

Subject description: Pre-IB	Level	Number of lessons (70 minutes)
<p><b>General Linguistics and grammar foundation course</b></p> <p>In this course you will be introduced to the basic concepts of linguistics with a focus on their application in the English language. This will include an introduction to wordclasses, word morphology, syntax analysis, and sentence types. Furthermore, we will also be exploring the Indo-European roots of English, together with a sociolinguistic study of the differences between British and American standard English. Lastly, the course incorporates an introduction to the Latin language, in terms of its morphology and syntax, and will include Latin-English and English-Latin translation exercises to test your knowledge.</p> <p>In this subject you will learn to:</p> <ul style="list-style-type: none"> <li>• Identify word classes</li> <li>• Understand how prefixes and suffixes function</li> <li>• Understand and apply all standard English verb tenses</li> <li>• Explain English clauses at the level of the sentence and identify all main syntactical functions</li> <li>• Have an appreciation of the relations between Indo-European languages</li> <li>• Chart the historical and linguistic origins of the English language</li> <li>• Differentiate British and American standard English</li> <li>• Have a basic understanding of the Latin language including its morphological and syntactical rules</li> <li>• Make translations from Latin to English and from English to Latin</li> </ul>	D	38
<p><b>Combined science foundation course</b></p> <p>In the course you will be introduced to natural science (Biology, Chemistry, Physics) working methods, thinking and argumentation. You must be able to relate to the natural sciences possibilities and limitations at elementary level.</p> <p>In the subject you will learn to:</p> <ul style="list-style-type: none"> <li>• formulate and test simple hypotheses</li> <li>• carry out practical investigations and experiments in the field as well as in the laboratory, taking into account safety</li> <li>• collect, systematize and process data using different forms of representation.</li> <li>• apply models that qualitatively and quantitatively describe simple relationships in the environment and see the possibilities and limitations of the models</li> <li>• communicate a science subject with relevant academic concepts and representations</li> <li>• demonstrate basic knowledge of the natural science identity and methods and the use of mathematics in science.</li> </ul>	D	36

<p><b>Physics</b> The scientific method, experimental techniques, data collection, SI and derived units.</p> <p>Mechanics: kinematics, equations of motion, motion graphs, forces, Newton's laws, mechanical energy, conservation of energy, energy sources, power and efficiency.</p> <p>Wave behaviour: longitudinal waves, transverse waves, electromagnetic waves, sound waves, superposition of waves, standing waves, harmonics, diffraction and interference of waves.</p> <p>Particle behaviour: Bohr's model of the atom, the photoelectric effect, isotopes, discrete energy levels, emission and absorption spectra.</p>	C	54
<p><b>Film</b> In pre-IB Film, the students are taught two different theoretical subjects after having learned basic film terminology.</p> <p><i>Subject 1) - Tim Burton</i> In this subject we work on the auteur theory and Tim Burton as an example of such. The students will initially be introduced to the auteur theory after which we'll discuss Burton's auteur trademarks. We will then analyse different clips and a short film as well as two of Burton's feature films with regard to trademarks, structure and genre. Also, the shot-to-shot analysis will be used when analysing all of Burton's films.</p> <p><i>Subject 2) True Crime documentaries</i> In this subject, we'll start by defining the true crime documentary as a genre. Thereafter, we'll use three of Bill Nichols' modes of representation to theoretically work with small clips (the observational, expository and participatory modes). We'll particularly work with form, codes of fiction and non-fiction as well as the use of filmic devices and their effects. After analysing clips, two episodes from a documentary series as well as a documentary in regard to 1) Mode of documentary, 2) Use of codes of fiction and non-fiction and 3) Use of filmic devices you are to make a presentation in groups of a documentary of your own choosing.</p> <p>Also, the students have to produce two short films of a maximum of 6 minutes during the course.</p>	C	62
<p><b>Music</b> Practical music: Singing in both one and more voices. Songs are picked from contemporary popular music. Basic knowledge of piano, bass, guitar/ukulele, and drums. Performing songs in easy level arrangements – still in contemporary popular music.</p>	C	62

<p>Theoretical music: Understanding the basic system of notes, rhythms, and chords. It is not necessary to be able to read notes, but an understanding of reading sheet music is important for doing note-based analysis of popular music. This is being practiced through examples from a broad range of songs – mainly Western popular music from 1950-2020. Understanding form and structure of popular music combined with harmonic analysis make the main content of the theoretical music. Music history is always included in the analysis work so that the students get an overview of different genres and eras of music.</p> <p>Classical music is also a part of the curriculum in music C, but only at a theoretical level. The students get an introduction to listening to classical music, and the focus is on Baroque music, the Classical Era, and the Romantic Era. Analysis is mainly done auditory.</p>		
<p><b>English</b> In English, from August until November, all students are introduced to different analytical tool and terms, and they are also introduced to essay writing (analytical). They have a midterm in October where they all must write an analytical essay and draw parallels to some of the texts that we have worked with in class.</p> <p>After November, the students are split up into different classes that focus on either literature or topic-based studies. This is done in order to help the students when it comes to which English class, they are going to choose in IB DP: literature (EngAHL/SL) or language acquisition (EngBHL). In both classes the students continue to work with analytical essays, and in June they all have an end-of-year test.</p>	C	94
<p><b>History</b> An introduction to Modern European History with a focus on war and conflict. Emphasise on the historical method and critical thinking. The Family History Project The mini extended essay focusing on research skills and essay writing skills.</p>	C	45
<p><b>Mathematics</b> <b>Linear equations and functions</b> Indices and index laws Sets, Special set numbers, Interval notation, Venn diagrams Pythagoras' Theorem. The converse of the theorem. Pythagorean triples, Problem solving using Pythagoras'. Navigation problems. Circle <b>problems</b>. 3D problems. Length and perimeter. Area. Surface area. Volume. Capacity.</p>	C	92

<p>Congruence and similarity</p> <p>Trigonometric ratios. Problem solving. True bearings. 3D problems.</p> <p>Advanced trigonometry. The unit circle. Negative, complementary, and supplementary angles. The multiples of 30 and 45 degrees.</p> <p>Non-right angled triangle trigonometry. The area of a triangle. The sine rule. The cosine rule.</p> <p>Algebraic expansion and factorization. Expansion laws. Factorizing by finding the common factor. Factorizing the difference of two squares. Perfect squares factorization. Factorizing quadratic trinomials by splitting the middle term.</p> <p>Algebraic fractions. Evaluating and simplifying. Multiplying and dividing. Adding and subtracting. Equations.</p> <p>Quadratic equations. Solutions by factorization. The quadratic formula. Problem solving.</p> <p>Graphs of quadratic functions. The five main features of a parabola. Quadratic optimization.</p> <p>Exponential functions. Graphs of exponential functions. Growth and decay.</p>		
<p><b>Social Science</b></p> <p>In social studies, we work with an empirical and theoretical understanding of the society that surrounds us. We work with politics, including perceptions of democracy, ideologies and contemporary political systems and forms of governance. We work with economics, including economic goals for a sound economy, economic management (fiscal policy and monetary policy), welfare models and the EU. We work sociologically with an understanding of the identity formation, norms and values, primary and secondary socialisation, late modernity. We work with sociologists Giddens, Bourdieu, Ziehe and Bech.</p>	C	61
<p><b>Danish beginners</b></p> <p>Knowledge about significant cultural traits.</p> <p>Simple conversations about familiar topics such as: family structure, everyday life, food and shopping, holidays etc.</p> <p>Basic grammar, basic pronunciation and comprehension skills.</p>	C	64
<p><b>Danish A</b></p> <p>The purpose of the Pre-IB course in Danish A is to prepare the students for Language A: Literature in the Diploma Programme. The students will improve their language competence and communication skills (orally and in writing) and acquire the vocabulary appropriate to the analysis of both literary and non-literary texts. Students will explore the nature of</p>	C	64

<p>literature, the aesthetic function of literary language, and the relationship between literature and the world. The course consists of the following units:</p> <ul style="list-style-type: none"> <li>• A basic literary analysis unit (both Danish texts and world literature)</li> <li>• Close reading of a literary work (poetry)</li> <li>• Analyzing non-fiction (argumentation and rhetoric)</li> <li>• A brief overview of Danish literary history</li> </ul>		
<p><b>Physical education and sport</b> Students are introduced to a variety of sports such as climbing, ball games, dance and so forth. The lessons take place in the sports hall where the students sweat, interact, and compete with one another. The aim of the course is not only to improve the students' physical health, but moreover to introduce them to the Danish tradition of voluntary sports clubs and communities.</p>	C	38
<p><b>Spanish beginners</b> Knowledge and understanding of significant cultural traits in Spain and Latin-America. Simple conversations about familiar topics such as: family structure, daily routine, food and drinks, town where you live, etc. Basic grammar, basic pronunciation, reading comprehension and listening comprehension. Introduction to different text types such as email, postcard, letter, etc.</p>	C	64
<p><b>German B</b> Knowledge and understanding of significant cultural traits in Germany (and Austria + Switzerland). Simple conversations about familiar topics such as: festivals, food and drinks, challenges of society, etc. One-day excursion to Germany to experience a German Christmas market and German culture in general. Basic grammar, basic pronunciation, reading comprehension and listening comprehension. Introduction to different text types such as email, diary, interview, etc.</p>	C	64