THE AMERICAN SCHOOL OF MARRAKESH

Secondary School Course Catalogue

School Year 2024-2025

MISSION

To be a dynamic multicultural community of lifelong learners driven by People, Passion, Purpose.

VISION

Preparing global leaders for purposeful impact in their pursuits.

CORE VALUES

To meet its Mission, ASM cultivates an educational environment based on four core values:

- **Integrity:** We value honesty, loyalty and the search for truth.
- **Responsibility:** We value individuals who are faithful to their duties and attentive to their own needs as well as the needs of others.
- **Respect:** We value an appreciation for the perspectives of others as well as an appreciation for the collective spirit and positive potential of groups.
- **Excellence:** We appreciate and strive for excellence, and in our striving, value the effort and the journey as much as the end result.

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English 6

As students transition into Upper School, Grade 6 English helps them build essential skills in reading, writing, speaking, listening, and understanding visual and media texts. Aligned with the AERO English Language Arts Standards, the course encourages critical thinking, vocabulary growth, and clear self-expression. Students read a wide variety of fiction, nonfiction, poetry, and media texts from different cultures and time periods. Writing lessons focus on narrative, persuasive, and analytical pieces, helping students use figurative language and develop their own voice as writers. Units such as *Foundations of Identity and Empathy*, *Migration and Resilience*, and *Imagined Worlds and Dystopia* connect reading and writing to real-world ideas and experiences. A writer's workshop approach encourages creativity and independence, while grammar and writing skills are taught explicitly to support clear, confident communication.

English 7

This required course helps students deepen their understanding of how language can be used to express ideas, tell stories, and influence others. Aligned with the AERO English Language Arts Standards, it builds skills in reading, writing, speaking, listening, presenting, and interpreting multimedia texts. Students explore a wide variety of texts—including novels, poems, short stories, podcasts, and films—and learn how writers use voice and perspective to shape meaning. The course also focuses on developing students' abilities to write creatively, persuasively, and informatively. Grammar, punctuation, vocabulary, and spelling are taught throughout the year to strengthen students' overall communication skills and prepare them for the expectations of Grade 8 and high school English.

English 8

Building on the foundations of previous years, this required course challenges students to think more critically, write more purposefully, and analyze texts with greater independence. Aligned with the AERO English Language Arts Standards, the course strengthens students' skills in reading, writing, speaking, listening, and interpreting visual and multimedia texts. Students engage with a range of literary and non-literary works—including novels, short stories, poetry, and articles—while exploring themes such as *Redemption and Justice*, *Historical Memory*, *Cultural Identity*, and *Love and Autonomy*. Throughout the year, Grade 8 learners develop their ability to write clearly in narrative, analytical, and persuasive forms, while continuing to build grammar, vocabulary, and writing mechanics in preparation for high school.

English 9

Rooted in the AERO English Language Arts Standards, this required course builds students' skills in reading, writing, vocabulary development, and oral communication through the close study of both literary and non-literary texts. Students explore how writers use narrative structure, symbolism, and persuasive techniques to create meaning, with thematic units such as *Ingenuity and Injustice*, *Dreams Deferred*, *All That Glitters*, and *Dark Desires*. The course emphasizes literary analysis, comparative reading, and the development of clear, well-structured analytical and argumentative essays. Grammar, vocabulary, and writing mechanics are taught throughout to help students become confident and precise communicators. This course also lays essential groundwork for the academic demands of the IB English A Language and Literature programme, which begins in Grade 11.

English 10

This required course, aligned with the AERO English Language Arts Standards, supports Grade 10 students in developing advanced skills in reading, writing, vocabulary, and oral communication. Students engage with a wide variety of literary and non-literary texts while exploring complex themes such as *Truth in Fiction*, *The Journey Within*, *When Worlds Collide,* and *The Masks We Wear*. The course builds students' abilities in literary and comparative analysis, academic essay writing, and the interpretation of symbolic and allegorical texts. Throughout the year, students are challenged to think critically, communicate clearly, and write with purpose—laying a strong foundation for success in the IB English A Language and Literature programme and future academic study.

IB English A Language and Literature SL/HL

In this two-year IB Diploma Programme course, students engage with a diverse range of literary and non-literary texts from various time periods, cultures, and media. The course explores how language shapes and reflects identity, culture, and power, while helping students develop strong skills in critical reading, analytical writing, public speaking, and independent thinking. Students examine texts through multiple lenses, including literary theory, media studies, and sociolinguistics.

All students complete both written and oral assessments, including a comparative literary essay, a non-literary text analysis, and an Individual Oral presentation. Higher Level (HL) students also complete a formal Higher Level Essay based on a literary work of their choice. The course integrates key Approaches to Learning (ATL) skills—such as self-management, research, and communication—preparing students for academic success beyond high school. Unit planning and ATL development are documented on ManageBac.

MATHEMATICS 6-12

The Middle and High School Mathematics courses follow the American Education Reaches Out (AERO) Standards up to Grade 10. In Grades 11 and 12, IB courses follow the published IB aims and assessment objectives. Throughout the year, students engage in formative and summative assessments, including quizzes, tests to reinforce their understanding. The courses emphasize critical thinking, problem-solving, and the application of mathematical concepts to real-world scenarios, preparing students for future academic challenges and everyday life.

Math 6

The Grade 6 Mathematics course is designed to build a strong foundation in mathematical concepts, fostering both inquiry and application. The course is structured around four quarters, each focusing on key units that develop students' problem-solving skills and prepare them for real-world applications.

Students explore whole numbers and operations, covering place value, rounding, addition, subtraction, multiplication, division, exponents, and the order of operations. These foundational skills are essential for understanding more complex mathematical concepts. The students are later introduced to lines and angles where they learn to measure and calculate angles, identify types of lines, and find missing angles. This unit is followed by number properties, including divisibility, factors, multiples, prime and composite numbers, HCF, and LCM, which are crucial for algebraic thinking. Moving on to decimals, teaching students to perform operations with decimals and understand their applications. This unit is complemented by location and coordinates, where students learn to plot points, identify quadrants, and recognize shapes on a grid. Later students delve into positive and negative numbers, fractions, and algebra. They learn to perform operations with fractions, convert between different forms, and solve basic algebraic equations. The course concludes with data handling, where students interpret frequency tables, create graphs, and calculate measures of central tendency.

Math 7

This course is designed to prepare students for 8th grade math, with the goal to get students prepared for the rigors of the high school curriculum. This course will focus on inquiry and discovery based content, use of manipulatives to create deeper understanding of concepts, collaborative learning, working through long word problems, and daily homework focusing on mixed spaced practice. Main goals of the class are to work towards laying the foundation towards mastery of the following concepts in mathematics.

We will be tackling the mathematical content of game analysis, proportional relationships, using probability to convert from fractions to percents, compound probability, probability with games, solving probability problems with compound events with area models and tree diagrams,

operations with integers, arithmetic properties, Algebra tiles to simplify expressions and solve linear equations, graphing and scaling appropriately, making sense of and solving multi-step word problems with equations, area and circumference of circles, volume and scaling of similar figures.

Math 8

The eighth-grade Mathematics course is designed to build a strong foundation in mathematical concepts and problem-solving skills. Students will explore fundamental topics such as natural numbers, integers, divisibility tests, prime numbers, and the order of operations, followed by an introduction to algebraic notation, arithmetic generalization, and simplification. Students delve into algebraic expansion, including the distributive law, expansion rules, and radical expressions, while also introducing the basics of solving equations, balancing equations, and isolating unknowns. Next, the shift focuses on radicals and the Pythagorean theorem, covering square roots, solving equations involving radicals, and applying Pythagoras' theorem.

Students will also study indices, including algebraic products, quotients, index laws, and zero and negative indices. Towards the end of the year, students learn geometry, with units on the properties of polygons, including triangles and quadrilaterals, and conclude with advanced algebra topics such as forming and solving equations, linear inequalities, and real-world problem-solving using algebraic methods. Throughout the course, students will engage in formative and summative assessments, including quizzes and comprehensive tests, to reinforce their learning. The course also integrates digital tools and interactive quizzes to enhance understanding. By the end of the year, students will have developed a robust mathematical skill set, preparing them for more advanced studies in mathematics.

Math 9

The Grade 9 Mathematics course is designed to provide students with a comprehensive understanding of fundamental mathematical concepts and skills, preparing them for more advanced studies in mathematics. Students will explore the Laws of Exponents and Rational Exponents, covering index notation, index laws, exponential equations, scientific notations, and rational indices. They will also delve into Algebraic Expansion and Simplification, learning about collecting like terms, the distributive law, product notation, and the expansion of expressions such as the difference of two squares and perfect squares. Next, students will learn Radicals, where they will study operations with radicals, their placement on a number line, and division by radicals. Additionally, they will explore Sets and Venn Diagrams, including set builder notation, complements of sets, and the use of Venn diagrams to solve problems. The focus shifts to Quadratic Factorization, where students will learn various techniques such as removing common factors, factoring the difference of two squares, perfect square factorization, and factoring quadratic trinomials. Towards the end of the year, students learn Quadratic

Equations, including solving them using the null factor law, factorization, and completing the square. Students will also study Simultaneous Equations, both linear and nonlinear, and apply these techniques to solve real-world problems.

The course concludes with units on Probability and Statistics, where students will explore experimental and theoretical probability, compound events, sample spaces, and data analysis, including measures of central tendency, spread, and graphical representations like box and whisker plots. Throughout the course, students will engage in formative and summative assessments, including quizzes and big tests, to reinforce their understanding and application of mathematical concepts. The course emphasizes critical thinking, problem-solving, and the development of analytical skills, ensuring students are well-prepared for future mathematical challenges. The course also upholds academic integrity and classroom policies to foster a productive learning environment.

Math 10

The grade 10 mathematics course is an inquiry approach in preparation for one of four IBDP mathematics courses (AA HL/SL, AI HL/SL). The content is directly connected to the curriculum IBDP mathematics and is therefore a prerequisite and preparation for grade 11 and 12 mathematics. The course also follows AERO standards. Students will study exponents, logarithms, upper and lower bounds, functions with proper notations and transformations of graphs. Students will continue to study trigonometry, law of sines and cosines, vectors, statistics and probability and finish the year studying graph theory.

This course takes an integrated approach to Mathematics covering the IB math topics:

- Numbers and Algebra
- Functions
- Geometry and Trigonometry
- Statistics and Probability

IB Mathematics AA SL/HL

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually

equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. Both Standard Level and Higher Level students complete an Internal Assessment, an independent investigation showcasing their research and experimental skills.

IB Mathematics AI SL/HL

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

SCIENCE 6-12

Grade 6 Integrated Science

Course Length: Year-Long | Standards: NGSS & AERO-Aligned

This year-long 6th grade science course follows the Amplify Science integrated model, combining life science, physical science, and earth and space science to develop students' understanding of the natural world through hands-on investigation, digital simulations, data analysis, and evidence-based argumentation.

Aligned with the Next Generation Science Standards (NGSS) and AERO Science Standards, students explore core disciplinary ideas such as ecosystems, matter and energy, Earth's systems, and forces and interactions. Units include engaging phenomena like how populations in ecosystems change, what drives climate and weather patterns, and the invisible forces behind everyday motion.

Students will develop key science and engineering practices including:

- Asking scientific questions and defining problems
- Constructing explanations and designing solutions
- Developing and using models
- Analyzing and interpreting data
- Arguing from evidence

By the end of the course, students will be able to apply crosscutting concepts such as cause and effect, patterns, and systems thinking to explain complex scientific ideas. This course prepares students for future science learning by strengthening critical thinking, collaboration, and communication skills—all essential for success in middle school and beyond.

Grade 7 Integrated Science

Course Length: Year-Long | Standards: NGSS & AERO-Aligned

This year-long 7th grade science course continues the Amplify Science integrated model, deepening students' understanding of the interconnectedness of life, physical, and earth sciences through hands-on labs, dynamic simulations, and real-world problem-solving.

Aligned with the Next Generation Science Standards (NGSS) and AERO Science Standards, students will investigate compelling scientific phenomena such as the spread of infectious diseases, the chemistry of materials, and how plate tectonics shape Earth's surface. Each unit challenges students to think like scientists and engineers—constructing explanations, interpreting data, and designing evidence-based solutions.

Key science and engineering practices include:

- Planning and carrying out investigations
- Engaging in argument from evidence
- Using mathematical and computational thinking
- Communicating scientific information

Students will strengthen their ability to recognize patterns, stability and change, and energy and matter flows as crosscutting concepts to explain scientific systems. The course emphasizes collaboration, inquiry, and scientific literacy, preparing students to take on more advanced science coursework with confidence and curiosity.

Grade 8 Integrated Science
Course Length: Year-Long | Standards: NGSS & AERO-Aligned

In this year-long 8th grade science course, students synthesize and apply their understanding of life, physical, and earth sciences through the Amplify Science integrated model. With a focus on real-world phenomena and scientific inquiry, students engage in collaborative investigations, interactive simulations, and data-driven problem-solving.

Aligned with the Next Generation Science Standards (NGSS) and AERO Science Standards, the course challenges students to explore key scientific concepts such as chemical reactions, natural selection, forces and motion, and Earth's geological history. Students take on the role of scientists and engineers to tackle complex questions like how traits are passed on, what drives chemical changes, and how Earth's systems interact over time.

Students will further develop core science and engineering practices, including:

- Developing and using models
- Constructing scientific explanations and arguments
- Designing and evaluating solutions
- Analyzing and interpreting complex data sets

Crosscutting concepts such as structure and function, energy transfer, and system dynamics are woven throughout the curriculum. By the end of the course, students will demonstrate increased independence in conducting investigations, explaining phenomena, and applying scientific thinking to new contexts—laying a strong foundation for high school science.

Science 9: Foundations of Chemistry & Physics
Course Type: Semester | **Standards:** NGSS, AERO, Pre-IB
Grade Level: 9 | **Prerequisite:** None

This introductory high school chemistry and physics course engages students in the study of matter, energy, and motion through inquiry-based instruction aligned with AERO and NGSS science standards. Using hands-on investigations, digital resources, and real-world phenomena, students explore key topics such as states of matter, atomic structure, chemical reactions, forces, motion, and energy transformations.

Emphasis is placed on developing essential scientific practices, including asking testable questions, designing and conducting investigations, analyzing and interpreting data, and constructing scientific explanations using CER (Claim, Evidence, Reasoning). Students also strengthen scientific modeling, collaborative problem-solving, and ethical reasoning in scientific contexts.

By the end of the course, students will be able to:

- Apply core physical science concepts to explain observable phenomena
- Use evidence-based reasoning to support scientific conclusions
- Demonstrate proficiency in laboratory techniques, data analysis, and calculations
- Communicate scientific findings clearly in both oral and written forms
- Build a strong foundation for future coursework in chemistry, physics, and interdisciplinary science

Science 9: Foundations of Biology and Research Methods
Course Type: Semester | **Standards:** NGSS, AERO, Pre-IB
Grade Level: 9 | **Prerequisite:** None

This introductory high school biology course engages students in the study of living systems through inquiry-based instruction aligned with AERO and NGSS science standards. Using hands-on investigations, digital tools, and real-world phenomena, students explore key topics such as cell structure and function, biomolecules, human body systems, and the fundamentals of genetics.

Emphasis is placed on developing essential scientific practices, including asking testable questions, designing and conducting investigations, analyzing and interpreting data, and constructing scientific explanations using CER (Claim, Evidence, Reasoning). Students also strengthen scientific communication, collaborative problem-solving, and ethical reasoning.

By the end of the course, students will be able to:

- Apply core biological concepts to explain natural phenomena
- Use evidence-based reasoning to support scientific claims
- Demonstrate proficiency in laboratory techniques, data analysis, and modeling
- Communicate scientific findings clearly in oral and written formats

- Build a strong foundation for advanced science coursework and interdisciplinary research

Science 10: Applied Chemistry & Physics
Course Type: Semester | **Standards:** NGSS, AERO, Pre-IB
Grade Level: 10 | **Prerequisite:** Grade 9 Foundations of Chemistry and Physics

This Grade 10 course extends foundational knowledge in chemistry and physics through applied investigations and interdisciplinary problem-solving. Aligned with AERO and NGSS science standards and supported by Kognity digital resources, students explore the chemical and physical principles that govern everyday applications and global systems. Topics include rates of reaction, energy changes, electricity, magnetism, and environmental chemistry. Emphasis is placed on refining experimental technique, data analysis, scientific communication, and real-world problem solving.

By the end of the course, students will be able to:

- Analyze and apply chemical and physical principles to real-world contexts
- Use evidence-based reasoning to design and evaluate scientific investigations
- Communicate complex scientific findings effectively through oral, written, and visual formats
- Demonstrate proficiency in quantitative data handling, graphing, and modeling
- Collaborate to propose informed solutions to contemporary scientific and environmental issues

Science 10: Ecology, Environment, and Research Applications
Course Type: Semester | **Standards:** NGSS, AERO, Pre-IB
Grade Level: 10 | **Prerequisite:** Grade 9 Foundations of Biology and Research Methods

This advanced biology course deepens students' understanding of ecological and environmental systems through inquiry-based instruction aligned with AERO and NGSS science standards. Students explore energy flow, nutrient cycles, biodiversity, population dynamics, and human impact on the environment, integrating content knowledge with field-based research practices.

Emphasis is placed on applying scientific practices to real-world contexts, including asking ecological research questions, designing field investigations, collecting and analyzing environmental data, and evaluating conservation strategies. Students engage with case studies, collaborative projects, and local fieldwork to develop global scientific literacy and sustainability awareness.

By the end of the course, students will be able to:

- Analyze the structure and function of ecosystems and environmental interactions
- Interpret data on biodiversity, population trends, and ecological impact
- Design and conduct field investigations using ecological sampling methods
- Communicate environmental findings through written reports and oral presentations
- Apply systems thinking and scientific reasoning to evaluate human impacts and sustainability solutions

IB Biology SL/HL

IB Biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today. Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Both Standard Level and Higher Level students complete an Internal Assessment, an independent investigation showcasing their research and experimental skills. Approaches to Learning skills are embedded throughout the course, supporting students in developing self-management, research, and communication skills. Detailed unit planning and ATL integration are documented on ManageBac. The DP biology course promotes concept-based teaching and learning to foster critical thinking.

The DP biology course is built on:

- approaches to learning
- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of biology.

IB Chemistry SL/HL

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory. Detailed unit planning and ATL integration are documented on ManageBac.

The DP chemistry course promotes concept-based teaching and learning to foster critical thinking. The DP chemistry course is built on:

- approaches to learning
- nature of science
- skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry.

IB Physics SL/HL

The IB Diploma Programme Physics course is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory. Both Standard Level and Higher Level students complete an Internal Assessment, an independent investigation showcasing their research and experimental skills. Approaches to Learning skills are embedded throughout the course, supporting students in developing self-management, research, and communication skills. Detailed unit planning and ATL integration are documented on ManageBac.

The DP physics course promotes concept-based teaching and learning to foster critical thinking.

The DP physics course is built on:

- approaches to learning
- nature of science
- skills in the study of physics.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of physics.

IB Environmental Systems and Societies SL/HL

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS is both a complex and contemporary

course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level. Both Standard Level and Higher Level students complete an Internal Assessment, an independent investigation showcasing their research and experimental skills. Approaches to Learning skills are embedded throughout the course, supporting students in developing self-management, research, and communication skills. Detailed unit planning and ATL integration are documented on ManageBac.

The ESS course has at its heart the intention of providing students with the capacity to understand and make informed decisions regarding the pressing environmental issues we face. A conceptual, interdisciplinary approach is essential to problem solving in ESS as this allows for truly holistic thinking about impending sustainability challenges. The ESS course engages students and teachers with a conceptual approach. All students are encouraged to integrate the three key concepts of perspectives, systems and sustainability throughout the course.

These concepts are given special focus within the foundation's unit. Students at SL and HL share the following:

- the study of a concept-based syllabus
- a course which promotes holistic thinking about environmental issues and their solutions
- a foundations unit which introduces and explores the three concepts: perspectives, systems and sustainability
- one piece of internally assessed work, the internal assessment (IA)
- the collaborative sciences project.

The SL course provides students with a fundamental understanding of environmental studies and experience of the associated concepts and skills. The HL course requires students to extend their knowledge and understanding of the subject, exploring the complexity of issues with additional breadth and depth, providing a solid foundation for further study at university level.

IB Computer Science SL

The IB DP Computer science SL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions.

This will involve the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

The students complete an Internal Assessment, an independent investigation showcasing their research and experimental skills. Approaches to Learning skills are embedded throughout the course, supporting students in developing self-management, research, and communication skills. Detailed unit planning and ATL integration are documented on ManageBac.

SOCIAL STUDIES 6-12

Grade 6 - World Geography

This course emphasizes the study of geography and all its facets on an international scale. Students will explore our planet based on the types and features of geography, as well as investigate how humans live in various environments and cope with the many challenges they encounter. In addition, students will be exposed to and interact with the United Nations (UN) Sustainable Development Goals (SDGs) to make predictions and provide potential solutions for Earth's future. As a result, students will continue to develop their knowledge, skills and understanding of the subject in a variety of ways that will encourage them to embody a geographical mindset and perspective in order to become authentic global citizens and community changers.

Grade 7 - World History I: Ancient Civilizations

Grade 7 is the first year of the new 3 year World History course at ASM. The course is designed to introduce students to the study of history as a discipline and prepare them for the rigors of the IB diploma program. We will explore what it means to be a civilization through the ancient cultures of Mesopotamia, from the city states of Sumer to the mighty Assyrian Empire. We will learn about the lives of the generations of Egyptians who lived in the shadows of great pyramids. We will study the mysterious culture of the Indus River Valley civilizations and explore how Ashoka of the mighty Mauryan empire brought Buddhism to the world. We will investigate the roots of 5,000 years of Chinese history and the influences of the world's oldest culture. Finally we will look to the wisdom of the ancient Greeks and Romans, we will inspect the influences of their culture on the world today. Along the way, students will begin the journey to mastering historical thinking skills as they investigate ancient civilizations. By uncovering the achievements of the past, students will learn to value the contributions of ancient civilizations to our society today. This course is aligned with the AERO Social Studies Standards, and inspired by the framework of the MYP Individuals and Societies course. The course provides students with a strong foundation in world history, fostering critical thinking about political, economic, cultural, and key historical events.

Grade 8 - World History II: The "Medieval" World

Grade 8 is the second year of the new 3 year World History course at ASM. In the future, this course will be designed to continue the process of World History I. This year, it will include hybrid modules to bridge the gap between the past and future year 7-8 curriculums. Students will be introduced to the study of history as a discipline and prepared for the rigors of the IB diploma program. In this course, students will study cultures of the middle ages. We will begin by

examining the lives of people in the Roman Empire, comparing them to people in later Christian Europe. We will explore how the silk road connects Europe and Africa to China and India. In Asia, We will learn about the Gupta Empire and China's Tang and Song Dynasties. We will survey the impacts of the spread of Islam and the invasions of the Mongols. We will study the warrior culture of Japan as it was ruled by the Shoguns. Finally we will investigate three major cultures of the Americas: The Maya, Aztec, and Inca. Students will explore the connections of the past and present to better understand how cultures are connected today. This course is aligned with the AERO Social Studies Standards, and inspired by the framework of the MYP Individuals and Societies course. The course provides students with a strong foundation in world history, fostering critical thinking about political, economic, cultural, and key historical events.

Grade 9 - World History III: Renaissance to Modern Day

Grade 9 is the third and final year of the new 3 year World History Course at ASM. The course will examine global developments from before the Renaissance to the modern era. We will begin with a survey of the world's cultures before 1750, Including the Maya, Aztec, and Inca of the Americas, Byzantine Empire, the Islamic Caliphates, the Tang and Song Dynasties of China, Mongol conquerors, West African empires, and the ancient Silk Road that connects the cultures of the world to Morocco's past. We will study how the boom of science in Europe during the Renaissance met the quest for Silk Road wealth leading to the colonization of the Americas. We will study how the colonization of the Americas by European powers changed the global economy and brought on a series of revolutions both in thought and in action. We will examine the impacts of an Industrialized Europe bringing empire to the world and the inevitable global conflicts that came as a result. This course is aligned with the AERO Social Studies Standards, and inspired by the framework of the MYP Individuals and Societies course. The course provides students with a strong foundation in world history, fostering critical thinking about political, economic, cultural, and key historical events.

Grade 10 - European History

This course covers European history from the Medieval period through the 20th century. This is a course that will challenge you in various academic skills. The course will be a mixture of lecture, primary source evaluation, essay writing, use of historical documents, vocabulary development, and showing change over time in the areas of social, economic, political, and intellectual issues throughout European history from the middle ages to the breakup of the Soviet Union. There will be unit exams, quarter and semester tests, as well as essay and primary source written work.

Grade 10 - MENA Studies (Re-introduced in 2026-2027)

This course explores political organization, religion and culture of Islamic civilization from the 7th century to the Present. We begin with the exploration of the culture of the Arab peoples in the 6th century, the Prophet's teaching and the rise of the Caliphate in its variety from the Umayyad dynasty in Spain, and Abbasid' dynasty in Baghdad, Central Asia and Persia. We proceed with the study of the Golden Age of Islamic Civilization: the blooming of arts, sciences, philosophy, poetry, architecture, and medicine, as well as religious toleration in the 8th to 10th centuries. The politics and culture of the Mamluk Sultanate in Egypt and Syria explains its victories over the Crusader kingdoms on the one hand and Ottoman conquest on the other. The rise of the Ottoman Empire in the 16th century and its decline in the 18th are seen in the context of new trade routes, advances in technology and inherent weaknesses of the Ottoman political system. The history of Morocco will be explored throughout the course as well. Here the emphasis is on the interaction with Colonial Powers, particularly France and the struggle for independence.

IB Business Management SL/HL

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

IB Geography SL/HL

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas. Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesize the concepts in the HL extension.

IB Global Politics

DP global politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges.

The course integrates concepts, content and contexts through inquiry.

- Concepts such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course.
- Content informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models.
- Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases.

The flexible syllabus allows educators to build the course around their students' contexts and interests, as well as contemporary events and developments in global politics. Thinking, analysis and research skills are fostered through guided and independent inquiries into political issues and challenges, with a special focus on identifying and engaging with diverse perspectives.

IB History SL/HL

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a va-riety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course

emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical think-ing, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, sig-nificance and perspectives. The aims of the DP history course are to enable students to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world.

IB Psychology (Pamoja Online)

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields. The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others. The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry. Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses.

DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

IB Visual Arts

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

IB CORE

IB Theory of Knowledge (TOK)

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

In the TOK course, students explore the nature of knowledge, critically examining how it is produced, justified, and applied across various disciplines. Through inquiry-based learning, students engage with key concepts such as truth, perspective, objectivity, and bias, developing essential skills in critical thinking, evaluation, and reflection. The course fosters intellectual curiosity, encouraging students to question assumptions, challenge knowledge claims, and connect their learning to real-world contexts. TOK is a two-year course (with at least 100 hours of instruction) structured around three key components: Knowledge and the Knower (core theme), Optional Themes (e.g., Knowledge & Technology, Knowledge & Politics), and Areas of Knowledge (e.g., History, Mathematics, Natural Sciences, Human Sciences and The Arts). Students will engage in discussions, debates, collaborative tasks and written reflections, deepening their understanding of how knowledge is constructed and evaluated.

IB Creativity, Activity, Service (CAS)

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme. Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies. It requires students to take part in a range of experiences and at least one project. These should involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

We do not prescribe specific projects or activities to students. All students should be involved in activities they've initiated themselves. IB World Schools will then suggest particular projects.

IB Extended Essay (EE)

The extended essay, a component of the DP core, is a compulsory, externally assessed piece of independent research, presented as a formal piece of academic writing. It is an in-depth study of a focused topic, undertaken either through a subject-focused approach, or an interdisciplinary approach combining two DP subjects. Students choose from the list of available Diploma Programme subjects for the examination session in question. For those taking the diploma this is normally one of the student's six selected subjects, or two in the case of the interdisciplinary pathway. Students can also choose a topic in which they have some background knowledge. The EE is intended to promote academic research and writing skills. It gives students the opportunity to engage in personal research on their own choice of topic, under the guidance of a supervisor. Students produce a significant piece of appropriately presented and structured writing, in which their ideas and findings are communicated in a coherent, reasoned manner that is suitable for the chosen subject(s).

The extended essay aims are to enable students to:

- experience the excitement of intellectual exploration
- engage in student-led academic research on a topic of personal interest
- develop skills in research, thinking, self-management, and communication
- reflect on the learning experience of producing an extended essay.

WORLD LANGUAGES - FRENCH 6-12

PROGRAMME DE FRANÇAIS LANGUE MATERNELLE (FLM) – GRADES 6 À 10

Le programme de Français Langue Maternelle (FLM) au secondaire de l'American School of Marrakesh est destiné aux élèves francophones ou disposant d'une maîtrise avancée du français. Il a pour vocation de renforcer les compétences linguistiques fondamentales et d'accompagner les élèves dans leur développement intellectuel, culturel et critique à travers une exploration progressive de la langue et de la littérature françaises.

Objectifs généraux du programme

- Renforcer la maîtrise de la langue française à l'écrit comme à l'oral.
- Développer la compréhension, l'analyse et l'interprétation de textes littéraires variés.
- Approfondir les connaissances grammaticales, orthographiques et lexicales.
- Enrichir les compétences d'expression, tant dans les formes narratives que dans l'argumentation structurée.
- Stimuler l'esprit critique, la créativité et la réflexion sur le monde contemporain.

Progression pédagogique par niveau

Grade 6 (6e) – Initiation littéraire et expression structurée

Les élèves consolident leurs acquis linguistiques tout en découvrant les grands genres littéraires (fables, contes, récits, poésie). L'accent est mis sur :

- La lecture approfondie et l'analyse guidée des textes,
- L'enrichissement du vocabulaire et la structuration de la pensée,
- Les fondements grammaticaux et orthographiques,
  La stimulation de la curiosité et de la créativité à travers des projets motivants.

Grade 7 (5e) – Consolidation des bases et exploration littéraire

Le programme suit les orientations de l'Éducation Nationale française (niveau Sixième) à travers l'utilisation du manuel *Fleurs d'Encre*. Il propose :

- Des lectures variées (narrations, théâtre, presse) pour renforcer la compréhension,
- L'écriture de textes narratifs, descriptifs et argumentatifs,
- L'appropriation des règles grammaticales fondamentales,
- Un éveil à la culture francophone et à la réflexion sur le monde.

Grade 8 (4e) – Enrichissement des compétences et pensée critique

Les élèves approfondissent leur sensibilité à la langue et à la littérature à travers une diversité de genres. Le programme met l'accent sur :

- L'interprétation de textes plus complexes (romans, poésie, récits d'aventure),
- L'expression écrite et orale fluide et cohérente,
- L'enrichissement du lexique, la rigueur grammaticale,
- L'affirmation d'un point de vue personnel et argumenté.

Grade 9 (3e) – Maîtrise linguistique et lecture analytique

Ce niveau marque un tournant vers une lecture plus autonome et une expression plus construite. Il vise à :

- Approfondir l'analyse de genres littéraires classiques et modernes,
- Développer des textes complexes et argumentés,
- Renforcer la fluidité et la précision de l'expression écrite et orale,
- Préparer aux exigences de la littérature au lycée.

Grade 10 (2nde) – Littérature et réflexion sur la société

Les élèves étudient la langue à travers des thématiques contemporaines telles que la science-fiction et la dystopie, afin de :

- Maîtriser les techniques de la dissertation littéraire,
- Relier les œuvres étudiées à des problématiques actuelles (technologie, société, éthique),
- Développer leur autonomie intellectuelle et leur capacité à penser de manière critique et nuancée,
- Affirmer leur expression personnelle et leur ouverture au monde.

FRENCH COMME LANGUE ÉTRANGÈRE (FLE) 6-10

Le programme de Français Langue Étrangère (FLE) à l'American School of Marrakesh s'adresse aux élèves du secondaire pour qui le français n'est ni la langue maternelle, ni une langue couramment utilisée dans leur quotidien. Ce programme vise à développer les compétences langagières nécessaires à une communication efficace et autonome en français, tout en tenant compte de la diversité des profils linguistiques et culturels des apprenants.

Ce programme suit les directives du Cadre européen commun de référence pour les langues (CECRL), offrant ainsi une structure claire et progressive pour l'enseignement et l'évaluation des compétences linguistiques. Les élèves sont accompagnés dans leur progression depuis les

niveaux débutants (A1-A2) jusqu'aux niveaux intermédiaires ou avancés (B1-B2), selon leur expérience, leur engagement et la durée de leur parcours.

Objectifs pédagogiques principaux :

- Développer les compétences fondamentales en compréhension et production orales et écrites, en s'appuyant sur des situations de communication authentiques, pertinentes et contextualisées.
- Acquérir les bases grammaticales et lexicales nécessaires à une expression claire, précise et nuancée.
- Favoriser une approche interculturelle, en introduisant les élèves aux spécificités culturelles du monde francophone, afin de renforcer leur capacité à interagir dans des environnements multilingues et multiculturels.
- Utiliser des supports pédagogiques variés et contemporains, sélectionnés sur la base de recherches actuelles en acquisition des langues et en pédagogie active : manuels FLE, extraits de presse, vidéos, podcasts, projets collaboratifs, etc.

Approche méthodologique:

Le programme adopte une pédagogie communicative et actionnelle, centrée sur l'élève, où la langue est envisagée comme un outil d'interaction sociale et de construction de sens. Les activités proposées visent à simuler des contextes réels et concrets (présentations, débats, jeux de rôle, écriture fonctionnelle) afin de rendre l'apprentissage vivant, motivant et ancré dans la réalité.

Les évaluations sont formatives et continues, alignées sur les niveaux du CECRL, permettant de mesurer avec précision les progrès dans chacune des compétences linguistiques (compréhension orale/écrite, expression orale/écrite, interaction).

FRENCH LANGUAGE ACQUISITION 6-10 (SPECIAL FRENCH)

Le programme d'Acquisition du français s'adresse aux élèves du cycle secondaire de l'American School of Marrakesh ayant peu ou aucune connaissance préalable de la langue française. Il a pour vocation de poser les bases essentielles de l'apprentissage du français en tant que langue étrangère et de permettre aux élèves de développer progressivement des compétences linguistiques solides, tant à l'oral qu'à l'écrit.

Ce programme est conçu en alignement avec le Cadre européen commun de référence pour les langues (CECRL), une norme internationalement reconnue pour l'enseignement et l'évaluation des langues vivantes. L'approche adoptée vise à faire progresser les élèves du niveau A1

(débutant) jusqu'aux niveaux supérieurs du CECRL, en fonction de leur rythme d'apprentissage et de leur investissement.

L'enseignement repose sur des supports pédagogiques rigoureusement sélectionnés, fondés sur les dernières recherches en didactique des langues et en acquisition linguistique. Ces ressources permettent une progression graduée, cohérente et stimulante. Le programme accorde une importance particulière à :

- **La compréhension orale et écrite** : Par l'écoute de documents authentiques, la lecture de textes adaptés, et des activités interactives favorisant la construction du sens.

- **La production orale et écrite** : À travers des mises en situation concrètes, des jeux de rôle, des dialogues, ainsi que la rédaction de textes courts visant à développer la fluidité, la précision et la confiance des apprenants.

- **La grammaire et le vocabulaire** : Enseignés de manière contextuelle afin d'ancrer les structures linguistiques dans des usages communicatifs concrets.

- **La sensibilisation interculturelle** : Les élèves sont introduits aux dimensions culturelles du monde francophone, favorisant une ouverture d'esprit et une meilleure compréhension des contextes linguistiques.

Le programme est dispensé dans un environnement d'apprentissage bienveillant, dynamique et axé sur la communication. Il offre une base solide à toute poursuite ultérieure de l'étude du français dans le cadre du cursus secondaire ou universitaire.

IB Diploma Programme French 11-12

Baccalauréat International Français A Langue Et Littérature

Français A (Niveau Moyen)
Le cours de français A : langue et littérature du Programme du diplôme de l'IB au niveau moyen est conçu pour explorer la complexité et la richesse de la langue française à travers l'étude approfondie de diverses œuvres littéraires et non littéraires. Ce programme vise à développer chez les élèves une compréhension critique et personnelle des textes, en les encourageant à analyser les choix linguistiques et stylistiques des auteurs, ainsi que les contextes culturels et historiques dans lesquels ces œuvres s'inscrivent. Les élèves sont amenés à apprécier les qualités esthétiques des textes et à reconnaître le rôle fondamental de la langue dans la communication et la construction du sens.

Objectifs du Programme sur deux ans :

- Étude d'un éventail varié de textes littéraires et non littéraires.
- Développement des compétences linguistiques (compétences réceptives et productives)
- Analyse critique et évaluation.
- Sensibilité aux qualités formelles et esthétiques.
- Compréhension des contextes culturels et mondiaux.
- Approche interdisciplinaire.
- Communication et collaboration.
- Engagement envers la langue et la littérature.

Français B (Niveau Moyen)

Le cours de français B de l'IB est un cours d'acquisition linguistique conçu pour les élèves ayant une certaine expérience de la langue cible. Les élèves développent leur capacité à communiquer à travers l'étude de la langue, de thèmes et de textes. Cinq thèmes sont prescrits : les identités, les expériences, l'ingéniosité humaine, l'organisation sociale et le partage de la planète. Les élèves apprennent à communiquer dans la langue cible dans des contextes familiers et non familiers. Le programme d'études est organisé autour de cinq thèmes prescrits avec lesquels les élèves s'engagent par le biais de textes écrits, audio, visuels et audiovisuels. Les élèves deviennent des communicateurs efficaces et performants en tenant compte des concepts de contexte, de public, d'objectif, de signification et de variation. La communication se manifeste par des compétences réceptives, productives et interactives.

Français Ab Initio

Le cours de français ab initio dans le cadre du diplôme du Baccalauréat International est un cours d'acquisition de la langue et de compréhension interculturelle destiné à développer les traits du profil de l'apprenant.

Le cours s'adresse à des élèves débutants ou ayant très peu d'expérience de la langue. Les apprenants développent des compétences réceptives, productives et interactives à travers l'étude de thèmes et de textes qui les placent dans une perspective internationale et de compréhension mutuelle, les rendant sensibles aux défis locaux et mondiaux.

La compréhension conceptuelle de la communication leur permet de comprendre le fonctionnement de la langue, ses modes et ses variations. Les structures grammaticales et le lexique sont étudiés en contexte et par le biais d'une approche thématique. En d'autres termes, les

apprenants sont encouragés à s'appuyer sur les compétences de réflexion qu'ils ont développées dans leur école d'origine et à les transférer à l'apprentissage de la langue cible.

WORLD LANGUAGES - ARABIC 6-10

ARABIC ADVANCED - NATIVE ARABIC SPEAKERS

Grade 6 Arabic – Native Speakers (Advanced)

The Grade 6 Arabic Advanced Course, built around the textbook *Murshidi*, offers native speakers a structured and engaging approach to deepening their command of the Arabic language. The curriculum focuses on developing the four essential language skills: reading, writing, speaking, and listening. Students explore a range of rich texts—including stories, articles, and informational passages—designed to enhance comprehension and vocabulary. Writing instruction emphasizes correct structure and mechanics, enabling students to produce coherent texts such as narratives and letters. Grammar and morphology are integrated to support syntactic accuracy, while listening and speaking activities, including discussions and dialogues, strengthen oral fluency and comprehension. Vocabulary development is embedded throughout to expand students' linguistic range and accuracy.

Grade 7 Arabic – Native Speakers (Advanced)

In Grade 7, students advance their Arabic proficiency through the textbook *Kitabi fi Al-Lugha Al-Arabia*. This level consolidates prior learning and introduces increasingly complex texts and writing tasks. Reading selections are varied and culturally rich, encouraging reflection on universal values such as honesty, justice, peace, and empathy. Students are guided to think critically about these themes while strengthening reading comprehension. Writing instruction focuses on organization, clarity, and correct language use. Grammar, vocabulary, and orthography are taught systematically to support accuracy in both spoken and written Arabic. Students also engage in discussions that promote clear, articulate self-expression and listening comprehension through meaningful communication tasks.

Grade 8 Arabic – Native Speakers (Advanced)

The Grade 8 curriculum, anchored by the textbook *Al-Mufid fi Al-Lugha Al-Arabia*, reinforces students' foundational skills while introducing broader topics related to heritage, science, technology, and human rights. The program continues to target the four core language skills with a focus on accurate and fluent expression. Reading texts explore societal and environmental themes relevant to the student's world, while writing tasks ask students to express opinions, describe events, and narrate stories with grammatical precision. Class discussions and listening exercises are designed to improve comprehension and speaking confidence. Grammar and vocabulary continue to be expanded through contextualized learning across all content areas.

Grade 9 Arabic – Native Speakers (Advanced)

In Grade 9, the textbook *Al-Asas fi Al-Lugha Al-Arabia* forms the foundation for a deeper exploration of Arabic language and literature. The curriculum encourages students to apply their linguistic skills across complex themes such as values, communication, societal development, and cultural identity. Reading materials are selected for their linguistic richness and thematic depth, supporting critical thinking and interpretive analysis. Students practice structured, purposeful writing and are expected to demonstrate command of grammar and spelling in extended compositions. Listening and speaking skills are honed through presentations, debates, and collaborative dialogue, fostering articulate expression and active comprehension. Additional texts, including selections from *Al-Arabiyyah Bayna Yadayk*, are used to supplement and broaden exposure.

Grade 10 Arabic – Native Speakers (Advanced)

The Grade 10 Arabic curriculum continues to build advanced proficiency by engaging students in the study of simplified yet meaningful texts aligned with their linguistic capabilities. The program places equal emphasis on all four language domains, with particular attention to reading comprehension and written expression. Students examine different discourse modes—narrative, argumentative, descriptive, and imaginative—while exploring contemporary issues such as globalization, communication, and cultural identity. Writing assignments promote clarity and fluency, with a strong focus on structure and stylistic appropriateness. Speaking and listening activities encourage reflective discussion and critical response, while grammar instruction supports linguistic accuracy and precision in communication.

ARABIC AS A SECOND LANGUAGE (STANDARD)

Grade 6 Arabic – Standard

The Grade 6 Arabic Standard program, based on the *Al-'Arabiyyah Bayna Yadayk* series, introduces non-native speakers to Arabic through a gradual and integrated approach. Instruction focuses on the development of the four main language competencies: reading, writing, speaking, and listening. Students engage with short, varied texts—including dialogues, narratives, and simple stories—supported by visual aids to enhance comprehension. Emphasis is placed on phonological awareness, vocabulary building, and foundational grammar, with content structured to accommodate different learning levels. The curriculum covers seven thematic units: Greetings and Introductions, Family, Housing, Daily Life, Food and Drink, School, and Work.

Grade 7 Arabic – Standard

Building on the foundational skills from Grade 6, the Grade 7 program continues with *Al-'Arabiyyah Bayna Yadayk* and deepens students' engagement with the Arabic language through culturally relevant topics and structured dialogues. The program enhances the four key competencies—reading, writing, speaking, and listening—with a focus on vocabulary acquisition, grammar, and everyday communication. Each unit includes dialogues that integrate linguistic functions, useful expressions, and cultural references, designed to foster practical language use. The eight thematic units are: Shopping, Weather, People and Places, Daily Life, Hobbies, Travel, Health, and Holidays.

Grade 8 Arabic – Standard

In Grade 8, students use *Al-Mufid fi Al-Lugha Al-'Arabia*, a resource designed to reinforce prior learning while introducing new topics that enrich language and character development. The curriculum targets the core language skills of reading, writing, speaking, and listening, using a variety of engaging texts that address both linguistic objectives and human values such as honesty, justice, and cooperation. Students expand their vocabulary and grammar through meaningful themes including technology, human rights, communication, Moroccan social and economic life, health, and travel. These are explored in communicative contexts that encourage clear expression and thoughtful interaction.

Grade 9 Arabic – Standard

Grade 9 continues the use of *Al-'Arabiyyah Bayna Yadayk* to develop students' proficiency across the four language domains: listening, speaking, reading, and writing. The curriculum progresses from foundational skills to more complex language structures, enabling students to engage in deeper conversation, read longer texts, and write with greater clarity and accuracy. Learning is reinforced through practical exercises, interactive dialogue, and pronunciation drills, with frequent opportunities for review and application. This approach supports sustained language development and prepares students for more advanced communication.

Grade 10 Arabic – Standard

The Grade 10 Arabic program is designed to consolidate and extend students' language abilities in line with their growing vocabulary and comprehension skills. Emphasizing the four core competencies—reading, writing, speaking, and listening—the curriculum introduces simplified literary and informational texts, focusing on accurate expression, grammar usage, and spelling. Through relevant themes such as health, leisure, urban life, professions, and language awareness, students apply their learning in practical, real-world contexts. The curriculum encourages independent language use, cultural reflection, and thoughtful communication across diverse topics.

ARABIC ACQUISITION 6-10

The Arabic Language Curriculum for the Middle and High School Arabic Acquisition Track is designed for students who join the school with little to no background in the language. This program aims to develop students' linguistic and cognitive competencies through modern pedagogical approaches that take into account the specific needs of international school learners. The curriculum focuses on building the four essential language skills: listening, speaking, reading, and writing, within an interactive learning environment that encourages practical application and respects individual differences and learner needs.

The program includes a progression of learning units with themes drawn from students' everyday experiences, helping them use the language in real-life contexts. The units cover personal, academic, social, and cultural topics and are delivered through purposeful instructional activities that promote engagement and deep language understanding. These units are carefully structured to ensure balanced development across all language skills, supporting the learner's journey in acquiring Arabic in a connected and holistic way.

IB Spanish Ab Initio

Offered at SL only, IB Spanish language ab initio is a language acquisition course designed for students with no previous experience in or very little exposure to the target language. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course. The curriculum is organized around five prescribed themes and 20 prescribed topics with which the students engage though written, audio, visual and audio-visual texts.

SPECIALISTS

MUSIC 6-10

The Music Program at ASM is based on the Music AERO Standards.

Grade 6 Music
Based on the AERO Music Standards, the Grade 6 music curriculum introduces students to fundamental musical concepts through the engaging unit Building Bricks from Musical Contexts. Emphasizing the four core competencies—listening, performing, composing, and evaluating—students explore the Elements of Music (Pitch, Tempo, Dynamics, Duration, Texture, Timbre, Articulation, and Silence) and apply them through hands-on activities and graphic notation. The course includes creative responses to classical works such as Britten's Four Sea Interludes or Mussorgsky's Pictures at an Exhibition, and culminates in performance work featuring Beethoven's Ode to Joy. Students build a strong musical vocabulary and foundational skills that prepare them for further study in Key Stage 3.

Grade 7 Music
Based on the AERO Music Standards, the Grade 7 Music course allows students to explore the concept of musical variation, learning to manipulate the Elements of Music to transform familiar themes. Through techniques like ostinato, pedal notes, drones, and decorative passing notes, students gain confidence in creative expression. As their skills grow, they delve into more advanced concepts such as augmentation, diminution, canon, and inversion. Themes such as Frère Jacques, Twinkle Twinkle, and Faded by Alan Walker serve as starting points for exploration. The unit concludes with flexible pathways, allowing students to develop a variation project or explore Ground Bass structures, solidifying their ability to analyze, compose, and develop musical ideas.

Grade 8 Music
Based on the AERO Music Standards, the Grade 8 music course immerses students in the world of film music composition, focusing on how soundtracks enhance narrative and emotion on screen. Students study the use of leitmotifs and mood-setting through the Elements of Music, with listening and performing activities linked to iconic film themes. A highlight is the James Bond Film Music Project, where students analyze and perform the classic theme before composing their own trailer music. An alternate pathway explores horror scoring using haunted house scenes. Through composition, performance, and analysis, students learn how to craft musical narratives and enhance visual storytelling with effective sound design.

Grades 9–10 Music Elective

Based on the AERO Music Standards, the Grades 9–10 Music Elective course offers a rich exploration of Jazz, Blues, and Reggae, blending historical study with active music-making. In Jazz & Blues, students learn about 12-bar chord progressions, seventh chords, walking bass lines, and improvisation with the Blues Scale. They perform pieces like In the Mood, analyze Swing and Big Band instrumentation, and experiment with stylistic extensions such as Modal Jazz or Ragtime. In the Reggae unit, students study offbeat chords, syncopation, and melodic hooks, performing songs like Yellow Bird and Three Little Birds. Creative projects include lyric writing and arranging in Reggae style. Throughout both units, students develop fluency in reading, writing, listening, and performing, gaining a comprehensive understanding of music as both an expressive and cultural form.

VISUAL ARTS

Middle School Art Elective (Grades 6–8)

The Middle School Art Elective is based on the AERO Visual Arts Standards. The course introduces students to the foundational principles of visual arts while fostering creativity, critical thinking, and problem-solving through hands-on experiences. Students explore a wide range of artistic media and techniques—including drawing, painting, sculpture, and mixed media—while learning to apply the elements and principles of art. Alongside skill development, the course emphasizes art appreciation, cultural awareness, and the study of historical and contemporary artists. Students build confidence in personal expression, experiment with creative processes, and learn to analyze and discuss artworks using appropriate art vocabulary. By the end of the course, they will have developed essential visual literacy and a deeper understanding of how art reflects both personal and cultural identity.

High School Art Elective (Grades 9–10)

The High School Art Elective is based on the AERO Visual Arts Standards. The course is designed to advance students' technical abilities, conceptual thinking, and personal artistic voice.

Through practical studio work, independent research, and reflective practices, students explore a range of media—including drawing, painting, sculpture, printmaking, and digital art—while investigating major art movements and diverse cultural contexts. Emphasis is placed on developing a cohesive body of work that expresses individual themes and interests. Students engage in critique, analyze artworks through visual and critical literacy, and strengthen documentation skills through sketchbooks and artist statements. This course lays a strong foundation for advanced visual arts programs such as the IB, and cultivates confident, independent, and thoughtful young artists.

IB Visual Arts

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

PHYSICAL EDUCATION 6-10

Middle School Physical Education - (Grade 6-8)

The Middle School Physical Education Program is designed to empower students with the knowledge, skills, and habits needed to lead healthy, active lifestyles. Through a broad range of physical activities and health-related topics, students will develop movement competence, physical fitness, and the ability to make informed, healthy choices both now and in the future.

The curriculum is structured around three core strands: Active Living, Movement Competence, and Healthy Living, with a focus on developing Living Skills, including personal, interpersonal, and critical thinking abilities. Students will gain a deeper understanding of how their choices affect their well-being and the well-being of others, while building confidence, teamwork, and positive social interactions.

Activities and topics include:

- Team Sports: Basketball, Volleyball, Handball, Hockey, Ultimate Frisbee
- Individual & Dual Sports: Badminton, Track & Field
- Fitness & Wellness: Health-Related Fitness, Healthy Eating & Nutrition, Human Growth & Development, Healthy Decision Making
- Games & Activities: Striking and Fielding Games

This well-rounded program encourages self-awareness, responsibility, and lifelong engagement in health and physical activity.

High School Physical Education - (Grades 9–10)

The High School Physical Education program, offered in Grades 9 and 10, is a foundational component of the graduation requirement, with all students required to complete at least one credit. This course is designed to equip students with the knowledge, skills, and habits necessary to lead healthy, active lives and make informed choices that support their well-being both now and in the future.

Through participation in a wide range of physical activities, students will develop movement competence, improve physical fitness, and strengthen their understanding of health-related concepts. The program also emphasizes the development of essential life skills—including personal responsibility, interpersonal communication, and critical and creative thinking—that support overall personal growth and contribute to positive interactions with others.

The curriculum is organized into three interrelated strands, each with specific learning outcomes:

A. Active Living

- **Active Participation:** Students engage regularly in diverse physical activities and explore the factors that influence lifelong participation in active living.
- **Physical Fitness:** Students apply fitness principles and practices, understanding their importance in supporting a healthy lifestyle.
- **Safety:** Students demonstrate accountability for personal and group safety during physical activities.

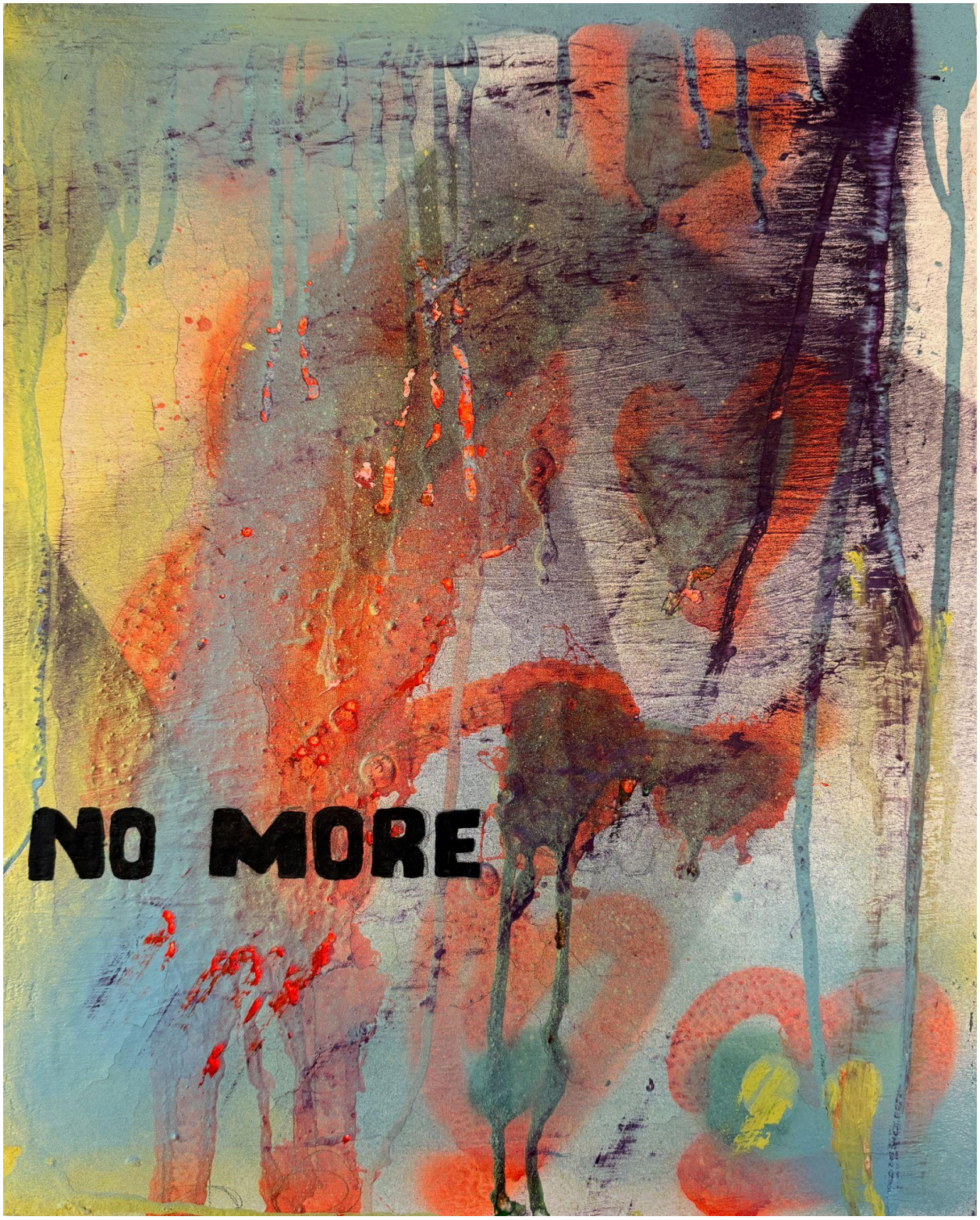
B. Movement Competence: Skills, Concepts, and Strategies

- **Movement Skills and Concepts:** Students perform fundamental movement skills and apply movement concepts across a range of physical activities.
  Movement Strategies: Students use effective strategies and demonstrate an understanding of the components required to successfully participate in a variety of physical activities and sports.

C. Healthy Living

- **Understanding Health Concepts:** Students explore topics that contribute to healthy development, including physical, emotional, and social well-being.
- **Making Healthy Choices:** Students apply health knowledge and decision-making skills to promote personal wellness.
  Making Connections for Healthy Living: Students examine how their behaviors affect themselves and others, and how broader social and environmental factors influence health and well-being.

This course fosters self-awareness, resilience, and collaboration while laying the groundwork for lifelong health and physical activity.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COMPUTER SCIENCE

Computer Science - (6 to 8)

The grade 6 to grade 8 Computer Science course introduces students to key computing concepts while encouraging creativity, problem-solving, and digital responsibility. The level of complexity of the activities is adjusted to the grade level.

Following a quarter-based syllabus, students explore Scratch and Python programming, along with essential topics in digital citizenship and professional versus personal email etiquette. Through hands-on activities and interactive lessons, they will practice procedural thinking, learning to break down problems into logical steps while also developing creative solutions.

By the end of the course, students will:

- **Become familiar with** block-based programming (Scratch) and text-based programming (Python) to create interactive projects.
- **Develop a basic understanding** of algorithmic thinking, loops, conditionals, and debugging.
- **Learn about** digital citizenship, including online safety, responsible communication, and ethical behavior in digital spaces.
- **Improve their skills in** email etiquette, composing professional messages and managing digital correspondence.
- **Strengthen their critical thinking and problem-solving skills** through structured challenges and creative programming tasks.

This course provides a foundation in computational thinking while encouraging students to approach technology with both creativity and responsibility.

Computer Science Elective 9/10

This semester-long course introduces students in Grades 9 and 10 to the foundational concepts of programming using the Python language. Designed to build a strong base in computational thinking and algorithmic problem-solving, the course emphasizes both theoretical understanding and hands-on application.

Students will learn to write and analyze code through the use of fundamental programming constructs, including simple statements, conditional structures, loops, and functions. They will also explore essential Python libraries such as Turtle for graphical output and os for system-level operations. Practical application of these concepts will culminate in the design and development of simple, interactive games, allowing students to translate abstract logic into engaging digital products.

This course not only enhances analytical and critical thinking skills but also provides excellent preparation for students intending to pursue IB Computer Science in Grades 11 and 12.

By the end of the course, students will be able to:

- Understand and apply the core principles of programming in Python
- Use control structures such as if-statements and loops
  Write and manipulate functions to create modular code
- Develop basic graphical interfaces using the Turtle graphics library
- Apply algorithmic logic to solve problems through code
  Design and build a simple interactive game as a capstone project

This course fosters curiosity, creativity, and a methodical approach to solving real-world problems through programming.

IB Computer Science SL

The IB DP Computer science SL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions.

This will involve the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

The students complete an Internal Assessment, an independent investigation showcasing their research and experimental skills. Approaches to Learning skills are embedded throughout the course, supporting students in developing self-management, research, and communication skills. Detailed unit planning and ATL integration are documented on ManageBac.