

Grade 11

Course Descriptions

Elements of Language

Language Arts skills and strategies are continuously developed through adding more grammatical elements to the mastered already by the students. The introduction of the Gerund, the elliptical clauses, the correction of faulty pronoun references, sequence of tenses, retained objects, capitalization of acronyms, geographical terms and units of measurement are only a part of the enriching grammatical experience adding to the traditional parts of speech overview, classification of sentences, identification of phrases, clauses, agreement, case forms of pronouns, etc. preparing 11 grade students for success on standardized testing. The writing workshop develops students' skills on understanding paragraphs and compositions. The communication part is devoted to defining concepts, reporting progress, analyzing a novel, exploring historical research, and evaluating advertising, in which Language skills and applied and practiced.

Resource – *Elements of Language, Holt, 2009*

American Literature

Students in 11 grade start a fabulous journey from the early American writing – Native American experience, the early settlers, the puritans, and the writers of the revolution, which takes them to contemporary literature. They go through the poems of the favorite to everyone romantic poets like Longfellow and Poe, and the transcendentalism ideas of Emerson and Thoreau. The development of American literature keeps unfolding in front of their eyes through the poems of the brilliant mavericks Walt Whitman and Emily Dickinson, and the funny narratives of the regionalists Mark Twain and Bret Harte as well as the breath-taking stories of naturalists Stephen Crane and Jack London. The Harlem Renaissance and Modernist times focus their attention on the world-known poetry of Robert Frost and the modern short stories of Fitzgerald, Hemingway, and Steinbeck. Tennessee Williams, Kurt Vonnegut, Amy Tan, and James Thurber are just some of the renowned contemporary authors whose ideas and images are analyzed. This fantastic course invites students to search for answers to the following big questions “How do we make sense of our world?”, “What is your heritage?”, “What makes a leader?”, “When does hardship unite us?”, “Are you willing to pay any price?”, “What gives life purpose?”, and many, many others, while spending time with characters and their journeys through life.

Resource – *Literature, Holt McDougal, 2010*

Advanced Mathematics

This course is an upgrade to the earlier course of Algebra 2. It is designed to teach the concepts and skills necessary for students to succeed in advanced math and in disciplines that are mathematically based like physics, chemistry, economics, social sciences and many others. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to those concepts in a comprehensible and coherent way. The syllabus follows an extensive review of core math branches like algebra, geometry, trigonometry, and analytical geometry. Other topics as probability, combinatorics, regression analysis, etc. will be covered as well. Emphasis is placed on problem solving and applications in real life and technology. In more detail, the topics taught include, but are not restricted to, solving equations and inequalities; graphing functions and equations; dealing with linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions and equations; solving systems of equations and inequalities. When necessary, computer lab simulations/analysis will be performed to illustrate the math relationships.

Resource: *Advanced Math, Saxon, Third Edition*

World History

This course introduces students to the political, economic, religious and social trends that shaped Europe and the world from 1914 to the present. Students will acquire knowledge of the chronology of events and movements as well as develop the ability to analyze historical documents and express historical understanding. Students will explore World War I, The Russian Revolution, the instability after World War I, the rise of dictatorial regimes, Hitler and Nazi Germany, World War II, the Holocaust, the Cold War conflicts, Eastern Europe and the Soviet Union, Western Europe and North America, China, Japan and the Koreas, political and social challenges in the modern world, global economies, science, technology, and the environment.

It develops 9 historical thinking skills within the 4 major categories of 1. Analyzing historical sources and evidence (analyzing evidence and interpretation), 2. Making historical connections (comparison, contextualization, and synthesis), 3. Chronological reasoning (causation, patterns of continuity and change over time, and periodization), and 4. Creating and supporting a historical argument (argumentation).

The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables). Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance as well as opportunities to develop written arguments that have a thesis supported by relevant historical evidence. The course includes essays, discussions, and variety of interactive methods of teaching.

Resource - *World History and Geography, McGraw Hill Education, 2014*

Chemistry

This is an advanced course to modern chemistry, a continuation of the earlier Physical Science course. It covers a wide range of core topics in chemical science, such as atomic structure of matter, the periodic law of elements, chemical bonding, chemical compounds and their reactions, states of matter, acids and bases, chemical equilibrium, reaction energy and kinetics, oxidation-reduction reactions, electrochemistry, nuclear chemistry, organic chemistry, and biological chemistry. Emphasis is placed on the development of a working knowledge of the concepts and theories in chemistry through board work, student research and virtual experiments. Students will improve their understanding of the scientific method and be introduced to a variety of skills necessary to conduct practical chemical investigations. Laboratory experiments will be conducted as well, providing the students with knowledge and skills how to deal with lab ware, chemicals, lab safety rules and how to interpret results of their laboratory practice. Additional research projects (including a science fair project) will be prepared by students in order to further develop their scientific research skills.

Resource – *Modern Chemistry, Holt McDougal, 2015*

Sociology

This course is an introduction to sociological terminology, theory, and research methods. Topics include culture and society, deviant behavior and social control, social change and social movements, and social stratification. Upon the successful completion of this course, students will be able to explain various methods of sociological research, discuss the relative contributions of biology and culture to human development, describe the relationship between group solidarity and group conflict, assess various theories of deviance and their potential for controlling deviant behavior, discuss various explanations for social stratification, describe the functions of various social institutions, such as family and education systems, discuss the causes and effects of social change, recognize the ethical problems that may arise in social research.

Resource – *Sociology, Holt McDougal*

Physical Education (Elective)

The purpose of this course is to provide students with the knowledge, skills and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill related components of fitness which are critical for students' success.

The main goal of this course is to also develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a

team or group setting in both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Spanish (Elective)

The course introduces students to the effective learning of a new foreign language. The organization, sequencing and distribution of contents follow the policy established by the European Language Framework and the Curriculum Plan of Institute Cervantes. Both documents represent the core of the concept and are applied to the School's context, and to the cognitive development and motivation of the students.

By the end of the course students are expected to develop skills corresponding to A2+ level, i.e. they will be able to understand oral and written texts in the past and talk about past events. Also the students be able to use the future and imperative for orders, instructions and suggestions. The methodology aims to develop the communicative competence of the learners and fosters their four language skills. It supposes a lot of active participation, sometimes it combines with cross-curricular techniques.

Art (Elective)

This course offers students an introduction to Visual Arts. Students will explore the creative process through studio projects (drawing, painting, composition, sculpture, fiber, graffiti, decoupage, collage, written work, art appreciation and art history). The elements and principles of art will be emphasized as they apply to each artist's style. Some art projects will be self-directed, fueled by the students' own interests with research in art history, cultures, modern and contemporary art.

Course objectives: The students will identify and create artwork based on the elements of art and principles of design, demonstrate through their artwork how to use the elements of art to show movement and express feelings, recognize, compare and use different media to create their artwork, develop a respect and appreciation for the artwork of artists, including classmates' art, recognize and compare differences in several art mediums, create representational and abstract art, learn to create depth in 2-dimensional artwork using one point perspective, communicate thoughts, feelings and experiences to others through art, develop creative problem solving and higher-level thinking skills, learn about modern and contemporary art, develop critical thinking and imagination, understand terms that are basic to art media, procedures and techniques, as well as appreciation, maintain a sketchbook for a variety of drawings assignments to perfect their hand-eye ability and drawing skills.

Course topics: Fundamentals of Drawing and Composition, Elements of Art, Principles of Design, Art History and Art Criticism, Drawing, Color theory, Sculpture, Painting, Fibers, Graffiti, Decoupage, Collage.

Resource: *“The Visual Arts: A History “*, by Hugh Honour and John Fleming; *“The Art Teacher’s Survival Guide for Elementary and Middle School”*, by Helen D. Hume; *“Children and their Art”*, by Michael Day and Al Hurwitz.