Grade 11
School based
Curriculum Guide
2016 - 17
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Dwight High School Diploma

All students following the school based curriculum at Dwight School Seoul are eligible for the High School Diploma. Students must fulfil all the requirements of the Dwight High School Diploma which includes passing Creativity, Activity and Service, having a 96% attendance and gaining at least a total of 24 credits in the corresponding categories.
Credit Requirements

To ensure that students receiving the Dwight School Seoul Diploma must meet internationally recognized standards, Dwight Seoul has adopted the following credit requirements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>3</td>
</tr>
<tr>
<td>Arts/Technology</td>
<td>2</td>
</tr>
<tr>
<td>Body, Mind and Soul / PE (.5 credits/year)</td>
<td>2</td>
</tr>
<tr>
<td>Electives/Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

In addition:

- Eight (8) semesters of high school attendance are required for graduation.
- One credit will be awarded for each class in which a student earns a grade of 2 or higher for the year. Theory of Knowledge and Extended Essay each earn .5 credits each year which may be put in the Elective/Other category. Once the credit requirements are met for a particular category, further credits earned in that subject area may be used to fulfil the requirements of the Elective/Other category.
- Credits may be transferred from other accredited high schools at the discretion of Dwight School Seoul. Transfer of credits will be considered on a case-by-case basis.
- In addition, all students must compete a Personal Project in G10 and meet the requirements of the Service in Action Programme in Grades 9 and 10, and the Creativity, Activity and Service programme in Grades 11 and 12. All students must also abide by Dwight School Seoul attendance policy.
**Course Aim**
The aims of the course are to:
1. Introduce students to a variety of genres, authors, and styles of literary works
2. Improve the students’ written and oral communication strategies
3. Investigate and understand the connections between literary works and their historical, cultural and authorial context
4. Explore different perspectives of humanity and global issues through fiction and nonfiction works.

**Course Objectives**
1. Knowledge and Understanding
   a. Demonstrate knowledge and understanding of literary works and genres
   b. Demonstrate understanding through referencing relevant examples
   c. Demonstrate understanding of how literature reflects cultural values
   d. Demonstrate understanding of how context influences a literary work

2. Analysis and Evaluation
   a. Demonstrate an ability to analyse language, structure, technique and style in a variety of literary works
   b. Demonstrate an ability to develop personal interpretations and evaluations of literary works

3. Presentation of Ideas
   a. Demonstrate an ability to communicate clearly and accurately with appropriate choices in language and style
   b. Demonstrate an ability to use relevant literary terminology
   c. Demonstrate an ability to organize ideas in written and spoken form

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September</td>
<td><strong>Survey of Literary Genres: Genre 1</strong> Students will review and extend their understanding of three different genres of literature such as poetry, prose fiction, nonfiction, and/or drama. They will investigate the conventions of the first genre, relevant terminology, and important</td>
<td>Formative assessment to prepare for January’s Literary Genre Presentation.</td>
</tr>
<tr>
<td>Month</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>October-November</td>
<td><strong>Survey of Literary Genres: Genre 2</strong>&lt;br&gt;Students will review and extend their understanding of three different genres of literature such as poetry, prose fiction, nonfiction, and/or drama. They will investigate the conventions of that genre, relevant terminology, and important authors and movements. They will continue developing commentaries, and they will begin transforming written outlines into short essays and formal presentations.</td>
<td>Formative assessment to prepare for January's Literary Genre Presentation.</td>
</tr>
<tr>
<td>December-January</td>
<td><strong>Survey of Literary Genres: Genre 3</strong>&lt;br&gt;Students will review and extend their understanding of the third literary genre. They will investigate the conventions of that genre, relevant terminology, and important authors and movements. They will begin developing their assessment work for the Literary Genre Presentation.</td>
<td><strong>Literary Genre Presentation:</strong>&lt;br&gt;Students will select a work (or two works) from the three genres, and present a ten-minute formal presentation exploring how the author(s) has innovated with genre conventions and techniques. The topic will be developed with teacher support.</td>
</tr>
<tr>
<td>February-March</td>
<td><strong>World Literature: Work 1</strong>&lt;br&gt;Students will continue exploring the different genres of literature by reading works from different parts of the world. They will research the historical and cultural context of the work, the authorial background, and they will analyse how these factors influenced the literary work. They will also review how to reference literature and nonfiction fiction sources.</td>
<td>Formative assessment to prepare for the Literary Research Paper due in June.</td>
</tr>
<tr>
<td>April</td>
<td><strong>Assessment Week Preparation:</strong> Students will prepare for the Analytical Response by reviewing the previous four units of the year and selecting a passage from each work to&lt;br&gt;<strong>Analytical Response:</strong> Students will have 90 minutes to write an organized, analytical</td>
<td></td>
</tr>
</tbody>
</table>
be used as a prompt for commentary writing during Assessment Week.

response to one of their selected extracts. They will not know which of the four extracts the teacher has selected until the day of the exam.

| April-June | **World Literature: Work 2**  
Students will continue exploring the different genres of literature by reading their second work from a different part of the world. They will continue researching the historical and cultural context of the work, the authorial background, and they will analyse how these factors influenced the literary work. They will develop their Literary Research Paper by selecting one of the two world literature works. | **Literary Research Paper:**  
Students will select one of the two works of World Literature, and they will write a 1,000-1,400-word research paper discussing the relationship between the context and the literary work. |

| Report Grade |
|---|---|
| **Assessment** | **Weight** |
| Literary Genre Presentation | 30% |
| Analytical Response | 30% |
| Literary Research Paper | 40% |

**Pass Criteria**
Students must receive a Grade of 2 on the Semester Two report and have a 96% attendance rate.

**Resources Required**
Students are required to purchase the works prescribed in the May letter delivered to families for the upcoming academic year.
Course Aim
The aims of the course are to:
1. Introduce students to a variety of genres, authors, and styles of texts
2. Improve the students’ written and oral communication strategies
3. Investigate and understand the connections between texts and their historical, cultural and authorial context
4. Explore different perspectives of humanity and global issues through fiction and nonfiction works.

Course Objectives
1. Knowledge and Understanding
   a. Demonstrate knowledge and understanding of a range of fiction and nonfiction texts
   b. Demonstrate an understanding of the use of language, structure, technique in a variety of texts
   c. Demonstrate an understanding of how the reader constructs meaning and the varying ways in which context and perspectives influence the reader.

2. Analysis and Evaluation
   a. Demonstrate an ability to analyse the effects of language, structure, technique, images, and style on the reader
   b. Demonstrate an ability to substantiate and justify ideas with relevant examples and terminology
   c. Demonstrate an ability to compare and contrast the formal elements, content and context of texts and evaluate conflicting viewpoints

3. Presentation of Ideas
   a. Demonstrate an ability to communicate ideas clearly and accurately in both written and spoken forms
   b. Demonstrate an ability to use language, in a range of styles, registers and situations in written and spoken forms
   c. Demonstrate an ability to analyse texts in a logical manner
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September</td>
<td><strong>Language and Culture: Topic 1</strong> Students will study the relationship between language and culture through investigating a variety of texts on the prescribed topic. Students will communicate their understanding and evaluation of texts through their first Presentation.</td>
<td>Presentation 1</td>
</tr>
<tr>
<td>October-November</td>
<td><strong>Language and Culture: Topic 2</strong> Students continue analysing the relationship between language and culture, this time communicating their understanding through a Written Task.</td>
<td>Written Task 1</td>
</tr>
<tr>
<td>December-January</td>
<td><strong>Language and Media: Topic 1</strong> Students will study different methods of communication through the media. They will read, listen to, and view a variety of nonfiction texts and analyse the use of language and audience imperatives. They will demonstrate their understanding through a second Presentation.</td>
<td>Presentation 2</td>
</tr>
<tr>
<td>February-April</td>
<td><strong>Language and Media: Topic 2</strong> Students will continue their exploration of media texts and language, this time demonstrating their understanding through a second Written Text.</td>
<td>Written Task 2</td>
</tr>
<tr>
<td>April</td>
<td><strong>Assessment Week Preparation:</strong> Students will prepare for the Analytical Response by reviewing the previous four units of the year and selecting a passage from each work to be used as a prompt for commentary writing during Assessment Week.</td>
<td><strong>Analytical Response:</strong> Students will have 90 minutes to write an organized, analytical response to one of their selected extracts. They will not know which of the four extracts the teacher has selected until the day of the exam.</td>
</tr>
<tr>
<td>May-June</td>
<td><strong>Literature Study</strong> Students will read and investigate two prescribed literary works, and transfer</td>
<td>None.</td>
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</tbody>
</table>
analytical skills from the previous units to evaluate the effects of language, characterization, and other literary features.

### Report Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>40%</td>
</tr>
<tr>
<td>Written Tasks</td>
<td>40%</td>
</tr>
<tr>
<td>Analytical Response</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Pass Criteria

Students must receive a Grade of 2 on the Semester Two report and have a 96% attendance rate.

### Resources Required

Students are required to purchase the works prescribed in the May letter delivered to families for the upcoming academic year.
Language Acquisition

Group 2: Language Acquisition  Grade 11  
Credits: 1  Last Reviewed: June 2016

Course Aim
This is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. This course uses a balance between approaches to learning that are teacher centred (teacher-led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The main focus of the course is on language acquisition and development of language skills. These language skills are developed 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 are related to the culture concerned. The course enables students to develop mastery of language skills and intercultural understanding.

Course Objectives
There are five assessment objectives for the language course. Students will be assessed on their ability to:
1. demonstrate an awareness and understanding of the intercultural elements related to set topics
2. communicate clearly and effectively in a range of situations
3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary
5. use a register and a format that are appropriate to the situation.

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
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</thead>
</table>
| August to September    | Topic: The Past and the Present  
Focus on changes in society, looking at differences between the past and the present. Sentence writing, vocabulary and grammar skills, and presentation skills. | Sentence writing, vocabulary and grammar skills, presentation skills |
| October to November    | Topic: Global Issues  
Focus on movement, including why people move to a new country, migration trends, switching schools and careers. Linking between sentences, verb formation and tense, distinguishing between formal and informal text types. | Writing skills test: verb formation, sentence structure |
| December to January | Topic: Science and Technology  
Focus on current trends, comparing what is happening now and what might happen in the future. Focus on aspect, describing trends and comparing with past/future trends. | Responding to visual prompts, reading comprehension skills test |
|---------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| February to March   | Topic: Social relationships  
Focus on describing relationships, including family and work-related networks. Public speaking, responding to questions, handling discussions, familiarity with a range of genres and registers. | Group Oral Activity: ability to demonstrate an awareness of the similarities/differences between different cultures. |
| April to June       | Communication and Media  
Focus on the news: personal, community and global, biases and stereotypes. Constructing and link simple, compound and complex sentences. | Oral Interview  
Reading and writing skills test |

**Report Grade**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>30%</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>40%</td>
</tr>
<tr>
<td>Oral Skills</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Pass Criteria**

Students must receive a Grade of 2 on the Semester Two report and have a 96% attendance rate.

**Resources Required**

Students are required to purchase the works prescribed in the May letter delivered to families for the upcoming academic year.
Course Aims
Student will develop the capacity to identify, to analyze critically and to evaluate economic theories, concepts and arguments about the nature and activities of the individual and society. We will enable the student to collect, describe and analyze data used in studies of society, to test hypotheses and interpret complex data and source material. Students will recognize that the content and methodologies of Economics are contestable and that their study requires the toleration of uncertainty. Economics seeks to develop international understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local and national level. Economics also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

Course Objectives
There are three assessment objectives for the school-based Economics course:
1. Demonstrate knowledge and understanding of specified content
2. Demonstrate application and analysis of knowledge and understanding
3. Select, use and apply a variety of appropriate skills and techniques

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September</td>
<td>Supply and Demand</td>
<td>Consider opportunity costs from a set of data in order to identify comparative advantage.</td>
</tr>
<tr>
<td></td>
<td>Scarcity, resources, choices, opportunity cost</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laws of supply and demand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Market equilibrium, market efficiency, elasticity</td>
<td></td>
</tr>
<tr>
<td>October-November</td>
<td>Government Intervention</td>
<td>Consider why governments impose indirect taxes and provide subsidies</td>
</tr>
<tr>
<td></td>
<td>Taxes, subsidies and price controls</td>
<td></td>
</tr>
<tr>
<td>December-January</td>
<td>Market Failure</td>
<td>Explain the concept of market failure</td>
</tr>
<tr>
<td></td>
<td>Different types of externalities</td>
<td>Microeconomics summative assessment</td>
</tr>
<tr>
<td></td>
<td>Common access resources</td>
<td></td>
</tr>
<tr>
<td>February-March</td>
<td>Economic Growth</td>
<td>Compare aggregate demand and aggregate supply. Explain the nature and importance of the Keynesian multiplier.</td>
</tr>
<tr>
<td></td>
<td>Aggregate supply and aggregate demand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equilibrium</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keynesian multiplier</td>
<td></td>
</tr>
<tr>
<td>April-May</td>
<td>Economic Policy</td>
<td>May Assessments: Assessment of extended response, data response and quantitative skills</td>
</tr>
<tr>
<td></td>
<td>Fiscal policy</td>
<td></td>
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<tr>
<td></td>
<td>Monetary policy</td>
<td></td>
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</table>
Report Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Response</td>
<td>40%</td>
</tr>
<tr>
<td>Data Response</td>
<td>40%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20%</td>
</tr>
</tbody>
</table>

Pass Criteria
A Grade of 2 on semester two report, 96% attendance.

Resources Provided
Pearson Baccalaureate Economics

Resources Required
Ruler, calculator, graph paper
Course Aim

The aims are to:
1. encourage the systematic study of: human experience and behavior; physical, economic and social environments; the history and development of social and cultural institutions
2. develop in the student the capacity to identify, analyze and to evaluate concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyze data
4. promote learning that is relevant to both the culture in which the student lives and the culture of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects are contestable and that their study requires the toleration of uncertainty.

Course Objectives

Knowledge and Understanding
- Demonstrate, relevant historical knowledge.
- Demonstrate understanding of historical concepts.
- Demonstrate understanding of historical sources.

Application and analysis
- Formulate clear arguments.
- Use relevant historical knowledge to support analysis.
- Analyze a variety of sources.

Synthesis and evaluation
- Integrate evidence to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of sources.

Use and application of appropriate skills
- Structure and develop focused essays that respond effectively to a question.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, referencing and selection of sources.

Adapted from IB History 2014
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August.</td>
<td>The Move to Global War: An in-depth look at authoritarian states (Japan, Germany, Italy).</td>
<td>A researched based essay on a topic of approval that has not happened in the previous 10 years.</td>
</tr>
<tr>
<td>Feb.</td>
<td></td>
<td>One exam: short answer and a short essay, structured around the content taught up to February.</td>
</tr>
</tbody>
</table>

**Causes of expansion**
- The impact of Japanese nationalism and militarism on foreign policy
- Japanese domestic issues: political and economic issues, and their impact on foreign relations
- Political instability in China

**Events**
- Japanese invasion of Manchuria and northern China (1931)
- Sino-Japanese War (1937–1941)
- The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)

**Responses**
- League of Nations and the Lytton report
- Political developments within China—the Second United Front
- International response, including US initiatives and increasing tensions between the US and Japan

**Causes of expansion**
- Impact of fascism and Nazism on the foreign policies of Italy and Germany
- Impact of domestic economic issues on the foreign policies of Italy and Germany
- Changing diplomatic alignments in Europe; the end of collective security; appeasement

**Events**
- German challenges to the post-war settlements (1933–1938)
- Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War
- German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war

**Responses**
- International response to German aggression (1933–1938)
- International response to Italian
aggression (1935–1936)
• International response to German and Italian aggression (1940)

**Feb-June**

**Causes and effects of 20th-century wars:**
• Economic, ideological, political, territorial and other causes
• Short- and long-term causes

**Practices of war and their impact on the outcome**
• Types of war: civil wars; wars between states; guerrilla wars
• Technological developments; theatres of war—air, land and sea
• The extent of the mobilization of human and economic resources
• The influence and/or involvement of foreign powers

**Effects of war**
• The successes and failures of peacemaking
• Territorial changes
• Political repercussions
• Economic

**Report Grade**
Made up of: Final assessment, assessments, written essay,
Weighting of types:

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of semester test</td>
<td>40%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
</tr>
<tr>
<td>End of year test</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Pass Criteria**
A Grade of 2 on semester two report, 96% attendance.

**Resources Provided**
Internet based websites
Pearson Baccalaureate textbook ‘Causes and Effects of 20th Century Wars’. (provided)

**Resources Required**
Laptop and resources provided by the teacher
Course Aim
The aims are to:

1. Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
2. Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about human behaviour
3. Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
5. Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. Enable the student to recognize that the content and methodologies of Psychology are contestable and that their study requires the toleration of uncertainty.
7. Develop an awareness of how psychological research can be applied for the benefit of human beings
8. Ensure that ethical practices are upheld in psychological inquiry
9. Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
10. Develop an understanding of alternative explanations of behaviour

Course Objectives

Psychology students will be expected to demonstrate the following.

1. Knowledge and comprehension of specified content
   - Demonstrate knowledge and comprehension of key terms and concepts in psychology
   - Demonstrate knowledge and comprehension of psychological research methods
   - Demonstrate knowledge and comprehension of a range of appropriately identified psychological theories and research studies
   - Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural influences on human behaviour
2. Application and analysis
- Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question

3. Synthesis and evaluation

- Evaluate psychological theories and empirical studies
- Discuss how biological, cognitive and sociocultural factors can be used to explain behaviour
- Evaluate research methods used to investigate behaviour

4. Selection and use of skills appropriate to psychology

- Demonstrate the acquisition of knowledge and skills required for experimental design, data collection and presentation, data analysis and interpretation
- Write an organized response

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September</td>
<td>Quantitative Research Methods</td>
<td>Presentations and Formative assessment</td>
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<tr>
<td></td>
<td>- Experiments</td>
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<td></td>
<td>- Correlational</td>
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<td>- Case Study</td>
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<td>- Sampling</td>
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<td>- Ethics</td>
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<td></td>
<td>- Reliability &amp; Validity</td>
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<tr>
<td>October/November/December</td>
<td>Biological Level of Analysis</td>
<td>Presentations, Formative assessments</td>
</tr>
<tr>
<td></td>
<td>Research methods and Ethics at the BLOA</td>
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<tr>
<td></td>
<td>Physiology and Behavior:</td>
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<tr>
<td></td>
<td>- Brain localization</td>
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<td></td>
<td>- Neurotransmitters</td>
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<td>- Hormones</td>
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<td></td>
<td>Genetics and Behavior:</td>
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<tr>
<td></td>
<td>- Genetic inheritance</td>
<td></td>
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<td></td>
<td>- Ethical considerations of genetic research</td>
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<td></td>
<td>- Evolutionary Psychology</td>
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<tr>
<td>January/February/March</td>
<td>Cognitive Level of Analysis</td>
<td>Presentations, Formative assessments</td>
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<tr>
<td></td>
<td>Research methods and Ethics at the CLOA</td>
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<td></td>
<td>Cognitive Processes:</td>
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<tr>
<td></td>
<td>- Schema</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reliability of memory</td>
<td></td>
</tr>
</tbody>
</table>
Models of cognitive processes
- Cultural influences on cognitive processes

Cognition and emotion:
- The interaction of biological and cognitive factors in emotion
- How emotions affect cognition

April/May/June

Sociocultural Level of Analysis
Research methods and Ethics at the SCLOA

Sociocultural cognition:
- Attribution Theory
- Errors in Attribution
- Social Identity Theory
- Stereotypes

Social norms:
- Social Learning Theory
- Compliance
- Conformity

Cultural norms:
- Cultural dimensions
- Emic and Etic concepts

(All dates are subject to change depending on the requirements of the class)

**Report Grade**
Unit Assessments (formative): 40%
Class work and presentations: 30%
Final Exam (summative): 30%

**Criteria for passing the course**
A Grade of 2 on semester two report, 96% attendance.

**Resources Provided**
Course Aim
1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse or evaluate scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Course Objectives
1. Demonstrate knowledge and understanding of:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. communicating scientific information.
2. Apply:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. methods of communicating scientific information.
3. Formulate, analyse or evaluate:
   a. hypotheses, research questions and predictions
   b. methodologies
   c. primary and secondary data
   d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out ethical investigations.
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| August - October | Cell biology  
  cell theory, unicellular and multicellular organisms, ultrastructure of cells, membrane structure and transport, stem cells, bioethics  
  Skills: microscopy, biological drawing, analysis of data | Practical work  
  End of semester test (based on the first two units) |
| November - January | Molecular biology  
  biological macromolecules, bonds, metabolism, water, proteins, enzymes, lipids, carbohydrates, respiration and photosynthesis  
  Skills: drawing molecular diagrams, using molecular visualization software, experimental design | Practical work  
  End of semester test (based on the first two units) |
| February - March | Genetics  
  DNA, RNA, replication, transcription, translation, mitosis, meiosis, genes, chromosomes, monohybrid crosses, inheritance, GMOs, biotechnology  
  Skills: gel electrophoresis, interpretation of karyograms and pedigree charts | Practical work |
| April          | Evolution and biodiversity  
  evidence for evolution, natural selection, comparative zoology, classification of biodiversity, cladistics  
  Skills: constructing dichotomous keys, analyzing cladograms | Practical work |
| May - June     | Ecology  
  species, communities, ecosystems, food chains and webs, energy flow, nutrient cycles, climate change  
  Group 4 Project  
  Skills: classifying species, statistical analysis, field work | End of year test (based on all work in Grade 11) |

(all dates are subject to change depending on the requirements of the class)

**Report Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of semester test</td>
<td>40</td>
</tr>
<tr>
<td>End of year test</td>
<td>40</td>
</tr>
<tr>
<td>Practical work</td>
<td>20</td>
</tr>
</tbody>
</table>
Pass Criteria
A Grade of 2 on semester two report, 96% attendance, successful participation in Group 4 Project.

Resources Provided
Textbook: Oxford IB Diploma Programme Biology Course Companion (2014 Ed.);

Resources Required
laptop, pen, pencil, ruler, eraser, calculator, notebook/binder
Computer Science

Course Aims

1. provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
2. provide a body of knowledge, methods and techniques that characterize computer science
3. enable students to apply and use the knowledge, methods and techniques
4. demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
5. engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
6. develop logical and critical thinking as well as experimental, investigative and problem-solving skills
7. develop and apply the students’ ICT skills in the study of computer science to communicate information confidently and effectively
8. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
9. develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
10. encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Course Objectives

1. Know and understand:
   a. relevant facts and concepts
   b. appropriate methods and techniques
   c. computer science terminology
   d. methods of presenting information.
2. Apply and use:
   a. relevant facts and concepts
   b. relevant design methods and techniques
   c. technology to communicate effectively
   d. appropriate communication methods to present information.
3. Construct, analyse, evaluate and formulate:
   a. success criteria, solution specifications including task outlines, designs and test plans
   b. appropriate techniques within a specified solution.
4. Demonstrate the personal skills of cooperation and perseverance as well as appropriate technical skills for effective problem-solving in developing a specified product.
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| August - October | System fundamentals  
Planning and system installation, software deployment, components, design basics, analysis |                                                                             |
| November - December | Computer organization  
Computer architecture, memory, operating systems and applications, binary representation, logic gates |                                                                             |
| January - February | Networks  
Fundamentals, data transmission, wireless networking | End of semester test (based on the first two units) |
| March - May | Computational thinking, problem-solving and programming  
Thinking procedurally, logically, concurrently and abstractly, algorithms | Practical work |
| June       | Group 4 Project                                                                     | End of year test (based on all work in Grade 11)                            |

(all dates are subject to change depending on the requirements of the class)

**Report Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of semester test</td>
<td>40</td>
</tr>
<tr>
<td>End of year test</td>
<td>40</td>
</tr>
<tr>
<td>Practical work</td>
<td>20</td>
</tr>
</tbody>
</table>

**Pass Criteria**

A Grade of 2 on semester two report, 96% attendance, successful participation in Group 4 Project.

**Resources Provided**


**Resources Required**

laptop (see equipment list for specifications), pen, pencil, ruler, eraser, calculator, notebook/binder
Chemistry

Group 4 – Chemistry

Grade 11

Credits: 1

Last Reviewed: May 2016

Course Aim
1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse or evaluate scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

adapted from IB Chemistry Guide 2016

Course Objectives
1. Demonstrate knowledge and understanding of:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. communicating scientific information.
2. Apply:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. methods of communicating scientific information.
3. Formulate, analyse or evaluate:
   a. hypotheses, research questions and predictions
   b. methodologies
   c. primary and secondary data
   d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out ethical investigations.

adapted from IB Chemistry Guide 2016
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August -</td>
<td>Measurements and data processing</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Uncertainties and errors in measurement and results, graphical techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spectroscopic identification of organic compounds</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Atomic structure</td>
<td>Practical work</td>
</tr>
<tr>
<td></td>
<td>The nuclear atom, nuclear symbol notation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electron configuration, the periodic table and trends</td>
<td></td>
</tr>
<tr>
<td>October -</td>
<td>Periodicity</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Periodic table, energy levels, valence electrons, classifying elements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Periodic trends, atomic radius, ionization energy, electron affinity, electronegativity</td>
<td></td>
</tr>
<tr>
<td>October -</td>
<td>Chemical bonding and structure</td>
<td></td>
</tr>
<tr>
<td>December -</td>
<td>Ionic bonding and structure, cations, anions, polyatomic ions</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Covalent bonding, bond polarity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Covalent structures, Lewis structures, VSEPR theory, predicting bond angles and molecular polarity, deduction of resonance structures intermolecular forces, metallic bonding</td>
<td></td>
</tr>
<tr>
<td>December -</td>
<td>Stoichiometric relationships</td>
<td>End of semester test (based on all work to this point)</td>
</tr>
<tr>
<td>February</td>
<td>Introduction to the particulate nature of matter and chemical change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The mole concept, empirical and molecular formula, deriving formulas from experimental data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reacting masses and volumes, Avogadro’s law, solving problems using the ideal gas equation, molar concentrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acids and bases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theories of acids and bases, Bronsted-Lowry acids and bases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Properties of acids and bases, balancing chemical equations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong and weak acids and bases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acid deposition, sources of oxides of sulfur and nitrogen, balancing combustion equations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Redox</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oxidation and reduction, using half-equations, Winkler Method to calculate BOD</td>
<td></td>
</tr>
<tr>
<td>March –</td>
<td>Energetics/thermochemistry</td>
<td>Practical work</td>
</tr>
<tr>
<td>May</td>
<td>Measuring energy changes, heat, enthalpy, calorimetry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hess’s Law, bond enthalpies, sketching energy profiles</td>
<td></td>
</tr>
<tr>
<td>May – June</td>
<td>Equilibrium</td>
<td>End of year test (based on all work in Grade 11)</td>
</tr>
<tr>
<td></td>
<td>Equilibrium, deduction of the equilibrium constant expression, Le Châtelier’s principle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 4 Project</td>
<td></td>
</tr>
</tbody>
</table>

(all dates are subject to change depending on the requirements of the class)
Physics

Group 4 – Physics
Grade 11
Credits: 1
Last Reviewed: June 2016

Course Aim
1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse or evaluate scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st-century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Course Objectives
1. Demonstrate knowledge and understanding of:
   ● facts, concepts and terminology
   ● methodologies and techniques
   ● communicating scientific information.
2. Apply:
   ● facts, concepts and terminology
   ● methodologies and techniques
   ● methods of communicating scientific information.
3. Formulate, analyse or evaluate:
   ● hypotheses, research questions and predictions
   ● methodologies
   ● primary and secondary data
   ● scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out ethical investigations.
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Measurement Units, Uncertainties, Vectors and scalars</td>
<td>None</td>
</tr>
<tr>
<td>Sept - Oct</td>
<td>Mechanics Motion, Forces, Work, energy and power, Momentum</td>
<td>Lab work</td>
</tr>
<tr>
<td>Nov - Jan</td>
<td>Waves Oscillations, Travelling waves, Wave characteristics, Wave behaviour, Standing waves</td>
<td>Lab work (based on the first three units)</td>
</tr>
<tr>
<td>Feb - March</td>
<td>Thermal Temperature and energy changes Modelling a gas</td>
<td>Lab work</td>
</tr>
<tr>
<td>April</td>
<td>Group 4 project</td>
<td></td>
</tr>
<tr>
<td>April - May</td>
<td>Nuclear Physics Discrete energy and radioactivity Nuclear reactions</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Energy Production Energy Sources Thermal energy transfer</td>
<td>End of year test (based on all work in grade 11)</td>
</tr>
</tbody>
</table>

**Report Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Semester One test</td>
<td>40%</td>
</tr>
<tr>
<td>End of year test</td>
<td>40%</td>
</tr>
<tr>
<td>Lab work</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Pass Criteria**

A Grade of 2 on end of grade 11 report card  
Successful completion of the Group 4 Project  
96% attendance

**Resources Provided**


**Resources Required**

Laptop, Calculator, Ruler, Protractor
Course Aim

1. enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
2. develop an understanding of the principles and nature of mathematics
3. communicate clearly and confidently in a variety of contexts
4. develop logical, critical and creative thinking, and patience and persistence in problem-solving
5. employ and refine their powers of abstraction and generalization
6. apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
7. appreciate how developments in technology and mathematics have influenced each other
8. appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
9. appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. appreciate the contribution of mathematics to other disciplines.

adapted from IB Mathematical Studies Guide 2012

Course Objectives

1. **Knowledge and understanding:** recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
2. **Problem-solving:** recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
3. **Communication and interpretation:** transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
4. **Technology:** use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
5. **Reasoning:** construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
6. **Investigative approaches:** investigate unfamiliar situations involving organizing and analysing information or measurements, drawing conclusions, testing their validity, and considering their scope and limitations.

from IB Mathematical Studies Guide 2012
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - September</td>
<td>Number and Algebra types of numbers; currency conversions, sequences and series; financial applications</td>
<td>Number and Algebra test</td>
</tr>
<tr>
<td>October - November</td>
<td>Sets and probability set theory; simple probability; conditional probability, diagrammatic representations</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Logic symbolic notation of propositions, truth tables, converse, inverse, contrapositive and equivalence</td>
<td>Logic, Sets and Probability test</td>
</tr>
<tr>
<td>January</td>
<td>Descriptive Statistics types of data; histograms; measures of central tendency; measures of dispersion</td>
<td>Descriptive Statistics test</td>
</tr>
<tr>
<td>February - April</td>
<td>Statistical Applications normal distribution; bivariate data; linear regression, chi-squared test</td>
<td>Statistical Applications test</td>
</tr>
<tr>
<td></td>
<td>Project work</td>
<td>Final Project</td>
</tr>
<tr>
<td>May - June</td>
<td>Geometry and Trigonometry linear equations; trigonometric ratios, sine rule; cosine</td>
<td>End of year test (based on all material in Grade 11)</td>
</tr>
</tbody>
</table>

(All dates are subject to change depending on the requirements of the class.)

**Report Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic tests</td>
<td>40</td>
</tr>
<tr>
<td>End of year test</td>
<td>40</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
</tr>
</tbody>
</table>

**Pass Criteria**

A Grade of 2 on semester two report, 96% attendance.

**Resources Provided**


**Resources Required**

TI-84 Plus, any edition
Course Aims
The film course in the school based curriculum aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film.

The aims are to promote:

1. an appreciation and understanding of film as a complex art form
2. an ability to formulate stories and ideas in film terms
3. the practical and technical skills of production
4. critical evaluation of film productions by the student and by others
5. a knowledge of film-making traditions in more than one country.

Course Objectives
Having followed the film course in the school based curriculum, students are expected to demonstrate:

1. an understanding of the variety of ways in which film creates meaning
2. an understanding and effective use of appropriate film language
3. originality and creativity in developing an idea through the various stages of film-making, from conception to finished production
4. technical skills and an appropriate use of available technology
5. the ability to draw together knowledge, skills, research and experience, and apply them analytically to evaluate film texts
6. critical understanding of the historical, theoretical, sociocultural, economic, institutional contexts of film in more than one country
7. the ability to research, plan and organize working processes
8. the ability to reflect upon and evaluate film production processes and completed film texts.
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td>Independent Study – French New Wave</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Film Production- Camera Experiments: Time and Space</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Independent Study- Latin American Cinema</td>
<td>Comparative Study</td>
</tr>
<tr>
<td>November</td>
<td>Film Production- Camera Experiments: Color and Action</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Presentation- Alfred Hitchcock, Editing and Intention</td>
<td>Film Scene Analysis</td>
</tr>
<tr>
<td>January</td>
<td>Film Production- Pre-Production</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Film Production- Production</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Film Production-Post-production</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Arts Assessment Week – Presentation from proscribed film</td>
<td>Film Production</td>
</tr>
<tr>
<td>May</td>
<td>Independent Study-Bollywood</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Presentation- Science Fiction and Visions of the Future</td>
<td>Film Scene Analysis</td>
</tr>
</tbody>
</table>

*all dates are subject to change depending on the requirements of the class

**Report Grade**

Weighting of types
1. Comparative Study 20%
2. Film Scene Analysis 20%
3. Film Production 60%

**Pass Criteria**

A Grade of 2 on Semester Two report - 96% attendance.

**Resources Provided**
Dwight School Seoul will provide any applicable textbooks and workbooks. Students must provide their own instruments, if applicable.

Access to Adobe Editing Suite
DSLR Film Camera
Camera Stabilization
Lighting and Sound Equipment
Master Shots Vol 1. ISBN: 1615930876
The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition ISBN: 0240812174

**Resources Required**
Mass storage device of at least 32GB. (external hard drive, thumb drive or memory card and reader)
Music

Group 6 – Music
Grade 11
Credits: 1
Last Reviewed: June 2016

Course Aims
1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Express ideas with confidence and competence
4. Develop perceptual and analytical skills.

Course Objectives
1. Demonstrate perception and analytical skills to reflect their critical understanding of music.
2. Demonstrate creative or performance skills through the composition or performance of musical works.

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Musical Elements</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Musical Elements</td>
<td>Listening Paper</td>
</tr>
<tr>
<td>October</td>
<td>Performance 1 or Creating 1</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Performance 1 or Creating 1</td>
<td>Perform at Fall DP Showcase</td>
</tr>
<tr>
<td>December</td>
<td>Performance 2 or Creating 2</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Performance 2 or Creating 2</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Performance 2 or Creating 2</td>
<td>Perform at Spring DP Showcase</td>
</tr>
<tr>
<td>March</td>
<td>Music Theory 1</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Music Theory 1</td>
<td>Analysis Paper</td>
</tr>
<tr>
<td>May</td>
<td>Performance 3 or Creating 3</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Performance 3 or Creating 3</td>
<td>Independent Performance</td>
</tr>
</tbody>
</table>

Report Grade

Weighting of types
1. 2 Paper Assessments 30%
2. 3 Performances or Compositions 60%
3. Process Journal 10%

Pass Criteria
A Grade of 2 on Semester Two report - 96% attendance.

Resources Provided
Dwight School Seoul will provide any applicable textbooks and workbooks.
Students must provide their own instruments, if applicable.
Theatre

Group 6 – Theatre                     Grade 11                      Last Reviewed: May 2016
Credits: 1

Course Aims
1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Understand the dynamic and changing nature of the arts
4. Explore and value the diversity of the arts across time, place and cultures
5. Express ideas with confidence and competence
6. Develop perceptual and analytical skills.
7. Explore theatre in a variety of contexts and understand how these contexts inform practice
8. Understand and engage in the processes of transforming ideas into action
9. Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively

Course Objectives
1. To demonstrate knowledge and understanding of specified content
2. To demonstrate application and analysis of knowledge and understanding
3. To demonstrate synthesis and evaluation
4. To select, use and apply a variety of appropriate skills and techniques

<table>
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<tr>
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<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Non-Naturalism – Conventions</td>
<td>Process e-Journal</td>
</tr>
<tr>
<td>September</td>
<td>Non-Naturalism – Conventions / “Mini” Research Presentation</td>
<td>Process e-Journal</td>
</tr>
<tr>
<td>October</td>
<td>Theatre Style - Research Presentation</td>
<td>Process e-Journal</td>
</tr>
<tr>
<td>November</td>
<td>Theatrical Interpretation</td>
<td>Process e-Journal</td>
</tr>
<tr>
<td>December</td>
<td>Theatrical Interpretation</td>
<td>Process e-Journal</td>
</tr>
<tr>
<td>January</td>
<td>Ensemble Performance</td>
<td>Process e-Journal</td>
</tr>
<tr>
<td>February</td>
<td>Ensemble Performance</td>
<td>Process e-Journal</td>
</tr>
<tr>
<td>March</td>
<td>Ensemble Performance</td>
<td>Process e-Journal</td>
</tr>
<tr>
<td>April</td>
<td>Arts Assessment Week – Performance</td>
<td>Ensemble Performance</td>
</tr>
<tr>
<td>May</td>
<td>Stagecraft Design</td>
<td>Process e-Journal</td>
</tr>
<tr>
<td>June</td>
<td>Stagecraft Design</td>
<td>Final Process e-Journal</td>
</tr>
</tbody>
</table>
Report Grade

Weighting of types
1. Process Journal Satisfactory / Not Satisfactory
2. Research Project 30%
3. Theatrical Interpretation 35%
4. Ensemble Performance 35%

Pass Criteria
A Grade of 2 on Semester Two report - 96% attendance.

Resources Provided
Dwight School Seoul will provide basic technical and production support (costume, make-up, lighting, set pieces, audio playback, props). Students will be responsible for larger and case-specific items. Any audio recording will need to be completed by the student.
Course Aims

The aim of the visual arts course at Gr 11 is to develop capable, inquiring and knowledgeable young people. It encourages students to reflect on cultural and aesthetic differences and reflect on global contexts. Responding and Creating in the Visual Arts are dynamic processes that connect many areas of study and human experience. The process of designing and making art requires creativity, critical thinking and problem solving.

Course Objectives

1 RESPONDING:
- Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- Express concepts, ideas and meaning through visual communication
- Record observations in written form in a Process Journal

2 CREATING:
- Experiment with different media, materials and techniques in art-making
- Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
- Make appropriate choices in the selection of images, media, materials and techniques in art-making

3 PRESENTING:
- Create an Artist's Statement that evaluates how and why art-making evolves and justify the choices made in their own visual practice
- Make appropriate choices in the selection of images that will be exhibited
- Design and present work so that it reflects the student’s artistic intentions

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| August – November | MEMORY UNIT
Students create a painting or series of paintings on the theme of MEMORY
Students compare artworks during formative collaborative tasks including group presentations
Continuous experimentation with techniques and media. Development of ideas and conveying ideas using visual images and correct vocabulary | Studio work
Comparing Artworks worksheets
Process Journal pages |
<table>
<thead>
<tr>
<th>December – January</th>
<th><strong>EMOTION UNIT PART 1</strong></th>
<th>Studio work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimenting with sculptural techniques</td>
<td>Comparing Artworks</td>
</tr>
<tr>
<td></td>
<td>Developing visual literacy skills related to analysing and critiquing own and others’ work</td>
<td>Written Task</td>
</tr>
<tr>
<td></td>
<td>Developing ideas, concepts, and themes through brainstorming and reflection</td>
<td>Process Journal page</td>
</tr>
<tr>
<td></td>
<td>Recording and journaling experiences and planning/reflections/research</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>February – March</th>
<th><strong>EMOTION UNIT PART 2</strong></th>
<th>Studio work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applying techniques to developing own sculptural work on the theme of Emotion</td>
<td>Comparing Artworks</td>
</tr>
<tr>
<td></td>
<td>Looking at the work of two sculptors. Complete written tasks</td>
<td>Timed Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April–June</th>
<th><strong>SENSE PERCEPTION</strong></th>
<th>Process Journal pages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applying techniques to developing a Lens Based work</td>
<td>Comparing Artworks</td>
</tr>
<tr>
<td></td>
<td>Look at the work of artists that use Lens Based Media. Complete written tasks</td>
<td>Studio work</td>
</tr>
<tr>
<td></td>
<td>Presenting work that challenges viewers to reflect on how we perceive using different senses</td>
<td></td>
</tr>
</tbody>
</table>

**Report Grade**

Weighting of types
- COMPARING ARTWORKS – 30%
- PROCESS JOURNAL – 40%
- STUDIO WORK – 30%

**Pass Criteria**

A Grade of 2 on Semester Two report - 96% attendance.

**Resources Provided** Dwight School Seoul will provide basic materials, tools, and resources necessary for the creation of art. Learners are allowed to bring external resources and materials for their art-making practices.
Course Aims
The aim of the Body, Mind and Soul course is to foster enjoyment through the acquisition of knowledge and understanding of physical activities, as a foundation to an active lifestyle. It encourages students to use physical activities as a vehicle to develop individual qualities and personal development. Students are educated about the importance of keeping a balance in Body, Mind and Soul to maintain a healthy and balanced lifestyle after they have left Dwight.

- **Body**: boost physical activity level, improving fitness level, improve performance level
- **Mind**: healthy living, nutrition, health care and overall well-being
- **Soul**: develop leadership traits, develop relationship and communication traits, and develop self-worth and positive self-image.

Course Objectives

1) Demonstrates conceptual understanding of Body, Mind and Soul
2) Demonstrate the personal skills of cooperation, perseverance and responsibility
3) Demonstrates and applies a range of skills and techniques

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-Oct</td>
<td><strong>Soul – Teambuilding</strong>: Accepting responsibility, tasks and making informed choices, help to change the outcome of an event. The student: - will be able to develop and sustain positive relationships with others - acquires a healthy self-concept and a strong belief in their own self-worth - will cope with positive and adverse situations. Students will take part in games and challenges that allow them to work together to solve a problem. This could be in the form of traditional problem solving games or it could be to come up with a strategy in an unfamiliar team game.</td>
<td>Students will be responsible for planning and executing a team building overnight to a local park/camp site. Working in small groups, each group will be responsible for each part of the trip such as transport, food, tents, activities, snacks, and campfire. Assessment will be made based on how well the students communicate throughout the process, how successful their aspect of the trip was and how well they reflect on the teamwork of their group. Each student will be assessed on the ATL skills;</td>
</tr>
<tr>
<td>Nov-Dec</td>
<td><strong>Soul- Leadership</strong>: Taking on leadership roles carries responsibilities and expectations The student: - will work collaboratively to achieve a target - will acquire knowledge on leadership and communication</td>
<td>Assessment is based on observation throughout the unit and focuses on the ATL’s as well as effort, engagement and level of ability. Students are to lead groups through various short</td>
</tr>
</tbody>
</table>
- will lead small groups in familiar and unfamiliar settings.

Students will lead their peers in tasks like warming up, dividing teams, planning for play, organizing round robin tournaments and

Their skills include speaking and listening (communication) to their peers, being organized, taking initiative and showing responsibility for getting games organized and started as well as refereed.

| Jan-Feb | **Body - Physical Fitness**: How understanding the training methods can allow you to take control over your own fitness level. This component boosts students’ physical fitness to a higher level, through developing an understanding of training methods. (SPORT) Students will be tested on their Cardiovascular Endurance at the start and at the end of the unit. Between these tests, students will take part in many types of training.  
-Circuit training  
-Sprint Interval Training  
-HIIT Training  
-Tabatha Training  
-Plyometric Training  
-Agility Training  
-Exercise to Music (strobolight etc.)  
-Aerobic Training | Students will be given 3 training methods. Once selected, they will have 10 minutes to prepare their workout with which ever exercises they feel are required as well as deciding on time, effort, weight, intensity, rest time, music etc. |
| March - April | **Body - Improving performance**: How analysis of performance support development  
The student:  
- will develop his/her physical activities to a higher level  
- will analyze sport specific movements to allow for improvement  
- Will understand how feedback is important to assist in refinement | The student:  
- will develop his/her physical activities to a higher level  
- will analyze sport specific movements to allow for improvement  
- will understand how feedback is important to assist in refinement |
| May - June | **Mind- Healthy Living**: You have to make choices in your lifestyle to lead a healthy life.  
The student:  
This approach incorporates healthy living and active learning in every part of the students’ experience. The central themes of regular health care, stress managements, body image and improving overall well-being are emphasized.  
The students will create an understanding of | Working in groups of 4. Students will be in charge of leading our class through a short healthy living lesson. The students will be able to choose one of the various themes; health care, stress management, body image, drugs & alcohol or physical fitness. They will prepare an interactive lesson |
what is legally or scientifically advised and considered health for their body. with a lesson plan and after the lesson each member will be responsible to submit a peer and self-reflection. ATL skills assessed are;

**Report Grade**
The report grade is set against the assessment objectives and will fall in the category of:
- Excellent – Very Good – Good – Satisfactory – Mediocre – Poor – Very Poor

**Pass Criteria**
A Grade of Satisfactory or above on Semester Two report - 96% attendance.

**Resources Provided**
Dwight School Seoul will provide all equipment provided to allow for engaging and active lessons. Students are required to attend lessons in their Dwight Physical Education uniform. Special, indoor, sport shoes are required. These shoes are not allowed to be the same as the ones worn during the school day.
Creativity, Activity and Service

“...if you believe in something, you must not just think or talk or write, but must act.”

(Peterson 2003)

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS provides opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing.

Students must give CAS as much importance as any other element of the school based curriculum and ensure sufficient time is allocated for engagement in the CAS programme.

**Successful completion of CAS is a requirement for the award of the Dwight High School Diploma.**

The CAS programme **formally begins at the start of the Grade 11** and continues regularly, until the end of **Grade 12**. Students are expected to have a balance between creativity, activity, and service, completing **at least one experience in each strand** in Grade 11 and again in Grade 12. Therefore, by the end of Grade 12, students are **required to have a minimum of six CAS experiences (two in each strand)** in order to be eligible to receive the Dwight High School Diploma.

Students must also achieve all of the seven **CAS learning outcomes**. Through their CAS portfolio on **ManageBac**, students provide the school with evidence demonstrating achievement of each learning outcome. All students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS.
**CAS STRANDS**

**Creativity** is exploring and extending ideas, leading to an original or interpretive product or performance. Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

**Activity** is physical exertion contributing to a healthy lifestyle. Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking), counts as activity.

**Service** is collaborative and reciprocal community engagement in response to an authentic need. By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

**Responsibility of the Student**

Key to a student’s CAS programme is personal engagement, choice and enjoyment of CAS experiences. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator’s satisfaction.

Throughout the duration of Grade 11 and 12 CAS students are expected to:

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Determine personal goals
- Discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- Take part in a variety of experiences each year
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- Understand the reflection process
- Communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- Ensure a suitable balance between creativity, activity and service in their CAS programme
- Behave appropriately and ethically in their choices and behaviours.

*Information in this handbook was taken from the IB DP 2017 CAS Guide*