

ELEVENTH GRADE CORE COURSES ON-LEVEL

General Introduction to eleventh grade *Include the amount of credits each subject gives a student???* *The AP's and Pre-AP's are in a separate folder*

Digital Citizenship Elective II (0.25 Credit)

¿Qué enseñamos?

Esta es una electiva que va dirigida a los grados 9,10,11 y 12, en ella los estudiantes, conocerán y aplicarán una estrategia de formación virtual y presencial la cual certifica 12 competencias digitales para que puedan aprovechar las oportunidades que se abren en el entorno digital. Las competencias, son: alfabetización digital, etiqueta digital, comunicación digital, salud y bienestar digital, comercio electrónico, seguridad digital, leyes digitales, responsabilidades y derechos digitales, acceso digital, Gobierno Digital, Cultura Digital y Teletrabajo.

¿Cómo lo enseñamos?

En el laboratorio de tecnología de Middle School, en plataformas virtuales que contengan dichas competencias digitales, los estudiantes podrán a través de casos reales, realizar investigaciones para resolverlos.

¿Cómo lo evaluamos?

En investigaciones, individuales y grupales, usando casos de la vida real en ciudadanía digital. Debates, charlas con personas idóneas en dichos temas. Proyectos, videos y más.

AP World History II (1.0 Credit)

What do we teach?

Political, Economic, Cultural, Social, and Intellectual developments and interactions from the major World civilizations and regions dating from 1200 CE to the 21st century. Specific criteria, themes, essays, exam techniques, guiding questions etc. can be found in the AP World History central site related to curriculum. There are nine specific units which are detailed on that website.

How do we teach it?

Instruction is varied: readings, practice questions, discussions, lectures, videos, role play, student presentations, artwork, primary source analysis, worksheets, debates, group work.

How do we assess it?

Quizzes, exams, homework, in-class work, discussions, projects, participation, practice analysis/questions, presentations, mock exams.

World History 2 II (1.0 Credit)

What do we teach?

The analysis of the political, economic, cultural, social, intellectual/artistic developments in various world regions from the 18th century to the 21st. This is a modern history course that deals with several major themes: Enlightenment and Revolutions, Nationalism, Imperialism in the 19th/20th centuries, Industrial Revolution and its impact, World Wars, Russian Revolution and World Communist Movement and Cold War, Decolonization, Cultural and Social changes within the content of Modernity, End of the Cold War and Globalization.

How do we teach it?

Discussions, readings, videos, film, lectures, group projects, creative expressions, role play, analysis of primary documents.

How do we assess it?

Exams, quizzes, homework, classwork, participation, projects, presentations.

Google Certification Elective II (0.25 Credit)

¿Qué enseñamos?

Los estudiantes aprenderán los conceptos teóricos, técnicas de las diferentes herramientas online de Google las cuales son actualmente utilizadas por sus tendencias novedosas y fundamentales que permiten el desarrollo de proyectos académicos y profesionales en nuestra vida cotidiana.

¿Cómo lo enseñamos?

Durante la clase de Google Certification los estudiantes aprenderán los principios básicos de organización de documentos en la nube, herramientas online Google (Doc, Sheets, Slide, Form, etc), utilizaremos como metodologías talleres en clase elaborando trabajos escritos y digitales.

¿Cómo lo evaluamos?

Los estudiantes desarrollarán durante la electiva proyecto final (Monografía) que evidenciaría el aprendizaje final e integral en el uso de las herramientas online de

Google. Al finalizar el curso si el estudiante lo desea podrá realizar su certificación de Google.

Redes Elective 11 (0.25 Credit)

¿Qué enseñamos?

Los estudiantes aprenderán los conceptos básicos de Red, tipos de redes, la diferencia entre el Internet y la Web, Seguridad en-línea, y las distintas Redes Sociales que actualmente son utilizadas y que son una tendencias novedosa y fundamental que permiten el aprendizaje académico y profesional a través de las Redes Sociales.

¿Cómo lo enseñamos?

Durante la clase de Redes los estudiantes aprenderán los principios básicos , historia del internet y las diferentes Redes Sociales que actualmente manejamos, como metodologías desarrollaremos talleres en clase y proyectos de aula que permitan el aprendizaje visual y práctico.

¿Cómo lo evaluamos?

Los estudiantes desarrollarán durante la electiva actividades en clase (Líneas de tiempo, Mapa Conceptual, Artículos de Opinión, Ensayos) que evidenciaría el aprendizaje final e integral de la Red.

Sociales de Colombia 11 (0.5 Credit)

¿Qué enseñamos?

Los estudiantes conocerán la influencia que ha tenido Estados Unidos en la historia reciente de latinoamérica. Igualmente, conocerá el aspecto geográfico de Colombia y América latina así como la relación de éste con sus aspectos político y económico. Así mismo, analizará las teorías económicas existentes analizando la manera en la cual los humanos las han implementado a través de la historia. Finalmente, reflexionará sobre los acontecimientos históricos en la primera mitad del siglo XX en Colombia

¿Cómo lo enseñamos?

Para el desarrollo de la clase se utilizará la metodología activo participativa que es una forma de concebir y abordar los procesos de enseñanza aprendizaje a través del trabajo de los participantes como agentes activos en la construcción y reconstrucción del pensamiento.

Esta metodología prepara a los estudiantes para la vida diaria. Su fundamento teórico se basa en la teoría de Piaget, ya que explica cómo se forman los conocimientos.

La metodología activo participativa promueve y procura la participación activa y protagónica de todos los integrantes del grupo incluyendo al facilitador (docente) en el proceso de enseñanza-aprendizaje.

¿Cómo lo evaluamos?

Se realizarán diferentes actividades como: ejercicios remediales constantes, coevaluaciones, pruebas saber, redacción de textos (ensayos, párrafos, talleres, trabajos escritos), gráficas (mapa mental, infografías, cuadros comparativos, mapas mentales, cuadros sinópticos, mapas conceptuales), expresión oral (exposiciones orales, debates, foros), quizzes, exámenes, investigaciones, proyectos (maquetas, comics).

Estas actividades estarán agrupadas en evaluaciones formativas y sumativas así:

FORMATIVA 25%

- Trabajo en clase 10
- Trabajo en casa 5%
- Quizzes 10%

SUMATIVA 75%

- Exámenes 25%
- Participación oral 15%
- Proyectos 20%
- Prueba Saber 15%

Math 11: Pre-Calculus (1.0 Credit)

¿Qué enseñamos?

GRANDES IDEAS

Al finalizar este curso los estudiantes deben ser capaces de modelar matemáticamente situaciones que provengan de diversos contextos, ya sean netamente matemáticos o aquellos que correspondan a fenómenos - procesos biológicos y fisicoquímicos, esto es, “determinar la función matemática que describa los datos correspondientes a las situaciones antes mencionadas”. Para esto el estudiante debe:

Entender las repercusiones que tuvo, tiene y tendrá en la vida del hombre, modelar distintas situaciones mediante funciones matemáticas.

Reconocer cuando una situación muestra un comportamiento lineal, polinomial, exponencial, logarítmico, trigonométrico y aleatorio.

Conocer las principales propiedades de cada una de las funciones matemáticas.

Inferir la función matemática que describa exactamente o que mejor se aproxime a los datos arrojados en diferentes situaciones.

Una vez se determine la función adecuada, entonces se podrá predecir datos que no correspondan a los ya estudiados.

¿Cómo lo enseñamos?

Se seguirán los siguientes pasos metodológicos como apoyo de los diferentes procesos de enseñanza y aprendizaje:

Analizar situaciones
Expresar ideas aproximadas
Historia detrás del conocimiento
Nociones, ideas, teorías
Expresar ideas concretas
Establece similitudes y diferencias

¿Cómo lo evaluamos?

PROCESO FORMATIVO (25%)

-TRABAJO EN CLASE (30%). Resolución de situaciones propuestas, participaciones constructivas, evaluaciones orales.

-TAREA (30%). La gran mayoría serán de la plataforma de PEARSON.

-QUIZ (40%). Algunos serán de la plataforma de PEARSON.

SUMATIVA – PRODUCTO (75%)

-EVALUACIONES (40%). Evaluaciones orales de la clase anterior, evaluaciones escritas.

-CONSULTA (30%). Tema propuesto, situación o problema propuesto.

-PRESENTACIONES (30%). Tema propuesto, situación o problema propuesto.

Physics 11 (1.0 Credit)

What do we teach?

Physics

How do we teach it?

Projects, Tests, and Labs

How do we assess it?

25% Formative, 75% Summative

English 11 (1.0 Credit)

What do we teach?

This course concentrates on the fundamental language skills of reading, writing, conventions of written and oral language, research, and listening/speaking in an effort to build a foundation for student success in advanced high school English classes.

How do we teach it?

Students practice both reading and writing as a process and perform an array of reading strategies as they work to become proficient in understanding and responding appropriately to a variety of texts. Students refine their reading comprehension skills through the study of fiction, literary nonfiction, poetry, drama, and informational texts throughout the year. Students write and speak for varied audiences and purposes and

work to develop ideas, voice, word choice, fluency, organization, and in their writing and speaking while applying conventions of the English language.

How do we assess it?

All assignments will be broken down into one of two categories: 1) formative, 2) summative. Formative assignments will have an overall weight of 25% of their grade. Summative assignments will have an overall weight of 75%. In some cases an assignment that may cover many different concepts or skills may be broken down into different sections for the purpose of grading.

Música 11 (0.25 Credit)

¿Qué enseñamos?

- Principios básicos de Soundtrap para la grabación digital,
- Herramientas más usadas
- Editar archivos de audio
- Exportar archivos
- Mezcla de audios, entre otros

¿Cómo lo enseñamos?

Se emplea un método inductivo y deductivo como proceso formativo constructivista. En este curso los estudiantes aprenderán los aspectos fundamentales de la producción musical a través de la puesta en práctica del software Soundtrap.com y de grabaciones en el estudio.

¿Cómo lo evaluamos?

A través de evaluaciones formativas para aquellos aspectos teóricos (talleres, trabajos, material que se comparta en Google Classroom, entre otros) y sumativas para los aspectos prácticos (instrumento, ensambles parciales y generales, técnicas, etc.) durante las unidades con el fin de observar y medir el progreso de los estudiantes. Cada una de sus anteriores tiene su respectiva rúbrica.

Pre-AP Math 11: (1.0 Credit)

What do we teach?

There is a point when all topics that were studied in previous years gather together, this is it! Welcome to Pre-calculus, this course is designed to cover topics in Algebra, Trigonometry and Discrete math ranging from functions and graphing, polynomials, applications of trigonometry to an introduction to calculus, when students begin to study the concept of "limit" which is door to a new math world.

How do we teach it?

I use Khan Academy, Pearson, and other resources to shape student learning, often in an individualized manner. I plan out a variety of ways kids can show what they know.

Standards for mathematical practice:

- *Make sense of problems and persevere in solving them.
- *Reason abstractly and quantitatively.
- *Construct viable arguments and critique the reasoning of others.
- *Model with mathematics.
- *Use appropriate tools strategically.
- *Attend to precision.
- *Look for and make use of structure.
- *Look for and express regularity in repeated reasoning.

How do we assess it?

Formative assessments such as: Quizzes, Homework and Classwork

Summative assessment such as: Chapter assessments, Unit Exams, Performance tasks, Projects.

Students will increasingly be able to monitor their level of mathematical understanding.

AP Seminar 11: (1.0 Credit)

What do we teach?

AP Seminar is the first-year course of a two-year sequence called AP Capstone. The second course is AP Research. AP Seminar is a rigorous University-level course focused on developing and assessing critical thinking and research skills. The AP Seminar Course & Exam Description (CED) describes it as follows:

A foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.

Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based arguments.

How do we teach it?

AP Capstone gives students the following pedagogical framework (“QUEST”) to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives:

- Question and Explore - Challenge and expand the boundaries of your current knowledge.
- Understand and Analyze Arguments - Contextualize arguments and comprehend authors' claims.
- Evaluate Multiple Perspectives - Consider individual perspectives and the larger conversation of varied points of view.
- Synthesize Ideas - Combine knowledge, ideas, and your own perspective into an argument.
- Team, Transform, and Transmit - Collaborate, reflect, and communicate your argument in a method suited to your audience.

How do we assess it?

Students will produce four major summative assessments mirroring the performance tasks required by The College Board at the end of the course. These include an individual research paper, a group multimedia presentation synthesizing the combined lenses of the group members, an extended paper based on documents provided by The College Board and a final individual presentation discussing the findings of the paper. Components of these assessments will be broken down into smaller summative assessments to help students build the skills necessary to be successful on the larger evaluative pieces.

AP English Language and Composition II (1.0 Credit)

What do we teach?

AP Language and Composition is designed to prepare students to read and write at the college level. Students will analyze primarily non-fiction prose written in a variety of periods, disciplines, and rhetorical contexts. Students will become confident writers who compose for a variety of purposes and in several forms, including narrative, expository and argumentative. The overarching goal of the course is to develop strong readers of both content and rhetorical style and effective writers in both personal and professional endeavors.

How do we teach it?

We will primarily use a writer's workshop model so that students develop confidence and skill in the areas of rhetorical analysis, synthesis of documents, and argumentative writing. These areas mirror the performance tasks required by The College Board on the end of the year exam. We will read a wide range of model texts that allow students to practice annotation, making intertextual connections, and identifying rhetorical choices that inform the triangle between the author, reader and text.

How do we assess it?

This is largely a writing class, and students will be asked to consistently produce written works including short, reflective pieces, timed writings, rhetorical analysis essays, editorials, document synthesis and personal narratives. Both reading and writing for the course is primarily non-fiction.

Spanish as a Second Language II: (1.0 Credit)

What do we teach?

SSL program is focused on foreign students who came to the school with no knowledge of the Spanish language. It facilitates the transition into the culture, and the acquisition of a second language that will help them to understand and communicate in the new environment students are involved.

Students will work on some units like " "TODO SOBRE TI", "TIEMPO LIBRE", "EN CLASE" where they will learn some essential vocabulary, questions, expressions and other contextualized content who will help them to build useful learning and to put it into practice

How do we teach it?

SSL uses a wide range of communicative, collaborative and technological techniques so students can achieve the goals. Our classroom is divided into several sections in order that they can have flexible spaces to explore, and work on their language abilities; some of them are "Rincón de lectura", "Club de conversación", "Inspirando autores" all of these spots are thought as an answer to focus on the student's needs. In addition, we use tools such as Raz-Kids, BrainPOP to enhance students in the language acquisition process.

How do we assess it?

SSL Program at COJOWA is based on the Common European Framework of Reference for Language Standards. The CEFR is described as a guideline used to determine achievements of learning according to levels. The CEFR is divided into 6 levels of knowledge:

- A1-A2: Beginners
- B1-B2: Intermediate
- C1-C2: Advanced

At COJOWA, we are looking after achieving an Intermediate level of knowledge (B1-B2), which means the child is able to understand and communicate in Spanish at an Intermediate level and is ready to attend a regular Spanish class and socialize in a real context. In SSL these levels are divided into sublevels, the student could fit in any of these categories and will excel in order to get a B1-B2.

In SSL we work based on the students' individual needs, so they can grow depending on their performance using the target language.

Assessment will consist in Students' performance, Oral presentations, Projects, Classroom assignments, and Quizzes-exams. All these based on 5 categories:

- Writing

- Speaking

- Listening

- Reading

- Class performance (participation, attendance, homework)