

Learning Standards

Unit title/ statement of inquiry	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
Social relationships social engagement <ul style="list-style-type: none"> - Social relationships (family) - Education - The working world - CAS options in school , voluntary work and making a difference in the community <p>9 weeks</p>	<ul style="list-style-type: none"> • The challenges of the family as a 21st century social institution and how the concept of family is different from one culture to another • Various approaches to education • What opportunities and challenges the 21st century brings to education and work • What the individual's role in the community is • Text conventions and how to write personal and professional texts such as a diary, email and personal/formal letter • How to analyse and reflect upon a range of written, visual and audio texts about the topics • How to verbally interact in response to a literary stimulus about the topics 	Social organisation	<ul style="list-style-type: none"> • Communicate clearly and effectively in a range of contexts and for a variety of purposes • Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences • Understand and use language to express and respond to a range of ideas with fluency and accuracy • Identify, organize and present ideas on a range of topics • Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts • Understand and use works of literature written in the target language of study
Migration Customs & traditions <ul style="list-style-type: none"> - Migration - Customs and traditions - Rites of passage <p>4 weeks</p>	<ul style="list-style-type: none"> • Different reasons why people move to another country and what the different views on immigration (both legal and illegal) are • How immigration/emigration/migration affect our identity and our worldview • The relation between tradition and culture and how certain traditions come about • What traditions we might keep or abandon • To what extent we are shaped by the rites of passage we undergo on our journey from adolescence to adulthood • Text conventions and how to write personal and professional texts such as a blog, social media post, interview, article, and speech • How to analyse and reflect upon a range of written, visual and audio texts about the topics • How to verbally interact in response to a literary stimulus about the topics 	Experiences	
Health and wellbeing Language, identities & subcultures <ul style="list-style-type: none"> - Lifestyles 	<ul style="list-style-type: none"> • What it means to be healthy in the 21st century and how to become healthy adults • How to deal with addiction • How the language we speak shapes our identity / concept 	Identities	

<ul style="list-style-type: none"> - Mental health - A healthy life - Are we leaving our life in accordance with our values - Subcultures - Language and identity <p>4 weeks</p>	<p>of identity</p> <ul style="list-style-type: none"> • Effects of multilingualism • Text conventions and how to write personal and professional texts such as an essay, proposal, brochure, and public commentary (editorial) • How to analyse and reflect upon a range of written, visual and audio texts about the topics • How to verbally interact in response to a literary stimulus about the topics 		
<p>Artistic expression / Media, communication / Scientific and technological innovation:</p> <ul style="list-style-type: none"> - Visual art and museums - Street Art - Protest Art - Media and communication / Television/ Advertisement & technology - Developments in science and technology - The future of connectivity - Ethical issues 	<ul style="list-style-type: none"> • The functions of art and museums in our society through the observation and comparison of works of art • How to make a presentation including ToK about the art and culture of a French-speaking country • How to compare different forms of street art and the notion of freedom of expression in the case of graffiti, tag and paintings • How to react to street art in a debate • How to transfer knowledge on protest art to a CAS group project • The influence of social media and its risks • The role of the media in the search for truth (TOK) • How to analyze new methods of targeted advertising • How to create an advertising campaign for CAS • How development in science and technology create a better world for us • How scientific innovation might influence our future lives • How to develop an opinion about connected objects • How to present a technological invention in the CAS program: Creativity • The consequences of scientific progress • The ethical arguments for and against genetic modification • How to analyse and reflect upon a range of written, visual and audio texts about the topics (preparation for Paper 1 and Paper 2) • How to verbally interact in response to a literary stimulus about the topics 	<p>Human ingenuity</p>	

<p>Sharing the planet</p> <ul style="list-style-type: none"> • Protecting the planet <ul style="list-style-type: none"> - Threatened ecosystems - Climate changes and how it affects us - Eco citizenship - Environmental challenges in a global context - How can we tackle environmental challenges • Our rights! <ul style="list-style-type: none"> - Cultural differences and violation of human rights - What role NGO's play in civil society - Equality • Globalisation <ul style="list-style-type: none"> - Europe - Citizen of the world 	<ul style="list-style-type: none"> • How to identify and define natural disasters • How to do personal research on authentic audio • How to express doubt and opinion with the subjunctive on climate change • Why there are diverging views on global warming (TOK link) • Personal gestures that can help the environment • Projects which help the environment and how to provide feedback on these projects • • The history, importance and implications of human rights • How to respond to violations of these rights • How to speak about human rights defenders around the world • How to investigate cases where cultural differences may justify infringement of rights • French and international humanitarian NGOs • How to write a charter of conduct for the CAS program • Globalization, alternatives and international institutions • • How to analyse and reflect upon a range of written, visual and audio texts about the topics (Paper 1 and Paper 2) • How to verbally interact in response to a literary stimulus about the topics (Oral exam) 	<p>Sharing the planet</p>	
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