



Made for **Success**

## HIGH SCHOOL GRADE 12 CURRICULUM GUIDE



**COLLÈGE DU LÉMAN**  
École Internationale · Genève

Grade 12 is the final year of High School and is open to students who have successfully completed Grade 11 or equivalent.

English and French (unless students have already taken AP French in Grade 11) are mandatory. Math is strongly encouraged, but students may drop Math if they already have 3 math credits. In addition, students select four other courses (from sciences, humanities, modern languages, and arts) to complete their timetable.

#### Graduation Requirements:

For students to graduate and obtain the High School Academic Diploma, at the end of Grade 12, twenty-four credits are required in at least twenty (20) accepted academic subjects and with minimum requirements in the following categories:

English	4 credits (of which 2 may be ESL)
Mathematics	3 credits
Science	3 credits
Humanities	3 credits
Modern Foreign Language	3 credits
Physical Education (PE)	1 credit

#### Number of courses:

Students must take a minimum of seven courses, or:

- Six courses if three are at AP level, or
- Five courses if four or more are at AP level.

Some courses have entrance requirements. These are:

AP courses – A minimum of a 'B' grade in the preparatory course and a GPA of 2.75.

A minimum of C1 English is required for AP humanities subjects.

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## 2 English

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### 2.1 B1 English

#### 2.1.1 Learning objectives

##### Listening

Understands the main points of clear speech on familiar matters regularly encountered in a recognisable environment. Understands a wide variety of English language media such as podcasts, course books, TV shows. Understands and recognises differences in formal and informal language. Uses IELTS resources in preparation for the exam.

##### Reading

Understands a variety of graded texts; understands main plot, themes, characters and description of events; is able to engage in critical thinking activities based on knowledge and understanding of plot and characters. Uses IELTS resources to develop reading for comprehension and analysis.

##### Speaking

Initiates and maintains a conversation on topics that are familiar and of personal interest, expresses their points of view and their opinion on recognisable subjects. Responds to questions asked that would focus on their personal interests. IELTS speaking prompts are used as preparation for that exam, focusing on extended and conversational speaking.

##### Writing

Can write a variety of cohesive, grammatically accurate texts such as articles, short stories, formal letters etc using ambitious vocabulary and a set structure with guidelines. IELTS writing prompts are used to explore reporting and argumentative essay styles in preparation for that exam.

#### 2.1.2 Content

- Reading comprehension
- Grammar
- Writing skills
- Oral expression
- Vocabulary building

Expected Learner Outcomes:



- Read a variety of texts with understanding.
- Write short personal essays, narratives and responses to texts.
- Identify and use correct grammatical structures.
- Recognise and use an increasing range of vocabulary.
- Express themselves clearly.
- Achieved expected results in the IELTS exams.

## 2.2 B2 English

### 2.2.1 Learning objectives

#### Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

#### Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

#### Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. To make links between texts when appropriate.

#### Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

### 2.2.2 Content

This is a fully integrated English course designed for students who need special reinforcement of their English reading and writing skills.

The course focuses on developing the necessary English skills to communicate effectively in formal and informal English, both spoken and written.

A large section of the course is dedicated to preparation for the Cambridge IELTS exam and targets a strong B2/C1 level. This exam tests a student's ability to understand, and communicate, in written and spoken English. The IELTS exam is a required qualification for many universities around the world and is useful practice for 'everyday' and academic English.

The course includes reading comprehension includes reading comprehension and IELTS reading tests section which comprises of three general texts on the topics relevant for the candidates who want to study undergraduate courses.

There are grammar exercises; creative, expository, persuasive, and analytical writing skills; oral expression; and vocabulary building. These exercises are structured through the aforementioned preparation for the IELTS exam. Texts are frequently renewed and are selected from classic and contemporary literature as well as non-fiction and non-literary texts and works.

- The texts to be studied may include: the reading of short novels and stories, and newspaper and magazine articles;
- the building of writing skills; oral expression and presentation; vocabulary building; and grammar work.
- Texts: (subject to change): *The Thing Around Your Neck* (Adichie), *Into the Wild* (Krakauer)

## 2.3 C1 English

### 2.3.1 Learning objectives

#### Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

#### Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

#### Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. To make links between texts when appropriate.

#### Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

### 2.3.2 Content

Designed to prepare students for the skills and standards required of students in further education, the Grade 12 English Language and Literature course is rigorous and diverse. With a focus on critical reading and writing, students are exposed to a range of texts that aid their understanding of how and why a variety of texts are composed the way they are in order to prepare them for real-world reading experiences.

#### Texts studied:

- *The Thing Around Your Neck*, by Chimamanda Ngozi Adichie

- *Enemy of the People*, adapted by Arthur Miller
- Selected short stories and essays from The Brief Bedford Reader
- Non-literary, non-fiction texts may include: speeches, essays, biographies and memoirs, charity appeals, visual texts, advertisements, magazine and newspaper articles, web pages, etc.

#### Themes:

- Language and Stereotypes
- Language and Mass Communication
- Language and Power

#### Context:

Students will consider; how texts interact with other texts, their social and historical context and the author's experience. In addition, students will make links between both literary and non-literary texts through global issues, which help students understand the importance of language and the arts in reflecting the issues that are in their own world.

#### Language Study:

In this course, this refers to the way that non-literary texts have been composed to appeal to a target audience and fulfil their intended purpose. Texts from adverts to articles, websites and podcasts will be explored to consider how they are designed to manipulate and engage the reader.

#### Literature:

Through the study of the texts listed above, students will explore the way writers create meaning through the close analysis of language whilst also connecting to the broader contexts in which they were written.

#### Skills Developed:

- critical and active reading and writing
- writing process (planning, developing arguments, revising, editing)
- Identifying and connecting global issues to texts
- Oral communication and presentation
- Research and citation skills

## 2.4 AP English Literature and Composition

### 2.4.1 Learning objectives

#### Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

#### Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

#### Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. To make links between texts when appropriate.

#### Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

## 2.4.2 Content

The Advanced Placement course provides first-year college-level study. This is a course for students who have demonstrated a high level of reading comprehension and are prepared to study a greater number of literary works in depth.

The course is based on intensive study of representative works of literature, from the 16th century to contemporary times. It focuses on close reading and critical analysis of novels, plays and poetry, emphasizing the ways writers use language and form to convey meaning. Students also consider the historical and cultural contexts that contribute to a work's production and effects. Writing is an integral part of the course. Students are encouraged to experience, interpret and evaluate works of literature and to express themselves with clarity, coherence and stylistic maturity.

#### Texts (subject to change)

- Perrine's Introduction to Literature
- King Lear
- Heart of Darkness
- The Importance of Being Earnest
- Sula
- a wide selection of poems and short stories
- independent reading

## 2.5 Media & Communication

In this teacher-student co-designed course, students explore different perspectives on the role and power of media in influencing our social values, political beliefs, identities and behaviours. Specifically, the ways in which the politics of class, gender and race influence both the production and reception of media.

They will analyze diverse digital and print media (such as film/television, social media, adverts) for language and technique. Through reading, writing and discussions, students will have multiple opportunities to engage with critical debates in the field as well as explore the role of media in our own lives. Students are encouraged to pursue their own interests in digital culture, television and film studies, video and audio production, print, radio and television journalism, photography, public relations and marketing.

Students will develop their writing and communication skills both analytically and creatively and apply learned knowledge and skills as they design and create media products that can entertain, inform, and challenge.

### Skills for the future

Students leave the Media and Communications course with a critical understanding of the world around us, from civic engagement and creative expression to consumer behaviour, as well as how power functions in society through media.

Through the practice of Habits of Mind, students are challenged to be independent intelligent thinkers who view life in historical and social contexts with an inclusive, empathetic and multicultural perspective. They are innovative and effective creators and communicators who use their knowledge and understanding to practice ethical and critical problem solving and become future leaders who positively impact society.

## 2.5.1 Learning Objectives

Students will gain knowledge, skills, and experience in four strands to demonstrate mastery of objectives.

Media in society: explore, examine & evaluate media contexts

LO1a Demonstrate understanding of an aspect of a media industry

LO1b Demonstrate understanding of a significant development in the media

LO1c Demonstrate understanding of the media representation of an aspect of a chosen culture or society and the relationship between media genres and society.

Reading media texts: explore, examine & evaluate media texts.

LO2a Demonstrate understanding of the meaning of a media text through different readings

LO2b Demonstrate understanding of technical language, structure, technique and style of different media forms

Media production: explore and apply knowledge and understanding of media conventions and technology to craft media

LO3a Write a media text to meet requirements

LO3b Design and produce a media product to meet requirements

Organization, Development and Language: use English language conventions to express ideas

LO4a Organize and develop ideas coherently, thoroughly and purposefully.

LO4b Use clear, varied and accurate language and sentence structure; use accurate grammar; use register and style appropriate to the task.

### Major Assessments

- Showcase and Assessment Portfolio (year-long).
- End-of-Year Presentation and Oral Defense of Learning.
- In lieu of a final exam, students will develop a 10–15 minute presentation and deliver it to an oral defense panel. At the end of the presentation, they defend their learning through oral responses to three or four questions asked by the oral defense panelists.

# 3 Mathematics

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## 3.1 Foundation Mathematics

### 3.1.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.1.2 Content

- Probability
- Normal Distribution
- Functions
- Quadratic Functions
- Exponential Functions
- More Functions
- Trigonometry (3D)
- Differential Calculus and Applications
- Project



## 3.2 Algebra 2

### 3.2.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.2.2 Content

- Expressions, Equations and Inequalities
- Absolute Value Equations and Inequalities
- Relations and Functions
- Direct and Inverse Variation
- Functions, Equations and Graphs
- Linear Equations and Using Linear Models
- Absolute Value Functions and Graphs
- Radical Equations
- Composite and Inverse Functions
- Quadratic Functions and Equations
- Linear Systems
- Systems of Inequalities and Linear Programming
- 2D Graphs and 2 Variable Systems
- Quadratics - Graphing, Factoring, and Solving
- Quadratic Formula
- Probability and Statistics
- Exponents, Roots, and Radical Expressions

## 3.3 Pre-Calculus

### 3.3.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.3.2 Content

- Fundamentals
- Functions
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- Trigonometric Functions

## 3.4 Calculus

### 3.4.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.4.2 Content

- Limits & Continuity
- The Derivative
- Applications of the Derivative
- The Definite Integral
- Differential Equations and Mathematical Modelling
- Applications of Definite Integrals

## 3.5 AP Calculus AB

### 3.5.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.5.2 Content

- Limits & Continuity
- The Derivative
- Applications of the Derivative
- The Definite Integral
- Differential Equations and Mathematical Modelling
- Applications of Definite Integrals

## 3.6 AP Calculus BC

### 3.6.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.6.2 Content

- Calculus AB review 1
- Calculus AB review 2
- Further Differential equations
- Polar and parametric curves
- Vector functions and 2D kinematics
- Series and Taylor expansion

## 3.7 AP Statistics

### 3.7.1 Learning objectives

#### Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

#### Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

#### Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.7.2 Content

- Exploring one-variable Data
- Exploring two-variable data
- Collecting Data
- Probability
- Random Variables
- Probability distributions
- Sampling Distributions
- Inference for Categorical Data: Proportions
- Inference for quantitative data: Means
- Inference for Categorical Data: Chi-Square
- Inference for quantitative data: Slopes

# 4 French

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## 4.1 French A1

### 4.1.1 Learning objectives

#### Listening

Understands familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

#### Reading

Understands familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

#### Speaking

Uses simple phrases and sentences to describe where they live and people they know; introduces themselves and others and ask and answer some questions about personal details.

#### Writing

Writes simple isolated phrases and sentences.

### 4.1.2 Content

#### Topics:

- Greetings and culture
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and home town
- Food and clothes

#### Grammar:

- Nouns and gender
- Pronouns
- Regular and irregular verb conjugation in the present tense



- Definite and indefinite articles
- Prepositions
- Ordinal numbers
- Some adverbs of time and frequency
- Simple adjectives
- Imperative
- Sentence structure- question and answer
- Near future

## 4.2 French Communication Intermediate

### 4.2.1 Learning objectives

DEPENDING ON STUDENTS' LEVEL :

#### Speaking

Communicates successfully in simple and routine tasks requiring a straightforward exchange of information on familiar topics. Adapts language to the situation and sociolinguistic codes. Uses basic structures and simple adequate vocabulary successfully despite the occasional errors.

#### Listening Comprehension

Understands phrases and the highest frequency vocabulary related to areas of most immediate personal relevance. Can mostly maintain interaction during a conversation on familiar topics but may need occasional clarification.

#### OR

#### Speaking

Copes without preparation with even unusual situations of everyday life, adapts language to the situation and sociolinguistic codes. Responds to interlocutor's requests (checking and confirming information, commenting on others' views, etc.). Can use basic and more complex sentences successfully.

#### Listening Comprehension

Understands the main points of clear standard speech during conversations on familiar matters regularly encountered in every day, school, leisure, work situations. Can sustain the interaction successfully.

### 4.2.2 Content

Topics:

- First contacts in formal and informal contexts

- Future plans
- Weekend activities
- Justified Opinions
- Ordering food and drinks
- Managing transport issues, taking a taxi
- Buying clothes/shoes
- Going to the hairdresser

Grammar:

- Enrich and reinforce grammar from Language A1- A2
- Phrasing questions
- Passé-composé and imparfait
- Futur proche and future simple
- Connectives
- Justifications
- Hold a conversation with a compassionate native speaker in most common, realistic settings.
- Understand spoken authentic language on familiar topics.
- Provoke a reaction and react to a comment from your speaking partner.

## 4.3 French A2

### 4.3.1 Learning objectives

#### Listening

Understands phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment); catches the main point in short, clear, simple messages and announcements.

#### Reading

Finds specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

#### Speaking

Communicates in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges, even though does not usually understand enough to keep the conversation going.

#### Writing

Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

### 4.3.2 Content

Topics :

- Holidays
- Hotel and Restaurant
- Directions
- Family and Relationships
- Justified Opinions
- My daily routine
- My hobbies
- Home Life and Chores
- Health and food

Grammar:

- Enrich and reinforce grammar from Language A1
- All past tenses- regular and irregular
- Co-ordinating and subordinating conjunctions
- Complex sentence structure
- Apply particular styles of writing for a variety of audiences.
- Identify various tenses and apply most of them to their own writing.
- Hold a conversation with a compassionate native speaker in most common, realistic settings.
- Understand most spoken and written authentic language.
- Justify points of view and vary sentence structures using multiple idioms.

## 4.4 French B1

### 4.4.1 Learning objectives

#### Listening

Understands the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.; understand the main point of many radio or TV on current affairs or topics programs of personal or professional interest when the delivery is relatively slow and clear.

#### Reading

Understands texts that consist mainly of high frequency everyday or job-related language; understand the description of events, feelings and wishes in personal letters.

#### Speaking

Initiates, maintains close simple face-to-face conversation on topics that are familiar or of personal interest; repeats back part of the conversation to someone to confirm mutual understanding.

#### Writing

Writes straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

## 4.4.2 Content

### Topics:

- Environment and pollution
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions
- Media
- Work conditions
- Tourism and sports
- Youth culture

### Grammar:

- Enrich and reinforce grammar from Language A2
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Agreement in past tenses clauses
- Plusperfect
- Duration
- Hypothesis
- Reported speech
- Use of subjunctive
- Passive voice
- Gerunds
- Adverbs
- Connectives

## 4.5 French B2

### 4.5.1 Learning objectives

#### Listening

Understands extended speech and lectures and follow complex lines of argument provided the topic is reasonably familiar. Understand most TV news and current affairs programmes. Understands the majority of films in standard dialect.

#### Reading

Reads articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Understands contemporary literary prose.

### Speaking

Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. Some mistakes of accuracy are still made.

### Writing

Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Longer texts may contain expressions and show coherence problems which makes the text hard to understand.

## 4.5.2 Content

### Topics:

- Family
- Social origins
- The look
- Life environment
- Customs and traditions
- Work conditions
- Tourism
- Sports
- Health

### Grammar:

- Enrich and reinforce grammar from Language B1
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Use of subjunctive
- Conditional
- Relative pronouns
- Past Participle

## 4.6 AP French

### 4.6.1 Learning objectives

#### Reading

Will be able to read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints; understand contemporary literary prose.

#### Writing

Will be able to write clear, detailed official and semi-official texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources; make a distinction between formal and informal language with occasional less appropriate expressions.

#### Listening

Will be able to understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly; understand television programs and films without too much effort.

#### Speaking

Will have a good command of a broad range of language allowing them to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what they want to say.

## 4.6.2 Content

The AP language courses are conducted exclusively in the target language. This one year course comprises 3 parts: language, texts and cultural awareness. An emphasis is put on acquiring more sophistication in all the essential skills: use of grammar, speaking, listening, reading comprehension and writing. Students will develop language skills necessary to carry out activities involving higher level thinking skills. Students develop communication skills while connecting culture, society and politics. Students read a variety of texts and discuss them orally and in writing with attention to grammatical accuracy, idiomatic expression and pronunciation.

- Global Challenges
- Science and Technology
- Contemporary Life
- Personal and Public Identities
- Families and Communities
- Beauty and Aesthetics

# 5 Modern and Foreign Languages

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## 5.1 AP German

### 5.1.1 Learning objectives

Will be able to read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints; understand contemporary literary prose.

#### Writing

Will be able to write clear, detailed official and semi-official texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources; make a distinction between formal and informal language with occasional less appropriate expressions.

#### Listening

Will be able to understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly; understand television programs and films without too much effort.

#### Speaking

Will have a good command of a broad range of language allowing them to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what they want to say.

### 5.1.2 Content

The AP language courses are conducted exclusively in the target language. This one year course comprises 3 parts: language, texts and cultural awareness. An emphasis is put on acquiring more sophistication in all the essential skills: use of grammar, speaking, listening, reading comprehension and writing. Students will develop language skills necessary to carry out activities involving higher level thinking skills. Students develop communication skills while connecting culture, society and politics. Students read a variety of texts and discuss them orally and in writing with attention to grammatical accuracy, idiomatic expression and pronunciation.

- Global Challenges
- Science and Technology



- Contemporary Life
- Personal and Public Identities
- Families and Communities
- Beauty and Aesthetics

## 5.2 AP Spanish

### 5.2.1 Learning objectives

Will be able to read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints; understand contemporary literary prose.

#### Writing

Will be able to write clear, detailed official and semi-official texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources; make a distinction between formal and informal language with occasional less appropriate expressions.

#### Listening

Will be able to understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly; understand television programs and films without too much effort.

#### Speaking

Will have a good command of a broad range of language allowing them to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what they want to say.

### 5.2.2 Content

The AP language courses are conducted exclusively in the target language. This one year course comprises 3 parts: language, texts and cultural awareness. An emphasis is put on acquiring more sophistication in all the essential skills: use of grammar, speaking, listening, reading comprehension and writing. Students will develop language skills necessary to carry out activities involving higher level thinking skills. Students develop communication skills while connecting culture, society and politics. Students read a variety of texts and discuss them orally and in writing with attention to grammatical accuracy, idiomatic expression and pronunciation.

- Global Challenges
- Science and Technology
- Contemporary Life
- Personal and Public Identities
- Families and Communities

- Beauty and Aesthetics

# 6 Science

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## 6.1 Biology

### 6.1.1 Learning objectives

#### Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

#### Analysis

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols with partial success. Manipulates and uses equations correctly and appropriately. Manipulates and uses numerical data correctly and appropriately.

#### Evaluation

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

#### Experimental Skills

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables in an investigation. Appropriately records relevant quantitative and qualitative data.

### 6.1.2 Content

- Cell structure
- Genetics
- Reproduction
- Neurobiology

## 6.2 AP Biology

## 6.2.1 Learning objectives

### Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

### Analysis

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols with partial success. Manipulates and uses equations correctly and appropriately. Manipulates and uses numerical data correctly and appropriately.

### Evaluation

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

### Experimental Skills

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables in an investigation. Appropriately records relevant quantitative and qualitative data.

## 6.2.2 Content

This is an introductory college-level Biology course involving the comprehension and application of advanced scientific concepts and inquiry-based lab investigations. The focus in the AP Biology curriculum framework is on the four “Big Ideas” or underlying concepts, as well as essential science practices. Students must have completed the Honors Biology course with a B average or above to be eligible. The AP examination has significant essay and short-answer content: students with weak English will find it difficult to master the vocabulary and understand the subtleties of the questions.

### Evolution

- Natural selection and population genetics
- Evidence for evolution
- Cladistics
- Origin of species
- Origin of life

### Interactions

- Maintaining homeostasis
- Responses and defences
- Behaviour
- Interactions with the environment
- Living together

## Cellular processes – energy and communication

- Prokaryotes and eukaryotes
- Cell compartmentalization
- Membranes and transport
- Water and biological polymers
- Enzymes
- Energy
- Cell communication and signalling

## Genetics and information transfer

- The cell cycle, mitosis and meiosis
- Mendel's model
- Gene to protein
- Gene expression
- Viruses
- Genetic engineering

## 6.3 AP Chemistry

### 6.3.1 Learning objectives

#### Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States and correctly uses definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

#### Analysis

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols. Manipulates and uses equations and numerical data correctly and appropriately.

#### Evaluation

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

#### Experimental Skills

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables in an investigation. Appropriately records relevant quantitative and qualitative data. Works accurately and safely during experimental work.

### 6.3.2 Content

The AP Chemistry course provides a college-level foundation to support future advanced coursework in Chemistry. The AP curriculum framework is centred around five “Big Ideas” and aims to develop the essential science practices. Students should have successfully completed both an Honors Chemistry course and Algebra II to be eligible for this class.

- Atomic structure and properties
- Molecular and ionic compound structure and properties
- Intermolecular forces and properties
- Chemical reactions
- Kinetics
- Thermodynamics
- Equilibrium
- Acids and bases
- Applications of thermodynamics

## 6.4 AP Physics 1

### 6.4.1 Learning objectives

#### Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

#### Analysis

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols with partial success. Manipulates and uses equations correctly and appropriately. Manipulates and uses numerical data correctly and appropriately.

#### Evaluation

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

#### Experimental Skills

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables in an investigation. Appropriately records relevant quantitative and qualitative data.

### 6.4.2 Content

- Measurements and the SI unit system
- Kinematics in One and Two dimensions

- Dynamics
- Circular Motion and Gravitation
- Energy and Conservation of Energy
- Impulse, Momentum and Conservation of total momentum
- Rotational Motion and Angular Momentum
- Simple Harmonic Motion

## 6.5 Earth Science

### 6.5.1 Learning objectives

#### Knowledge and Understanding

Knows and comprehends the concepts and processes. States definitions. Appreciates that changes occur in time and space. Makes good use of case study knowledge.

#### Skills

Uses appropriate scientific terminology to aid explanations. Utilizes units correctly and appropriately.

#### Analysis

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols. Manipulates and uses equations and numerical data correctly and appropriately.

#### Synthesis and Evaluation

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable solutions to environmental problems.

### 6.5.2 Content

This is a one-year survey course of the Earth and universe. It is an interdisciplinary field that integrates the study of geology, oceanography, and meteorology as well as planetary science to enable students to gain a practical understanding of the world around them. The importance of Earth Science continues to expand as humans must navigate the past, present, and future of our physical environment to enrich the quality of life and to balance the immediate versus sustainable needs of living organisms. There are many interesting and relevant applications to examine in addition to the use of the scientific method to develop logic and critical thinking skills for modern day problem-solving.

- What is Earth Science?
- Minerals
- Rocks
- The Big Bang and the Universe
- Stars and Galaxies
- The Earth and Moon System



- Freshwater
- Glaciers
- Weather and Climate

# 7 Humanities

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## 7.1 Business Studies

### 7.1.1 Learning objectives

#### Knowledge and Understanding

Understands content and concepts. Distinguishes between fact and opinion. Understands the utilities and applications of the main concepts and models of business enterprise.

#### Skills

Develops strategic decision-making skills. Implements numerical, literal, enquiry, selection and uses relevant sources of information, presentations and interpretations. Ability to measure and assess value in business context.

#### Analysis and Application

Implements knowledge and critical understanding to practical and problems in a wide range of business contexts. Applies knowledge and understanding of facts, terms, concepts, conventions, theories and techniques. Orders, and interprets information in narrative, numerical and graphical forms, using strategy-based techniques.

#### Synthesis and Evaluation

Discriminates between alternative explanations and strategies and evaluates content and methodologies on topics. Evaluates qualitative and quantitative data in order to help build arguments and make informed judgements. Appreciates the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise. Evaluates and makes judgments.

### 7.1.2 Content

- Business finance
- Motivation in the work place
- Employment structure and development
- Effective management.
- Advanced marketing skills
- Stock control methods

## 7.2 AP Comparative Government & Politics

### 7.2.1 Learning objectives

#### Knowledge and Understanding

Demonstrates knowledge of each country's governmental structure and electoral system and political parties. Demonstrates knowledge of each country's major societal cleavages and policy challenges that affect politics. Demonstrates knowledge of each country's economic policy issues. Defines and describes key comparative political concepts.

#### Skills

Defines and describes most of an extensive list of theoretical and country-specific vocabulary. Compares and contrasts the relationships between different branches of government across countries.

#### Analysis and application

Compares and contrasts the policy making and legislative process across countries. Identifies and uses the specialized vocabulary in analytical responses to questions about real-world exemplars in the six states under study. Interprets and analyses tabular data.

#### Synthesis and Evaluation

Demonstrates critical thinking in a variety of situations. Evaluates evidence. Demonstrate the ability to synthesize evidence in order to draw conclusions.

### 7.2.2 Content

This is a one-year course is a University level course that introduces students to fundamental concepts used in Political Science to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the diversity of political life, available institutional alternatives and the importance of global political and economic changes through careful comparison of political systems.

Topics include:

- Sovereignty
- Authority and Power
- Citizens
- Society and the State
- Public Policy and the politics of six countries: UK, Mexico, Iran, Nigeria, Russia and China

## 7.3 Economics

### 7.3.1 Learning objectives

#### Knowledge and understanding

Makes effective use of relevant terminology, concepts and methods, and recognizes the strengths and limitations of the ideas used in economics. Demonstrates locational knowledge and knowledge of broad economic trends in development.

#### Skills

Selects, organises and presents environmental and developmental facts in written, map and diagrammatic forms. Develops skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation.

#### Analysis and Application

Applies knowledge and critical understanding to current issues and problems in a wide range of business context. Applies knowledge and understanding of facts, terms, concepts, conventions, theories and techniques. Orders, analyses and interprets information in narrative, numerical and graphical forms, using appropriate techniques.

#### Synthesis and Evaluation

Expresses opinions and evaluates topics. Understands and evaluates different perspectives on topics. Distinguishes between facts and opinions and evaluates qualitative and quantitative data in order to help build arguments and make informed judgements. Appreciates the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise.

### 7.3.2 Content

- Fiscal policy
- Positive and negative externalities
- Human development index
- Inflation (CPI & RPI)
- Economic growth
- Trade, balance of payment & exchange rates
- Macro-economic objectives

## 7.4 AP Macroeconomics

### 7.4.1 Learning objectives

#### Knowledge and understanding

Provides comprehensive information. Provides relevant diagrams that are accurately labelled and with shifts. Uses correct economics terminology. Makes use of examples and relate factual information, which includes specific facts so that answers are specific. Demonstrates wide knowledge and comprehension with a clear understanding.

#### Skills

Uses economic knowledge and demonstrate understanding of diagrams. Selects and shows understanding of techniques for analysing diagrams and shifts. Draws accurately label diagram. axes.

#### Analysis and Application

Produces good analysis & interpretation of information given in a variety of forms and use some examples within the analysis. Applies knowledge in most situations.

#### Synthesis and Evaluation

Reasons and makes judgments and decisions, including evaluation and conclusions. Shows awareness of the contrasting opportunities and constraints. Makes judgments and decisions and recognizes how these are made within a global context and the increasing level of global interdependence and need for sustainable development

## 7.4.2 Content

This one-year course is a University-level introduction to Macroeconomics and seeks to equip students with the tools of economic principles, specialized vocabulary and analysis. It is suitable for students with a background in Economics and a good mathematical ability. Topics covered include

- Economic Systems
- Income Determination and Distribution
- National Income Accounting
- Keynesian/Monetarist debate
- Money
- Balance of Payments
- International Economics and Trade

## 7.5 AP Microeconomics

### 7.5.1 Learning objectives

#### Knowledge and Understanding

Demonstrates understanding of economic theories and techniques, syllabus content. Demonstrates understanding of real-world economic problems, issues and decisions. Uses economic vocabulary and terminology.

#### Skills

Selects and uses quantitative and qualitative economic tools, techniques and methods. Selects and uses economic material, from a range of primary and secondary sources and is able to organise and interpret data.

#### Analysis and Application

Applies and analyses knowledge and skills to a variety of real-world business situations and economic decisions by explaining the issues at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts. Uses economic data, to recognise patterns in such data, and to deduce relationships.

#### Synthesis and Evaluation

Synthesises and evaluates economic principles, practices, economic decisions, opportunity cost. Makes recommendations using critical thinking, distinguishes evidence and opinion. Communicates judgements in an accurate and logical manner, recognises that economic theory has limits and uncertainties as well as the social/environmental effects of economic decisions. Draws conclusions and critically evaluates data, with clear conclusions.

## 7.5.2 Content

This one-year course is a University-level introduction to Microeconomics and seeks to equip students with the tools of economic principles, specialized vocabulary and analysis. It is suitable for students with a background in Economics and a good mathematical ability. Topics covered include:

- Economic Systems
- Advanced Supply and Demand Theory
- Theory of the Firm
- Market Structures
- Factor Markets
- Efficiency
- Equity and International Trade

## 7.6 Environmental Issues

### 7.6.1 Learning objectives

#### Knowledge and Understanding

Shows evidence of knowledge of content including some deeper understanding of environmental issues. Demonstrates knowledge and understanding of environmental processes, from local to global and shows critical awareness of a diversity of cultural perspectives.

#### Skills

Selects, analyses and develops facts, ideas and express opinions. Demonstrates opinions that are based on well-chosen references to course material or other concrete examples.

#### Analysis

Applies and analyses environmental concepts and theories. Applies knowledge and deep understanding of environmental issues case studies.

#### Synthesis and Evaluation

Reviews their own attitudes after reflecting on the views of others and when new knowledge is acquired. Makes judgements and recognises how these are made within an environmental context. Appreciates the increasing level of global interdependence and need for sustainable development.

### 7.6.2 Content

- Environmental Value Systems
- Ecotourism: Who benefits
- Preserving endangered ecosystems
- Economic commodity: Water
- Debate: Hydropower or free-flowing water
- Debate: Genetically modified foods

## 7.7 Human Geography

### 7.7.1 Learning objectives

#### Knowledge and understanding

Knows and comprehends the concepts and processes. Uses geographical terminology. Understands inter-relationships and the importance of scale. Appreciates that changes occur in time and space. Makes good use of case study knowledge including places specific knowledge.

#### Skills

Uses the skills relative to Geography competently: map reading & interpretation; describes & interprets data tables, diagrams, photographs & graphs. Selects & uses techniques for organising & presenting data.

#### Analysis and Application

Analyses information given in a variety of forms: written, numerical, pictorial & graphical. Applies knowledge to new situations.

#### Synthesis and Evaluation

Reasons and makes judgements, draws conclusions, evaluates actions & makes decisions. Shows awareness of other's attitudes, values, beliefs & contrasting opportunities.

### 7.7.2 Content

- Philosophy, nature and practice of Geography.
- Remote sensing and deforestation
- Population: world demography
- The political geography of Africa/Middle East
- Industrialization and economic development

## 7.8 AP Human Geography



## 7.8.1 Learning objectives

### Knowledge and Understanding

Demonstrates a wide knowledge and comprehension with a clear understanding of inter-relationships and the importance of scale as well as changes in time and space. Uses correct geographical terminology and relates good factual information on case studies which include a lot of data and evidence so that answers are place specific.

### Skills

Uses geographical knowledge and understanding to maps, numerical data, diagrams, photographs and graphs (this will include: graphs/diagrams such as pictograms, line graphs, bar graphs, divided bar graphs, histograms, isoline maps, scatter graphs, choropleth maps, pie charts, triangular graphs).

### Analysis and Application

Analyses and interprets information given in a variety of forms (written, numerical, pictorial, graphical etc.) and use some data within the analysis. Applies knowledge in most situations.

### Synthesis and Evaluation

Makes judgements and decisions, including evaluation and conclusions. Shows appreciation of the attitudes, values and beliefs of others in issues. Demonstrates awareness of the contrasting opportunities and constraints of people living in different places. Shows willingness to review their own attitudes in the light of the views of others and new knowledge acquired. Makes judgements and decisions and recognise how these are made within a geographical context as affected and constrained by the physical and human contexts in which the decisions are made, the values and perceptions of people, the choices available and the increasing level of global interdependence and need for sustainable development.

## 7.8.2 Content

- Thinking Geographically
- Population and Migration
- Cultural Patterns and Processes
- Political patterns and Processes
- Agriculture and Rural Land Use patterns and Processes
- Cities and Urban- Land Use patterns and Processes
- Industrial and Economic Development Patterns and Processes

## 7.9 European History

### 7.9.1 Learning objectives

### Knowledge and Understanding

Deploys relevant historical knowledge in support of a logical argument. Distinguishes between cause and consequence, change and continuity, and similarity and difference, through the deployment of specific evidence.

### Skills

Communicates clearly and coherently, using appropriate historical terminology. Produces answers which indicate that the demands of the question are understood and addressed.

### Analysis and Application

Interprets and analyse historical sources and use them as evidence. Compares and contrasts a range of sources and draw coherent conclusions. Selects historical knowledge to support analysis

### Synthesis and Evaluation

Supports an argument by deploying evidence from a range of historical time periods

## 7.9.2 Content

The Regular European History course is seen in a broad perspective, with awareness of other disciplines and diverse techniques of presentation, including visual and statistical materials. The end-of-year examination is divided into several parts, the most important being a multiple-choice section dealing with concepts, major historical facts and personalities, and historical analysis; a document-based question designed specifically to test students' ability to work with evidence; and a thematic essay on a topic of major significance.

- Development of civilization around the world
- Spread of human populations
- Identification and characteristics of early civilization
- Development of Early Empire

## 7.10 AP European History

### 7.10.1 Learning objectives

#### Knowledge and Understanding

Deploys relevant historical knowledge in support of a logical argument. Distinguishes between cause and consequence, change and continuity, and similarity and difference, through the deployment of specific evidence.

#### Skills

Communicates clearly and coherently, using appropriate historical terminology. Produces answers which indicate that the demands of the question are understood and addressed.

#### Analysis and Application

Interprets and analyse historical sources and use them as evidence. Compares and contrasts a range of sources and draw coherent conclusions. Selects historical knowledge to support analysis.

#### Synthesis and Evaluation

Supports an argument by deploying evidence from a range of historical time periods.

## 7.10.2 Content

- The Later Middle Ages
- The Age of the Renaissance
- Reformation and Religious Warfare in the 16<sup>th</sup> Century
- Europe and the 'New World' 1500-1800
- Absolutism and Constitutionalism
- Scientific Revolution
- The Age of the Enlightenment
- Social Change in the 18<sup>th</sup> Century
- French Revolution and Napoleonic Wars
- The Industrial Revolution
- Ideologies of Change
- Nationalism and State Building
- Mass Society in an Age of Progress 1871-1894
- Modernity, Anxiety and Imperialism: Europe 1894-1914
- World War 1
- The Search for stability between the wars
- World War 2
- Cold War and a New Western World
- Protest and Stagnation in the Western World 1965 – 1985
- The Western World since 1985

## 7.11 US History

### 7.11.1 Learning objectives

Knowledge and Understanding

Deploys relevant historical knowledge in support of a logical argument. Distinguishes between cause and consequence, change and continuity, and similarity and difference, by the deployment of specific evidence.

#### Skills

Communicates clearly and coherently, using some appropriate historical terminology. Produces answers which indicate that the demands of the question are understood and addressed.

#### Analysis and Application

Interprets and analyses historical sources and uses them as evidence. Compares and contrasts a range of sources and draws coherent conclusions. Selects historical knowledge to support analysis.

#### Synthesis and Evaluation

Interprets and evaluates historical sources and their use as evidence.

## 7.11.2 Content

- European contact with the New World.
- European Empires in North America
- Founding of the 13 Colonies.
- Development of American Culture.
- Influence of the Enlightenment on American Government.
- Independence
- Foundations of United States Government
- American Expansionism
- The Civil Rights Movement

## 7.12 AP US History

### 7.12.1 Learning objectives

Knowledge and Understanding

Describes events, people and places in United States History. Identify the landforms, cities, states, bodies of water and historical places in the United States. Understand America's role in the world politically, economically and culturally.

#### Skills

Employ critical thinking skills by recognising cause-effect relationships needed for the understanding of all history. Communicate effectively through oral and written English by frequent essay writing and class discussion.

#### Analysis and evaluation

Interprets and analyse historical sources and use them as evidence. Compares and contrasts a range of sources and draw coherent conclusions. Selects historical knowledge to support analysis.

#### Synthesis and Evaluation

Supports an argument by deploying evidence from a range of historical time periods.

## 7.12.2 Content

- European Exploration of North America
- Geography of North America
- Pre-Revolution to Constitution
- Federalism and Jeffersonian Republicans
- Civil War
- American Expansion
- WWI-WWII
- Cold War Era Expected Learner Outcomes
- Post-Cold War Trends

## 7.13 Psychology

### 7.13.1 Learning objectives

#### Knowledge and Understanding

Demonstrates understanding of psychological theories and concepts.

### Skills

Research skills in conducting primary psychological research.

### Analysis and Application

Analyses research, addresses implications of each study/concept/theory. Applies knowledge and skills to real-world psychology situations.

### Synthesis and Evaluation

Shows evidence of critical thinking, reaching conclusions based on a reasoned consideration of available evidence. Ability to connect concepts and theories from various areas in psychology and establish coherent bridges between them to show understanding.

## 7.13.2 Content

- Foundations of Psychology
- Research Methods
- Social Psychology
- Biological Psychology
- Clinical Psychology
- Developmental Psychology
- Learning Theories

## 7.14 AP Psychology

### 7.14.1 Learning objectives

Knowledge and Understanding

Students will be able to demonstrate knowledge and comprehension of key terms, researchers and concepts in psychology.

#### Skills

Students can demonstrate their psychological knowledge by applying it to real-world situations

#### Analysis and Application

Students can analyse the limitations and strengths of research studies as well as address the larger implications of each study/concept/theory

#### Synthesis and Evaluation

Student can compare and contrast different types of research studies theories and approaches to psychological science.

## 7.14.2 Content

AP Psychology is a one year college level class which in many cases will serve as a University to Psychology course. Students will sit for an exam in May to determine if they will earn University credit for the course based on their level of knowledge in the content area. The below percentages depict how much content from each appears on the final exam.

Chapters covered in the class are as follows:

- History and Approaches 2–4%
- Research Methods 8–10%
- Biological Bases of Behaviour 8–10%
- Sensation and Perception 6–8%
- States of Consciousness 2–4%
- Learning 7–9%
- Cognition 8–10%
- Motivation and Emotion 6–8%
- Developmental Psychology 7–9%
- Personality 5–7%
- Testing and Individual Differences 5–7%
- Abnormal Behaviour 7–9%
- Treatment of Abnormal Behaviour 5–7%
- Social Psychology 8–10%

## 7.15 Sociology

### 7.15.1 Learning Objectives

Knowledge and Understanding

Demonstrates understanding of sociological theories as well as theoretical and practical considerations influencing the design and application of sociological enquiry. Understands and applies sociological terminology and concepts. Demonstrates an awareness of the research methods of sociological enquiry and their uses.

#### Skills

Selects and uses quantitative and/or qualitative sociological research techniques and methods. Selects and uses sociological data and material from a range of primary and secondary sources.

#### Analysis and Application

Evaluates research, addresses implications of each study/concept/theory. Applies knowledge and skills to real-world sociological situations. Analyses sociological decisions by explaining issues, selecting and interpreting data, and applying appropriate research methods, theories, and concepts. Interprets relevant evidence and data.

#### Synthesis and Evaluation

Shows evidence of critical thinking, reaching conclusions based on a reasoned consideration of available evidence. Recognises limitations and bias in evidence and distinguishes between fact, opinion and values. Organises and presents sociological evidence and arguments in a coherent and purposeful form.

## 7.15.2 Content

- Introduction to Social Theory
- Crime and Deviance
- Culture and Identity
- Environmental Sociology

## 7.16 International Relations

### 7.16.1 Learning objectives

#### Knowledge and Understanding

Demonstrates knowledge and understanding of International Relations concepts.



### Skills

Applies prescribed I.R skills in appropriate contexts. Produces well-structured written material, using appropriate terminology.

### Analysis and Application

Analyses and applies I.R concepts and theories. Identifies and interprets geographic patterns and processes in unfamiliar information, data and cartographic material.

### Synthesis and Evaluation

Evaluates I.R concepts, theories and perceptions using appropriate methodology. Uses I.R concepts and examples to formulate and present an argument.

## 7.16.2 Content

- Introduction to International Relations
- Theories of International Relations
- Non-State Actors
- Development
- Conflict and Peace
- International Terrorism

# 8 Performing Arts

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## 8.1 Drama

### 8.1.1 Learning objectives

#### Making

Explores, devises, shapes and interprets a range of literary texts with a dramatic approach. Develops trust within group to work collaboratively in adapting texts for the stage and devising original pieces of theatre.

#### Performing

Experiments with different dramatic methods, including voice and movement, in order to make the most appropriate performance choices for the texts being studied. Learns lines and prepares in a focused manner for both scripted and devised performances.

#### Responding

Reflects on and evaluates own and other students' work. Evaluates the performance choices used to highlight the literary aspects of texts. Demonstrates an awareness of theatre traditions from different times and places. Discusses themes and issues raised by work and the dramatic approaches through which these are presented.

### 8.1.2 Content

- Improvisation learning dramatic skills and terminology
- Monologue practice and performance
- Acquaintance with ancient and modern playwrights through play readings (Sophocles, Miller, Churchill)
- Two evenings of public performance; scripted and devised.

## 8.2 Music

## 8.2.1 Learning objectives

### Skills

Learns, practises and develops musical skills to aid understanding and creativity: keyboard skills; notations; basic music theory, listening with understanding.

### Creativity

Uses music technology to create arrangements and original compositions. A diverse range of assignments, with opportunity for individual investigations and interpretation.

### Performance

Participates in a wide variety of practical musical activities: vocal work; ensemble playing; solo performance; various styles of improvisation; recording techniques; community projects; cross-curricular projects.

## 8.2.2 Content

- Learning diverse musical skills in order to facilitate all aspects of the course
- Individual composition using music software and including musical investigations.
- Exploration of diverse genres and styles of music
- Emphasis on practical music and an expectation of public performance

# 9 Visual Arts

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## 9.1 Art

### 9.1.1 Learning objectives

Creativity through development of ideas and personal vision

Producing work that demonstrates originality and innovative thinking. Works independently.

Research and Investigation

Producing sufficient evidence of independent research, experimentation, and artistic analysis.

Producing reflections that are articulated well, using correct art vocabulary.

Technical competence:

Skills, use of materials and media. Demonstrating technical competence (use of material and media).

Demonstrating that technical aspects and articulation of ideas do not always work together.

Producing work of correct technical quality.

Design Quality

Purpose and intention in the compositional use of the elements and principles of design. Producing work that articulates the use of the elements and principles of design.

### 9.1.2 Content

The Grade 12 art classes are open to all students from beginners to advanced and are based on practical work. It is especially concerned with the development of visual perception and aesthetic experience.

- Process Workbook
- Observational Studies
- Use of a variety of wet and dry media.
- Painting and Related Media
- Three Dimensional Studies
- Thematic study
- Museum visit

## 9.2 AP 2D Studio Art

### 9.2.1 Learning objectives

The student will be working on research and investigation of different art making practices and design principles. They will further develop how to use the art vocabulary correctly and relate artistic ideas to culture, history and society.

They will select, analyse and produce work that demonstrates the students own voice and originality and can work independently.

The student will also demonstrate his/her ability to refine technique to completion and use of medium to suit intention.

They will consider design quality and compositional purpose and intent, generate and conceptualize work that articulates the use of the visual elements and principles of design.

### 9.2.2 Content

Through the understanding and use of the elements and principles of design and use of different media, the course should lead to a greater understanding of the role of visual arts in the history of civilizations, widen cultural horizons and enrich the students learning.

The Studio Art program is based on a portfolio of work. Students have the possibility to choose between:

- 2D Design portfolio
- 3D Design portfolio
- Drawing portfolio

The students will be working to confidently show visual evidence of advanced 2D/3D/Drawing skills, visual relationships among materials, processes, and ideas, showing synthesis.

Written evidence identifying materials, processes, and ideas will also be learnt showing evidence of thinking.