



International Honors (7-10) Curriculum Guide



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Section 1

Overview

Welcome.

This Course Guide booklet provides information about the Year 7-10 programme, which is an extension of the IB Primary Years Programme, where there is a heavy focus on inquiry, experiential learning, and analysis. Our programme is designed to help students ‘think deeper’. Thus subjects are delivered through a thematic system that links all subjects, where possible. This helps the students to look at a particular question from a different vantage point, depending on the subject, providing greater dialog and deeper understanding.

Please note that our curriculum is on a 2 year cycle, indicated below.

Each year there is an overarching theme that leads to three major questions that students explore each term through all subjects, namely:

Year 7/8: Beginnings, Exploration and Colonisation (Cycle 2 – 2018-2019/2020-2021 etc.)

- *Term 1 How Does Place Define Who We Are?*
- *Term 2 What Journey Has Man Taken Over Time?*
- *Term 3 What is the Impact of Cause and Effect Relationships in Our Lives?*

Year 7/8: Economic Resolution (Cycle 1 – 2019-2020/2021-2022 etc.)

- *Term 1 How Has Man Contributed to the Spread Of Knowledge?*
- *Term 2 What Impact Have Collective Decisions Made upon Man?*
- *Term 3 How Has Man's Advancement Impacted the World?*

Year 9/10: Conflict Resolution (Cycle 1 – 2019-2020/2021-2022 etc.)

- *Term 1 What Are You Willing To Fight For?*
- *Term 2 To What Extent Are Man's Beliefs and the Government Related?*
- *Term 3 What Can We Do To Maintain Balance?*

Year 9/10: Social Change and Human Rights (Cycle 2 – 2018-2019/2020-2021 etc.)

- *Term 1 Are We Capable Of Reinventing Ourselves?*
- *Term 2 What Responsibilities Do We Have As Humans?*
- *Term 3 Is It True That The More Things Change The More They Stay The Same?*

Our core values of internationalism, eco-culture, ingenuity and entrepreneurship are embedded within these subject areas and topics, where possible.

These values we feel are important as the basis for our content as it provides students with a more relevant insight into the world, thus allowing them to make easier connections to learning rather than just learning for learning's sake.

The following guide provides information about each subject, followed by an outline of the content within subjects by year and term. Here you will see the connections between subjects. Please note that this guide is subject to change throughout the year. Our curriculum is not rigid, but flexible. While we ensure students meet specific required academic milestones, primarily in developing their skill sets (i.e. problem-solving, critical thinking etc.), we do maintain a level of flexibility in content areas, so that we may adapt to the particular characteristics of a given population of students. For example, if we find that we have a group of students who have a keen interest in engineering, then some subject areas may be adapted to include such content.

Theoretically by appealing to the interest of students, greater learning takes place. That is always our goal.

Additionally, in subject areas such as French, the content shown here may not account for the differing levels of students, but demonstrates the basic tenets of the subject matter. More skilled students will be offered other academic challenges as determined by the teacher.

Always feel free to contact the teacher to learn more about subject specific curriculum. For more information regarding assessment, exams, homework expectations and other relevant information, please refer to the Parent Handbook and Student Handbook. Staff will also provide details throughout the year.

Section 2

Course Outlines

ENGLISH

Language is fundamental to learning. By learning language as well as learning about and through language, students nurture an appreciation of the richness of language and its power to evoke feelings, to form and convey ideas, and develop a love of literature. Students also learn to inform, to discuss, to critique, to compose, to persuade, to entertain and to argue through their development of understanding the purpose, audience and situation that influence the structures and features of language. Language Arts is split into three distinct subject areas: English Literature, Writing and Communication

English Literature

Students will read, analyse and discuss various forms of the written word, including poetry, the classics, biographies, popular fiction and non-fiction, fiction and non-fiction works, newspapers and magazines. Students explore the meaning of texts and how meaning is conveyed. They are introduced to critical approaches and develop an understanding of the ideas and thinking contained in texts and how authors control language to influence their listeners, readers and viewers. They come to understand that different kinds of texts are appropriate for different occasions and learn to appreciate the variety of English usage in different times and places. They also learn about the ways language shapes and reflects attitudes in different times and places.

* Note: Students will not be required to read all books highlighted in Literature, however represented are a list of books in which one or two books will be chosen for the term. Additional books may be sourced.

Course Aims and Objectives

The aims of the teaching and study of language English literature are to encourage and enable the student to:

- use the language as a vehicle for thought, creativity, reflection, learning and self-expression
- use language as a tool for personal growth, social interaction and for developing relationships within the international community
- comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works
- explore the many facets of the language through the use of media and information technology
- develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts
- respond appropriately to a variety of texts
- read widely to promote a lifelong interest in language and literature
- develop a critical and creative approach to studying and analysing literature
- develop language skills through interdisciplinary work
- consider the role of literature both culturally and historically
- reflect on the learning process in various ways and at various stages
- empathize with real people and fictional characters as and when appropriate.

The objectives of language arts deal with both language and literature. The various language skills—speaking, listening, reading, writing and viewing—are all covered by these objectives.

At the end of the course students should be able to:

- understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing
- demonstrate a critical awareness of a range of written and visual texts
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- compare texts and connect themes to show similarities or differences across genres
- express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently
- understand connotations within a language in order to interpret the author's or speaker's intentions
- express ideas with clarity and coherence in both oral and written communication
- structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- distinguish the main ideas in a text from the secondary ideas
- use and understand an appropriate and varied range of vocabulary and idiom
- use correct grammar with appropriate and varied sentence structure
- show awareness of the need for an effective choice of register suited to the audience in both oral and written communication.

Students will:

- Use cultural analysis of vocabulary words
- Use reading strategies appropriate for the type of reading
- Analyze selections of fictional and instructional texts
- Identify author's purpose
- Compare and contrast two or more pieces of literature in terms of style, point of view, characterization, plot, conflict, theme, etc.
- Analyze visual media
- Plan, develop, and produce visual presentations
- Read two books per term independently and complete a project for each work
- Learn to read for specific information
- Understand differences in reading fiction and non-fiction (technique and genre)
- Understand structure/ideas, identify forms and styles, and identify poetic devices, figurative language and use of imagery in poetry
- Understand main and secondary ideas in fiction and non-fiction
- Focus on literary devices and elements in novels and short stories
- Summarize, make predictions, infer, deduce, and consider underlying messages and themes in literature

Writing

Students learn to control language by applying their understanding of the grammatical structures of language by learning to spell accurately and use punctuation effectively. Students will engage in the active process of conceiving, planning, composing, editing and publishing texts, involving the appropriate use of language for particular purposes or occasions, and representing and reflecting on ideas, issues, arguments, events, experience, character, emotion and information. Students will apply both their creative and analytical skills

while exploring areas of journalism, book publishing, and creative writing; in addition to honing their report writing skills and mechanics of language.

Course Aims and Objectives

The aims of the teaching and study of writing are to encourage and enable the student to:

- use the language as a vehicle for thought, creativity, reflection, learning and self-expression
- use language as a tool for personal growth, social interaction and for developing relationships within the international community
- comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works
- explore the many facets of the language through the use of media and information technology
- develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts
- respond appropriately to a variety of texts
- develop a critical and creative approach to studying and analysing literature
- develop language skills through interdisciplinary work
- consider the role of literature both culturally and historically
- empathize with real people and fictional characters as and when appropriate.

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- Analyze selections of fictional and instructional texts
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- Compare and contrast two or more pieces of literature in terms of style, point of view, characterization, plot, conflict, theme, etc.
- Analyze visual media
- Plan, develop, and produce visual presentations
- Read two books per term independently and complete a project for each work
- Learn to read for specific information
- Understand differences in reading fiction and non-fiction (technique and genre)
- Understand structure/ideas, identify forms and styles, and identify poetic devices, figurative language and use of imagery in poetry
- Understand main and secondary ideas in fiction and non-fiction
- Focus on literary devices and elements in novels and short stories

Communication

This area of language arts is often given the least attention however at Cunae we recognise that both oral communication and visual communication are some of the most important tools an individual needs in the world outside of education. Communication is central to the capacity to construct meaning and to convey information and understanding to others in a range of ways and in a variety of settings. Communication involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active listening strategies and an understanding of the conventions of different spoken texts including everyday communication, group discussion, formal presentations and speeches, storytelling and negotiating. Students will develop their public speaking and debate skills while also learning, through roundtable discussions, how to appropriately express themselves, listen to others, and communicate in an appropriate and efficient manner. Visual presentation skills will be explored through technology mediums such as film and television, illustrations, posters and charts, and the texts associated with information and communications technology.

HUMANITIES

Humanities is divided into two major subject areas, history and geography, all wrapped up within anthropologic contexts: people's histories, differences, changes over time, interactions with environments, and behaviours.

History

History is the study of the past from ancient civilisations to modern news, events and changes, providing students with knowledge, inspiration, alternatives, skills and behaviours to understand themselves and their world. The past is a great narrative of people's lives, events both trivial and major, ideas, culture, values and ways of thinking. History also allows students to identify patterns of cause and effect, which may influence decision making and problem solving, and therefore, future outcomes.

Cunae does NOT compartmentalise history, choosing rather to look at the whole history of the world, showing each country's history in context to the rest of the world. Thus, the four year, year long, history programme combines World History, United States History, and local history (Texas).

History can be examined geographically, thematically, and chronologically. Cunae primarily looks at history through themes so that students can better identify and understand contexts and the relatedness of history and historical events, moving away from pure memorisation of history. However, chronology and geography have their place within our themes. The choice of topics is intended to allow students to develop an appreciation of the study of History and a commitment to active citizenship, a just society and life-long learning.

Course Aims and Objectives

Students will learn:

- Key concepts of time, continuity, change, motivation, cause and effect, and relationships to historical contexts.
- That history reflects multiple influences and connections to other countries, cultures and times.
- About key events in the history of the world and how it has evolved over time.
- About indigenous history, perspectives and enforced change; diverse heritages, experiences, perspectives and aspirations of different cultural communities, and their associated social, political, economic and spiritual dimensions, through literal and symbolic meanings.
- To research, analyse, interpret, evaluate, critique, make judgments and develop empathy, and communicate findings based on the exploration of a variety of sources such as artifacts, written documents, media, etc.
- That there are many perspectives on events, and that explanations are often incomplete and contested.

Geography

Geography is a rich and complex discipline that involves the study of environments, made up of physical geography, human geography, and environmental geography. Physical geography focuses on earth science and provides students with the knowledge and skills to observe, analyse, and describe places and physical happenings on the surface of the earth. There is a focus on spatial concepts such as location, distance, distribution, movement, region, change over time, association, scale, and interaction. Human geography focuses on the study of patterns and process (political, cultural, social, and economic) that shape human interaction with

a variety of environments. Environmental geography explores the relationship between physical and human geography.

Geography is a four year, year long, course and is closely tied to topics explored in other subject areas such as science and sustainable education.

Geography is an essential part of lifelong education because it provides students with a means to plan for the future and to create policies that guide how to best use and manage the planet's precious resources. It also provides citizens with a means to make socially just and ecologically sustainable environmental decisions.

Course Aims and Objectives

Students will learn to:

- Focus objectively on the physical components of environments which enable's students to view a society as part of the wider global environment.
- Recognise and respond to the constant changes taking place in environments at local, regional, national and global scales.
- Identify, acquire, and organise geographical information and evidence from a variety of primary and secondary source, including:
 - Field research such as observing, taking field measurements, conducting surveys and interviews, mapping and recording phenomena.
 - Maps at a variety of scales, photographs, satellite images, statistical data, information, and communications technology based resources.
- Record, represent, sythesise, interpret and evaluate data in different types of maps, graphs, tables, sketches, diagrams and photographs.
- Ask "what, where, how, why, what impact, and how to change or improve".
- Understand how humans interact with their environments, their impact, their responsibility, and how they can influence change for the better, or worse.
- Communicate their knowledge to others and participate as active and informed citizens.

Anthropological Wrap-Up

At the completion of the geography and history units, they are tied together by an anthropological theme related to the terms coursework. It is a deeply analytical process whereby the content that they just learned is solidified by understanding the importance of learned concepts to the human condition.

INTEGRATED SCIENCE

Science is a way of studying our world and it has a long and fascinating history of human attempts to appreciate, understand, control and manage our world. Scientists use the tools of scientific investigation to create understanding of the world – a world that continually confronts, challenges and redirects ideas and knowledge of what is and what might be. Students learn to understand these challenges and redirections, and the implications of these for their own life choices and the broader environment in which they live.

The science programme is designed to develop scientific curiosity, critical thinking and understanding in students' so that they may be able to meet the challenges of the future and make responsible and informed choices. We trace the development of ideas and technologies from their historical inception to their impact on today's society. This will then be used to make *predictions* regarding possible future directions these concepts and ideas *may* take. Students learn to apply knowledge and skills to everyday situations enhancing the *problem-solving skills* they began developing in the primary curriculum. Students should develop an appreciation of the need to conserve, protect and maintain the environment through an understanding of the intricate inter-relationships that exist between all life on Earth. They will also explore the values and government requirements that guides scientific research by developing a respect for the environment and the opinions and ideas of others, and the collection, presentation and dissemination of data and evidence.

At Cunae we constantly demonstrate the links between subjects, and therefore, our science curriculum is based on the integration of each of the traditional scientific disciplines: physical sciences (physics, chemistry, astronomy); earth sciences (geology, oceanography, palaeontology, meteorology) and life sciences (botany, zoology, genetics, medicine).

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way that science is applied and how scientists work in the community, and it helps them to make informed decisions about scientific issues, careers and further study.

Course Aims and Objectives

Our science curriculum encourages students to:

- Develop knowledge and skills central to biological, chemical, earth and physical sciences
- Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- Develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions
- Develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
- Communicate scientific understanding in appropriate scientific language to a range of audiences

Students will:

- Design and pursue investigations
- Gather data
- Generate, validate and critique evidence
- Analyse and interpret ideas and link them with existing understanding
- Record quantitative and qualitative results
- Tabulate, graph, extrapolate, and present information

- Make valid predictions, hypotheses and conclusions
- Work and reason with scientific models and communicate their findings and ideas to others
- Identify and practice the underlying values, skills and attributes of science
- Gain insight into science as a human activity and the relationship between science, technology and society and possible futures
- Explore how science is used in multiple contexts throughout their lives and its pervasiveness throughout the workplace

MATHS

Maths is required for modelling and problem solving as well as playing a fundamental role in enabling cultural, social and technological advances. Number, space and measurement, and chance and data are natural and common aspects of most people's mathematical experience in everyday personal, study and work situations.

The mathematics course for year groups 7 through 10 is based primarily on the International Baccalaureate MYP math syllabus in conjunction with using resources from Haese Math, Eureka Math, Singapore Math, Everyday Math and Cambridge's IGCSEs, to name a few. It is a cyclical program where the students build on their knowledge every year. Students follow the IHP for the International Student textbook in preparation for IB DP Mathematics. Year 7-9 material is the same for all students (allowing for differentiation), but year 10 content is catered to preparing for the different IB Diploma Math subjects. Students may undertake the extended math preparation needed for HL or SL mathematics, depending on their skill level.

Mathematics in the IHP also provides a platform for further language acquisition. Math is a powerful language that promotes scientific thought and strong logic and critical analysis skills. This course will allow them to successfully communicate ideas related to the main areas of the syllabus.

In math, students learn about mathematical transferable concepts, processes, structure, connections, workings, applications and play. Students will develop their mathematical reasoning and thinking, including problem posing, problem solving, investigation and modeling, and the application of principled reasoning. The content of the syllabus is divided into 5 main areas: Number, Algebra, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. As well as being challenged with problems, the students face activities that relate mathematics to their world, making this a hands-on programme to help them understand the relationship with other disciplines. Mental, by hand and technology-assisted methods provide complementary approaches to working mathematically. The overall goal is to make of this an enjoyable subject for the students whilst making sure all skills and transferable concepts are learned and practiced.

Course Aims and Objectives

The objectives of the programme can be divided into three parts: The students will learn to answer interdisciplinary questions using mathematical knowledge, they will develop and perfect mathematical skills to support acquired knowledge and students will learn mathematics as a practical part of life.

Students will:

- Develop a positive attitude toward the continued learning of mathematics.
- Appreciate the usefulness, power and beauty of mathematics and recognize its relationship with other disciplines and with everyday life.
- Acquire knowledge and understanding of mathematical concepts.
- Develop mathematical skills and apply them.
- Develop self-study skills that will help them undertake mathematical studies in the future.
- Develop patience and persistence when solving problems.
- Develop critical thinking and creative skills related to the subject.
- Develop and apply information and communication technology skills in the study of mathematics.
- Gain skills that will allow them to solve future problems using mathematical thinking.
- Develop and appreciate international mindedness through the universality of the language the subject promotes.
- Appreciate the ability of learning to learn.
- Appreciate the contribution math makes to other disciplines.

INTERDISCIPLINARY STUDIES

General Course Aims and Objectives

Students will:

- Develop research and Information Literacy skills, (searching for and accessing information from networks and the Internet)
- Create presentations and use them to communicate information.
- Develop essential skills associated with saving, printing, and use of operating systems will be incorporated into all aspects of computer use.
- Develop protocols for receiving, transferring and publishing ideas

Education for Global Affairs, Leadership & Business (EdGALB)

EdGALB encompasses technology, career exploration, financial literacy, economics, commerce and many facets of the business world, including, marketing, law and ethics, management and leadership, project management, entrepreneurship and organisational behaviour. It also explores international studies through the exploration of current issues. This will often take form through round-table discussions and a closer look at the journalistic process.

EdGALB, through a hands-on educational experience, prepares students to be active, self-sufficient, and productive citizens, in addition to enhancing their leadership skills. Through such studies, students also learn important life skills such as responsibility, follow-through, and the ability to create, strategize and communicate. They also develop a sense of determination, focus, and motivation; and, come to realise that obstacles may actually create opportunities and advantages. Numerous studies have shown improved scores in reading, language, spelling, social studies, and science for students in entrepreneurial classes over those in non-entrepreneurial classes, in addition to developing tremendous self-esteem. The analytical component to this subject area not only prepares our students for the IB Diploma, but gives students some real world context, making learning more meaningful and relevant.

Course Aims and Objectives

Students will:

- Gain an understanding of the integral role of business in society and the economy
- Explore enterprise culture
- Acquire financial understanding and capability
- Develop an awareness of the available range of educational, vocational, leisure, training and retraining opportunities
- Develop an awareness of the impact of technology and economy on work and occupational patterns in a fast-changing world and how this might affect future employment
- Appreciate and understand the differences between school and work and the potential challenges of starting work
- Reinforce and develop positive attitudes and values in themselves thereby enhancing their personal and social development
- Recognize and appreciate individual values, priorities, strengths and weaknesses, interests, and abilities in themselves and others
- Raise awareness and understanding of ethnic and cultural differences
- Develop an awareness of real time issues occurring in the world
- Develop an ability to successfully convey information and issues to an audience

- Develop self-awareness, self-confidence, and the ability to work with others
- Develop key competencies such as initiative, resilience, resourcefulness, problem solving, co-operation, decision making, negotiation and communication

Education for Sustainability and Ingenuity (EdSI)

Education for Sustainability and Ingenuity is a very hands-on teaching approach through subjects such as Inventors Workshop, Design Technology and Education for Sustainability. These subject areas are experiential, practical and theoretical, with an emphasis on innovation. Students engage in creative and lateral thinking through investigation, design, production, analysis and evaluation of products, processes and systems. This method helps students develop ‘idea generation’ and takes them through not only the creative process, but the practical and commercial realities of products and systems. It also teaches them to critically evaluate needs, opportunities, and outcomes, with the goal of being able to solve real world issues.

Integrated with the learning experiences will be the skill and ability to communicate effectively in writing, speaking, sketching and drawing about the processes of designing.

Projects will involve students in both smaller, personal projects, to larger community based projects, and will vary from year to year.

Course Aims and Objectives

Students will:

- Develop an appreciation of the significance of technology and design for life, society and the environment
- Use knowledge, skills and techniques to create products/solutions of appropriate quality
- Develop problem-solving, critical- and creative-thinking skills through the application of the design cycle
- Develop respect for others' viewpoints and appreciate alternative solutions to problems
- Build an understanding of issues in sustainability and how these affect us in our community
- Develop cooperative learning and collaborative decision-making skills so that young people leaving school know how to participate in a democratic process for a sustainable future
- Encourage action-oriented learning in which students develop sustainable living practices in their homes, school, and community
- Develop the necessary skills to select and use appropriate software which will enable them to plan, process and evaluate tasks.

THE ARTS

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role, socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

The creative discipline of the art programme has strong links to other disciplines and is seen as an essential element to learning, not an optional extra. The creative process is seen as a driving force in learning throughout all the disciplines, enhancing communication and expressive language. Imagination, creativity and original thinking, which underpins the arts programme, is considered extremely valuable as it allows for innovation, interpretation, research, analysis and transfer. Valuing imagination and celebrating original thinking promotes initiative, self-assessment and reflection and a lifelong love of learning, in addition to enhancing self-esteem.

The art programme consists of performance art and visual arts.

Performance Art

Performance Art is a focus on the study of dramatic performance and production, enabling students to communicate in powerful ways that go beyond their spoken language ability. Through drama, students can begin to construct an understanding of their community, their environment and their own feelings and emotions. Students will work independently and cooperatively in groups drawing stimuli from the environment, and using a range of performance conventions to create effective dramas and performances, including improvisation, role and character work, music and movement and image theatre. Drama also complements and enhances student skills explored in the field of communication, within the language arts subject area. Student work culminates in a major play at the end of term 1 each year.

Course Aims and Objectives

Students will:

- Develop confidence and interest in drama.
- Develop skills, techniques and imagination in creating and making work.
- Understand and apply past contexts and theoretical components of the study.
- Develop an understanding of artistic criticism, aesthetics and awareness of self and others.
- Be encouraged to develop creative risk taking and excellence.
- Develop confidence and ability in effective and positive communication with others
- Develop clear and effective vocal and physical expression.
- Develop a practical understanding of, and skills in, the arts of drama.
- Develop skills in creative problem solving as part of a group.
- Develop imagination and creative processes to realise one's ideas.

Students will engage in:

- Dramatic method: individual and ensemble skills
- Mime
- Movement / composition and technique

- Dramatic creation
- Images and theatre design
- Voice in theatre
- Role and character
- Role and character in scene work
- Improvisation – terms and techniques, theatre sports
- Working with text – approaches to script interpretation & staging

Visual Arts:

The study and appreciation of artworks from a range of cultures and media. Through visual arts, students can begin to construct an understanding of their community, their environment, their own feelings and emotions and to develop their cultural awareness. They will be exposed to a variety of materials, including:

- Drawing and painting
- Sculpture
- Mixed media
- Photography/Film
- Printing (silk screen, batik etc.)
- Design
- 2D and 3D work

Students will provide and accept constructive criticism of their own artwork and that of others. Tools such as visual diaries and portfolios will be used. Students will also undertake art appreciation, examining the history of art, exploring cultures, artists, and periods, and critiquing related work.

Course Aims and Objectives

The course will:

- Provided a learning experience designed to stimulate development according to each student's potential.
- Satisfy the desire to manipulate, construct, experiment with and shape and control materials, so that the student develops sensitivity to his environment through discriminatory selection.
- Encourage lateral thinking, expressive and communication skills.
- Stimulate the student's creative skills and develop confidence in design.
- Expose the student to a wide variety of media and techniques, relating the experience to the current technology used in society.
- Develop the ability to be discerning and have constructive views in regard to the design of various mediums of artworks.

Students will:

- Produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms.
- Define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art.
- Explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from the work.
- Use correctly vocabulary and art terminology associated with the specific expectations for this grade.

PHYSICAL EDUCATION AND HEALTH

Physical education encompasses all that which contributes to personal lifelong health. It involves both physical and health education.

Physical education encompasses activities that include:

- Spatial awareness
- Movement
- Games
- Athletic and sports
- Adventure challenge and outdoor recreational activities (i.e. scuba)

Health education focuses on three major areas:

Lifestyle: encompasses the study of the human body and its care and fitness, with a focus on a healthy lifestyle. This requires students to develop the knowledge, skills and behaviours that enable them to maintain good health and live a healthy lifestyle, as well as understanding their body and the role of food, sleep, external influences (drugs, alcohol etc.) and exercise in ensuring good health.

Personal: encompasses the students' psychological development as well as their development as active and lifelong learners. As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation at school. This involves developing individual learners who acquire self-knowledge and self-concept whilst also understanding that they can learn from their peers and teachers. Students are expected to seek and respond appropriately to feedback; increasingly manage their own learning and growth by setting goals and managing resources to achieve these; and recognise and enact appropriate values within and beyond the school context. Students will also learn to recognise and deal with stress and anxiety, through effective planning and follow through, making work manageable. Learning effective study skills will also help students achieve this. They will also develop an understanding of how each area of health and physical education interrelate to make either dimension stronger or weaker.

Social: In our highly interconnected and interdependent world, students must learn to work with others by building positive social relationships; working and learning in teams; and managing and resolving conflicts. Students need to develop the knowledge, skills and behaviours that enable them to take action as informed, confident members of a diverse and inclusive society.

Course Aims and Objectives

Students will learn:

- To understand the importance of healthy practices and active living to body image and self-esteem
- That physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction
 - Rules and procedures (e.g., playground, classroom, and gymnasium rules) with little reinforcement
 - How to use equipment and space safely and properly (e.g., takes turns using equipment, puts equipment away when not in use)
 - To develop proper attitudes towards both winning and losing.
- Movement forms associated with highly skilled physical activities.
- Intermediate offensive and defensive strategies in a team sport.

- The social contributions of physical activity (e.g., learning to cooperate and interact with others, having a role in team sports)
- Principles of training and conditioning for specific physical activities.
- Long term psychological benefits of life long participation in physical activities.
- How to differentiate the body's response to physical activities of various exercise intensities.
- How to interpret the results of physical fitness assessments and use the information to develop individual fitness goals.

The following subject outlines are a guide only, as physical education opportunities may come up throughout the year that would infringe upon the set guide. Golf, cricket, soccer, basketball, and similar sports will also be included when appropriate. It is also imperative that flexibility exists to cater to the student demographics at any given time, in order to maximise their interest level.

Participation in extra-curricular sporting activities in areas of tennis, rowing, fencing and cross-country will also be made available to interested students.

ADDITIONAL LANGUAGES (FRENCH)

Students are required to learn a second language in addition to the language of instruction of the school. Research confirms that undertaking a second language aides the development of first-language skills and intellectual functioning through the awareness of sound, sound patterns, social arrangements, order and sequencing of information, and categories and relations. A second language also requires students to engage in self-reflection as effective communication in a new language requires the student to move outside the norms, practices and acquired behaviours of their first language.

Students will learn to communicate in a second language through listening, speaking reading, viewing, writing, and the use of body language, visual cues and signs. The application of these skills requires knowledge of linguistic elements, including vocabulary and grammar. Students create simple original text for specific audiences and purposes. They write paragraphs and linked sequences, using appropriate script and language related to the topic. They exchange simple personal information on personal and social topics and talk about themselves in response to questions, and learn to ask questions. Greetings, introductions, songs and other simple routines are used to introduce the sounds of the language and to encourage students to use the language. Activities (games, cooking, etc), conversing, viewing, and performing all aide the student with their language acquisition.

Students will also develop a knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. They learn why there are similarities and differences between languages, and how these are related. They begin to have a grasp of the history of the language they are studying, its links with other languages, and how and why the language has changed. Students will develop a curiosity about and openness to a variety of cultural values and practices, as well as acquiring in-depth knowledge of the diverse cultural traditions of the other societies.

In learning a language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens. The language programme aims to develop strong fundamental skills in oral communication (listening and speaking), reading, and writing by way of the teacher and online foreign language resources.

Course Aims and Objectives

Learning a foreign language means learning how to communicate in that language and having the opportunity to experience another culture. Students also learn the structure of the language which enables them to reflect on how their own language works.

Language students have the opportunity to:

- be active participants in the global village
- become better communicators
- expand their literacy skills
- develop intercultural understanding and empathy
- increase their cognitive flexibility, that is, think differently
- learn new languages and adapt to new cultures more easily, and
- broaden their vocational options.

YEAR 10 PERSONAL PROJECT

The personal project is a significant extended independent project of the student's choice whereby they investigate and learn about something that interests them. It is a product of their own initiative and provides opportunity for students to produce a truly creative piece of work and to demonstrate the skills they develop. Projects may take many forms, for example:

- An original work of art.
- A written piece of work on a special topic.
- A piece of literary fiction.
- An original science experiment.
- An invention or specially designed object or system.
- The presentation of a developed business, management, or organisational plan, a special event, or the development of a new student or community organisation.

Students are required to demonstrate their learning through a final 1000 – 4000 word essay/report and presentation. The personal project is undertaken by students in year 10 only, however they may begin planning in year 9. They will be required to keep a journal documenting the process and their personal rewards and challenges. The personal project is conducted on personal time, with in school teacher support.

Course Aims and Objectives

Students will:

- Engage in personal inquiry on issues that are relevant to themselves, but thoughtful to the values underlying the school's philosophies.
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- Reflect on their learning and knowledge
- Move towards thoughtful and positive action
- Develop confidence as life-long learners
- Demonstrate organizational skills through time and self-management
- Communicate and collaborate with the supervisor
- Demonstrate information literacy, thinking and reflection
- Identify and explain a topic based on personal interest
- Outline a clear, achievable, challenging goal
- Create specifications that will be used to evaluate the project's outcomes
- Select and evaluate varied, relevant sources to achieve the goal
- Transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal
- Evaluate the outcome against their own specifications for success
- Reflect on how completing the project has extended their knowledge and understanding of the topic/issue/skill.
- Organize the project report according to the required structure
- Communicate clearly, coherently and concisely within required limits

Parent support through encouragement is recommended.

BIG ESSAY QUESTION

Each term students will be required to write an essay answering the Big Question using what they learned in their subject areas, and pulling in new (relevant) information that may be of interest to them. This will hone their report writing skills as well as their critical thinking skills, preparing them for undertaking the International Baccalaureate Diploma Programme.

This essay is extra-curricular, however teacher support and guidance will be provided. It is however up to the student to ensure they plan and take action to complete this requirement.

Section 3

Course Topics

YEAR 7 THEME: BEGINNINGS, EXPLORATION and COLONISATION

Year 7/Term 1

QUESTION: DOES PLACE DEFINE WHO WE ARE?

ENGLISH

Literature

- Origins of Life Portrayed Through Literature : Students will delve into portrayals of the "Circle of Life" through an in-depth study of the literary themes of birth/creation and death/dying as a way of defining our place in the world.
 - Clan of the Cave Bear (Aurel)
 - Multiple Cultures' Creation and Death Mythology
 - Poetry of Emily Dickinson
 - The Pigman (Zindel)
 - Romeo & Juliet (Shakespeare)
 - Origin of the Species (Darwin)
 - The Inheritors (Golding)
 - Before Adam (Conrad)

Writing

- Our Own Life Journey. Students will leave an indelible impression of themselves through primitive writings, first person memoirs, biographies, and journals.
- Nonfiction Writing - topics to be studied can include, but are not limited to: primitive writings; first person memoirs; biographies; diary entries; epitaphs; journals; and, personal narratives

Communication

- Oral Tradition and Storytelling
- Personal Oral History

HUMANITIES

History

- Introduction:
 - World geographers, historians and anthropologists
 - Personal heritage – a look into our own history
- History's Timeline
- Emergence of Ancient Man
 - Early Humans/Mesopotamian Civilisation
 - Pre-Hispanic Americans

- The Invention of Tools: Practical Application
- Conquerors, Thinkers & Empires of Ancient Civilisations
 - *Egypt, Israelites, India, China, Greeks*

Geography

- World Geographer: Tools of the Trade and Getting to Know the World
- Regional Atlas: South Asia

Anthropological Wrap-Up

- Origins of Man Through Archaeology

SCIENCE

- Science as Inquiry & Tools of Science
 - Science and technology
 - Attitudes
 - Science
 - Tools of science
 - Measurement in science
 - Terminology
- The Solar System and Beyond
 - Astronomy
 - Planets
 - Space Meteorology
- It's Alive! Cells and Living Things
 - Cell structures, adaptations, division and growth
 - Variation and classification; variation in offspring
 - Differences between Species
 - Inherited and environmental characteristics
 - Worldwide naming system
- What's the Matter?
 - Properties of matter
 - Solids, liquids and gasses
 - Particle theory and its application to real life
 - Expansion diffusion and gas pressure, water, solutions, and suspensions
 - Air and water pollution

MATH

- The Number Story : How Can Numbers Define What Things Are?
 - Understanding whole numbers
 - Angles, Lines and Parallelism
 - Properties of Numbers
 - Fractions
 - Algebra: Patterns and Models
 - Decimal Numbers
 - Percentage
 - Algebra: Expressions and Evaluation
 - Length and Area

INTERDISCIPLINARY SUBJECTS: EDSI - EDGALB

- Ingenuity Applications: Intro to tools and safety; materials and machines. (Edsi)
- Sustainable Project (Edsi)
- Study Skills & Personal Learning (Edgalb)
- Global Citizenship (Edgalb)
- World Forum: Roundtable Discussions (Edgalb)

THE ARTS

- A Historical Perspective: an introduction to theatre (Performance Art)
- Raw Expression: An Indigenous Journey (Performance Art)
- Practical: Art of The Native People (Visual Art)
- Theory: Storytelling Through Pictures (Visual Art)

PE and HEALTH

- Caveman vs Modern Man: The Power Athlete
 - Endurance
 - Strength training
 - Running/cross country/sprints/jumping
 - Flexibility
 - Archery
 - Diet
 - General health
- Who Am I? An Introspective Assessment (Health)

FRENCH

- Me and My Life!
- Foundations:
 - Express name, age, nationality, birthday and phone number.
 - Days and dates.
 - Talk about families.
 - Express likes and dislikes.
 - Recognize familiar objects.
 - Navigate everyday life in French.
 - Express in the present tense.
 - Express in the future tense.
 - Express themselves in the past.

QUESTION: WHAT JOURNEY HAS MAN TAKEN OVER TIME?

ENGLISH

Literature

- Medium of the Masses: Exploration of the travel narrative, the diary, and nonfiction works as exposition of human migration and the effects of movement on the globalisation of cultures.
 - Gulliver's Travels (Swift)
 - South Seas Tales (London)
 - Shadow of the Silk Road (Thubron)
 - The Diary of Anne Frank
 - Around the World in Eighty Days (Verne)

Writing

- The Pen as Time Machine: Reaching a global audience through the timeless art of storytelling and persuasion, concentrating on the use of sensory images to enhance the reader's experience.
- Creative writing - topics to be studied can include, but are not limited to: descriptive writing; persuasive writing; writing to entertain; and, making comparisons.

Communication

- Finding Your Voice
 - Language Development
 - Diction and Nuance
 - Body Language
 - Listening and Perception
 - Your message

HUMANITIES

History

- Sails & Footfalls: The Movement of People
 - Mapping of Europe
 - Early Migration: The Norsemen, Homo Sapiens, Exodus From Africa
 - Later Migration: Irish to the U.S., Convicts to Australia, Jews
 - Age of Discovery & Expeditions: Lewis & Clarke, The Donner Party, Captain Cook, Columbus, Van Diemen, Burke & Wills etc
 - The Columbian Exchange
- Contemporary Migration
 - European Union, Australian Boatpeople, U.S. Hispanics etc.

Geography

- Finding Your Way Around
 - Maps and Map making
 - Astrology
 - Mapping Skills
- Extreme Landscapes: Landforms and Geomorphology
 - Caves, Polar Ice Caps, Ridges, Valleys,
- Regional Atlas - Western Europe

Anthropological Wrap-Up

- Why People Move

SCIENCE

- Earth's Journey:
 - Theories of Formation/Evolution
 - Earth's Magnetic Field
 - Rotation
 - Earth's Structure
 - Historical Geology
 - Fossils & Formations: Stratigraphy, transgression and regression etc.
 - Basic motion and pressure (physics)
- The Science Beneath the Surface:
 - Composition
 - Rocks & soils
- Organic Evolution
 - Ideas, Theories & Evidence: Charles Darwin, Natural Selection Lamarck and Giraffe's Neck
 - Modern Synthesis: Variation, speciation, evolution, cloning and genetic evolution, ethics.

MATH

- Global Math: A Language That Can Be Understood Without Words
 - Algebra (Expansion and Factorisation)
 - Further Measurement
 - Ratio and Proportion
 - Equations
 - Polygons
 - The geometry of Solids
 - Problem solving

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- Innovation – Inventors Workshop (EdSI)
- Let's Get Out of Here: Tourism (EdGALB)
- World Forum: Roundtable Discussions (EdGALB)

THE ARTS

- The Tapestry of Life – A Look at Color, Movement, Evolution, Migration & Landscapes (Performance Art)
- Practical: Shades of Landscapes - Exploring Colour Through Landscape Painting (Visual Art)
- Theory: Magic Carpet Ride - A Visual Journey of Landscape Painting Through the Centuries

PE and HEALTH

- Wilderness Man
 - Wilderness Survival Skills
 - Orienteering/Compassport (overlaps with humanities: see Geocaching)
 - Caving
 - Rocks and Ropes
 - Supportive Health & Fitness (Running, Strength training, Endurance, diet)
- What's Happening To Me? A Look at Puberty (Health)

FRENCH

- Work & Leisure
 - Foundations:
 - Narrate past event.
 - Ask questions about past events.
 - Articulate a short essay in French using different past tenses.
-

QUESTION: WHAT IS THE IMPACT OF CAUSE AND EFFECT RELATIONSHIPS IN OUR LIVES?

ENGLISH

Literature

- Culture Shock and The Butterfly Effect: The literary ramifications of Free Will, how characters' choices affect the development of plot, and how those decisions mirror the real-life effects of globalisation on human development.
 - The Good Earth (Buck)
 - Things Fall Apart (Achebe)
 - The Joy Luck Club (Tan)
 - Broken Moon (Antieu)
 - A Single Shard (Park)

Writing

- Truth and Consequences: Writing cause and effect and comparison contrast essays, specifically focusing on how a writer's decisions, personality, culture, and traditions ultimately affect the make-up of the global literary oeuvre.
- Academic writing - topics to be studied can include, but are not limited to: cause and effect essays; comparative analysis; explanatory writing; and, introduction to explicating poetry

Communication

- It's in the Eye of the Beholder:
 - Audience and ethics
 - Presentation Visual Aids and Tools

HUMANITIES

History

- Getting Settled: A Closer Look at Colonisation
 - The Roman Empire, The Byzantine Empire, The Commonwealth Countries, Spain & Latin America
 - The 13 Colonies – US

Geography

- Biomes, Climates and Ecosystems
- Regional Atlas: Asia Pacific

Anthropological Wrap-Up

- Cultural Landscape & Multiculturalism

SCIENCE

- Mapping the Human Body
 - Reproduction
 - Digestion

- Nutrition and Energy
- How Our Body's Work (hearth, lungs etc.)
- Abuses of Life
- Life Force
 - Biological structure and function of Plants
 - Photosynthesis and Biomass
 - Carbon Cycle
 - Anatomy and Life Cycle
 - Deforestation and its Effects
- The Human Impact: An Anthropological Investigation
 - Impact of human activity (fossil fuels), Population Trends, and the Future

MATH

- Math Explains Our World!
 - Line graphs
 - Circles
 - Chance
 - Statistics
 - Sets
 - Rates
 - Algebraic Fractions

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- It's a Connected World (EdSI) - History of the Computer and Simple Programming
- My Avatar: Techology and How We Communicate It.
- World Forum: Roundtable Discussions (EdGALB)

THE ARTS

- Dramatic Pose & Improv (Performance Art)
- Practical: Woven History - A Textile Application (Visual Art)
- Theory: A History of Clothing (Visual Art)

PE and HEALTH

- Commonwealth Games/Olympics
- It's My Body: Healthful Living (Health)

FRENCH

- Out in the World
- Foundations:
 - “le passe compose et l'imparfait (etre , avoir, faire)” and the present tense.
 - Future tense.
 - Possessive adjectives.
 - Oral skills.

YEAR 8 THEME: ECONOMIC RESOLUTION

Year 8/Term 1

QUESTION: HOW HAS MAN CONTRIBUTED TO THE SPREAD OF KNOWLEDGE?

ENGLISH

Literature

- Knowledge is Power: The role of literature in disseminating man's knowledge. Students will examine two dramatic works from different cultures/periods and learn to contrast and compare, analyse author's intent, and determine how these works were (and still are) responsible for the spread of knowledge about their respective cultures and traditions.
 - The Iliad (Homer) vs. Troilus and Cressida (Shakespeare)
 - Oedipus Rex(Sophocles) vs. Oedipus (Voltaire)
 - Metamorphoses: Pyramus and Thisbe (Ovid) vs. Romeo and Juliet (Shakespeare)
 - Medea (Euripides vs. Seneca)
 - Aesop's Fables

Writing

- Spread the Word: Writing to express our opinions and cement our place in the world. Students will revisit the foundations of writing to inform and share knowledge through in-depth study of the steps involved in successful academic literary analysis.
- Academic writing - topics to be studied can include, but are not limited to: taking notes; citing sources; outlining; informational writing; comparing/contrasting; and, literary analysis

Communication

- The Town Crier: The Importance of Disseminating Information (Informative Speech)
- "Friends, Romans, Countrymen, Lend Me Your Ears" (Persuasive Speech)

HUMANITIES

History

- Revisit History's Timeline
- The Champions of Knowledge: Influential Philosophers and Cultures
 - Greek Philosophers
 - The Roman Empire
 - The Rise of Islam
- Inventors, Shakers & Movers: A Historical Look at Important People
 - Inventors
 - Agents of Change
 - Presidents, Prime Ministers, Royalty and other Notable Notables!

Geography

- Coastal Geography:
 - Wave action and longshore drift
 - Sea and land level changes
 - Coastal landforms
- The Population Spread

- Regional Atlas - Mediterranean Europe: Great Civilisations Built Around Water

Anthropological Wrap-Up

- Anthropology is Knowledge: Every Shipwreck Tells a Story.

SCIENCE

- The Hydrosphere
 - The Water Cycle
 - Surface Water Processes, Subsurface/Groundwater
 - Fluvial Landscapes: Streams, Rivers, Lakes, Drainage Patterns and Eroded Landscapes
 - Fluid Static
 - Karst Topography: Saturated Zone, Water Table, Porosity
- Oceanography
 - Oceans, Seas, Barrier Reefs
 - Wave Action, Longshore Drive, Temperatures, Tsunamis etc.
 - Sea Level and Land Level Changes
 - Creatures of the Sea: Marine Biology
- Beyond the Surface
 - Acids and Alkalies
 - Solutions

MATH

- Algebra: Finding Unknowns and Generating Knowledge
 - Graphics calculator and instructions
 - Number
 - Algebraic Operations
 - Percentage
 - Algebraic Expansion
 - Interpreting and drawing graphs
 - Solving equations
 - The geometry of polygons
 - Indices
 - Radicals and Pythagoras
 - Length and Area
 - Algebra

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- Recap: Ingenuity Applications: Intro to tools & safety (EdSI)
- Materials Science (EdSI)
- Recap: Study Skills and Personal Learning (EdGALB)
- There's No Biz Like My Biz (EdSI)
- World Forum: Roundtable Discussions

THE ARTS

- The Story Master: Fables and Fairytales (Performance Art)
- Practical: Passing on A Story - Stain Glass/Mosaic/Frescos (Visual Art)
- Theory: An Era of Classical Antiquities (Visual Art)

PE and HEALTH

- Scuba Diving/Swimming
- How Do I Learn? (Health)

FRENCH

- Environment, Cities, Family & Place
- Foundations:
 - Etre , Avoir, faire and Aller.
 - Er verbs.
 - Le futur proche.
 - Give and receive directions (landmarks, prepositions, directions.)
 - Rooms of the house.
 - Objects inside each room
 - The verb “venir”, new irregular verb.
 - Leisure activities.
 - Talk about families using possessive adjectives.
 - IR verbs.
 - Clothing and agreements with descriptive adjectives.
 - RE verbs.
 - Reading skills.

QUESTION: WHAT IMPACT HAVE COLLECTIVE DECISIONS MADE UPON MAN?

ENGLISH

Literature

- The Blind Leading the Blind: How the actions of the group affect the individual and vice versa. Students will delve into the notion of a "herd mentality" in the literary sense.
 - Lord of the Flies (Golding)
 - Heart of Darkness (Conrad), poetry of Rudyard Kipling
 - One Day in the Life of Ivan Denisovich (Solzhenitsyn)
 - Revolution is not a Dinner Party (Compestine)

Writing

- You're a Poet, and You DO Know It! Students will learn to appreciate and create various forms of poetry, from Haiku and cinquains to limericks and lyrics, and everything in between.
- Creative writing - topics to be studied can include, but are not limited to: forms of poetry; rhythm, rhyme and meter; the poet's purpose; free verse; and, poetic symbolism .

Communication

- The Court Jester: The Use of Comedy to Influence Mood
- Talking Trash: The Dark Side (persuasive)
 - Social Media
 - Tabloids and Magazines
 - Reality Media
 - News & Journalism

HUMANITIES

History

- Ways of Life: A Look Into Feudalism, Imperialism, Communism, Socialism and Capitalism
 - Medieval Africa : African Civilization
 - Early Japan: Civilization, Shoguns and Samurai
 - Medieval Europe
 - China (Ming Dynasty; Mongols; Chinese Society)
 - The Early Middle Ages: the Church and Society
 - Kingdoms and Crusades
- Modern Societies
 - Western Culture
 - Eastern Culture
 - Cuba, China, Korea

Geography

- The Population Spread!
- Regional Atlas – The Far East Asia

Anthropological Wrap-Up

- A Systems Approach - Political and Economic Systems (Communism, Socialism, Facism etc.)

SCIENCE

- Living Organisms
 - Transport in cells, cell size and growth
- May the Force Be With You!
 - Measuring forces
 - Thrust in Liquids
 - Friction
 - Weight and Mass
 - Machines
 - Pulleys
 - Density
 - Laws of Motion
 - Pressure,
 - Speed
- Seeding Our Future: Agriculture
 - Plant Systems and Genetic Engineering
 - Nutrients and Revisit to Soil Sampling
 - Ethics and Changes in Food Supply

MATH

- Collective terms for making decisions
 - Volume and capacity
 - Coordinate Geometry
 - Simultaneous equations
 - Estimating probabilities
 - Transformations, Similarity and Congruence
 - Algebraic Factorisation
 - Comparing categorical data
 - Quadratic equations
 - Quantitative Statistics

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- Sustainable Agriculture
- You Don't Say: Marketing & Public Relations (EdGALB)
- There's No Biz Like E-Biz (EdGALB)
- World Forum: Roundtable Discussions (EdGALB)
- Media Flash (EdGALB)

THE ARTS

- The Puppet Master (Performance Art)
- Practical: Medieval Art - Illuminated Manuscripts/Letters (Visual Art)
- Practical: Contemporary Advertising, Graphix and Cartoons as Tools for Communication! (Visual)
- Theory: The Art of the Pen for Communication (Visual Art)

PE and HEALTH

- Team Sports (PE)
- Peer Pressure and Choices (Health)

FRENCH

- Advertising
- Out and About
- Our Bodies
- Foundations:
 - Present tense of all regular verbs and the Futur Proche.
 - Reading skills with the reading buddy program.
 - The Passe Compose with Avoir.
 - The Passe compose with Etre.
 - The Imparfait.
 - The Passe Compose and the Imparfait when relating past events.

QUESTION: HOW HAS MAN'S ADVANCEMENT IMPACTED THE WORLD?

ENGLISH

Literature

- The Three R's Revisited: Renaissance, Reformation, and Revolution: Students will study the leaps and bounds made by man during these eras in literature, culture, science, education, and more.
 - Shakespeare's Sonnets
 - Doctor Faustus (Marlowe)
 - Don Quixote (Cervantes)
 - Twelfth Night (Shakespeare)
 - The Count of Monte Cristo (Dumas)

Writing

- The Writer's Workshop: How advances in technology have impacted the way we write. Peer editing, the art of revision, and writing a research papers, studied and applied through 21st century standards and methods.
- Academic writing - topics to be studied can include, but are not limited to: using the Internet for research; valuing more than one set of eyes in editing; the benefits of technology for reworking and publishing writing.

Communication

- Ask the Experts: The Panel Discussion (informative)

HUMANITIES

History

- Journey Through The Ages
 - The Age of Reason
 - The Renaissance
 - The Scientific Revolution
 - The Reformation
 - The Age of Absolutism
 - The Age of Enlightenment

Geography

- Managing Our Natural Resources
 - Landscape ecology
 - Water Scarcity
 - Land Degradation and Deforestation
- Regional Atlas: Central Western Europe

Anthropological Wrap-Up

- Two Worlds – Rich and Poor

SCIENCE

- That Makes Sense
 - Light and The Eye
 - Sound and Hearing
 - Taste, Touch and Smell
- Habitats and The Human Factor: An Ecological Investigation
 - Energy Transference, Changes in Food Chains
 - Adaptations to Environmental Changes
 - Populations
 - Differences Between Habitats

MATH

- Understanding Data Collection
 - Algebraic Fractions
 - Theoretical probability
 - Trigonometry
 - Introduction to Networks
 - Locus

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- Robotics (EdSI)
- You Have It – I Want It: A Case of Consumption in The Global Marketplace (EdGALB)
- My Future, My Career (EdGALB)
- World Forum: Roundtable Discussions (EdGALB)

THE ARTS

- Travelling Troupes: Commedia Dell Arte (Performance Art)
- Practical: Exploring The Human Form - Drawing and Painting (Visual Art)
- Theory: How Romantic Are You? An Exploration of the Romance Era (Visual Art)

PE and HEALTH

- Fencing
- Technology and Me (Health)

FRENCH

- Changes in Our Society
- Foundations:
 - Irregular adjectives and their place in a sentence.
 - Comparison forms.
 - Demonstrative adjectives.
 - How to use “on”.
 - New expressions with avoir : j’ai envie de, j’ai besoin de...with vocabulary related to travels.
 - The future tense “le futur simple”.

YEAR 9 THEME: CONFLICT RESOLUTION

Year 9/Term 1

QUESTION: WHAT ARE YOU WILLING TO FIGHT FOR?

ENGLISH

Literature

- Rebel With A Cause : Conformity as a subversive method of change and a look at famous literary rebels. Students will look at how fictional characters reflect the nonfictional "rebels" of society and how they deal with conflict, both within themselves and in the world around them.
 - Catcher in the Rye (Salinger)
 - The Outsiders (Hinton)
 - A Separate Peace (Knowles)
 - The Sound and the Fury (Faulkner)
 - The Love Song of J Alfred Prufrock (Eliot)
 - An Enemy of the People (Ibsen)

Writing

- The Pen is Mightier than the Sword: Learning to write conflict resolution, comparison/contrast and persuasive essays as a means to express personal causes, opinions, and beliefs that we feel strongly about.
- Nonfiction writing - topics to be studied can include, but are not limited to: The power of the paragraph; writing introductions that "hook" the reader; conclusions that make us think; recognising reliable sources; effective use of facts, statistics, and data; and, creating powerful visual aids.

Communication

- Whose Side Are You On Anyway? The Art of Debate (argumentative)
- Conflict Resolution

HUMANITIES

History

- Revisit History's Timeline
- War and Peace
 - Revisit ancient eras and causes of war
 - WWI, WWII, Vietnam, Cold War
 - Civil Wars
- A Contemporary Outlook on War
 - Terrorism and Types: Biological, nuclear, guerrilla, electronic, ground etc.
 - Areas in conflict: Iraq, Afghanistan, Congo etc.

Geography

- The Global Warming Debate
- Regional Atlas: Latin America

Anthropological Wrap-Up

- The Role of War and Protest in Human Evolution

SCIENCE

- The Stormy Story of Climatology & Meteorology:
 - Atmosphere, Hydrosphere, Cryosphere, Biosphere, El Nino vs. La Nina
 - Wind, Jet Streams, Air, Pressure, Temperature, Clouds
 - Destructive Forces & Geothermal Activity
 - Hydrologists/Meteorologists: Science of Forecasting
 - Hurricanes and tornadoes
- Let's Charge It Up! Atoms, Compounds and Mixtures
 - Naming, representing, changing, separating, investigation
 - Using basic equations
 - Electronegativity
 - Periodic table and basic formulae

MATH

- How did you come up with that? Forming our mathematical thoughts
 - Graphics Calculator instructions
 - Algebra (Notation and Equations)
 - Algebraic Expansion and Simplification
 - Indices
 - Radicals
 - Sets and Venn Diagrams
 - Coordinate Geometry
 - Mensuration
 - Quadratic Factorisation
 - Statistics
 - Probability
 - Financial Mathematics

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- Recap: Ingenuity Applications (EdSI)
 - Tools and Safety
 - Materials and Machines
- Renewable Energy (EdSI)
- Recap: Study Skills (EdGALB)
- Code of Conduct Ethics, Rights & Laws (EdGALB)
- World Forum: Roundtable Discussions (EdGALB)

THE ARTS

- Life's A Tragedy (Greek/Shakespeare) (Performance Art)
- Practical: War & Art (Visual Art)
- Theory: Expressionism (Visual Art)

PE and HEALTH

- Martial Arts
- Conflicted! A Personal Journey (Health)

FRENCH

- My Own World
- Foundations:
 - The “Futur proche” tense.
 - Questions key words.
 - Prepositions.
 - Possessive adjectives.
 - Pouvoir, devoir, vouloir.
 - Vocabulary of leisure and house chores +expressions with Avoir : to need, to feel like, to be right, to be wrong etc...
 - Passe compose and the imparfait tenses.

QUESTION: TO WHAT EXTENT ARE MAN'S BELIEFS AND THE GOVERNMENT RELATED?

ENGLISH

Literature

- The Perfect World: The Utopian vs. The Dystopian Society in Literature. Students will analyse the role of Government in shaping our personal lives through works that portray what happens when the beliefs of those in power conflict with the individual.
 - The Hunger Games (Collins)
 - The Handmaid's Tale (Atwood)
 - The Republic (Plato)
 - Utopia (Sir Thomas More)
 - 1984 (Orwell)
 - Rule Britannia (duMaurier)

Writing

- Makes Sense To Me!: The use of our five senses to create descriptive and narrative works, satire (especially political), dialogue, and short stories.
- Creative writing - topics to be studied can include, but are not limited to: the role of imagery; crafting descriptive phrases; using atypical style to express feeling; creating characters; and, how to write believable dialogue.

Communication

- It's All in the Delivery (influential)
 - Radio announcers
 - Newsreaders and Forecasters
 - Broadcasting (ustream)

HUMANITIES

History

- Revolution and Independence: How Man's Beliefs Affect Government
 - Scottish War of Independence
 - The French Revolution
 - The American Revolution: Declaration of Independence
 - Texan War of Independence
 - Latin American Wars of Independence
 - And many more...
- Propaganda: How Governments Affect Man's Beliefs
 - Propaganda in the Past: Russia, Germany, Japan, US, Britain, & Soviet Union in WWII
 - Propaganda Today: Rwanda, Cuba, China, Somalia, Iraq, Iran
- Identity of a Nation
 - Development, Ideas and Values
 - National Purity; Civic Nationalism; Ethnocentrism

Geography

- Modern Marvels and Human landscapes
- Regional Atlas – The Americas

Anthropological Wrap-Up

- A Healthful Nation: A look at the Relationship Between Culture, Policy and Health

SCIENCE

- All in the Name of Science
 - Experimental Science
 - Medicine
 - Ethics
- What a Reaction! Metals and Reactivity
 - Patterns of Reactivity
 - Measuring and Predicting Reactivity
- Man and Machines
 - Examination of the Science Behind Great Marvels (Panama Canal, Three Gorges Dam etc.)
 - flight

MATH

- The numbers that shape our beliefs
 - Trigonometry
 - Formulae
 - Comparing numerical data
 - Transformation Geometry
 - Quadratic equations
 - Simultaneous equations
 - Matrices
 - Quadratic Functions
 - Tree diagrams and Binomial Probabilities
 - Algebraic Fractions
 - Other functions

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- Programming (EdSI)
- Government (EdGALB)
- World Forum: Roundtable Discussions (EdGALB)

THE ARTS

- The Satirical World – comedy House: Improvs, Imitations, Spoofs. (Performance Art)
- Theoretical and Practical: Artful Propaganda, Satire & Identity (Visual Art)

PE and HEALTH

- Warrior Dash : Endurance, Funning, Climbing, Cross country
- Decision Making: Collectivism vs. Individualism (Health)

FRENCH

- Individuals in Society
- Foundations:
 - The passe compose and the imparfait (stage 1)
 - Develop reading skills with the reading buddy program.
 - Vocabulary about food and quantities.
 - Command form and extend it with “il faut” and “ devoir”
 - The passe compose and l’imparfait (stage 1,2,3) to talk about the past.
 - “Les Pronoms complement”

QUESTION: WHAT CAN WE DO TO MAINTAIN BALANCE?

ENGLISH

Literature

- A Balancing Act: A Literary Warning of the Importance of Moderation. Students will examine works that portray the repercussions of tipping the scale and going to extremes, and learn to contrast and compare, analyse author's intent, and explore the notion of alternate endings.
 - The Giver (Lowry)
 - The Jungle (Sinclair)
 - Talking Peace (Carter)
 - Sunrise over Fallujah (Myers)
 - Slaughterhouse Five (Vonnegut)
 - Fahrenheit 451 (Bradbury)

Writing

- The Ultimate Critic: A study of critical writing, opinion-based reviews of literary work, and how to balance individual beliefs with universal truths.
- Academic writing - topics to be studied can include, but are not limited to: formulating hypotheses; analysis vs. summation; compare/contrast; responding to criticism; and, expressing opinion.

Communication

- Everyone's A Critic: Peer Discussion and Critiques (argumentative)

HUMANITIES

History

- A Modern Perspective to Conflict Resolution
 - Switzerland
 - NATO
 - United Nations
 - Tradition and Change in The Middle East

Geography

- Evolution and Sustainability of Urbanisation
- Regional Atlas: Middle East

Anthropological Wrap-Up

- Upsetting the Status Quo: Balancing Human Needs with Human Evolution

SCIENCE

- The Hot and Cold Seesaw: Energy Seeking Balance
 - Chemical and Physical Changes of Heating and Cooling
 - Transference of Heat
 - Conductors and Insulators

- Convection and Radiation
- Temperature and Thermometer; Scales etc.
- It's a Zoo Out There!
 - A Peak into Zoology
- Push Me Pull You
 - Mass versus Weight
 - Forces and Vectors
 - Motion (displacement, velocity, acceleration)

MATH

- Balancing act in math
 - Vectors
 - Deductive geometry
 - Non Right angled triangle Geometry
 - Variation
 - Two variable analysis
 - Logic

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- If You Build It They Will Come - Engineering (EdSI)
It's All a Balancing Act: Project Management (EdGALB)
- World Forum: Roundtable Discussions (EdGALB)

THE ARTS

- Circus Theatre (Performance Art)
- Practical: Expressive Rhythm (Visual Art)
- Practical: The Element of Balance (Visual Art)

PE and HEALTH

- Yoga/Tai Chi
- Gymnastics
- Keeping It Real: Stress and Mental Health (Health)

FRENCH

- Everything in Moderation
- Foundations
 - Negative forms beside ne...pas.
 - Vocabulary related to movies and story telling.
 - Pronouns complement (direct and indirect).
 - The passe compose and l'imparfait.
 - The futur simple.
 - Reading skills.
 - Slang expressions

YEAR 10 THEME: SOCIAL CHANGE and HUMAN RIGHTS

Year 10/Term 1

QUESTION: ARE WE CAPABLE OF REINVENTING OURSELVES?

ENGLISH

Literature

- "Those Who Do Not Learn From History...": Tales of Survival in Words and Pictures. Students will analyse fictional and non-fictional accounts of individuals who fought for social change through personal sacrifice, as well as those who chose to remain the same and their respective fates.
 - The Worst Hard Time (Egan)
 - Grapes of Wrath (Steinbeck)
 - Let Us Now Praise Famous Men (Walker & Agee)
 - Hard Times (Dickens)
 - Isaac's Storm (Larson)
 - The Immortal Life of Henrietta Lacks (Skloot)

Writing

- You Made Me Laugh/You Made Me Cry: A Look at Comedy vs Drama. Poetry, drama, script and screenwriting that allows for self-reflection and a reimagining of self.
- Creative writing - topics to be studied can include, but are not limited to: getting to know your audience; elements of a script; dialogue; writing poetry that evokes emotion; and, characterisation.

Communication

- Speak For Yourself: How to be an Effective Speaker (persuasive)
- The Lecturer: How to Give a Great Lecture (informative)

HUMANITIES

History

- Revisit History's Timeline
- Redefining Ourselves Through Technology
 - The Industrial Revolution
 - Japan: A Case Study
- Historic Moments that Reshaped History
 - Constitutions
 - USSR & Eastern Europe
 - The Berlin Wall
 - The Black Death
 - The Great Depression
 - Science & Technology: The Space Race, IVF, Air Travel, etc.

Geography

- Violent Earth & The Aftermath: How We Recover from Natural Disasters
 - Natural Disasters: land movement, water, weather, fire, disease etc
 - How We Recover
- Economies of Change: Industrialization and Economic Development

- Regional Atlas: Russia

Anthropological Wrap-Up

- Human Response Systems

SCIENCE

- The Mole: The counting unit in chemistry
- Who Passed Gas?
 - Gasses
 - Pressure
 - Ideal and non ideal gases
- How Concentrated are you?
 - Molarity
 - Solutions and liquid concentrations
- Stoichiometry: Does chemistry really work
 - Chemical analysis
 - Testing household products

MATH

- Hello old friend, reinventing math by revisiting
 - Measurement and units
 - Number operations
 - Sets, sequences and logic
 - Rounding and estimation
 - Rule of Pythagoras
 - Algebra
 - Length and Area
 - Decimals and percentage
 - Algebraic Simplification and expansion
 - Statistics

Advanced Math

- Hello old friend, reinventing math by revisiting
 - Sets and Venn diagrams
 - Algebraic Expansion and factorisation
 - Radicals and Surds
 - Pythagoras Theorem
 - Coordinate geometry
 - Congruence and similarity
 - Transformation Geometry
 - Univariate data analysis
 - Quadratic equations
 - Trigonometry

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- Recap: Ingenuity Applications (EdSI)

- Tools and Safety
 - Materials and Machines
- Industrial Design (EdSI)
- Recap: Study Skills and Personal Learning (EdGALB)
- The Culture of Business (EdGALB)
- World Forum: Roundtable Discussions (EdGALB)
- Global Classroom: Model United Nations (EdGALB)

THE ARTS

- Kabuki: The Art of Japanese Theatre (Performance Art)
- Practical: Changing Lives Through Film Making (Visual Art)
- Theory: Mirror, Mirror on The Wall (Visual Art)

PE and HEALTH

- How Strong Are You? Strength Training and Climbing (PE)
- Reinventing Social Dynamics: Golf & Teambuilding (PE)
- Making Personal Changes (Health)

FRENCH

- At Home and In Town
- Foundations:
 - Present tense of regular verbs and main irregular verbs.
 - The “Futur proche” and introduce the future tense.
 - Vocabulary regarding leisure.
 - Vocabulary about food and meals.
 - Express in the past.

QUESTION: WHAT RESPONSIBILITES DO WE HAVE AS HUMANS?

ENGLISH

Literature

- Free To Be... You and Me: A Cross-Genres Study of the Fight for Equality. An in-depth study of how historical events like the Civil War, Holocaust, Civil Rights Era, and the fight for Women's Rights are portrayed in literature, as well as the lessons to be learned and how we can take responsibility for our fellow man.
 - Night (novel by Elie Wiesel)
 - Sarah's Key (de Rosnay)
 - Invisible Man (Ellison)
 - A Room of One's Own (Woolfe)
 - The Awakening and various short stories (Chopin)
 - A Doll's House (drama by Ibsen)
 - Narrative of the Life of Frederick Douglass: An American Slave (nonfiction memoir by Douglass)
 - "Still I Rise" (poem by Angelou)

Writing

- Actions May Speak Louder Than Words, But Words Instigate Action: Writing persuasive works that motivate others to be more socially conscious, selling your arguments, and evoking emotional response with your words.
- Nonfiction writing - topics to be studied can include, but are not limited to: speechwriting; different types of persuasive writing; advertising and writing copy; effective use of facts, statistics, and data; and, creating powerful visual aids.

Communication

- Human Interest Documentary
- Media Relations

HUMANITIES

History

- Looking Beyond the Mirror: The Evolution of Human Rights
 - Genocide
 - Slavery
 - Women's Rights
 - Child Labour
 - Civil rights
 - Environmental Issues

Geography

- Ecosystems and a World in Danger
 - A Changing Landscape: Biomes
 - Endangered Species
 - Man's Plight
- Regional Atlas - Africa

Anthropological Wrap-Up

- The Complexities of Human Lifestyles and Interactions

SCIENCE

- The Nervous Skeletons in Our Closets
 - Central nervous system
 - Skeleton
 - Muscles
- Nasty Little Critters: Microbes and Disease
 - Immunization
 - Fermentation
 - Causes of Disease
 - The Role of Blood
 - Antibodies
- Dead Man Walking: Forensic Science and genetics

MATH

- Using Math Wisely: How do numbers help us tell a story?
 - Equations
 - Ratios and rates
 - Algebraic Factorisation
 - Congruence and similarity
 - Volume and Capacity
 - Trigonometry
 - Coordinates and Lines
 - Simultaneous Linear equations
 - Probability

Advanced Math

- Using Math Wisely: How do numbers help us tell a story?
 - Probability
 - Algebraic fractions
 - Formulae
 - Relations, functions and sequences
 - Vectors
 - Exponential functions and logarithms
 - Quadratic Functions
 - Advanced trigonometry
 - Inequalities
 - Matrices and linear transformations

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- Inventors Workshop: Human Impact/Social Responsibility (EdSI)
- Social Entrepreneurship (EdGALB)
- Civics and Citizenship (EdGALB)
- World Forum: Roundtable Discussions
- Global Classroom: Model UN Human Rights (EdGALB)

THE ARTS

- Theatrical Activists (Performance Art)
- Practical: Natural Photography (Visual Art)
- History in Photos (Visual Art)

PE and HEALTH

- Mad Dash (PE)
- Special Olympics (PE)
- It's Natural Isn't It? A Guide to Personal Sex Education and Responsibilities (Health)

FRENCH

- My Free Time
 - Foundations:
 - Past tense “ passe compose”.
 - Ask questions about the past and answer them.
 - Different nuances of the past and the main differences between “le passe compose” and “l'imparfait”.
 - Reflexive verbs in the past tenses, mainly passe compose.
 - Use “qui” and “que”
-

Year 10/Term 3

QUESTION: IS IT TRUE THAT THE MORE THINGS CHANGE THE MORE THEY STAY THE SAME?

ENGLISH

Literature

- Where Do We Go From Here?: A Literary Glimpse Of The Future. A look at speculative and futuristic fiction from the early 20th century compared to works from current authors, allowing a view of how history tends to repeat itself in literature and what the literary landscape may look like in years to come.
 - I, Robot (Asimov)
 - Brave New World (Huxley)
 - Contact (Sagan)
 - The Time Machine (Wells)
 - A Canticle for Leibowitz (Miller)
 - Short stories by Ray Bradbury and Phillip K. Dick
 - Oryx and Crake (Atwood)
 - The Uglies (Westerfeld)

Writing

- You're Hired!: A Guide to Business Writing in the 21st Century. Students will learn the format and elements of multiple types of standard business writing, while also exploring the pros and cons of using technology for correspondence.
- Academic writing - topics to be studied can include, but are not limited to: form letters; resumes; memorandums; reports; proposals; and, electronic/digital communications.

Communication

- The Interview: Career Preparation
- Business Communication
- Memorable Moments: Speeches for Special Occasions

HUMANITIES

History

- A Revision of History Through Time
- Applied History: Independent Case Study of a Country

Geography

- Putting It All Together: Personal Investigation Into the World
- Regional Atlas: The World as a Whole

Anthropological Wrap-Up

- The Future of Human Sustainability

SCIENCE

- It's All Positive! No it Isn't!: Electricity and magnetism
- Upsetting the Status Quo: Chemistry in Flux
 - Fuels
 - Burning
 - Combustion
 - Exothermic and Endothermic
 - Changes
 - Recycling
 - Plastic Revolution
 - Chemical bonding
 - Electro negativity
 - VESPR
 - Intermolecular forces
- Fossil Fuels & Renewable Energy:
 - Organic Chemistry
 - A Scientific Investigation

MATH

- Can numbers help us reinvent?
 - Functions, Graphs and Notation
 - Geometry
 - Quadratic and other equations
 - Finance
 - Quadratic functions
 - Transformation Geometry
 - Sine and Cosine Rules

Advanced Math

- Can numbers help us reinvent?
 - Deductive Geometry
 - Introduction to Calculus
 - Counting and probability
 - Locus
 - Networks

INTERDISCIPLINARY STUDIES: EdGALB and EdSI

- Tools of the Trade – Wooden Craft (EdSI)
- My Changing World: Career Skills and Personal Finances (EdGALB)
- Global Classroom: Model UN (EdGALB)
- World Forum: Roundtable Discussions (EdGALB)

THE ARTS

- Rhythms of the World (Performance Art)
- Theory and Practical: Movements in Art Medium (Visual Art)

PE and HEALTH

- Hunger Games (PE)
- Working It Out! (Health)

FRENCH

- Progression of Language
- Foundations:
 - “passe compose” et “ l'imparfait”
 - Possessive adjectives
 - “le future simple” and the structure: “if +present....futur”
 - Oral skills through prepared reading and spontaneous conversations
 - Use the complement pronouns.