

## Program of Studies 2019-2020

### Message from the Principal

Dear LAS Student,

Lahore American School offers many challenging and unique programs to meet your needs. This Program of Studies outlines the many course offerings available to you and serves as a guide to plan your high school career. As you make your plans please be sure to read the descriptions and prerequisites for each course carefully. In addition to the course offerings, the Program of Studies contains descriptions of the courses, graduation requirements, and information about special programs available to our students.

The Lahore American School's Program of Studies is designed to provide each student with a rigorous program that helps to prepare you for your post secondary academic career as well as provide you with the needed tools and skills to be successful in life. Successful completion of your course of studies here at LAS allows you to demonstrate to university admissions officials that you have challenged yourself academically and are academically prepared for the challenges of university study.

The descriptions provided in this document will help you answer the following important questions as you make your plans and selections:

- Am I choosing courses that are appropriate for my abilities, interests and future plans?
- Am I choosing courses that will challenge my abilities?
- Am I choosing courses that fulfill LAS graduation requirements?
- Am I choosing courses that qualify or prepare me for the universities I wish to attend?
- Am I choosing a program of study that allows time for extracurricular activities?

It is important to remember to seek information from a variety of sources. Discuss your selections with your parents, your teachers, and the guidance counselor. The school's guidance counselor is an extremely important resource as the counselor possesses insightful information and measures that can help you side step potential future obstacles. Therefore it is essential that an open line of communication is started early and is kept between yourself, the school, and your parents.

Please keep in mind that while it is nice to be in the same classes as your friends, ultimately you need to take responsibility for the path you choose and the requirements needed in order to reach your goal.

Warm regards,

**Blake Rodabaugh**  
Secondary Principal  
Lahore American School

## **Planning Your Program**

Lahore American School (LAS) is committed to assisting students in developing a course of study that meets their academic goals. The purpose of this guide is to give students and parents an understanding of LAS graduation requirements, the kind of program recommended by colleges, and the variety of courses available at our school. During the second semester of each year, students are asked to choose courses for both semesters of the next school year.

While you are in grade nine, and again while you are in grade ten, you should meet with a counselor to review your high school plan of study. Choosing a course of study is best done by looking at the broad picture of what you hope to accomplish over the four years of high school. While it is not necessary to have a four-year plan carved in stone, it is helpful to have at least a rough plan of the courses you might want to take through your senior year and to revise that plan each spring as you prepare to select courses for the coming school year. Choices made in grades nine, ten and eleven will impact the options you will have available later.

## **Course Registration**

Registration for courses is an annual responsibility which commits the student to a schedule of classes for an entire school year. Determining which courses will be of optimum value is one of a student's most important responsibilities. This task requires a determination of both short and long range educational goals. The advice of parents, counselors, teachers, and a preliminary look at college entrance requirements is of essential importance.

Complete the course request form with prudent consideration. Elicit approval when necessary, sit for entrance examinations if required and submit your request form by the deadline. Attention to detail, sensible selections, and timely submission can only help you get the courses you choose.

## **Changing Courses**

Students will receive their course schedules in August on the first day of school and are permitted to drop or add courses during the first six school days when school re-opens in August. Students must have approval of the counselor and teacher before altering their schedules. Any request for a schedule change should be made only under one of the following circumstances:

1. The change is necessary to meet graduation requirements
2. A specific course is needed to qualify for college admission
3. A prerequisite for the course in question is missing
4. Credit has already been granted for the course in question
5. A medical reason for a class change presents itself

Course changes will be considered the exception rather than the rule. Remember that your choices will impact the building of the master schedule and your initial choices may make changes impossible. Plan your courses carefully.

## Graduation Requirements of the Class of 2020

<b>English (4 Credits)</b> English 9 English 10 English 11 or AP English Language English 12 or AP English Literature	<b>World Languages (4 Credits)</b> Four Credits of a Single Language Or 2 Credits in Two Different Languages
<b>Social Studies (4 Credits)</b> World History I World History II +2 Your Choice	<b>Physical Education (2 Credits)</b> Health and Fitness Lifetime Fitness
<b>Mathematics (4 Credits)</b> Integrated Math Pathway + Your Choice in Senior Year	<b>Fine and Applied Arts (1 Credit)</b> Your Choice
<b>Science (4 Credits)</b> Biology Physical Science +2 Your Choice	<b>General Electives (as needed)*</b>
<b>Research Paper 3000 Words (1 Credit)</b> Your Choice	<i>*Any course taken beyond the required number of units in a subject area will be regarded as an elective</i>
<b>Community Service (1 Credit)</b>	<b>Total Credits: 25 credits</b>

### Credit

A student will gain one credit (1.0) after successfully completing a course that has met on a regular basis throughout the school year.

A student will gain one-half credit (0.5) after successfully completing a course that has met on a regular basis for one semester of the school year.

## **Class Placement**

Students will be classified by grade according to the number of credits earned in a year based on the following scale:

<i>Freshman</i> (Grade 9, first year):	0-5 credits
<i>Sophomore</i> (Grade 10, second year):	6-10 credits
<i>Junior</i> (Grade 11, third year):	11-16 credits
<i>Senior</i> (Grade 12, fourth year):	16 credits or more and can complete graduation

The school determines the proper placement for new students. Testing and other appropriate means are used to ensure that the students are placed properly. Students are usually placed in the grade which follows next in sequence from their previous schooling. Students who enter during the second semester after completing a grade level from an alternate calendar will be placed in the same grade level they completed. A student may not transfer into the 12<sup>th</sup> Grade once the school year has begun.

## **Transfer of Credits**

Students accepted to LAS from another high school may only transfer up to 8 credits per academic year. Credits will be granted with core subjects given priority.

## **Course Load Requirement**

Every student is required to carry a minimum of seven courses per year.

## **Independent Study**

The LAS Independent Study program is intended to assist students in demonstrating their natural curiosity, passion for learning, and intellectual vitality. With a teacher's assistance, students are able to design and implement learning activities that meet their needs and interests. Students must find a teacher willing to assist with the course and have the plan approved prior to the beginning of the semester if credit is involved.

In order to ensure that students benefit from the full academic program offered at LAS, independent study courses cannot be used to fulfill the LAS subject area graduation requirements. There is a limit of one independent study course per semester taken in addition to a regular load of seven classes, and no more than two semesters of independent courses can be taken in high school. All independent study courses must be completed prior to the end of the semester and will be listed on the transcript as an "Independent." Your plan must include the following components:

1. Rationale: The reasons you want to take this course
2. Activities: The major initiatives you plan to take
3. Resources: Specific books and materials you will use
4. Objectives: Measurable tasks or projects you will complete
5. Schedule: Meeting times and project completion dates
6. Evaluation: Indication of what must be accomplished to earn an A, B, C or D

## Credit Recovery

Students in grades 9 through 12 who fail required courses will be required to take those courses again (or the equivalent) either during the school year, by attending a recognized summer school program, or through an acceptable online organization. Students who are unable to complete graduation requirements within four years have the opportunity to satisfy those requirements according to the following guidelines:

1. Students may utilize no more than two online/correspondence courses (half credit each) to fulfill graduation requirements prior to their regularly scheduled graduation date.
2. Online/correspondence courses may not be taken in lieu of regularly offered courses unless it is specifically for credit recovery purposes.
3. The score result from a proctored final exam must make up a significant portion of the final course grade. Approval is up to the discretion of the high school principal.

## Certificate of Study

A certificate of study may be granted to students who have completed four years of high school, but who do not meet the specific graduation requirements for an LAS diploma.

## College Preparation

In order to take full advantage of the rich LAS curriculum and to prepare yourself for a successful and rewarding college experience, you should aim much higher than the LAS minimum graduation requirements. Admission officers at colleges and universities expect students to complete successfully a challenging set of courses. And while it is important to take challenging courses, it is equally important that courses be chosen in which your chances of success are good. Earning D's and F's is never impressive, regardless of the course. If you can do successful work in advanced courses, you should be taking them. But remember, each student is different, and courses of study can and should vary from student to student. For a student who has interest in the science and engineering areas, for example, a high school program would probably contain more courses in the math and science areas. And finally, there is no magical number of AP courses that will result in a college acceptance. Please seek advice from your teachers and college counselor as you decide your high school course of study. We are all on the same team; we want you to be placed in courses where you will learn and be successful.

As part of most college applications, counselors are asked to complete a "Secondary School Report." Among other things, this report asks about the LAS grading scale, your class rank (LAS does not report rank) and your GPA. It also asks counselors to rate the rigor of the student's overall academic program, looking for how much the student has challenged themselves intellectually.

Although the counselor must use some subjectivity, the following are the general guidelines used at LAS to rate a student's program:

1. **Average program** A student meets the recommended college prep load as outlined on the LAS Four Year Plan including 1 or 2 AP courses.
2. **Demanding program** A student will graduate having completed a demanding academic load that

includes 3 or 4 AP courses.

3. **Very demanding** A student typically enrolls in five academic core courses each year and will graduate having completed 5 to 6 AP courses.
4. **Most demanding** A student enrolls in five academic core courses each year and will graduate having completed the highest-level courses in several academic areas. The transcript usually includes 7 or more AP courses\*.

\*It is important to note that not all AP courses are viewed as equal. Many college admission officers view AP courses in core subject areas as more rigorous than correspondence course. Enrollment in a high school summer program or online/correspondence course must have approval from the counselor and principal.

## Honor Cords

Students who exhibit excellence throughout high school may be granted honor cords upon their graduation from LAS. The Honors Committee will award honor cords to graduating seniors for distinction in academics (gold), athletics (blue) and leadership (white) based on the following criteria:

**Academic Honor Cord:** The recipient has maintained a 3.70 cumulative GPA for all semesters enrolled in high school at LAS (must have studied 4 consecutive semesters in grades 11 and 12 at LAS), including completion of three AP courses and 3 AP exams minimum. The student must not have received a semester grade below 80.

**Athletic Honor Cord:** The recipient has represented LAS at the SAISA tournament for 2 varsity sports in both Grade 11 and Grade 12. The Honors Committee has identified the student as outstanding in athletic achievement and sportsmanship.

**Leadership Honor Cord:** The recipient has been an officer of at least 2 activities or councils on 3 independent occasions with a minimum of two, including 1 presidency, occurring in junior and senior year. The Honors Committee has identified the student as outstanding in service and commitment.

## 2019-2020 COURSE OFFERINGS\*

ENGLISH	CREDIT	WORLD LANGUAGES	CREDIT
English 9	1	French I	1
English 10	1	French II	1
English 11	1	French III	1
English 12	1	French IV	1
AP English Literature and Composition	1	French V	1
AP English Language and Composition	1	AP French Language	1
		Mandarin I	1
<b>SOCIAL STUDIES</b>		Mandarin II	1
World History I	1	Mandarin III	1
World History II	1	Mandarin IV	1
AP World History	1	Urdu B	1
Economics	1	Urdu I	1
Business Studies	1	Urdu II	1
AP Economics	1	Urdu III	1
Psychology/Sociology	1	Urdu IV	1
		Readings in Urdu	
<b>MATHEMATICS</b>		<b>FINE AND APPLIED ARTS</b>	
Integrated Math I	1	Art I	1
Integrated Math II	1	Art II	1
Integrated Math III	1	3-D Sculpture/Mixed Media	1
Integrated Math IV	1	AP Studio Art	1
Transition to College Mathematics	1	Musical Theater I	1
AP Calculus AB	1	Musical Theater II	1
		Keyboard and Composition I	1
<b>SCIENCE</b>		Keyboard and Composition II	1
Biology	1	<b>PHYSICAL EDUCATION</b>	
AP Biology	1	Lifetime Fitness	1
Chemistry	1	Health and Fitness	1
Physical Science	1		
AP Chemistry	1	<b>INFORMATION AND COMMUNICATION</b>	
Physics	1	<b>TECHNOLOGY</b>	
AP Physics I	1	Yearbook	1
Environmental Science	1	Introduction to Computer Science	1
		Robotics	1
<b>SERVICE</b>		AP Computer Science	1
Community Service	1		

\*Course offerings may vary from year to year depending upon student interest and the availability of qualified faculty.

### *Homework Guidelines*

Each course description includes a statement about the time students can expect to spend on homework. The following is a guideline in terms of an average number of minutes per class meeting.

*Light (0-30 minutes)*

*Moderate (30-60 minutes)*

*Heavy (Over 60 minutes)*

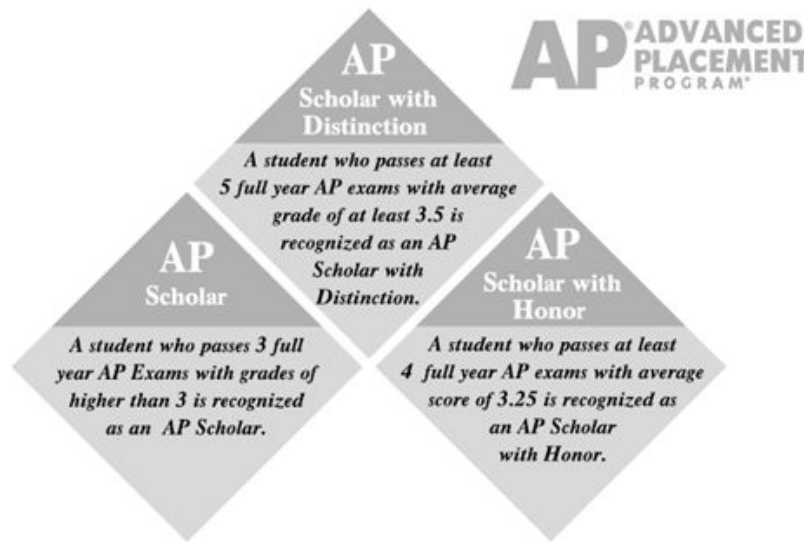


## Advanced Placement (AP) Program

LAS offers Advanced Placement (AP) courses for students who wish to pursue college-level study while they are still in high school. The AP program is a cooperative educational endeavor between high schools and colleges and universities. It gives exposure to college-level material and gives them the opportunity to show what they have learned by taking an AP exam. Based on exam scores, colleges may choose to grant credit, advanced placement or both. Students who enroll in AP courses are encouraged to sit for the AP exams in May.

A student who wishes to enroll in AP courses will be expected to undertake rigorous and sophisticated assignments and to work independently. Most AP courses require multiple page papers and some research. It is important to be realistic about the level and number of AP courses a student can take and still be successful. All AP courses at LAS have strict prerequisites and several require a satisfactory score on an entrance exam. Please consult with the course instructor if you are unsure whether or not you qualify.

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition to receiving an award certificate, this achievement is acknowledged on any AP Grade Report that is sent to colleges.



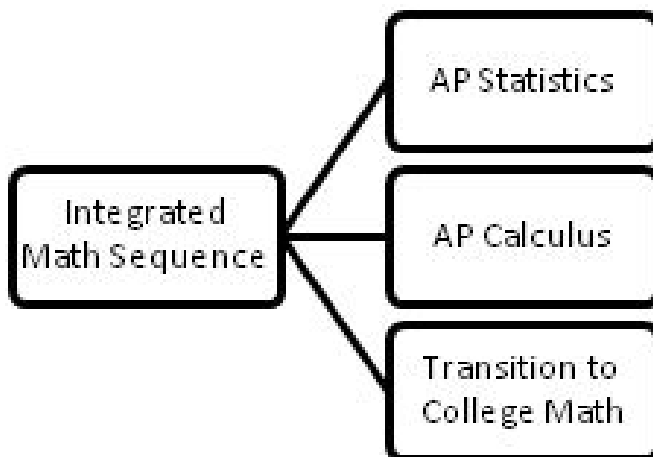
### AP Course Offerings

English Literature	Economics	Calculus AB	Biology
English Language	Physics 1	Chemistry	Computer Science
Studio Art	World History	Statistics	French Language



## MATHEMATICS

The Mathematics program at LAS follows an accelerated integrated pathway in order to provide all students with challenging, rigorous math instruction that is aligned to US and international standards. The goal of mathematics instruction at LAS is to help every student develop the concepts and reasoning skills necessary to contend with, communicate about, and collaborate on solving complex mathematics problems in both real world and abstract contexts. In 11th and 12th grade, students have options of a variety of courses based on their career and university goals.



### Calculator Use

Graphing calculators are powerful tools that can help students solve problems efficiently. They are also required for Advanced Placement Mathematics tests (both Statistics and Calculus). LAS has found that the Casio fx-9860GII is available for purchase in Pakistan and fulfills all of the requirements for AP Calculus and AP Statistics. Furthermore, this calculator is acceptable for use on SAT and ACT standardized tests. For these reasons, this calculator is required\* for all students taking high school math courses.

\*Students who already own graphing calculators of a different model may use them instead; just check with your instructor.

### Integrated Math 1

Grade: 9      Length: Year      Credit: Mathematics

Prerequisite: None

Special Requirements: Casio fx-9860GII graphing calculator required

Homework: Moderate ••

The first course in the integrated sequence covers topics regarding patterns in data, patterns of change, linear models, graph models, patterns in space and visualization, exponential models and simulation models.

## **Integrated Math 2**

Grade: 9-10    Length: Year    Credit: Mathematics

Prerequisite: Integrated Math 1

Special Requirements: Casio fx-9860GII graphing calculator required

Homework: Moderate ••

The second course in the integrated sequence covers topics regarding matrix models, patterns of location, shape, and size, patterns of association, power models, network optimization, geometric form and its function, and patterns in chance.

## **Integrated Math 3**

Grade: 10-11    Length: Year    Credit: Mathematics

Prerequisite: Integrated Math 2

Special Requirements: Casio fx-9860GII graphing calculator required

Homework: Moderate ••

The third course in the integrated sequence covers topics regarding multiple-variable models, modeling public opinion, symbol sense and algebraic reasoning, shapes and geometric reasoning (including proof), patterns in variation, families of functions and discrete models of change.

## **Integrated Math 4**

Grade: 11-12    Length: Year    Credit: Mathematics

Prerequisite: Integrated Math 3

Special Requirements: Casio fx-9860GII graphing calculator required

Homework: Moderate ••

The fourth course in the integrated sequence contains mathematical content that allows considerable flexibility in tailoring a course to best prepare students for various undergraduate programs. Integrated Math 4 is designed for students intending to pursue programs in the mathematical and physical sciences or engineering. The topics include rates of change, modeling motion, logarithmic functions and data models, polynomial and rational functions, functions and symbolic reasoning, and spatial geometry.

## **Transition to College Mathematics**

Grade: 12    Length: Year    Credit: Mathematics

Prerequisite: Integrated Math 3

Special Requirements: Casio fx-9860GII graphing calculator required  
Homework: Moderate ••

Transition to College Mathematics is a problem-based, inquiry-oriented, and technology-rich fourth-year high school mathematics course. It was developed to help ensure student success in college and careers in an increasingly technological, information-laden, and data-driven global society. Transition to College Mathematics was specifically designed for the large number of students whose intended undergraduate programs of study do not require calculus—such as business; management; the environmental, information, life, health, and social sciences; and many teacher preparation programs.

### **AP Statistics**

Grade: 11-12 Length: Year Credit: Mathematics  
Prerequisite: Integrated Math 3, Teacher Recommendation  
Special Requirements: Casio fx-9860GII graphing calculator required  
Homework: Heavy •••

(Adapted from the [College Board Website](#)) The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

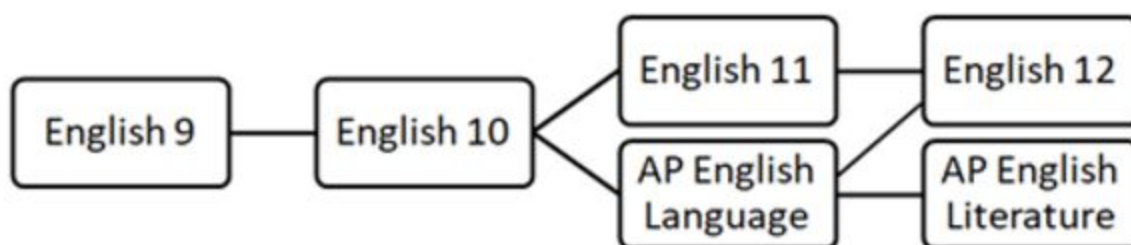
### **AP Calculus AB**

Grade: 12 Length: Year Credit: Mathematics  
Prerequisite: Integrated Math 4, Teacher Recommendation  
Special Requirements: Casio fx-9860GII graphing calculator required  
Homework: Heavy •••

(Adapted from the [College Board Website](#)) AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

## ENGLISH

The High School English program at the Lahore American School offers a rigorous university-preparatory course of studies. The syllabus is diverse, representing a range of cultures, periods, and genres. The program emphasizes listening, speaking, writing, reading, viewing, and critical thinking skills, and is designed to heighten students' appreciation of literature and increase their awareness of the importance of language in their daily lives. Each course integrates vocabulary development, grammar, usage and mechanics, composition, oral communication, and critical reading, writing, and thinking with the intensive study of literary works.



### English 9

Grade: 9      Length: Year      Credit: English, required

Prerequisite: None

Homework: Moderate •

The English 9 course spans many ages, continents and cultures. Students will explore the ways in which historical events and trends impact the themes in literature of different time periods. Historical pieces will sometimes be used for contextualizing time periods. In studying the world's oldest stories - myths and folktales - students will explore how cultures around the world have used tales to define themselves and make sense of the world around them. The composition component of the course leads the students through the process of writing in order to give them the basics of composing argumentative essays and research. Grammar and vocabulary are integrated into the literature and composition study.

### English 10

Grade: 10      Length: Year      Credit: English, required

Prerequisite: English 9

Homework: Moderate ••

The English 10 course spans many ages, continents and cultures. It will enable students to correlate their

reading to historical periods as they expand their knowledge of literature and literary terms and become familiar with acclaimed writers from all over the world. Reading, writing, listening, speaking and research skills are utilized and expanded. Literary analysis is stressed. The composition component emphasizes persuasive thinking using the writing process, as well as research writing skills. The English 10 course is designed to prepare students for success in AP English Language and Composition, should they choose to take it in Grade 11.

## **English 11**

Grade: 11      Length: Year      Credit: English, required

Prerequisite: English 10

Homework: Moderate ••

English 11 consists of a thematic study of American literature to parallel the study of American history. Students will read, analyze and respond to American literature of different time periods and genres in order to develop an understanding and appreciation of its unique and unifying aspects. Students will further develop skills in reading comprehension, oral communication, critical thinking and writing. Although expository writing and literary analysis are at the heart of this course, students will explore the creative side of writing with their own poetry and short fiction. Students will develop the ability to identify sentence errors and improve sentences and paragraphs, emphasizing the mechanics of writing in order to write more effectively. This course will also serve as preparation for the demands of the Grade 12 English course, as well as for the SAT and the university application process.

## **AP English Language and Composition**

Grade: 11      Length: Year      Credit: English meets Junior English requirement

Prerequisite: English 10, Teacher Recommendation

Homework: Heavy •••

Advanced Placement English Language and Composition is designed by the College Board and can also be used to satisfy the English III credit requirement for graduation from LAS. This course is a prerequisite for students who are planning to take AP Literature and Composition in Grade 12; as such, the course assumes proven advanced skill and interest in reading and writing. The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts, as well as to become skilled writers who compose for a variety of purposes. Emphasis is on the expository, analytical, and argumentative writing that forms the basis for academic and professional communication, as well as on the personal and reflective writing that fosters the ability to write in any context. Expository, analytical, and argumentative writing in college is based on reading texts from various disciplines and periods, and from personal experience and observation; therefore, students will read primary and secondary sources carefully to synthesize materials from these texts into their own compositions, citing sources using the Modern Language Association (MLA) format. Skill in writing proceeds from students' awareness of their own composing processes: the way they explore ideas, reconsider strategies, and revise their work. Thus the essays written in AP English Language and Composition proceed through several stages, with revision aided by both the teacher and peers. As well as engaging in varied writing tasks, students will become acquainted with a wide variety of prose styles from many disciplines and historical periods. Concurrently, to reflect the increasing importance of

graphics and visual images from print and electronic media, students will analyze how such images both relate to written texts and serve as alternative forms of texts in themselves.

## **English 12**

Grade: 12      Length: Year      Credit: English meets senior English requirement

Prerequisite: English 11

Homework: Moderate ••

English 12 is a year-long World Literature course designed to prepare students for college and to instill a life-long love of literature. The course takes a thematic approach, with poetry, short stories and essays related to the major themes integrated throughout. Students will be encouraged to further hone their writing, speaking, listening, viewing, and critical thinking skills. Although expository writing and literary analysis are at the heart of this course, students will explore the creative side of writing with their own poetry and short fiction.

## **AP English Literature and Composition**

Grade: 12      Length: Year      Credit: English meets senior English requirement

Prerequisite: English 10, AP English Language, Teacher Recommendation

Homework: Heavy •••

The Advanced Placement English Literature and Composition course is designed by the College Board and can also be used to satisfy the English IV credit required for graduation. This course is designed for students who are capable of completing first-year university level work while in their senior year at LAS. Students must have successfully completed the AP English Language and Composition course in their Grade 11 year in order to be eligible for this course. The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative 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.

The course includes intensive study of representative works from various genres and periods -from the 16<sup>th</sup> to the 21<sup>st</sup> century and even before - concentrating on works of recognized literary merit and taking a thematic approach. The pieces chosen invite and reward rereading and are accompanied by thoughtful discussion and writing in the company of fellow students. Most of the works were originally written in English, though some works in translation are also included.

Reading in the course is both wide and deep. Students are required to read a fairly large number of works, but get to know a few very well, reading deliberately and thoroughly, taking time to understand the work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students also reflect on the social and historical values it embodies.

Writing is an integral part of the AP English Literature and Composition course and exam. Writing

assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. Although critical analysis makes up the bulk of the writing for this course, creative writing assignments will also be given. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about the works they have studied and why they interpret them as they do. Writing instruction focuses on vocabulary, using variety of sentence structure, effective organization, using evidence to back up claims, and rhetorical devices. Some of the writing in the course is informal and exploratory; some will involve research; most will involve extended discourse in which students develop an argument or present an analysis at length. In addition, some assignments will allow students to practice writing effectively under the time constraints that they will encounter on the final exam and in future college courses.





## **French II**

Grade: 9-12    Length: Year    Credit: World Language  
Prerequisite: French I or equivalent, teacher recommendation  
Homework: Light •

French II is designed for students who have successfully completed French I or its equivalent and are already able to comprehend basic written and spoken French. In this course, students will develop the basic skills they have learnt earlier. Following the communicative approach, students will learn to deal with more complex communication situations and structures of the language. The main objective is to engage students in conversations dealing with day-to-day situations, understand fairly complex grammatical structures, communicate effectively and express themselves more confidently. French II provides students with a framework for proficiency in the language including, verb tenses, vocabulary, short compositions, letters and complex passages. Exposure to cultural aspects help the students relate better to the world outside.

## **French III**

Grade: 9-12    Length: Year    Credit: World Language  
Prerequisite: French II or equivalent, teacher recommendation  
Homework: Light •

Students go further in their studies up to an upper intermediate level. Students should already have a fair understanding of simple written and spoken French and a perfect command of present and perfect tenses (passé composé) of both regular and irregular verbs to join this class. During this course, students are provided with a sounder knowledge of what they have previously learnt through a fully integrated approach to language learning called the communicative approach. The main objective is to engage students in daily conversations understand complex grammatical structures, communicate effectively and express themselves confidently. The course includes use of simple and complex sentences and listening exercises that help enhance listening abilities. In French III, students will learn to use all the simple tenses of the language and develop a broader vocabulary.

## **French IV**

Grade: 10-12    Length: Year    Credit: World Language  
Prerequisite: French III or equivalent, teacher recommendation  
Homework: Moderate ••

Students should already have a good understanding of written and spoken French and a good command of grammar to enroll in French IV. At the end of this course students will have an upper intermediate advanced proficiency in the language. In this course, students are provided with a sound knowledge of the language through a fully integrated approach to language learning including all the above mentioned

methods and with a focus on and multimedia such as the study of videos clips from French TV. Students are engaged in dealing with normal day-to-day conversational French using complex structures. They will master all the basic tenses of the language and become more familiar with the most complex ones including the subjunctive mood. Students are expected to express themselves confidently on simple topics and develop a fair comprehension of more complex ones through listening or reading. The course includes also a more in depth study of the culture.

## **French V**

Grade: 10-12    Length: Year    Credit: World Language  
Prerequisite: French IV or equivalent, teacher recommendation  
Homework: Heavy ●●●

Students should already have a sound understanding of written and spoken French, a very good command of grammar and the ability to express themselves orally and in written in a number of contexts in order to enroll in French V. At the end of this course students will attain a lower advanced proficiency level in the language. In this course, students are provided with a constant practice of the language through a fully integrated approach to language learning including all the above mentioned methods with a focus on practicing the language in multiple situations and expressions themselves with persuasive essay writing, creative writing, class debates, role-plays, skits and creative projects. Students are introduced to more colloquial layers of the language. Students are expected to express themselves confidently on simple topics and develop a fair comprehension of more complex ones through listening or reading. The course also includes a more in depth study of the culture and matters related to intercultural connections.

## **AP French Language**

Grade: 10-12    Length: Year    Credit: World Language  
Prerequisite: French IV or equivalent, teacher recommendation  
Homework: Heavy ●●●

Students should already have a solid understanding of written and spoken French and master all the common tenses and the complex structures of the World standard language in order to enroll in AP French. In this course, students are provided with comprehensive knowledge of the language through a fully integrated approach to language learning including the study of literary texts or the language of the medias as well as colloquial French. The main objective is to engage students in conversations dealing with any kind of formal or informal language, master complex grammatical structures. Students will learn to communicate effectively and express themselves confidently on a wide range of topics. The course also includes a number of practice exercises based on the model of the AP Exam and two mock AP Exams, the first one at the beginning of the year and the second one just before the actual AP Exam. Students are expected to use French only in the classroom.

## URDU

The High School Urdu Program at the Lahore American School is an intensive course. A standard based Curriculum, advanced learning materials, and a range of activities and projects are employed to maximize students' acquisition of Urdu linguistic skills. Its diverse syllabus deals with various cultures, periods and genres. It is specially designed for the students to immerse themselves totally in the language, focusing fully and specifically on those aspects of the language they want to improve. The program seeks to build proficiency in Urdu listening, speaking, reading, writing, viewing and critical thinking skills. It enables the students to be more aware of their national language and its importance in daily life. Vocabulary development, grammar, comprehension, composition, oral communication, critical reading, writing, thinking skills and appreciation of literature are all explored and enhanced with the help of the syllabus.

### Urdu B

Grade: 9-12    Length: Year    Credit: Modern Language

Prerequisite: None, non-native speaker

Homework: Moderate ••

Urdu is considered to be the fourth most-spoken language in the world. Knowledge of Urdu language allows students to converse comfortably with almost five hundred million people in South Asia and to use it as a tool for understanding the information of print and non-print media in political, fiscal, and social scenarios. Urdu B is a World Language Course for non-native speakers or students, who don't have Urdu as a first language spoken at home. This course aims at enabling students to acquire basic oral and written communication skills. Through their studies, learners will gain an understanding of how to use Urdu effectively in a variety of situations and Urdu-speaking environments they will encounter in their daily lives. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

### Urdu I

Grade: 9-12    Length: Year    Credit: Modern Language

Prerequisite: Basic knowledge of spoken and written Urdu at Elementary level, teacher recommendation

Homework: Moderate ••

Urdu I is designed for students who have successfully completed a basic level of Urdu. Emphasis is placed on four basic skills: reading, writing, listening and speaking. Book one and two of Urdu Text are introduced at this level to develop phonetic skills, basic grammar concepts, vocabulary enrichment phonetics and retroflexive sound, writing answers to questions and mastering identification of verbs, nouns, subjects, objects, conjunctions, interjections and prepositions in a sentence.

## **Urdu II**

Grade: 9-12    Length: Year    Credit: Modern Language

Prerequisite: Urdu I or equivalent, teacher recommendation

Homework: Moderate ••

This course introduces further development of the four language skills and basic concepts of Urdu. Understanding of Urdu is encouraged by making its use a requirement in the classroom. Grammar is learned inductively through varied repetitions and a variety of exercises. Vocabulary enrichment, phonetics, genders, numbers, verbs, nouns, objects, subjects, pronouns, conjunctions and interjections are reinforced and mastered. Simple composition writing is taught, and students are expected to summarize given texts.

## **Urdu III**

Grade: 10-12    Length: Year    Credit: Modern Language

Prerequisite: Urdu II or equivalent, teacher recommendation

Homework: Moderate ••

This course meets the needs of students who have completed the beginning levels of Urdu and are ready to work on a relatively advanced level to further develop the skills of writing, reading, understanding, and listening. Students at this level are required to achieve proficiency in each of these areas and develop a knowledge & appreciation of poetry. Different forms of grammar are introduced in a detailed manner and vocabulary enrichment is gained. This course enables students to write for different purposes which include reports, diaries, letters, narratives, dialogues, summaries, explanations, and presentations.

## **Urdu IV**

Grade: 11-12    Length: Year    Credit: World Language

Prerequisite: Urdu III or equivalent, teacher recommendation

Homework: Moderate ••

Urdu 4 is designed for students who have successfully completed Urdu 3. This course develops students' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar and spelling and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely classic works of poets and authors in Urdu literature, for their own enjoyment and to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

## **Readings in Urdu**

Grade:        Length:    Credit: World Languages  
Prerequisite: Urdu IV  
Homework: Moderate ••

This course reinforces Urdu skills at an advanced level. The course covers a wide range of topics of classical literature through excerpts of novels, short stories, and classical to modern poetry. Different trends in Urdu literature and understanding of plot, conflicts, characterization, and terms applied by writers of various eras are discussed. Emphasis is on explanation of poetry and critical appreciation, identification of grammatical terms in paragraphs, differentiation of phrases and sentences, correspondence, essay writing, and literature.

## **Mandarin I**

Grade: 9 and 11    Length: Year    Credit: World Language  
Prerequisite: None  
Homework: Moderate ••

Mandarin is a World Language Course for non-native speakers or students, who don't have Mandarin as a first language spoken at home. This course aims at enabling students to acquire basic oral and written communication skills. Through their studies, learners will gain an understanding of how to use Mandarin effectively in a variety of situations and Mandarin-speaking environments they will encounter in their daily lives. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

## **Mandarin II**

Grade: 9 and 11    Length: Year    Credit: World Language  
Prerequisite: None  
Homework: Moderate ••

The content of the textbook taught is close to the student's life, arouses the student's interest and satisfies the basic communication need principle; this textbook specially pays attention to the daily communication uses the high frequency, the practical word and the sentence pattern.

Grammatical items are determined according to the needs of topic communication. The distribution of grammar items in each unit and level is based on the difficulty of the language item itself, on the need of topic expression, and on the teaching capacity of each text.

## **Mandarin III**

Grade: 10 and 12 Length: Year Credit: World Language

Prerequisite: None

Homework: Moderate ••

The textbook taught embodies the principles of pertinence, systematicness, science, interest and originality.

Systematicness: the textbook has systematic arrangement and requirements from topics, Chinese characters, words, grammar and other language items as well as listening, speaking, reading, writing and translating.

Scientific: text materials strive to be natural and rigorous. Language point explanation is logicity, simple and clear. The content is arranged step by step. Pay attention to the repetition rate of teaching contents such as words and sentence patterns.

Interesting: Rich in content, close to student life. Various forms of practice, lively layout, beautiful color coordination

Originality: the textbook fully conforms to the characteristics of Chinese itself and fully reflects the cognitive characteristics of middle school students' learning psychological language

## **Mandarin IV**

Grade: 10 and 12 Length: Year Credit: World Language

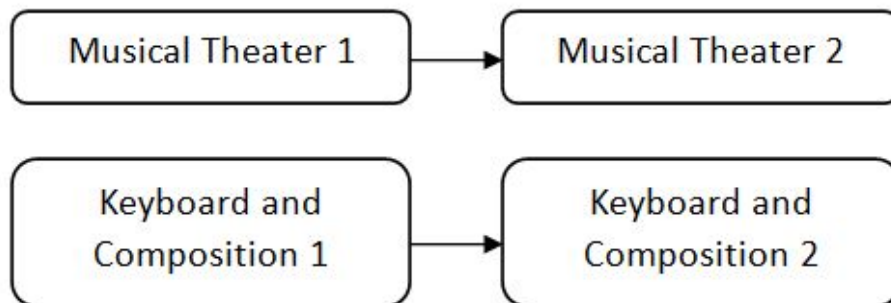
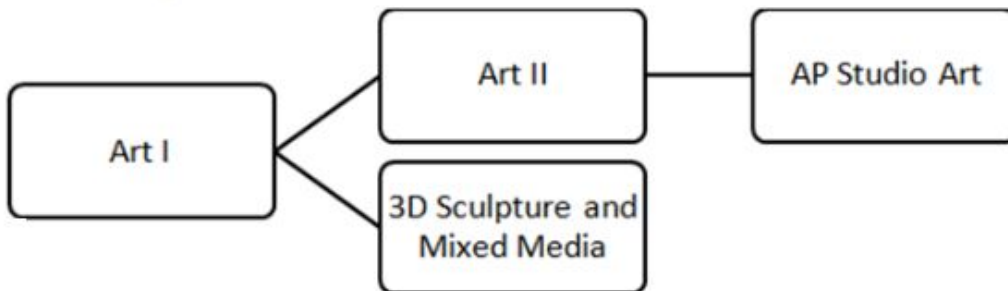
Prerequisite: None

Homework: Moderate ••

HSK Standard Course Level 4A Textbook, taught for this course includes 10 lessons, covering about 300 words (half of the Level 4 vocabulary) and the detailed explanations of 50 language points and 10 groups of confusable phrases. Upon finishing this book, students will be able to make conversations on a wide range of topics in Chinese and fluently communicate with native Chinese speakers.

## FINE AND APPLIED ARTS

We at the Lahore American School believe that Visual Arts is an essential part of the intellectual, social, emotional growth of a child. We believe Art is a global communication by which knowledge is made visible. We aim to provide a rigorous arts education program which helps to develop breadth of mind in students and strong analytical and evaluative skills. Our visual arts curriculum enables students to acquire skills that are structured, sequential, and increasingly complex. Emphasis is placed on the practice of refining and enhancing artistic techniques, understanding and applying corrections and stimulating creativity within each student. Our students experience a variety of art forms and techniques that are built upon their strengths and interests. Students at LAS develop their own creativity and love of art through experimentation, appreciation, evaluation, and response to different art forms. Students in the Visual Arts Department learn the fundamentals of painting, drawing, sculpting, ceramics, photography, printmaking, digital media, art history, and fiber arts. To foster continual learning, our program reflects a natural form of expression in the development of children which instills a lifelong love of art.



## **Art I**

Grade: 9-12    Length: Year    Credit: Fine Arts

Prerequisite: None

Homework: Light•

In this survey course, students are exposed to a variety of media through study of the elements and principles of art and design. Students acquire and apply skills using a variety of media and techniques. Media such as pencil, various paints, oil pastels, dry pastels, chalk, colored pencils, lino prints and clay are a few examples of what will be offered to Art I students. Emphasis is placed on skills acquisition and creativity. This course enables students to identify their strengths and possible areas of interest for future development. It provides the necessary foundation for the more advanced studio art courses.

## **Art II**

Grade: 10-12    Length: Year    Credit: Fine Arts

Prerequisite: Art I or equivalent

Homework: Light •

This course is a startup to college level Art. Art II provides students with the opportunity to continue to develop their artistic abilities and interests within a variety of areas and develop their own style. Students are given the opportunity to find and build their strength in a variety of media within a particular assignment. This course exposes students to a broad spectrum of art styles allowing each student to find and develop their particular area of interest. Students work to achieve higher levels of proficiency in art.

## **3-D Sculpture and Mixed Media**

Grade: 11-12    Length: Year    Credit: Fine Arts

Prerequisite: Art I or equivalent

Homework: Light •

This class is open to all high school students who are interested in studying and creating art. It provides an investigative and constructive method for exploring art making possibilities. While using the formal elements of art and principles of design, students will create a variety of 2-D and 3-D mixed media works based upon a “learn by doing process” that promotes exploration of techniques through, research and experimentation. Units of study will include but not be limited to drawing/painting, transfer, collage, digital art, paper making, and found-object/recyclable art.

This course will promote critical thinking as well as the development of art technique, composition, and content/idea within each piece of work. These exercises aim at strengthening the students’ visual vocabulary while allowing personal ideas to shape the outcome of the projects. The students will be required to submit a portfolio with 20 art works by the end of the year.



## AP Studio Art

Grade: 11-12 Length: Year Credit: Fine Arts

Prerequisite: Art I, Art II or equivalent, Teacher Recommendation

Homework: Moderate ••

This course is designed for students who are seriously interested in the practical experience of art. The AP Program offers portfolios: Drawing, 2-D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the **Concentration** section (Section II). In the **Breadth** section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The **Quality** section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content. The course provides students with the opportunity to continue to develop their artistic abilities and interests within a variety of areas: drawing, painting, design, illustration, and mixed media. Students are often given the opportunity to find and build their strength in a variety of media within particular assignment. This course exposes students to broad spectrum of art styles allowing each student to find and develop their particular area of interest. AP students must develop a portfolio which includes, 5 actual works, 12 slides organized around a compelling visual concept, and 12 slides demonstrating a variety of concepts.

## Musical Theatre I

Grade: 9-12 Length: Year Credit: Art

Prerequisite: None

Homework: Moderate ••

Musical Theatre is a class for students who enjoy all aspects of performing and backstage production! Students will engage in three important foundations units during 1st semester: Foundations of Theatre, Sing Loud & Proud, and Elements of Dance. The class will then put those skills into practice while studying the the production roles (director, producer, stage manager, lighting/sound designer, costume designer, choreographer, music director, hair/makeup designer, etc) that are integral parts of a successful show by producing an existing musical theatre production. In the final unit, students will create their own original musical production, not only designing the set, costumes, sound/lighting, and props but also by writing their own script and lyrics. There will be several required performances during the school year, and additional performance opportunities may be available for students who wish to extend their learning.

## Musical Theatre II

Grade: 9-12 Length: Year Credit: Art

Prerequisite: Musical Theatre I

Homework: Moderate ••

Musical Theatre II is a class for students who have already taken Musical Theatre I. Students will build on their previous skills with units Acting Technique, Belt It Out (singing), and Choreography. Students taking Musical Theatre II will take on the leadership role of director/producer/stage manager of an existing musical, while other students learn the ropes of the integral technical side of theatre as lighting/sound designer, costume designer, choreographer, music director, hair/makeup designer, etc). In the final unit, students will create their own original musical production, not only designing the set, costumes, sound/lighting, and props but also by writing their own script and lyrics. There will be several required performances during the school year, and additional performance opportunities may be available for students who wish to extend their learning.

### **Keyboard and Composition I**

Grade: 9-12      Length: Year      Credit: Art

Prerequisite: None

Homework: Moderate ••

Students who take Key-Comp I will learn to make music on a keyboard. Students will begin by learning correct hand position/technique through basic melodies which gradually build their keyboarding abilities. Basic music notation and music theory lessons will be given, and the practical application of skills will be developed through hands-on playing. As students develop their knowledge of melody, harmony, and chord structure they will begin to explore music composition. There will be multiple opportunities for performance throughout the year as soloists, small ensembles, and large ensembles.

### **Keyboard and Composition II**

Grade: 9-12      Length: Year      Credit: Art

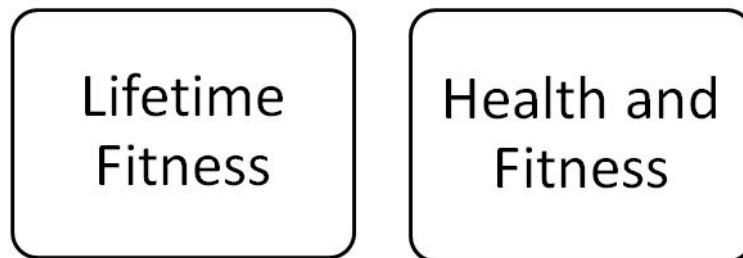
Prerequisite: KeyComp I or teacher recommendation

Homework: Moderate ••

Students who take Key-Comp II will increase their sight-reading and technique skills. Students will begin with a review of their skills so far in order to determine an appropriate pathway of study. Music notation and music theory will be reviewed and additional content will be customized for the level of the student. As in KeyComp I, the practical application of skills will be developed through daily hands-on playing. As students develop their knowledge of melody, harmony, and chord structure they will engage in composition activities designed to explore instrumentation. There will be multiple opportunities for performance throughout the year as soloists, small ensembles, and large ensembles.

## PHYSICAL EDUCATION & HEALTH

The Secondary School Physical Education & Health program at the Lahore American School is based on the development of a student's knowledge, skills and attitudes that enable them to value, attain, and maintain a healthy active lifestyle. The program emphasizes Active living, Movement and Safety, fair play & leadership. It is the goal of the Lahore American School to have Physical Education classes that are active, caring, supportive and non-threatening, in which every student is challenged to grow. In addition, intra-class drills, activities and games are designed to maximize success for both individuals and groups. Every student, regardless of ability or ability level, is provided with a learning environment that is modified, when necessary, to allow for maximum participation. Lahore American School strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment.



### **Lifetime Fitness**

Grade: 11-12      Length: Year      Credit: PE

Prerequisite: None

Homework: Light •

This course emphasizes regular participation in a variety of physical activities that promote lifelong, healthy, active living. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This class is designed around the five standards determined by the National Association for Sport and Physical Education (NASPE). These standards are intended to provide students with the necessary knowledge, processes, and skills to become physically educated, physically fit, and responsible in their physical activity choices and behaviors for a lifetime. Potential units include but are not limited to weight training for both strength and tone, cardio training, circuit training, TRX, swimming, step class, dance, fitness planning, zumba, kickboxing, yoga, pilates, badminton, table tennis, tennis, lawn games, bowling, golf, swim, dance, badminton, pickle ball, golf, horseback riding, bowling, orienteering, and lawn games.

### **Health and Fitness (formerly PE 9/10)**

Grade: 9-10      Length: Year      Credit: PE

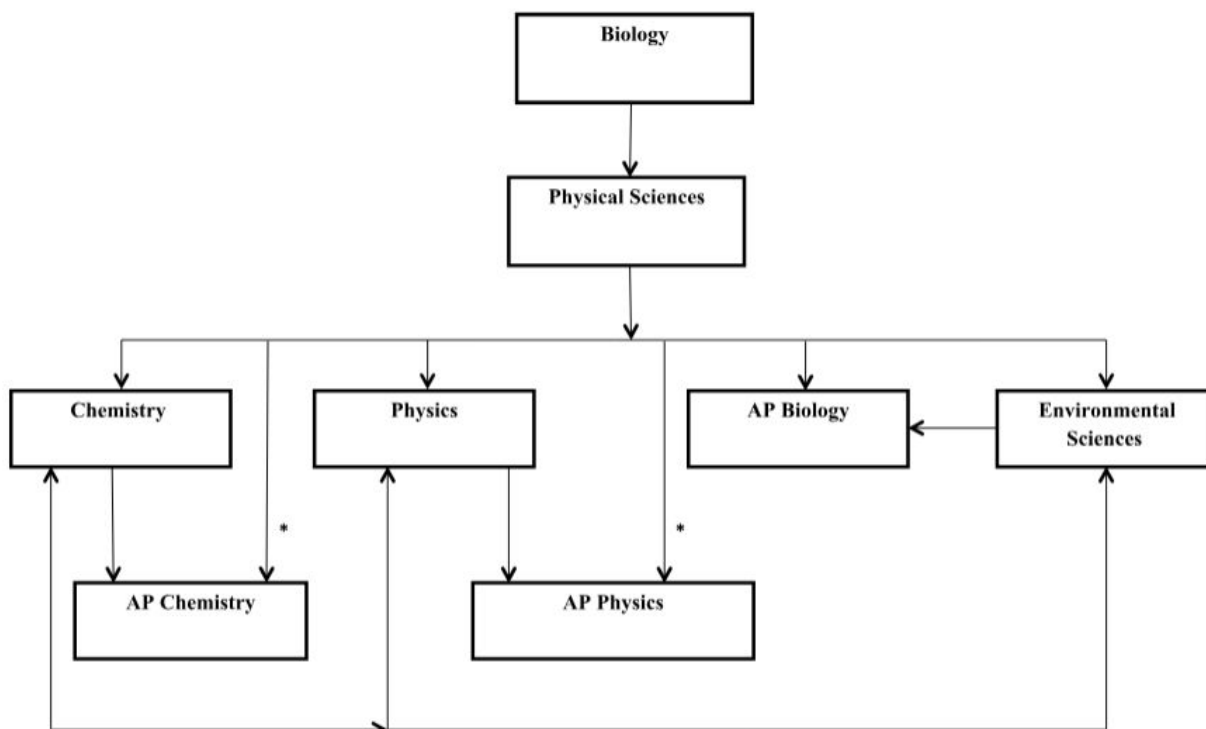
Prerequisite: None

Homework: Light •

This course emphasizes regular participation in a variety of physical activities that promote lifelong, healthy, active living. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This class is designed around the five standards determined by the National Association for Sport and Physical Education (NASPE). These standards are intended to provide students with the necessary knowledge, processes, and skills to become physically educated, physically fit, and responsible in their physical activity choices and behaviors for a lifetime. Potential units include but are not limited to weight training for both strength and tone, cardio training, circuit training, TRX, swimming, step class, dance, fitness planning, zumba, kickboxing, yoga, pilates, badminton, table tennis, tennis, lawn games, bowling, golf, swim, dance, badminton, pickle ball, golf, horseback riding, bowling, orienteering, and lawn games.

## SCIENCE

The science education at Lahore American School develops in student learners a rich and full understanding of the inquiry process, critical thinking skills, concepts, principles and standard calculations used in life, chemical, physical and environmental sciences. Students have an opportunity to extend their scientific literacy by exploring laboratory activities, problem solving, research and technology to stimulate interest, curiosity, motivation and learning. The department offers courses that prepare students for further college and university science-based programs.



\* Advanced standing only. Discuss with counselor.

## **Biology**

Grade: 9-12    Length: Year    Credit: Science

Prerequisite: None

Homework: Moderate ••

Biology introduces the major life science content standards of the cell, molecular basis of heredity, biological evolution, and interdependence of organisms, behavior of organisms and the organization of living things. Additional science content standards include science and technology, science in personal and social perspectives, and the history and nature of science. Specific laboratory exercises will complement class discussions and problem solving. Laboratory skills will concentrate on use of the light microscope during the first semester and on dissection of organisms in the second semester.

## **Physical Science**

Grade: 9-12    Length: Year    Credit: Science

Prerequisite: None

Homework: Moderate ••

Physical Science is a complementary follow-up to Biology that features a semester of Chemistry and a semester of Physics topics. Matter and its interactions, forces and motion, energy and waves are all featured units of study. Science and engineering practices will continue to be developed in numerous laboratory exercises that require investigative planning, sensemaking and critiquing skills.

## **AP Biology**

Grade: 11-12    Length: Year    Credit: Science, elective

Prerequisite: Biology, Chemistry, Teacher Recommendation

Homework: Heavy •••

Advanced Placement Biology is intended for students who are ready to study the biological sciences at an introductory college level. First semester units of study include the chemistry of life, cells, cellular energetics, heredity, molecular genetics, and evolutionary biology. The second semester concentrates on organisms and populations including the diversity of organisms, structure & function of plants, and animals & ecology. There are twelve required college-level laboratories which will be completed as well. Other points of focus include free response essay writing and laboratory skill development.

## **Chemistry**

Grade: 10-12 Length: Year Credit: Science

Prerequisite: Biology and Algebra I

Homework: Moderate ••

This course presents the most current theoretical viewpoints of chemistry in correlation with proper scientific methods and techniques. Qualitative and quantitative analysis are a part of most classroom discussions, and technology-integrated studies provide many hands-on opportunities to reinforce the topics covered. The first semester covers analytical fundamentals, atomic and molecular structure, nomenclature, chemical processes and composition, and quantitative chemistry while continually reinforcing scientific problem-solving methodologies. The second semester builds on these concepts while introducing chemical bonding and structure, the kinetics of phases of matter, colligative properties of solutions, electrolytes, oxidation-reduction relationships, radioactivity, and some organic chemistry. The nature of scientific knowledge, inquiry, and its enterprise will be integrated into authentic labs and other activities throughout the year.

## **AP Chemistry**

Grade: 11-12 Length: Year Credit: Science, elective

Prerequisite: Chemistry and Algebra II, Teacher Recommendation

Homework: Heavy •••

AP Chemistry is a rigorous, college-level course specifically intended for students who plan higher studies in science, engineering, or medicine. Topics studied include states of matter, kinetics, chemical equilibrium, thermodynamics, quantum numbers, and descriptive chemistry. Laboratory work involves careful measurements and applications of theory to explain and/or predict the behavior of chemical systems. Laboratory work will include both traditional - and probe ware-based experiences. The subject matter in this course is presented with an emphasis on chemical calculations and the mathematical formulation of chemical principles so a strong mathematics background is imperative. Students will be expected to demonstrate the ability to read and comprehend sophisticated material from college level textbooks and journals and to summarize concepts. Students will be prepared for, and are expected to sit for, the AP exam.

## **Physics**

Grade: 10-12 Length: Year Credit: Science  
Prerequisite: Algebra II (or concurrent enrollment) OR Teacher  
Recommendation  
Homework: Moderate ••

The Physics course is a math-oriented, problem-solving, laboratory-based approach to physics. It is designed for the above-average student who intends to pursue further science courses. Through laboratory experiences and problem-solving activities, this course will treat each major area of physics in some detail, including General Physics, Newtonian mechanics, Thermal physics, Waves and light, Electricity and magnetism, and Modern physics. Students will use creative problem solving and technology to gather, analyze, and present data and conclusions about the physical world around them.

## **AP Physics 1**

Grade: 11-12 Length: Year Credit: Science, elective  
Prerequisite: Physics and Algebra II AND Teacher Recommendation  
Homework: Heavy •••

AP Physics 1 is a rigorous, fast-paced, algebra-based physics course which gives students an exposure to a wide breadth of physics topics. The course is designed to be equivalent to an introductory college-level physics course. Problem solving by making use of theory will be emphasized and reinforced by laboratory exercises. Topics covered include the kinematics, laws of motion, circular and rotational motion, energy and momentum, oscillations, waves, electrostatics and electric current. Successful students are prepared to sit the AP Physics 1 exam.

## **Environmental Science**

Grade: 11-12 Length: Year Credit: Science, elective  
Prerequisite: Biology, Chemistry  
(recommended)  
Homework: Moderate ••

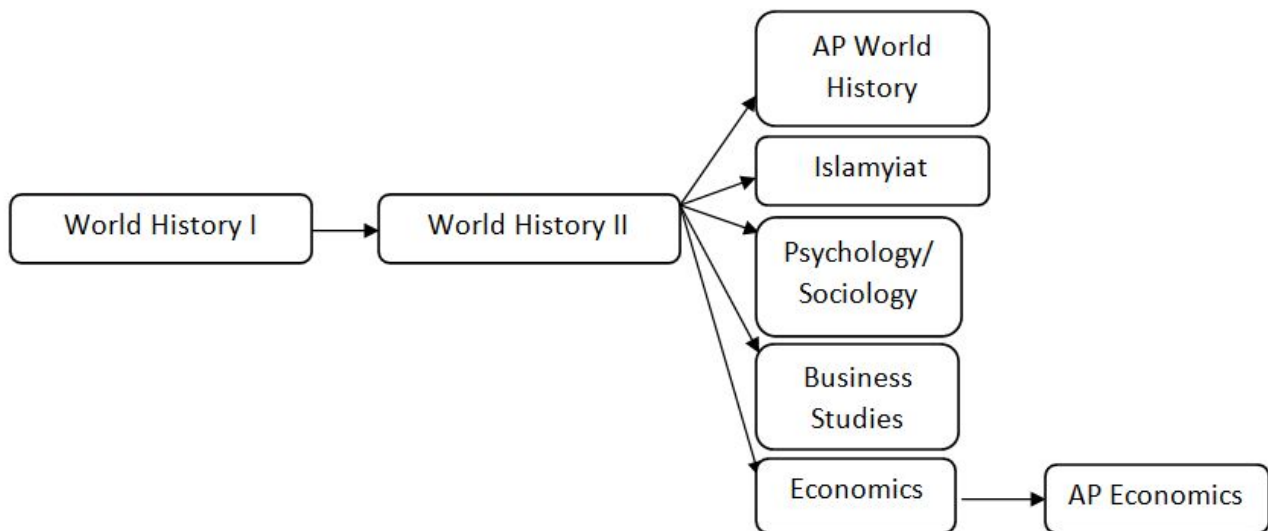
Environmental Science is a study of the interrelationships between man, other living things and the environment. Students study various topics including climate change, air/water/land pollution, urban development, populations studies, and sustainability, but always with a focus on daily life in Lahore, Pakistan. Lab work will be frequent and require productive collaboration with classmates. Investigative research projects will require students to identify concerns of interest, follow-up studies and presentations of their findings. The class will culminate in an in-depth study of a country's environmental and socio-political statistics and require the team to present a plan for making that country's practices more sustainable.

This course is designed for those interested in the environment and as an alternative to AP level courses.



## SOCIAL STUDIES

The Social Studies Department at LAS facilitates student awareness of historical, social, political and economic issues and teaches students to evaluate the effects of these issues on today's global community and on their own lives. The primary intention is to lead students to become informed global citizens who develop high levels of historic and contemporary social literacy and are able to contextualize significant issues and events and the initiating circumstances, past and present.



## **World History I, II**

Grade: 9-10    Length: Year    Credit: Social Studies, required  
Prerequisite: None  
Homework: Moderate ••

The second year of the World History sequence covers the period from about 1500 AD to the present. World History II incorporates global, universal themes and encourages students to examine historical, social, political, and economic issues. Concepts are organized around societies, issues, and events from the contemporary world and modern history. Emphasis is placed on developing news literacy and on understanding the nature of the world today. Both years of the program emphasize skills relative to research, writing and critical reading and thinking, enabling students to excel in subsequent social studies courses. Students will write analytical essays, complete a written project with full annotated bibliographic references and present orally during the year.

## **Social Studies Electives**

### **AP World History**

Grade: 11-12    Length: Year    Credit: Social Studies (History), elective  
Prerequisite: World History I & II, Teacher Recommendation  
Exam Note: Must be available for Saturday classes  
Homework: Heavy •••

AP World History seeks to develop greater understanding of the evolution of global process and contacts in interaction with different human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. Global patterns of changes and continuities as well as cultural comparisons are examined from the dawn of civilization (8000BC) to the present. The course is taught using a college style lecture format with heavy emphasis on the Socratic Method.

### **Economics**

Grade: 10-12    Length: Year    Credit: Social Studies, elective  
Prerequisite: None  
Homework: Moderate ••

This course aims at broadening the student's understanding of economic concepts and applying them to

real life situations. During the first semester, various economic theories are studied in class from the assigned text. Students are also given notes in class which discuss economic theory in more detail. In the second semester, students are made to apply the economic theory discussed in the first semester. For this purpose, students are given various case studies to be discussed in class. The two major case studies are that of China, which focuses on the discrimination faced by women in China's labor markets, and the annual report of the Human Resource Development Program Report of Pakistan. Students are expected to discuss and make presentations on these case studies. The objective here will be to understand how some developed countries of this day and age have achieved their status of development.

### **AP Economics** (Microeconomics and Macroeconomics)

Grade: 11-12    Length: Year    Credit: Social Studies, elective

Prerequisite: Algebra II, Economics recommended, Teacher Recommendation

Homework: Heavy ●●●

The microeconomics syllabus is covered in the first semester of the academic year, and the macroeconomics syllabus is covered in the second semester. The class aims at broadening the student's understanding of fundamental microeconomic and macroeconomic concepts and applying them to real life situations. The purpose of this class is primarily to have student's master the concepts of economic theory so that they enter college with the ability to continue on in economics having knowledge of the subject taught the first semester of college.

### **Psychology/ Sociology**

Grade: 11-12    Length: Year    Credit: Social Studies, elective

Prerequisite: None

Homework: Moderate ●●

This semester course is designed to introduce juniors and senior to the psychological ideas on the study of the mind and behavior. The course begins with the history of psychology and a look at the work of some of its principal theorists. Due to technical innovations and new theoretical concepts that have made the structure and work of the mind more accessible in the past decade, the course will concentrate on both real life examples and theories in psychology to create a student awareness of the subject. The course will offer a theoretical and philosophical explanation of psychology and its historic origins and development as a field of social studies. The students will be understand and explain the ideas of major psychologists and how these ideas influence society.

### **Business Studies**

Grade: 10-12    Length: Year    Credit: Social Studies, elective

Prerequisite: None

Homework: Moderate ●●

Business Studies is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic global economy. This course is created specifically to meet this demand. It is a dynamic, problem-solving course designed to provide a broad introduction to the basic principles and practices of businesses and other organizations, both profit and non-profit in nature. Fundamental principles and skills are studied in local, national and international context, thus affording the opportunity to reflect the differences in perspectives and cultures. While the underlying framework of the program has a wide application, the content is largely of a practical nature. The course examines how business decisions are made, and explores the ethical concerns and issues of social responsibility in global community.

The course consists of four areas of business: Introduction to Organizations, Marketing, Human Resource Management, and Accounting and Finance. The objective is to take the information from the four areas and apply their knowledge skills to real-life business cases.

## **Islamiyat**

Grade: 11-12    Length: Year    Credit: Social Studies, elective

Prerequisite: None

Homework: Moderate ••

Islamiyat introduces the students to Islam and the main values and beliefs of the religion. This course consists of three areas of study: Islam and its basic concepts, the biography of the Holy Prophet (P.B.U.H), and the four caliphs, and lastly the translations and explanations of Surahs, Ayats, and Ahadis. This course will also teach how to perform prayer and ablution. This Islamiyat course is ideal for students who intend to remain in Pakistan for higher education and it is compulsory for admission in local colleges.

## **INFORMATION COMMUNICATION TECHNOLOGY (ICT)**

The ICT program at LAS provides students with opportunities to participate in deeply engaging projects that involve strategic reasoning, critical thinking, problem-solving and creativity. The learning environment and course design is carefully developed according to the analysis of learner needs to provide targeted learning and to ensure student acquisition of skills that they will need to assume a position in a technological progressive society.

Courses are focused on the development of multi-level ICT skills with its application to real-world scenarios as it is crucial that students develop essential ICT skills to cope with the future demands of a technologically progressive society. Recognizing the prevalence of fast-paced technological changes of today's society the ICT curriculum guides the students towards self-directed learning so that their learning trends exhibit emerging personality characteristics of lifelong learners.

### **Yearbook**

Grade: 9-12    Length: Year    Credit: Elective  
Prerequisite: None  
Homework: Heavy ●●●

This is an intensive course that is designed to teach students design skills using Illustrator, Photoshop and InDesign. Students need to have prior knowledge of basic level Photoshop to be successful in this course. This is a project based course in which students are responsible for designing and developing the entire yearbook for the school. Students will learn the proper design and layout techniques required by the publication industry and learn to create and produce an electronic and a print publication of the yearbook.

### **Introduction to Computer Science**

Grade: 9 and 12    Length: Year    Credit: Elective

Prerequisite:    None

Homework:    Moderate••

Introduction to Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools might be utilized to solve particular problems. The goal of Introduction to Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students.

### **Robotics**

Grade: 9-11    Length: Year    Credit: Elective

Prerequisite:    None

Homework:    Light •

Students will be given introductions to the VEX Robotics Design System and learn key STEM principles. The curriculum is heavily focused on mechatronic (a blend of mechanical engineering, electrical engineering, and computer control and information technology) principles in the first semester. Programming is the focus of the second semester as control of the robots is done autonomously with sensors.

### **AP Computer Science**

Grade: 11-12    Length: Year    Credit: Elective

Prerequisite:    Introduction to computer science and teacher permission

Homework:    Heaviest ••••

The AP Computer Science A course is an introductory college level course. A large part of the course is built around the development of computer programs that correctly solve a given problem. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of

fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. The course is taught using the Java programming language.

## SERVICE

### Community Service

Grade: 10-12      Length: Year      Credit: Community Service, Elective

Prerequisite: None

Homework: Light •

Community Service and Leadership focuses to investigate social issues and problems facing our communities. The Students will have the opportunity to discuss, research, and ponder significant issues that directly affect both our local and global communities. In particular, this class will:

- Provide a general understanding of personal leadership power and student's role in the community;
- Assist student in applying these leadership skills within school and community settings,
- Give students hands-on experience working with various community issues such as hunger, homelessness, environmental issues, education, health, etc.;
- Provide opportunities to work together toward creative solutions for community problems.

