COURSE REGISTRATION GUIDE

2025-2026

ASOCIACIÓN ESCUELAS LINCOLN
BUENOS AIRES

LINCOLN

HIGH SCHOOL

LINCOLN HIGH SCHOOL

Course Registration Guide 2025-2026

Important Contacts

The Course Guide provides an overview of the high school academic program. Please contact your school counselor, IB Coordinator, or individual teachers with specific questions about courses or programs

David Nelson – High School Principal	david.nelson@lincoln.edu.ar
Sarah Fang – HS Assistant Principal IB DP Coordinator	sarah.fang@lincoln.edu.ar
Douglas Dworak – HS Counselor	douglas.dworak@lincoln.edu.ar
Devon Stafford – HS Counselor	devon.stafford@lincoln.edu.ar
Silvina López Fernández -National Program Coordinator	silvina.lopez@lincoln.edu.ar

High School Program

The high school provides a United States-accredited academic program designed to prepare students academically, socially and personally for entrance into colleges and universities around the world. Students from Lincoln apply to and are admitted into colleges and universities in the United States, Argentina and other university systems internationally. All graduates from Lincoln also earn the Argentine National Diploma, Bachillerato en Arte y Literatura. In addition to the U.S. and Argentine curriculum, students may select the International Baccalaureate (IB) Diploma or courses in grades 11 and 12. Students are encouraged through the curriculum to become active participants in their learning process and to make appropriate choices in order to develop personal interests and to become more productive and involved members of the community. Students are also encouraged to select sports, club or arts activities in addition to the academic program as added venues to build skills, understanding, and community mindedness.

Graduation Requirements

All students graduating from Lincoln must earn a minimum of 25 credits. Each year-long course is worth one credit. All students must have met the minimum requirements in the specific areas listed below:

English	4	Physical Education	2
Social Studies	3	Visual & Performing Arts	1
Mathematics	3	Electives	6
Science	3		
Additional Language	3		
Total	**25**		

Course Credit Value

Unless otherwise stated in the course description, all courses are year long in length. Students earn 1.0 credits for successful completion of two semesters resulting in 1 credit for the year. Credits are earned by quarter and/or semester.

Class Load

Full-time students at Lincoln must take eight full credit courses each semester during grades nine and ten. Juniors and seniors must take a minimum of seven full credit courses.

Minimum Classroom Enrollment

Students request courses in the school year prior. In order for a course to be offered a minimum enrollment must be met.

Progress Toward Graduation

All students enrolled at Lincoln in the high school must take a program leading toward fulfillment of the Lincoln graduation requirements.

Students enrolling after grade 9 will be expected to select courses for their grade and also enroll in courses to earn credits in any subject area where they are deficient.

Grade 9: Students must earn a minimum of 6 credits to be promoted to grade 10.
Grade 10: Students must earn a minimum of 12 credits (cumulative over two years) to be promoted to grade 11.
Grade 11: Students must earn a minimum of 18 credits (cumulative over three years) to be promoted to grade 12.

Early Graduation Option

There is no option for early (less than four years of high school) graduation.

Argentine National Diploma

Beginning in June 2013, all Lincoln graduates earned the Argentine National Diploma. Requirements for the Argentine National Diploma include:

4 years Mathematics
3 years Science
4 years English
4 years Social Science
1 year Technology
4 years Spanish
4 years Physical Education
2 years Arts (Required in grades 11 and 12)
1 year Philosophy (2 semesters of TOK in grade 11 and 12)

College Preparatory Program

Lincoln prepares students for a wide variety of post-secondary options, including going on to further education, colleges and universities world wide. The high school curriculum is a college preparatory program. The Lincoln graduation requirements are set to maximize student's entry to university in Argentina, the United States, and other countries.

International Baccalaureate Diploma Programme

The IB Diploma Programme at Asociacion Escuelas Lincoln is **open** to all enrolled students and applicants.
The following conditions are recommended to students and parents prior to the beginning of the grade 11 school year.

1. Students and parents meet with a High School Guidance Counselor and the IB Diploma Coordinator to establish a two year plan of studies to include the preliminary selection of three Higher Level courses and three Standard Level courses.

2. The student must be ready for work in three Higher Level subject areas as recommended by teachers and according to student interest.
3. In consultation with teachers, parents and the High School Counselor the student needs to take into consideration his or her previous study habits, organization and time management, as well as degree of academic motivation (curiosity for learning, seriousness of purpose, academic discipline) before committing to the full IB Diploma Programme.

To successfully transfer into the IB Programme in Grade 11 or 12, students must coordinate their choice of subjects with the Admissions Office of Asociación Escuelas Lincoln, the IB Coordinator, a High School Counselor and/or the High School Principal. For a student already enrolled in the IB Programme at a previous school, a plan of continuance within the full IB Diploma Programme must be established prior to admission.

Language A: Literature Standard Level may be studied as a non-school supported self-taught subject. Students will pay for any fees associated with an external tutor or teacher required for this subject.

Students who prefer to not take the full IB Diploma Program may take individual "Diploma Programme (DP) courses" and the students will be awarded "Diploma Programme (DP) Courses Results" upon successfully completing the requirements of the course.

All students who register to take an IB exam will pay the published IB registration and exam fees, as well as IBO Service Fees for any changes made to exams after November 15. IBO registration and exam fees are nonrefundable after November 15.

Students will need to pay for the legalization fee of their IBO Diploma. This request should be made through the IB DP Coordinator.

English and Spanish Language and Literature Course Descriptions 2025/26

English 9

(Grade 9; one year; 1.0 credit)

This course introduces students to literary analysis in the different genres of literature. Students will continue to develop formal essay writing and research-writing skills through a variety of assignments, including an introduction to online databases and library resources, and will also complete creative writing assignments. Students will have the opportunity to develop their oral language skills through informal class discussions as well as formal presentations. There will be review and continued study of the writing process. Students will develop an intrinsic interest in reading, and nurture their capacity for sustained reading.

English 10

(Grade 10; one year; 1.0 credit)

The texts chosen for this course reflect a sampling of important literature. The language units we study encourage a deeper understanding of the connections between language, culture and

identity. Writing instruction includes the principles and organization of rhetorical structures, literary analysis, and creative writing; assignments may include journals, portfolio entries, critical essays, and research papers. Special attention will be given to identifying and analyzing literary elements, and their application to various works of literature. The topics we cover are Satire and Visual Literacy; Voices and Social Change, Bildungsromans, Protest and Language, Culture and Identity. Students will also be encouraged to maintain an outside reading program in the hope of developing a lifelong love for reading. This course will prepare students to enter IB Literature.

IB English A: Literature Standard Level (SL)

(Grades 11/12; two years; 2.0 credits)

Prerequisites:

- Successful completion of English 10
- Bilingual/native speaker proficiency

In this course, students study a wide range of literary texts, in a variety of media and forms, from different periods, styles, and cultures. By examining communication across literary forms and text types, alongside appropriate secondary readings, students will investigate the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. All students enrolled in the course complete all the required IB-related assignments and exams. The Areas of Exploration that are covered in the syllabus are Readers, Writers and Texts, Time and Space, and Intertextuality. All students are also required to produce a Learner Portfolio of work they do as part of this IB course.

The IB Assessments are the Individual Oral and two written exams (Paper 1: Guided Analysis (1 unseen literary text) and Paper 2: Comparative Essay).

IB English A: Literature Higher Level (HL)

(Grades 11/12; two years; 2.0 credits)

Prerequisites:

- Successful completion of English 10
- Bilingual/native speaker proficiency

In this course, students study a wide range of literary texts, in a variety of media and forms, from different periods, styles, and cultures. By examining communication across literary forms and text types, alongside appropriate secondary readings, students will investigate the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. All students enrolled in the course complete all the required IB-related assignments and exams. The Areas of Exploration that are covered in the syllabus are Readers, Writers and Texts, Time and Space, and Intertextuality. All students are also required to produce a Learner Portfolio of work they do as part of this IB course.

All coursework across standard level and higher level courses are the same, but higher level is required to read additional literature (10 literary texts as opposed to 7 required in HL).

The IB Assessments are the Individual Oral, the HL Essay and two written exams (Paper 1: Guided Analysis (2 unseen literary texts) and Paper 2: Comparative Essay).

The Following Language and Literature courses are offered to speakers of Spanish as a first language and in some cases to proficient speakers of Spanish as a second language.

Español 1

(Grado 9; un año; 1.0 crédito)

Requisitos:

- Prácticas del Lenguaje 2 (Middle School) o recomendación de la profesora o Examen de nivel

El programa de Español 1 cubre dos áreas: lengua y comunicación, y literatura. En la primera área, los alumnos estudiarán la lengua española y sus usos en detalle utilizando herramientas de la lingüística, la gramática y el análisis del discurso. En la segunda, el énfasis estará puesto en la dimensión estética del lenguaje. La selección de obras literarias ilustrará el concepto general de la diferencia cultural.

The Prácticas del Lenguaje 3 program covers two areas: Language & Communication, and Literature. In the first area, students will study the Spanish language and its usage in detail using the tools offered by linguistics, grammar and discourse analysis. In the second area, special emphasis will be placed on the aesthetic dimension of language. Literary works as well as other types of social discourse will be analyzed in this course. The selections will illustrate the general subject of cultural difference.

Español 2

(Grado 10; un año; 1.0 crédito)

Requisitos:

- Español 1 o recomendación de la profesora o Examen de nivel

Literatura 1 es una continuación del programa de Prácticas del Lenguaje 3. Los estudiantes se familiarizarán con nociones fundamentales de la teoría literaria y analizarán obras relevantes de la literatura, de distintos géneros y épocas, escritas originalmente en español o traducidas a esa lengua. El programa está estructurado a partir de un tema, la identidad, tanto en un sentido individual como colectivo. Durante el curso, los estudiantes estudiarán distintos abordajes teóricos y críticos a los textos y compararán producciones artísticas.

Literatura 1 is a continuation of Practicas del Lenguaje 3. Students will delve into literary theory using the tools of Comparative Literature. Written assignments will be designed to help students learn to construct solid arguments and develop ideas clearly. Works will be selected from a variety of well-known writers. During this course students will also study different critical approaches, compare different art forms.

IB Español A: Literatura Nivel Medio (Standard Level)

(Grados 11/12; dos años; 2.0 créditos)

Requisitos:

- Aprobar Español 2, ó
- Completar el examen de nivel

En este curso, los estudiantes abordarán una amplia gama de textos literarios en los que examinarán los modos en que se construyen diversos tipos textuales y géneros, por medio de la lectura de textos teóricos. Así mismo investigarán las cualidades estéticas de los textos y serán capaces de apreciar los modos en los que construyen una amplia gama de sentidos en la cultura y en diversas sociedades a lo largo del tiempo. Los abordajes teóricos serán amplios y variados, incluyendo textos de teoría literaria, de sociolingüística, de estudios culturales y de análisis crítico del discurso entre otros. Todos los estudiantes del curso cumplirán con las tareas y exámenes propios de las materias del programa IB, así como deberán tener siempre completa con sus trabajos la carpeta del estudiante.

Los exámenes requeridos por el IB son el Oral Individual, la Prueba 1 (análisis literario guiado) y la Prueba 2 (Ensayo literario comparativo).

IB Español A: Literatura Nivel Superior (Higher Level)

(Grados 11/12; dos años; 2.0 créditos)

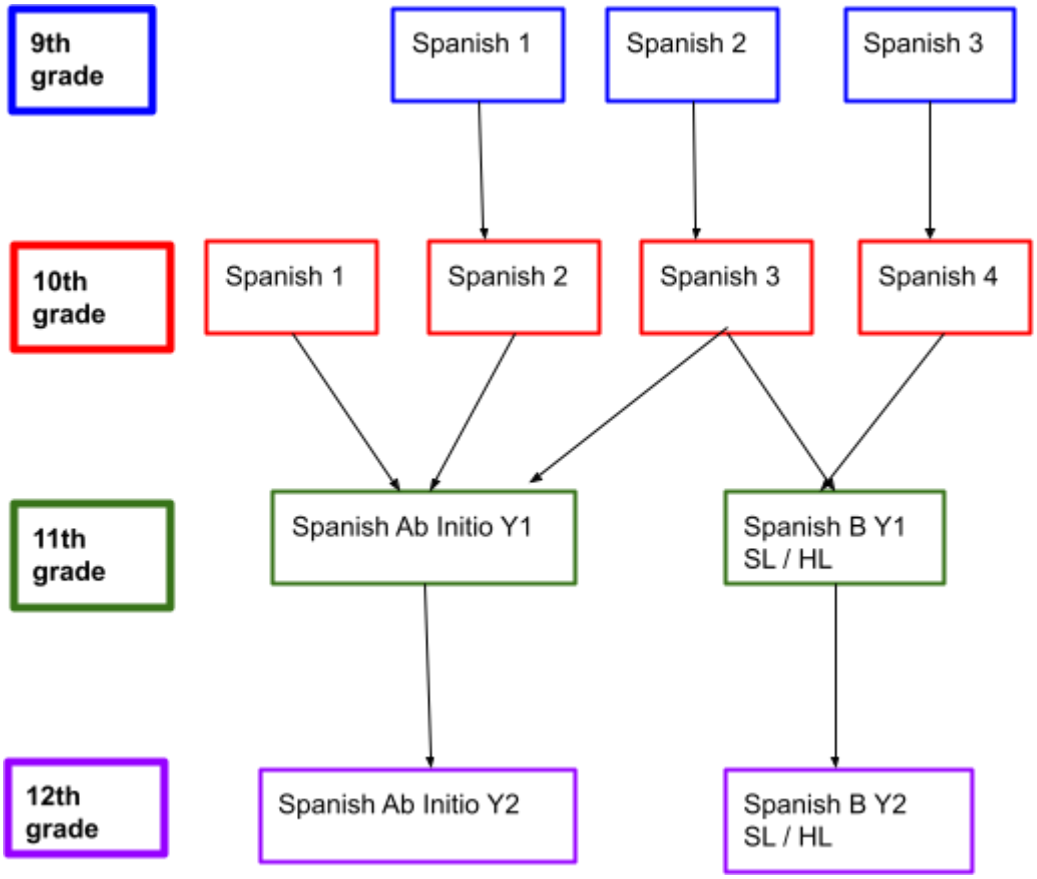
Requisitos:

- Aprobar Español 2, ó
- Completar el examen de nivel

En este curso, los estudiantes abordarán una amplia gama de textos literarios en los que examinarán los modos en que se construyen diversos tipos textuales y géneros, por medio de la lectura de textos teóricos. Así mismo investigarán las cualidades estéticas de los textos y serán capaces de apreciar los modos en los que construyen una amplia gama de sentidos en la cultura y en diversas sociedades a lo largo del tiempo. Los abordajes teóricos serán amplios y variados, incluyendo textos de teoría literaria, de sociolingüística, de estudios culturales y de análisis crítico del discurso entre otros. Todos los estudiantes del curso cumplirán con las tareas y exámenes propios de las materias del programa IB, así como deberán tener siempre completa con sus trabajos la carpeta del estudiante.

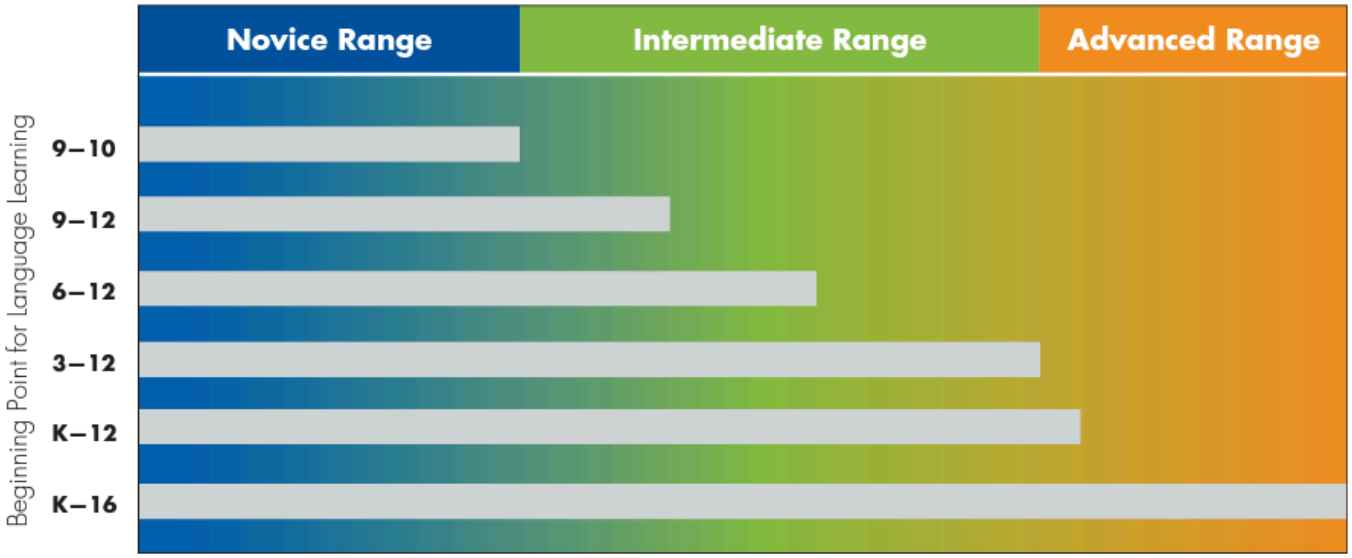
Los exámenes requeridos por el IB son el Oral Individual, el Ensayo Literario, la Prueba 1 (análisis literario guiado) y la Prueba 2 (Ensayo literario comparativo).

Spanish Language Acquisition
Course Descriptions
2025/26



Welcome to our Spanish Department! We differentiate *Español* as the living language used to communicate, connect, and understand the world—rooted in culture, identity, and social interaction—from *Spanish* as the object of study: a system of grammar, vocabulary, and structures examined through academic and instructional lenses. This means you'll not only learn *how* to speak, read, and write in Spanish, but also *why* the language works the way it does. Research in language development shows that there's a special window in early life when learning a language is easier, so we use strategies that support your growth at any stage—whether you're just starting out or building on what you already know. Using the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness Standards, our focus is on real communication, cultural understanding, and helping you move up the proficiency levels—from Novice to Advanced—through meaningful practice and engaging activities. As educators, we also review each student's learning path individually before considering placements. Factors such as grade level, prior language experience, and future academic or personal goals are taken into consideration to best support each individual's development.

Time as a critical component for developing language performance



Source: ACTFL

Spanish 1 (Novice low, mid, high) Prácticas del lenguaje - Laboratorio 1

(Grades 9/10; 1 year; 1.0 credit)

This course is designed for students with no prior experience in the target language or with very limited exposure. This course is aligned with the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines, which describe language development across a range of levels. Students in this course typically perform within the *Novice Mid* to *Novice High* range. Lab 1 is structured around three central themes: identities, experiences, and social organization. Throughout these units, students will build vocabulary and learn grammar structures that support real communication in the target language. Equal emphasis is placed on listening, speaking, reading, and writing to develop well-rounded skills in both oral and written expression.

Spanish 2 (Novice High -Intermediate low) Prácticas del lenguaje - Laboratorio 2

(Grades 9/10; 1 year; 1.0 credit)

Prácticas del Lenguaje - Laboratorio 2 is a course designed for students with prior experience in the target language, or those with limited but foundational exposure. This course is aligned with the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines, with students typically performing within the *Novice High* to *Intermediate low* range. Lab 2 is structured around two key themes: human ingenuity and sharing the planet. Through these units, students will expand their vocabulary and deepen their understanding of grammar structures, allowing them to communicate with more complexity and express opinions or ideas about abstract and hypothetical

situations. The course gives equal emphasis to listening, speaking, reading, and writing in order to strengthen both oral and written communication skills.

Spanish 3 (Intermediate low-mid- high) Prácticas del lenguaje - Laboratorio 3

(Grades 9/10; 1 year; 1.0 credit)

Language Practices – Lab 3 focuses on developing fluency in Spanish through literary exploration, advanced grammar practice, and cultural analysis. This course is aligned with the ACTFL proficiency guidelines, with students typically performing at the *Intermediate low to high* level. The course also builds historical and cultural awareness of Spanish-speaking countries through short written and audiovisual materials. Listening, speaking, reading, and writing are emphasized equally, with the goal of fostering greater fluency, critical thinking, and sophisticated written expression.

Spanish 4/5 (Intermediate high - Advanced low) Prácticas del lenguaje - Laboratorio 4

(Grades 10; 1 year; 1.0 credit)
Spanish 5 is only for 10th graders going into Spanish B.
Language Practices – Lab 4/5 is a course designed for students transitioning into more advanced Spanish study. The focus of this course is the analysis of literary texts, with particular attention to the acquisition of more complex grammar structures and refined communication skills. Students will engage with a range of materials including short stories, poems, selected works by renowned Latin American and Spanish authors, videos, and digital media. The course also supports the development of cultural and historical understanding of Spanish-speaking countries in the Americas, incorporating perspectives from Latin@ studies. According to the ACTFL proficiency guidelines, students in this course typically perform at the Intermediate high - *Advanced low* level and are working toward greater precision and sophistication in both oral and written expression.

IB Spanish B Spanish SL (Intermediate mid-high and advanced low)

(Grades 11/12; 2 years; 2.0 credits)
Prerequisite: Students entering the class from Spanish 3 must obtain a grade of 4 or above.

Language B SL is a language acquisition course designed for students with previous experience of the target language. According to ACFTL, students in this course should be between Intermediate mid to advanced low level. In the SL course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understanding of how language works, as appropriate to the level of the course. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

This is the first year of the IB Spanish B course. The main focus of the course is to allow the Students to continue developing and enhancing the language skills acquired in previous years. These language skills will be deepened through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to Spanish-speaking cultures in particular. The ultimate goal of this course is for Students to develop mastery of language skills as well as an authentic intercultural understanding.

Evaluation SL:

- IOC March Based on 2 pictures. 12 /15 minutes.
- Paper 1 May Discursive text between 250 and 400 words.
- Paper 2 May Reading and listening comprehension of 3 texts and 3 audios.

IB Spanish B Spanish HL (intermediate high - advanced low)

(Grades 11/12; 2 years; 2.0 credits)
Prerequisite: Students entering the class from Spanish 3/4 must obtain a grade of 4 or above.

Language B HL is a language acquisition course designed for students with previous experience of the target language. In the HL course, students further develop their ability to communicate in the target language through the study of language, themes and texts. According to ACFTL, students in this course should be between Intermediate high to advanced low level. In doing so, they also develop conceptual understanding of how language works, as appropriate to the level of the course. The study of two literary works originally written in the target language is required. At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

- IOC March Based on a paragraph of 2 novels read during the two years. 15/20 minutes.
- Paper 1 May Discursive text between 450 and 600 words.
- Paper 2 May Reading and listening comprehension of 3 texts and 3 audios.

IB Spanish Ab Initio SL (Novice low-mid-high and Intermediate low)

(Grades 11/12; 2 years; 2.0 credits)

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at Standard level only. According to ACFTL, students in this course should be between Novice low to mid. Students develop the ability to communicate through the study of language, themes, and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language and culture in familiar and unfamiliar contexts.

Assessment objectives for Language ab initio:
1.Communicate clearly and effectively in a variety of contexts and for a variety of purposes
2.Understand and use language appropriate to a range of receptors and interpersonal or intercultural contexts

3.Understand and use language to express a variety of ideas and react to a variety of ideas fluently and correctly
4.Identify, organize and present ideas on various topics
5. Understand and analyze a variety of written, oral, visual and audiovisual texts, and reflect on them.

- IOC March Based on 1 picture. 7-10 minutes.
- Paper 1 May Discursive text between 70 and 150 words. (1hour)
- Paper 2 May Reading and listening comprehension of 3 texts and 3 audios (45')

Social Studies
Course Descriptions
2025/26

Social Studies 9

(Grade 9; Full Year; 1.0 credit)

This course aims to foster the development of critical thinking skills by exploring various areas within the humanities through a conceptual approach. Throughout the duration of the course, students will delve into elements of history, geography, politics, and economics, while simultaneously sharpening their research, comprehension, and communication skills. The course will delve into key concepts such as Peace and Conflict, Power and Authority, Cause & Consequence, Perspective, Change, & Continuity, which will be applied to analyze diverse case studies encompassing political and social revolutions, imperialism and development in Africa and Asia, as well as global alliances within the context of WW1 and the League of Nations. Upon completion of SS9, students will possess the necessary skills and conceptual understanding to further their study of social studies in SS10.

Historia 9

(Grade 9; Semester; .5 credit)

The primary content emphasis for this course pertains to the study of Argentine history from independence to the formation and consolidation of the Argentine State in the second half of the 19th century. Students will be exposed to the historical, political, economic, and sociological events which influenced the development of Argentina and the resulting impact on world history. In order to allow students to fully understand the relationship between cause and effect in historical events, they will work in the development of historical thinking skills: chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative. The subject is taught in Spanish and includes different kinds of evaluation (practical work, essays, exams, oral presentations).

Historia 9 SLL (Students placed in Spanish 1, 2 and 3 - from Novice low to Intermediate mid)

(Grade 9; Semester; .5 credit)

The primary content emphasis for this course pertains to the study of Argentine history from independence to the formation and consolidation of the Argentine State in the second half of the 19th century. Students will be exposed to political, economic, and social events which influenced the formation of Argentina, as well as make connections between local events and global developments. In order to allow students to fully understand the relationship between cause and effect in historical events, they will work in the development of historical thinking skills: chronological reasoning, contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative. The class is taught online in English, asynchronously, and students are expected to work individually on weekly projects.

Social Studies 10

(Grade 10; Full Year; 1.0 credit)

In Year 10 Social Studies, students continue their exploration of the humanities with a focus on developing critical thinking skills. The course, planned in compliance with the Argentine national curriculum, encompasses various disciplines, including history, geography, politics, and economics, while emphasizing research, analysis, critique, and communication skills. Through a conceptual and skills-based approach, students engage with key concepts such as Justice, Power, Development, Cause & Consequence, Change & Continuity, Significance, Perspective. These are applied to investigate major events in the 20th and 21st centuries, with a focus on Asia and Europe. Students are expected to produce multi-perspectival interpretations and communicate their learning through various means. The course offers opportunities for the exploration of student interest through personal, rigorous research projects that prepare them for higher-level study, particularly in IB Humanities courses and the Extended Essay project.

Historia 10

(Grade 10; Semester; .5 credit)

The subject reflects on fundamental issues of Argentine History of the 20th and the beginning of the 21st centuries. Through a journey of the political, social, economic and cultural history of Argentina in this period, students will arrive at a global understanding of the historical evolution of the country. With the use of certain conceptual tools, students will put into practice historical thinking, leading them to develop a critical perspective, in order to facilitate the analysis of the historical processes that will be studied during the subject. Likewise, work and research activities will be carried out that will deepen the proposed study. The development of comparative works with other Latin American historical realities will also be encouraged. The subject is taught in Spanish and includes different kind of evaluation (practical work, essays, exams, oral presentations).

Historia 10 SLL (Students placed in Spanish 1, 2 and 3 - from Novice low to Intermediate mid)

(Grade 10; Semester; .5 credit)

Historia 10 focuses on fundamental issues of Argentine History of the 20th century and the beginning of the 21st, aiming to promote a global understanding of the political, social, economic and cultural history of the country. Students are expected to apply historical thinking to develop a critical perspective of topics, in order to facilitate the analysis of the events and processes that will be studied. The class is taught online in English, asynchronously, and students are expected to work individually on weekly research projects.

IB History Standard Level (SL)

(Grades 11/12; 2 years; 2.0 credits)

IBDP History studies 20th century historical topics, exploring political, social, economic and cultural developments in the world, with a special focus on the Americas. Beyond simply gaining factual knowledge, the course helps students develop historical research skills and a nuanced understanding of multiple interpretations of history. There are six key concepts focused on in the course: change, continuity, causation, consequence, significance and perspectives. The course emphasizes critical thinking-skills through questioning sources, developing interpretations, and understanding the process of creating historical narratives. The ultimate goal of the course is for students to develop a critical understanding of the historical developments that have shaped the world region in which they live.

The Standard Level (SL) course covers the following units:

- Rights and Protest (popular movements): The US Civil Rights Movement (1954-1965) and Apartheid Resistance in South Africa (1948-1964)
- Themes in World History: focused on a study of 20th century Authoritarian States from the Americas (Castro's Cuba, Perón's Argentina, Pinochet's Chile) and Europe (Stalin's USSR), and the Cold War: Superpower tensions and rivalries.
- Inquiry-based historical investigation on a topic of the student's choice

IB History Higher Level (HL)

(Grades 11/12; 2 years; 2.0 credits)

IBDP History studies 20th-21st century historical topics, exploring political, social, economic and cultural developments in the world, with a special focus on the Americas. Beyond simply gaining factual knowledge, the course helps students develop historical research skills and a nuanced understanding of multiple interpretations of history. There are six key concepts focused on in the course: change, continuity, causation, consequence, significance and perspectives. The course emphasizes critical thinking-skills through questioning sources, developing interpretations, and understanding the creation of historical narrative. The ultimate goal of the course is for students to develop a critical understanding of the historical developments that have shaped the world region in which they live. Content-wise, the HL course delves deeper into the History of the Americas than the SL course. While a particular focus will be on the history of Argentina and the United States, case

studies will be considered for detailed study on developments in Chile, China, Korea, Vietnam, the USSR/Russia, and Cuba. A consideration of the Cold War will also examine pan-European politics in relation to the Cold War in the latter half of the century. The ultimate goal of the course is for students to develop a critical understanding of the historical developments that have shaped the world region in which they live.

The Higher Level (HL) course covers the following units:

- Inquiry-based historical investigation on a topic of the student's choice
- Rights and Protest (popular movements): The US Civil Rights Movement (1954-1965) and Apartheid Resistance in South Africa (1948-1964)
- Themes in World History: focused on a study of 20th century Authoritarian States from the Americas (Castro's Cuba, Perón's Argentina, Pinochet's Chile) and Europe (Stalin's USSR), and the Cold War: Superpower tensions and rivalries
- Regional study on the Americas, including: Civil Rights and Social Movements in the Americas (post-1945), the Cold War in the Americas (1945-1981), and Political Developments in Latin America (1945-1980).

IB Economics Standard Level (SL)

(Grades 11/12; 2 years; 2.0 credits)

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants...the IB economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum, rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level. The aims of the IBDP Economics course are to enable students to:

- develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- develop an appreciation of the impact on individuals and societies of economic interactions between nations
- develop an awareness of development issues facing nations as they undergo the process of change.

IB Economics Higher Level (HL)

(Grades 11/12; 2 years; 2.0 credits)

IB Economics HL contains all of the elements of the SL description above. Both HL and SL have the same internal assessment requirements--3 commentaries (short 3-page papers) that analyze a current event using theory learned in class. The HL course differs from the SL course in that there is more content over the two years, there is more quantitative analysis (calculations), and HL students

complete an additional exam (Paper 3) where they are expected to create and justify a policy response to a real-life situation.

IB Global Politics Standard Level (SL)

(Grades 11/12; 2 years; 2.0 credits)

The SL Global Politics course explores fundamental political concepts such as power, sovereignty, international relations, human rights, justice, liberty, equality, globalization, economic and political development, sustainability, peace, and conflict in a range of contexts. It allows students to develop an understanding of the local, national, regional, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a more global perspective.

Throughout the course students will consider units in the basics of International Relations, Rights and Justice, Development and Sustainability and Peace and Conflict studies. While an IB course, this class is designed to be accessible to all kinds of students and those with any interest in political science, especially international relations. The course focuses on developments within the students lifetime, but historical context is also considered.

IB Global Politics Higher Level (HL)

(Grades 11/12; 2 years; 2.0 credits)

The HL Global Politics course contains all of the elements of the SL Global Politics course above. In addition to those requirements, students in the higher level course conduct extended inquiries around global political challenges, with an emphasis on the interconnected nature of these, the complexities and tensions for addressing them, and a solution-oriented focus that highlights possible courses of action. The higher level extension is not composed of additional prescribed content, but by a set of guiding questions that structure students' research. Students are expected to conduct research on a variety of cases that reflect diverse contexts and relate to multiple global political challenges. This research is assessed in the Paper 3 (HL only). This will be a stimulus-based paper linked to the HL extension inquiries around global political challenges. Students will be able to use knowledge and evidence gathered from their own researched case studies to respond to the questions.

Estudios Culturales 1

(Grade 11; 1 quarter; .25 credits)

Estudios Culturales 1 addresses the contents of the *Geography* and *Citizen Education* subjects of the National program. It seeks to consider the concepts of geographic spaces and citizenship through the prism of Cultural Studies, an academic discipline born in the 1950s from the hands of a group of professors that managed to give academic status to a series of practices that they had been developing for a long time - to analyze and reflect on culture and the culture produced by the mass media in particular. In this class, Literature, Cinema, images (photographs, graffiti, etc.) and the mass

media are used as tools for cultural analysis. The proposed perspective is interdisciplinary: fundamentals of literary theory, semiotics, sociology, anthropology, psychoanalysis, history are used and brought together to approach the study of individuals and the cultural practices that they produce and / or consume in a reflective way. This is a quarter-long subject, taught in Spanish, and assessments include practical work, essays, oral presentations.

Estudios Culturales 1 SSL (Students placed in Ab Initio Y1 - from Novice low to Intermediate mid)

(Grade 11; 1 quarter; .25 credits)
Estudios Culturales 1 addresses the contents of the Geography and Citizen Education subjects of the National program. It seeks to consider geographic spaces and the concept of citizenship through the prism of Cultural Studies, an academic discipline that emerged in the mid-20th century. For this we will turn to literature, cinema, images (photographs, graffiti, etc.) and the mass media. The class is taught online in English, asynchronously, and students are expected to work individually on weekly projects.

Estudios Culturales 2

(Grade 11; 1 quarter; .25 credits)

This course fulfills the requirements of the "*Citizenship and Work*" subject from the National program curriculum. It approaches the topic through the lens of cultural studies, which examines culture and cultural products from various academic perspectives such as semiotics, anthropology, sociology, philosophy, and history. The course begins by analyzing the concept of "work" and its different meanings and interpretations. While work is commonly understood as an activity performed to earn a living, it encompasses broader dimensions that will be explored using diverse intellectual frameworks and engaging in various activities. In a later stage of the course, the focus shifts to the relationship between work and citizenship. The course examines the concept of citizenship, its implications, and its role within a democratic society. This exploration leads to a deeper understanding of the foundations of our political system, our democratic, pluralistic, and multicultural way of life, and establishes connections with the earlier reflections on work. Additionally, the course recognizes work as an arena in which people come together and form certain types of relationships. The debate surrounding whether these relationships should be confined to the private sphere or regulated by law is also addressed, drawing on contemporary examples. This is a quarter-long subject, taught in Spanish, and assessments include practical work, essays, oral presentations.

Estudios Culturales 2 SLL (Students placed in Ab Initio Y2 - from Novice low to Intermediate mid)

(Grade 12; 1 quarter; .25 credits)

Estudios Culturales 2 seeks to analyze and reflect on the meaning of work/ labor as it connects with the concept of citizenship. Using analytical tools from Cultural Studies, students will explore how

these concepts are impacted and shaped by notions of representation and subjectivity. The course begins by analyzing and thinking about the word "work", and the various meanings it can contain -- from the activity that a person must do to earn a living, to an area in which people converge to enter into a certain kind of relationship that can be private or regulated by law. The class is taught in English, asynchronously, and students are expected to work individually on weekly projects.

Science
Course Descriptions
2025/26

Integrated Science 9
(Grade 9; 1 year; 1.0 credit)

Science 9 is an interdisciplinary course that, combined with Science 10, will cover topics in physical sciences, life sciences, earth and space sciences and engineering. The course is built using the Next Generation Science Standards (USA) and through their study, students will gain a more holistic understanding of the world around them. The course will allow students to gain the skills necessary for inquiry, and the development of scientific models and explanations. It will also allow students to become more scientifically literate and encourage them to reflect on the impact of science, technology, and engineering on society and the environment. Topics of study include: forces, chemical bonding, the molecules of life, cellular systems, and climate change. This course will prepare students for Science 10, which will build on this course, and ultimately prepare students for any of the International Baccalaureate sciences.

Integrated Science 10
(Grade 10; 1 year; 1.0 credit)

Science 10 is an interdisciplinary course that, combined with Science 9, will cover topics in physical sciences, life sciences, earth and space sciences and engineering. The course is built using the Next Generation Science Standards (USA) and through their study, students will gain a more holistic understanding of the world around them. The course will allow students to gain the skills necessary for inquiry, and the development of scientific models and explanations. It will also allow students to become more scientifically literate and encourage them to reflect on the impact of science, technology, and engineering on society and the environment. Topics of study include energy, ecosystems, chemical changes, motion and forces. This course will prepare students for any of the International Baccalaureate sciences.

Science and Engineering
(Grade 11/12; 2 years; 2.0 credits)

This is a two year, non-IB course for students pursuing the Lincoln Diploma. In this course students will explore science through an interdisciplinary lens to design, evaluate, and refine solutions to real world problems. The Next Generation Science and Engineering Standards (USA) are used to guide assessment in this course. Students will become scientifically literate as they develop skills in: question asking; developing and using models; planning and carrying out investigations; developing and using models; planning and investigating; analyzing and interpreting data; using mathematical and computational thinking; constructing explanations; engaging in argument; and scientific communication.

IB Environmental Systems and Societies (ESS) Standard Level (SL)

(Grade 11/12; 2 years; 2.0 credits)

This is a two-year course in environmental systems and societies that provides students with a coherent perspective of the interrelationships between environmental systems and human societies; one that will enable students to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific method. Studied topics include systems and sustainability, the biosphere, the hydrosphere, the geosphere, the atmosphere, and the anthroposphere. The use of technology is mandatory throughout the course, as is the collaborative sciences project. Laboratory experiences are used to illustrate the application of the scientific method and prepare students for the major internal assessment (IA) in year 2. ESS is an interdisciplinary course that satisfies the IB Diploma requirements for Group 3 and/or Group 4.

IB Environmental Systems and Societies (ESS) Higher Level (HL)

(Offered for Grade 11 Year 1 IB students in 2025-26; 2 years; 2.0 credits)

This is a two-year course in environmental systems and societies that provides students with a coherent perspective of the interrelationships between environmental systems and human societies; one that will enable students to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific method. Studied topics include ecosystems, human carrying capacity and resource use, conservation and biodiversity, pollution management, sustainable food production, and global warming. The collaborative science project will help students appreciate the interdisciplinary nature of scientific skills and their application to solve problems in a global context and it is a mandatory component of this course. Laboratory experiences are used to illustrate the application of the scientific method and prepare students for the major internal assessment (IA) in year 2. ESS is an interdisciplinary course that satisfies the IB Diploma requirements for Group 3 and/or Group 4.

IB Biology Standard Level (SL)

(Grade 11-12; 2 year; 2.0 credit)

IB Biology Standard Level is a two year course that investigates four major themes in biology: Unity & Diversity, Form & Function, Interaction & Interdependence, and Continuity & Change. These themes are explored through various topics such as biochemistry, cells, genetics, ecology, evolution and human physiology. This is an advanced biology course aimed to prepare students for future study in university. Students will learn and continuously practice the writing and analysis skills which are critical for success on external exams and investigation reports. Throughout the course, the scientific method is taught and applied and Theory of Knowledge, international-mindedness and ethical principles are addressed. The collaborative science project will help students appreciate the interdisciplinary nature of scientific skills and their application to solve problems in a global context and it is a mandatory component of this course. Laboratory experiences are used to illustrate the application of the scientific method and prepare students for the major internal assessment (IA) in year 2. A minimum of 40 lab hours will be completed during the course.

IB Biology Higher Level (HL)

(Grade 11-12; 2 year; 2.0 credit)

IB Biology Higher Level is a two year course that investigates four major themes in biology: Unity & Diversity, Form & Function, Interaction & Interdependence, and Continuity & Change. These themes are explored through various topics such as biochemistry, cells, genetics, ecology, evolution and human physiology. Additional higher level topics are similar to the core topics but are studied in greater depth and represent 70 extra teaching hours. This is an advanced biology course aimed to prepare students for future study in university. Students will learn and continuously practice the writing and analysis skills which are critical for success on external exams and investigation reports. Throughout the course, the scientific method is taught and applied and Theory of Knowledge, international-mindedness and ethical principles are addressed. The collaborative science project will help students appreciate the interdisciplinary nature of scientific skills and their application to solve problems in a global context and it is a mandatory component of this course. Laboratory experiences are used to illustrate the application of the scientific method and prepare students for the major internal assessment (IA) in year 2. A minimum of 60 lab hours will be completed during the course.

IB Chemistry Standard Level (SL)

(Grade 11-12; 2 year; 2.0 credit)

The IB Chemistry Standard Level (SL) course provides students with a comprehensive foundation in chemistry, emphasizing practical applications, scientific inquiry, and analytical thinking. This course covers core topics such as atomic structure, chemical bonding, energetics, kinetics, equilibrium, acids and bases, and organic chemistry. Students will also explore contemporary global challenges like energy resources, environmental chemistry, and sustainable practices, integrating scientific knowledge with ethical and social considerations.

The course combines theoretical study with hands-on laboratory investigations, encouraging students to apply the scientific method and develop practical skills in data collection, analysis, and evaluation. Through group projects, lab work, and independent investigations, students gain a deep understanding of scientific concepts while honing their problem-solving and critical-thinking abilities.

Upon completion, students are prepared for further study in the sciences and equipped with essential scientific literacy, supporting their contributions to an informed and responsible global community. The IB Chemistry SL course prepares students for the rigorous IB assessments, which include both external exams and an internal assessment that evaluates their investigative skills.

IB Chemistry Higher Level (HL)

(Grade 11-12; 2 year; 2.0 credit)

The IB Chemistry Higher Level (HL) course offers an in-depth exploration of chemical principles, emphasizing complex problem-solving, critical analysis, and scientific research. Building on the SL core, HL students dive deeper into advanced topics, including thermodynamics, advanced organic chemistry, periodicity, and additional units on energy cycles and electrochemistry. This course also addresses real-world issues like environmental sustainability, green chemistry, and the impact of chemical science on society.

With a strong focus on experimentation, the HL curriculum involves extensive laboratory work, allowing students to develop sophisticated investigative skills in experimental design, data interpretation, and scientific writing. In addition to core labs, students complete a personal investigation through the Internal Assessment, where they design and execute an independent research project.

The IB Chemistry HL course prepares students for the rigorous IB assessments, combining theoretical understanding with practical application through a mix of external exams and the Internal Assessment. It is ideal for students interested in careers in science, engineering, medicine, or any field requiring a deep understanding of scientific principles and analytical skills. This course empowers students to think critically, communicate scientifically, and appreciate the profound role of chemistry in a modern, globalized world.

IB Physics Standard Level (SL)

(Grade 11-12; 2 year; 2.0 credit)

IB Physics standard level course includes 5 large topics. These topics are Space time and motion, the particulate nature of matter, wave behavior, fields, and nuclear and quantum physics. This course is a lab heavy course with 40 hours total dedicated to laboratory work. Throughout the course, the scientific method is taught and applied and Theory of Knowledge, international-mindedness and ethical principles are addressed. The collaborative science project will help students appreciate the interdisciplinary nature of scientific skills and their application to solve problems in a global context and it is a mandatory component of this course. Laboratory experiences are used to illustrate application of the scientific method. Students who choose to enroll in this course are expected to spend extra hours completing labs and/or theory outside of the school day.

IB Physics Higher Level (HL)

(Grade 11-12; 2 year; 2.0 credit)

IB Physics higher level (HL) includes all the material covered by the SL course in addition to extra sub units in each one of the big 5 categories. These additions are extensions of the SL topics, some of them are completely new like relativity, and they are at a higher level conceptually, they also require a high level of math to solve the problems. This course is a lab heavy course with 60 hours total dedicated to laboratory work. Throughout the course, the scientific method is taught and applied and Theory of Knowledge, international-mindedness and ethical principles are addressed. The collaborative science project will help students appreciate the interdisciplinary nature of scientific skills and their application to solve problems in a global context and it is a mandatory component of this course. Laboratory experiences are used to illustrate application of the scientific method. Students who choose to enroll in this course are expected to spend extra hours completing labs and/or theory outside of the school day.

IB Computer Science Standard Level (SL)

(Grade 11-12; 2 year; 2.0 credit)
Recommended experience: Computer Science 9/10

IB Computer science is a rigorous and practical problem-solving discipline. The core topics are System Fundamentals, Computer Organization, Networks, and Computational thinking. Computational thinking lies at the heart of the course and is supported by practical activities including writing pseudocode programming. Students will gain experience with databases, modeling and simulation, web science, and object oriented programming. Though there is no designated language, practical programming experience will be an essential element of developing higher-level thinking skills and this may be assessed as a part of the internal assessment (IA) in year two. Furthermore, the content in this course will make connections to Theory of Knowledge, international-mindedness, and ethics. The collaborative science project will help students appreciate the interdisciplinary nature of scientific skills and their application to solve problems in a global context and it is a mandatory component of this course.

IB Computer Science Higher Level (HL)

(Offered for Grade 11 Year 1 IB students in 2025-26; 2 years; 2.0 credits)
Prerequisite: Computer Science 9/10

IB Computer science is a rigorous and practical problem-solving discipline. The core topics are System Fundamentals, Computer Organization, Networks, and Computational thinking. Computational thinking lies at the heart of the course and is supported by practical activities including writing pseudocode programming. Students will gain experience with databases, modeling and simulation, web science, and object oriented programming. Though there is no designated language, practical programming experience will be an essential element of developing higher-level thinking skills and this may be assessed as a part of the internal assessment (IA) in year two. Furthermore, the content in this course will make connections to Theory of Knowledge, international-mindedness, and ethics. The collaborative science project will help students appreciate the interdisciplinary nature of scientific skills and their application to solve problems in a global context and it is a mandatory component of this course.

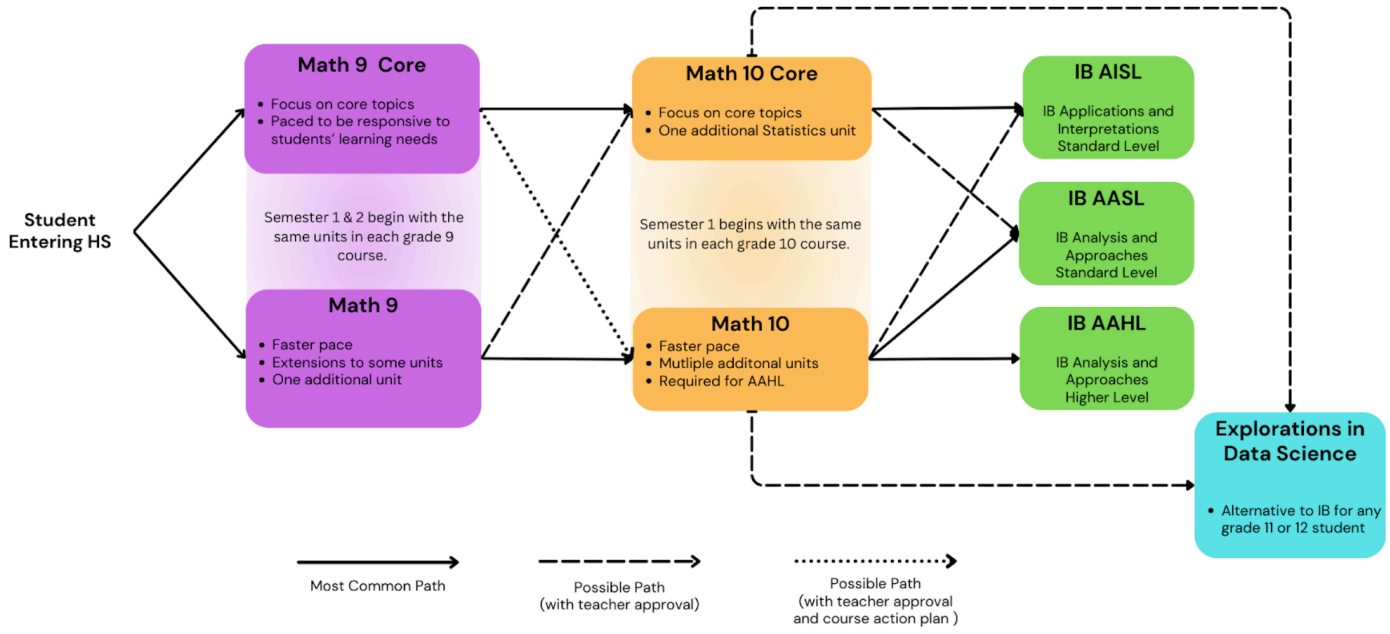
The HL course differs from the SL course in having additional subject content in the concepts of computer science, and computational thinking and problem solving: computer fundamentals,

networks, databases, machine learning, computational thinking, programming, object oriented programming (OOP), and the case study. The HL course also studies abstract data types.

Mathematics
Course Descriptions
2025/26

A TI-Nspire graphing calculator is required for all mathematics courses. See the Lincoln list of acceptable calculators.

Mathematics Pathways at Lincoln



Math 9 Core
(Grade 9; 1 year; 1.0 credit).

Prerequisite: Grade 8 Mathematics (or equivalent) and Teacher Recommendation.
A graphic display calculator is required for this course.

This course focuses on the essential topics of Math 9 emphasizing skills necessary for problem-solving and continued growth in mathematics. Students apply concepts of number and operations, algebraic relationships, spatial relationships, and data analysis. The course covers a range of topics including: exponents, quadratic equations, trigonometry, and statistics, motivating the frequent use of calculators. Because the course focuses on the core topics of Math 9, the pace of the course is flexible.

Math 9
(Grade 9; 1 year; 1.0 credit)

Prerequisite: Grade 8 Mathematics (or equivalent) and Teacher Recommendation.
A graphic display calculator is required for this course.

This course emphasizes skills necessary for problem-solving and continued growth in mathematics. Students apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, and data analysis. The course covers a range of topics including: exponents, quadratic equations, congruent & similar triangles, trigonometry, and statistics, motivating the frequent use of calculators.

Math 10 Core
(Grade 10; 1 year; 1.0 credit).

Prerequisite: Math 9 Core (or equivalent) or Math 9 (with Teacher Approval/Recommendation).
A graphic display calculator is required for this course.

This course focuses on the essential topics of Math 10 which includes the analysis of nonlinear functions such as quadratics and logarithmic functions. The course also includes units on statistics and probability. This course prepares students moving into the IB Diploma Program for the IB Mathematics Standard Level courses with special emphasis on the use of graphing calculators for preparation for the IB Mathematics: Applications and Interpretations SL course.

Math 10
(Grade 10; 1 year; 1.0 credit).

Prerequisite: Math 9 (or equivalent) or Math 9 Core (with Teacher Approval and Course Action Plan).
A graphic display calculator is required for this course.

The course includes the analysis of nonlinear functions such as quadratics, polynomials, trigonometric functions, and logarithmic functions. Students will also be introduced to complex

numbers. This course prepares students moving into the IB Diploma Program for any of the IB Mathematics courses at the Standard and Higher Levels and is a prerequisite for the IB Mathematics: Analysis and Approaches HL course.

IB Mathematics: Applications and Interpretations Standard Level (SL)

(Grade 11/12, 2 years, 2.0 credits).

Prerequisite: Math 10 Core or Math 10 and Teacher Recommendation.
A graphic display calculator is required for this course.

This course is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. 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. This option emphasizes the applied nature of the subject and also the interpretation of results in context as an important element of the subject.

General topics for this course will include: sequences and series, linear, non-linear, and exponential algebra, approximation and estimation, functions and properties of functions, modeling, geometric trigonometry, statistics (including statistical tests) and probability, and calculus.

IB Mathematics: Analysis and Approaches Standard Level (SL)

(Grade 11/12; 2 years, 2.0 credits).

Prerequisite: Math 10 Core or Math 10 and Teacher Recommendation.
A graphic display calculator is required for this course.

This course 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. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as architecture, engineering, physical sciences, or economics, for example. This option reflects the emphasis on calculus and on algebraic, graphical and numerical approaches.

General topics for this course will include: sequences and series, exponents and logarithms, binomial theorem, functions and families & properties of functions, geometric trigonometry, circular trigonometry, statistics and probability, and calculus.

IB Mathematics: Analysis and Approaches Higher Level (HL)

(Grade 11/12; 2 years, 2.0 credits).

Prerequisite: Level 6 or above in Math 10 and Teacher Recommendation.
A graphic display calculator is required for this course.

This course 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. 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. This option reflects the emphasis on calculus and on algebraic, graphical and numerical approaches. *The HL option for this course will have 90 additional hours of content over the two years, and will thus require an intense, fast pace.*

General topics for this course will include: sequences and series, exponents and logarithms, binomial theorem, permutations and combinations, complex numbers, functions and families & properties of functions, geometric trigonometry, circular trigonometry, vectors, statistics and probability, and calculus, including implicit differentiation and integration by parts.

Explorations in Data Science

(Grade 11/12; 1 year, 1.0 credits).
A graphic display calculator is required for this course.

This course, created at Stanford University, is an alternative to the IB Math courses. "In this course students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding." (https://hsdatascience.youcubed.org/) This course may also include units outside of data science, for example, algebra or discrete math. For any grade 11 student, there will be a continuation of this course offered in grade 12.

Arts
Course Descriptions
2025/26

High School Band level 1 and 2

(Grades 9-12; 1 Year; 1.0 credits)
Prerequisite: Basic instrument proficiency

The High School Band is a music ensemble based on the combination of rhythm section and traditional wind band instrumentation including flute, oboe, clarinet, sax, trumpet, trombone, french horn, baritone, tuba,bassoon, percussion, and electric bass. Students in band create, connect, perform and respond to a wide variety of music from various genres of music. Units on composing, music theory, and performance skills are integral. We work on our individual instrument skills to improve musicality. We work as a group on our ensemble skills. In addition we contribute to the school community with our music performances. Any student may sign up for Band though at least one year of experience is required.

Chorus

(Grades 9-12; 1 semester; .5 credit)

The High School Chorus focuses on developing vocal skills. Creating, connecting, performing, and responding to various genres of music. The purpose is developing an experiential understanding of healthy vocal technique, ensemble cooperation, and performance readiness. Through studied repertoire, students in the High School Chorus will also cover units on music theory as well acquire skills of music literacy and improvisation. We will contribute to the school community with our music performances. Everyone is welcome to join this class regardless of previous singing experience.

Guitar and Vocal level 1 and 2

(Grades 9-12; 1 semester; .5 credit)

This course is for students with an interest in music and will teach beginning guitar and vocal skills. From classical guitar ensembles to pop music. Students will learn the basics then branch out into individual or small groups to learn songs of their choice. We will play and sing a variety of music developing an appreciation for music and music performance skills. Units on Music theory, literacy, and performing will be covered. Informal performance experience will be part of the course. No experience necessary!

Guitar level II - this course will run simultaneously with guitar I - continue to learn new music strumming patterns and finger picking. We will build on the foundations from Guitar I (or prior experience) and create our own songs. A variety of performances will be given.

Introduction to Acting For Stage and Screen

(Grades 9-10; 1 year; 1.0 credit)

Students will be introduced to the world of theater, film and begin to develop a basic understanding of the performance and production concepts associated with each. The class will focus on acting as a solo performer, acting in a group ensemble, directing, scene work, and script analysis. Students will both individually and collectively practice verbal and written performance critiques, learning to critically examine theirs, their classmates, and professional's theatrical and cinematic works. This class covers a minimum of six to a maximum of nine individual units. Each unit culminates with a summative assessment, usually performative in nature. Sample units include topics such as "Stage Combat: Fighting for the Stage," "Acting Across Genre of Film," "Screenwriting" and "Directing for Stage and Screen." All classes are conducted in a safe, encouraging and supportive environment. No previous theater or film experience required. Recommended prerequisite to IB Film.

Introduction to Film Appreciation*

***(Offered alternating years, 2024-25, 2026-27)**

(Grades 9-10; 1 semester; .5 credit)

Students will be introduced to film and cinema through an artistic aesthetic and analytical lens. Classes will focus upon film appreciation by examining a variety of world cinema and television across decades, genres and cultures. Activities will be both practical and theoretical in nature. Students will analyze how directors, cinematographers, editors and sound mixers use specific techniques to create tension, emotion, atmosphere and meaning. Class will consist of four units which will each culminate in a final assessment, which will be a variety of group and solo work. No previous film experience required. The course can be taken as an extension of Introduction to Documentary Filmmaking. Recommended prerequisite to IB Film.

Introduction to Documentary Filmmaking*
***(Offered alternating years, 2025-26, 2027-28)**

(Grades 9-10; 1 semester; .5 credit)

Students will be introduced to documentary filmmaking through both a creative and analytical lens. Classes will explore the unique techniques used in documentary production, focusing on storytelling, visual composition, and other filmmaking techniques. Students will analyze various documentary styles, examining how filmmakers capture reality, convey subjectivity, and engage audiences through non-fiction narratives. The course will blend hands-on production work with critical theory, as students learn to craft their own documentaries while evaluating the ethical, cultural, and historical contexts in which documentaries are made. The curriculum will culminate in a final project that will involve both collaborative and individual work. No prior filmmaking experience is necessary. The course can be taken as an extension of Introduction to Film Appreciation. Recommended prerequisite to IB Film.

IB Film Standard Level (SL)

(Grades 11-12; 2 years; 2.0 credits)

IB Film SL is a practical and theoretical course in which students learn to analyze films and to create their own. They learn the skills necessary for becoming knowledgeable film critics and beginning filmmakers. Six major roles of filmmaking -- Director, Cinematographer, Editor, Sound Designer, Screenwriter and Critic -- are explored and practiced throughout the course. Students further explore the key movements, theories and genres occurring throughout film history.

Standard Level Film students **practice all four** assessments their first year of the course in order to develop the necessary skills needed to be successful in these projects. However, Standard Level students are exempt from submitting the final assessment their second year. The assessments are:

- The Textual Analysis, a written analysis of a Film prescribed by the IB
- The Comparative Study, a 10-minute video essay comparing two films of the student's choice
- The Film Portfolio, a collection of student-created footage, and a written rationale detailing the students work
- The Collaborative Film Project, a 7-minute film created together with a small group of classmates **(practiced only in year one, not a year two assessment)**

IBDP Film Standard Level students do not participate in traditional exams, and submit all project work by mid April of their second year. No previous Film experience required.

IB Film Higher Level (HL)

(Grades 11-12; 2 years; 2.0 credits)

IB Film HL is a practical and theoretical course in which students learn to analyze films and to create their own. They learn the skills necessary for becoming knowledgeable film critics and beginning filmmakers. Six major roles of filmmaking -- Director, Cinematographer, Editor, Sound Designer, Screenwriter and Critic -- are explored and practiced throughout the course. Students further explore the key movements, theories and genres occurring throughout film history.

Higher Level Film students practice all four assessments their first year of the course in order to develop the necessary skills needed to be successful in these projects and submit a final version of these assessments their second year of study. The assessments are:

- The Textual Analysis, a written analysis of a Film prescribed by the IB
- The Comparative Study, a 10-minute video essay comparing two films of the student's choice
- The Film Portfolio, a collection of student-created footage, and a written rationale detailing the students work
- The Collaborative Film Project, a 7-minute film created together with a small group of classmates

IBDP Film Higher Level students do not participate in traditional exams, and submit all project work by mid April of their second year. No previous Film experience required.

Interdisciplinary Approaches to Art*

***(Offered alternating years, 2024-25, 2026-27)**

(Grades 9-12; 1 semester; .5 credit)

In this semester long course students will develop their creative abilities for making, interpreting, and evaluating visual art. This is a hands-on course where students will create personally-driven pieces that explore different artistic themes and ideas. Students will raise questions about the nature of art and its impact. This course seeks to explore interdisciplinary approaches and materials to find innovative solutions and expressions. Students will combine traditional artistic methods with modern technology for an interdisciplinary approach to making. Some of these methods will include a mix of drawing, printmaking, photography and digital media using Adobe Photoshop. Students will be required to keep a Process Journal to document the development of their ideas and skills. Students in this arts course will have the opportunity to showcase their work in an exhibition at school.

Visual Arts 2D Focus

***(Offered alternating years, 2024-25, 2026-27)**

(Grades 9-12; 1 year; 1.0 credit)

In this year long course students will develop their creative abilities for making, interpreting, and evaluating visual art. This is a hands-on course where students will create personally-driven pieces that explore different artistic themes and ideas. Students will raise questions about the nature of art

and its impact. This course explores the use of multiple 2-dimensional processes to express one's ideas and participate in creative problem solving. Materials may include, but are not limited to: drawing, mixed-media, and painting. Students will be required to keep a Process Journal to document the development of their ideas and skills. Students in this arts course will have the opportunity to showcase their work in an exhibition at school

Pop Up Printmaking*
***(Offered alternating years, 2025-26, 2027-28)**

(Grades 9-12; 1 semester; .5 credit)

In this semester-long course, students explore the intersection of art and entrepreneurship through our own Lincoln Pop Up Printshop. Students will develop their creative abilities for making, interpreting, and evaluating visual art as well as launch a new business venture. Students will investigate the history of printmaking as a commercial enterprise and raise questions about the nature of art and its impact. This course explores the use of multiple printmaking methods to express one's ideas and participate in creative problem solving. Some of these methods will include, but are not limited to: monotype, drypoint, linocut and collagraph. At the end of the semester students will sell their work in their pop up printshop.

Visual Arts 3D Focus
***(Offered alternating years, 2025-26, 2027-28)**

(Grades 9-12; 1 year; 1.0 credit)

In this year-long course students will develop their creative abilities for making, interpreting, and evaluating visual art. This is a hands-on course where students will create personally-driven pieces that explore different artistic themes and ideas. Students will raise questions about the nature of art and its impact. This course explores the use of multiple 3-dimensional processes to express one's ideas and participate in creative problem-solving. Materials may include, but are not limited to: ceramics, papier-mache, wire, and carving. Students will be required to keep a Process Journal to document the development of their ideas and skills. Students in this arts course will have the opportunity to showcase their work in an exhibition at school.

IB Visual Arts Standard Level (SL)
(Grade 11; 2 years; 2.0 credits)

The IB Visual Arts course is a hands-on course with students exploring different materials and techniques, researching and analyzing art from different contexts, and creating a cohesive exhibition of finished pieces. IB Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. The learner will take on the role of researcher, explorer, creator, and curator. IB Art learners will submit three assessment components at the end of the second year which are practiced and created throughout the two year course. It should be noted that there are no exams for IB Visual Art. The three components include:

- Art making inquiries portfolio
- Connections study
- Internal Assessment: 5 Resolved Artworks

IB Visual Arts Higher Level (HL)

(Grade 11; 2 years; 2.0 credits)

The IB Visual Arts course is a hands-on course with students exploring different materials and techniques, researching and analyzing art from different contexts, and creating a cohesive exhibition of finished pieces. IB Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. The learner will take on the role of researcher, explorer, creator, and curator. IB Art learners will submit three assessment components at the end of the second year which are practiced and created throughout the two year course. It should be noted that there are no exams for IB Visual Art. The three components include:

- Art making inquiries portfolio
- Artist Project
- Internal Assessment: 5 Resolved Artworks

IB Visual Arts Standard Level (SL)

(Grade 12; 2 years; 2.0 credits)

The IB Visual Arts course is a hands-on course with students exploring different materials and techniques, researching and analyzing art from different contexts, and creating a cohesive exhibition of finished pieces. IB Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. The learner will take on the role of researcher, explorer, creator, and curator. IB Art learners will submit three assessment components at the end of the second year which are practiced and created throughout the two year course. It should be noted that there are no exams for IB Visual Art. The three components include:

- The Comparative Study, an analysis and comparison of 3 different artworks by artists from differing contexts
- The Process Portfolio, 9-18 digital slides that evidence their experimentation, exploration, manipulation and refinement throughout the course
- The Exhibition, 4-7 artworks, exhibition texts and a curatorial statement.

IB Visual Arts Higher Level (HL)

(Grade 12; 2 years; 2.0 credits)

HL IB Visual Art is the same curriculum and uses the same assessment rubrics as SL but includes more work in each component of the course: 8-11 exhibition artworks, 18-25 process portfolio pages and an additional section of the comparative study, which connects the studied artworks to the student's own body of exhibition work. At the high level, IB Visual Art students are expected to complete one artwork and accompanying process portfolio over each of the three long breaks. While not limited to any student, the pace of HL art is intended for students interested in continuing on in arts, design or architecture fields of study at the university level or for those who have a passion for the arts with previous art experience and are ready to work independently.

*At both the HL and SL levels, all work is independent and there are no collaborative projects.

Physical Education and Health
Course Descriptions
2025/26

Health and Physical Education 9/10

(Grades 9/10; 1 year; 1.0 credit)

The physical education class for high school is designed to provide a variety of opportunities for students to participate in physical education and to enrich their lives through physical activity, which is related to health and well-being. Students will work towards achieving a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Exposure to a broad range of activities is provided so that students can have greater knowledge of and appreciation for individual and team sports, as well as for recreational lifetime activities.The activities are designed to meet physical, mental, and social developmental needs. Being an effective member of a group is a special emphasis for physical education classes, as are perseverance and learning to push oneself to achieve higher goals. Learners are instructed through the cognitive and practice phases of learning a sport, fundamental components and principles of fitness, including competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

PE Year 1: (Offered in 2025-26, 2027-28)
Health:

- Food and Nutrition- decision making
- Healthy relationships
- Emotions: brain and body connection
- Safety, First aid, CPR/AED, body confidence

Physical Activities

- Net games - badminton
- Aquatics- swimming, lifesaving and water games
- Fitness
- Fielding and striking games- kickball/softball
- Invasion games- floor hockey- basketball
- Individual performance- table tennis/ rythm

PE Year 2 (Offered in 2024-25, 2026-27)
Health:

- Setting Healthy goals
- Drugs, alcohol and decision making
- Being a positive influence in your community

Physical Activities:

- Net games -Volleyball
- Fitness- setting goals
- Individual performance- Track and field

- Aquatics- swimming, lifesaving and water games
- Invasion games- frisbee and soccer/futsal
- Cooperative/collaborative games

Physical Education 11/12
(Grades 11/12; 1 semester; 0.5 credit)

The third and fourth year of this physical education class allows for further practice and the opportunity to serve as peer coaches, providing feedback and suggestions for improvement. Participate in physical education to enrich their lives through physical activity, and related to health and wellbeing. This class will focus on students achieving and maintaining a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, and strategies. Students will establish personal fitness goals, using principles of aerobics, strength and core training. The activities are designed to meet physical, mental, and social developmental needs. Students are instructed through the cognitive and practice phases of learning a skills sport and hopefully will progress to the automatic phase, in which skills can be performed without concentrated attention, in the sports planned for the year.

Information Literacy and Design Course Descriptions 2025/26

Computer Science 9/10
(Grades 9-12; 1 year; 1.0 credit)

An introduction to computer science with an emphasis on problem-solving within project-based challenges. This course will introduce fundamental computing concepts including hardware devices, networking, security and computer programming by using electronics, robotics, application and game development tools. The course will culminate with a student-driven passion project within the field of study.

3D Modeling
(Grade 9-10; Semester; 0.5 credit)

This semester-long course will introduce students to the fundamental concepts and techniques of 3D modeling using Blender. Students will learn how to create 3D models, manipulate objects in a 3D space, apply textures and materials, and create animations. Throughout the course, students will engage in hands-on projects, learning-by-doing and working collaboratively with their classmates.

Video Design

(Grade 9-10; Semester; 0.5 credit)

In this project-based course, students will develop communication skills through digital video production using professional Adobe softwares (Adobe Premiere Pro, After Effects and Audition). Students will learn the fundamentals of video design such as pre-production, live production, and post-production. Students will engage in skills to learn storytelling, capturing and editing video and audio, and sharing content through YouTube and other web media sources.

Publications

(Grades 9-12; 1 year; 1.0 credit)

In this course, students will embark on a project based journey to produce the Lincoln High School Yearbook. This class emphasizes creative energy, teamwork, cooperation and responsibility. Starting with the question of *What is creativity?* Students will learn graphic design, digital photography and publishing skills using professional softwares like Adobe InDesign, Adobe Illustrator and Adobe Lightroom. All the work for creating the High School Yearbook (except the final printing) is done by the students, who will assume essential roles in the publishing process. The course will culminate with a student driven Photography project.

Multimedia/Graphic Arts 1

(Grade 11; 1 Quarter; 0.25 credit)

The Multimedia Year 1 course is conducted as an Art class using computers. Students explore principles of art and design, using Adobe Creative Suite as their medium of expression. Students will acquire the skills they need to master the software and then apply that knowledge to projects and assignments related to Digital Arts and Designing with Type. The projects are designed to explore creativity through an exploration and partial mastery of various software skills.

Multimedia/Graphic Arts 2

(Grade 12; 1 Quarter; 0.25 credit)
Prerequisite: Multimedia/Graphics Arts 1 or Instructor Approval

The Multimedia Year 2 course studies the principles of visual communication, emphasizing the use of imagery in mass media. Students explore advanced design and production methods in the field of Branding and Packaging Graphic Design, emulating professional techniques using a variety of contemporary media formats. Projects are designed to gain a better understanding of our visual world.

Theory of Knowledge
Course Descriptions
2025/26

Theory of Knowledge

(Grade 11 2nd Semester and Grade 12 1st Semester; 1 credit)

Theory of Knowledge (TOK) is an interdisciplinary course required for all students in grades 11 and 12, offered over two semesters. The objective of Theory of Knowledge is to encourage students to reflect critically on the knowledge and experience they acquire both within and outside the classroom. Students are challenged to question the bases of knowledge, as well as to take into account their subjective and ideological biases. Finally, TOK requires the student to develop a personal approach to thinking and opinion, based on their analysis and synthesis of the evidence that can be transmitted in a rational line of development. Assessments include an exhibition, completed in grade 11, where students identify how TOK manifests in the world around them, as well as an essay, completed at the end of the course, where students focus on knowledge concepts in different areas.

Language and Learning Support
Course Guide
2025/26

Academic Support

(Grades 9-12; 1 semester; 0.5 credit)

Academic Support provides a small-class environment to learn skills that bolster autonomy and proficiency in student learning, with targeted and guided strategies to compensate for difficulties. Individual and group lessons include topics from writing, reading comprehension, math, study skills

and test-taking strategies. Students also explore how the mind processes and integrates information so that actual learning can take place. Students work on self-directed strategies and implement tools to guide them in meeting their academic goals. Academic Support class regularly collaborates with other academic courses to facilitate teaching and learning. Accommodations are a regular part of this class for students with Individual Education Plans.

Academic Support IB

(Grades 11-12; 1 semester; 0.5 credit)

Academic Support IB provides a small-class environment for students who are enrolled in IB classes to deepen skills in expressive language and executive functioning. This class also provides strategies to collaboratively assist students in gaining skills to efficiently learn vast amounts of content, as well as giving them explicit feedback as they employ skills in self-directed learning. Diploma candidates respond to feedback, develop their own learning plans and goals, and integrate acquired skills in processing and integrating information for integrated learning. Academic Support IB regularly collaborates with other Academic courses to facilitate teaching and learning. Accommodations are a regular part of this class for students with Individual Education Plans.

English for Academic Purposes 9/10

(Grades 9 & 10; 1 semester; 0.5 credit)

EAP provides a small-class environment where students work to develop their academic English for reading, writing, speaking and listening within the context of High School and in preparation for the IB Diploma Programme. Students are supported in their studies across the High School curriculum and learn about the particular benefits and challenges of being multilingual learners. The class thrives on community participation and students are encouraged to contribute their knowledge and skills to support their peers. Students focus on the use of metacognition and self-directed learning in order to create their own academic English Language goals for improvement.

English for Academic Purposes IB

(Grades 11-12; 1 semester; 0.5 credit)

EAP IB provides a small class environment where students work to develop their Academic English for reading, writing, speaking and listening within the context of High School and the IB Diploma Programme. The class thrives on community participation and students are encouraged to contribute their knowledge and skills to support their peers. Students focus on the use of metacognition and self-directed learning in order to manage the requirements of the IB Diploma Programme and to create their own Academic and English Language goals for improvement.