

LINCOLN HIGH SCHOOL

COURSE REGISTRATION GUIDE

2023- 2024



LINCOLN



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Course Registration Guide 2023-2024

Important Dates

- 31 Oct. 2022: Quick introduction IB Diploma during Advisory
- 3 Nov. 2022: "What are course requests?" during Advisory
- 7 Nov. 2022: "Introduction to the IB" Fair during Advisory
- 8 Nov. 2022: IB Parent & Student Info night from 6:30 pm - 8:00 pm in Aula Magna
- 9 Nov. 2022: Student IB Fair (1 Hour Advisory)
- 10 Nov. 2022: IB Request Forms are given out & explained in Advisory
- 17 Nov. 2022: University options and IB Course Session: held in Advisory
- 1 December, 2022: G10 Signed COURSE REQUEST FORMS DUE to Counseling Office
- Week of 13-17 Feb 2023: Grade 9 parent email for elective choices for Grade 10
- Feb-March 2023: Individual meetings with Grade 10 Counselor/IBDP Coordinator with families about final Grade 11 course requests
- Week of 20-24 Feb 2023: Work with Grade 8 for high school course requests
- 28 Feb. 2023: Grade 8 Parent Evening 6:30 pm - 8:00 pm Aula Magna
- Feb-March 2023: Individual meetings with Grade 10 families for Grade 11 course requests
- 15 March, 2023: All Grades 8 & 9 signed COURSE REQUEST FORMS DUE

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 Redmond – High School Principal

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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	4	Visual & Performing Arts	1
Mathematics	3	Electives	5
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.

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

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

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.

Fundamentals of English 9

(Grade 9; 1 year; 1.0 credit)

The twofold objective of this course is firstly to provide non-native English language students equal access to the English 9 curriculum and secondly to improve their level of English in a small, focused setting. The reading material and assignments in this class are based on the English 9 curriculum, but are differentiated to include more scaffolding, background building and cooperative learning strategies, which lead to greater opportunities for class participation and use of productive language. The class works as a community, creating an environment which gives the support and encouragement that students need to achieve academic success.

Fundamentals of English 10

(Grade 10; 1 year; 1.0 credit)

The twofold objective of this course is firstly to provide non-native English language students equal access to the English 10 curriculum and secondly to improve their level of English in a small, focused setting. The reading material and assignments in this class are based on the English 10 curriculum, but are differentiated to include more scaffolding, background building and cooperative learning strategies, which lead to greater opportunities for class participation and use of productive language. The class works as a community, creating an environment which gives the support and encouragement the students need to achieve academic success.

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; Dreams and Social Justice in Drama; Poetry as Social Critique, Bildungsromans and Independent Inquiry. 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 Language and Literature.

IB English Language and Literature Standard Level

(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 and non-literary texts in a variety of media. By examining communicative acts across literary forms and text types, alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. 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 topics studied are Culture and Conflict; Science, Technology and Dystopia; Drama and the Human Condition; Politics, Power and Justice; Satire and Poetry as Personal Expression and Social Criticism. 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 and Paper 2: Comparative Essay).

IB English Language and Literature Higher Level

(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 and non-literary texts in a variety of media. By examining communicative acts across literary forms and text types, alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. 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 topics studied are Culture and Conflict; Science, Technology and Dystopia; Drama and the Human Condition; Politics, Power and Justice; Satire

and Poetry as Personal Expression and Social Criticism. 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 may be required to read additional literature, and the assessment requirements differ.

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

English Seminar

(Grade 11,12; full year; 1 credit)

English Seminars are college preparatory courses which may be taken in lieu of an IB course to earn required English credit. They may also be taken as electives (in conjunction with an IB course). Seminar B alternates yearly with Seminar A.

In English Seminar, there is a focus on three main areas of study. These include media studies, rhetoric, and archetypes in literature. Students will learn to analyse and construct persuasive language in written, spoken and visual forms. They will also learn techniques to make effective arguments culminating in a final research paper and speech. Students will examine the components of visual language. They will investigate different archetypal structures in literature and film, analysing specific texts and applying that knowledge to their own creations.

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 Prácticas 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: Lengua y Literatura NM y NS

(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 trabajos literarios y no-literarios indagando la naturaleza misma de la lengua, su influencia en la identidad individual y comunitaria, y los modos en que da forma a la cultura. 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**.

El trabajo del curso será igual para los alumnos de nivel medio y superior, pero los alumnos de nivel alto deberán enviar uno de los ensayos escritos durante el curso para ser evaluado al IB, y las evaluaciones finales (Prueba 1 y 2) son levemente diferentes

Evaluaciones de NS

Prueba 1 (2 textos no literarios)

Prueba 2 (basada en tres textos literarios)

Ensayo literario

Evaluaciones de NM

Prueba 1(1 texto no literario)

Prueba 2 (basada en 2 textos literarios)

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Aclaración importante: las exigencias de lectura de los dos niveles son iguales, en consonancia con los lineamientos descritos en la guía del IB.

Seminario de Literatura

(Grados 11/12; un año; 1.0 créditos)

El curso, que será dictado en Español, se propone indagar las relaciones de las producciones culturales (narraciones literarias, cinematográficas, historietas y música popular, etc.) con diversas problemáticas del mundo contemporáneo.

Las producciones culturales serán elegidas teniendo en cuenta la diversidad de las tradiciones culturales.

Los problemas a estudiar y discutir conformarán cuatro módulos:

1. Problemáticas de las ciencias en narraciones de ficción: desde la biología y la física a la ecología;
2. La Historia y las historias (relatos, *stories*): ¿Qué es lo que se cuenta en cada historia y por qué?;
3. Sociedades y migraciones representadas en la cultura popular;
4. Preocupaciones de la filosofía en historietas, series, relatos literarios y arte callejero.

En cada uno de los ejes se examinarán conceptos básicos de distintas disciplinas, como, por ejemplo, teoría literaria, filosofía, semiótica, antropología y sociología.

This seminar will delve into the connections among the different cultural productions (literary works, movies, comic books, popular music, etc.) and the problem areas of the modern world. The works to be studied will be chosen from a diversity of cultural traditions.

The four modules of the course are:

1. Problem areas of sciences and fictional narratives: from biology and physics to ecology;
2. History and stories: what is told in each story and why?
3. Societies and migrations as represented in popular culture;
4. philosophical issues in comic books, TV series, literary texts and street art.

In each one of the modules, students will examine basic concepts from different disciplines, like literary theory, philosophy, semiotics, anthropology and sociology.

Spanish Language Acquisition

Course Descriptions

Spanish 1 Prácticas del Lenguaje - Laboratorio 1

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

Prácticas del Lenguaje - Laboratorio 1 is a course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. This course is aligned with the Common European Framework that describes language ability on a six-point scale, placing students in this course at an A2 level. Laboratorio 1 is designed based on three themes or units, identities, experiences, and social organization. Throughout the units, students will learn vocabulary and grammar structures that will enable them to communicate in the target language. The skills of listening, speaking, reading, and writing are emphasized equally to develop abilities in oral and written expression.

Spanish 2 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 of the target language, or for those students with limited previous experience. This course is aligned with the Common European Framework that describes language ability on a six-point scale, placing students in this course at an B2 level. Laboratorio 2 is designed based on two themes or units, human ingenuity and sharing the planet. Throughout the units, students will learn vocabulary and grammar structures that will enable them to communicate in the target language and to express opinions or ideas about complex or hypothetical situations. The skills of listening, speaking, reading, and writing are emphasized equally to develop abilities in oral and written expression.

Spanish 3 Prácticas del Lenguaje - Laboratorio 3

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

Prácticas del Lenguaje - Laboratorio 3 concentrates on developing fluency in the language, exposing the students to simple pieces of literature, and enhancing grammar skills. This course is aligned with the Common European Framework that describes language ability on a six-point scale, placing students in this course at an C2 level. Texts studied range from short stories, poems, special selections from well-known Latin American and Spanish writers. Students will be exposed to a historical and cultural understanding of the Spanish speaking countries in America by studying short texts (written or audiovisual). Listening, speaking, reading, and writing skills are emphasized equally to develop fluency and written expression.

Spanish 4/5 Prácticas del Lenguaje - Laboratorio 4/5

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

Prácticas del Lenguaje - Laboratorio 4 is a course designed for students transitioning into more advanced Spanish courses. The aim of this course will focus on the analysis of literary texts paying special attention to the acquisition of more complex grammar structures and communication skills. The variety of texts studied range from short stories, poems, special selections from well-known

Latin American and Spanish writers, videos, and digital media. Students will deepen their understanding of historical events and cultural features of the Spanish speaking countries in America, including Latin@s studies.

IB Spanish B Spanish SL

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

Language B SL is a language acquisition course designed for students with previous experience of the target language. 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

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

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. 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

(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. 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

Social Studies 9

(Grade 9; Full Year; 1.0 credit)

The focus of this course is to develop critical thinking skills through the examination of different areas within the humanities. Throughout the course, students study elements of history, geography, government and economics all while developing research, comprehension and communication skills. Students are taught major events of the 19th and 20th century through a conceptual approach. Concepts such as Power, Significance, Cause, Consequence and Interdependence may be explored and applied through various case studies such as Imperialism, WW1 and WW2. Students who complete SS9 will have the skills and the conceptual understanding to continue 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 kind of evaluation (practical work, essays, exams, oral presentations)

Historia 9 SLL

(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 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)

Year 10 Social Studies continues the work of year 9. It develops critical thinking skills through the examination of different areas within the humanities, including history, geography, government and economics all while developing research, analysis, critique and communication skills. Students are taught a range of content through a conceptual and skills-based approach. Concepts such as Interdependence, Development, Causation, Conflict and Peace as well as multi-perspectival narratives may be explored and applied through various case studies such as 19th & 20th Century Asia and others based on student interest and teacher expertise. The year will culminate in a rigorous research unit designed to prepare students with the skills and concepts needed for higher level study, particularly IB Humanities courses.

Historia 10

(Grade 10; Semester; .5 credit)

The subject proposes to walk through a path of reflection on fundamental issues of Argentine History of the 20th century and the beginning of the 21st. Through a journey of the political, social, economic and cultural history of Argentina in this period, the main axes will be drawn from which it is hoped to arrive at a global understanding of the historical evolution of the country. With the use of certain conceptual tools, students will be introduced to 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 stimulated. The subject is taught in Spanish and includes different kind of evaluation (practical work, essays, exams, oral presentations)

Historia 10 SLL

(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 arrive at a global understanding of the political, social, economic and cultural history of the country. Students will be introduced to 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. The class is taught online in English, asynchronously, and students are expected to work individually on weekly research projects.

IB History SL

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

IB DP 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.

The Standard Level (SL) 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 and one other region, and the Cold War: Superpower tensions and rivalries.

IB History HL

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

IB DP 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 and one other region, 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 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 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 SL

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

The SL Global Politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, 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 wider and transnational perspective. Throughout the course students will consider units in the basics of international relations, human rights, development 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, should consider this course.

IB Global Politics 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, HL students research and present two political challenges (environment, poverty, health, identity, borders, security) through a case study approach. HL students also write an additional extended response paper (Paper 2) based on the four core units.

Estudios Culturales 1

(Grade 11; 1 quarter; .25 credits)

Estudios Culturales 1 tries to address the contents of the *Geography* and *Citizen Education* subjects of the National program. It is about seeing these contents through the prism of Cultural Studies, that is, we are going to consider geographic spaces and the concept of citizenship from the cultural analysis. For this we will turn to literature, cinema, images (photographs, graffiti, etc.) and the mass media. But let's first define cultural studies as an academic discipline. In the fifties of the 20th century, a group of professors emerged in England who managed to give academic status to a series of practices that they had been developing for a long time. Thus arises Cultural Studies, a discipline that tries to analyze and reflect on culture and the culture produced by the mass media in particular. The proposed perspective is interdisciplinary: literary theory, semiotics, sociology, anthropology, psychoanalysis, history are used. It is necessary to know the fundamentals of each one of them and build a knowledge that brings them together, 'to approach in a reflective way the study of individuals and the cultural practices that they produce and / or consume. The subject is by semesters, is taught in Spanish and includes different kind of evaluation (practical work, essays, oral presentations)

Estudios Culturales 1 SSL

(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)

The name of the subject in the National program is *Citizenship and Work*. For the same reasons that in Estudios Culturales 1 we are going to address some of its contents from the prism of cultural studies, a discipline that addresses the study of culture and cultural products from a multidisciplinary perspective, which appeals both to semiotics and to anthropology, sociology, philosophy or history. In the first moment of our subject we are going to dedicate ourselves to analyzing and thinking about the word "work", what meaning or senses it can contain. In general, we are used to considering work as that activity that a person must do to earn a living, to get the money necessary to live. Of course, the word work may mean many more things to the subject. We are going to resort to different intellectual currents and to carry out various activities to think about the problem. In a second moment of our subject, we are going to think about the relationships between work and citizenship. Could they have a relationship? We will have to take a look at the notion of citizenship, what it implies, what its scope is in a democratic society. This will lead us to think more carefully about the foundations of our political system, of our democratic, plural and multicultural way of life, and to establish some relationships with what we previously reflected in relation to work. Furthermore, work is an area in which people converge to enter into a certain kind of relationship. On the one hand, there are those who consider that these

relationships should be circumscribed to the private and, on the other, there are those who consider that they should be regulated by law. It is a current debate, and we will address it by drawing on examples from the present. The subject is by semesters, is taught in Spanish and includes different kind of evaluation (practical work, essays, oral presentations)

Estudios Culturales 2 SLL

(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. The class is taught in English, asynchronously, and students are expected to work individually on weekly projects.

Science

Course Descriptions

Science 9

(Grade 9; 1 year; 1.0 credit)

Science 9 is an interdisciplinary course that, combined with Science 10 (a new course in 2022-23), 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, chemical reactions that govern the carbon cycle, climate change adaptations, and evolution. 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.

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. This course will prepare students for any of the International Baccalaureate sciences.

IB Environmental Systems and Societies (ESS) Standard Level

(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 ecosystems, human carrying capacity and resource use, conservation and biodiversity, pollution management, sustainable food production, and global warming. The use of technology is mandatory throughout the course, as is the Group IV 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 Biology SL

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

IB Biology Standard Level is a two year course that covers six topics in biology including: 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 use of technology is mandatory throughout the course, as is the Group IV 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. A minimum of 40 lab hours will be completed during the course.

IB Biology HL

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

IB Biology Higher Level is a two year course that covers six core and four additional higher level topics including: biochemistry, cells, genetics, ecology, evolution, animal and plant 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 use of technology is mandatory throughout the course, as is the Group IV 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. A minimum of 60 lab hours will be completed during the course.

IB Chemistry SL

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

Standard level chemistry over two years covers 11 core topics. The topics include Quantitative chemistry, Atomic structure, Periodicity, Bonding, Kinetics, Energetics, Equilibrium, Acids & Bases, Measurements and Data Processing. In addition to these 11 topics there will be one additional topic chosen as the "option". The 4 "options" to choose from include Material Science, Biochemistry, Energy, and Medicinal Chemistry. 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 use of technology is mandatory throughout the course, as is the Group IV project. 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 Chemistry HL

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

Higher level chemistry over two years covers 11 core topics and 10 additional HL topics. The topics include Quantitative chemistry, Atomic structure, Periodicity, Bonding, Kinetics, Energetics, Equilibrium, Acids & Bases, Measurements and Data Processing. The HL topics build directly on core topics. In addition to these 11 topics there will be one additional topic chosen as the “option”. The 4 “options” to choose from include Material Science, Biochemistry, Energy, and Medicinal Chemistry. 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 use of technology is mandatory throughout the course, as is the Group IV project. 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 SL

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

IB Physics standard level course includes 8 topics and an option. These topics are measurement, mechanics, heat, waves, electricity, atomic physics, and energy. The option is chosen out of 4 possibilities. 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 use of technology is mandatory throughout the course, as is the Group IV project. 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 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 4 higher level topics covering wave phenomena, fields, electromagnetism, and quantum mechanics. These 4 topics are extensions of 4 of the SL topics, 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 use of technology is mandatory throughout the course, as is the Group IV project. 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.

Science Seminar

(Grade 11, 12; Full Year; 1.0 Credit)

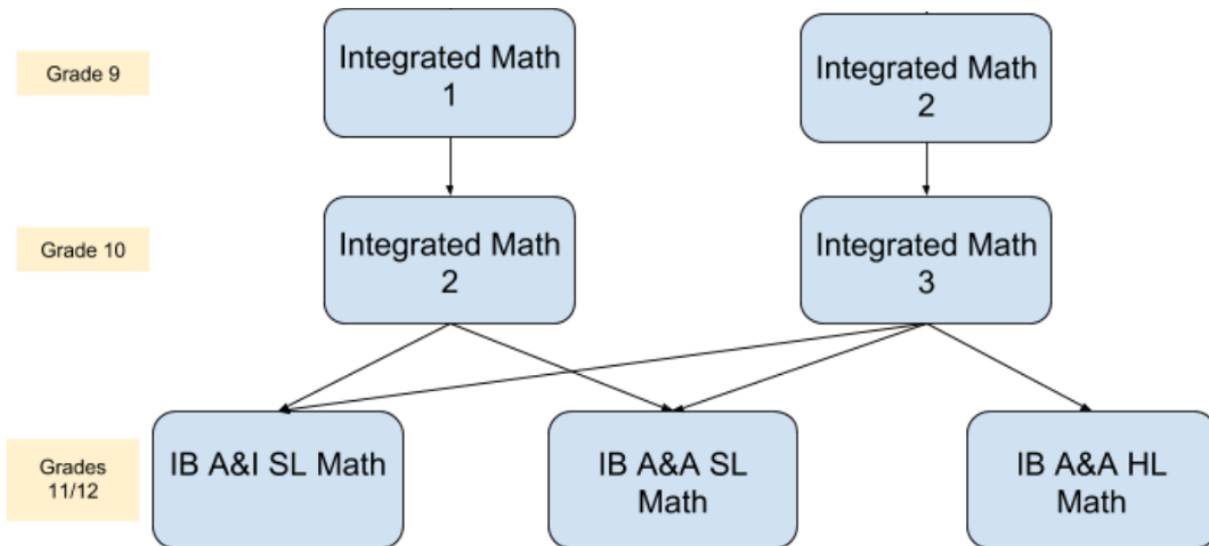
Science Seminar are specialized college preparatory courses which may be taken to earn required science credit or as electives. Science Seminar is about Forensics and Nutrition. This is a college preparatory course which may be taken in order to earn required science credit or as an elective in conjunction with another science course.

Mathematics

Course Descriptions

A graphing calculator - TI-Nspire or TI-84 - is required for all mathematics courses.

Mathematics Pathways at Lincoln



Integrated Mathematics 1

(Grades 9; 1 year; 1.0 credit). Prerequisite: Grade 8 Mathematics (or equivalent).
A graphic display calculator is required for this course.

The fundamental purpose of Integrated Mathematics I is to deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics around them.

Integrated Mathematics 2

(Grades 9-10; 1 year; 1.0 credit) Prerequisite: Integrated Mathematics 1 (or equivalent).
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, measurement and data analysis. The course covers a range of

topics including: exponents, quadratic equations, right-triangle trigonometry and probability, motivating the frequent use of calculators.

Integrated Mathematics 3

(Grade 10; 1 year; 1.0 credit). Prerequisite: Integrated Mathematics 2 (or equivalent).

A graphic display calculator is required for this course.

This course prepares students moving into the IB Diploma Program for IB Mathematics SL and IB Mathematics HL. 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.

IB Mathematics: Applications and Interpretations SL

(Grade 11/12, 2 years, 2.0 credits). Prerequisite: Integrated Mathematics 2 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 emphasises 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, modelling, geometric trigonometry, statistics (including statistical tests) and probability, and calculus.

IB Mathematics: Analysis and Approaches SL

(Grade 11/12; 2 years, 2.0 credits). Prerequisite: Integrated Mathematics 2 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 HL

(Grade 11/12; 2 years, 2.0 credits). Prerequisite: Level 6 or above in IM3 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, integration by parts, and the Maclaurin Series.

Mathematics Seminar

(Grade 12; 1 year, 1.0 credits).

A graphic display calculator is required for this course.

This is a non-IB Course for students to round out their HS Mathematics experience. This course will focus on practical applications of mathematics but students will also have the opportunity to focus on the mathematics that is of most interest and importance to them. This may include preparation for college entrance exams.

Arts

Course Descriptions

High School Band

(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. Students in this band create, connect, perform and respond to a wide variety of music from various genres of music. Within the school year Band performs in several concerts including the High School Band Festival. Additional class emphases include basic music theory, music history, and music appreciation. Any student may sign up for Band though previous experience with an instrument is encouraged.

Choir

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

The High School Choir focuses on creating, connecting, performing, and responding to various genres with the purpose of developing an experiential understanding of healthy vocal technique, ensemble cooperation, and performance readiness. Through studied repertoire, students in the High School Choir also study and understand music theory and music history, as well acquire skills of music literacy and improvisation. Students develop arranging capabilities and continue an appreciation of the world's diverse cultures through the study of global music. Finally, the students also have the opportunity to work with a variety of classroom and auxiliary percussion instruments. Within the school year, the High School Choirs perform in at least 3 events outside of the regular school day. Everyone is welcome to join this class regardless of previous singing experience.

Theatre Foundations I

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

Students will be introduced to the world of theatre and performance and begin to develop a basic understanding of performance and production concepts. The major areas of focus for this class include 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 professionals' theatrical works. This class covers a minimum of six to a maximum of eight individual units. Each unit culminates with a summative assessment, covering 2-3 theatrical standards. These may be performative in nature. Units include topics such as "Stage Combat: Fake Fighting for the Stage," "Acting in Duo Scenes," "Producing a One-Act Play" and "Directing for the Stage." All classes are conducted in a safe, encouraging and supportive environment. No previous theatre experience required.

Theatre Foundations II

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

Recommended Prerequisite: Theater Foundations I

Students will continue their exploration of the world of theatre and performance, further developing their skills and understanding of performance and production concepts. The major areas of focus for this class includes acting as a solo performer, acting in a group ensemble, directing, scene work, script analysis, technical design, devising, and theatre theory. Students will both individually and collectively practice verbal and written performance critiques, learning to critically examine theirs, their classmates, and professionals' theatrical works. This class covers a minimum of six to a maximum of eight individual units. Each unit culminates with a summative assessment, covering 2-3 theatrical standards. These may be performative or analytical in nature. Units include topics such as "Playwriting," "Classical versus Modern Acting Methods," "Advanced Directing," "Producing a One-Person Show," and "Examining Theatre Genres through Script Analysis." All classes are conducted in a safe, encouraging and supportive environment. No previous theatre experience required, though Theatre Foundations I is a recommended prerequisite to this course.

IBDP Theatre Standard Level

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

The primary goal of the IB SL course is to give students advanced opportunities to discover, experience, and appreciate theatre from a variety of diversified, world perspectives, and to better understand theatre's impact on our and other's lives. This is approached through in-depth experimentation with performance, directing, designing, devising (creating), and theatre history across a wide range of genres, cultures, and time periods. Class content remains open to the student's personal interests and allows for extreme flexibility in exploration and research. In year one, SL Theatre students concentrate on world theatre content exploration under the guidance of the teacher. Additionally, students undertake four practice assessments, approached as in-class group projects: the Research Presentation, an oral assessment as researched and presented from the perspective of a performer; the Director's Notebook, a written play analysis presented from the perspective of a director; the Collaborative Project, a live performance and written portfolio presented from the perspective of a deviser; and the Solo Theatre Piece, a live performance and written portfolio presented from the perspective of a divisor and a theatre theorist researcher. These practice assessments cover the three areas of the IB creation cycle of theatre in context, theatre processes and presenting theatre. In year two, SL Theatre students are guided by the teacher to complete three of the four assessments (excluding the Solo Theatre Piece) using previously unexplored theatre content. No previous theatre experience is required for this course, though some theatre experience is recommended.

IBDP Theatre Higher Level

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

The primary goal of the IB SL course is to give students advanced opportunities to discover, experience, and appreciate theatre from a variety of diversified, world perspectives, and to better understand theatre's impact on our and other's lives. This is approached through in-depth experimentation with performance, directing, designing, devising (creating), and theatre history

across a wide range of genres, cultures, and time periods. Class content remains open to the student's personal interests and allows for extreme flexibility in exploration and research. In year one, HL Theatre students concentrate on world theatre content exploration under the guidance of the teacher. Additionally, students undertake four practice assessments, approached as in-class group projects: the Research Presentation, an oral assessment as researched and presented from the perspective of a performer; the Director's Notebook, a written play analysis presented from the perspective of a director; the Collaborative Project, a live performance and written portfolio presented from the perspective of a deviser; and the Solo Theatre Piece, a live performance and written portfolio presented from the perspective of a divisor and a theorist researcher. These practice assessments cover the three areas of the IB creation cycle of theatre in context, theatre processes and presenting theatre. In year two, HL Theatre students are guided by the teacher to complete all four of the assessments using previously unexplored theatre content. No previous theatre experience is required for this course, though some theatre experience is recommended.

Ceramics elective

(Grades 9-12; .5 year; 0.5 credit)

Ceramics is a course open to all levels where learners develop their understanding of the basic principles of art through experimentation with the media of clay. Students will explore a variety of ceramic construction methods that include basic pottery skills, hand-building methods as well as wheel-throwing. Students are encouraged to develop their creativity through the form of a proposal which includes an investigation, sketches, and a practice piece before starting their final works. Students create three unique clay projects (functional, sculptural or tiles) throughout the semester that build on their existing skills.

Visual Arts 1

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

Art 1 is exploratory in nature, offering an overview of visual arts as a foundation for further study. The course is an introduction to the creative process of creating an artwork that has a specific artistic intention, formed through research, analysis and development of skills. Learners will complete 4 units that focus on developing their practical art making skills, knowledge of art history, and development of style, as well as learning methods of analysis and criticism to study particular historical art periods and artists. Learners will keep a sketchbook and are expected to exhibit their work at the end of each unit.

Visual Arts 2

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

Prerequisite: Art 1

The aims of Art 2 are improving skills and techniques, gaining knowledge of art history, developing understanding of art theory and the many functions of art, and practicing creative expression using various concepts. In each unit, learners develop the skills to both write and talk about their work and the work of others in class critiques and presentations. The course is broken up into 5 graded components: artist research & visual analysis, development of art skills and

techniques, writing an artistic intention, demonstration of learned skills in final artwork, and visual communication.

IBDP Visual Arts Standard Level

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

The IB Visual Arts class is a Standard Level IB course offered as part of the International Baccalaureate Diploma Programme. The visual arts course 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. Each art student will choose a unique theme to develop their body of work around. IB Art learners will submit a comparative study (an analysis and comparison of 3 different artworks by different artists) and process portfolio (9-18 book or digital pages that evidence their experimentation, exploration, manipulation and refinement throughout the course) for external assessment and complete an exhibition including 4-7 artworks, texts and a curatorial statement for internal assessment.

IBDP Visual Arts Higher Level

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

It should be noted that 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.

Multimedia/Graphic Arts Introduction

(Grade 9-10; Semester; 0.5 credit)

Introduction to Multimedia Arts is a course that explores the fundamentals of Graphic Arts and Motion Graphic Design disciplines as well as the creative process from conception of the idea to final design. Students will acquire the basic skills to use and be creative with Adobe Creative Suite through hands-on projects including topics related to digital illustration, image in motion and sound design.

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 appropriate projects and assignments. 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: Multi Media/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 graphic design emulating professional techniques using a variety of contemporary media formats. Projects are designed to gain a better understanding of our visual world.

IBDP Film Standard Level

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

IB Film is a hands-on course in which students will learn to analyze films and to create their own. They will learn the skills necessary for becoming knowledgeable film critics and beginning filmmakers. Five major roles of filmmaking -- Director, Cinematographer, Editor, Sound Designer, and Screenwriter -- are explored and practiced throughout the course. Students will also be introduced to the key movements and theories occurring throughout film history. Standard Level students in IB Film will submit three major assessments: The Textual Analysis, focused on a 5-minute scene from a chosen film, the Comparative Study, a 10-minute video essay comparing two films, and the Film Portfolio, a collection of student-created footage, including a 3-minute film and reflections demonstrating skills in 3 of the filmmaking roles.

IBDP Film Higher Level

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

IB Film is a hands-on course in which students will learn to analyze films and to make their own. They will learn the skills necessary for becoming knowledgeable film critics and beginning filmmakers. Five major roles of filmmaking -- Director, Cinematographer, Editor, Sound Designer, and Screenwriter -- are explored and practiced throughout the course. Students will also be introduced to the key movements and theories occurring throughout film history. Higher Level students in IB Film will submit four major assessments: The Textual Analysis, focused on a 5-minute scene from a chosen film, the Comparative Study, a 10-minute video essay comparing two films, the Film Portfolio, a collection of student-created footage, including a 3-minute film and reflections demonstrating skills in three of the filmmaking roles, and finally, HL students will submit the Collaborative Film Project, a 7-minute film created together with a small group of classmates.

Film

(Grades 11-12; 1 year; 1.0 credit)

This course is taught concurrently with IB SL/HL Film, but can be taken as a one-year non-IB elective. Most assessments will be the same as the IB class, with a few exceptions. Students are encouraged to keep in mind that the ability to work well in groups is essential to success in this course. The ability to cooperate effectively and participate in a final Film Festival are integral parts of the course.

Digital Photography

(Grades 9-12; Semester; 0.5 credit)

This hands-on course is an introduction to digital photography. Students will develop communication and creative skills using DSLR cameras and professional Adobe softwares (Photoshop and Lightroom). Project-based, the class will explore the different techniques and artistic process involved in making photographs, from the pre production until the editing process. These include camera handling, composition, effective use of light, file management, digital image manipulation and developing a personal and artistic photographic vision. The course will culminate with a Photo Exhibition.

Physical Education and Health

Course Descriptions

Physical Education 9

(Grades 9; 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. Exposure to a broad range of activities representing different cultural backgrounds is provided so that students can have better 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.

Physical Education 10

(Grade 10; 1 year; 1.0 credit)

The second year of this physical education class allows the students to continue developing and enhancing the sports skills acquired in previous years. Students will work towards achieving a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Participate in physical education to enrich their lives through physical activity, and related to health and wellbeing. 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. 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.

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.

Health 9

(Grades 9; 1 semester; 0.5 credit)

The focus of Health class is to provide students with information and skills that are developmentally appropriate and relevant so they feel informed and empowered to make personal decisions regarding their health, and begin to set intentions and practices that foster a healthy lifestyle. In Grade 9 students apply health information to propose and justify responses to health situations. The course utilizes project-based learning units around the topics of safety, benefits of physical activity, mental health and wellbeing, food and nutrition, drugs and alcohol, and relationships and sexualtiy. The curriculum and achievement standards are derived from the Australian National Health Curriculum.

Health 10

(Grades 10; 1 semester; 0.5 credit)

The course challenges students in developing their understanding of health topics with an emphasis on providing students with the information and skills to make decisions to foster a healthy lifestyle. Students research relevant teen health issues while creating and implementing health promotion campaigns through the Lincoln High School and in the community. Similar to Grade 9, The course utilizes project-based learning units around the topics of safety, benefits of physical activity, mental health and wellbeing, food and nutrition, drugs and alcohol, and relationships and sexualtiy. In Grade 10, students will focus on goal-setting and will practice critically analyzing and applying health information to make personal decisions regarding maintaining healthy habits.

Information Literacy and Design

Course Descriptions

Computer Science

(Grades 9-12)

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.

Design Technology

(Grades 9-12)

Design technology will develop student understanding of design thinking and product development life cycles by exploring a variety of digital and physical design projects. This media focused course includes topics such as video editing, animation, game design, and 3D modelling for both digital and physical applications. The course will culminate with a student-driven passion project within the field of study.

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 *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.

Important Note: Some out-of-class time may be required at the beginning of the second semester.

Multimedia/Graphic Arts Introduction

(Grade 9-10; Semester; 0.5 credit)

Introduction to Multimedia Arts is a course that explores the fundamentals of Graphic Arts and Motion Graphic Design disciplines as well as the creative process from conception of the idea to final design. Students will acquire the basic skills to use and be creative with Adobe Creative

Suite through hands-on projects including topics related to Digital Illustration, Image in motion and Sound design.

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.

Animation 1

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

Animation 1 is an introductory course to the fundamental skills and concepts of the 2D digital animation production process. Students will explore the different steps necessary to create their animations using computer technology. The class includes topics related to Storyboarding, Cartooning, Digital drawing and painting techniques, Video editing and Soundtrack design.

Animation 2

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

Animation 2 course explores the fundamental skills and concepts of the stop motion animation process. Students will plan, design and create a Claymation short film using audio-visual and computer technologies. The class includes topics related to Puppet and set construction, Stop motion photography, Video and audio editing.

Theory of Knowledge

Course Descriptions

Theory of Knowledge

(Grade 11 and 12; 1.5 years; 1.5 credit)

Theory of Knowledge (TOK) is an interdisciplinary course required for all students in grades 11 and 12, offered over three 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.

Learning Support

Course Guide

Academic Support

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

Academic Support provides a small-class environment to learn skills that aid towards autonomy and proficiency in their learning, with purposeful and guided strategies to compensate for difficulties. Individual and group lessons include topics ranging from writing, reading comprehension, math, study and test-taking skills, to exploring how the mind processes and integrates information where actual learning takes place. Students work on self-directed strategies and implement tools to aid them in meeting their academic goals. Academic Support class regularly collaborates with other Academic courses to facilitate teaching and learning. Compensatory 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; and in efficiently learning vast amounts of content, partnering with them and providing 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. Compensatory accommodations are a regular part of this class for students with Individual Education Plans.

English for Academic Purposes

(Grades 9-12; 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 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 and English Language goals for improvement, and in the case of IB Diploma students, to manage the many demands of the IB Programme.

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 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.

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