usage*

- Literary & Informational Text
- Vocabulary
- Writing: Write, revise Texts for Purpose and Audience
- Language: Understand, Edit for Grammar, Usage
- Language: Understand, Edit for Mechanics

#### *Mathematics*

- Operations and Algebraic Thinking
- Geometry
- Real and Complex Number Systems
- Statistics and Probability

#### *Middle School Science*

- Physical Sciences
- Life Sciences
- Earth & Space Sciences

#### *G9 Science*

- From Molecules to Organisms Structures & Process
- Ecosystems: Interactions, Energy & Dynamics
- Heredity: Inheritance & Variation of traits; Biological Evolution; Unity & Diversity



## Four Year Program of Study

MES Cairo is designed as a preparatory school for college bound students. Students are expected to fulfill course requirements that are compared to the rigor of college or university work. The **college preparatory** curricula listed below are the courses that students are required to complete. To be successful, students must be willing to make a personal commitment to study for tests independently or through study groups. All students must complete assignments, projects, and homework to the best of their ability to earn the grades they hope to achieve.

<i>Core Pathway for Graduation: MES Cairo High School Diploma</i>				
Required Core for Graduation*	9	10	11	12
English*	English I	English II	English III	English IV
Math*	Geometry	Geometry Algebra II	Algebra II Pre-Calculus	Pre-Calculus Statistics Calculus
Science*	Biology	Chemistry	Physics Environmental Science	Physics Environmental Science
Social Studies*	Global Studies I	Global Studies II	US History	
World Languages*	French or Spanish			
Physical Education	Health & Personal Fitness 9	Physical Education 10	Physical Education 11	Physical Education 12 <i>(optional)</i>
Arabic Language, Culture, and Religious Studies	Arabic Language, Culture, and Religious Studies 9	Arabic Language, Culture, and Religious Studies 10	Arabic Language, Culture, and Religious Studies 11	Arabic Language, Culture, and Religious Studies 12
Elective Courses (See Elective Courses Page)	At Least One Elective	At Least One Elective	At Least Two Electives	Five Electives

*MES Cairo reserves the right to adjust course offerings as required.*



## Four Year Program of Study

**Honors** classes provide an enriched, challenging, educational opportunity with extended content and an additional workload for students intending to select these courses. The Honors program provides a foundational track to the Advanced Placement [college level] courses. Students become eligible through the coursework completed at the college preparatory level, teacher/Head of Faculty recommendation, MAP, and PSAT.

<i>Honors Pathway for Graduation: MES Cairo High School Diploma</i>				
Required Core for Graduation*	9	10	11	12
English*	English I Honors	AP English Seminar English II Honors	AP English Language English III Honors	AP English Literature English IV Honors
Math	Geometry Honors	Algebra II Honors Geometry Honors	AP Pre-Calculus AP Statistics	AP Calculus AB/BC AP Statistics
Science*	Biology Honors	Chemistry Honors AP Physics I	AP Biology AP Chemistry AP Physics I or C	AP Biology AP Chemistry AP Physics I or C
Social Studies*	Global Studies I Honors	AP Human Geography Global Studies II Honors	AP World History AP Art History	AP World History AP Art History
World Languages*	French or Spanish			
Physical Education	Health & Personal Fitness 9	Physical Education 10	Physical Education 11	Physical Education 12 <i>(optional)</i>
Arabic Language, Culture, and Religious Studies	Arabic Language, Culture, and Religious Studies 9	Arabic Language, Culture, and Religious Studies 10	Arabic Language, Culture, and Religious Studies 11	Arabic Language, Culture, and Religious Studies 12
Elective Courses (See Elective Courses Page)	At Least One Elective	At Least One Elective	At Least Two Electives	Five Electives

*MES Cairo reserves the right to adjust course offerings as required.*

## Four Year Program of Study

**Course electives** are courses students elect to study based upon their own interests in a specific area, to support a future college major, and to provide an opportunity to explore topics and broaden a student's repertoire of knowledge.

<i>Elective Courses: MES Cairo High School Diploma</i>				
<i>Available Course Offerings</i>	9	10	11	12
Visual Arts	Art & Design I Digital Art and Design I	Art & Design I, II Digital Art and Design I, II	Art & Design I, II, III Pre-AP Art Photography Digital Art and Design I, II Sculpture	AP Art: 2D Design or Drawing Art & Design II, III Photography Digital Art and Design II Sculpture
Performing Arts	Choir I Instrumental Music Theatre I	Choir I, II Instrumental Music Theatre I, II	Choir I, II, III Instrumental Music Theatre I, II Advanced Theatre	Choir I, II, III, IV Instrumental Music Theatre II Advanced Theatre
English	Creative Writing Film and Literacy Studies	Creative Writing Film and Literacy Studies	Creative Writing Film and Literacy Studies	Creative Writing Film and Literacy Studies
Social Studies		Business Studies Economics	Psychology Business Studies Economics AP Economics - Micro, Macro AP Comparative Government	Psychology, CP or AP Business Studies Economics AP Economics - Micro, Macro AP Art History AP Comparative Government
World Languages*			Honors French III Honors Spanish III	AP French Honors Spanish IV
Physical Education			Advanced Sports & Fitness	Advanced Sports & Fitness
Computer Science	Multimedia Computer Applications Digital Animation AP Computer Science Principles	Multimedia Computer Applications Digital Animation AP Computer Science Principles	Multimedia Computer Applications Digital Animation AP Computer Science Principles	Multimedia Computer Applications Digital Animation AP Computer Science Principles
Science		AP Physics I Physics	AP Biology AP Chemistry AP Physics I Environmental Science Physics	AP Biology AP Chemistry AP Physics I or C Environmental Science Physics

*MES Cairo reserves the right to adjust course offerings as required.*



## COURSE DESCRIPTION

### English Department Course Offerings

Subject	Grade Level	7	8	9	10	11	12
Grade 7 English		✓					
Grade 8 English			✓				
English I-IV - Language and Literature				✓	✓	✓	✓
English I-IV Honors				✓	✓	✓	✓
AP English Seminar					✓		
AP Literature and Composition							✓
AP Language and Composition						✓	
Creative Writing				✓	✓		
Film and Literacy Studies						✓	✓

\*all course availability subject to scheduling and the number of student requests



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## COURSE INFORMATION

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### ~English~

The MES Cairo English Department follows an American Curriculum for the English Language Arts, offering a varied and rigorous program which integrates the main subject elements of [Reading](#), [Writing](#), [Listening](#), and [Speaking](#). Students are assessed against the [American Common Core State Standards](#) and the [AERO ELA Framework](#) in Reading, Writing, Speaking and Listening and Language. Preparation for exams such as the PSAT, SAT, and ACT are woven throughout the curriculum. Successful completion of the class will result in a student earning 1 credit.

#### English I - Grade 9

In Grade 9 English I, a range of methodologies are incorporated to teach literature, grammar/usage, writing, comprehension, speaking, and listening. Students read a variety of classic, contemporary and multicultural texts and apply analytic and critical thinking skills to their reading with particular attention to World Literature. Writing is emphasized throughout, wherein students gain strength in each phase of the writing process. Students write from a variety of genres, modes, and organizational patterns; thereby developing skills in evaluating written work. Students are introduced to a range of literature modes. Throughout, they are expected to engage actively in the learning process. Preparation for the PSAT/Pre-ACT is addressed throughout the year through vocabulary study and reading comprehension practice.

### ~English Electives~

#### Creative Writing –Grades 9-10

This course is designed for students who want to develop their skill and talent in writing creatively using a writing workshop format. Students learn to recognize and use techniques such as description, characterization and narration as they progress from specific assignments to independent creative compositions. Students will further their skills as creative writers by writing works of short fiction, creative nonfiction, poetry, drama, and screenplays. Publication is an integral part of the curriculum with students encouraged to submit their writing to various contests.

#### English I Honors – Grade 9

*Prerequisite: Teacher recommendation, MAP scores and class grade average will be used to determine placement.*

This class is designed to prepare students for the rigors of an Honors English curriculum throughout High School. Students read a variety of classic, contemporary and multicultural texts and apply analytic and critical thinking skills to their reading with particular attention to World Literature. In so doing, they will hone their abilities to appreciate the historical context of literature and to recognize the nuances of a writer's craft, becoming sensitive to the tone and underlying meaning of a written work. Students will be expected to be active participants in this course, contributing to discussions, asking questions and questioning their assumptions and beliefs. Most of the writing for this course will be analytical and argumentative in nature, with special focus on timed, literary pieces.

#### Film and Literary Studies - Grades 11-12

The nature of this course is to promote understanding and awareness of film as one of the most powerful and influential forms of media. Storytelling is the most common way that we communicate with one another. Stories told through literature and film have a tremendous influence on our attitudes and perception of the world. Film and Literary Studies is a course intended to familiarize students with the particulars of film history as well as to provide them with a chance to analyze film as a visual art form in comparison to the story conveyed in the written text. In the first part of the course, students will receive an education on the history of film from its initial inception through to the contemporary films of today. The second portion of the course will focus on books that made it to the big screen. The course will focus on character, mood, motivation, symbolism, allegory, and framing sequence. Students who wish to enroll in this course must enjoy reading and wish to practice their analytical writing skills.



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## COURSE INFORMATION

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### **English II - Grade 10**

Students continue to engage in integrated study of English Language and Literature. In Grade 10, students build upon the skills they learned in Grade 9. Literature, grammar/usage, composition, speech, listening, and critical thinking are integrated into the curriculum to deepen understanding of the many functions of language. Students write in a variety of genres, modes, and organizational patterns and, in the process, further hone their skills evaluating written work. The four major units of study and text selections are based upon the following: Stories of the Individual-Memoir and Coming-of-Age Stories; Stories in the Oral Tradition-Drama and Epic Poetry; Stories in the World-Historical Literature; and Stories of Other Worlds-Science Fiction, Fantasy, and Imaginative Literature. Students are expected to analyze common themes as they arise and to identify and discuss the author's craft, skills that will be required in advanced English courses. All students in Grade 10 have the opportunity to take the PSAT and Pre-ACT.

### **English II Honors - Grade 10**

*Prerequisite: Successful completion of Grade 9 Honors and teacher recommendation OR a combination of teacher recommendation, MAP scores and class grade average in English I.*

This class is designed to prepare students for the rigors of an Advanced English curriculum throughout High School. Students will read a variety of texts to include the following: Stories of the Individual-Memoir and Coming-of-Age Stories; Stories in the Oral Tradition-Drama and Epic Poetry; Stories in the World-Historical Literature; and Stories of Other Worlds-Science Fiction, Fantasy, and Imaginative Literature. Students will be expected to be active participants in this course, contributing to discussions, asking questions, and questioning their assumptions and beliefs. Most of the writing for this course will be analytical and argumentative in nature, with special focus on timed, literary pieces. Students are expected to be skilled at essay organization and the mechanics of writing prior to entering these courses.

### **AP English Seminar - Grade 10**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore academic and real-world topics and issues by analyzing different perspectives. Using an inquiry framework, students will practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts. Students will learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the skills to analyze and evaluate information in order to create evidence-based arguments. Students who plan to take AP Lang should take this course.

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## COURSE INFORMATION

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### **English III - Grade 11**

In Grade 11, students engage in study that integrates literature, grammar/usage, composition, speech, listening, and critical thinking. Major emphasis is on strategies to develop skills in all phases of the writing process. Through the integrated study of American Literature, composition, and oral communication, students further develop their use of language as a tool for learning, thinking and communicating effectively. The focus of grade 11 English is Inquiry into the American Experience and career-related texts. Students write from a variety of genres, modes, and organizational patterns. In particular, students will write an argumentative research paper, and students will become familiarized with the MLA format of documentation. Readings are drawn from prose, drama and poetry representing a range of world literature that covers various periods and genres.

### **English III Honors - Grade 11**

*Prerequisite: Successful completion of Grade 10 honors with a B or higher or teacher recommendation; PSAT scores considered.*

This class is designed to prepare students for the rigors of an Advanced Placement course in Grade 12. Students will read a variety of texts, including fiction and non-fiction focused on the Inquiry into the American Experience and career-related texts. So doing, they will hone their abilities to appreciate the historical context of literature and to recognize the nuances of a writer's craft, becoming sensitive to the tone and underlying meaning of a written work.

In keeping with the American section philosophy, students will be expected to be active participants in this course, contributing to discussions, asking questions, and questioning their assumptions and beliefs. Most of the writing for this course will be analytical and argumentative in nature, with special focus on timed, literary pieces. Students are expected to have sound foundations in essay organization and the mechanics of writing prior to entering this course; therefore, a teacher recommendation is required along with a grade average of B+ or above.

### **AP English Language and Composition – Grade 11**

*Prerequisite: Acceptance into the rigorous AP English Language and Composition course will be determined solely on teacher recommendation.*

This course is designed for those ready to engage in college level work and consists of readings and exercises that develop sensitivity to language and composition. Students learn to analyze purpose and writer's craft in nonfiction works. They then learn to apply the same tools in their own writing. Students learn the fundamentals of answering AP questions and practice using the skills that will be tested on the AP examination. Frequent essay writing will be expected and a dedicated approach to English study is essential. Readings are intended to stimulate students' familiarity with a range of quality works, and this, in turn, informs discussion of style and linguistic devices. Students learn relationships between writer and audience, become sensitive to the tone of a written work, develop an awareness of the diverse uses of language, and hone abilities to write well-organized, insightful compositions. A student who completes course requirements and successfully sits for the AP examination, according to standards set forth by the college wherein he/she matriculates, may receive college credit. College majors that benefit from this AP can be found [here](#).

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## COURSE INFORMATION

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### English IV - Grade 12

Students engage in study that integrates literature, grammar/usage, composition, speech, listening, and critical thinking. Emphasis is on achievement of excellence in literacy and language skills, and the curriculum is intended as an anticipatory experience for language challenges encountered in post-secondary education.

As readers, students will read a variety of texts from around the world to gain different perspectives and worldviews. As writers, students will continue to extend their development of narrative, informational and argumentative writing forms. The focus on grade 12 English is on *Inquiry into the Global Experience and career-related texts*.

### English IV Honors - Grade 12

*Prerequisite: Teacher recommendation, successful completion of AP Language and Composition in Grade 11, or a B or better in Grade 11 Honors English*

This course is designed for students who successfully complete AP Language in Grade 11, or who completed Grade 11 Honors and wish to continue in honors. In English 12 Honors, students will engage in high-level literature analysis, in-depth research and discussions, and extensive reading and writing opportunities in order to expose them to a range of literary genre and authors in preparation for a rigorous course of study in college. As readers, students will read a variety of texts from around the world to gain different perspectives and worldviews. As writers, students will continue to extend their development of narrative, informational and argumentative writing forms. The focus on grade 12 English is on *Inquiry into the Global Experience and career-related texts*. Since this is an advanced course, students will be held to more rigorous grading standards and homework expectations, including extensive, out-of-class reading assignments.

### AP English Literature and Composition - Grades

**12** *Prerequisite: Acceptance into the rigorous AP English Language and Composition course will be determined solely on teacher recommendation.*

An AP English Literature and Composition course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways in which writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Student writings throughout must be sustained at a high level, and this reflects the expectation that AP candidates demonstrate the ability to produce college-level work. A student who completes course requirements and successfully sits for the AP examination, according to standards set forth by the college wherein he/she matriculates, may receive college credit. College majors that benefit from this AP can be found [here](#).



## COURSE INFORMATION

### Social Studies Department Course Offerings

Subject	Grade Level	7	8	9	10	11	12
Ancient Civilizations I		✓					
Ancient Civilizations II			✓				
Global Studies I, CP & Honors				✓			
Global Studies II, CP & Honors					✓		
AP Human Geography					✓		
United States History						✓	
AP World History						✓	
Business Studies						✓	✓
Economics					✓	✓	✓
Psychology, CP or AP						✓	✓
AP Comparative Government						✓	✓
AP Art History						✓	✓
AP Microeconomics						✓	✓
AP Macroeconomics						✓	✓

\*all course availability subject to scheduling and the number of student requests





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## COURSE INFORMATION

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### ~Social Studies~

The MES Cairo Social Studies Department adheres to the American Curriculum for Humanities, incorporating the [C3 Framework](#) and [National Curriculum Standards for Social Studies](#) (NCSS). Our courses are designed to foster a comprehensive understanding of both global and Egyptian history, culture, and current events. By engaging with challenging topics and critical thinking, students develop a deeper appreciation for the past, present, and future. Successful completion of each course earns one credit.

#### **Global Studies I - Grade 9**

This course continues our survey of world history with an exploration of the medieval and early modern eras, including medieval Egyptian societies. Our studies will be structured around historical thinking skills such as comparison and causation. Students will read from both primary and secondary sources, while completing projects, discussions, and other class activities.

#### **Global Studies I Honors - Grade 9**

*Prerequisites: Teacher recommendation, MAP scores and class grade average will be used to determine placement*

This course covers the same content as Global Studies I, but also introduces students to the rigors of honors-level history and social sciences. Students will read from challenging primary and secondary sources, with a range of challenging and provocative activities. Workload and grading expectations will be higher in this course than in Global Studies I.

#### **Global Studies II - Grade 10**

This course concludes our four-year survey of world history with an exploration of the nineteenth and twentieth centuries. Our studies will be structured around historical thinking skills such as periodization, change over time, and perspective. Topics will include important events and themes from around the world, including Mohamed Ali and his dynasty here in Egypt. Students should expect to read extensively from primary and secondary sources, while completing projects, discussions, and other class activities.

#### **AP Human Geography**

*Prerequisites: B or higher in Grade 9 GS I, HoF recommendation.*

This course looks at how humans interact with their physical environment. Students will learn how societies, economies and cultures change as a result of their physical environment. Unlike many social studies classes, the focus will be on analyzing visual images, maps, and graphs to understand concepts. Students will learn how to recognize patterns of human behavior throughout time and across cultures. The class aims to equip students with '21st-century skills' such as problem-solving, pattern recognition, data analysis and research skills. It will prepare students for further Advanced Placement coursework in the Social Studies department. Students interested in studying civil engineering, data science, law, urban studies, environmental science, political science and international relations would benefit from taking this course.

#### **United States History – Grade 11**

This course examines the United States' governmental structure, modern history and role in the broader historical context. Special attention will be paid to social and cultural history, with students being exposed to a range of American music, art, and literature. Comparisons will be invited between the American experience and that of Egypt and other societies. An investigation of contemporary demographics and current events will round out the year.

### ~Social Studies Electives~

#### **Economics - Grades 10-12**

This course explores the basic principles of market-driven economies. The first half of the course will explore prediction and patterns in economic theory. The remainder of the year will introduce students to the key concepts in macroeconomic theory, ranging from the role of government intervention to macroeconomic measurements to issues relating to trade.

#### **Business Studies - Grades 11-12**

This course surveys the issues related to the establishment and maintenance of a business. Topics include business ethics, management and leadership, accounting, marketing, and risk assessment. In addition, the course will explore fundamental marketing principles and their application to the business world.

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## COURSE INFORMATION

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### **Global Studies II Honors - Grade 10**

*Prerequisites: Teacher recommendation, standardized test scores, and Grade 9 grades will be used to determine placement*

This course covers the same content as Global Studies II, but at a more demanding pace. Our studies will focus on critically analyzing the perspectives of multiple sources, helping students to understand how historical consensus is achieved. Students will read from challenging primary and secondary sources and will have a variety of activities to practice their learning. Workload and grading expectations will be higher in this course than in Global Studies II.

### **AP Microeconomics - Grades 11-12**

*Prerequisite: HoF Recommendation and B or above grade average in Gr 10 Social Studies and Mathematics; Business Studies or Economics recommended.*

This course is an [introduction to the microeconomic](#) principles of supply and demand, market analysis, and consumer behavior. The course is designed to develop students' interest in economics. Students must demonstrate continued progress to remain in the course. Those who enroll in this course are expected to take the AP examination near the end of the year. College majors that benefit from this AP can be found [here](#).

### **AP Macroeconomics - Grades 11-12**

*Prerequisite: HoF Recommendation and B or above grade average in Gr 10 Social Studies and Mathematics; Business Studies or Economics recommended.*

This course is an [introduction to the macroeconomic](#) principles explaining national behaviors and movements and trends of the world economy. Those who enroll in this course are expected to take the AP examination near the end of the year. College majors that benefit from this AP can be found [here](#).

### **Psychology - Grades 10-12**

This course surveys the basics of both behavioral and social psychology. Essential thinkers in the field, such as Freud, Jung, and Skinner, will be studied. In addition, the basic structure and workings of the human brain will be examined. Famous psychological experiments and relevant case studies will allow students to study the use of these basic psychological methods and systems in laboratories and real life.

### **AP Comparative Government - Grades 11-12**

*Prerequisite: HoF Recommendation*

This [course](#) offers students a survey of six different governmental styles in use around the world today. A series of case studies allows students to explore these styles through history and in the present. They will better understand the principles that guide current events both today and throughout their lives. Those who enroll in the course are expected to take the AP examination near the end of the year. College majors that benefit from this AP can be found [here](#).

### **AP Psychology – Grades 11-12**

*Prerequisite: HoF Recommendation*

This [course](#) introduces students to the key concepts in human behavior and thinking, including social and behavioral psychology, as well as brain functions, cognition, and thinkers such as Freud and Jung. Those who enroll in the course are expected to take the AP examination.

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## COURSE INFORMATION

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### AP World History - Grades 11-12

*Prerequisite: HoF Recommendation and B or above grade average in Gr 10*

This [course](#) exposes students to a university-level survey of world history from the Stone Age to the twentieth century. The truly global scope of the course offers balanced coverage of all major regions of the world. Students will hone the thinking, writing and critical reading skills that will be essential for success in higher education. Students must demonstrate continued progress to remain in the course. Those who enroll in this course are expected to take the AP examination near the end of the year. College majors that benefit from this AP can be found [here](#).

### AP Art History - Grades 11-12

*Prerequisite: HoF Recommendation*

This [course](#) offers a survey of world art historical traditions. It explores key artistic artifacts from many different societies – Europe, the Middle East, India, East Asia, and elsewhere – across time. Students will analyze both how these works affected people and were influenced by the historical setting in which they were created. In doing so, they will gain new appreciation for the art and architecture around them and how they color life today. Students who enroll in the course are expected to take the AP examination near the end of the year. College majors that benefit from this AP can be found [here](#).

## COURSE INFORMATION

### Mathematics Department Course Offerings

Subject	Grade Level	7	8	9	10	11	12
Pre-Algebra		✓					
Algebra I			✓				
Geometry Honors				✓	✓		
Geometry				✓	✓		
Algebra II Honors					✓	✓	
Algebra II					✓	✓	
Statistics						✓	✓
Honors/AP Pre-Calculus						✓	✓
Pre-Calculus						✓	✓
AP Statistics							✓
AP Calculus AB & BC							✓
Calculus							✓

\*all course availability subject to scheduling and the number of student request





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## COURSE INFORMATION

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### ~Mathematics~

The Mathematics curriculum creates an environment of inquiry where reasoning is emphasized. Reasoning is developed when students think independently applying mathematics modeling to relationships and real-world situations. In the curriculum the student develops an understanding of numerical, graphical and algebraic representations. Concepts and procedures are both developed and considered necessary for the student's progress. In each classroom, within a respectful environment, student's curiosity is challenged and motivated in a medium of problem solving and creativity. At MES, the mathematics program provides students with thorough preparation for future study in any discipline that requires mathematics. The Math curriculum is based on the following standards: [\*AERO Common Core Plus\*](#) and [\*Common Core Math\*](#).

**Graphic Calculator:** A TI-84 series or TI-Nspire graphic calculator is **required** for all students from Grade 9 through Grade 12. Graphic calculators are crucial to understanding concepts taught in mathematics throughout the American curriculum. Successful completion of the class will result in a student earning 1 credit.

#### Online Class Offerings - Grades 9-11

At MES there are online Mathematics courses offered in affiliation with Nebraska University. Classes are offered for students who were not successful in passing one of their high school Mathematics courses during the academic year. Classes are also offered as an option for students from standard classes who wish to join the Honors track. Guidelines and regulations for passing these classes must be followed to guarantee a smooth transfer from one level of Mathematics to another.

#### Course Offerings: Standard Classes -

Students in standard classes are required to take mathematics classes in Grades 9 - 11. Curriculum provides the student in these classes with a solid foundation for college entrance whether locally or internationally. In

#### Course Offerings: Standard Classes continued -

Grade 12 the student has the option to take another math class. It is recommended to take math each year until graduation. According to the NACAC (National Association of College Admission Counseling), *students who take math in each year of high school are far more successful in college than students taking only three years. Math is the tool you will use for many other classes, especially those in science.*

#### Honors Classes:

Students in honors classes investigate the same course content and standards in greater depth than their peers in standard classes. Students are expected to be independent thinkers and learners. They have to be proficient at computing, applying processes, problem-solving, and analyzing complex mathematical concepts. Assignments and assessments are more rigorous and more work is demanded from the student. Math students at all levels are expected to spend 45-90 minutes on average outside of class per class meeting completing assignments and studying for the class. Students in honors or AP classes should expect to spend an additional 30-60 minutes studying per class meeting than their peers in regular courses. Students qualify for an Honors class by MAP scores, behavior towards learning, previous course grades and by teacher recommendation. Honors students who score a B or above are expected to continue in the honors classes the following year. Students who fail to satisfy this requirement will be moved out of the honors track and placed in the standard CP track for the following year unless they choose to take an online class in the same subject and follow the guidelines implemented by the school.

#### Geometry Honors - Grade 9-10

*Prerequisite: Algebra I (with B or above), MAP scores, accompanied with Teacher's Recommendation.*

This course is a rigorous study of all topics in Geometry including principles of logic, coordinate geometry, perimeter/circumference and area of polygons and circles, and surface area and volume of solids. Topics such as parallel lines and planes, congruent triangles, inequalities and quadrilaterals together with various forms of proof are also studied.

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## COURSE INFORMATION

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### **Geometry - Grade 9-10**

*Prerequisite: Algebra I*

Geometry is a comprehensive course featuring coverage of geometric terms and processes, logic and problem solving. After completing the course students will be able to use several types of statements to construct proofs, name various types of special lines and angles as well as a variety of properties of lines and angles, name types of geometric figures as well as the properties of these figures and determine perimeter/circumference, area, surface area and volume of geometric figures.

### **Honors Algebra II - Grade 10-11**

*Prerequisite: Geometry Honors (with B or above),*

*MAP scores, accompanied with Teacher Recommendation*

Students who successfully complete the Grade 9 Honors Math course to the above standard will take Algebra II Honors in Grade 10. Students are prepared for pre-AP or IB Mathematics classes. The course covers a review of Algebra 1 topics. Also included are solving quadratic equations over the complex numbers, powers, roots and radicals, variation, operations on rational expressions and functions. The graphing calculator will be integrated into problem sets throughout the course. This course emphasizes applications of functions, equations, sequences and series.

### **Algebra II - Grade 10-11**

*Prerequisite: Geometry*

Algebra II is the continued study of math concepts from Algebra I. This course covers most of the topics stated in the Honors Algebra 2 description. This course is designed to incorporate more time for practice. Successful completion of this course will allow students to take Pre-Calculus, or Statistics.

## **~Mathematics Electives~**

### **Statistics - Grade 11-12**

*Prerequisite: Algebra II with C or above, accompanied with Teacher Recommendation*

This course is designed to provide students with a comprehensive background in statistics and probability together with hypothesis testing. The course will cover a selection of topics from the following areas: data analysis, probability, experimental design, confidence intervals, and hypothesis testing.

### **AP/Honors Pre-Calculus - Grade 11-12**

*Prerequisite: Algebra II Honors with a B+ minimum*

This is a pre-AP course.

The course centers on functions modeling dynamic phenomena. It covers functions and their transformations: polynomial, rational, exponential, logarithmic and circular. Also, trigonometry and analytic geometry are heavily analyzed together with mathematical induction.

The course prepares the students for a higher level of thinking which is encountered in the advanced placement classes offered by the College Board. Students expect rigorous mathematical applications and modeling, preparing them for college-level calculus.

### **Pre-Calculus - Grade 11-12**

*Prerequisite: Algebra II*

This course provides students with a strong foundation of pre-calculus concepts, techniques, and applications to prepare students for more advanced work.

Curriculum is similar to that taught in Pre-Calculus honors with less rigor.

### **Calculus - Grade 12**

*Prerequisite: Pre-Calculus Honors; Teacher Recommendation*

This is similar to Calculus I at the university level and serves as an introductory Calculus class. Topics will include the following: limits, differentiation and limited applications, integral techniques and finding area and volume using integration.

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## COURSE INFORMATION

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### Grade 12 - AP Statistics

*Prerequisite: Algebra II Honors and/or Pre-Calculus Honors - Minimum grade B and Teacher Recommendation*

This is a university level introductory Statistics class. The [course](#) strictly follows the curriculum implemented by the College Board. The course tests students in conceptual comprehension of these statistical topics: data display and analysis, probability, experimental design and requirements, confidence intervals, and hypothesis testing. Students are required to take the College Board AP Statistics exam at the end of the course. College majors that benefit from this AP can be found [here](#).

### AP Calculus (AB & BC) - Grade 12

*Prerequisite: Pre-Calculus Honors – Minimum Grade B and Teacher Recommendation*

Students may choose to take either Calculus AB or Calculus BC. [Calculus AB](#) is similar to Calculus I at the university level. [Calculus BC](#) is similar to both Calculus I and II at the university level. The course strictly follows the curriculum implemented by the College Board. The course tests students in the conceptual comprehension of these Calculus topics: limits, differentiation and its applications, integration and application through volume rotation and areas under the curves. BC students will study series and extension to differential and integral concepts not taught at the AB level. Students are required to take the College Board AP Calculus exam at the end of the course. College majors that benefit from [AP Calculus AB](#) and [AP Calculus BC](#) are linked.



## COURSE INFORMATION

### Science Department Course Offerings

Subject	Grade Level	7	8	9	10	11	12
Life Sciences		✓					
Physical Science			✓				
Biology Honors				✓			
Biology				✓			
Chemistry Honors					✓		
Chemistry					✓		
Physics					✓	✓	✓
Environmental Science						✓	✓
AP Biology						✓	✓
AP Chemistry						✓	✓
AP Physics I					✓	✓	✓
AP Physics C							✓

\*all course availability subject to scheduling and the number of student requests





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## COURSE INFORMATION

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### ~Science~

All scientific disciplines share a common method for testing hypotheses in order to gain knowledge. However, the range of topics that can be studied in a scientific way is quite diverse. In order to develop true scientific literacy, a student must be exposed to four general areas of study: Biology, Chemistry, Physics, and Environmental Science. The final one requires a basic understanding of the first three to be fully appreciated and is offered as an elective for 11th and 12th graders. The MES Science curriculum has been developed with [this sequence](#) in mind. The driving principle is that a foundation in Biology, Chemistry, and Physics will be examined at appropriate levels of depth and breadth at different grade levels. Successful completion of the class will result in a student earning 1 credit.

#### **Biology - Grade 9**

This course is designed as a highly structured, lab-based curriculum based on the [NGSS standards](#) wherein students gain an understanding of scientific studies through exploration and application. Topics studied are the basis of life, chemistry of life, cell structure & function, cell transport, photosynthesis & cellular respiration, cell division, genetics, protein synthesis, evolution, ecology, and human biology.

#### **Honors Biology - Grade 9**

*\*Prerequisites for grade 9: Minimum of a B+ in grade 8 Physical Science, recommendations from the grade 8 Science teacher and the HOF of Science.*

This course is designed as a highly structured, lab-based curriculum based on the [NGSS standards](#) wherein students master their scientific studies through exploration and application. Additional lessons/instruction have been included to provide students with a more in-depth understanding to prepare them for AP Biology. The course introduces and expands on the main concepts of modern biological thought including; the chemistry of life, emergent properties of organisms in relation to chemistry/physics, rules for structuring the biosphere, cell structure/function, and human biology.

#### **Chemistry - Grade 10**

This course is designed for 10th grade students based on the [NGSS Standards](#) that want to gain a better understanding of the physical world through a highly structured, lab-based curriculum. Core principles that are covered in the class include; matter/change, measurement, atomic structure/periodic table, practice with formulas/chemical equations, stoichiometry, gas laws, thermochemistry, and acids/bases.

#### **Honors Chemistry - Grade 10**

*\*Prerequisite for grade 10: Minimum grade of a B+, and recommendation from the Biology teacher and the HOF of the Science Department.*

This course is designed as a highly structured, lab-based curriculum based on the [NGSS standards](#) wherein students master their scientific studies through exploration and application. Additional lessons/instruction have been included to provide students with a more in-depth understanding to prepare them for AP Chemistry. The course builds upon and expands the concepts and principles of general chemistry with an additional focus on molecular geometry, spectroscopy techniques, solubility, gas laws, thermodynamics, chemical kinetics and acid/base theory.

#### **Environmental Science - Grades 11-12**

Environmental Science is a multidisciplinary science offered as an elective for both 11th and 12th grade students that focuses on the effects of human civilization on their surrounding environments. The course is designed with a lab-based curriculum based on the [NGSS Standards](#) to allow students to explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Through applied labs and guided discovery, students will explore and apply concepts from geology, hydrology, soil sciences, plant physiology/ecology, pollution control, and solid/hazardous waste management. Environmental Science weaves together the knowledge that students have gained from Biology and Chemistry and applies it to large scale systems.

## COURSE INFORMATION

### Physics - Grades 10-12

This course is designed for 10th, 11th, and 12th Graders who want to gain a better understanding of the natural world around them. This course is designed based on the [NGSS Standards](#) and introduces a wide range of Physics concepts, including; motion, forces, thermodynamics, circular motion, electricity, waves, and nuclear physics. Throughout the course of study all students will be expected to conduct independent investigations that will require each student to apply skills/knowledge that he/she has acquired throughout the course.

### AP Biology Grades - 11-12

*\*Prerequisite: Biology 9/10 and Chemistry 9/10.*

*\*A minimum Grade of B+ is required in both pre-requisite courses.*

*\*Entry is also based upon the HOF recommendation.*

The AP Biology course is an introductory college-level biology course designed for students wishing to pursue a college-track as a Dentist, Biomedical Engineer, Medical Doctor/Researcher, Nutritionist, and/or Environmental Science (*not all inclusive*). Through intensive lab based inquiry, students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The culminating AP exam focuses on the following areas; molecules and cells, heredity and evolution, and organisms and populations. College majors that benefit from this AP can be found [here](#).

### AP Physics 1 - Grades 10-12

*\*Prerequisites: Chemistry and Algebra II [taken concurrently or completed].*

*\*A minimum Grade of B+ is required in both pre-requisite courses.*

*\*Entry is also based upon the HOF recommendation.*

This is a course equivalent to the first semester of an algebra-based college-level physics class. AP Physics I is designed for students wishing to pursue a college-track as a Dentist, Engineer, Medical Doctor/Researcher (*not all inclusive*). The course follows the curriculum implemented by the College Board. Specific topics that will be covered include Linear Motion; Projectile Motion; Dynamics and Newton's Laws; Work, Power and Energy; Momentum; Circular Motion, Torque and Rotational Motion. Laboratory experiments will be predominantly open-inquiry and based on the scientific method, where the students must develop their own procedure, method of data presentation, and analysis to answer open-ended questions about each unit. College majors that benefit from this AP can be found [here](#).

### AP Chemistry - Grades 11-12

*\*Prerequisites: Chemistry and Algebra I*

*\*A minimum Grade of B+ is required in both prerequisite courses*

*\*Entry is also based upon the HOF recommendation.*

AP Chemistry is a one year chemistry class equivalent to that of a freshman-level college chemistry Course. AP Chemistry is an introductory college-level chemistry course designed for students wishing to pursue a college-track as an Engineer, Medical Doctor/Researcher, Nutritionist, and/or Environmental Science (*not all inclusive*). The goal of AP Chemistry is to provide the student a foundation in which to understand the structure and properties of chemical substances and to make predictions in regards to energy movement in a system. By nature, this course is lab-based with special emphasis on quantitative and qualitative methods of analysis. Some of the major topics explored in laboratory experiences are equivalent to that experienced in the typical college chemistry lab and include: States of matter, types of chemical reactions, bonding, molecular geometry, kinetics, thermodynamics, structure of the atom, equilibrium, acids and bases, nuclear chemistry, organic chemistry, electrochemistry, and coordination chemistry. College majors that benefit from this AP can be found [here](#).

### AP Physics C - Grades 11-12

*\*Prerequisites: Physics or AP Physics I and Pre-Calculus.*

*\*A minimum Grade of B+ is required in both pre-requisite courses.*

*\*Calculus or AP Calculus is required concurrently*

*\*Entry is also based upon the HOF recommendation.*

AP Physics C consists of 2 semester long subjects which are equivalent to a first semester of a Calculus-based Physics college-level class and 1 semester of a calculus college-level class. AP Physics C is designed for students wishing to pursue a college-track as a Engineer, Astrophysics, Theoretical Physics (*not all inclusive*).

[APC Mechanics](#) follows the curriculum implemented by the College Board. Specific topics include Kinematics, Newton's Laws of Motion, Work, Energy, and Power, Linear Momentum, Rotation, Oscillations, and Gravitation. [APC Electricity and Magnetism](#) follows the curriculum implemented by the College Board. Specific topics include Electrostatics, Conductors, Capacitors, Dielectrics, Electric Circuits, Magnetic Fields, and Electromagnetism. College majors that benefit from [APC Mechanics](#) and [APC Electricity and Magnetism](#) are linked.



## ELECTIVE COURSE INFORMATION

### World Languages Course Offerings

Subject	Grade Level	7	8	9	10	11	12
Introduction to French		✓	✓				
French I				✓	✓	✓	
French II					✓	✓	✓
French III [Honors]							✓
AP French							✓
Introduction to Spanish		✓	✓				
Spanish I				✓	✓	✓	
Spanish II					✓	✓	✓
Spanish III [Honors]						✓	✓
Spanish IV [Honors]							✓
AFL Beginners 1		✓	✓	✓	✓	✓	✓
AFL Beginners 2		✓	✓	✓	✓	✓	✓
AFL Standard 1		✓	✓	✓	✓	✓	✓
AFL Standard 2		✓	✓	✓	✓	✓	✓
AFL Standard 3		✓	✓	✓	✓	✓	✓
AFL Standard 4		✓	✓	✓	✓	✓	✓

\*all course availability subject to scheduling and the number of student request





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## ELECTIVE COURSE INFORMATION

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### ~World Languages~

#### French I - Grade 9-11

*Prerequisite: Grade 8 French – Teacher’s Recommendation*

The course is designed to develop the four language skills of listening, reading, writing and speaking. The students will develop their ability to use French as a practical means of communication in a wide range of contexts. Students are introduced to an extensive range of vocabulary and grammar to enable them to acquire an effective and accurate command of the language. As well as the linguistic elements involved, students are introduced to the culture and way of France and French speaking countries. In G9, we learn to communicate in French about the following topics: describing friends and family, celebrations, food, cooking, places, events, and morning routine.

#### French II - Grade 10-12

*Prerequisite: French I – Teacher’s Recommendation*

As a progression beyond French I, students reinforce and further develop linguistic skills that enable effective communication both in speaking and writing. Students learn to cope with unpredictable situations in the target language and to further apply their language learning skills. The study of grammar and its practical application will continue throughout the course in order to prepare students who wish to undertake French III. Students will also have the opportunity to explore the elements of French poetry and literature. In G10, we learn to communicate in French about the following topics: activities, parts of the body; injuries and illnesses, movies, holidays, and literature.

#### French III Honors - Grade 11-12

*Prerequisite: French II – Teacher’s Recommendation*

As a progression beyond French II (A), students will develop more sophisticated listening, speaking, reading and writing skills. Throughout the course, students will examine a wide range of aspects of cultures where French is spoken and they will be expected to research and report on these topics. Students will develop their ability to understand and work with literary texts, newspaper articles and other authentic materials. Students will also be expected to supplement their work with independent study (reading books, newspapers, magazines, watching and analyzing French films etc.). In G11, we learn to communicate in French about the following topics: future, transport, holidays, food, complaints, hobbies, health and body, illness and clothes.

#### AP French - Grade 12

*Prerequisite: French III (AP French prep.) – Teacher’s Recommendation*

The course emphasizes the uses of language for active communication and helps students develop the following:

- The ability to understand spoken French in various contexts;
- a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other nontechnical writings without dependence on a dictionary; and
- The ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.

Course content will reflect the intellectual interests shared by the students and teacher (the arts, current events, literature, sports, etc.). Materials might well include audio and video recordings, films, newspapers, and magazines. The course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than to cover any specific body of subject matter. It will also include extensive training in the organization and writing of compositions. This course content is based upon the College Board.

#### Spanish I – Grade 9-11

The course is designed to develop the four language skills of listening, reading, writing and speaking. The students will develop their ability to use Spanish as a practical means of communication in a wide range of contexts. Students are introduced to an extensive range of vocabulary and grammar to enable them to acquire an effective and accurate command of the language. As well as the linguistic elements involved, students are introduced to the culture and way of Spain and Spanish speaking countries. In G9, we learn how to communicate in Spanish about the following topics: greetings, school life, family and hobbies.

#### Spanish II - Grade 10-12

*Prerequisite: Spanish I*

The curriculum is designed to build upon Spanish language skills acquired during Spanish I. Students continue to develop their ability to use Spanish as a practical means of communication. The course will adopt a communicative approach to grammar. Students will also deepen their understanding of Spanish culture and way of life. In G10, we learn how to communicate in Spanish about the following topics: house, daily life, town, food and holidays.



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## ELECTIVE COURSE INFORMATION

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### Spanish III Honors - Grade 11-12

*Prerequisite: Spanish II –Teacher’s Recommendation* Student will continue to develop their linguistic **skills** with the aim of **communicating** to a higher level of competence. Throughout the course, students will examine a wide range of aspects of societies where Spanish is spoken and they will be expected to research and report on these topics. Students will develop their ability to understand and work with literary texts, newspaper articles and other authentic materials. In G11, we learn to communicate in Spanish about the following topics: health, food, traveling, school, work, environment and the media.

### Spanish IV Honors - Grade 12

*Prerequisite: Spanish III – Teacher’s Recommendation* Student will continue to develop their linguistic **skills** with the aim of **communicating** to a higher level of competence. Throughout the course, students will examine a wide range of aspects of societies where Spanish is spoken and they will be expected to research and report on these topics. Students will develop their ability to understand and work with literary texts, newspaper articles and other authentic materials.

### AFL (Beginners 1)

This course is designed for students who have not studied AFL before. Students will be introduced to oral and written skills, in order to be able to communicate in basic AFL. As well as the linguistic elements involved, students are introduced to the culture and way of Arabic and Arabic-speaking countries.

### AFL (Beginners 2)

*Prerequisite: AFL –Beginners 1 – Teacher’s Recommendation*

This course is designed for students who have studied AFL before. They will learn the alphabet, the countries, the numbers, and general greetings. They will also learn how to present themselves to an audience by discussing their interests. Students will be introduced to reading, oral and written skills in order to be able to communicate in basic AFL. As well as the linguistic elements involved, students are introduced to the culture and way of Arabic and Arabic-speaking countries.

### AFL (Standard 1)

*Prerequisite: AFL – Beginners 2- Teacher’s Recommendation*

This course is designed to reinforce and build upon AFL language skills acquired during previous academic years. Students will continue to develop their ability to use AFL as a practical means of communication in different contexts. Students will develop their reading, writing and communication skills. Topics include school life, food, health and fitness.

### AFL (Standard 2)

*Prerequisite: AFL- Standard 1 – Teacher’s Recommendation*

This course is designed to build upon AFL language skills acquired during previous academic years. Students will further develop their ability to use AFL as a practical means of communication in a wide range of contexts. Students will be introduced to an extensive range of vocabulary and grammar to enable them to develop an effective and accurate command of the language including speaking, writing, reading and listening skills. Topics include family, relationships, and entertainment.

### AFL (Standard 3A)

*Prerequisite: AFL- Standard 2- Teacher’s Recommendation*

In this course, students will further develop linguistic skills that enable effective communication both in speaking and writing. Students will develop the ability to express detailed opinions on a variety of current topics through reading comprehension. Throughout the course, students will learn to cope with unpredictable situations in the target language. The study of grammar will be thorough, and students should be able to express themselves accurately using the past, present and future tenses with an understanding of the most common parts of speech. Topics include the environment, weather, traditions as well as travel and transportation.

### AFL (Standard 3B)

*Prerequisite: AFL- Standard 3A- Teacher Recommendation*

In this course, students will reinforce and further develop linguistic skills that enable effective communication both in speaking and writing. Students will learn to cope with everyday situations that they may encounter on a visit to an Arabic speaking country. Students will be encouraged to express basic opinions about everyday topics using evidence. Students will reinforce their understanding of basic grammar in order to aid communication. Students will be able to write descriptive paragraphs using higher level vocabulary about certain topics such as communication at the workplace, careers, and traveling.

### AFL (Standard 4)

*Prerequisite: AFL – Standard 3B- Teacher Recommendation*

In this course, students will develop more sophisticated listening, speaking, reading and writing skills. Throughout the course, students will examine a wide range of aspects of cultures where Arabic is spoken and they will be expected to research and report on these topics. Students will develop their ability to understand and work with literary texts, newspaper articles and other authentic materials. Students will also read stories and analyze their meaning using a wide range of vocabulary. Topics include tourism. Individual interests and world events.

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## ELECTIVE COURSE INFORMATION

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### Physical Education Course Offerings

Subject	Grade Level	7	8	9	10	11	12
Physical Education		✓					
Physical Education			✓				
Physical Education & Health (Health and Personal Fitness)				✓			
Physical Education II					✓		
Advanced Sports & Fitness					✓	✓	✓
Physical Education III/IV						✓	✓

\*all course availability subject to scheduling and the number of student requests



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## ELECTIVE COURSE INFORMATION

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### ~Physical Education~

#### **Physical Education I (Required) – Grade 7**

This course supports students with their transition into Middle School by exploring a range of physical activities. They will have the opportunity to develop skills and techniques across a range of physical activity as well as selecting and using tactics. In addition to this, students develop teamwork through providing peer feedback and working in small groups.

#### **Physical Education II (Required) – Grade 8**

Students develop their skills and techniques through a range of team and individual activities. Furthermore there is a focus on health and wellbeing, exploring the different health related components of fitness and physical and mental wellbeing. Students develop leadership through engagement in task progression and peer coaching.

#### **Physical Education & Health (Required) - Grade 9**

This course assists students in acquiring the knowledge and skills to cement lifelong positive attitudes and behaviors related to their personal health and wellbeing. The focus of this course is based upon the [National Health Education Standards](#) and study will include diet and nutrition; physical, social, emotional and mental health; personal health and fitness and the prevention of disease to enhance health. The course content will be extracted from the [Glencoe Health](#) book; discussions, projects and various collaborative assignments will focus on gathering and analyzing factual information in order to make optimal lifestyle decisions and take ownership of personal wellness.

#### **Physical Education III (Required) - Grade 10**

Through choice students are given a chance to select games and activities, physical fitness and dance/rhythm activities of their preference. Students will investigate different aspects of learning, including how we process information and the benefits of good feedback and guidance. In addition to this, students will understand the principles of **SMARTER** goal-setting and apply to their physical activity and sport.

#### **Physical Education IV - Grade 11 & 12**

Students will have the opportunity to choose games and activities according to their preferences, focusing on enhancing personal fitness, leadership, and communication skills. They will delve into game/tournament organization, officiating, and recreation facilitation, emphasizing student-led and independent learning for future education. Additionally, students will gain the expertise to plan and lead comprehensive lessons in their chosen activity, aiming to improve physical, mental, and social well-being.

### ~PE Elective~

#### **Advanced Sport & Fitness - Grades 10-12**

*Prerequisite: Teacher recommendation and an average of B+ or above in Gr 9 or 10 PE*

This class is designed to optimally challenge students who have demonstrated above average athletic competencies in Grades 9-12. Students will explore advanced training methods and tactical play across several game classifications. Students will be expected to work at an extremely high intensity while developing fitness, skills and tactics. Furthermore, students will have classroom-based topics that include, Sport Psychology, Anatomy and Physiology and Wellness and Nutrition. Qualities such as leadership, collaboration and integrity will be developed through this course.

\*This course can only be taken one time.\*

All course curricula are based upon the [National PE Standards](#) for the US Diploma program.



## ELECTIVE COURSE INFORMATION

### Expressive Art Course Offerings

Subject	Grade Level	7	8	9	10	11	12
<b>Visual Art</b>		✓	✓				
Art and Design I				✓	✓	✓	
Art and Design II					✓	✓	✓
Art and Design III						✓	✓
Digital Art & Design I				✓	✓	✓	
Digital Art & Design II					✓	✓	✓
Pre-AP Art: 2D Design/Drawing						✓	✓
AP Studio Art: 2D Design/Drawing							✓
Photography						✓	✓
Sculpture						✓	✓
Drama		✓	✓				
Theater I				✓	✓	✓	
Theatre II					✓	✓	✓
Theater Design and Technology				✓	✓	✓	
Music		✓	✓				
Choir I, II, [III, IV - Honors]*				✓	✓	✓	✓
Instrumental Music				✓	✓	✓	✓

\*all course availability subject to scheduling and the number of student requests





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## ELECTIVE COURSE INFORMATION

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### ~Visual Arts~

#### **Art and Design I - Grades 9-11**

*No Prerequisite*

This course follows the [National Core Arts Standards](#) and provides a comprehensive overview of both historical and contemporary art. Students will learn to see art as a form of communication that allows the artist to express thoughts and feelings through both images and words. Students will have extensive opportunities to create works of art using various styles, techniques, media, and tools. Both two-dimensional and three-dimensional work will be created. Examples of two-dimensional art will include drawing, painting, printmaking, photography, and mixed media. Three-dimensional art will include sculpture, environmental, and installation art. Students will also incorporate reading and writing into their coursework in order to gain a fuller appreciation of the social and cultural impact that the arts have had throughout history as well as in our contemporary lives.

#### **Art and Design II - Grade 10-12**

*Prerequisite: Successful completion of Art and Design I with an A or B*

This course follows the [National Core Arts Standards](#) and is designed for students who have expressed an interest in continuing their studies in the visual arts. Students will be challenged to develop their own personal work using both traditional and non-traditional materials, tools, and ideas in creating art while investigating ideas found in contemporary art. Students will understand that art-making is an ongoing process that uses informed and critical decision making to determine outcomes to problems. Projects will be theme-based and will attempt to help students make meaning out of contemporary culture. Students will work on a series of two-dimensional and three-dimensional projects while expanding their knowledge and application of the Elements and Principles of Design. Students will also incorporate reading and writing into their coursework in order to gain a fuller appreciation of the social and cultural impact that the arts have had throughout history as well as in our contemporary lives.

#### **Art and Design III - Grades 11-12**

*Prerequisite: Successful completion of Art and Design I and II with an A or B and Teacher's Recommendation*

This course follows the [National Core Arts Standards](#) and is designed to enhance student's artist abilities using a wide range of subject matter through studio work and various media. Students use critical thinking and problem-solving strategies throughout the course to inform their creative process. Students will produce a body of work demonstrating a personal approach. Units are supported and developed through a variety of sketchbook and preliminary assignments, focusing on techniques and skills. Students will continue further exploration and application of the Elements of Art and Principles of Design plus creative and design processes.

#### **Pre-AP Art - Grade 11**

*Prerequisite: a minimum grade of B+ in Art and Design I and II OR Digital Art and Design I and II and Teacher's Recommendation*

Pre-AP Art is a progression beyond Art and Design II and prepares students for AP Art. Students will explore in greater depth drawing and 2-D design issues using the Elements (line, shape, color, value, texture, space) and Principles (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) of Design in an integrative way. This course will introduce various media, processes, artists, and art criticism and emphasize the importance of presentation and craft. Through direct experience with the art making process, students will learn to solve visual problems, improve their ability to discuss artwork, and gain a solid understanding of expressive drawing and the Elements and Principles of Design according to [national standards](#). Students in Pre-AP Art will create at least five pieces for their AP Art Portfolio.

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## ELECTIVE COURSE INFORMATION

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### ***AP Studio Art: 2D Design - Grade 12***

*Prerequisite: a minimum grade of B+ in Pre-AP Art and Teacher's Recommendation*

AP 2-D Design introduces students to an advanced understanding of the Elements and Principles of 2-D Design and has been developed for students who are seriously interested in the practical experience of art and who are motivated to perform at the college level. Students will develop their own Sustained Investigation topics and produce 15 artworks that support and advance their topic, showing mastery of concept, composition, and execution of their ideas. A secondary portfolio of 5 selected works serves as a showcase of the student's best work. The portfolio is submitted to the College Board and judged according to [\*\*national standards\*\*](#) by selected college, university and secondary art instructors.

### **~Visual Arts~**

### ***AP Art: Drawing - Grade 12***

*Prerequisite: a minimum grade of B+ in Pre-AP Art and Teacher's Recommendation*

AP Drawing emphasizes expressive and experimental mark-making while addressing a very broad range of drawing issues and media (line quality, light and shadow, rendering of form, etc.). This is an option for students who are particularly interested in these aspects of art and are motivated to perform at the college level. Students will develop their own personal style of work and develop mastery of concept, composition, and execution of their ideas in creating a portfolio of 24 pieces of work addressing the three sections of the AP Portfolio: Breadth, Concentration, and Quality. The portfolio is submitted to the College Board and judged according to [\*\*national standards\*\*](#) by selected college, university and secondary art instructors.

### ***Photography- Grades 11-12***

*No Prerequisite*

*Requirements: Students must have a laptop computer with **Adobe Photoshop** and a digital camera*

This course is designed to give students experience with the creative and technical aspects of photography. Students will generate a portfolio of photographic work suitable for presentation on a website, or as part of an application for a university level photography or digital media course. Students will have the opportunity to take creative control of their assignments, and to foster characteristics of enquiry, initiative and independence. The course will explore various types of photography including photojournalism and portraits through a wide range of themes. It will cover photographic theory and the editing and manipulating photographs using Adobe Photoshop for enhancement and creative techniques.

### ***Sculpture – Grades 11-12***

*No Prerequisite*

This course follows the [\*\*National Core Arts Standards\*\*](#) and provides a comprehensive overview of both historical and contemporary 3-dimensional art. A beginning sculpture course concentrates on the development of sculptural ideas through the exploration of various materials and techniques. Students will have extensive opportunities to create 3-D works of art using various styles, techniques, media, and tools. Students will create sculptural forms, functional objects, and mixed-media works. Reading and writing are also included in the coursework in order to gain a fuller appreciation of the social and cultural impact that the arts have had throughout history as well as in our contemporary lives.

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## ELECTIVE COURSE INFORMATION

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### ***Digital Art & Design I - Grades 9-11***

*No Prerequisite.*

*Requirements: Students must have a laptop computer with **Adobe Photoshop***

This course follows the [National Core Arts Standards](#) and is designed to cultivate both the artistic abilities and technological aptitude of students. This course will focus on the use of computer and digital camera technology for the creation of digital print and online media and will serve as a general introduction to the field of computer art and design. Students will design and create original works using a variety of digital techniques and from a variety of design perspectives. Through this process, students will gain an understanding of how to critically analyze digital imagery, while developing their digital visual communication skills. There is an equal balance between technical skill and creativity and is excellent preparation for any student wishing to further their study in Visual Arts or the Digital Visual Media industry.

### ***Digital Art & Design II- Grades 10-12***

*Prerequisite: Successful completion of Digital Art and Design I with an A or B*

*Requirements: Students must have a laptop computer with **Adobe Photoshop***

This is an intermediate class in digital imaging, furthering the artistic abilities and technological aptitude learned in *Digital Art and Design I*. This course focuses on the use of computer and digital camera technology for the creation of digital art and online media designed to move students beyond basics. Students will design and create original works using a variety of digital media in order to further develop their digital visual communication skills. There is an equal balance between technical skill and creativity and is excellent preparation for any student wishing to further their study in Visual Arts or the Digital Visual Media industry.

## **~Performing Arts~**

### ***Theatre I - Grades 9-11***

*No Prerequisite*

This course comprises two components, Acting & Plays and The Practical Guide to Theatre History & Development. Through hands-on experience with a range of extracts and play scripts, Acting & Plays introduces students to the process of character creation and development. The focus of this component is on acting technique, although opportunities may arise for students to approach the role of director. The Practical Guide to Theatre History & Development presents the development of theatre across time and cultures, ranging from Ancient Greek Tragedy through to Theatre of the Oppressed through practical experience of each style or genre. Research and written assignments consolidate the practical work of the course. Students should expect to perform publicly at least three times in the course.

### ***Theatre II - Grades 10-12***

*Prerequisite: Successful completion of Theatre I with grade A or B*

Theatre II allows students to create and build a performance ensemble. They will select published material for performance and devise their own theatrical pieces. The production process is in the hands of the students, under the expert guidance of the instructor. Set design, costume design, publicity, lighting design, sound design and the amalgamation of all these elements into public performance are all the responsibility of the Advanced Theatre ensemble. Students should expect to perform publicly frequently during the course.

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## ELECTIVE COURSE INFORMATION

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### **Theater Design and Technology– Grades 9-11**

*No Prerequisite*

*Requirements: Attending production rehearsals and performances is required for this course.*

This course will provide students with a comprehensive understanding of the technical aspects of theatre production, focusing on dramaturgy, design, construction, and operation of scenic, lighting, sound, costume, and properties elements. Students will develop technical skills, problem-solving abilities, and creative thinking while working collaboratively on designing and creating the technical elements for a production.

### **Choir I - Grades 9-12**

*No Prerequisite*

*Requirements: Students must purchase a separate choral uniform for performances. Rehearsing and performing outside of school time is required for this course.*

Choir I is designed to motivate students to sing and encourage the love of singing. It provides group opportunities to perform styles of music ranging from musical theater to rock to classical. Students learn the basics of good choral singing, study music theory basics, and musicianship. Opportunities abound throughout the year to perform in public. Choir enables individuals to join together, become part of a cohesive group, and produce something worthwhile. It offers excellent opportunities for socialization among peers and positive involvement in one's school and the greater community. Choir adds breadth to life, and, in turn, harbors the potential to become a pillar in the platform of lifelong learning.

### **Choir II - Grades 10-12**

*Prerequisite: Successful completion of Choir I with grade A or B*

*Requirements: Students must purchase a separate choral uniform for performances. Rehearsing and performing outside of school time is required for this course.*

Choir II is designed to continue to motivate students to sing and encourage the love of singing. It provides group opportunities to perform styles of music ranging from musical theatre to rock to classical. Students continue to learn the basics of good choral singing, study music theory basics, and musicianship.

**Choir II Continued:** Opportunities abound throughout the year to perform in public. The expectations for Choir II are more rigorous concerning assessment of performance and literature performed - small and large group singing will occur. There will be opportunities for solo singing.

### **Advanced Choir III, IV [Honors] - Grades 11-12**

*Prerequisite: Successful completion of Choir II with grade A or B and instructor approval.*

*Requirements: Students must purchase a separate choral uniform for performances. Rehearsing and performing outside of school time is required for this course.*

Advanced Choir III/IV is designed to motivate students to sing and encourage the love of singing. It provides group opportunities, and solo opportunities to perform styles of music ranging from musical theater to rock to classical. Students learn more advanced techniques of good choral singing, study advanced music theory and musicianship. Large, small, and solo performance opportunities are provided and required for this course. Choir enables individuals to join together, become part of a cohesive group, and produce something worthwhile. It offers excellent opportunities for socialization among peers and positive involvement in one's school and the greater community.

### **Instrumental Music - Grades 9-12**

*Prerequisite: Instructor approval required.*

Students are taught music theory and how to perform as part of an ensemble. Student instrumental learning will focus on keyboards and reading rhythms (through tabla). Students will be required to rehearse at home and during class time. Students will also be required to study music theory at school and at home.

The band performs music in genres ranging from classical to rock. The music theory portion of the course will be focused on Western music theory traditions.

For more details on the performing arts please see the linked standards.

All courses are developed using the [National Core Art Standards](#).





## ELECTIVE COURSE INFORMATION

### Computer Technologies Course Offerings

Subject	Grade Level	7	8	9	10	11	12
Design Technology		✓					
Computer Applications			✓				
Multimedia				✓	✓	✓	✓
Digital Animations I				✓	✓	✓	✓
Digital Animations II					✓	✓	✓
AP Principles of Computer Science				✓	✓	✓	✓

\*all course availability subject to scheduling and the number of student requests



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## ELECTIVE COURSE INFORMATION

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### ~Computer Technologies~

#### Multimedia - Grade 9-12

Multimedia is a versatile course that is suitable for students with a wide range of interests and skills. It is particularly well-suited for students who:

- **Enjoy creative expression:** If you enjoy designing, creating, and storytelling, multimedia will provide you with a platform to explore your creativity.
- **Are interested in technology:** If you are curious about how digital tools can be used to create engaging experiences, this course will introduce you to the latest technologies and techniques.
- **Want to develop communication skills:** Multimedia skills are essential for effective communication in today's digital world. This course will help you develop your ability to convey messages clearly and persuasively.
- **Are considering a career in the creative or tech industries:** Multimedia skills are highly sought after in a variety of fields, including web design, graphic design, video production, and more. This course can provide you with a valuable foundation for your future career.

#### Digital Animations I - Grades 9-12

This foundational course provides students with a solid understanding of 3D modeling and animation principles. Through hands-on projects, students will learn to:

- **Create 3D models:** Design and construct three-dimensional objects using modeling software.
- **Apply textures and materials:** Add visual interest and realism to models by applying textures, colors, and materials.
- **Compose and light scenes:** Arrange models and elements within a scene and use lighting techniques to create mood and atmosphere.
- **Rig and animate models:** Set up the skeletal structure of a model and create keyframes to bring it to life through animation.

#### Career and College Major Opportunities:

- **Animation:** Character animator, 3D animator, stop-motion animator
- **Game Development:** 3D modeler, environment artist, animator
- **Film and Television:** Visual effects artist, 3D modeling and animation specialist
- **Architecture and Design:** Architectural visualization specialist, interior designer

**Related College Majors:** Animation, computer graphics, game design, visual effects, fine arts

#### Digital Animations II - Grades 10-12

Building upon the skills acquired in Digital Animations I, this advanced course allows students to apply their knowledge to create more complex and sophisticated 3D scenes and worlds.

#### Career Pathways:

- All the opportunities listed for Digital Animations I, plus:
- **Technical Director:** Overseeing the technical aspects of animation projects
- **Animation Supervisor:** Leading teams of animators and ensuring quality standards
- **Pipeline TD:** Developing and maintaining the software and hardware systems used in animation production

#### College Majors:

- Animation
- Computer Graphics
- Game Design
- Visual Effects
- Fine Arts
- Computer Science (with a focus on computer graphics or game development)

## **AP Computer Science Principles – Grade 9-12**

*Prerequisites: Students should have completed Algebra I with a B+ or better with a strong foundation in basic algebraic concepts dealing with function notation and problem-solving strategies. Students should be able to use a Cartesian (x, y) coordinate system to represent points on a coordinate plane. Students do not need to have prior knowledge of any programming language.*

Are you intrigued by the inner workings of computers? Do you enjoy problem-solving and logical thinking? If so, AP Computer Science Principles is the perfect course for you. This introductory course provides a comprehensive overview of computer science, exploring topics such as programming, data, the internet, and the impact of computing on society. To succeed in AP Computer Science Principles, students should have a strong foundation in basic algebraic concepts, including function notation and problem-solving strategies. A grade of B+ or better in Algebra I is recommended. Prior knowledge of any specific programming language is not required.

AP Computer Science Principles can be a valuable asset for students pursuing a wide range of college majors, including computer science, engineering, information technology, mathematics, and even fields like business and social sciences. The skills developed in this course can open doors to exciting career opportunities in technology, research, and innovation.

College majors that benefit from this AP can be found [here](#).

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## Learning Development Department [LDD]

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### **General Information**

The Secondary Learning Development Department (LDD) recognizes that students learn at different rates and that there are many factors that affect their academic achievement including their exceptionality.

The LDD believes in equal opportunities of learning for students who are able to benefit from the mainstream curricula offered at the Modern English School Cairo (MES). The main aim is to ensure all students are able to have equal access to the high-quality education offered.

Staff members of LDD are fully committed in supporting students who have been identified as having special educational needs to maximize their learning and behavioral potential. Members of the department work with students to build skills through differentiation, scaffolding and organization. LDD support starts in Grade 7 through Grade 10. The students are identified through several areas; Year 6 LDD referrals, assessments from specialized centers, previous academic records, teachers concern and referrals, and standardized assessment tools such as MAP.

### **Individual Education Plan [IEP]**

Each identified student has an Individual Education Plan (IEP) catered according to their exceptionality to best serve their needs. The IEPs are written and reviewed three times per academic year, where meetings are held with parents and students to jointly set goals and discuss current progress. A student who is ineligible for an IEP, but has a temporal or permanent medical or physical impairment that may affect their education has a 504.

### **Support**

The Learning Development Department provides in-class support in English, Math, and Science for students with IEPs. The main role of the support teachers is to work in close partnership and in a collaborative manner with the subject teachers and also to co-teach to address the students' individual needs. At home, students have access to [Useful Resources](#) to support their learning. 1:1 support is also offered during breaks for students who need extra help and reassurance for a specific topic or for exam preparation.

During internal exams, LDD puts in place special exam provision for eligible students to help address the students' needs to serve their exceptionality. When applicable, LDD students are withdrawn from the examination hall/classroom and receive the necessary accommodation they are entitled to. At home, students have access to the Learning Hub Google site with useful resources to help them prepare for their exams.

LDD also supports a Gifted & Talented Program (G&T) to identify students who are entitled to have their talent and exceptionality recognized and accelerated. LDD maintains a register for in-class differentiation and the Gifted and Talented students have an opportunity to attend, by invitation only, After School Activities [ASAs]. Students also have access to a dedicated [G&T Google Classroom](#) which has a range of valuable resources to promote independence and academic extension activities.





## Forms

# Individual Graduation Plan Worksheet

Student Name	Name	Grade Level	Date	October 7, 2024
		Homeroom		
<b>Individual Graduation Plan Worksheet</b>				
Major[s]/Concentration:		Advisor Contact Email:		
		University Choice[s]:		
Student Signature:		Parent/Guardian Signature:		
High School Graduation Plan	9th Grade	10th Grade	11th Grade	12th Grade
	<b>English</b>			
	Choose G9 English	Choose G10 English	Choose G11 English	Choose G12 English
	<b>Math</b>			
	Choose G9 Math	Choose G10 Math	Choose G11 Math	<b>Electives (G12)</b>
	<b>Science</b>			
	Choose G9 Science	Choose G10 Science		Choose Elective 1
	<b>Social Studies</b>			
	Choose G9 Social Studies	Choose G10 Social Studies	Choose G11 Social Studies	Choose Elective 2
	<b>Physical Education/ Health</b>			
	Physical Education I & Health	Physical Education II	Physical Education III	Choose Elective 3
	<b>Arabic and Religious Studies</b>			
	Choose G9 Arabic & Religious Studies	Choose G10 Arabic & Religious Studies	Choose G11 Arabic & Religious Studies	Choose Elective 4
		<b>Test Prep English</b>	<b>Test Prep Math</b>	Choose Elective 5
	<b>Electives (G9-11)</b>			
	Choose World Language OR Elective 1	Choose World Language OR Elective 1	Choose World Language OR Elective 1	
	Choose Elective 2	Choose Elective 2	Choose Science OR Elective 2	
	<b>Exceptions (G9-11)</b>			
	Choose Exception 1	Choose Exception 1	Choose Exception 1	Choose Exception 1
Choose Exception 2	Choose Exception 2	Choose Exception 2	Choose Exception 2	
<b>Alternates (G9-12)</b>				
Choose Alternate 1	Choose Alternate 1	Choose Alternate 1	Choose Alternate 1	
Choose Alternate 2	Choose Alternate 2	Choose Alternate 2	Choose Alternate 2	
<b>Other Notes/ Comments:</b>				

*The Individual Graduation Plan [IGP] is a road map that guides students toward their education, career, and employment goals. It includes general graduation requirements, as well as elective coursework and other strategies for meeting long-term goals. Placement in required courses is based upon a student's data to include: MAP and PSAT scores, course history, current and final grades, and teacher recommendations. This worksheet is to serve as a forecast of courses your child will take in order to achieve an American High School Diploma and is in no way a contractual obligation.*

# Forms

CUMULATIVE GPA: 4.14						CUMULATIVE CREDITS: 29					
School Year 2018-2019	School Name Modern English School Cairo				Grade 9	School Year 2019-2020	School Name Modern English School Cairo				Grade 10
Course Name	Term I	Term II	Term III	Final	Credits	Course Name	Term I	Term II	Term III	Final	Credits
Biology	A	A	A	A	1	Spanish II	A	A	A	A	1
*Honors Geometry	A	A	A	A	1	Arabic	AFL	A	A	A	1
Global Studies I (History I)	A	A	A	A	1	Physical Education 10	A	A	A	A	.5
Spanish I	A-	A-	A	A-	1	Religion	A	A	A	A	.5
Arabic	AFL	A-	A-	A-	1	Art & Design II	A	A	A	A	1
PE & Health 9	A	A-	A-	A	.5	*Chemistry (Honors)	A	A	A	A	1
Religion	A	A	B	A-	.5	*Algebra II (Honors)	A	A	A	A	1
Art & Design I	A-	A	A	A	1	SAF PREP English			A	A	.25
*English Literature I (Honors)	A	A-	A	A-	1	*English II (Honors)	A	A	A	A	1
						*Global Studies II (Honors)	A	A	A	A	1
Honor Roll	T1 *H	T2 *H	T3 *			Honor Roll	T1 *H	T2 *H	T3 *H		
GPA 3.94					Total 8	GPA 4.24				Total 8.25	
School Year 2020-2021	School Name Modern English School Cairo				Grade 11	School Year 2021-2022	School Name Modern English School Cairo				Grade 12
Course Name	Term I	Term II	Term III	Final	Credits	Course Name	Term I	Term II	Term III	Final	Credits
Environmental Science	A	A	A	A	1	Arabic	AFL	A	A-	A-	1
*AP World History	A	A	A	A	1	Religion	A	A	A	A-	.5
Arabic	AFL	A	A	A	1	Business Studies	A	A	A	A	1
Religion	A	A	A	A	.5	*AP Economics (Macro)	A	A	A	A	1
*AP Economics (Micro)	A	A	A	A	1	*AP Statistics	A	A	A	A	1
*Pre-Calculus (Honors)	A	A	A-	A	1	*English IV (Honors)	A	A	A	A	1
*English III (Honors)	A	A	A	A	1						
PE & Health 11	A	A	A	A	.5						
Test Prep Math			A-	A-	.25						
Honor Roll	T1 *H	T2 *H	T3 *H			Honor Roll	T1 *H	T2 *H	T3 *H		
GPA 4.22					Total 7.25	GPA 4.14				Total 5.5	

Summer School Courses

\*\* designates courses completed through University of Nebraska High School for credit remediation

A 94-100 4.0 B+ 87-89 3.3 B- 80-83 2.7 C 74-76 2.0 D+ 66-69 1.3 F 0-59.99 0.0  
 A- 90-93 3.7 B 84-86 3.0 C+ 77-79 2.3 C- 70-73 1.7 D 60-65 1.0

*Dodie Pfeil*  
 Dodie Pfeil  
 American High School Principal

New Cairo, South of Police Academy Mailing address: P.O. Box 5, Tagamoa El Khamis, New Cairo, 11835, Cairo, Egypt  
 Hotline: 19836 Tel.: (202) 26189600 Fax:(202) 25379400 E-mail:mescairo@mescairo.com Website: www.mescairo.com

W Withdraw WF Withdrawal Fail

P Credit Recovery Program through the University of Nebraska

PS Pass

\* Achieved Honor Roll \*H Achieved Principal Scholars

° Adv / Honors / AP Classes weighted with +0.5

**Sample Transcript:** Students in Grades 9 through 12 earn a cumulative Grade Point Average (GPA). This GPA is based on the grades earned per trimester. It is important to note that the GPA earned by students in Grade 9 will be part of their permanent record (Transcript) throughout their high school career and is a significant document for college admissions.

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## Forms

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**MODERN ENGLISH SCHOOL CAIRO  
AMERICAN HIGH SCHOOL SECONDARY SECTION  
Course Request Form: 2024-2025  
Grade 12**



Please list below where you plan to continue your education at University level and the major(s) you think that you may be interested in. Even if you have not decided finally on your choice or if you feel unsure, please provide a choice based on your closest guess. You may change your mind at a later time and update this form.

**Please tick all that apply:**

Country	Name(s) of University
<input type="checkbox"/> UK	
<input type="checkbox"/> Canada	
<input type="checkbox"/> USA	
<input type="checkbox"/> Europe	
<input type="checkbox"/> AUC	
<input type="checkbox"/> Another Egyptian Univ.	

Additional Universities not listed above:



# MODERN ENGLISH SCHOOL CAIRO



Modern English School Cairo is a co-educational school catering to students aged 3 1/2 to 18 years. Starting with the Comprehensive Early Years Programme in the Foundation Section, the National Curriculum of England is followed throughout the primary school. Arabic and Religious Studies are taught from Year 1, with Arabic as a Foreign Language offered to non-Arabic speakers.

Secondary Education at MES Cairo provides students with a choice of British or American Curriculum (from Year/Grade 7). Students then continue to study in their chosen section, gaining qualifications in either IGCSE, AS, and A levels or the American High School Diploma (including AP courses). Towards the end of Year/Grade 10, all students may apply to join the two-year International Baccalaureate Diploma Programme (IBDP) prior to gaining places at universities both nationally and internationally.



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