CURRICULUM

VERSION OCTOBER 2023

Vision

At the Saba Comprehensive School we develop our young people holistically, so that they will make a meaningful contribution to the global society.

We establish a clean, safe and healthy learning environment, in cooperation with all stakeholders.
We bring our students to a level of readiness by equipping all with the necessary knowledge and skills. We provide inclusive Quality Secondary education & care.

Mission

At the Saba Comprehensive School, we promote an exceptional level of education within the (Dutch) Caribbean in an effort to shape unique future leaders who demonstrate high moral values and are proud to be SCS students.

Contents

Introduction

The SCS curriculum is a structured plan for learning and education. It encompasses what students are expected to learn during their time at the school and outlines the knowledge, skills, and attitudes they should acquire.
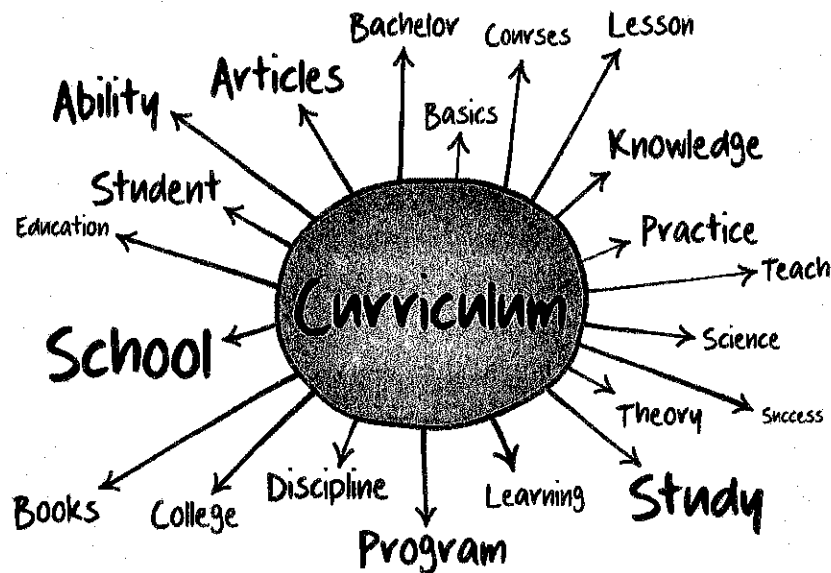
The SCS underlines the following purposes of having a curriculum:

1. Guidance
   A curriculum provides educators with a clear guide on what content should be covered in their classes. It helps teachers structure their lessons and teaching materials to ensure that students receive a well-rounded education.

2. Accountability
   The curriculum acts as a tool for accountability, ensuring that the institution delivers on its educational promises. It allows stakeholders, such as parents, administrators, and policymakers, to assess whether the institution is meeting its educational goals.

3. Consistency
   A well-defined curriculum ensures consistency in what students learn from year to year and across different classrooms. It helps maintain educational standards and quality.

4. Progression
   The curriculum's progressive structure ensures that students gradually build upon their knowledge and skills over time, preparing them for more advanced content as they progress through their education.

The curriculum is closely aligned with our mission and vision. It reflects the educational goals and values we aspire to achieve, ensuring that our institution's core principles are integrated into the learning experiences of students.

The curriculum also serves as a tool for evaluating the effectiveness of our educational program. By assessing how well students meet the curriculum's learning objectives, we can identify areas of strength and areas that may need improvement in our teaching methods or content delivery.

Our curriculum extends beyond the classroom, emphasizing the broader mission and vision of our school. It encompasses not only academic knowledge but also values, skills, and attitudes that are essential for students' personal and social development.

The SCS curriculum is the foundation upon which our educational institution is built. It ensures consistency, aligns with our mission and vision, guides educators and students, and facilitates continuous improvement in our educational program. Moreover, it reinforces the idea that education goes beyond the classroom, emphasizing holistic development and the preparation of students for their roles as responsible and informed citizens.

For the course outline we make use of the syllabi as provided by the Caribbean Examinations Council[1] as well as the examinations. For Dutch we use the exam of CNAVT as well as exams developed by Bureau NVT.

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[1] www.cxc.org

The SCS curriculum consists of three key documents:

1. Educational Framework
   This document outlines the principles and vision of education at the SCS. It defines the subjects that are taught, highlights the importance of generic skills and competences, and identifies the guidance and support that students should receive.

2. 5-Year Curriculum Overview per Subject
   For each subject, this overview details what content (including knowledge, skills, and attitudes) will be taught in each year of the student's education. It provides a rough allocation of content across different grade levels or forms. This helps ensure that the curriculum progressively becomes more challenging and avoids excessive overlap within and between subjects. The breakdown is typically provided for both academic and vocational streams. For vocational subjects, the course plans serves as the curriculum.

3. Form and Trimester Breakdown per Subject
   This document (for review available via the teachers) offers a more detailed breakdown for each subject and stream (e.g., academic or vocational) per grade level or form. It specifies what will be taught during each trimester or term. This detailed breakdown serves as a practical translation of the institution's educational principles and vision into the actual content taught in the classroom.

Generic competencies, applicable to all subjects taught at the Saba Comprehensive School

Problem solving	The ability to identify and solve problems effectively
Critical thinking	Developing the capacity to think critically and evaluate information and situations objectively.
Informed decision-making	Encouraging students to make well-informed decisions based on analysis and evidence.
Management of emotions	Helping students understand and manage their emotions in various situations.
Positive self-concept	Promoting a positive self-image and self-esteem among students.
Working in groups	Developing teamwork and collaboration skills for effective group work.
Handling conflict	Teaching students conflict resolution and communication skills.
Dealing with diversity and change	Preparing students to adapt to diverse environments and cope with change.

Independent learning strategies Equipping students with effective self-directed learning strategies.

Computer literacy	Ensuring students are proficient in using computers and digital tools.
Technological literacy	Developing an understanding of technology and its applications.
Emotional literacy	The ability to recognize, understand, manage and effectively, express one's own emotions as well as the ability to recognize, understand and influence the emotions of others

English A (Language) and English B (literature)

English is a global language with significant cultural and linguistic diversity. It serves as the first language on Saba and as a second or third language for numerous others. This linguistic versatility reflects the rich tapestry of cultures and societies around the world.

In English language education, there is a strong emphasis on developing four primary language skills:

1. Reading
   Reading comprehension is crucial for understanding written texts, ranging from literature and academic materials to news articles and online content. Proficient reading skills enable students to access a wide range of information and perspectives.

2. Writing
   Effective writing skills empower students to convey their thoughts, ideas, and arguments coherently and persuasively. Writing proficiency is vital for academic, professional, and creative endeavors.

3. Speaking
   The ability to speak fluently and express oneself clearly in English is essential for effective communication. It enables individuals to engage in conversations, participate in discussions, and deliver presentations with confidence.

4. Listening
   Proficient listening skills are fundamental for understanding spoken language, whether it's in everyday conversations, lectures, podcasts, or other forms of audio content. Strong listening abilities enhance overall communication and comprehension.

In the context of English language education, it's also important to recognize the distinction between "Standard English" and local dialects. Standard English is a formal and widely accepted variation of the language, often used in formal writing, education, and professional settings. Local dialects, on the other hand, represent the unique linguistic variations found in specific regions or communities. Both Standard English and local dialects contribute to the rich linguistic diversity of the English language.

By emphasizing these language skills and acknowledging the diversity within the English language, English language education aims to prepare students to be effective and culturally sensitive communicators on a global scale. It recognizes the importance of language not only as a means of communication but also as a gateway to understanding and appreciating different cultures and perspectives.

English academic stream overview

	FORM 1	FORM 2	FORM 3A	FORM 4A	FORM 5A
Target level[1]	A2-B1	B1	B2	C1	C1
	By the end of each school year, students are able to ...				
Reading and literature	Summarize short, simple texts. Identify specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and interpret short simple personal letters. Appreciate and analyze short simple poetry and prose.	Interpret and analyze texts that consist mainly of high frequency everyday language. Understand the description of events, feelings and wishes in personal letters. Appreciate and analyze a variety of simple prose and poetry.	Read a variety of articles and reports, some of which concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Read narrative, descriptive, expository, persuasive texts and graphic representations. Interpret, analyze and appreciate contemporary literary prose.	Understand and interpret long and complex factual and literary texts (such as newspaper articles, journals, magazine articles and letters), appreciating distinctions of style. Explain textual cues and their connections and analyze structures and styles and register. Draw valid conclusions and inferences from information presented. Differentiate between denotative and connotative language in text.	Understand and interpret long and complex factual and literary texts (such as newspaper articles, journals, magazine articles and letters), appreciating distinctions of style. Explain textual cues and their connections and analyze structures and styles and register. Draw valid conclusions and inferences from information presented. Differentiate between denotative and connotative language in text.

Writing					
Write simple notes, diary entries and messages relating to matters in areas of immediate environment and needs.	Write simple connected text (exposition or diary entry) on topics, which are familiar or of personal interest.	Write clear, detailed text (such as an informative essay) on a wide range of subjects related to own interests.	Express themselves in clear, well-structured text, expressing points of view at some length (in e.g. a persuasive essay or letter).	Write clear, smoothly flowing text in an appropriate style.
Write personal letters describing experiences and impressions.	Write and respond to personal letters describing experiences and impressions.	Write an (expository) essay or report, passing on information or giving reasons in support of or against a particular point of view or issue.	Write about complex subjects in a letter to the editor, an essay, or a report, underlining what they consider to be salient issues.	Write summaries and reviews of professional or literary works.
Write a brochure or advertisement.	Write short formal letters of inquiry and complaint.	Write letters highlighting the personal significance of events and experiences.	Select style, appropriate to the reader in mind, e.g. concise writing.	Write a synthesis essay on literature (450 – 500 words).
Write a narrative paragraph with a prompt.	Respond to question prompts.	Write formal letters of complaint, invitation, thanks, apology and letters to the editor.	Write a narrative or a story with a clear plot.	
Write a short (auto) biography.	Write a persuasive advertisement	Write simple reports (350 – 400 words).	Plan, organize and write a synthesis essay on a topic of interest (450 – 500 words).	
Write an expository paragraph (200 words).	Write a short narrative with a clear beginning and end.			
	Write a short dialogue (300 words).			

	Spoken Interaction	Spoken production
Interact in most situations likely to arise while travelling in an area where the language is spoken. Spontaneously participate in conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). Produce and participate in skits (role-playing) in a group.	Interact in most situations likely to arise while travelling in an area where the language is spoken. Spontaneously participate in conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). Evaluate and incorporate feedback from peers and teachers about skits.	
Use a series of adverbial and adjectival phrases and sentences to describe in simple terms own family and other people, living conditions, educational background and present or most recent job. Can hold a monologue (3 mins) on a topic of choice. Recite a poem or prose. Narrate a story or relate the plot of a book or film and express own reactions and opinion.	Use transitional phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. Briefly give reasons and explanations for opinions and plans. Narrate a story or relate the plot of a book or film and express own reactions and opinion. Hold a brief presentation about social issues (4 mins).	

	Spoken Interaction	Spoken production
Interact with a degree of fluency and spontaneity with members of community. Participate actively in discussion in familiar contexts, accounting for and sustaining own views. Participate in a mock parliament concerning social issues.	Express themselves fluently and spontaneously with confidence. Use language flexibly and effectively for social and professional purposes. Formulate ideas and opinions with precision and relate their contribution skillfully to those of other speakers, for instance in a debate.	Take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. Express themselves fluently and convey finer shades of meaning precisely. When problems arise, can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Present clear, detailed descriptions on a wide range of subjects related to their field of interest. Explain and defend a viewpoint on a topical issue giving the advantages and disadvantage of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Listening	Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Interpret and incorporate feedback from teachers and peers to improve themselves.	Distinguish the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Identify the main point of many radio or TV programs on current affairs or topics of personal interest when the delivery is relatively slow and clear.	Interpret and paraphrase extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Interpret most TV news and current affairs programs. Interpret the majority of films in standard English.	Understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. Understand TV programs and films without too much effort.	Understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. Understand TV programs and films without too much effort.

Literature	Vocab on A2–B1 level.[2] Selection of units 5 – 35; 42 – 54; 59 – 73;
	
	Grammar
	- Tenses:
	  o Present simple
	  o Present continuous
	  o Past simple (ir)regular
	  o Past continuous
	- Quantifiers
	- Parts of speech
	- double negatives
	- punctuation: .,?!AaBb
	- Mechanics of writing
	- conjunctions
	- Sentence structures.
		Vocab on B1 level Selection of units 36 – 41; 55 – 58; 69 – 100.
		
		Grammar Review
		- Tenses:
		  o Present perfect (cont.)
		  o Past perfect (cont.)
		  o Simple future
		  o Future continuous
		  o Future perfect (cont.)
		- Parts of speech
		- conditionals
		- punctuation: .,?!A';;
		- linking words.
			3 contemporary books (1 Caribbean literature, 1 free literature, 1 free of choice) Variety of genres	4 books (1 classic American, 1 classic English, 1 classic Caribbean, 1 contemporary)	3 books

Grammar + vocabulary	Theme: (meta-)cognitive study skills. Main ideas: Paragraph-level.	• Theme: reading is fun • Metacognitive Reading Skills (sciences, history etc). • Main ideas vs supporting ideas: multi-paragraph-level. Text structures newspaper articles.	Vocab on B2 level[3] Selection of units 5 – 78; Grammar - Tenses cumulative - Modals - Gerunds - linking words; Mechanics of writing.	Vocab on C1 level. Selection of units 79 – 100; Grammar - tenses cumulative - all grammar recap.	Vocab when needed. Grammar when needed.
Other	Summarize short, simple texts. Identify specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and interpret short simple personal letters. Appreciate and analyze short simple poetry and prose.	Interpret and analyze texts that consist mainly of high frequency everyday language. Understand the description of events, feelings and wishes in personal letters. Appreciate and analyze a variety of simple prose and poetry.	Theme: Rights and Responsibility.	Theme: professionalism.	Exam preparation.

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3 Material for forms 3 and 4: *English Vocabulary in Use – upper-intermediate* by Cambridge University Press, third edition (2012).

English vocational stream overview

	FORM 1	FORM 2	FORM 3V	FORM 4V	FORM 5V
Target level[4]	A2-B1	B1	B1 - B2	B2	B2
	By the end of each school year, students are able to ...				
Reading	Summarize short, simple texts. Identify specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and interpret short simple personal letters. Appreciate and analyze short simple poetry and prose.	Interpret and analyze texts that consist mainly of high frequency everyday language. Understand the description of events, feelings and wishes in personal letters. Appreciate and analyze a variety of simple prose and poetry.	Interpret and analyze texts that consist mainly of high frequency everyday language. Understand the description of events, feelings and wishes in personal and formal letters. Follow more complex written instructions. Recognize text structures.	Interpret and analyze long and complex factual texts (such as newspaper articles, journals, magazine articles and letters). Explain textual cues and their connections.	Interpret and analyze long and complex factual texts (such as newspaper articles, journals, magazine articles and letters), appreciating distinctions of style. Explain and analyze textual cues and their connections and analyze structures and style and register.

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[4] According to the Common European Framework of Reference (CEFR)

Writing	Write simple notes, diary entries and messages relating to matters in areas of immediate environment and needs. Write personal letters describing experiences and impressions. Write a brochure or advertisement. Write a narrative paragraph with a prompt. Write a short (auto) biography. Write an expository paragraph. (200 words)	Write simple connected text (exposition or diary entry) on topics that are familiar, or of personal interest. Write and respond to personal letters describing experiences and impressions. Write short formal letters of inquiry and complaint. Respond to question prompts. Write a persuasive advertisement Write a short narrative with a clear beginning and end. Write a short dialogue. (300 words)	Write clear, detailed text on a wide range of subjects related to own interests. Write a simple report, passing on information or giving reasons in support of or against a particular point of view or action. Write letters highlighting the personal significance of events and experiences. Write formal letters of complaint and apology. Write a meeting agenda. Create a persuasive advertisement. (350 words)	Express themselves in clear, well-structured text, on subjects related to own interests, such as an (auto-) biography. Write a complete employment letter and resumé and a report. Adequately incorporate and compare various sources of information in a reflective job training report. (400 words)	Can express themselves in clear, well-structured text, expressing points of view with appropriate supporting details. Write about complex subjects in a (employment) letter or a report, highlighting what they consider to be salient issues. Select style appropriate to the reader in mind. (450 words)
Spoken interaction	Interact in most situations likely to arise while travelling in an area where the language is spoken. Spontaneously participate in conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). Produce and participate in skits (role-playing) in a group.	Interact in most situations likely to arise while travelling in an area where the language is spoken. Spontaneously participate in conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). Evaluate and incorporate feedback from peers and teachers about skits.	Interact with a degree of fluency and spontaneity with members of the community. Participate actively in discussion in familiar contexts, accounting for and sustaining own views.	Interact with a degree of fluency and spontaneity with members of the community. Participate actively in discussion in familiar contexts, accounting for and sustaining own views. Politely and effectively give simple instructions.	Interact with a degree of fluency and spontaneity with members of the community. Participate actively in discussion in familiar contexts, accounting for and sustaining own views. Politely and effectively give instructions.

Spoken production	Use a series of adverbial and adjectival phrases and sentences to describe in simple terms own family and other people, living conditions, educational background and present or most recent job. Can hold a monologue (3 mins) on a topic of choice. Recite a poem or prose. Narrate a story or relate the plot of a book or film and express own reactions and opinion.	Use transitional phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. Briefly give reasons and explanations for opinions and plans. Narrate a story or relate the plot of a book or film and express own reactions and opinion. Hold a brief presentation about social issues (4 mins).	Present clear, detailed descriptions on a wide range of subjects related to their field of interest. Explain a viewpoint on a topical issue giving the advantages and disadvantage of various options.	Present clear, detailed descriptions on a wide range of subjects related to their field of interest in for instance a presentation. Explain a viewpoint on a topical issue giving the advantages and disadvantage of various options.	Present clear, detailed descriptions on a wide range of subjects related to their field of interest in a presentation. Explain a viewpoint on a topical issue giving the advantages and disadvantage of various options.
Listening	Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Interpret and incorporate feedback from teachers and peers to improve themselves.	Distinguish the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Identify the main point of many radio or TV programs on current affairs or topics of personal interest when the delivery is relatively slow and clear.	Understand short speech and follow simple lines of argument provided the topic is reasonably familiar. Understand the main idea of news and current affairs programs. Understand the majority of recordings and films in standard dialect.	Interpret longer speech and follow somewhat complex lines of argument provided the topic is reasonably familiar. Understand most news and current affairs programs. Easily understand TV programs and films and recordings.	Interpret longer speech and follow somewhat complex lines of argument provided the topic is reasonably familiar. Understand most news and current affairs programs. Easily understand TV programs and films and recordings.

	Grammar + vocabulary				

Grammar + vocabulary	Vocab on A2-B1 level[5]. Selection of units 5 – 35; 42 – 54; 59 – 73.
	
	Grammar
	- Tenses:
	  o Present simple
	  o Present continuous
	  o Past simple (ir)regular
	  o Past continuous
	- Quantifiers
	- Parts of speech
	- Double negatives
	- Punctuation: ?!AaBb
	- Mechanics of writing: conjunctions
	- Sentence structures.
		Vocab on B1 level Selection of units 36 – 41; 55 – 58; 69 – 100.
		
		Grammar
		Review
		- Tenses:
		  o Present perfect (cont.)
		  o Past perfect (cont.)
		  o Simple future
		  o Future continuous
		  o Future perfect (cont.)
		- Parts of speech
		- Conditionals
		- Punctuation: .,?!A':;"-
		- Linking words.
			Vocab on B1 level
			
			Grammar
			- Tenses cumulative
			- Modals
			- Linking words.
				Vocab on B1 level.
				
				Grammar
				- Tenses cumulative
				- All grammar recap.
					Vocab when needed.
					
					Grammar when needed.

Other	• Theme: (meta-) cognitive study skills • Main ideas: Paragraph-level.	• Theme: reading is fun • Metacognitive Reading Skills (sciences, history etc) • Main ideas vs supporting ideas: multi-paragraph-level • Text structures newspaper articles.	• Theme: risk-taking.	• Theme: professionalism and etiquette.	• Exam preparation and projects.

English B overview

	Form 1	Form 2	Form 3	Form 4 and 5
	Students are able to...			
Poetry	Read various forms of poetry at a simple level for appreciation, understanding and enjoyment (e.g. Limerick, haiku).	Read various forms of poetry on somewhat complex level of interpretation, appreciation and enjoyment.	Read various forms of slightly more complex poetry for interpretation appreciation and enjoyment.	Respond to and write West Indian and non West Indian poetry. Make critical judgment on values, feelings, concepts, expressed by the writer /poet and relate these to real life situations.
	Identify and interpret poetic devices/figurative language used in poetry. Simile, metaphore personification.	Identify and examine poetic devices / figurative language and how the are used in a poem. Alliteration and associative use in poetry.	Compare/contrast poetic devices /figurative language, and imagery and how it enhances meaning in poems. Oxymoron, rhythm, rhyming scheme (internal and end rhyme).	Describe and analyze details (i.e. to break down and select relevant information) to support their judgments; and draw information from various texts in order to answer a particular question.
	Create poems to highlight specific themes of student's choice.	Identify andexamine the use of imagery to comment on its effectivenessin poems.	Analyze mood theme, voice in poetry, and create poetry.	Have an elementary awareness of the writer's craft (i.e. technique in the shaping of language and presentation of human character and behavior). Respond to opinion from the poetic genre by presenting argument based on relevance to the work.
	Identify the use of imagery to enhance meaning in poetry. Identify the mood, theme, and structure of a poem, prose, and skit.	Identify the mood, theme, and structure of a poem and comment on their effectiveness.	Evaluate the basic elements of poetry (e.g. literal meaning tone, rhythm, rhyme).	Write thoughtful, analytical answers; Recognize and distinguish between qualities of feelings and moral assumptions as presented in specific texts.
	Distinguish specific themes of poetry/prose.	Distinguish specific themes of poetry/prose.	Critique the poet's craft /style.	Grasp concepts and values and understand how these are manifested in literature.
	Analyze and answer questions on specific	Analyze and answer questions on specific poems.	Analyze and answer questions on poems.	

Prose	poems.			
	Read various types of simple short stories, prose and fiction for appreciation, enjoyment, interpretation and understanding.	Read various types of somewhat complex short stories, prose and prose fiction for appreciation, enjoyment and interpretation.	Read various types of slightly more complex short stories, prose and prose fiction for appreciation, enjoyment and interpretation (alliteration, assonance, sarcasm, irony, onomatopeia).	Respond to Indian and non- West Indian novels and extracts from short stories to make critical judgment on values, feelings, concepts, expressed in this genre and relate these to real life situations.
	Identify, understand, interpret and appreciate the writer's use of imagery and other figurative devices to enhance meaning.	Identify, understand, interpret and appreciate the writer's use of imagery and other figurative devices to enhance meaning.	Identify, understand, interpret and appreciate the writer's use of imagery and other figurative devices to enhance meaning.	Describe and analyze details (i.e. to break down and select relevant information) to support their judgments; and draw information from various texts in order to answer a particular question.
	Identify the basic elements of the short story (plot, character, theme, setting, resolution, climax, conflict).	Identify and examine elements of the short story (plot, character, theme, setting, resolution, climax, conflict).	Identify, compare and contrast the basic elements of short stories (plot, character, theme, setting, resolution, climax, conflict).	Have an elementary awareness of the writer's/ author's craft (i.e. technique in the shaping of language and presentation of human character and behavior).
	Distinguish between main and subordinate characters.	Distinguish between main and subordinate characters.	Distinguish between main and subordinate characters.	Respond to opinion from the poetic genre by presenting argument based on relevance to the work.
	Analyze and answer questions on specific stories and literary texts.	Analyze and answer questions on characters in specific stories and literary texts.	Perform a critical analysis of stories. Answer questions on specific stories and novels.	Write thoughtful, analytical answers;
				Recognize and distinguish between qualities of feelings and moral assumptions as presented in specific texts.
				Grasp concepts and values and understand how these are manifested in literature.

Drama			Compare and contrast stories and literary texts.	
	Identify, interpret, explain and appreciate the literary genre drama.	Identify, interpret, explain and appreciate the literary genre drama.	Identify, interpret, explain and appreciate the literary genre drama.	Respond to Shakespearian and modern plays (West Indianan and non West Indianan) to make critical judgement on values, feelings, concepts, expressed in this genre and relate these to real life situations.
	Identify the basic elements of a play (scene, act, stage, direction).	Identify the basic elements of a play (act, scene, stage, direction, props, etc.).	Identify, elements of a play. Read and dramatize monologues, skits and short stories and comment on them.	Describe and analyze details (i.e. to break down and select relevant information) to support their judgements; and draw information from various texts in order to answer a particular question.
	Read and dramatize monologues, skits and short plays.	Read, interpret and explain the role of monologues, skits and short plays, read and act out.	Create and comment on skits based on a chosen issue or situation in society.	Have an elementary awareness of the writer's/ author's craft (i.e. technique in the shaping of language and presentation of human character and behavior).
	Interpret and explain the role of monologue in life.	Create skits based on a chosen issue, or situation.	Identify technical terms in drama (e.g. playwright, stage, stage direction, director, script...).	Respond to opinion from the dramatic genre by presenting argument based on relevance to the work.
	Create skits based on a chosen issue or situation in society.	Identify some technical terms in drama (e.g. playwright, stage, stage direction, director, script...).	Read and analyze a specific Shakespearian and one Modern Play.	Write thoughtful analytical answers; Recognize and distinguish between qualities of feelings and moral assumptions as presented in specific texts.
	Identify technical terms in drama, production or play (e.g. stage management, setting, lighting, playwright, stage, stage directions, director, script...).	Analyze and interpret a short extract from a play.	Answer questions on specific plays.	Grasp concepts and values and understand how these are manifested in literature.
	Analyze a short extract from a play.	Answer questions on a specific play.	Identify basic parts of a stage (e. g .USC: upstage center).	
		Identify parts of a	Answer questions on more complex specific	

Answer questions on a specific play. Identify basic parts of a stage (e. g .USC: upstage center).	stage and use in a production (e. g .USC: upstage center) and use it in production of skits. Answer questions on a somewhat complex specific play. Identify basic parts of a stage (e. g .USC: upstage center).	play. Identify basic parts of a stage (e. g .USC: upstage center).

Dutch as a foreign language (NVT)

Dutch NVT is a prominent subject of focus at our school, and it holds a significant place in our curriculum. This emphasis on Dutch NVT is driven by the fact that some of our students plan to pursue further education in the Netherlands, where Dutch is the primary language of instruction. Therefore, it is essential for these students to have a solid understanding of the Dutch language (as a strong foreign language) on the various levels (A1 – A2 – B1 – B2).

In our Dutch NVT language program, we explore not only the linguistic aspects of Dutch NVT but also its associated culture, particularly that of the Netherlands and the Dutch Caribbean. This approach recognizes that language and culture are closely intertwined, and a deeper understanding of both enhances students' overall proficiency in Dutch.

The Dutch NVT language curriculum places a strong emphasis on developing the four main language skills:

1. Listening
   Proficient listening skills enable students to comprehend spoken Dutch NVT, whether it's in everyday conversations, lectures, or various forms of audio content. This skill is crucial for effective communication and understanding in real-life situations.

2. Speaking
   The ability to speak Dutch NVT fluently and express oneself clearly is essential for effective communication in both spoken and written forms. Developing strong speaking skills empowers students to engage in conversations, discussions, and presentations confidently.

3. Writing
   Effective writing skills are essential for students to convey their thoughts, ideas, and arguments coherently and persuasively in written Dutch NVT. Writing proficiency is valuable for academic, professional, and creative purposes.

4. Reading
   Proficiency in reading Dutch NVT texts, whether literary works, academic materials, or everyday documents, enables students to access a wide range of information and perspectives. Strong reading skills are fundamental for academic success and lifelong learning.

By prioritizing the development of these language skills, our goal is to equip our students with the ability to communicate effectively in both spoken and written Dutch NVT. This preparation is not only valuable for those planning to continue their studies in the Netherlands but also for anyone interested in connecting with Dutch NVT -speaking communities and cultures.

Additionally, our curriculum places a significant emphasis on cultural understanding, recognizing that language is a gateway to cultural appreciation. We explore the rich cultural heritage of the Netherlands and the Dutch Caribbean to provide students with a holistic view of the Dutch-speaking world.

In summary, our Dutch NVT language program aims to make our students strong communicators in Dutch NVT by fostering proficiency in listening, speaking, writing, and reading. We also emphasize the cultural dimensions of the Dutch-speaking world to enhance students' cultural awareness and sensitivity.

The adjusted curriculum is student based and split into levels and based upon the Leerlijnen van SLO[2] and co-created by bureau NVT.

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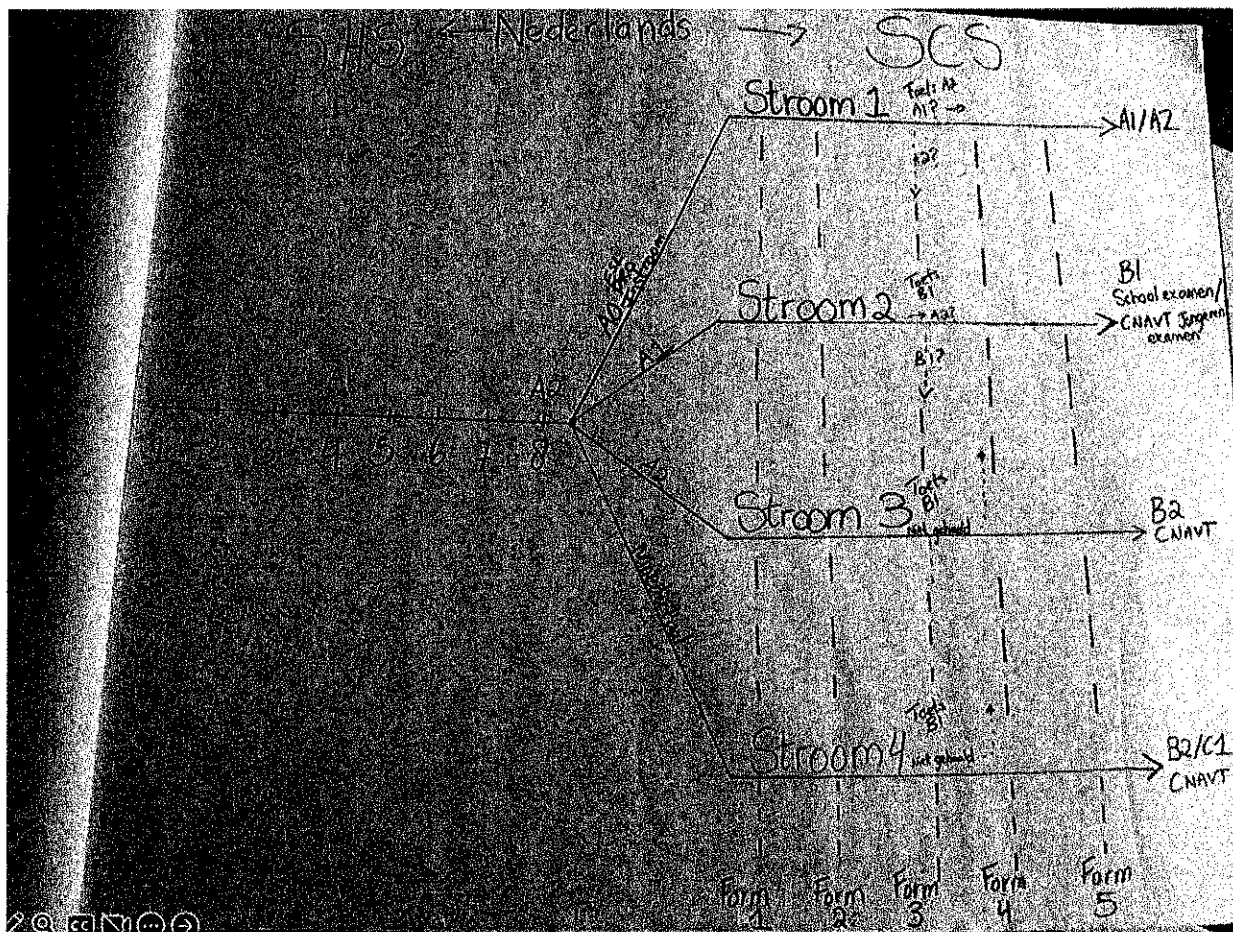
[2] Leerlijnen Nederlands als Vreemde Taal - Taalunie

Dutch academic stream overview

	Form 1	Form 2	Form 3	Form 4	Form 5
Target level	ERK A1	ERK A2	ERK A2-B1	CAM Core A2 / CAM Extended B1	CAM Core A2 / CAM Extended B1
	Students are able to…				
Reading	Identify the main idea in simple informative texts about own environment. Select specific information from simple informative texts, e.g. announcements, brochures and advertisements.	Recognize informative texts about personal and extended environment. Identify the relation within sentences and between paragraphs (omdat, want, maar, en, ook).	Recognize and explain texts on a wider variety of topics. Apply reading strategies to understand informative texts and instructions.	Apply reading strategies. Recognize and understand informative and persuasive texts. Identify relations within sentences and between paragraphs in more complex texts. Select relevant information from tables and graphics. Recognize chronological and logical relations in texts. Identify the objectives of texts from a wider range of sources. Make inferences from information in texts.	Further develop the skills needed to meet the requirements of the CAM exams. Further extend the skills to comprehend relevant information and texts.
Writing	Produce personal short informative texts about themselves, their own environment (self, family,	Produce short personal and informative text about daily life.	Compose informative and personal text (personal letter, postcard, announcement, memo).	Compose informative, more complex personal and formal letters/ memos.	Further develop the skills needed to meet the CAM requirements for writing.

school).	Produce simple personal letters and cards. Fill out simple forms with personal data.	Understand and be able to fill in application forms, be able to make reservations, to fill out orders forms and registration forms.			
Speaking	Introduce themselves to others. Use conventional polite questions. Exchange simple information about personal daily matters.	Speak about a wider range of subjects. Respond orally in various situations. Respond to and carry out oral instructions.	Prepare and give a short presentation on topics of personal, general or educational interest. Perform structured role plays.	Prepare and give extended presentations on typical Dutch artists, historical events, buildings, celebrations, festivities, etc. (3+ minutes). Perform more elaborate structured role plays (following the relevant conventions). Engage in advanced general conversation on a wider variety of topics.	Engage in advances general conversation on a wider variety of topics. Engage in conversation reacting spontaneously to feed back given.
Listening	Identify the main idea in a conversation. Identify relevant information in informative text and announcements.	Identify relevant information in a conversation on more difficult topics. Identify the main idea in informative text and announcements. Arrange information from instructions.	Apply strategies to attain information from spoken language. Identify main points from details.	Apply strategies to attain information from spoken language. Identify main points from details. Infer/draw conclusions from spoken language. Provide reasons for opinions (why etc.).	Apply strategies to attain information from spoken language. Identify main points from details. Infer/draw conclusions from ideas and identify relationships between ideas within the material. Demonstrate general and specific understanding of longer and more complex material.

					Exams preparation.
Literature	Short stories.	Short stories. 1 book.	Short stories. 2 books.	3 books (more complex chronology).	1 book.
	Experience fun in reading.	Experience fun in reading.	Experience fun in reading.	Experience fun in reading.	Analyze the story on characters etc.
	Explain the meaning of the story.	Explain the meaning of the title.	Explain the meaning of the title.	Explain the meaning of the title.	
	Identify main character, other characters, location, time, place in history, message of the story.	Identify main character, other characters, location, time, place in history, message of the story.	Identify main character, other characters, location, time, place in history, message of the story.	Identify main character, other characters, location, time, place in history, message of the story.	
		Identify types of stories.	Identify types of stories.	Identify types of stories.	
			Compare main characters between the books.	Compare main characters etc. between the books.	
Grammar **Students are able to understand and apply the use of:**	Nouns and diminutives, ordinals, numerals. Singular and plural nouns. Verbs 'hebben' and 'zijn'. Personal and possessive pronouns. Negatives. Cardinals Question words. Adjectives. Auxiliaries(to have, to be) Subject, Finite Verb, Predicate (onderwerp, persoonsvorm, wwgezegde) Sentence and question structure (simple sentences). Present tense.	Adjectives. Comparison. Personal pronouns. Inversion. Ordinals. Auxiliaries e.g. 'kunnen', 'mogen'. Demonstrative pronouns. Use of Dutch 'er'. Compound sentences. Present tense. Present perfect	Complex sentences ('dat', 'of'). 'om te + infinitief'. Dreams and wishes ('ik zou...', 'omdat'). Active form. Compound words. Adjectives (2). Separable verbs. Present tense. Present perfect. Simple past tense. Past perfect tense.	Passive form. Inversion. 'er'. Word order. Present tense. Present perfect. Simple past tense. Past perfect tense.	To apply learned grammar in speaking and writing.

	Present perfect.		
Vocabulary	Self description (age, birthday etc.)Family, school, free time, sports, close environment, greetings, telling time	Extended family, comparative size, furniture, housing, means of transport, labels, holidays.	Looking for..., types of persons (sportief, huiselijk,) culture, making reservations, purchasing tickets, money transactions, interviews, telephone conversations, work, weather, typical Dutch expressions	Extended vocab pertaining to every day situations. Studying and living abroad.	Extended vocab pertaining to every day situations.

Dutch vocationalstream overview

	Form 1	Form 2	Form 3	Form 4	Form 5
Target level	ERK A1	ERK A2	ERK A2	ERK A2-B1	ERK A2-B1
	Students are able to...				
Reading	Identify the main idea in simple informative texts about own environment. Select specific information from simple informative texts, e.g. announcements, brochures and advertisements.	Recognize informative texts about personal and extended environment. Identify the relation within sentences and between paragraphs (omdat, want, maar, en, ook).	Apply reading strategies to understand informative texts and instructions within the context of vocational profiles. State the main topic and main idea of texts. Answer questions on the main information in texts.	Apply reading strategies to understand morecomplex informative text and instructions within the context of the vocational profiles. Select relevant information from tables and graphics. Recognize chronological and logical relations in texts.	Apply reading strategies to comprehend the main idea in different types of texts at a more complex level. Draw conclusions from more complex texts. Be able to substantiate one's point of view on information from texts.
Writing	Produce personal short informative texts about themselves, their own environment (self, family, school).	Produce short personal and informative text about daily life. Produce simple personal letters and cards. Fill out simple forms with personal data.	Compose informative and personal text (personal letter, postcard, announcement, memo). Understand and be able to fill in application forms, be able to make reservations, to fill out orders forms and registration forms.	Write short formal e-mails. Produce simple reports on incidents. Fill out forms on incidents, application forms and short complaints. Request information on placed orders. Produce any other simple text in the profile area.	Produce more complex texts on a wide variety of topics within the vocational profile as stated in form 4.
Speaking	Introduce themselves to others. Use conventional polite	Speak about a wider range of subjects. Respond orally in various	Respond orally to various situations or instructions. Produce simple	Produce presentations and reports on more complex topics related to field of work.	Prepare and give a presentation on a topic from Profile area.

questions. Exchange simple information about personal daily matters.	situations. Respond to and carry out oral instructions.	descriptions and reports on topics. Related to field of work. Perform structured role plays (following stated conventions: politeness, expressing gratitude, greetings, messaging, requesting, making an apology in person or via telephone).	Interact and communicate with customers (e.g. reaction to complaints, requests, placing of orders). Participate in consultations and meetings on the job. Substantiate one's point of view in meetings.	Respond to questions to topic presentation. Substantiate one's point of view on information/ statement(s) related to presented topic (Profile area).
Listening Identify the main idea in a conversation. Identify relevant information in informative texts, announcements and announcements.	Identify relevant information in a conversation on more difficult topics. Identify the main idea in texts, announcements and from instructions.	Distinguish main points in spoken everyday language. Apply strategies relevant to obtain information from spoken language. Identify main points from details.	Distinguish spoken language in more complicated situations. Apply strategies to obtain relevant information from spoken language.	Identify the main points from a wider range of sources (letter, text etc.) Apply strategies to distinguish main points from details. infer/draw conclusions from different sources (i.e. a telephone conversation).
Literature Short stories Experience fun in reading. Explain the meaning of the title. Identify main character, other characters, location, time, place in history, message of the story.	Short stories Experience fun in reading. Explain the meaning of the title. Identify main character, other characters, location, time, place in history, message of the story.	Not applicable.	Not applicable.	Not applicable.

Grammar and Spelling	Nouns and diminutives, ordinals, numerals. Singular and plural nouns. Verbs 'hebben' and 'zijn'. Personal and possessive pronouns. Negatives. Cardinals Question words. Adjectives. Auxiliaries(to have, to be) Subject, Finite Verb, Predicate (onderwerp, persoonsvorm, wwgezegde) Sentence and question structure (simple sentences). Present tense. Present perfect.	Adjectives. Comparison. Personal pronouns. Inversion. Ordinals. Auxiliaries e.g. 'kunnen', 'mogen'. Demonstrative pronouns. Use of Dutch 'er'. Compound sentences. Present tense. Present perfect	identify types of stories.	Apply basic grammar and spelling rules. Compound words. Present tense. Present perfect tense. Simple past tense.	Apply basic and more complex grammar and spelling rules.	Apply basic and more complex grammar and spelling rules.
Vocabulary	Use vocabulary pertaining to close environment (e.g. family, school, free time, sports).	Use vocabulary related to close environment, (extended family, comparative size, furniture, housing, means of transport, labels, holiday).		Learn and apply vocabulary related to profile area(s).	Apply extended vocabulary related to profile area(s).	Apply extended vocabulary pertaining to profile area(s).

Mathematics

Mathematics plays a fundamental role in our educational curriculum, as it serves as a powerful problem-solving tool with wide-ranging applications in everyday life. Our approach to mathematics education encompasses various aspects to ensure that our students develop essential mathematical skills and understand the importance of mathematical accuracy.

Here are key aspects of our mathematics curriculum:

1. Basic Computational Skills
   We prioritize teaching our students fundamental computational skills, including addition, subtraction, multiplication, and division. These skills form the foundation of their mathematical abilities and are crucial for everyday problem-solving.

2. Mental Calculation
   In addition to standard paper-and-pencil calculations, we emphasize the importance of mental calculation. Our students learn to perform calculations mentally, enabling them to solve everyday problems quickly and efficiently.

3. Accuracy in Computation
   We stress the significance of accuracy in mathematical computation. We believe that precision in calculations is essential as it serves as the basis for making deductions and informed decisions based on numerical results.

4. Choice of Mathematical Techniques
   We provide our students with a range of mathematical techniques and strategies. This equips them with the flexibility to apply mathematical concepts and methods in various real-life situations.

5. Real-World Applications
   Our mathematics curriculum focuses on the practical application of mathematical concepts. We encourage students to use mathematics in various forms of decision-making, such as shopping, budgeting, paying bills, and pursuing personal goals. This includes critically evaluating advertisements, understanding taxation, making investment decisions, engaging in commercial activities, managing banking affairs, and utilizing current technologies.

6. Measurement and Data Analysis
   We place particular emphasis on measurement skills and data interpretation. These skills are essential for understanding and navigating the modern world, as they are used in fields ranging from science and technology to economics and social sciences.

7. Media Literacy
   In an era of abundant information, our curriculum equips students with the ability to critically assess and interpret data presented in the media. This includes understanding statistical information and discerning the credibility of data sources.

By addressing these aspects of mathematics education, we aim to prepare our students not only for academic success but also for the practical challenges they will encounter in their daily lives. Mathematics is not seen as an abstract subject but as a vital tool for informed decision-making, problem-solving, and achieving personal and professional goals.

Please also look at the document Math Levels Comparison referring to the 1F/2F/3F levels.

Mathematics academic overview

	Form 1	Form 2	Form 3	Form 4	Form 5
	Students will/are able to….				
Computation	Use four basic operations to solve problems involving fractions, decimals and whole numbers. -BEDMAS.	Use four basic operations to solve problems involving integers and mixed fractions.	Use four basic operations to solve problems involving complex integers, including negative fractions.	Evaluate fractions and whole numbers in mix operations involving the four basic operations.	Demonstrate an understanding of place value. Demonstrate computational skills. Be aware of the importance of accuracy in computation. Appreciate the need for numeracy in everyday life. Demonstrate the ability to make estimates fit for purpose.
Number Theory	Compare and order fractions and recognize equivalent fractions.	Extend the number line to include negative numbers.	Interrelate fractions, decimals and percentage.	Distinguish among sets of numbers.	Understand and appreciate the decimal numeration system. Appreciate the development of different numeration systems.
	Describe decimals as fractions-and vice versa.	Recognize and apply negative numbers appropriately.	Understand significant figures as a means of approximation and the need for standard form.	Generate a term of a sequence given a rule.	Demonstrate the ability to use rational approximations of real numbers.
	Recognize sequences and number patterns.	Compare and order integers and rational numbers.	Recognize exponents as repeated multiplication.	Derive an appropriate rule given the terms of a sequence.	Demonstrate the ability to use number properties to solve problems.
	Express a quantity as a percentage of a whole number and of another quantity.	Estimate the results of computations with decimals, fractions and percentages.	Apply the exponential laws in simplifying algebraic expressions.	Solve problems involving concepts in number theory.	Develop the ability to use patterns, trends and investigative skills.
		Understand the concept of fractions as ratios.	Compare two quantities as a ratio.		
			Solve problems that involve ratio and proportion.		

Topic					
Consumer Arithmetic	Use knowledge of unit price to determine "best buy". Distinguish between and calculate profit and loss. Calculate profit and loss per cent.	Understand the concept of interest and calculate interest on loans and deposits. Explain and calculate commissions and taxes. Evaluate the calculations involved in determining utility bills.	Illustrate the advantages and disadvantages of hire purchase. Understand foreign exchange rate and convert between currencies.	Calculate discount, sales tax, profit or loss, interest. Solve problems involving profit and loss, simple and compound interest, and hire purchase.	Develop the ability to perform the calculations required in normal business transactions, and in computing their own budgets. Appreciate the need for both accuracy and speed in calculations. Appreciate the advantages and disadvantages of different ways of investing money. Appreciate the business arithmetic is indispensable in everyday life. Demonstrate the ability to use concepts in consumer arithmetic to describe, model and solve real-world problems.
Sets	Apply the language of sets. Understand and use basic set notation. Create simple Venn diagrams.	Use Venn diagrams to illustrate data. Construct Venn diagrams to represent relationships among sets.	Describe basic relationships between sets using set notation. Obtain information from Venn diagrams. Illustrate information from Venn diagrams (2 or more sets). Construct Venn diagrams to solve real world problems.	Describe relationships among sets using set notation and symbols. Solve problems in Number Theory, Algebra and Geometry using concepts in Set Theory.	Demonstrate the ability to communicate using set language and concepts. Demonstrate the ability to reason logically. Appreciate the importance and utility of sets in analysing and solving real-world problems.

Measurement				
Demonstrate an understanding of the basic quantities of measurement.	Discover the formula for the area of triangles, parallelograms and trapezoids.	Calculate area, perimeter and volume of shapes, including composite shapes.	Calculate the area of sector, the length of arc, the length of a chord and the area of a segment, of a circle.	Understand that the attributes of an object can be quantified using measurement.
Recall the units of measurement for the basic quantities.	Investigate the relationship between the diameter and the circumference of a circle.	Calculate the volume of pyramids, spheres and cones.	Solve problems involving time, distance and speed.	Appreciate that all measurements are approximate and that the relative accuracy of a measurement is dependent on the measuring instrument and the -measurement process.
Calculate area and perimeter of regular and irregular shapes.	Investigate the relationship between the radius and the area of a circle.	Determine the surface area of solids.	Use maps and scale drawings to determine distances and areas.	Demonstrate the ability to use concepts in measurement to model and solve real world problems.
Understand volume as space occupied.	Use formulas to solve problems involving perimeter and area.	Solve problems involving area, perimeter, volume and surface area.	Solve problems involving measurements.	
	Find the volume of prisms and cylinders.			
	Convert between units in the metric system.			

Statistics				
Differentiate between types of data. Collect and record different types of data in a suitable format. Use simple diagrams to represent data (pictograph, bar chart, and pie chart). Understand the concept of probability and expectation.	Organize and evaluate simple data. Construct appropriate graphs to represent data (including line graphs). Discuss the idea of an average as a representative value and the appropriate use of mean, median and mode. Find the three measures of central tendency from raw data. Design simple experiments to demonstrate basic probability.	Represent data graphically (using histogram or other). Calculate the measures of central tendency of ungrouped data. Use the measures of central tendency to describe and interpret information. Discuss when grouping data is appropriate and interpret grouped data given graphically. Discuss the meaning of probability. Design and carry out experiments to determine probability. Describe probability as a fraction or percentage.	Represent grouped data using a cumulative frequency table, histogram and frequency polygons. Determine class features for a given set of data. Calculate measures of central tendency for grouped data. Determine when it is most appropriate to use the mean, median and mode as the average for a set of data. Draw cumulative frequency curve. Determine the measures of spread for raw, ungrouped and grouped data. Identify the sample space for sample experiment. Determine theoretical probabilities of events.	Appreciate the advantages and disadvantages of the various ways of presenting and representing data. Appreciate the necessity for taking precautions in collecting, analyzing and interpreting statistical data and making inferences. Demonstrate the ability to use concepts in statistics and probability to describe, model and solve real-world problems.

Algebra				
Distinguish between variables, terms, expressions, equations and operations.	Translate statements describing mathematical relationships into algebraic expressions and equations.	Expand and simplify expressions involving one or two variables.	Perform the four basic operations with algebraic expressions.	Appreciate the use of algebra as a language and a form of communication.
Show methods and rules in flow diagrams.	Evaluate algebraic expressions using substitution with fractions and integers.	Solve first-degree equations.	Apply the distributive law to factorize or expand algebraic expressions.	Appreciate the role of symbols and algebraic techniques in solving problems in mathematics and related fields.
Translate phrases describing simple mathematical relationships into algebraic expressions.	Connect between solving equations and determining the term number in a pattern, using the general term.	Transpose formulas.	Solve simultaneous linear equations with two variables.	Demonstrate the ability to reason with abstract entities.
Evaluate algebraic expressions by substituting natural numbers for variables.	Demonstrate an understanding of like and unlike terms.	Factorize simple algebraic expressions.	Solve quadratic equations.	
Connect between evaluating algebraic expressions and determining the term in a pattern using the general term.	Simplify expressions by adding and subtracting like terms.	Discuss the concept of inequalities.	Solve problems involving direct and inverse variation.	
Solve one-step equations by inspection, flow diagrams or guess and check.	Solve one-variable equations using a balance model.	Solve simple inequations using number line and algebra.		
	Write equations to illustrate real-life situations.	Solve problems that can be modelled with first-degree equations and inequalities.		

Relations, Functions and Graphs				
Plot points using all four quadrants of the Cartesian coordinate plane.	Draw a mapping of a given relationship.	Construct tables for given mappings.	Draw a graph to represent a linear inequality in two variables.	Appreciate the importance of relations in Mathematics.
Connect points to form patterns.	Write a mapping as a set of ordered pairs.	Identify one-to-one mappings and the rule of a mapping.	Use linear programming techniques to solve problems involving two variables.	Appreciate that many mathematical relations may be represented in symbolic form, tabular or pictorial form.
	Plot the ordered pairs of a mapping as a graph.	Identify properties of the slope of lines and line segments.	Derive composite functions.	Appreciate the usefulness of concepts in relations, functions and graphs to solve real-world problems.
	Determine the slope of a straight line by counting rise and run.	Calculate slope.	State the relationship between function and its inverse.	
	Identify the intercepts as points of intersection with the axes.	Determine the equation of a line in slope-intercept form.	Draw and interpret graphs of a quadratic function to determine the domain, maximum and minimum value, intercepts, and the equation of the axis of symmetry.	
		Determine values of a linear relationship by using a table of values, by using the equation of the line, and by interpolating or extrapolating from the graph of the relation.	Draw and interpret distance-time graphs and speed-time graphs.	
		Construct table of values, graphs, and equations to represent realistic situations.		
		Graph lines by hand.		
		Understand point of intersection graphically.		

Geometry and Trigonometry				
Distinguish between rays, lines, line segments and points using correct notation.	Differentiate between the types of triangles.	Identify quadrilaterals by geometric properties of symmetry, diagonals, and bisection.	Solve geometric problems using properties of: lines, angles, and polygons; circles; congruent triangles; similar figures; faces, edges and vertices of solids; classes of solids.	Appreciate the notion of space as a set of points with subsets of that set (space) having properties related to other mathematical systems.
Sort and classify plane shapes by geometric properties related to symmetry, angles and sides.	Construct a circle, given its radius, using a pair of compasses.	Describe the properties and relationships of the interior and exterior angles of triangles, quadrilaterals and other polygons.	Represent translations in the plane using vectors.	Understand the properties and relationship among geometrical objects.
Identify and understand the concepts of center, radius, chord, segment, sector, and arc of a circle.	Investigate the angle relationships of intersecting lines, for parallel lines and transversals and the sum of the angles of a triangle.	Solve for unknown angles in given diagrams and problems.	Describe a transformation given an object and its image.	Understand the properties of transformations. Demonstrate the ability to use geometrical concepts to model and solve real world problems.
Distinguish between and compare similar and congruent shapes.	Solve angle relationship problems involving triangles, intersecting lines, and parallel lines and transversals.	Construct triangles, angles and bisectors using geometric tools.	Use trigonometric ratios in the solution of right-angled triangles.	Appreciate the power of trigonometrical methods in solving authentic problems.
Create and analyze designs involving translations, reflections, and simple rotations of plane shapes.	Determine the relationship between the number of faces, edges and vertices of solids.	Develop the Pythagorean relationship through investigation.	Use the sine and cosine rules in the solution of problems involving triangles.	
Identify the type of angle by observation and given its size in degrees.	Graph the image of ordered pairs on the Cartesian coordinate plane after applying a transformation to the original points.	Solve problems involving right triangles using the Pythagorean relationship.	Solve practical problems involving heights and distances in three-dimensional situations.	
Estimate the size of an angle. Use a protractor to		Graph the image of plane shapes on the Cartesian coordinate plane after applying a transformation to the		

	measure an angle	original points	
	Draw an angle of any given size using a protractor.		
	Describe straight, parallel and perpendicular lines.		
	Construct parallel, perpendicular and intersecting lines using a geometric tools.		
Vectors and Matrices	Explain concepts associated with vectors.		Demonstrate the ability to use vector notation and concepts to model and solve real-world problems.
	Combine vectors.		Develop awareness of the existence of certain mathematical objects, such as matrices, that do not satisfy the same rules of operation as the real number system.
	Perform addition, subtraction, multiplication and scalar multiplication of matrices.		Demonstrate how matrices can be used to represent certain types of linear transformation in the plane.
	Evaluate the determinant of a 2 x 2 matrix.		

Mathematics vocational overview

Form 1 and Form 2 – see Academic overview

	Form 3	Form 4	Form 5
	Students will / are able to:		
Numbers	Understand the relation greater than/smaller than.	Express repeated multiplication using exponential notation.	Demonstrate the ability to communicate mathematical statements using correct notation.
	Represent, compare and order decimals to hundredths and fractions.	Convert between decimals, fractions and per cent.	Demonstrate an understanding of place value.
	Convert fractions into decimals.	Estimate, and verify using a calculator, the positive square roots of whole numbers.	Demonstrate computational skills.
	Identify and compare integers found in real-life contexts.	Evaluate expressions that involve integers and fractions that contain brackets and exponents, using order of operations.	Understand and appreciate the decimal numeration systems.
	Represent and order integers.		Demonstrate the ability to use number properties to solve problems.
	Evaluate expressions that involve whole numbers, fractions and decimals using order of operations.	Solve problems involving per cents.	
	Calculate perfect squares and roots of perfect squares.	Solve multi-step problems arising from real-life contexts and involving integers, fractions and decimals.	
	Express a quantity as a percentage of another quantity.		
Ratios and Proportions	Demonstrate an understanding of rate as a comparison, or ratio, of two measurements with different units.	Divide a quantity in a given ratio.	Demonstrate an understanding of proportional relationships using ratio and rate.
		Identify and describe real-life situations involving two quantities that are directly proportional.	Solve problems using proportional reasoning in a variety of meaningful contexts.
	Solve problems involving the calculation of unit rates.	Solve problems involving rate.	
	Understand the use of ratio and scale.	Solve for an unknown value in simple proportions.	

Measurement and Geometry	Discuss and apply units of measurement to real-life situations.	Solve problems involving simple proportions.	Understand that the attributes of an object can be quantified using measurement.
	Understand the relationship between units of time.	Read and interpret different types of scales.	Determine the relationships among units and measureable attributes.
	Solve problems that require conversion between metric units of measurement.	Choose appropriate units of measurement for the given context.	Demonstrate the ability to use concepts in measurement to model and solve real-world problems.
	Perform conversion between the imperial and metric units of measurement.	Identify and classify solids.	Understand the properties and relationships among geometrical shapes.
	Use formulas to calculate perimeter and area, including composite shapes.	Use formulas to calculate perimeter and area of more complex composite shapes.	Demonstrate the ability to draw conclusions from presentations and descriptions of objects and their places in space.
	Find the volume of prisms and cylinders.	Calculate the volume and surface area of pyramids, cones and spheres.	
	Calculate the surface area of prisms and cylinders.	Solve problems involving real-life applications of perimeter, area, volume, and surface area.	
	Solve problems that involve perimeter, area, volume and surface area.	Interpret simple working-drawings.	
Relations	Model real-life relationships involving constant rates through investigation using tables of values and graphs.	Describe the course of a graph.	Demonstrate an understanding of the characteristics of linear and exponential relations.
	Model real-life relationships involving constant rates using algebraic equations with variables to represent the changing quantities in the relationship.	Critically interpret diagrams and graphs.	Connect various representations of a linear relation.
		Recognize possible misleading information.	
		Identify the intercepts as points of intersection with the axes.	Represent linear growing patterns using graphs, algebraic expressions, and equations.
	Graph relationships using table of values.	Translate statements describing relationships into algebraic expressions and equations.	Determine the relationship between the form of an equation and the shape of its graph with respect to linearity and non-linearity.
	Create and interpret simple tables and graphs.	Describe trends and patterns from a graph.	
	Solve problems using information provided in tables and graphs.	Draw conclusions about the course of a graph	Demonstrate an ability to read, interpret, and

from a linear equation.	draw conclusions from tables and graphs.
Represent linear patterns graphically.	Solve problems involving linear relations.
Evaluate linear equations by substitution.	

Information Technology

Information Technology is a field that has undergone significant evolution over the past five decades. This evolution has been driven by the growing need for more efficient techniques to manage the ever-increasing volume and complexity of the world's knowledge and information. In today's world, characterized by rapid technological innovation and the widespread use of computerized systems in the workplace and society at large, technology has become an integral aspect of the development of students.

Key points regarding our approach to Information Technology in our educational curriculum include:

1. Adaptation to Technological Advancements
   We recognize the importance of keeping pace with the latest technological advancements. Our curriculum is designed to reflect the current state of IT and adapt to emerging technologies, ensuring that students are well-prepared for the digital age.

2. Problem-Solving and Innovation
   IT education goes beyond teaching technical skills. We emphasize problem-solving and innovation, encouraging students to think critically and creatively when faced with technological challenges.

3. Digital Literacy
   In a world heavily reliant on digital tools and information, digital literacy is a fundamental skill. We equip students with the ability to navigate digital environments, assess the credibility of online information, and use technology for research and communication.

4. Practical Application
   Our curriculum places a strong emphasis on the practical application of IT skills. Students have opportunities to work on real-world projects, applying their knowledge to solve practical problems and gain hands-on experience.

5. Ethical and Responsible Use
   We instill in students a sense of responsibility and ethics in their use of technology. They learn about the ethical implications of technology, including issues related to privacy, security, and digital citizenship.

6. Integration Across Disciplines
   Information Technology is not isolated but integrated across various disciplines. Students learn how to apply IT skills in fields such as science, business, and the humanities, enhancing their ability to use technology as a tool in different contexts.

7. Preparation for the Future
   Our goal is to prepare students for a future where IT plays a central role in virtually all aspects of life and work. We aim to equip them with the skills and knowledge necessary to succeed in an increasingly digital and interconnected world.

In summary, our IT curriculum acknowledges the evolving nature of technology and its pivotal role in the modern world. We strive to provide students with a holistic education that combines technical skills, problem-solving abilities, digital literacy, ethical considerations, and practical experience, ensuring that they are well-prepared to thrive in a technology-driven society.

IT overview

	Form 1	Form 2	Form 3	Form 4	Form 5
	Students are able to...				
General Care and Protection of the Computer System	Explain what computer ergonomic is. State safety procedures to follow when using a computer lab.	Display health and safety ergonomic when using a computer lab.	Describe ways of caring for computers and peripheral in the working environment.	Discuss health and safety factors associated with computer usage.	Develop an awareness of the general care and physical protection of the computer system.
Hardware Components of a Computer System	Identify basis input and output devices. Differentiate among the components and devices.	Explain the use of various input devices. Explain the use of various output devices.	List various types of storage media and their practical application.	Clarify and categories components of a computer system into hardware.	Develop an understanding of the Hardware component of a computer system.
Software Components of a Computer System	Explain what is computer software. State examples of computer software.		Distinguish between operating system software and application software.	Identify various types of application software. Explain the purpose of various application software. Determine the appropriate software to be use when performing a specific task.	Develop an understating of the Software component of a computer system.
Careers in the Field of Information Technology	Explain concept concepts associated with the internet and intranet.	Use and explain terms associated with data communication. Describe measures to secure data and maintain integrity.	Assess the impact of Information Technology on jobs skills and career. Outline ways by which data can be misused.	Outline reasons for collection, storage and sharing of information. Discuss current technological trends. Describe the roles of various personnel in computer-related professions.	Develop an awareness of the use of computers and the careers in the field of Information Technology.

Productivity Tools - (Microsoft Word)				
Create a letter using the formatting features of microsoft word.	Modifying word documents using the features of MS Word.	Use column features to create documents. Create a two-column document.	Use appropriate features of a word-processing package in the presentation of documents.	Use appropriate header and footer, endnotes and footnotes to correctly create formal documents.
Delete and insert characters, word, lines, sentences and paragraph to create documents.	Copy and move selection of texts.	Create a three-column newsletter.	Use mail-merge facilities in the creation of letters.	Develop a hands-on experience in the use of Word-processing features offered through Microsoft Word.
Insert images into a document.	Delete and insert characters, word, lines, sentences and paragraph to create documents.	Use drop case feature to enhance the presentation of newsletter.	Insert page number, page breaks, text alignment, margins, tabs and page length to complete documents.	
Perform saving and retrieving document operations.	Insert researched contents from the internet to create a word document.	Delete and insert characters, word, lines, sentences and paragraph to create documents.	Print documents to create portfolios.	Apply password protection to documents.
Perform block operation to select texts in order to make changes to document.	Apply bold, italics, underline, uppercase, highlights and justifications to modify documents.			Retrieve, save, track changes and create backup copy of documents.

Topic					
Productivity Tools- (Spreadsheet)	Tell what a spreadsheet is. Differentiate among; row, column, cell, cell address and data type. Correctly open a spreadsheet program. Enter data in a spreadsheet. Use the basic computations; addition, subtraction, multiplication and division to calculate cell values in a spreadsheet. Save a spreadsheet with an appropriate name within an appropriate location. Retrieve a saved spreadsheet from a location.	Tell waht a spreadsheet is. Differentiate among; row, column, cell, cell address and data type. Correctly open a spreadsheet program. Enter data in a spreadsheet. Use the basic computations; addition, subtraction, multiplication and division to calculate cell values in a spreadsheet.	Retrieve a saved spreadsheet. Enter data in a spreadsheet. Use advanced feature (if, count, filter) to modify a spreadsheet. Create charts to illustrate data from a spreadsheet. Modify cells in a given spreadsheet. Explain how to insert rows, columns.	Develop a hands-on experience in the use of Spreadsheet features offered through Microsoft Excel. Develop a hands-on experience in the use of database features offered through Microsoft Database Management.	
Productivity Tools- (Power Point Presentation)	Tell whats is a powerpoint presentation. Explain the uses of a powerpoint presentation. Create a new powerpoint presentation. Use the features of design, animation and transition to create a powerpoint.	Tell whats is a powerpoint presentation. Explain the uses of a powerpoint presentation.	Research and identify other presentation software. Export a powerpoint presentation to other webt tool presentation (example PREZI).		

Physical Education

Physical education is a crucial component of our educational program, and its significance goes beyond simply teaching sports and their rules. Our approach to physical education recognizes its multifaceted benefits for students' physical and mental well-being, social development, and personal growth.

Here are key aspects of our philosophy regarding physical education:

1. Health and Well-Being
   Physical education plays a vital role in improving students' overall health. Through regular physical activity, students can enhance their physical fitness, develop healthy habits, and reduce the risk of various health issues. We aim to instill a lifelong appreciation for physical well-being.

2. Stress Relief
   Engaging in physical activities provides an effective outlet for stress relief. It allows students to release tension, clear their minds, and rejuvenate their bodies, promoting mental and emotional well-being.

3. Energizing and Combatting Lethargy
   Physical education helps students shake off lethargy and maintain energy levels. Regular physical activity can boost vitality and productivity, ensuring that students are alert and motivated in their studies.

4. Social Bonding
   Physical education fosters social interaction and teamwork. Students collaborate and build relationships through group activities, fostering a sense of camaraderie and teamwork that extends beyond the classroom.

5. Sense of Accomplishment
   Achieving physical milestones and improving in various physical activities gives students a sense of accomplishment and self-esteem. They learn that hard work and dedication can lead to personal growth and achievement.

6. Discovering Inner Potential
   Physical education encourages students to explore their physical capabilities and discover hidden talents. It provides a platform for self-discovery and personal development, allowing students to realize their inner potential.

Incorporating physical education into our curriculum is not just about teaching sports skills but also about promoting a holistic approach to well-being. We aim to nurture healthy, active, and balanced individuals who can harness the benefits of physical activity throughout their lives.

In summary, our approach to physical education recognizes its role in promoting health, relieving stress, combating lethargy, fostering social connections, instilling a sense of accomplishment, and helping students discover their inner potential. Physical education is an integral part of our commitment to the overall development and well-being of our students.

Physical education overview

	Form 1	Form 2	Form 3	Form 4	Form 5
Volleyball	Introduction of volleyball • Self-esteem • Working independently Muscle protection: Stretching	The upper-hand The under-hand • Cooperation • Acceptance The long functions	The upper-hand The under-hand The serve • Competitive Muscle maintenance	Smash Understanding Heart functions	Play volleyball Sportsmanship Weight control
Basketball	Introduction Basketball Working together Strive	The passes Set shot Defence: man to man Tolerance	Lay-up Dribble Jump shot	Defence: Zone	Play Basketball Fair play
Gymnastics	The trampoline The hand stand The card wheel Control	The short mat: Jump roll Hand stand roll Dialogue	The back roll The Ramp Concentration	The long mat Safety Faith in others	Perform a gymnastic Routine Diligence
Tennis	The back-hand The fore-hand Perseverance	The serve Dealing with a loss	The smash Dealing with a win	The volley Respect: Opponent Team mate	Play tennis Respect: Referee Bystanders
Badminton	The serve	The front-court	The back-court	The placement	Play badminton
Athletics	Techniques to improve sprinting and running	The cooper test	Skip-step-jump	High jump Long jump	Athletics
Aerobics with music	Basic Salza steps	Basic Merengue steps	Basic Bachata steps	Aerobics	Performing
Soccer	Passing/stopping Dribbling Game at their level	Shooting Moves (Zidane etc.) Game at their level	Heading Stopping the ball with other parts of the body Game at their level		Soccer
Swimming	*Free style* *Swimming posture* *Legs*	*Arms*	*Legs and arms*	*Breathing* *Distance*	*Free style*
Outdoor sports					
Inter island competetion					

Italic areas cannot be met at present, but are envisaged for the future.