



LINCOLN
HIGH SCHOOL

2026
2027

COURSE REGISTRATION GUIDE





LINCOLN HIGH SCHOOL

Course Registration Guide 2026-2027



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

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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	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 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	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. The Higher Level course options consist of up to 90 additional hours of material over the two years in comparison to Standard Level courses.
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 from another IB school 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 school supported self-taught course, in a language other than English or Spanish. Families are responsible for any and all fees associated with an external tutor, online provider fees, or teacher required for this subject.

Students who prefer not to take the full IB Diploma Program may take individual Diploma Programme (DP) courses and can receive Diploma Programme (DP) Courses Results upon successfully completing the requirements of the course, and sitting for all IB DP Year II final exams.

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.

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English and Spanish Language and Literature

Course Descriptions

English 9

(Grade 9; one year; 1 credit)

This course introduces students to literary analysis in the different genres of literature. Students will begin to develop formal essay writing and research skills through a variety of assignments, including an introduction to online databases and library resources. Students will have the opportunity to develop their oral language skills through informal class discussions, formal presentations and application of rhetoric. Students will develop an intrinsic interest in reading and nurture their capacity for sustained reading.

English 10

(Grade 10; one year; 1 credit)

In English 10, students will continue to develop clear and coherent writing, focusing on the production of convincing arguments and engaging narratives. Students will further develop their research writing skills by incorporating secondary sources to enhance the effectiveness of a literary argument, using MLA Guidelines to ensure students follow the guidelines for Academic Integrity. In semester 2, the major texts chosen for this course reflect a sampling of important literature, as well as opportunities for student choice in semester 1. In addition, the course fosters other forms of communication such as speaking and listening through student-led collegiate discussions, collaborative projects, and interviewing. Special attention will be given to identifying and analyzing literary elements and comparing texts as preparation for IB Literature. The units of study are Feature Writing, Book Clubs, Satire and Visual Literacy, Novel Study, and Drama Study, culminating in a comparative essay on two literary texts.

IB English A: Literature Standard Level (SL)

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

Prerequisites: Successful completion of English 10

In this course, students study a wide range of literary texts (prose non fiction, prose fiction, poetry, and drama), in a variety of, 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, 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 include 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 credits)

Prerequisites: Successful completion of English 10

In this course, students study a wide range of literary texts (prose non fiction, prose fiction, poetry, and drama), in a variety of, 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 theories 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

(Grade 9; one year; 1 credit)

Prerequisites: Language Arts 2 (Middle School) or teacher recommendation or placement test

This course 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.

Spanish 1 is the equivalent of Prácticas del Lenguaje 3 for the Argentine Baccalaureate.

Español 1

(Grado 9; un año; 1 crédito)

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

Este curso abarca dos áreas: Lenguaje y comunicación y Literatura. En la primera área, los estudiantes estudiarán el idioma español y su uso en detalle utilizando las herramientas que ofrecen la lingüística, la gramática y el análisis del discurso. En la segunda área, se hará especial hincapié en la dimensión estética del lenguaje. En este curso se analizarán obras literarias y otros tipos de discurso social. Las selecciones ilustrarán el tema general de la diferencia cultural.

Espanol 1 is the equivalent of Practicas del Lenguaje 3 for the Argentine Baccalaureate.

Español 2

(Grade 10; one year; 1 credit)

Prerequisites: Spanish 1 or teacher recommendation or placement test

In Spanish 2, students will become familiar with fundamental concepts of literary theory and analyze relevant works of literature from different genres and periods, originally written in Spanish or translated into that language. The program is structured around the theme of identity, both in an individual and collective sense. During the course, students will study different theoretical and critical approaches to texts and compare artistic productions.

For the Argentine Baccalaureate, Español 2 is equivalent to Literature 1 and is a continuation of the Language Practice (Prácticas del lenguaje)

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.

Español 2 is the equivalent of Prácticas del Literatura 1 for the Argentine Baccalaureate.

Español 2

(Grado 10; un año; 1 crédito)

Requisitos: Español 1 o recomendación de la profesora o Examen de nivel

En Español 2, 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.

Para el Bachillerato argentino, Español 2 es el equivalente a Literatura 1 y es una continuación del programa de Prácticas del Lenguaje 3.

Los alumnos profundizarán en la teoría literaria utilizando las herramientas de la literatura comparada. Las tareas escritas estarán diseñadas para ayudar a los alumnos a aprender a construir argumentos sólidos y desarrollar ideas con claridad. Las obras se seleccionarán entre una variedad de escritores conocidos. Durante este curso, los alumnos también estudiarán diferentes enfoques críticos y compararán diferentes formas artísticas.

Español 2 es el equivalente a Prácticas de Literatura 1 para el Bachillerato Argentino.

IB Español A: Literatura Nivel Medio (Standard Level)

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

Prerequisites: Pass Spanish 2, or complete the placement exam

In this course, students will engage with a wide range of literary texts in which they will examine the ways in which different text types and genres are constructed through the reading of theoretical texts. They will also investigate the aesthetic qualities of texts and will be able to appreciate the ways in which they construct a wide range of meanings in culture and in different societies over time. The theoretical approaches will be broad and varied, including texts from literary theory, sociolinguistics, cultural studies, and critical discourse analysis, among others. All students in the course will complete the assignments and exams required by the IB program, and they must always keep their student portfolios complete with their work.

The exams required by the IB are the Individual Oral, Paper 1 (guided literary analysis), and Paper 2 (comparative literary essay).

IB Español A: Literatura is the equivalent of Literatura 2-3 over two years for the Argentine Baccalaureate.

IB Español A: Literatura Nivel Medio (Standard Level)

(Grados 11/12; dos años; 2 créditos)

Requisitos: Aprobar Español 2, 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 es el equivalente a Literatura 2-3 durante dos años para el bachillerato argentino .

IB Spanish A: Higher Level Literature

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

Prerequisites: pass Spanish 2, or complete the placement exam

In this course, students will engage with a wide range of literary texts in which they will examine the ways in which different text types and genres are constructed through the reading of theoretical texts. They will also investigate the aesthetic qualities of texts and will be able to appreciate the ways in which they construct a wide range of meanings in culture and in different societies over time. The theoretical approaches will be broad and varied, including texts from literary theory, sociolinguistics, cultural studies, and critical discourse analysis, among others. All students in the course will complete the assignments and exams required by the IB program, and they must always keep their student portfolios complete with their work.

The exams required by the IB are the Individual Oral, the Literary Essay, Paper 1 (guided literary analysis), and Paper 2 (comparative literary essay).

IB Español A Literatura is the equivalent of Literatura 2-3 over two years for the Argentine Baccalaureate.

IB Español A: Literatura Nivel Superior (Higher Level)

(Grados 11/12; dos años; 2 créditos)

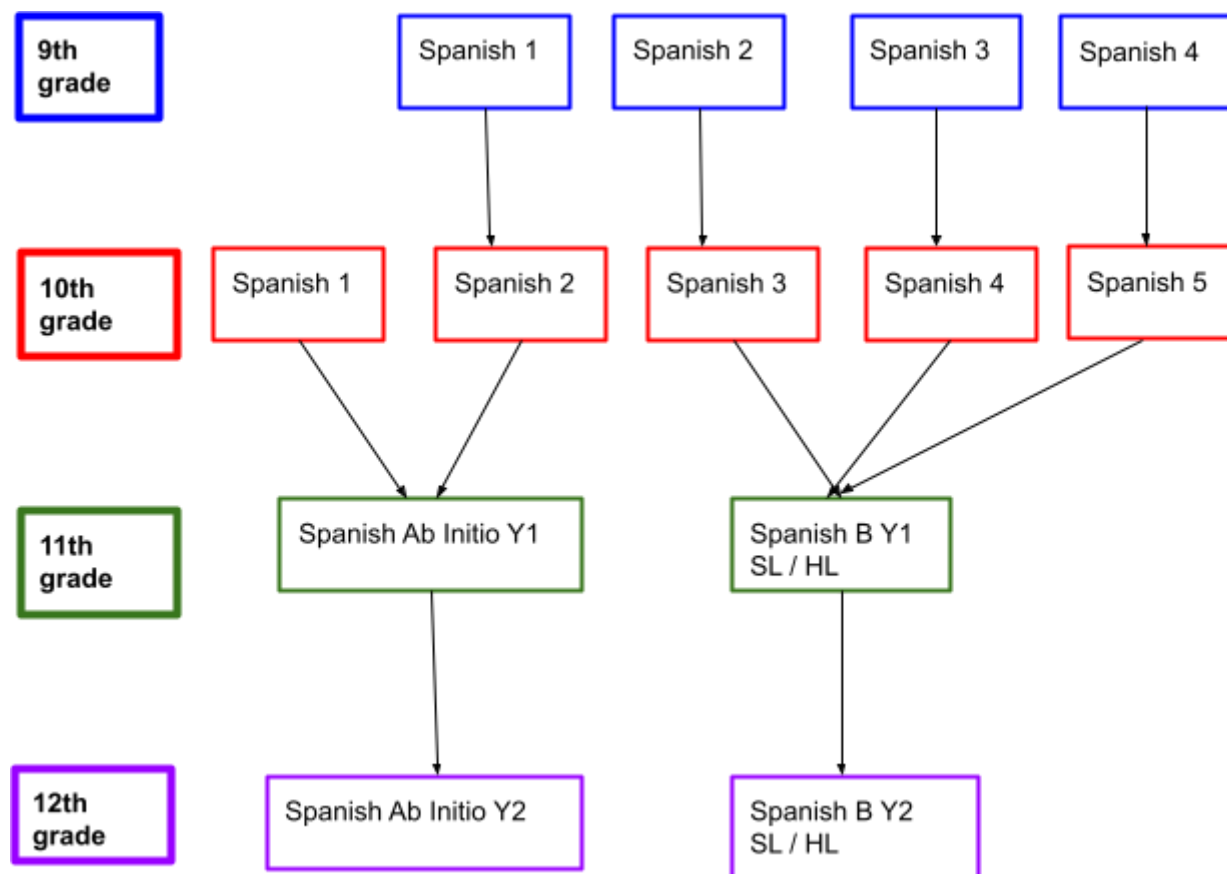
Requisitos: Aprobar Español 2 o completar el examen de nivel

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).

IB Español A: Literatura es el equivalente a Prácticas de Literatura 2-3 durante dos años para el bachillerato argentino.

Spanish Language Acquisition Course Descriptions



Spanish 1

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

Spanish 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 1 is the equivalent of *Practicas del Lenguaje 1* for grade 9 and *Lenguaje 2* for grade 10 for the Argentine Baccalaureate.

Spanish 2 -

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

Spanish 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 B1 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 2 is the equivalent of Practicas del Lenguaje 1 for grade 9 and Language 2 for grade 10 for the Argentine Baccalaureate.

Spanish 3

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

Spanish 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 B2 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 3 is the equivalent of Practicas del Lenguaje 2 for grade 9 and Lenguaje 3 for grade 10 for the Argentine Baccalaureate.

Spanish 4/5

(Grades 10; 1 year; 1 credit)

Grade 9 students in Spanish 5 will enter Spanish Literature in grade 10.

Spanish 4/5 is a course designed for students transitioning into more advanced Spanish courses. 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 C1/C2 level. 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.

Spanish 4/5 is the equivalent of Practicas del Lenguaje 3 or Literatura 1 depending on the level for the Argentine Baccalaureate.

IB Spanish B Standard Level (SL)

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

Language B Standard Level (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.

IB Spanish B is the equivalent of Literatura 2-3 for grades 11-12 for the Argentine Baccalaureate.

IB Spanish B Higher Level (HL)

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

Language B Higher Level (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.

IB Spanish B is the equivalent of Literatura 2-3 for grade 11-12 for the Argentine Baccalaureate.

IB Spanish Ab Initio Standard Level (SL)

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

Language Ab Initio Standard Level (SL) 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.

Social Studies

Course Descriptions

Social Studies 9

(Grade 9; Full Year; 1 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, human geography, and politics, while simultaneously sharpening their comprehension, and communication skills. The course will delve into key concepts such as power, cause and consequence, perspective, change, and significance which will be applied to analyze diverse case studies encompassing political and social revolutions, imperialism, causes and developments of WWI, and contemporary human geography. Upon completion of social studies 9, students will possess the necessary skills and conceptual understanding to further their study of social studies in tenth grade.

Historia 1

(Grade 10; Semester; 0.5 credit)

This course explores Argentine history from the Revolutionary period of the early 19th century through the end of the 20th century, examining the political, economic, and social processes that shaped the country's development. Students will study the Independence process, the formation and consolidation of the national state, and the complex political and economic transformations and crises that characterized Argentine history, including the tensions between democratic governments and periods of military rule. Through the analysis of economic, political, and social themes, students will develop an understanding of Argentina's historical evolution and its connections to broader global developments. Emphasis is placed on the development of historical thinking skills, including chronological reasoning, contextualization, interpretation of evidence, and the construction of historical arguments. Individual research projects, essays, examinations, and oral presentations will support the development of critical analysis and communication skills. The course is taught in Spanish.

Historia 1 for Spanish as a Second Language (SSL)

(Grade 10; Semester; 0.5 credit)

This course explores Argentine history from the Revolutionary period of the early 19th century through the end of the 20th century, examining the political, economic, and social processes that shaped the country's development. Students will study the Independence process, the formation and consolidation of the national state, and the complex political and economic transformations and crises that characterized Argentine history, including the tensions between democratic governments and periods of military rule. Through the analysis of economic, political, and social themes, students will develop an understanding of Argentina's historical evolution and its connections to broader global developments. Emphasis is placed on the development of historical thinking skills, including chronological reasoning, contextualization, interpretation of evidence, and the construction of historical arguments. The course is taught in English; however, students will also be encouraged to develop their Spanish-language skills through selected activities, including the analysis of primary sources in their original language whenever possible. Individual research projects, essays, examinations, and oral presentations will support the development of critical analysis and communication skills.

Historia 9

(Grade 9; Semester; 0.5 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 on 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 for Spanish as a Second Language (SSL)

(Grade 9; Semester; 0.5 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 and conflict which shaped the formation of Argentina, as well as make connections between local events and global developments, while studying / analysing the various political and social actors involved in creation / development of Argentina. In order to allow students to fully understand the relationship between cause and effect in historical events, they will work on 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 in English and students are expected to work individually on weekly projects.

Social Studies 10

(Grade 10; Full Year; 1 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, politics, and economics, aligning to the IB Diploma social studies courses offered at Lincoln.. The key skills emphasized in this course include research, analysis, critique, and communication.. Through a conceptual and skills-based approach, students consider the nature of justice, power, development, causation and consequence, significance, and perspective. The historical unit will pick up where the Year 9 course ended, with the consequences of World War I and continue through to the rise of the Cold War. During the economics strand, students will be introduced to the fundamentals of micro and macro economic analysis. The nature of power undergirds the global politics component. The course ends with an opportunity to explore a topic of personal interest in the form of a rigorous research paper intended to prepare them for higher-level study and writing the Diploma Program's Extended Essay.

Historia 10

(Grade 10; Semester; 0.5 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 types of evaluation: practical work, essays, exams, and oral presentations.

Historia 10 for Spanish as a Second Language (SSL)

(Grade 10; Semester; 0.5 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 in English and students are expected to work individually on weekly research projects.

IB History Standard Level (SL)

(Grades 11/12; 2 years; 2 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:

- 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 credits)

IBDP History studies 20th-21st century historical topics, exploring political, social, economic and cultural developments in the world, examining a variety of histories from the western to the oriental world. Beyond simply gaining factual knowledge, the course helps students develop historical research skills and a nuanced understanding of multiple interpretations of history. The key concepts in the course include: cause and consequence, continuity and change, perspective, and significance. 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 on regional studies. Students are exposed to more histories from across the world, from Mao's China to the political development and upheaval in the Americas. The emphasis for this course is analytical understanding of source material and its application, rather than the traditional emphasis of essay-based assessment.

The Higher Level (HL) course covers the units within the Standard Level (SL) course as well as at least four additional areas of study from the Americas as outlined in the IB Subject Guide.

IB Economics Standard Level (SL)

(Grades 11/12; 2 years;2 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. IB Economics studies microeconomics, which deals with economic variables affecting individuals, firms and markets, and macroeconomics, which deals with economic variables affecting at the state levels. 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, and economic development. The economics course encourages students to develop a global perspective and raise awareness of their own impact at a local, national and international level.

IB Economics Higher Level (HL)

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

IB Economics HL contains all of the elements of the SL description above. Both HL and SL have the same internal assessment requirements: three commentaries that analyze current events applying economic theory. 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 policies in response to real-life situations.

IB Global Politics Standard Level (SL)

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

The SL Global Politics course explores fundamental political concepts such as Power, Sovereignty, Legitimacy and Interdependence. 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, 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 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, 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, project, essays, and oral presentations.

Estudios Culturales 1 for Spanish as a Second Language (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. This course integrates different disciplines as tools to analyze society from a cultural perspective. The class is taught in English, 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 for Spanish as a Second Language (SSL)

(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, and students are expected to work individually on weekly projects.

Science

Course Descriptions

Science 9

(Grade 9; 1 year; 1 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, cellular systems, evolution, 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.

Science 10

(Grade 10; 1 year; 1 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 culminates with a large individual research project that models the internal assessments required in IB courses. This course will prepare students for any of the International Baccalaureate sciences.

Science and Engineering

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

This is a two year Lincoln 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 Standards and Engineering Practices (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 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)

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

IB Biology Standard Level is a two year course that investigates four major themes in biology: unity and diversity, form and function, interaction and interdependence, and continuity and 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 credits)

IB Biology Higher Level is a two year course that investigates four major themes in biology: unity and diversity, form and function, interaction and interdependence, and continuity and 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 credits)

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 credits)

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 credits)

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 credits)

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 credits)

Recommended experience: Computer Science 9/10

IB Computer Science is a rigorous and practical problem-solving discipline. The core topics are System Fundamentals, Databases, Networks, Computational Thinking and Object-oriented programming. Computational thinking lies at the heart of the course and is supported by practical activities including writing code using a variety of languages. Students will gain experience with databases, modeling and simulation, web development, and machine learning. Though there is no designated language, practical programming experience will be an essential element of developing higher-level thinking skills and this will 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)

(Grade 11-12, 2 years; 2 credits)

Prerequisite: Computer Science 9/10

IB Computer Science is a rigorous and practical problem-solving discipline. The core topics are System Fundamentals, Databases, Networks, Computational Thinking and Object-oriented programming. Computational thinking lies at the heart of the course and is supported by practical activities including writing code using a variety of languages. Students will gain experience with databases, modeling and simulation, web development, and machine learning. Though there is no designated language, practical programming experience will be an essential element of developing higher-level thinking skills and this will 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.

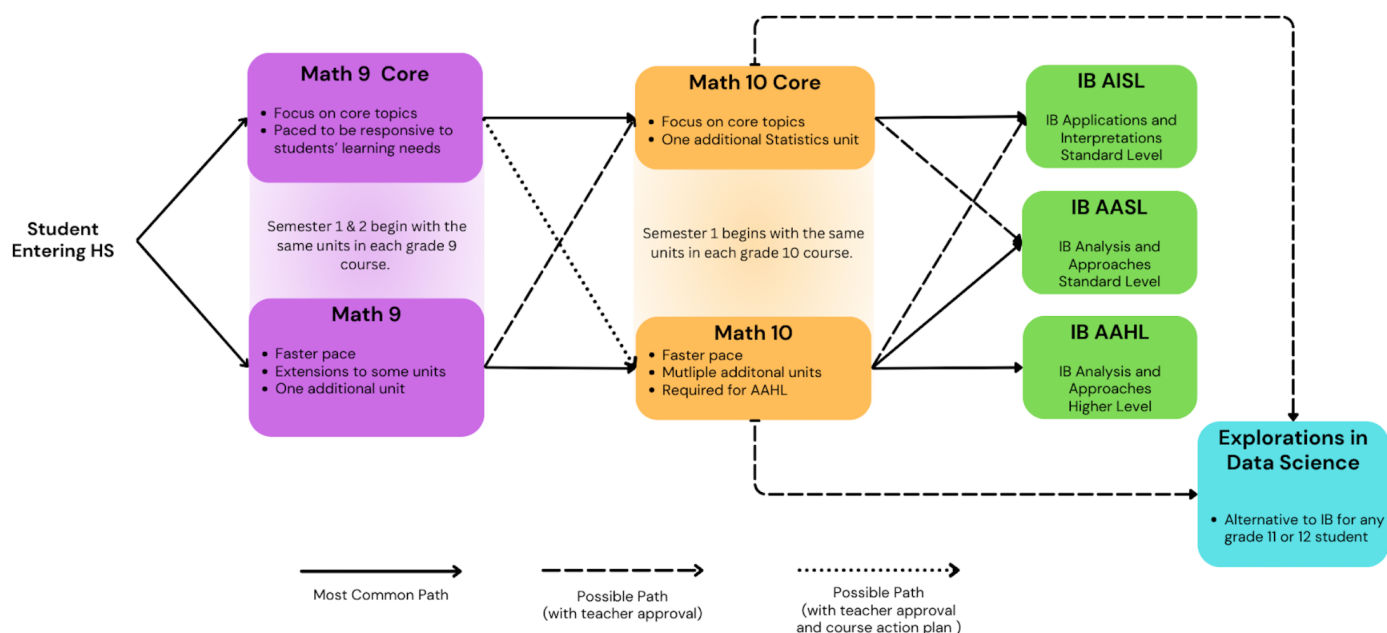
The HL course differs from the SL course in having additional subject content in the topics on , networks, databases, machine learning, computational thinking, programming, object oriented programming (OOP), and the case study. The HL course also studies abstract data types.

Mathematics

Course Descriptions

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 credit).

Prerequisite: Grade 8 Mathematics (or equivalent) and Teacher Recommendation.

Required: A TI-Nspire graphing 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, emphasizing frequent use of graphing 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 credit)

Prerequisite: Grade 8 Mathematics (or equivalent) and Teacher Recommendation.

Required: A TI-Nspire graphing 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, emphasizing the use of calculators.

Math 10 Core

(Grade 10; 1 year; 1 credit).

Prerequisite: Math 9 Core (or equivalent) or Math 9 (with Teacher Approval/Recommendation).

Required: A TI-Nspire graphing 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 credit).

Prerequisite: A grade of 4 or above in Math 9 (or equivalent) or a grade of 6 or above in Math 9 Core with Teacher Approval and Course Action Plan.

Required: A TI-Nspire graphing 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 credits).

Prerequisite: A grade of 4 in Math 10 Core or Math 10. Alternatively, a grade of 3 in Math 10 Core or Math 10 with a Course Action Plan and Teacher Recommendation.

Required: A TI-Nspire graphing 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 credits).

Prerequisite: A grade of 5 or above in the second semester of Math 10. Alternatively, a grade of 4 in the second semester of Math 10 with a Teacher Recommendation. .

Required: A TI-Nspire graphing 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 credits).

Prerequisite: Grades of 6 or above in Math 10 and Teacher Recommendation.

Required: TI-Nspire graphing 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.

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 credits).

Required: A TI-Nspire graphing 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

High School Band level 1 and 2

(Grades 9-12; 1 Year; 1 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. 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.

Guitar and Vocal Levels I and II

(Grades 9-12; 1 semester; 0.5 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.

Acting For Stage and Screen: Introduction

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

Students are introduced to the world of theater, building foundational skills in performance and production. They explore solo and ensemble work, group devising, script structures, and critical reflection of their own work, their peers' work, and international examples.

The year is divided into four units: Foundations (movement, voice, ensemble-building), Devising (collaborative storytelling), Stagecraft (design process), and Character Study (interpretation). Each unit culminates in a performance assessment. No prior experience is required, and new literature each year offers fresh opportunities for both new and returning students, who deepen their skills and take on leadership roles within the ensemble.

Acting For Stage and Screen: Advanced

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

Prerequisite: Acting for Stage and Screen: Introduction

Students continue their study of the world of theater, expanding their skills in performance and production. They explore solo and ensemble work, group devising, script structures, and critical reflection of their own work, their peers' work, and international examples.

The year runs in parallel with the introductory course. In the advanced course, students take on specialized roles and conduct independent study and exploration of themes related to stage and screen performances.

Introduction to Film Appreciation*

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

***(Offered alternating years, 2026-27, 2028-29)**

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 and assessments 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*

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

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

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 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. Five major roles of filmmaking -- Director, Cinematographer, Editor, Sound Designer, and Screenwriter -- 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 skills for all assessments their first year of the course. 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

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 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. Five major roles of filmmaking -- Director, Cinematographer, Editor, Sound Designer, and Screenwriter -- 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 skills for 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*

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

***(Offered alternating years, 2026-27, 2028-2029)**

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 curate a Process Portfolio 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

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

***(Offered alternating year, 2026-27, 2028-2029)**

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 curate a Process Portfolio 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*

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

***(Offered alternating years, 2027-28, 2029-2030)**

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 focuses on composition through linocut printing techniques. At the end of the semester students will sell their work in their pop up printshop.

Visual Arts 3D Focus

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

***(Offered alternating years,, 2027-28, 2029-2030)**

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 curate a process portfolio document that demonstrates 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 & 12); 2 years;2 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 (40%), a curated slideshow driven by exploration and inquiry
- Connections study (20%), contextual investigation of a selected artwork and that of other artists
- Internal Assessment (40%): 5 Resolved Artworks and exhibition texts

IB Visual Arts Higher Level (HL)

(Grade 11 & 12; 2 years; 2 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 (30%) , a curated slideshow driven by exploration and inquiry
- Artist Project (30%), standalone artwork exploring context and connection to the work of other artists
- Internal Assessment (40%): 5 Selected Resolved Artworks and exhibition texts

Physical Education and Health Course Descriptions

Health and Physical Education 9/10

(Grades 9/10; 1 year; 1 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 / Health Year 1:

***(Offered in 2025-26, 2027-28)**

Health:

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

Physical Activities

- Net games - badminton, volleyball, tennis, table-tennis, pickleball
- Aquatics- swimming, lifesaving and water games
- Fitness
- Fielding and striking games- kickball/softball
- Invasion games- indoor hockey, basketball, tchouckball, soccer, frisbee
- Individual performance-track and field, rhythm

PE / Health Year 2

***(Offered in 2026-27, 2028-29)**

Health:

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

Physical Activities:

- Net games -badminton, volleyball, tennis, table-tennis, pickleball
- Fitness- setting goals
- Individual performance-track and field, rhythm
- Aquatics- swimming, lifesaving and water games
- Invasion games-Indoor hockey, basketball, tchouckball, soccer, frisbee
- 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. Activities taught within this course over the two years: net games (badminton, volleyball); fitness (setting goals, designing workouts); aquatics (swimming, lifesaving, and water games); invasion games (indoor hockey and basketbal).

Information Literacy and Design

Course Descriptions

Computer Science 9/10

(Grades 9-12; 1 year; 1 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)

***(Offered alternating years, 2026-27, 2028-29)**

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)

***(Offered alternating years, 2027-28, 2029-30)**

In this project-based course, students will develop communication skills through digital video production using professional Adobe softwares (Adobe Premiere Pro, After Effects). 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 publishing their work in class.

Intro to Publications

(Grades 9-10); Semester; 0.5 credit)

In this semester-long introductory course, students learn the technical skills needed to produce and design different types of publications, such as magazines, brochures, posters, newsletters, booklets, and yearbooks. The course aims to provide students with the knowledge and tools to create high-quality editorial products while fostering a creative and collaborative learning environment. While aspects of creativity and collaboration are emphasized, the primary emphasis is on developing proficiency in the tools, software, and techniques used in the field of publication design. Some of the main topics are: Fundamentals of Design and Layout; Photography and Visual Imagery; Writing and Editing; Tools and Software for Publication Design; Project Development.

Publications

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

Prerequisite: Intro to Publications

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 Publications project, using all the skills learned in class.

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 will learn how to use Adobe Photoshop to make professional projects like digital collages and animations. The goal is for students to learn technical skills and then use them to show their creativity. By the end of the year, they will know how to turn their ideas into digital art.

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 methods to create their own business logos and visual systems. Using **Adobe Illustrator**, they learn professional techniques to produce high-quality graphics. The projects are designed to help students better understand our visual world by emulating real-world production formats.

Theory of Knowledge and Junior Seminar

Course Descriptions

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.

Grade 11 Junior Seminar

(Grade 11; 1 semester; 0.5 credit)

All grade 11 students take this first semester course, which focuses on: preparation for the IB Diploma Core components of the Extended Essay (EE) and the Creativity, Activity, Service (CAS) program; post-secondary preparation; study, research, and organization skills; and job and career preparation skills. Credit will be awarded on a Pass/Fail basis.

Language and Learning Support

Course Descriptions

Academic Support

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

Academic Support provides a small-group environment where students can learn skills that bolster autonomy and proficiency through targeted and guided interventions. Individual and group lessons are focused on topics like 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. 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 Learning Plans.

Academic Support IB

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

Academic Support IB offers a small-group environment for students enrolled in IB classes to deepen skills in expressive language and executive functioning. This class provides strategies to collaboratively assist students in efficiently learning 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 across IB courses. 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 ILPs.

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 Program. 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 Program. 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.