

# Casablanca American School Upper School Curriculum Guide



Our mission at Casablanca American School is to provide a challenging and innovative international program within a nurturing environment, motivating and inspiring every student to achieve academic and personal excellence. Student learning is at the core of what we do. We foster dialogue around the research supporting current best practices in instruction, assessment and curriculum alignment. Our teachers work collaboratively to share teaching strategies so that all students benefit from collective expertise. In preparation for the rigorous expectations of the International Baccalaureate Diploma Program, our students in grades six to ten take courses in English, Mathematics, World History, Science, French, Arabic and the Arts. Technology is integrated into each subject. Students are graded on the IB scale of 1 to 7 each trimester. Following you will find course overviews and main concepts addressed for each subject in the grade level. For a more detailed curriculum pacing document, see your child's teacher but know that a pacing guide is always subject to change based on the needs of the students.

Grade and page number:

7<sup>th</sup> Grade – page 2

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IB Grades 11 and 12 - 28

Grade 7	ENGLISH LANGUAGE ARTS
Grammar	<p>In 7<sup>th</sup> grade English, students explore short stories, poetry, and several novel study units. They go beyond the surface and develop their analytic skills. They must not only be able to identify the different techniques that authors use, but also explain the impact and effect of the techniques. Students demonstrate their understanding of these techniques by producing longer form analytical writing, personal reflections, original poetry, and narratives, as well as conducting research.</p> <p>7th Grade ELA Standards: <a href="http://www.corestandards.org/ELA-Literacy/L/7/">http://www.corestandards.org/ELA-Literacy/L/7/</a></p>
Sustained Writing with Evidence	
Reading Strategies	
Reading Comprehension	

Grade 7	MATHEMATICS
The Number System	<p>In grade seven, instructional time should focus on four critical areas:</p> <p>(1) developing understanding of and applying proportional relationships, including percentages;</p> <p>(2) developing understanding of operations with rational numbers and working with expressions and linear equations;</p> <p>(3) solving problems that involve scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and</p> <p>(4) drawing inferences about populations based on samples</p> <p>Seventh Grade Math Standards: <a href="http://www.corestandards.org/Math/Content/7/">http://www.corestandards.org/Math/Content/7/</a></p> <p>Parent Access to Illustrative Mathematics: <a href="https://im.openupresources.org/">https://im.openupresources.org/</a></p> <p>MYP Grade 7: <a href="https://www.haesemathematics.com/books/mathematics-for-the-international-student-7-myp-2-2nd-edition">https://www.haesemathematics.com/books/mathematics-for-the-international-student-7-myp-2-2nd-edition</a></p>
Statistics and Probability	
Expressions and Equations	
Ratios and Proportional Relationships	
Geometry	

Grade 7	Social Studies
Ancient China	<p><b>Ancient Civilizations</b></p> <p>In ancient civilizations, students will learn about people and events that ushered in the dawn of major Western and Eastern civilizations. Included are the early societies of Ancient China, Mesopotamia, Persia, Egypt, Greece and Rome. In studying the ancient world, students will come to appreciate the special significance of geographic place in the development of the human story. They will acquire a sense of the everyday life of the people, their problems, and their accomplishments. Analysis in the civilization's relationship to the developments of social, economic, religious and political structures will be emphasized.</p> <p>7th Grade Social Studies Standards: <a href="http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf">http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf</a>            English Language Arts connection to Social Studies: <a href="http://www.corestandards.org/ELA-Literacy/RH/6-8/">http://www.corestandards.org/ELA-Literacy/RH/6-8/</a></p>
Ancient India	
Ancient Empires of Southwest Asia	
Ancient Egypt	
Ancient Greece	

Grade 7	Science
Nature of Science, Scientific Method and Measurement	<p>Students will get a basic understanding of life science, physical science and earth science, as well as an understanding of how to utilize the scientific method. Emphasis throughout the year will be on Models and Systems. Students will be using a variety of learning methods, including individual note taking and reading, small group activities, independent projects, and whole class activities both in the regular classroom and in the large laboratory.</p> <p>7th Grade Next Generation Science Standards: <a href="https://www.nextgenscience.org/">https://www.nextgenscience.org/</a>            Earth Science <a href="https://www.ck12.org/c/earth-science/">https://www.ck12.org/c/earth-science/</a>            Life Science: <a href="https://www.ck12.org/c/earth-science/">https://www.ck12.org/c/earth-science/</a>            Physical Science: <a href="https://www.ck12.org/c/physical-science/">https://www.ck12.org/c/physical-science/</a></p>
Energy Transfer	
Waves and the Electromagnetic Spectrum	
Cycles of Matter and Energy	

Grade 7	World Languages FRENCH Native Speakers
Press and Medias	<p>Grade 7 French course for native speakers aims at exploring three major kinds of texts : articles, poetry, classical theater. During this year, the student will pursue and deepen the study of the language by putting it at the service of the constant practice of reading and of written and oral expression.</p> <p>World Language Standards:  <a href="http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf">http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf</a></p>
Emotion and Fantasy in Poetry	
Laughing at the Theatre	

Grade 7	World Languages FRENCH Non-Native Speakers
Written Press	<p>This course is for non-French speakers, partial or absolute. It is based on an oral French approach designed to familiarize these students with the spoken language. But the written word will also have a significant place not only to enrich the vocabulary but also to systematize the grammatical knowledge of French. Each trimester will be accompanied by a "differentiated" approach adapted to the needs of learners.</p>
French Gastronomy	
Theatre	

Grade 7	World Languages ARABIC Native Speakers
The Environment	<p>In 7<sup>th</sup> grade Arabic class, Student focus on topics related the environment and development, sciences and Arab Muslim Scientists and finally the Arab world. They discuss these areas from an Arab perspective and learn about Arabs' attitudes and customs, in order to be able to compare that with other western cultures. In addition to the knowledge they acquire, students compare and contrast related practices in different cultural settings and learn how to appreciate differences, connect what they learn with their prior knowledge and other school subjects, and use Arabic in real life situations. They also become able to hold small talk discussions, communicate their opinion and give presentations.</p> <p>World Language Standards: <a href="http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf">http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf</a></p>
Science and scientists	
The Arab world	

Grade 7	World Languages ARABIC Non-Native Speakers
My Family	<p>The purpose of this course is to widen students' exposure to Arabic language. Topics are chosen to allow for a smooth language progression whereby prior knowledge in terms of language functions, reading and writing are activated.</p> <p>Students will learn how to express themselves about different communicative topics: family, city and environment. Each unit culminates into meaningful communicative projects whereby students will put what they have learned together.</p>
My City	
My Environment	

Grade 7	The Arts/Theatre
Reinforcing the Ensemble	<p>Theatre 7 is a one-trimester course where students are introduced to fundamental acting and tech skills, such as character development, vocal variety, blocking and stage movement, lighting and sound. Students use these skills in a variety of performance activities that include the technical aspects of theater, and develop their improvisation skills by devising original scenes based on different sources of inspiration. Students are also introduced to musical theater and its history. As an end of trimester project, students demonstrate the skills they learned throughout the trimester by performing original scripted scenes, or selected scenes from popular musicals.</p> <p>National Art Standards: <a href="https://www.nationalartsstandards.org/">https://www.nationalartsstandards.org/</a></p>
Foundations of Acting and Technology	
Musical Theatre	

Grade 7	The Arts/Visual Arts
Line, Shape, Color	<p>Art 7 is a one-trimester course where students explore, through different mediums, the basic elements of art – line, shape, and color. We will take these elements and apply them into creating compositions that are unique to the individual artist (the student). We will learn what it means to be creative and how to bring that creativity into our art and into our lives. In this class, the artist will learn how to think and reflect about different types of art and more importantly learn how to see and think like an artist. Through the making of two and three dimensional art, our goal in this class is to find enjoyment, satisfaction, solace through the pure act of creating.</p> <p>National Visual Arts Standards: <a href="https://www.arteducators.org/learn-tools/national-visual-arts-standards">https://www.arteducators.org/learn-tools/national-visual-arts-standards</a></p>
Observational Drawing	
Sculpture	
Painting	
Collage	

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Grade 7	The Arts/Music
<b>The String Section of the Orchestra</b>	<p>Music in grade 7 is designed to expose students to the basic key aspects of music making and music listening. The main focus of the music program is to strengthen the skills necessary for a solid performance background and music appreciation. Students will also explore music from the Western culture as well as around the world.</p> <p>National Music Standards: <a href="https://mustech.net/projects/music-ed-standards/">https://mustech.net/projects/music-ed-standards/</a></p>
<b>Notation</b>	
<b>Performance</b>	
<b>Improvisation/ Composition/Arranging</b>	
<b>Music Listening</b>	

Grades 6 - 10	Physical Education
<b>Fitness for Life</b>	The focus of this domain is to provide a physically active environment that focuses on improving students' physical fitness. In addition, this domain will focus on assessment and goal setting strategies that help students understand how to improve and/or maintain their physical well being. The students acquire the knowledge and skills necessary to maintain an active healthy life through movement, physical fitness and proper nutrition.
<b>Eye - hand coordination</b>	This is taught through basketball, volleyball, badminton, kickball, gymnastics and floor hockey.
<b>Eye – foot coordination</b>	This is taught through soccer, kickball, track and field and gymnastics
<b>Cooperative Games and Team Sports</b>	Students will experience team sports, dual/individual sports, recreational sports and fitness/conditioning activities. They will make connections between the concept of sportsmanship and the importance of responsible behavior.
<b>Olympics</b>	Students will interpret the history and purpose of international competitions. (e. g. Olympics, Special Olympics, Moroccan/American Games, World Cup Soccer. PE Standards: <a href="https://www.shapeamerica.org/standards/pe/">https://www.shapeamerica.org/standards/pe/</a>

Grade 8	ENGLISH LANGUAGE ARTS
<b>Analysis and Interpretation of Text</b>	<p>In 8<sup>th</sup> grade English, students will use poetry, novels, short stories, news articles, nonfiction exposition, and songs as vehicles for studying language. Through these texts, students will analyze, research, interpret themes, draw parallels between ideas, expand vocabulary, and understand how language creates meaning. This will lead to a variety of writing assignments: five-paragraph essays, analytical rationales, historical research, evidence-based claims, annotations, persona poems, and vignettes. In these tasks, students will push themselves to demonstrate more independence than they were asked to show in previous years of English class. Reading and writing skills (including grammar) are expanded through online programs such as IXL and Achieve3000.</p> <p>8th Grade Standards: <a href="http://www.corestandards.org/ELA-Literacy/RL/8/">http://www.corestandards.org/ELA-Literacy/RL/8/</a></p>
<b>Evidence-Based Arguments</b>	
<b>Accurate and Advanced Vocabulary</b>	
<b>Clarity and Flow of Writing</b>	

Grade 8	MATHEMATICS
<b>Equations (Isolating Variables)</b>	<p>In grade eight, instructional time should focus on three critical areas:            (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, as well as solving linear equations and systems of linear equations;            (2) grasping the concept of a function and using functions to describe quantitative relationships;            (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem</p> <p>8th Grade Standards <a href="http://www.corestandards.org/Math/Content/8/introduction/">http://www.corestandards.org/Math/Content/8/introduction/</a>            Parent Access to Illustrative Mathematics: <a href="https://im.openupresources.org/">https://im.openupresources.org/</a>            MYP 8: <a href="https://www.haesemathematics.com/books/mathematics-for-the-international-student-8-myp-3-2nd-edition">https://www.haesemathematics.com/books/mathematics-for-the-international-student-8-myp-3-2nd-edition</a></p>
<b>Functions</b>	
<b>System of Equations</b>	
<b>Geometry</b>	
<b>Pythagorean Theorem, Roots and Exponents</b>	
<b>Scientific Notation, Transformations</b>	
<b>Volume and Surface Area</b>	

Grade 8	Social Studies
<b>Ancient Rome to the fall of Rome</b>	<p><b>Medieval Civilizations</b></p> <p>In medieval civilizations, students will learn about a period of history known as Middle Ages, a time extending from roughly 400 - 1500 A.D. The course will begin with an exploration of the fall of the Roman Empire in the west, then survey the primary heirs of the Roman society - the Byzantine Empire, Islamic civilizations, and the Germanic successor kingdoms that gained control of Western Europe. The course will examine the development of a medieval lifestyle and the changes within it that eventually pointed toward the modern world. Throughout the course, the approach will be broad-based, treating such diverse topics as the organization of society, class structure, warfare, religion, learning, and the rebirth of an increasingly urbanized world. Emphasis will be placed on how cultural attitudes, identities, and values are developed over time.</p> <p>8th Grade Social Studies Standards: <a href="http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf">http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf</a>  English Language Arts connection to Social Studies: <a href="http://www.corestandards.org/ELA-Literacy/RH/6-8/">http://www.corestandards.org/ELA-Literacy/RH/6-8/</a></p>
<b>Medieval Western Europe</b>	
<b>Byzantine Empire, Russia, Eastern Europe</b>	
<b>Medieval Muslim Civilizations</b>	

Grade 8	Science
<b>Forces and Motion</b>	<p>Students will further their understanding of Physical, Life and Earth Sciences. They will become prepared to function as informed citizens capable of logical reasoning based upon evidence and observation of the world around them. Students will engage in science through scientific inquiry, reflection and critical thinking skills to measurement, problem solving, and deduction with the help of appropriate technology in the classroom and laboratory setting. Trimester 1 students will study Forces and Motion and the Engineering design process. Trimester 2 will cover Inheritance, reproduction, natural selection and adaptations in living things. Trimester 3 will cover Earth Science topics of Earth History, relative dating of rock strata, Earth materials, Plate Tectonics, Weathering, erosion, and deposition, human impacts on earth systems</p> <p>8th Grade Next Generation Science Standards: <a href="https://www.nextgenscience.org/">https://www.nextgenscience.org/</a>            Earth Science <a href="https://www.ck12.org/c/earth-science/">https://www.ck12.org/c/earth-science/</a>            Life Science: <a href="https://www.ck12.org/c/earth-science/">https://www.ck12.org/c/earth-science/</a>            Physical Science: <a href="https://www.ck12.org/c/physical-science/">https://www.ck12.org/c/physical-science/</a></p>
<b>Electricity and Magnetism</b>	
<b>History of Earth</b>	
<b>Human Impacts</b>	
<b>Inheritance of Traits</b>	
<b>Growth and Developments</b>	

Grade 8	World Languages FRENCH Native Speakers
<b>Is man the master of nature?</b>	<p>Grade 8 French course for native speakers has three main objectives: to reinforce the mastery of the written language by deepening the acquired grammar knowledge, to improve the skills of the written expression and to enrich the literary culture by the study of francophone authors.</p> <p>World Language Standards: <a href="http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf">http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf</a></p>
<b>Fables</b>	
<b>Travel and Adventure</b>	

Grade 8	World Languages FRENCH Non-Native Speakers
Environment	This course is for non-French speakers, partial or absolute. It is based on an oral French approach designed to familiarize these students with the spoken language. But the written word will also have a significant place not only to enrich the vocabulary but also to deepen the grammatical knowledge of French. Each trimester will be accompanied by a "differentiated" approach adapted to the needs of learners.
Fables	
Adventure	

Grade 8	World Languages ARABIC Native Speakers
Introduction to the History of Islam	Grade 8 Arabic class focus on building students' confidence and knowledge in using a variety of Arabic tenses and grammatical structures. The class will provide students with substantial opportunities for in-class discussions that will allow students to develop their speaking and listening comprehension skills. Short readings based on the vocabulary learned in class will often serve as the basis of these discussions. Students will further hone their speaking skills through in-class presentations and debates on a variety of topics. The course will cover a variety of topics that will allow students to develop these skills, including the history of Islam, Al-Andalus and Morocco as well as an introduction to Literature and fine arts. Students will begin working with authentic materials, including short video clips, that will allow them to begin recognizing and identifying the ways in which the vocabulary and grammatical structures learned in class are applied in real-world contexts. World Language Standards: <a href="http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf">http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf</a>
Introduction to the History of Morocco	
Introduction to Arabic literature	

Grade 8	World Languages ARABIC Non-Native Speakers
Describing personalities	Grade 8 Arabic course aims at enabling students to read and understand intermediate level texts about topics of interest to them . Students will be given opportunities to explore some grammar aspects of Arabic language in comparison with English language. Cultural differences will be also highlighted. Each unit culminates into meaningful communicative projects whereby students will put what they have learned together.
My school life	
My future profession	

Grade 8	The Arts/Theatre
Refining the Ensemble	<p>Theatre 8 is a one-trimester course where students are introduced to more advanced acting skills. They also look more in depth into elements of tech theatre and how they reinforce the overall theme and message of a text. Students also research different theater forms and traditions and share their learning through presentations and group projects. In their final unit, students work on their group performance projects based on one of the theatrical styles they researched.</p> <p>National Art Standards: <a href="https://www.nationalartsstandards.org/">https://www.nationalartsstandards.org/</a></p>
Acting and Tech Skills	
Theatre Forms and Traditions	
Performance Projects	

Grade 8	The Arts/Visual Arts
Line, Shape and Color	<p>Art 8 is a one-trimester course where students explore, through different mediums, the basic elements of art – line, shape, and color. We will take these elements and apply them into creating compositions that are unique to the individual artist (the student). We will learn what it means to be creative and how to bring that creativity into our art and into our lives. In this class, the artist will learn how to think and reflect about different types of art and more importantly learn how to see and think like an artist. Through the making of two and three dimensional art, our goal in this class is to find enjoyment, satisfaction, solace through the pure act of creating.</p> <p>National Visual Arts Standards: <a href="https://www.arteducators.org/learn-tools/national-visual-arts-standards">https://www.arteducators.org/learn-tools/national-visual-arts-standards</a></p>
Symmetry (Creating Balance)	

Grade 8	The Arts/Music
Jazz	<p>Music in grade 8 is designed to expose students to the basic key aspects of music making and music listening. The main focus of the music program is to strengthen the skills necessary for a solid performance</p>
Notation	

<b>Improvisation/Composition/Arranging</b>	background and music appreciation. Students will also explore music from the Western culture as well as around the world. National Music Standards: <a href="https://mustech.net/projects/music-ed-standards/">https://mustech.net/projects/music-ed-standards/</a>
<b>Performance</b>	
<b>Music Listening</b>	

<b>Grades 6 - 10</b>	<b>Physical Education</b>
<b>Fitness for Life</b>	The focus of this domain is to provide a physically active environment that focuses on improving students' physical fitness. In addition, this domain will focus on assessment and goal setting strategies that help students understand how to improve and/or maintain their physical well being. The students acquire the knowledge and skills necessary to maintain an active healthy life through movement, physical fitness and proper nutrition.
<b>Eye - hand coordination</b>	This is taught through basketball, volleyball, badminton, kickball, gymnastics and floor hockey.
<b>Eye – foot coordination</b>	This is taught through soccer, kickball, track and field and gymnastics
<b>Cooperative Games and Team Sports</b>	Students will experience team sports, dual/individual sports, recreational sports and fitness/conditioning activities. They will make connections between the concept of sportsmanship and the importance of responsible behavior.
<b>Olympics</b>	Students will interpret the history and purpose of international competitions. (e. g. Olympics, Special Olympics, Moroccan/American Games, World Cup Soccer. PE Standards: <a href="https://www.shapeamerica.org/standards/pe/">https://www.shapeamerica.org/standards/pe/</a>

<b>Grade 9</b>	<b>ENGLISH LANGUAGE ARTS</b>
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<b>Short Stories and Literary Devices</b>	<p>One of the primary goals of year 9 English is to familiarize the students with a variety of text types. These include non-fiction texts, such as essays and film reviews, to fiction texts, such as plays, short stories, and novels. To achieve this goal, the students study various and diverse works. For example, to learn about memoir, the students read <i>Night</i>, by Elie Wiesel; to learn about drama, they study <i>Twelve Angry Men</i>, by Reginald Rose. They also look at newspapers, reports, and other nonfiction texts. Not only do the students study the connections of these different genres, but they also learn valuable critical thinking and analytical skills. To express this critical thinking, they also study essay formatting and writing, and speaking in a formal register. All of this begins to prepare students for the IB curriculum.</p> <p>National Standards: <a href="http://www.corestandards.org/ELA-Literacy/RL/9-10/">http://www.corestandards.org/ELA-Literacy/RL/9-10/</a></p>
<b>Persuasive Speeches</b>	
<b>Poetry and Memoirs</b>	
<b>Historical Novels</b>	
<b>Shakespeare</b>	

<b>Grade 9</b>	<b>MATHEMATICS</b>
<b>Congruent Triangles</b>	<p>In Grade 9, instructional time should focus on six critical areas:</p> <ol style="list-style-type: none"> <li>(1) extend understanding of numerical manipulation to algebraic manipulation;</li> <li>(2) synthesize understanding of function;</li> <li>(3) deepen and extend understanding of linear relationships;</li> <li>(4) apply linear models to data that exhibit a linear trend;</li> <li>(5) establish criteria for congruence based on rigid motions; and</li> <li>(6) apply the Pythagorean Theorem to the coordinate plane</li> </ol> <p>National Mathematics Standards: <a href="http://www.corestandards.org/Math/Content/HSN/introduction/">http://www.corestandards.org/Math/Content/HSN/introduction/</a>  MYP Grade 9: <a href="https://www.haesemathematics.com/books/mathematics-for-the-international-student-9-myp-4-2nd-edition">https://www.haesemathematics.com/books/mathematics-for-the-international-student-9-myp-4-2nd-edition</a></p>
<b>Similarity, Trigonometry</b>	
<b>Functions</b>	
<b>Polynomial Operations</b>	
<b>Quadratic Functions and Equations</b>	
<b>Models, Inverses</b>	
<b>Circles, Volume</b>	

Grade 9	World History
Equality	<p>In world history, students will examine historical events from various regions of the world, spanning from the mid-1600s to the late-1900s. The students will explore and analyze key events, people and ideas that have shaped this history and our modern world. Through the themes of enlightenment, revolution, war and the development of modern national borders, students will enhance their understanding of the past and present. We will analyze, compare and contrast, and evaluate primary and secondary source material to acquire a higher level of understanding of the mid-1600s to late-1900s time period. To conclude the learning curve of the year, students will work on an independent research project where all practice skills and acquired knowledge can be showcased.</p>
Freedom	
Foreign Policy	
Democracy	
War	
Oppression	

Grade 9	Science
Macromolecules and Cells	<p>This course includes laboratory work, study of specimens, projects, and a thorough understanding of scientific inquiry. Course content encompasses interrelationships of living things, levels of biological organization, cellular biology, biochemistry, genetics, and evolution.</p> <p>Students should be prepared to conduct projects and write a formal lab report. At times students will work independently from the teacher in order to achieve student autonomy expected of upper school students. Real world application is a daily objective. Higher-level thinking will be incorporated into each lesson as well as use of technology when applicable to increase student achievement</p> <p>Life Science Standards:  <a href="https://www.nextgenscience.org/sites/default/files/HS%20LS%20topics%20combined%206.13.13.pdf">https://www.nextgenscience.org/sites/default/files/HS%20LS%20topics%20combined%206.13.13.pdf</a></p>
Energy Flow	
Genetics and Heredity	
Evolution	
Human Systems	
Ecology	

<b>Grade 9</b>	<b>World Languages FRENCH Native Speakers</b>
<b>Global Issues</b>	In the gr 9 French course for native speakers, the aim is to consolidate and structure the knowledge and linguistic skills acquired, and to put them at the service of the written and oral expression as well as the analysis of the texts. The study of literature is done in its historical and cultural context and allows students to develop a literary culture of French language. The writing activities allow the student to assert self-expression, to develop and assert his point of view in the argumentation and the implication or on the contrary the detachment.
<b>Study of Literary Works</b>	
<b>Study of written and oral conventions</b>	

<b>Grade 9</b>	<b>World Languages FRENCH Non-Native Speakers</b>
<b>The Living Environment</b>	This course is for non-French speakers, partial or absolute. It is based on an oral French approach designed to familiarize these students with the spoken language. But the written word will also have a significant place not only to develop the vocabulary but also to systematize the grammatical knowledge of French. Each trimester will be accompanied by a "differentiated" approach adapted to the needs of learners.
<b>Daily Health</b>	
<b>Social Behaviors</b>	

<b>Grade 9</b>	<b>World Languages ARABIC Native Speakers</b>
<b>Global Issues</b>	Arabic course for native speakers enables the Arab native student to acquire communicative proficiency in each of the four language skills: listening, speaking, reading, and writing. The course is designed to be taught using Arabic itself. The method adopted in the grammar book provides lessons by giving a sample for the uses of the topic to be discussed and taught in a clear and organized form. Although the book focuses primarily on modern Arabic, classical Arabic texts have been incorporated into some of the lessons to introduce students to the continuity of the language throughout its history.
<b>Study of Literary Works</b>	
<b>Study of written and oral conventions</b>	

<b>Grade 9</b>	<b>World Languages ARABIC Non-Native Speakers</b>
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<b>The Living Environment</b>	<p>This course is designed to enable grade 9 and 10 students to:</p> <ul style="list-style-type: none"> <li>• Develop understanding of the spoken and written forms of the Arabic language in a range of contexts.</li> <li>• Be able to communicate effectively in the target language through both the spoken and written word, using a range of vocabulary and structures.</li> <li>• Develop knowledge and understanding of the grammar of the target language and the ability to use it appropriately.</li> <li>• Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.</li> </ul>
<b>Daily Health</b>	
<b>Social Behaviors</b>	

<b>Grades 9</b>	<b>Spanish (beginners 1st. year)</b>
1 Personal information 2 House	<p>This course is for beginners, no knowledge of Spanish is required. The main objective is that the student can communicate with simple sentences in situations of daily life. The course is organized into themes.</p> <ul style="list-style-type: none"> <li>- Understand very brief conversations about everyday.</li> <li>- Understand the most relevant of what is said in basic management.</li> <li>- Capture the most relevant of announcements and short messages.</li> <li>- Understand notes, short personal messages</li> <li>- Understand and extract predictable global and specific information from very short texts with a frequent vocabulary</li> <li>- Understand very basic instructions for filling in cards and forms.</li> <li>- Understand information, instructions and very basic brief and frequent instructions in public places .</li> <li>- Use common courtesy formulas.</li> <li>- Ask and offer objects, favors and everyday objects.</li> <li>- Ask and give personal information.</li> <li>- Make presentations and simple descriptions.</li> </ul>
3 Family 4 Daily routines	
5 Food and drink 6 Shopping 7 Health 8 Future tense	

	<ul style="list-style-type: none"> <li>- Write notes with information, instructions and very basic instructions related to everyday activities "I look for a flat".</li> <li>- Write very simple personal correspondence (postcards) from models.</li> <li>- Write small texts about familiar topics with simple sentences related to the most basic connectors "and, or, but, because".</li> <li>--Refer to plans and projects.</li> </ul>
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Grade 9	The Arts/Theatre
<b>Greek Theatre</b>	<p>Theatre 9 is a one-trimester course that will introduce students to the basic concepts of theatre from a creator, performer and director perspectives. By the end of the trimester students will have the knowledge and skills to make coherent artistic choices, build strong characters, use their mind, body and voice together to communicate artistically, and perform a piece for an audience.</p> <p>National Art Standards: <a href="https://www.nationalartsstandards.org/">https://www.nationalartsstandards.org/</a></p>
<b>Pantomime</b>	
<b>Stanislavski and Naturalist Theatre</b>	
<b>Stanislavski and Naturalist Theatre</b>	

Grade 9	The Arts/Visual Arts
<b>Drawing Intermediate</b>	<p>In Art 9, through different mediums, the basic elements of art – line, shape, and color are explored. We will take these elements and apply them into creating compositions that are unique to the individual artist (the student). We will learn what it means to be creative and how to bring that creativity into our art and into our lives. In this class, the artist will learn how to think and reflect about different types of art and more importantly learn how to see and think like an artist. Through the making of two and three dimensional art, our goal in this class is to find enjoyment, satisfaction, solace through the pure act of creating.</p> <p>National Visual Arts Standards: <a href="https://www.arteducators.org/learn-tools/national-visual-arts-standards">https://www.arteducators.org/learn-tools/national-visual-arts-standards</a></p>
<b>Composition</b>	
<b>Self Portrait</b>	
<b>Sculpture</b>	
<b>Collage</b>	
<b>Collage</b>	

Grade 9	The Arts/Music
<b>Performance</b>	<p>Music in grade 9 is designed to expose students to the basic key aspects of music making and music listening. The main focus of the music program is to strengthen the skills necessary for a solid performance background and music appreciation. Students will also explore music from the Western culture as well as around the world. In addition, students will complete projects involving creating music for film.</p> <p>National Music Standards: <a href="https://mustech.net/projects/music-ed-standards/">https://mustech.net/projects/music-ed-standards/</a></p>
<b>Film and Music</b>	
<b>Notation</b>	
<b>Improvisation/Composition/Arranging</b>	
<b>Music Listening</b>	

Grades 6 - 10	Physical Education
<b>Fitness for Life</b>	<p>The focus of this domain is to provide a physically active environment that focuses on improving students' physical fitness. In addition, this domain will focus on assessment and goal setting strategies that help students understand how to improve and/or maintain their physical well being. The students acquire the knowledge and skills necessary to maintain an active healthy life through movement, physical fitness and proper nutrition.</p>
<b>Eye - hand coordination</b>	<p>This is taught through basketball, volleyball, badminton, kickball, gymnastics and floor hockey.</p>
<b>Eye – foot coordination</b>	<p>This is taught through soccer, kickball, track and field and gymnastics</p>
<b>Cooperative Games and Team Sports</b>	<p>Students will experience team sports, dual/individual sports, recreational sports and fitness/conditioning activities. They will make connections between the concept of sportsmanship and the importance of responsible behavior.</p>

<b>Olympics</b>	<p>Students will interpret the history and purpose of international competitions. (e. g. Olympics, Special Olympics, Moroccan/American Games, World Cup Soccer.</p> <p>PE Standards: <a href="https://www.shapeamerica.org/standards/pe/">https://www.shapeamerica.org/standards/pe/</a></p>
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<b>Grade 10</b>	<b>ENGLISH LANGUAGE ARTS</b>
<b>Short Stories</b>	<p>In the last year preceding the IB Diploma Programme, students are required to develop the skills and the knowledge they need for the rigors of the IB program. To this end, students will develop their critical thinking skills and gain a greater understanding of the many ways in which writers use language to create meaning. Students will read a variety of texts inside and outside of class to help develop their ability to comprehend different genres and text types. Students will also build on their analytical writing skills and oral presentation skills through more IB-oriented tasks, which will prepare them for the following year.</p> <p>National Standards: <a href="http://www.corestandards.org/ELA-Literacy/RL/9-10/">http://www.corestandards.org/ELA-Literacy/RL/9-10/</a></p>
<b>Poetry</b>	
<b>Satire and Irony</b>	
<b>Shakespeare</b>	
<b>Modern Writers</b>	

<b>Grade 10</b>	<b>MATHEMATICS</b>
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<b>Geometric Relationships with Lines, Angles, and Quadrilaterals</b>	<p>Mathematics in grade 10 is designed to prepare students for the rigors of IB mathematics. The course will focus on building independence and perseverance in problem solving. Students will work primarily without calculators in the first half of the year, and will use calculators heavily in the second half of the year. Content covered will focus on (1) geometric relationships, (2) modeling,(3) expressions, equations, and functions for various function families, (4) trigonometry and vectors, (5) systems of equations and inequalities, and (6) basics of data analysis.</p> <p>National Mathematics Standards: <a href="http://www.corestandards.org/Math/Content/HSN/introduction/">http://www.corestandards.org/Math/Content/HSN/introduction/</a>  MYP Grade 10: <a href="https://www.haesemathematics.com/books/mathematics-for-the-international-student-10-myp-5-standard">https://www.haesemathematics.com/books/mathematics-for-the-international-student-10-myp-5-standard</a></p>
<b>Geometric Measurement and Modeling</b>	
<b>Expressions, Equations and Functions for the function families: Polynomial Rational Square Root Cube Root Exponential Logarithmic</b>	
<b>Triangle Trigonometry and Vectors</b>	
<b>Systems, Inequalities, Intro to Conics</b>	
<b>Data, Statistics, Making Fair Decisions</b>	

<b>Grade 10</b>	<b>American Studies</b>
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<b>Nationalism</b>	<p>The Grade 10 course in American Studies is a survey course of the history of modern America. Each of the three trimesters is designed around a central topic/theme. The first trimester focuses on issues of citizenship, belonging, and government. Students explore these larger themes through sustained inquiry into the origins and implementation of American values through the creation of a democratic republic government and conflicts of the Civil War. The second trimester concentrates on the expansion of the United States government's power on both the domestic and international levels. Students learn about the rise of America's influence during the age of Imperialism, WWI &amp; WWII, and the Cold War and about the shifting attitudes towards the Federal Government during the Great Depression and New Deal Era. The final trimester explores a range of topics pertaining to rights and inclusion. Students use independent inquiry to explore movements in civil rights, women's rights, and public protest.</p>
<b>War</b>	
<b>Revolutions</b>	
<b>Unification</b>	

<b>Grade 10</b>	<b>Chemistry</b>
<b>Atomic Structure and Periodicity</b>	<p>Students will cover a variety of topics in order to prepare them for IBDP Chemistry and Physics. This will be accomplished through a range of learning experiences including lecture, extensive practical investigations and integrated technology use. The course is meant to empower students in Chemistry and Physics should they choose this path in their future studies.</p> <p>Chemistry Standards: <a href="https://www.nextgenscience.org/topic-arrangement/hschemical-reactions">https://www.nextgenscience.org/topic-arrangement/hschemical-reactions</a></p>
<b>Stoichiometric Relationships</b>	
<b>Bonding and Structure</b>	
<b>Kinetics of Chemical Reactions</b>	
<b>Energetics</b>	

<b>GRADE 10</b>	<b>Science - Physics</b>
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<b>Kinematics</b>	<p>Students will cover a variety of topics in order to prepare them for IBDP. This will be accomplished through a range of learning experiences including lecture, extensive practical investigations and integrated technology use.</p> <p>The course is meant to empower students in Chemistry and Physics should they choose this path in their future studies.</p> <p>Physics Standards:  <a href="https://www.nextgenscience.org/sites/default/files/HS%20PS%20topics%20combined%206.12.13.pdf">https://www.nextgenscience.org/sites/default/files/HS%20PS%20topics%20combined%206.12.13.pdf</a></p>
<b>Newton's Law</b>	
<b>Momentum and its Conservation</b>	

<b>Grade 10</b>	<b>World Languages FRENCH Native Speakers</b>
<b>Poetry</b>	<p>In the last year preceding the IB Diploma Programme, students are required to develop the skills and the knowledge they need for the rigors of the IB program. To this end, students will develop their critical thinking skills and gain a greater understanding of the many ways in which writers use language to create meaning. Students will read a variety of texts inside and outside of class to help develop their ability to comprehend different genres and text types. Students will also build on their analytical writing skills and oral presentation skills through more IB-oriented tasks, which will prepare them for the following year. In term of method, students will be able to write a 3-5 page Commentary on literary and non-literary texts.</p> <p>World Language Standards:  <a href="http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf">http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf</a></p>
<b>Theatre : Tragedy &amp; Comedy</b>	
<b>Argumentation</b>	
<b>Novel of the 19th century</b>	

<b>Grade 10</b>	<b>World Languages ARABIC Native Speakers</b>
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<b>Science and technology</b>	<p>Arabic course for native speakers enables the Arab native student to acquire communicative proficiency in each of the four language skills: listening, speaking, reading, and writing. The course is designed to be taught using Arabic itself. The method adopted in the grammar book provides lessons by giving a sample for the uses of the topic to be discussed and taught in a clear and organized form. Although the book focuses primarily on modern Arabic, classical Arabic texts have been incorporated into some of the lessons to introduce students to the continuity of the language throughout its history.</p> <p>World Language Standards: <a href="http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf">http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf</a></p>
<b>Health</b>	
<b>Social relationships</b>	

<b>Grade 10</b>	<b>World Languages ARABIC Non-Native Speakers</b>
<b>Ethics and science</b>	<p>This course is designed to enable grade 9 and 10 students to:</p> <ul style="list-style-type: none"> <li>● Develop understanding of the spoken and written forms of the Arabic language in a range of contexts.</li> <li>● Be able to communicate effectively in the target language through both the spoken and written word, using a range of vocabulary and structures.</li> <li>● Develop knowledge and understanding of the grammar of the target language and the ability to use it appropriately.</li> <li>● Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.</li> </ul>
<b>Diet and nutrition</b>	
<b>international economy</b>	

Grades 10	Spanish (beginners 2nd. year)
1 Past perfect tense (Pretérito Perfecto ) 2 Past Simple tense (Pretérito Indefinido )	<p>This course is the second level, and the continuation after having studied beginner course.</p> <p>The main objective is that the students can express themselves in new communicative situations, with a wider vocabulary and more grammatical structures. Able to use communicative strategies to hold conversations related to the past The course is organized into themes.</p>
3 Imperfect tense (Imperfecto ) 4 Past Tense Pluscuamperfecto)	<ul style="list-style-type: none"> <li>-Refer to recent past actions</li> <li>-Compare places, situations and actions.</li> <li>-Refer to actions and situations from the past.</li> <li>-Describes places people and situations in the past.</li> <li>-Indicators of anteriority and posteriority with respect to the present (before, after ...)</li> <li>- Able to understand a simple narrative history related to the past.</li> </ul>
5 Imperative orders (negative and positive) 7 Conditional (Condicional )	<ul style="list-style-type: none"> <li>-Able to use communicative strategies to hold conversations related to the past.</li> <li>--Refer to plans and projects.</li> </ul>

Grade 10	The Arts/Theatre
<b>Physical Theatre</b>	<p>In Theatre 10 students are invited to explore the art of theatre making in depth, exploring a independent learners, risk-takers, and exposing them to theatrical traditions from different times and multitude of elements and roles involved in planning, devising, performing, and appreciating performances. This year-long course aims at preparing students to the IB level, inviting them to be places.</p> <p>National Art Standards: <a href="https://www.nationalartsstandards.org/">https://www.nationalartsstandards.org/</a></p>
<b>Theatre History Overview</b>	
<b>Collaborative Creation</b>	
<b>Acting Skills - Monologue</b>	

Directing – Scene Work	
Theatrical Design	
Brecht and Epic Theatre	

Grade 10	<b>The Arts/Visual Arts</b>
Drawing	<p>In Art 10, students will gain a deeper understanding of various styles of art and techniques through the exploration of the Elements of Art, Principles of Design and art history. Students will expand upon their drawing, painting, printmaking, photography, graphic design and sculpture skills. They will begin to explore the use of multimedia and explore new innovative techniques in a Visual Arts Journal. Various contemporary and historic artists will be researched as inspiration for student based projects. Class critiques and presentations will be lead by students.</p> <p>National Visual Arts Standards: <a href="https://www.arteducators.org/learn-tools/national-visual-arts-standards">https://www.arteducators.org/learn-tools/national-visual-arts-standards</a></p>
2 Dimensional Design	
Painting	
Printmaking	
Sculpture	

Grade 10	<b>The Arts/Music</b>
Performance	<p>Music in grade 10 is designed to prepare students to the IB music program. The main focus of the music program is to strengthen the skills necessary for a solid performance background and music appreciation. Students will also explore music from diverse cultural areas around the world thru independent research projects, as well as design and implement a year-long independent performance project.</p>
Theory	
Music Listening	
Music Appreciation	
Improvisation/Compos	

ition/Arranging	
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Grades 6 - 10	Physical Education
<b>Fitness for Life</b>	The focus of this domain is to provide a physically active environment that focuses on improving students' physical fitness. In addition, this domain will focus on assessment and goal setting strategies that help students understand how to improve and/or maintain their physical well being. The students acquire the knowledge and skills necessary to maintain an active healthy life through movement, physical fitness and proper nutrition.
<b>Eye - hand coordination</b>	This is taught through basketball, volleyball, badminton, kickball, gymnastics and floor hockey.
<b>Eye – foot coordination</b>	This is taught through soccer, kickball, track and field and gymnastics
<b>Cooperative Games and Team Sports</b>	Students will experience team sports, dual/individual sports, recreational sports and fitness/conditioning activities. They will make connections between the concept of sportsmanship and the importance of responsible behavior.
<b>Olympics</b>	Students will interpret the history and purpose of international competitions. (e. g. Olympics, Special Olympics, Moroccan/American Games, World Cup Soccer. PE Standards: <a href="https://www.shapeamerica.org/standards/pe/">https://www.shapeamerica.org/standards/pe/</a>

Grade 11 and 12	IB ENGLISH
<b>Language in Cultural Context</b>	<p>“The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text’s wider context in shaping its meaning is central to the course.</p> <p>The language A: language and literature course aims to develop...skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices...An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.”</p>
<b>Language and Mass Communication</b>	
<b>Literature - Texts and Contexts</b>	
<b>Literature - Critical Study</b>	

Grade 11 and 12	THEORY OF KNOWLEDGE (TOK)
<b>Nature of Knowledge</b>	<p>TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationship between them.</p>
<b>Ways of Knowing</b>	
<b>Areas of Knowledge</b>	

Grades 11-12	MATHEMATICS
<b>Number &amp; Algebra</b>	<p>DP Mathematics is broken into two courses: <b>Math Analysis and Approaches (MAA)</b> and <b>Math Applications and Interpretation (MAI)</b>. Both courses are offered at Standard Level (SL) and Higher Level (HL).</p> <p><b>Mathematics: Analysis and Approaches (MAA)</b> - This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.</p> <p><b>Mathematics: Applications and Interpretation (MAI)</b> - This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.</p> <p><i>Course descriptions taken from the IBDP course guides</i></p>
<b>Functions</b>	
<b>Geometry &amp; Trigonometry</b>	
<b>Statistics &amp; Probability</b>	
<b>Calculus</b>	

Grade 11 and 12	IB History
Historical Inquiry	<p>The IB History course is a two-year program at both standard and higher levels based on a comparative and multi-perspective approach to history. Students are encouraged to gain both historical skills as well as factual knowledge in order to develop their understanding of multiple interpretations of history. Standard and higher level students develop source analysis skills through the examination of Japanese, German and Italian expansion leading up to WWII. Analytical writing and research skills are developed through the comparative study of authoritarian states (Case studies: Fascist Italy, Nazi Germany, Soviet Union and People’s Republic of China) and the Cold War. Higher level students pursue further studies in 20<sup>th</sup> century European history (Interwar European states, interwar European diplomacy and Soviet and post-Soviet Russia). Additionally, standard and higher level students are expected to carry out an in-depth research project in order to fulfill the requirements of the Internal Assessment. Through these topics, the course involves a demanding critical exploration of the past.</p>
Research Skills and Organization	
Source Analysis	
Critical Thinking	
Analytical Writing	

CORE	Additional HL	BIOLOGY
Cell Biology	Nucleic Acids	<p>Biology is a two year IB program where students gain an understanding of the study of life. Students are involved in the Group IV Project (together with chemistry and physics students), and also plan and perform their own internal assessment which demonstrates their laboratory skills and application. The goal of this course is to provide a deep understanding of fundamental biological principles, real-world applications of biology, and an understanding of the scientific process.</p>
Molecular Biology	Metabolism, Cell Respiration and Photosynthesis	
Genetics	Plant Biology	
Ecology	Genetics and Evolution	

<b>Evolution and Biodiversity</b>	<b>Animal Physiology</b>	
<b>Human Physiology</b>		

<b>CORE</b>		<b>CHEMISTRY</b>
<b>Stoichiometric Relationships</b>	<b>Equilibrium</b>	<p>The Diploma Programme chemistry course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not. Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. Options include Materials, Biochemistry, Energy and Medicinal Chemistry.</p>
<b>Atomic Structure</b>	<b>Acids and Bases</b>	
<b>Periodicity</b>	<b>Redox Processes</b>	
<b>Chemical Bonding and Structure</b>	<b>Organic Chemistry</b>	
<b>Energetics Thermochemistry</b>	<b>Measurement and data</b>	
<b>Chemical Kinetics</b>	<b>HL Periodic Table</b>	

<b>CORE</b>	<b>Additional HL</b>	<b>PHYSICS</b>
<b>Measurements and uncertainties</b>	<b>Wave Phenomenon</b>	<p>Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.</p> <p>“Classical physics, built upon the great pillars of Newtonian mechanics, electromagnetism and thermodynamics, went a long way in deepening our understanding of the universe. From Newtonian mechanics came the idea of predictability in which the universe is deterministic and knowable. This led to Laplace’s boast that by knowing the initial</p>
<b>Mechanics</b>	<b>Fields</b>	
<b>Thermal Physics</b>	<b>Electromagnetic Induction</b>	

<b>Waves</b>	<b>Quantum and nuclear physics</b>	<p>conditions—the position and velocity of every particle in the universe—he could, in principle, predict the future with absolute certainty. Maxwell’s theory of electromagnetism described the behaviour of electric charge and unified light and electricity, while thermodynamics described the relation between energy transferred due to temperature difference and work and described how all natural processes increase disorder in the universe.</p> <p>However, experimental discoveries dating from the end of the 19th century eventually led to the demise of the classical picture of the universe as being knowable and predictable. Newtonian mechanics failed when applied to the atom and has been superseded by quantum mechanics and general relativity.</p> <p>Maxwell’s theory could not explain the interaction of radiation with matter and was replaced by quantum electrodynamics (QED). More recently, developments in chaos theory, in which it is now realized that small changes in the initial conditions of a system can lead to completely unpredictable outcomes, have led to a fundamental rethinking in thermodynamics.</p> <p>While chaos theory shows that Laplace’s boast is hollow, quantum mechanics and QED show that the initial conditions that Laplace required are impossible to establish. Nothing is certain and everything is decided by probability. But there is still much that is unknown and there will undoubtedly be further paradigm shifts as our understanding deepens.” (IBO)</p>
<b>Electricity and Magnetism</b>		
<b>Circular Motion and gravitation</b>		
<b>Atomic, Nuclear and particle physics</b>		

<b>GRADE 11 and 12</b>	<b>IB FRENCH A</b>
<b>Language in Cultural Contexts</b>	<p>This 2 years program aims to:</p> <ol style="list-style-type: none"> <li>1) introduce students to a range of texts from different periods, styles and genres</li> <li>2) develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections</li> <li>3) develop the students’ powers of expression, both in oral and written communication</li> <li>4) encourage students to recognize the importance of the contexts in which texts are written and received</li> <li>5) encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning</li> <li>6) encourage students to appreciate the formal, stylistic and aesthetic qualities of texts</li> </ol>
<b>Literature - Critical Studies</b>	
<b>Literature - Texts and Contexts</b>	
<b>Language and Mass</b>	

<b>Communication</b>	<p>7) develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts</p> <p>8) encourage students to think critically about the different interactions between text, audience and purpose.</p>
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Grades 11 and 12	IB French B HL/SL
<b>Sharing the Planet</b>	<p>Students will communicate clearly and effectively in a range of contexts and for a variety of purposes. They must demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of texts types (approximately 12: formal letter, guide, speech, email, article, interview...). They must be able to choose the accurate language, register and format accordingly to a defined topic.</p> <p>- Students will understand and use verbally the target language to a range of interpersonal and intercultural context and audience. They must be able to react to a stimulus (literary extract for HL and visual stimulus for SL), respond to questions and engage a conversation using appropriate language. They must have knowledge on the topic to be able to present an organized response with fluency and accuracy.</p> <p>- Students will analyse and reflect upon a range of written and audio texts. They should be able to produce responses that demonstrate their understanding of a variety of authentic texts (oral and written).</p>
<b>Social Organization</b>	
<b>Human Ingenuity</b>	
<b>Experiences and Identity</b>	
<b>HL - 2 pieces of literary work</b>	

Grades 11 and 12	Spanish ab initio
<b>Experiences and</b>	Students develops receptive, productive and interactive communicative skills. Students learn to communicate in the

<b>Identity</b>	<p>target language in familiar and unfamiliar contexts. Receptive: Students understand, both orally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language. Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.</p> <p>Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.</p>
<b>Social Organization</b>	
<b>Human Ingenuity</b>	
<b>Sharing the Planet</b>	

<b>Grades 11 /12</b>	<b>Spanish B SL/HL</b>
<b>Experiences and Identity</b>	<p>Students will communicate clearly and effectively in a range of contexts and for a variety of purposes. They must demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of texts types (approximately 12: formal letter, guide, speech, email, article, interview...). They must be able to choose the accurate language, register and format accordingly to a defined topic.</p> <p>- Students will understand and use verbally the target language to a range of interpersonal and intercultural context and audience. They must be able to react to a stimulus (literary extract for HL and visual stimulus for SL), respond to questions and engage a conversation using appropriate language. They must have knowledge on the topic to be able to present an organized response with fluency and accuracy.</p> <p>- Students will analyse and reflect upon a range of written and audio texts. They should be able to produce responses that demonstrate their understanding of a variety of authentic texts (oral and written).</p>
<b>Social Organization</b>	
<b>Human Ingenuity</b>	
<b>Sharing the Planet</b>	
<b>HL - 2 pieces of literary work</b>	



