



Made  
for *Success*

# HIGH SCHOOL GRADE 11 CURRICULUM GUIDE



**COLLÈGE DU LÉMAN**  
International School · Geneva

Grade 11 is the penultimate year of High School and is open to students who have successfully completed Grade 10 or equivalent.

English, Math, French and PE are mandatory. In addition, students select five other courses (from sciences, humanities, modern languages and arts) to complete their timetable.

Certain Advanced Placement (AP) courses are available to suitably qualified Grade 11 students.

### **Requirements for the Award of the High School Academic Diploma:**

In order to qualify for a CDL High School Academic Diploma, students are required to complete four (4) years of high school with a minimum of twenty-four (24) credits in accepted high school courses. Students must also pass Grade 12 with a minimum GPA of 1.5.

A full credit is awarded for the successful completion of a course that meets for 4-6 periods (40 minutes duration) weekly for a full academic year. A half credit is awarded for the successful completion of a course that meets for 2-3 periods (40 minutes duration) weekly for a full academic year.

The following are minimum requirements:

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

In order to be promoted to grade 11 (or IGCSE year 2) a student must have twelve credits and eighteen credits to enter grade 12. They must also have a grade point average (GPA) of at least 1.5 (on a scale of 4-0, where 4=A, 3=B, 2=C, 1=D, 0=F).

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# 1 English

## 1.1 English A1

### 1.1.1 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.

### 1.1.2 Content

#### Topics

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

#### Grammar

- Present simple, present continuous tenses
- Past simple and past continuous tenses
- Basic future tenses
- Present perfect
- Pronouns
- Definite and indefinite articles
- Prepositions
- Ordinal numbers

- Some adverbs of time and frequency
- Simple adjectives
- Sentence structure- question and answer

## 1.2 English A2

### 1.2.1 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”.

### 1.2.2 Content

#### Topics

- Future plans of study, work, vacations
- Common verb phrases
- Travel and tourism
- Time expressions
- Work and lifestyle
- Shopping
- Health and the body
- Environment

#### Grammar

- Consolidate language from A1

- Master the present, future and past tenses
- Conditional
- Phrasal verbs
- Passive voice
- Reported speech
- Quantifiers
- Modal verbs

## 1.3 English B1

### 1.3.1 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. Understands the main points and specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.

#### Reading

Understands texts that consist mainly of high frequency everyday or job-related language as well as consisting of less common lexis; understands the description of events, feelings and wishes in a variety of texts. Understands specific information in extended texts on a range of unfamiliar general and curricular topics. Deduces meaning and understands implied meaning from context on a range of unfamiliar general and curricular topics, including some extended texts. Recognises the attitude or opinion of the writer in extended texts.

#### Speaking

Initiates and maintains active 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. Explains and justifies their points of view on a range of familiar and general topics, analyses and evaluates the views of others, interacts with peers to make a hypothesis, uses a range of subject-related vocabulary and syntax to talk about familiar topics.

#### 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. Writes with moderate grammatical accuracy on a range of general and curricular topics with minimal teacher support. Uses, with limited support, style and register appropriate to a variety of genres. Develops coherent arguments, supported by reasons, examples and evidence, for a range of written genres on general and curricular topics. Punctuates, with accuracy, a range of written work on a wide range of general and curricular topics.

### 1.3.2 Content

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

Expected learner outcomes - On completion of this course students should be able to:

- Read a variety of texts with understanding.
- Write short personal essays, narratives and responses to texts.
- Identify and use correct grammatical structures.
- Recognize and use an increasing range of vocabulary.
- Express themselves clearly.

## 1.4 English B2

### 1.4.1 Learning objectives

#### Understanding and Interpretation

- Understands the task and the thoughts, attitudes and feelings 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.
- Makes 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.

### 1.4.2 Content

This is a fully integrated mainstream 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 B2 success. 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 English B2 course includes reading comprehension and 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: Siberian Exile, A View from the Bridge, dystopian short stories and Complete IELTS: Bands 6.5-7.5.

## **1.5 English C1**

### **1.5.1 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.

### **1.5.2 Content**

Designed to challenge grade 11 students, this course is based on the study and analysis of literature and non-literary texts and works; expository, persuasive and creative writing; oral communication; grammar study and vocabulary building.

**Texts studied:**

- The Things They Carried by Tim O’Brien
- The World’s Wife by Carol Ann Duffy
- Selected short stories
- 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 Gender
- Language and Mass Communication

**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

## **1.6 English Honors**

### **1.6.1 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.

## **1.6.2 Content**

Grade 11 English Honors serves as a foundation course for the AP Literature and Composition course offered in grade 12. It is offered to students who have demonstrated a high level of reading comprehension and writing ability and are prepared to study a greater number of literary works in depth. The course is based on the study of fiction and nonfiction prose, poetry and drama; expository, persuasive and creative writing; a research project; oral communication; grammar study and vocabulary building. Amongst texts studied (subject to change): The Compact Bedford Introduction to Literature, with a wide variety of short fiction, prose, poetry and drama including Shakespeare; The Visit; Wide Sargasso Sea; The Great Gatsby; and The Hate U Give.

#### **Readers, Writer and Texts:**

Students look at the ways in which literary texts are produced, read, interpreted, responded to and performed. Students develop the skills and approaches required to engage with how meaning is created in texts.

Students will practice the skills taught in the AP Literature and Composition course, which include how authors use characters, setting, structure and plot, narration, and figurative language, and how these elements function in a text. Students will learn how to compare and contrast texts and how to write analytical essays in which they make a defensible claim which is supported by a careful integration of evidence and commentary.

#### **Context:**

Students will consider the literary movements, places and time periods from which texts were written. This will allow students to illuminate their interpretations by being able to situate a work in a broader context.

## 2 Mathematics

### 2.1 Foundation Mathematics

#### 2.1.1. 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.

#### 2.1.2. Content

- Laws of Algebra
- Equations and Formulae
- Sequences and Series
- Descriptive Statistic
- Two Variable Statistics
- Pythagoras
- Coordinate Geometry
- Trigonometry
- Functions

### 2.2 Algebra 2

#### 2.2.1. 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.

## 2.2.2. Content

- Expressions, Equations and Inequalities
- Functions, Equations and Graphs
- Linear Systems
- Quadratic Functions and Equations
- Radical Functions and Rational Exponents
- Sequences/Series (arithmetic and geometric)
- Probability and Statistics
- Trigonometric Identities and Equations
- Periodic Functions and Trigonometry

## 2.3 Pre-Calculus

### 2.3.1. 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.

### 2.3.2. Content

- Prerequisites/Fundamentals
- Functions and Graphs
- Polynomials and Rational Functions
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Analytic Trigonometry

## 2.4 Calculus

### 2.4.1. 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.

### 2.4.2. Content

- Limits & Continuity
- The Derivative
- Applications of the Derivative

- The Definite Integral
- Differential Equations and Mathematical Modelling
- Applications of Definite Integrals

## 2.5 AP Calculus AB

### 2.5.1. 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.

### 2.5.2. Content

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

## 2.6 AP Statistics

### 2.6.1. 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.

## 2.6.2. Content

On completion of this course, students should demonstrate a good understanding of:

- Exploring Data
- Modelling Distributions of Data
- Describing Relationships
- Designing Data
- Probability and Simulation
- Random Variables
- Sampling Distributions
- Estimating with Confidence
- Testing a Claim
- Comparing Two Populations or Groups
- Inference for Categorical Data
- Inference about Regression
- Transforming Non-linear Data

# 3 Modern Foreign Languages

## 3.1. French A1

### 3.1.1. 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.

### 3.1.2. Content A1 year 1

#### Topics:

- Greetings and culture
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and hometown
- 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
- Future tense

### 3.1.3. Content A1

#### Topics:

- Speaking and writing about present and past events
- Writing letters and e-mails to a friend
- Giving opinions on various subject matters
- Holding everyday conversations: shopping, restaurant, doctor's office...
- Developing a sensitivity to cultural awareness

#### Grammar:

- Enrich and reinforce basic grammar from language A1.1
- Past tense - regular and irregular
- Future tense
- Comparative and superlative adjectives
- Possessive adjectives

## 3.2. French A2

### 3.2.1. 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”.

### **3.2.2. Content A2 year 1**

#### **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
- Coordinating and subordinating conjunctions
- Complex sentence structure

### **3.2.3. Content A2**

#### **Topics:**

- Holidays
- School and afterschool activities
- Films and TV
- Descriptions and characteristics
- Clothes and shopping
- Illness and injury
- Expressing opinions

#### **Grammar:**

- Enrich and reinforce basic grammar from language A1.1
- Past tense- regular and irregular
- Future tense
- Comparative and superlative adjectives.
- Possessive adjectives

## 3.3. French B1

### 3.3.1. 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, every-day 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.

### 3.3.2. Content B1 year 1

#### 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

### **3.3.3. Content B1**

#### **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

## **3.4. French B2**

### **3.4.1. 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.

## **3.4.2. 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

## **3.5. AP French**

### **3.5.1. Learning objectives**

**Reading**

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

**Writing**

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

**Listening**

Understands extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly; understands television programs and films.

**Speaking**

Has good command of a broad range of language allowing selection of 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.

### 3.5.2. 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

## 3.6. AP German

### 3.6.1. Learning objectives

**Listening**

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

### **Reading**

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

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

## **3.6.2. 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

## **3.7. AP Spanish**

### **3.7.1. Learning objectives**

#### **Listening**

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

### **Reading**

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

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

## **3.7.2. Content**

### **Topics**

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

## **3.8. Spanish Honors**

### **3.8.1. 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.

**3.8.2. Content**

## Topics

- Science and Technology
- Personal and Public Identities
- Beauty and Aesthetics

# 4 Science

## 4.1. Biology

### 4.1.1. 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.

### 4.1.2. Content

- Biological Molecules - carbohydrates, proteins, lipids, water and enzymes
- Evolution and Biodiversity
- Ecology
- Medicine
- Plant Biology
- Human impact on the Environment

## 4.2. Biology Honors

### 4.2.1. 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.

## **4.2.2. Content**

This demanding course forms the first year of a 2-year program working toward the AP Biology examination, 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. The Honors course involves advanced scientific vocabulary and aims to develop science communication skills in English, and as such will be more challenging for non-mother tongue students. The course further aims to provide a solid foundation of knowledge, understanding and skills in order to approach the larger concepts of the AP course.

- Scientific inquiry
- Cell ultrastructure
- Cell transport
- Biochemistry
- Molecular genetics
- Cell division
- Inheritance
- Evolution
- Classification

## **4.3. Chemistry**

### 4.3.1. 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.

### 4.3.2. Content

- Matter and measurements
- Atoms, molecules and ions
- Stoichiometry
- Electronic structure
- Bonding
- Periodicity
- Thermochemistry
- Reaction kinetics
- Chemical equilibria
- Basic organic chemistry

## 4.4. Chemistry Honors

### 4.4.1. 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.

## **4.4.2. Content**

This course prepares students for the AP chemistry course. The level is, consequently, quite difficult. To follow this course, successful completion of grade 10 chemistry (with a minimum of grade B) and of Maths 1 and 2 (including a working knowledge of logarithms) are required.

- Matter and measurements
- Atoms, molecules and ions
- Stoichiometry
- Electronic structure
- Bonding
- Periodicity
- Thermochemistry
- Reaction kinetics
- Chemical equilibria
- Basic organic chemistry

## **4.5. Physics**

### **4.5.1. 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.

## **4.5.2. Content**

- The realm of Physics
- Exploring Motion
- Dynamics
- Work, Energy and Power
- Universal Gravitation and Satellites
- Introduction to circuits

## **4.6. AP Physics 1**

### **4.6.1. 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 in detail with evidence trends and patterns in data. Graphically represents data using the recognized course protocols. Manipulates and uses equations correctly and appropriately and manipulates and uses numerical data correctly and appropriately.

#### **Evaluation**

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

### **Experimental Skills**

Describes a research question but which is relevant and focused. Correctly identifies most of the relevant variables in an investigation. Correctly records uncertainties associated with individual measurements and appropriately records relevant quantitative and qualitative data. Works accurately and safely during the experimental work.

## **4.6.2. 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
- Mechanical Waves and Sound
- Introduction to Electrostatic Field
- DC Circuits

## **4.7. Sports, Exercise and Health Science (SL)\***

### **4.7.1. 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.

#### **Analysis**

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols. Uses units correctly and appropriately. Manipulates and uses statistics to support logical conclusions. Accounts for levels of uncertainties in measurements.

### **Evaluation**

Describes a conclusion making comparisons to quantitative and qualitative data and setting the findings in the current scientific context. 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 the relevant variables in an investigation. Independently devises an appropriate methodology. Appropriately records relevant quantitative and qualitative data.

## **4.7.2. Content**

Students will study:

- Anatomy
- Exercise physiology
- Energy systems
- Movement analysis
- Skill in sports
- Measurement and evaluation of human performance
- Optimizing physiological performance
- Physical activity and health

\*Please note that this course does not include an assessment of sporting ability.

# 5 Humanities

## 5.1. Business Studies

### 5.1.1. Learning objectives

#### **Knowledge and Understanding**

Understands content and concepts. Distinguishes between fact and opinion.

#### **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 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.

### 5.1.2. Content

- Business Organisation and the Environment to include: business structures, organisational objectives, business ethics and CSR, stakeholders.
- Human Resource Management to include: the HR Plan, Employment Laws, Leadership, Motivation, Corporate Cultures, Communication

## 5.2. AP Comparative Government And Politics

### 5.2.1. 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.

## **5.2.2. Content**

This is a one-year 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.

## **5.3. Economics**

### **5.3.1. 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 business. 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 uses relevant sources of information, presentation and interpretation.

### **Analysis and Application**

Applies their 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 gives evaluations on topic content. 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.

## **5.3.2. Content**

- Supply and demand
- elasticity
- Price mechanism
- Employment structure and development
- Sectors of industry
- Micro-economic objectives
- Costs and revenues (the theory of the firm)
- Commercial & central banks

## **5.4. AP Microeconomics**

### **5.4.1. 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**

Applies and analyses knowledge and skills to a variety of real-world business situations. 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.

## **5.4.2. 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
- Ecotourism: Who benefits
- Preserving endangered ecosystems
- Economic commodity: Water

## **5.5. Environmental Issues**

### **5.5.1. 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 diversity on 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 a environmental context. Awareness of the increasing level of global interdependence and need for sustainable development.

## **5.5.2. Content**

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

## **5.6. AP Human Geography**

### **5.6.1. 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.

## **5.6.2. Content**

- Geography: its nature and consequences;
- Population;
- Cultural Patterns and Processes;
- Political Organisation of Space;
- Agriculture and Rural Land Use;
- Industrial and Economic Development;
- Cities and Urban Land Use.

## **5.7. US History**

### **5.7.1. 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.

## **5.7.2. Content**

- Geography of the United States
- Founding of the 13 Colonies.
- Key Elements in understanding American Culture
- The Great Awakening
- The Enlightenment
- Foundations of United States Government
- The United States Constitution
- United States Expansion
- The Civil Rights Movement

## **5.8. AP US History**

### **5.8.1. 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.

## **5.8.2. 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
- Post-Cold War Trends

## **5.9. World History**

### **5.9.1. 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, 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.

## 5.9.2. Content

- Between the World Wars
- Weimar Republic
- Nazi Germany
- Causes of WWII
- WWII
- The Cold War Era

## 5.10. International Relations

### 5.10.1. 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.

### 5.10.2. Content

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

## 5.11. Psychology

### **5.11.1. 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.

### **5.11.2. Content**

- Foundations of Psychology
- Research Methods
- Social Psychology
- Biological Psychology
- Clinical Psychology
- Developmental Psychology
- Personality & Perspectives of Psychology

# 6 Performing Arts

## 6.1. Drama

### 6.1.1. 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.

### 6.1.2. 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.

## 6.2. Music

### 6.2.1. 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.

## **6.2.2. 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

# 7 Visual Arts

## 7.1. Art

### 7.1.1. Learning objectives

#### **Creativity**

Artistic inspiration and response, take risks.

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

#### **Research and Investigation**

Produces sufficient evidence of independent investigation, experimentation and artistic analysis. Critical analysis that is articulated well, using correct art vocabulary.

#### **Technical competence: Skills, use of materials and media**

Demonstrates technical competence (use of material and media). Demonstrates ability to review, reflect and refine work that does not work with intended chosen media. Produces work of correct technical quality.

**Design Quality:** Purpose and intention in the compositional use of the elements and principles of design. Produces work that articulates the use of the elements and principles of design.

### 7.1.2. Content

The Grade 11 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
- Visit to Museum

## 7.2. Art Honors

### 7.2.1. Learning objectives

Learns to demonstrate successful engagement with a broad range of art and design issues and techniques. Throughout the year there will be a measured approach to showing style and technical concerns and understanding of execution and how to gain confidence to achieve their own `voice`. Students will be shown how to be flexible in terms of differing approaches to a theme and style by experimenting and risk taking, showing evidence of these approaches, where the development of the idea is as much evident as the finished artwork. They will also learn to communicate their ideas effectively using the correct art vocabulary, relating their work and that of others to different cultural aspects and art theories throughout time. They will also learn to relate their use of medium to the intention.

Students will need to gain a level of independence in their work as they evolve to grade 12.

### **7.2.2. 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 one of the below for their final exam:

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

# 8 Physical Education

## 8.1. Physical Education

### 8.1.1. Learning objectives

#### **Respect**

Shows respect towards teachers and peers when instruction is being given. Demonstrates responsible personal and social behaviour in physical activity. Can be humble in victory and gracious in defeat. Shows a willingness to help whenever possible. Cooperates with classmates. Follows the rules of the activity. Accurately reports scores and admits mistakes or fouls.

#### **Spirit**

Consistently arrives in good time, being well prepared for class and participates enthusiastically in all physical activities across the curriculum. Demonstrates a motivation to improve, regardless of current ability or fitness level.

#### **Excellence**

Demonstrates competence in motor skills and movement patterns. Demonstrates a knowledge of the rules and regulations of an activity. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Correctly identifies the required skills and techniques and attempts to put them in to practice.

### 8.1.2. Content

In grade 11, students choose their own curriculum incorporating a variety of the activities outlined below. Our intention is for students to participate in these activities recreationally; we would like them to discover activities which they will participate in on a lifelong basis.

- Football
- (Beach) Volleyball
- Lacrosse
- Trampolining/gymnastics
- Rock climbing
- Fitness
- Squash
- Archery
- Golf
- Softball
- Flag Football

- Floor hockey
- Badminton
- Tennis
- Table tennis
- Athletics