

# Grade 7

## English

The Grade Seven English course focuses on the core elements of reading comprehension, composition, grammar and mechanics, vocabulary development, and speaking. Students will read classic and contemporary selections with the goal of strengthening fluency, while providing an introduction to literary analysis and criticism. Students will write reflective, research, analysis, and comparison/contrast essays, understand literary elements such as theme and characterization, and gain an understanding of the writing process.

## Mathematics

The first semester consists of order of operations, basic problem solving, decimals and scientific notation, units and conversions, basic statistics, prime numbers and fractional operations, the coordinate plane and solving equations and functions. The second semester extends into the topics of ratios and rates, slope and proportions, fractions, decimals, percentages, percentage increase and decrease, compound interest, angles, triangles, congruency and transformations, square roots and the Pythagorean Theorem, area, solid shapes and their surface areas and volumes and concludes with probability and tree diagrams.

## Science - Life Science

By the end of this course, students will understand how living organisms are composed of cells, genetic instructions are taken from cells and utilized, and explore biological evolution. They will become familiar with basic scientific equipment such as microscopes to assist in their explorations of life. Theory will also be covered in terms of geologic, anatomical, and physiological evidence, with biological principles being applied to structures and their functions. We will also explore environmental influences and how those have shaped organisms over time.

## Health 7

In Grade 7 Health a range of different topics will be studied to help the student identify, develop and maintain positive personal health. By the end of Grade 7 Health students will demonstrate ways in which they can enhance and maintain their health and well-being, practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health. They will also be able to understand and demonstrate behaviors that prevent disease and speed recovery from illness as well as demonstrate how to play a positive, active role in promoting the health of their families. They will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

## Religion

This course, looking at Major Religious practices, is aimed at finding out what people believe, how they behave and what they think is important. It explores how different people search for and find meaning in their lives and how it is affected by their religious belief. Religious symbols, images and action; religious beliefs and worldviews about God; and different viewpoints on life after death are topics that will be covered by this course. In this course, students will not only learn about other people and their beliefs, they will also be asked to think about their own beliefs and opinions.

## Geography

Throughout this course students will cover the essential elements of geography. The first quarter of the course begins with an introduction to mapping and other geography related skills. For the remainder of the course, students will conduct a geographic review of major world regions such as North America, Latin America, Europe, East and South-East Asia. Special emphasis will be given to environmental, political and economic conditions, as well as social and cultural characteristics of selected countries. This class will provide students with an understanding of how geography influences culture and history, preparing them for their next Social Studies class of American History.

## Physical Education

It is the goal of the Physical Education program for students to learn the skills and rules necessary for the enjoyment of sports and to develop a positive attitude towards physical fitness and to encourage a personal awareness of the choices that will lead to a healthy lifestyle. The grade 7 Physical Education course includes the following activity modules: Team Building, Volleyball, Fitness, Fitness Testing Touch Rugby, Game Skills, Soccer, Gymnastics, Track and Field and Striking and Fielding.

## ELL

Grade 7 English Language Learners is an Upper School class offering additional English language support during the time allotted for English and foreign language courses. The class focus is primarily on grammar, reading strategies, reading and writing support, and study skills. A further aim of the course is to correctly use the English language, both orally and in writing. A comprehensive overview of the mechanics, usage, and meaning of all of the essential parts of the English language is given in a systematic format. Students are taught the fundamental components and conventions of the language and are given various exercises and opportunities to practice and master all of the important materials. When students gain proficiency in each area, they will then apply these rules and grammar points to connect with the writing projects they are doing in other courses. As students master concepts, they will be challenged with more complex rules and grammar practice. Students also practice poised speech, pronunciation,

articulation, and listening comprehension skills in North American English. Students are taught and encouraged to improve their speech through daily opportunities to participate in class discussions and through formal opportunities to speak in front of their peers and/or younger students. Grammar and pronunciation points are reviewed during a debriefing and self-reflective process.

#### Advanced Japanese (Grade 7-8)

This course is designed to provide students with a brief overview of various styles from different fields in Japanese writings. Students will learn the systematic view of Japanese society, its culture, history, and important knowledge and technical terms through newspaper articles, textbooks, stories, and research style reports. By the end of this course, students will be able to understand various Japanese writing styles, and also improve their ability to explain/express their thoughts using technical terms and more challenging words. Students will work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

#### Intermediate Japanese (Grade 7-8)

This course is designed for students with some previous learning of Japanese. Speaking, listening, reading and writing skills will be developed around the main themes of everyday activities and personal and social life. Students will learn to write informative passages about a familiar theme and read and write Hiragana, Katakana, and Kanji. Students will participate in simple group discussions related to social and teenage life and share their thoughts in writing. The four language skills will be assessed through a variety of tasks using specific rubrics. Students will work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

#### Beginner Japanese (Grade 7-8)

This course is designed to develop Japanese communication skills in all four language skills; listening, speaking, reading and writing. It also provides to integrate the acquired language and cultural knowledge to effectively communicate personal perspectives on familiar topics. In addition to acquiring Japanese language skills, students also learn about many traditional ceremonies and events that happen in the nation. By the end of this course, students will be able to read and write all the Hiragana, Katakana, and 110 (N5 level) Kanji.

## Studio Art (Grades 7-8)

Students are provided with a supportive group environment in which students can grow in self-confidence, creative daring, and technical ability. The program develops an in-depth understanding of the foundations of the elements and principles of design. Students have experiences in drawing, painting, sculpture, textiles, collage, printmaking, and 3D design. Students will express their ideas by using art as a form of communication. As students work toward an appreciation and understanding of art they will relate visual arts to various historical and cultural traditions. Students learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art.

## Music (Grade 7-8)

This is a performance-based course intended to further students' music literacy skills through playing wind band or percussion instruments. Previous music experience is recommended but not required. During the course, students will continue to develop their instrumental skills, perform a wide variety of band repertoire, and learn historical and theoretical musical concepts.

# Grade 8

## English

This course uses the theme of "Challenges" to introduce students to more sophisticated levels of literature and analysis, while continuing to build on the basic skill sets developed in the previous course. Students will undertake weekly comprehension, essay writing, and vocabulary acquisition assessments. Classic and contemporary works of literature are utilized and students are expected to engage in sustained critical discussion, responding to a wide variety of texts, including novels, short stories, poems, plays, and films. Students will begin to engage in extended projects and assignments.

## Algebra 1

The first semester consists of order of expressions, problem solving, functions, real number operations including square roots, solving equations, ratios and proportions, percent problems, the coordinate plane and slope, graphing linear functions, writing linear functions, and finally scatter plots with lines of best fit. The second semester delves into the topics of inequalities, solving linear systems, exponents and exponential functions, polynomials and the quadratic function, solving quadratic equations, radical expressions and radical functions, the

Pythagorean Theorem, distance and midpoint formulas, introduction to hyperbolas, and finally, probability and statistics.

### Science - Physical Science

Physical science is the area of focus in the eighth grade science course. Students study topics and concepts from the 4 main units - Motion and Forces, The Structure of Matter, Chemical Interactions, and Space Science. Sub topics include Gravity, Atomic Structure and the Periodic Table, Chemical bonding, the Chemistry of Living Systems, our Solar System and Universe. Students will have a hands on opportunity to observe science in action through weekly labs. Mastery of the eighth grade physical science content will greatly enhance the ability of students to succeed in the high school science curriculum.

### American History

American History is designed to provide students with an overview of the development of the American nation and government by examining key events and ideas that helped shape the American experience. The course moves chronologically starting with an examination of America before the arrival of European settler and finishes with contemporary American society. In addition to becoming familiar with the general history of America, a major goal of this course is for students to begin using historical inquiry as a means to develop critical thinking skills by introducing them to historical phenomena. Specifically, students will begin the process of learning how to work with historical documents as means to develop higher order thinking skills. This course is assessed in a variety of ways including ongoing formative assessments, multiple chapter tests during every semester, creative projects, mid term exam and a final exam.

### Physical Education

It is the goal of the Physical Education program for students to learn the skills and rules necessary for the enjoyment of sports and develop a positive attitude towards physical fitness, and to encourage a personal awareness of the choices that will lead to a healthy lifestyle. Students will achieve this goal through demonstrating the motor skills and movement patterns needed to perform a variety of physical activities. They will show knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities and also assess and maintain a level of physical fitness to improve health and performance. Some of the activities that students will experience include, Team building, Volleyball, Soccer, Fitness, Fitness Testing, Basketball, Badminton, Tchoukball, Ultimate Frisbee, and Track and Field.

### Health

In Grade 8 Health Education a range of different topics will be studied in order to help the students identify, develop and maintain positive personal health. By the end of Grade 8 Health

students will be able to understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers. Students will understand and accept individual differences in growth and development.

## Religion

In this course students will learn about the beliefs of major religions. They will have the opportunity to ponder certain issues that are timely and relevant. Students will explore the meaning of prejudice, poverty, war and peace, evil and suffering and care for the environment in relation to their belief and faith. In addition to textbook-based learning there will also be discussion of and projects concerning the justice and morality of war, and social justice problems such as poverty, capital punishment, racial discrimination and others issues.

## ELL

The Grade 8 English Language Learners (ELL) class is the highest level ELL course offered in the Upper School. In this course the goal is to prepare students for transition into the mainstream English language courses. This course meets twice each day for a total of twelve classes per six-day cycle. This course will continue to focus on grammar, reading strategies, reading and writing support, vocabulary studies, and study skills. In Grade 8 ELL, the goal is to correctly use the English language, both orally and in writing. Students will practice poised speech, pronunciation, articulation, and listening comprehension skills in English.

## Studio Art (Grades 7-8)

Students are provided with a supportive group environment in which students can grow in self-confidence, creative daring, and technical ability. The program develops an in-depth understanding of the foundations of the elements and principles of design. Students have experiences in drawing, painting, sculpture, textiles, collage, printmaking, and 3D design. Students will express their ideas by using art as a form of communication. As students work toward an appreciation and understanding of art they will relate visual arts to various historical and cultural traditions. Students learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art.

## Music (Grades 7-8)

This is a performance-based course intended to further students' music literacy skills through playing wind band instruments. Previous music experience is recommended but not required. During the course, students will continue to develop their instrumental skills, play band repertoire, and learn historical and theoretical musical concepts.

### Advanced Japanese (Grades 7-8)

This course is designed to provide students with a brief overview of various styles from different fields in Japanese writings. Students will learn the systematic view of Japanese society, its culture, history, and important knowledge and technical terms through newspaper articles, textbooks, stories, and research style reports. By the end of this course, students will be able to understand various Japanese writing styles, and also improve their ability to explain/express their thoughts using technical terms and more challenging words. Students will work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

### Intermediate Japanese (Grade 7-8)

This course is designed for students with some previous learning of Japanese. Speaking, listening, reading and writing skills will be developed around the main themes of everyday activities and personal and social life. Students will learn to write informative passages about a familiar theme and read and write Hiragana, Katakana, and Kanji. Students will participate in simple group discussions related to social and teenage life and share their thoughts in writing. The four language skills will be assessed through a variety of tasks using specific rubrics. Students will work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

### Japanese (Grades 7-8)

This course is designed to develop Japanese communication skills in all four language skills; listening, speaking, reading and writing. The course will integrate previously acquired language and cultural knowledge to effectively communicate personal perspectives on various topics. In addition to acquiring Japanese language skills, students also learn about many traditional ceremonies and events that happen in the nation. By the end of this course, students will be able to read and write all the Hiragana, Katakana, and 110 (N5 level) Kanji.

## Grade 9

### World Literature & Composition 1

This course uses the theme of “Coming of Age” to explore literature and language learning. Focus areas include reading comprehension, literary analysis and appreciation, composition, grammar and mechanics, vocabulary, and speaking. Students read classic and contemporary selections from world literature, encompassing a wide range of time periods and diverse cultures. Literary terms and concepts, and active reading strategies are reinforced via various activities and assessments. Students will develop their compositional skills, in a variety of formats, including narrative, expository, and argument essays.

## World Literature & Composition 1(H)

The Honors course integrates literature and language at a sophisticated level, utilizing high-quality classics and contemporary selections. Students will read and respond to historically/culturally significant texts. Aesthetic and historical approaches to literature are utilized. Students are expected to craft well-developed essays in a range of formats, including narrative, expository, descriptive, and argumentation, and will deliver oral presentations that utilize classical forms, as well as incorporate modern, multi-modal technologies. Grammar instruction is not an integrated component at the Honors level. This course is designed to provide a smooth transition to advanced courses in later grades.

## Geometry

The topics covered in the first semester are measuring and classifying angles and plane shapes, statements and reasoning, parallel and perpendicular lines, triangles and congruence, triangles and bisectors, properties of triangles and quadrilaterals. The second semester continues into plane transformations and vectors, ratios and triangle similarity, right triangles and the Pythagorean Theorem, trigonometry, circle geometry and finishes with surface area and volume.

## Science - Biology

This course is a California standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among, and behavior of living things. Content is built around major biological concepts such as biochemistry and the biology of cells, genetics, evolution, ecology, physiologic systems, and the diversity of living things. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included, as is consideration of the impact of human activity on biological systems.

## World History I

World History I is the first year of the two year-long World History class during which students study the history and culture of various societies from prehistory until the formation of Western Europe. Areas of focus include Classic Europe, ancient China and India, the Muslim World and societies of Mesoamerica and the Andes. Following the completion of the first year of World History, students should have a basic understanding of the events, ideas and societies that helped shaped the pre-modern world. The sequence of the class is both *historical*, advancing across the years and *geographic*, advancing across the major continents of the earth. A major

goal of the course is to continue basic historical investigation skills, encourage critical thinking, draw conclusions from historical evidence and make inferences.

### Physical Education

It is the goal of the Physical Education program for students to learn the skills and rules necessary for the enjoyment of sports and develop a positive attitude towards physical fitness, and to encourage a personal awareness of the choices that will lead to a healthy lifestyle. Students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. They will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Some of the activities taught in Grade 9 Physical Education include Team Building, Volleyball, Fitness, Fitness Testing, Soccer, Badminton, Softball, and International Games.

### Religion

The Grade 9 Religion course looks at major Religions' teachings such as morality, norms and values This course is designed to enrich students' interest and ultimately make a stand on modern day issues facing society on the whole relating to life, science and ethics in relation to their religion. Topic areas include understanding truth as presented in varied ways, scientific development like, but not limited to, In Vitro Fertilization, cloning, genetic engineering, abortion, euthanasia and capital punishment. A look at the different religious response to these issues will also be covered. This course's intention is not to resolve those issues but to make available to students enough information to allow them to form an educated personal opinion about the issues.

### Studio Art (Grades 9-10)

Students will build upon prior art knowledge and experience developed through study at the elementary and middle school levels. Students will continue the study of materials, skills, and techniques of drawing and painting, printmaking and 3D design. Emphasis is on the exploration and development of individual expression, form, and content. Students will grow in their ability to describe, interpret, evaluate, analyze, and produce. They will continue to use a wide range of subject matter, symbols, art history content, and creative license in order to create unique works of art.

### Music (Grades 9-10)

This is a performance-based course intended to further students' music literacy skills through playing wind band instruments. Previous music experience is recommended but not required. During the course, students will continue to develop their instrumental skills, play band repertoire, and learn historical and theoretical musical concepts. This semester, we will be focusing on playing and theory in first quarter, and on playing and history in the second quarter.

### Advanced Japanese (Grades 9-10)

The Advanced Japanese course will improve the student as a bilingual speaker, reader, and writer. Students will focus on writing essays both in English and Japanese. It will also increase their ability to express complex thoughts and subjects in Japanese. There will be an important opportunity to participate in the Bilingual Speech Contest. Students will also learn the systematic view of Japanese society and its culture. They will also gain knowledge and understanding of technical terms through textbooks, stories, and newspaper articles from medicine, geography, history, politics, finance, and science. By the end of this course, students will have a better view of how to explain/express their opinion using appropriate words, styles, and translation in Japanese. Students will work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

### Intermediate Japanese (Grade 9-10)

The Intermediate course is designed for students with some previous learning of Japanese. Speaking, listening, reading and writing skills will be developed around the main themes of everyday activities and personal and social life. Students will learn to write informative passages about a familiar theme and read and write Hiragana, Katakana, and Kanji. Students will participate in simple group discussions related to social and teenage life and share their thoughts in writing. The four language skills will be assessed through a variety of tasks using specific rubrics. Students will work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

### Japanese (Grades 9-10)

This course is designed to develop Japanese communication skills in all four language skills; listening, speaking, reading and writing. The course will integrate previously acquired language and cultural knowledge to effectively communicate personal perspectives on various topics. Students will be able to recognize an increased number of kanji and to use them in writing. Students will also be able to read text containing Kanji.

In addition to acquiring Japanese language skills, students will have the opportunity to write Japanese Haiku, participate in local or national essay writing competitions and speech contest.

# Grade 10

## World Literature & Composition 2

This course uses the theme of “Culture” to explore language and literature. Course texts encompass a wide range of time periods and diverse cultures. Students will appreciate individual cultures, while gaining holistic insights into humanity. Students will read and respond to complex and historically/culturally significant texts, developing their comprehension and critical understanding skills. While the course focuses on literature, each week class time is dedicated to increasing language skills. The course works towards developing students’ mastery in the core reading, writing, and speaking skills required for senior levels of work.

## World Literature & Composition 2 (H)

The first half of this course focuses on culture and identity readings in order to analyze the complex relationship that exists between two abstract ideas. Course texts encompass a wide range of time periods, multiple genres, and diverse cultures. Students will appreciate individual cultures, while gaining holistic insights into humanity. We will read and respond to complex and historically/culturally significant works of literature, developing their comprehension and critical understanding skills. Additionally, students are expected to move beyond simplistic and formulaic styles of writing, and incorporate increasingly rich techniques, abstract thinking and diction. The Honors course serves as a foundation for the rigorous (college-level) Language and Literature HL course. Students will be introduced to increasingly sophisticated texts, concepts, and terms, including an introduction to classical and contemporary rhetoric.

## Algebra II

Algebra II expands on the mathematical content of Algebra 1 and Geometry and serves as preparation for the IBDP Math SL and Math HL courses. The first semester includes topics covering equations, inequalities, absolute values and absolute value functions, linear equations and linear functions, scatter plots and lines of best fit, linear systems, vectors, quadratic functions and factoring, discriminant, polynomials and polynomial functions. In the second semester, the course extends into radical functions, exponential functions, logarithmic functions, rational functions, quadratic relations, conic sections, permutations and combinations, the Binomial Theorem, probability, statistics, sequences and series, trigonometry of right and non-right triangles, and concludes with trigonometric functions.

## Science - Chemistry/Physics

The first semester of the course is dedicated to chemistry topics of which are SI units, atomic structure, periodicity, chemical bonds, nomenclature, stoichiometric relationships, gas laws,

acid-base theories, and redox reactions. In the second semester, students will study physics. The topics covered are measurement, units, displacement, velocity, acceleration, projectile motion, forces and Newton's Laws, gravitation, work and energy, momentum and impulse, heat and thermodynamics, waves and concludes with a unit on electricity and magnetism.

## World History II

World History II is the second and final year of World History. During this class students examine major turning points in the shaping of the world since the end of the Middle Ages. A major focus of the class is the growing interdependence of cultures and societies. Specific areas of study include, but are not limited to Renaissance Europe and the Protestant Reformation, the Age of Exploration and its effect on Enlightenment thought in Europe, reasons for the Industrial Revolution's development in England causes and effects of the two World Wars as well as several units of study during the interwar years. The course continues to encourage student's critical thinking via the use of historical documents with an increased focus on analytical thought that is "recognizably adult." Additionally, students work explicitly to advance skills needed for success in IB History.

## Physical Education

It is the goal of the Physical Education program for students to learn the skills and rules necessary for the enjoyment of sports and develop a positive attitude towards physical fitness, and to encourage a personal awareness of the choices that will lead to a healthy lifestyle. Students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. They will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Some of the activities taught in Grade 10 Physical Education include Team Building, Volleyball, Fitness, Fitness Testing, Dodgeball, Badminton, Soccer, Table Tennis and Softball.

## Religion

The theme of *Religious Education 10* is Friendship: Self and Others. Underlying this theme is the idea of the interconnectedness of God, self and others. Units of study are based on these texts: The Little Prince, and The Gospel of Luke. A study of prayer is interwoven in the units. Throughout the course, there is an emphasis on the search for essential values for living. In addition to class work, tests, and homework, students are required to keep a journal of their thoughts.

## Introduction to Computer Science

Some of the topics that will be covered in this course include:

Computational thinking - thinking about what can be computed and how, including consideration of required data

Understanding of the main principles of solving problems by using computer

Understanding that every computer system is made up of sub-systems, which consist of further sub-systems.

Understanding of the component parts of computer systems and how they interrelate, including: software, data, hardware, communications and people.

Skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

## Studio Art (Grades 9-10)

Students will build upon prior art knowledge and experience developed through study at the elementary and middle school levels. Students will continue the study of materials, skills, and techniques of drawing and painting, printmaking and 3D design. Emphasis is on the exploration and development of individual expression, form, and content. Students will grow in their ability to describe, interpret, evaluate, analyze, and produce. They will continue to use a wide range of subject matter, symbols, art history content, and creative license in order to create unique works of art.

## Music (Grades 9-10)

This course is intended to develop students' understanding and appreciation of music through playing and creating music. Previous musical experience is required. Students will participate in a variety of music activities including playing band repertoire, composition, and larger historical and theoretical musical contexts. This semester, we will be focusing on playing and theory in first quarter, and on playing and history in the second quarter.

## Advanced Japanese (Grades 9-10)

The Advanced Japanese course will improve the student as a bilingual speaker, reader, and writer. Students will focus on writing essays both in English and Japanese. It will also increase their ability to express complex thoughts and subjects in Japanese. There will be an important opportunity to participate in the Bilingual Speech Contest. Students will also learn the systematic view of Japanese society and its culture. They will also gain knowledge and understanding of technical terms through textbooks, stories, and newspaper articles from medicine, geography, history, politics, finance, and science. By the end of this course, students will have a better view of how to explain/express their opinion using appropriate words, styles,

and translation in Japanese. Students will work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

#### Intermediate Japanese (Grade 9-10)

The Intermediate Japanese course is designed for students with some previous learning of Japanese. Speaking, listening, reading and writing skills will be developed around the main themes of everyday activities and personal and social life. Students will learn to write informative passages about a familiar theme and read and write Hiragana, Katakana, and Kanji. Students will participate in simple group discussions related to social and teenage life and share their thoughts in writing. The four language skills will be assessed through a variety of tasks using specific rubrics. Students will work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

#### Japanese (Grades 9-10)

This course is designed to develop Japanese communication skills in all four language skills; listening, speaking, reading and writing. The course will integrate previously acquired language and cultural knowledge to effectively communicate personal perspectives on various topics. Students will be able to recognize an increased number of kanji and to use them in writing. Students will also be able to read text containing Kanji. In addition to acquiring Japanese language skills, students will have the opportunity to write Japanese Haiku, participate in local or national essay writing competitions and speech contest.

# Grade 11 and 12 - Diploma Programme

## GROUP 1: Language A

English SL/ HL

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Teachers should be aware while constructing the course that the focus underpinning the approach to texts sees the study of the formal elements of each text as only one among several means of establishing a reading. As noted above, a wide range of factors, including the circumstances of production and reception, and the role of culturally determined reading practices, are seen as being equally important. A wider aim of the course is the development of an understanding of “critical literacy” in students.

Japanese SL/HL

Language-A: Japanese Language and Literature

The aim of this course is to introduce students to a range of texts from different periods, styles, and genres, and cultivate in students the ability to engage in detailed analysis of individual texts and make relevant connections. Students will develop an understanding of how language, culture and context determine the ways in which meaning is constructed in texts, and will be encouraged to think critically about the different interactions between text, audience, and purpose. The course also works to advance the student's' powers of expression, both in oral and written communication, and promote an enjoyment and lifelong interest in language and literature. Students will work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

## GROUP 2: Language B

### Japanese SL/HL

The aim of the Japanese Language B course is to give the students the opportunity to reach a higher level of ability in the Japanese language. The course is designed to encourage students to acquire a language system and learn to apply it through listening, speaking, reading and writing. It should allow students to exchange ideas and communicate effectively in a number of situations and within the culture where the language is spoken. Students will develop understanding of the relationship between the languages and cultures with which they are familiar. They work extensively in improving their Kanji ability. Students will learn approximately 150-200 Kanji depending on their level.

### Japanese Ab initio SL

The aim of the course is to develop a basic awareness of Japanese culture and communicative competence in a variety of everyday situations based on five themes; Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

These serve as the foundation for the acquisition of the language and the study of different text types. Through the study of the five interrelated themes, students will develop the skills necessary to fulfill the assessment objectives of the language ab initio course. During the course, students will learn to understand and produce a variety of texts both in writing and speaking.

Language acquisition will be achieved through the development of receptive, productive and interactive skills and competency. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation.

## GROUP 3: Individuals and Societies

### History SL / HL

In the DP history course, students will approach the study of history as an exploratory subject that encourages a sense of inquiry and requires interpretation based on studying multiple perspectives to better understand the past and develop a greater sense of the shared humanity of all people. Students will build on their historical thinking skills that were established in earlier grades as they critically explore the past. Major sections of study over this two year course include events and circumstances leading to World War II and the war itself with a predominant focus on Japan's role in the war. Additionally, students will closely examine the Russian Civil War and the Cold War. Finally, students that elect to take the HL level course will focus on

East Asia. HL level units include the units “Early Modernization and Imperial Decline in East Asia”, “Japan since the Meiji Restoration” and “Japan in the Age of the Samurai”.

#### IB Psychology SL/HL

At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: biological, cognitive, and sociocultural. The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Furthermore, the interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behavior and that of others. Students will study either one (SL) or two (HL) subject options providing an opportunity to take what is learned from the core approaches and put it into context of specific lines of inquiry. Surrounding the approaches and options are the overarching themes of research and ethics including an Internal Assessment involving students conducting their own psychological investigation including the design, implementation, analysis, and evaluation of an experiment.

## GROUP 4: Sciences

### Biology SL/ HL

Biology attempts to understand the living world at all levels using many different approaches and techniques. Knowledge of biology is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species and is threatening the very planet we occupy. The IB diploma program biology course includes a major Group 4 project, a practical laboratory component as well as an individual scientific investigation. The content covered includes molecular biology, cell biology, evolution and biodiversity, ecology, genetics, biotechnology and bioinformatics (option) and human physiology. Students undertaking biology at the HL level will explore additional topics including nucleic acids, metabolism, cell respiration, photosynthesis, plant biology, genetics and evolution, further biotechnology and bioinformatics (option) and animal physiology.

### Physics SL/HL

Physics is the scientific study of energy and its interactions. The IB diploma program physics course includes a major Group 4 project, a practical laboratory component as well as an individual scientific investigation. The course content commences with grounding in measurement and uncertainty, then proceeds with mechanics, thermal physics, waves, electricity, magnetism atomic physics, nuclear physics, particle physics, engineering physics (option) and concludes with a unit on energy production. Students undertaking physics at the HL level will explore additional topics including advanced wave phenomena, fields, electromagnetic induction, further quantum and nuclear physics.

### Chemistry SL/HL

Chemistry is the experimental science that combines academic study with the acquisition of practical and investigative skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. The IB Diploma Program Chemistry course includes a major Group 4 project, a practical laboratory component as well as an individual scientific investigation. Course topics include the exploration of measurement systems, the atomic structure, periodicity, chemical bonding and structures, organic chemistry, stoichiometry, energetics and thermodynamics, kinetics, equilibrium, acids and bases, and redox reactions. The optional study material focuses on global energy reserves, green technology, and the future of industrial energies.

## GROUP 5: Mathematics

### **For 2020 Graduating class only (these courses will end in June 2020)**

#### Mathematics HL (From the IB Maths HL Guide)

The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, mathematics SL or mathematical studies SL. Students who wish to study an even more rigorous and demanding course should consider taking further mathematics HL in addition to mathematics HL.

#### Mathematics SL - (From the IB Maths SL Guide)

The IB DP mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

## **From August 2019 beginning with 2021 Graduating Class**

### Mathematics: Analysis and Approaches SL/HL

Analysis and Approaches at SL and HL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences or economics, for example.

### Mathematics: Applications and Interpretation SL/HL

Applications and Interpretation SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

## GROUP 6: The Arts

### Visual Arts HL (From the IB DP Visual Arts Guide)

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication, and understanding. The IB DP visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. This course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The HL visual arts course holds additional assessment requirements that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure and other artists and for the students to experiment in greater depth with additional art-making media, techniques, and forms. HL students are encouraged to produce a larger body

of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

#### Visual Arts SL (From the IB DP Visual Arts Guide)

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. The IB DP visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. This course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

#### Chemistry SL/ HL

Please see Group 4 Science

The internal assessment is 2000 words. The internal assessment is worth 25% of the overall grade.

#### Business Management SL/HL

The International Baccalaureate Diploma Business Management standard level is designed to develop an understanding of essential business theory and the ability to apply business principles, practices and skills. It encourages students to analyse the diverse range of business organisations and activities and the cultural and economic context in which businesses operate. The emphasis is placed on strategic decision making and the business functions of marketing, production, human resource management and finance. Business management is the study of both the way in which individuals and groups interact in an organisation and the transformation of resources. There are six key concepts which underline the business management course. They are - change, culture, ethics, globalisation, innovation, strategy.

#### SL Assessment

SL students have to complete two written exams at the end of a two year course of study. Paper one has two sections to complete and Paper two has three sections

## Business Management HL

The International Baccalaureate Diploma Business Management higher level is designed to develop an understanding of essential business theory and the ability to apply business principles, practices and skills. It encourages students to analyse the diverse range of business organisations and activities and the cultural and economic context in which businesses operate. The emphasis is placed on strategic decision making and the business functions of marketing, production, human resource management and finance. Business management is the study of both the way in which individuals and groups interact in an organisation and the transformation of resources. There are six key concepts which underline the business management course. They are - change, culture, ethics, globalisation, innovation, strategy.

## HL Assessment

After a two year course of study HL students will complete two exams. Paper 1 has 3 sections to complete which includes a compulsory extended response question based on HL extension topics. Paper two has three sections to complete. Between year 11 and 12 students must complete an internal assessment which is an extended research project that considers either an issue or decision facing a real life business organisation. ns to complete. The internal assessment is worth 25% of the overall grade. This must be completed between year 11 and 12. Students must write a commentary based on three to five supporting documents on a real life issue facing a business organisation.