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| Grade | S3 | Subject | Physics |
| Course | ICA | | |
| Class Hours | 4 Hours/Week | | |

Competencies

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| ① Inquiry | Continually ask questions about the nature of the universe around them. Think deeply about the why and the how of familiar phenomena. |
| ② Problem Solving | Create conceptual models to analyze real world problems. Break down complex systems into manageable components. |
| ③ Innovation | Develop novel applications of physical concepts. Creatively apply mathematical models to develop innovative solutions. |

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| 3 | Explain physical laws and concepts in their own words. | Model real-world situations using free-body diagrams and mathematical equations. | Create an original problem or model using the concepts of force, fields, and energy. Construct viable arguments. |
| 2 | Solve mathematical problems relating physical quantities. | Connect physical and mathematical concepts. Make sense of problems and persevere in solving them. | Efficiently and strategically deconstruct systems into manageable components. |
| 1 | Know the meaning of key vocabulary. | Break down component forces on given systems. Identify the logical units of a problem and their connections. | Reason abstractly and quantitatively. Critique the reasoning of others. |
| | A Recognition | B Logical Thinking | C Creative Thinking |

| Term | Month | Unit | Unit Goals | Activities |
|------|----------|--|---|---|
| 1 | 4 5 | Energy and Motion | <ul style="list-style-type: none"> Students will be able to understand the relationship between energy, force, and motion. Learn Newton's laws and show how they apply to various different systems. Students will be able to identify the different types of field forces, and how they relate to energy. Explain the difference between field and contact forces. | <ul style="list-style-type: none"> Laboratory investigations, in-class demonstrations, group discussions, research projects, textbook assignments, quizzes, and tests. |
| | 6 7 | Field Forces and Energy | | |
| 2 | 9 10 | Electromagnetism and Energy Generation | <ul style="list-style-type: none"> Students will be able to understand the inherent relationship between electric charge and magnetism. Describe various methods of generating electricity, including advantages and disadvantages of each. Students will be able to understand the mechanisms by which waves transport energy. Know the types of electromagnetic radiation, and the real world applications thereof. | <ul style="list-style-type: none"> Laboratory investigations, in-class demonstrations, group discussions, research projects, textbook assignments, quizzes, and tests. |
| | 11 12 | Wave Energy and Communication | | |

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| Grade Course | S3 Advanced | Subject | Modern History |
| Class Hours | 4 / Week | | |

Competencies

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| ① Investigation | To formulate questions, carry out research, and communicate understanding about contemporary historical issues and perspectives that have shaped the modern world. |
| ② Intercultural Understanding | Develop knowledge and understanding of various contemporary historical issues and perspectives that have shaped the modern world. |
| ③ Creativity | Critically evaluate historical events and debates that have shaped the modern world. |

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| 3 | Independently research key concepts/events/figures. Formulate pertinent questions Locate suitable sources. Recognize differing interpretations. | Critically evaluate different interpretations and reach independent conclusions. | Critically evaluate arguments ideas. Independently contrast and make historical comparisons across periods and countries. |
| 2 | Identify and define key terms, figures, periods, events. Select and define key concepts and theories. | Identify different interpretations of the causes, effects, and significance, of historical events and issues. | Construct historical arguments and support with a range of evidence and examples. |
| 1 | List relevant key terms, figures, periods, events. | Apply logical constructs (cause and effect, significance) to specific events and issues. Recognize the role of interpretations. | Produce accurate descriptions of events and issues from a range of sources, supported with examples. |
| | A Recognition | B Logical Thinking | C Creative Thinking |

| Term | Month | Unit | Unit Goals | Activities |
|------|------------------|--|--|--|
| 1 | 4 5 6 7 | Capitalism: The American Experience, 1907-1941 | <p>Understand and explain the main causes of the rise of capitalism in the USA, including the expansion of the railways; post-Civil War reconstruction; immigrant labour; discovery of oil; and mass production.</p> <p>Understand and evaluate the role and impact of significant individuals in the period, such as, Woodrow Wilson, Herbert Hoover, F D Roosevelt, J D Rockefeller, Henry Ford.</p> <p>Know and be able to define key ideas, such as: laissez-faire, 'rugged individualism, limited government, and the American Dream.</p> <p>Understand and be able to explain the impact of WWI, the 1920s, and WWII until 1941, on American capitalism; the growth of consumerism; and the shaping of American values, for example, film and fashion, and prohibition.</p> <p>Understand and critically evaluate the causes of the Great Depression, the consequences for different groups, and the effectiveness of political responses, including the New Deal.</p> <p>Evaluate the impact of capitalism on different groups within American society, such as, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations.</p> <p>Make relevant connections with contemporary events.</p> | Source evaluation; Note taking; Sorting tasks; Quizzes; Independent research; Group discussions; Debates; Presentations; Extended writing. |

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| 2 | 9 10 11 12 | The Changing European World Since 1945 | <p>Understand and be able to explain the nature of the origins and early development of the Cold War to 1948, including: the ideological, cultural, and political differences between the United States and the Soviet Union; and the significance of the Truman Doctrine, the Marshall Plan, and Berlin Blockade.</p> <p>Be able to define and explain significant ideas of the period, including communism, capitalism, containment, peaceful co-existence, détente, glasnost, and perestroika.</p> <p>Understand and evaluate the evolving nature and character of Cold War in Europe from 1948 through to détente, including the impact of the arms race, the space race, and threat of nuclear war; the 1956 invasion of Hungary; the Berlin Wall; the Cuban Missile Crisis; the Prague Spring and the Brezhnev Doctrine; the new Cold War of the 1980s; and the collapse of communism 1989-1991.</p> <p>Evaluate the role of significant political leaders throughout the period.</p> <p>Make relevant connections with contemporary events.</p> | Source evaluation; Note taking; Sorting tasks; Quizzes; Independent research; Group discussions; Debates; Presentations; Extended writing. |
| 3 | 1 2 3 | N/A | N/A | |

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| Grade Course | S3 Advanced | Subject | Ethics and World Religion |
| Class Hours | 4 Hours / Week | | |

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| 3 | Essay assignments analyzing the interplay of ethics and religion and how one influences the other. | Class debates on interpretation and comparisons of different religions. | Class debates asking students to confront their own ethical value systems and criteria. |
| 2 | Homework assignments linked to understanding of key ethical / religious beliefs | Essay assignments on the underlying beliefs of various Abrahamic faiths. | Class debates focusing on larger ethical concepts and value systems |
| 1 | Textbooks classes on basic ethical concepts and structures. | Textbook classes looking at the basic structure of the Abrahamic faiths. | Essay assignments on different ethical systems. |
| | A Recognition | B Logical Thinking | C Creative Thinking |

Competencies

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| ① Intercultural Understanding | Understanding the religions and ethics of other cultures is crucial for students to understand and appreciate those cultures. |
| ② Inquiry | Students will be constantly seeking deeper understanding and challenging themselves to unravel the implications of different religious and ethical perspectives. |
| ③ Reasoning | Students will need to apply reason and logic to understand the implications (and origins) of different religious and ethical perspectives. |

| Term | Month | Unit | Unit Goals | Activities |
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| 1 | 4 | Overview of the Jewish People and their religion and practices. | To understand the origins of the Abrahamic religions, and the importance of the Jewish concept of the "Promised Land," and how it relates to present day issues regarding Israel. | Textbook classes on religion, an essay assignment, class debates and discussions on ethics and ethical issues arising from studies of religion. |
| | 5 | Introduction to basic ethical concepts. | | |
| | 6 | Overview of Catholic Christianity, its origins and practices. | To understand the influence and spread of Catholicism, and its affect on the morality and politics of the western world. Also help students understand the current conflicts and debates in Catholicism, and how this affects its followers. | |
| 7 | Study of ethical schools of thought, and the origins of those schools. | | | |
| 2 | 9 | Overview of non-Catholic Christianity (including Protestant and Orthodox traditions), and how they differ from each other. | To understand the reason for so many different variations of Christianity, and to understand their influence on the modern world. Specifically, the role of Christianity in American (and thus global) politics. | Textbook classes on religion, an essay assignment, class debates and discussions on ethics and ethical issues arising from studies of religion. |
| | 10 | Study of the separation of ethics and religion. | | |
| | 11 | Overview of Islam, its origins and the beliefs of its followers. | To understand the spread of Islam and its influence today. This will then be related back to the studies of Judaism and Israel, allowing the students to take a balanced view of this important issue. | |
| 12 | Study of the concept of ethical absolutes and whether they can exist in the modern world. | | | |
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