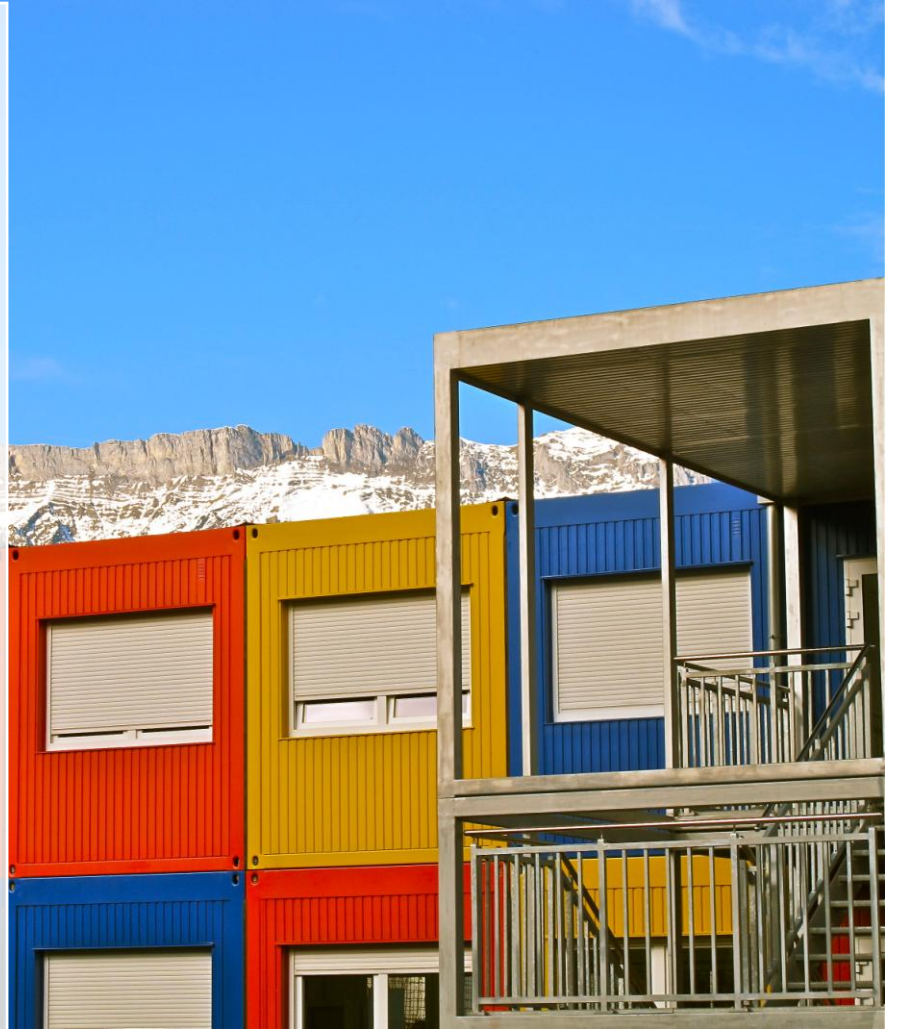


IB Middle Years Programme at ISR

MYP Coordinator: Philip Roberts

MYP 2010 - 2011



INTERNATIONAL SCHOOL RHEINTAL



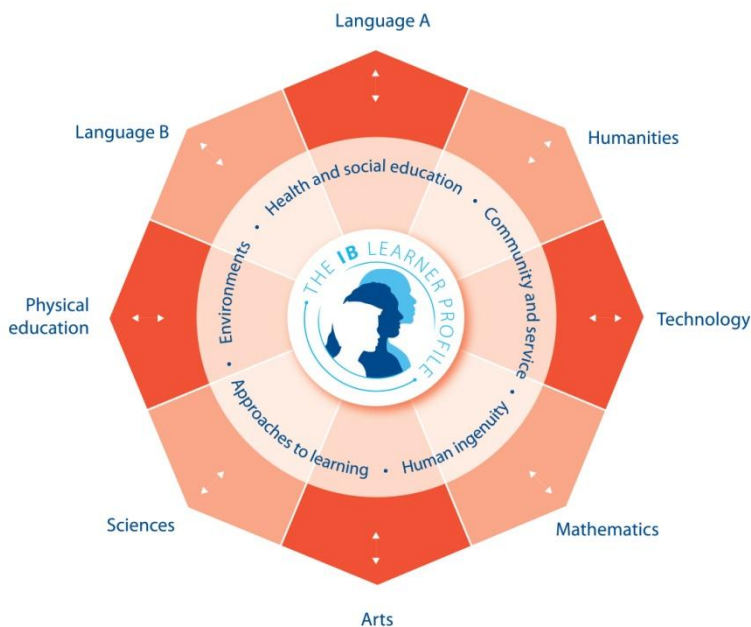
Middle Years Program Courses

This program guide provides a structured view of the courses offered at the International School Rheintal. The ISR Middle School is authorized to deliver the International Baccalaureate Middle Years Program (IBMYP) and much of the material included in this document is taken from the documentation of the International Baccalaureate Organization (IBO). If you have any comments or questions regarding the program please do not hesitate to contact the IBMYP Coordinator (Philip.Roberts@isr.ch) or the Director (Meg.Sutcliffe@isr.ch).

Introduction to the IB Middle Years Program

The Middle Years Program (MYP) of the International Baccalaureate Organization (IBO) is a course of study designed to meet the educational requirements of students aged between 11 and 16 years. Early and present curriculum developers of the Middle Years Program have shared a common concern to prepare young people for the changing demands of life in the twenty-first century.

MYP students are at an age when they are making the transition from early puberty to mid-adolescence: this is a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The MYP has been devised to guide students in their search for a sense of belonging in the world around them. It also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become independent learners who can recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.



IBMYP Curriculum Model

This diagram represents the curriculum model of the MYP. The five areas of interaction connect the development of the individual (at the centre) with the educational experience in all eight subject groups (at the outer points of the octagon). These interactive areas are common to all disciplines with each subject developing general and specific aspects of the areas. In this way, the areas of interaction also link the subject groups, demonstrating the interdisciplinary potential of the MYP. The five areas of interaction have no clear boundaries, but merge to form a context for learning that contributes to the student's experience of the curriculum.



Eight subject groups provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transmit this knowledge aim to increase the students' awareness of the relationships between subjects. Students are encouraged to question and evaluate information critically, to seek out and explore the links between subjects, and to develop an awareness of their own place in the world. The MYP aims to develop in students:

- the disposition and capacity to be lifelong learners
- the capacity to adapt to a rapidly changing reality
- problem-solving and practical skills and intellectual rigor
- the capacity and self-confidence to act individually and collaboratively
- an awareness of global issues and the willingness to act responsibly
- the ability to engage in effective communication across frontiers
- respect for others and an appreciation of similarities and differences.

Fundamental Concepts

Adolescents are confronted with a vast and often bewildering array of choices. The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgment. Learning how to learn and how to evaluate information critically is as important as the content of the disciplines themselves. From its beginning, the MYP has been guided by three fundamental concepts that underpin its development, both internationally and in individual schools:

Holistic learning emphasizes the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole. Students should see the cohesion and the complementarities of various fields of study, but this must not be done to the detriment of learning within each of the disciplines, which retain their own objectives and methodology.

Intercultural awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but may also lead to empathy.

Communication is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

Areas of Interaction

Students are required to experience and explore each of the five areas of interaction in every year of the programme:

Approaches to learning (ATL), in which students take increasing responsibility for their learning by acquiring the skills necessary to succeed

Community and service (CS), through which students become aware of their roles and their responsibilities as members of communities. Students are expected to complete 10 hours of community and service per semester. Community and service must be done during the school year.

Human Ingenuity (HI), where students analyse, assess and evaluate the achievements of humanity

Environments (Ev), where students examine natural and human environments.

Health and social education (HS), deals with physical, social and emotional health and intelligence, key aspects of development leading to the complete and healthy lives of students.



The areas of interaction give the MYP its distinctive core. These areas are common to all disciplines and are incorporated into the MYP so that students will become increasingly aware of the connections between subject content and the real world, rather than considering subjects as isolated areas unrelated to each other and to the world. The MYP presents knowledge as an integrated whole, emphasizing the acquisition of skills and self-awareness, and the development of personal values. As a result, students are expected to develop an awareness of broader and more complex global issues. The areas of interaction are explored through the subjects, thereby fulfilling their integrative function.

One interdisciplinary project involving all teachers through the Areas of Interaction is planned for the MYP Years 2 and 3 this year. In addition, teachers of various subjects will create a number of interdisciplinary projects involving their specific subject groups connecting through the Areas of Interaction.

Aims and Objectives of the subject groups

The aims and objectives of the subject groups address all aspects of learning including knowledge, understanding, skills and attitudes.

Knowledge

The facts that the student should be able to recall to ensure competence in the subject

Understanding

How the student will be able to interpret, apply or predict aspects of the subject

Skills

How the student will be able to apply what has been learned in new situations

Attitudes

How the student is changed by the learning experience.

The Personal Project

The Personal Project is a significant body of work produced over an extended period and is the culmination of the Middle Years Program. It is an independent learning experience designed and carried out by the student, is a product of the student's own initiative and should reflect his/her experience of the MYP. The personal project holds a very important place in the program. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in approaches to learning. Students are introduced to the personal project toward the end of MYP Year 4 and complete it before the end of MYP Year 5.



Criterion based assessment in the MYP

Each subject group has its own set of Criteria which reflect the areas of the subject; the number of criteria and the maximum levels that can be achieved for each criterion vary from subject to subject. This reflects the weighting or importance of that criterion within the subject. For example

Mathematics

Criteria	Level
A: Knowledge and Understanding	8
B: Investigating patterns	8
C: Communication in Mathematics	6
D: Reflection in Mathematics	6

The Criteria contain the descriptors against which the work is judged, for each an appropriate level is given, for example;

(A) Knowledge and Understanding	Maximum level: 8
0 The student does not reach a standard described by any of the descriptors given below.	
1-2 The student attempts to make deductions when solving simple problems in familiar contexts.	
3-4 The student sometimes makes appropriate deductions when solving simple and more-complex problems in familiar contexts.	
5-6 The student generally makes appropriate deductions when solving challenging problems in a variety of familiar contexts.	
7-8 The student consistently makes appropriate deductions when solving challenging problems in a variety of contexts including unfamiliar situations.	

The students are assessed in an **ongoing process** during the course of year in the different areas (Criteria) of the subject. Not all criteria may be used with one assessment.

At the end of the year the **students sustained*** levels are added together and the student is awarded one Final Grade based on IB prescribed conversion tables for that subject, for example;

Final Grade	Math Boundaries
1	0–4
2	5–8
3	9–12
4	13–17
5	18–21
6	22–25
7	26–28

A student has achieved the following sustained levels in Math:	
A: Knowledge and Understanding	5/8
B: Investigating patterns	6/8
C: Communication in Mathematics	4/6
D: Reflection in Mathematics	4/6
Total	19
Final Grade awarded would be:	5
Final Grade description	
<i>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.</i>	

*Sustained level is what is the student has consistently achieved, based on the levels and the teachers professional judgment, should there be any inconsistent results or trends.



Subject Assessment Criteria	Maximum level
Arts	
A: Knowledge and Understanding	8
B: Application	10
C: Reflection and Evaluation	8
D: Personal Engagement	8
Humanities	
A: Knowledge	10
B: Concepts	10
C: Skills	10
D: Organization and presentation	8
Language A	
A: Content	10
B: Organization	10
C: Style and Language Use	10
Language B	
A: Speaking and Listening	8
B: Speaking – Language	8
C: Writing – Message and Organization	8
D: Writing – Language	8
E: Reading comprehension	8
Mathematics	
A: Knowledge and Understanding	8
B: Investigating patterns	8
C: Communication in Mathematics	6
D: Reflection in Mathematics	6
Physical Education	
A: Use of Knowledge	8
B: Movement Composition	6
C: Performance	10
D: Social skills and Personal Engagement	8
Sciences	
A: One World	6
B: Communication in science	6
C: Knowledge and Understanding of science	6
D: Scientific inquiry	6
E: Processing data	6
F: Attitudes in science	6
Technology	
A: Investigate	6
B: Design	6
C: Plan	6
D: Create	6
E: Evaluate	6
F: Attitudes in technology	6

At the end of each grading period a student's **sustained levels*** for all criteria in a subject are added together and the student is awarded one Final Grade for that subject (based on IB-prescribed grade boundaries for that subject).

*Sustained level is what is the student has consistently achieved, based on the levels and the teachers professional judgment, should there be any inconsistent results or trends.

**IB prescribed grade boundaries****Language A****Grade Boundaries**

- 1. 0–4
- 2. 5–9
- 3. 10–14
- 4. 15–19
- 5. 20–23
- 6. 24–27
- 7. 28–30

Language B**Grade Boundaries**

- 1. 0–8
- 2. 9–16
- 3. 17–23
- 4. 24–30
- 5. 31–36
- 6. 37–42
- 7. 43–48

Sciences**Grade Boundaries**

- 1. 0–5
- 2. 6–11
- 3. 12–18
- 4. 19–24
- 5. 25–28
- 6. 29–32
- 7. 33–36

Drama, Arts and Music**Grade Boundaries**

- 1. 0–3
- 2. 4–8
- 3. 9–13
- 4. 14–20
- 5. 21–25
- 6. 26–30
- 7. 31–34

Personal project**Grade Boundaries**

- 1. 0–5
- 2. 6–9
- 3. 10–13
- 4. 14–16
- 5. 17–21
- 6. 22–24
- 7. 25–28

Mathematics**Grade Boundaries**

- 1. 0–4
- 2. 5–8
- 3. 9–12
- 4. 13–17
- 5. 18–21
- 6. 22–25
- 7. 26–28

Humanities**Grade Boundaries**

- 1. 0–7
- 2. 8–12
- 3. 13–18
- 4. 19–23
- 5. 24–28
- 6. 29–33
- 7. 34–38

Technology**Grade Boundaries**

- 1. 0–5
- 2. 6–9
- 3. 10–15
- 4. 16–21
- 5. 22–26
- 6. 27–31
- 7. 32–36

Physical education**Grade Boundaries**

- 1. 0–5
- 2. 6–10
- 3. 11–15
- 4. 16–20
- 5. 21–24
- 6. 25–28
- 7. 29–32



Final grade descriptions for all subjects

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.



Language A: English and German

The **aims** of the teaching and study of MYP language A are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social Interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary works
- engage in literature from a variety of cultures and representing different historical periods
- explore and analyse aspects of personal, host and other cultures through literary and non-literary works
- engage with information and communication technology in order to explore language
- develop a lifelong interest in reading widely
- apply language A skills and knowledge in a variety of real-life contexts

English

Overall expectations:

The main objective is to have the students communicate ideas and information for a variety of purposes and to specific audiences using appropriate language and grammatical forms. It provides the basic tool of communication by enabling efficient learning and practice of other subjects within the school, developing social contacts, and encouraging self-expression. It provides the study of a broad variety of forms of expression through language by: fulfilling cultural and intercultural roles, influencing the personal, moral and spiritual development of the student through literature and deepening the student's understanding of human nature and values.

Themes:

Students throughout years 2, 3 & 4 will study short stories, essays, poetry and the Language A texts, which cover the following themes:

Technology and Civilization
Poverty and Social Injustice
Adolescence and Conformity
Political and Social Change
Sharing our Humanity

Action areas:

Response to Literature
The Writing Process (Prewriting, Drafting, Editing, Proofreading, Presenting)
Autobiographical Writing
Descriptive Writing
Persuasive Writing
Expository Writing

Year 2 and 3

The students will be introduced to a range of world literature. They will have opportunity to develop their writing skills, and to train their critical thinking and literary analysis. Reading, writing, speaking, and listening are developed through a variety of tasks, allowing students to communicate their understanding of the forms of expression through creative and academic work. Grammar and punctuation exercises are balanced with skills development units that provide the fundamental tools for written and oral expression. Class novels are studied to provide training in literary analysis, literary reviews and book presentations provide opportunities for students to cultivate their rhetorical and presentation skills. Creative writing is employed to give students ownership of their own development, and peer assessment makes students academically self-aware.

Selected English Texts:



The Giver by Louis Lowry

Private Peaceful by Michael Murpogu

Things not Seen by Andrew Clements

Walk Two Moons by Sharon Creech

Selection of poems and short stories

In years 4 and 5, the students will be introduced to a range of world literature, to develop their writing skills, and to train them in critical thinking and literary analysis. The students will also further develop their skills in reading, speaking and listening. Assignments are based on a variety of types of texts, and students will learn to present their analyses and interpretations clearly with sound supporting evidence. Throughout the course the various MYP areas of interaction will be emphasized as well as interdisciplinary links through specific assignments and projects.

Year 4

The first semester of Grade 9 English will be taught in an interdisciplinary manner, combining with History and Drama. The focus is the Renaissance, and the first text Shakespeare's *Romeo and Juliet*.

Subsequent units include

- study of the novel,
- development of poetry
- the short story.

Text choices within each unit will be based on student skill levels and individual needs to allow for differentiation.

Year 5

The grade 10 English course comprises the following units:

Introduction to the Novel: *Lord of the Flies* (Golding)

Introduction to Poetry: Various Authors

Introduction to Drama: *The Crucible* (Miller), and Shakespeare (TBA)

Introduction to the Short Story: Various Authors

Introduction to Non-Fiction Prose: *Into Thin Air* (Krakauer)

The order of the units will be influenced by student skills and needs.



German

Overall expectations:

Students will learn to use language in a wide range of ways and circumstances as a means of practical communication and for inquiry. They will develop an appreciation of form and language both aesthetically and functionally. They will be encouraged to show curiosity, interest and enjoyment of the German language in literary and social aspects and to appreciate Swiss, Austrian, Liechtenstein and German culture, life and civilization.

Specific Expectations:

Students will examine and practice various types of writing: expository, descriptive, argumentative, imaginative, literary analysis. They will look at the interconnection of literature and the history of art and other cultural events and changes. This will link what students read and study to an interdisciplinary context.

Focus:

Characteristics and diversity of the novel
 Textual analysis
 Understanding the context or background of a work
 Language: written and oral

Year 2

The Grade 7 German A units are summarized below:

- 7.1 Presenting Oneself
 - writing about oneself (descriptive writing)
 - thinking about one's weaknesses and strengths (self-reflection)
 - describing feelings and moods
 - talking in front of class about oneself (oral presentation)
- 7.2 Describing Processes, Products and People
 - writing about experiments and/or cooking recipes (present tense, passive voice, conjunctions)
 - writing about a thing/item (detailed description, including size, colour and other features)
 - writing about other people (physical description as detailed as possible, use of simple metaphors)
- 7.3 Story Telling and Creative Writing
 - retelling stories (written and orally using past tense)
 - telling how a story ends (writing an ending to a story)
 - writing picture stories (based on visual stimuli)
 - writing short stories (beginning-main part-ending, correct spelling and punctuation)
- 7.4 Summarizing Texts (basic summary)
 - distinguishing between various sources of text (newspaper articles, magazines, books)
 - discovering keywords in texts
 - finding the right balance, i.e. providing key information while avoiding detailed descriptions



7.5 Media and Advertisement

- talking about the different types of media
- introducing the AIDA principle (Attention, Interest, Desire, Action)
- exploring the use and effect of company logos, designing own logos (e.g. school logo)
- analysing the language of advertisement (e.g. slogans, rhymes and superlatives)

Literature: two books to be read and presented in front of class (book presentation)

Poems: two poems to be analysed, learned off by heart and presented in front of class

Grammar: conjunctive, four cases, imperative, passive voice, relative clause, tenses

Spelling: foreign words, s/ss, together or separate, capital letter or not, punctuation

Year 3

The Grade 8 German A units are summarized below:

8.1 Me and the Others

- reflecting upon one's situation and environment
- expressing thoughts, feelings and moods ('Spiegelgeschichten')
- writing about oneself (likes, dislikes, strengths, weaknesses)
- describing others (physical and character description)

8.2 Argumentative and Persuasive Writing

- defining and defending one's point of view (pro)
- taking into account counter-arguments (contra)
- writing an argumentative/persuasive essay including examples
- techniques of investigation: researching a particular topic using the internet

8.3 Poems

- analysing and interpreting poems from various eras
- finding out about rhyme and rhyme patterns
- presenting a poem in front of class, using using appropriate gestures and speech patterns
- writing your own poem

8.4 Summarizing Texts (extended summary)

- distinguishing between various sources of text (newspaper articles, magazines, books)
- discovering keywords in texts
- finding the right balance (key information vs. detail)
- expressing the central idea of a text and the author's intention

8.5 Newspapers

- introducing types of newspapers (yellow press, daily press, weekly press, news magazines)
- exploring terms related to newspapers (e.g. lead, editor, agency, article, journalist, reporter)
- talking about the 'freedom of the press' ('Pressefreiheit', e.g. 'Artikel 5 GG der BRD')
- talking about censorship
- writing headings
- writing an article for a school newspapers/magazine

- Literature: The books below are only examples; other books may be chosen and read.
Students read at least four books.
- | | | |
|-------------|--------------|-------------------------------|
| Moderne: | M. Ruhe | 'Die Welle' |
| Drama: | C. Zuckmayer | 'Der Hauptmann von Köpenick' |
| Geschichte: | C.F. Meyer | 'Das Amulett' |
| Klassiker: | B. Traven | 'Der Schatz der Sierra Madre' |
- Poems: two poems to be learned off by heart and presented in front of class
- Grammar: extension on conjunctive, 4 cases, imperative, passive voice, relative clause, tenses
- Spelling: extension on foreign words, s/ss, together/separate, capital letters, punctuation

Year 4

The Grade 9 German A units are summarized below:

- 9.1 Me and Turning Points in Life
- talking about family, friendship and being in love
 - describing the difference between good and bad friends
 - articulating feelings and moods
 - reflecting on cliques, peer pressure and the influence of others
 - talking about loss
 - writing a poem to describe one's mood
- 9.2 Character Analysis
- revising how to describe one's physical appearance and character
 - writing a description using metaphors
 - characterising a hero/villain from a novel (appearance, character, development, role)
- 9.3 Short Stories
- characteristics of short stories (short, basic, related to everyday life, open ending)
 - analysing short stories (structure, characters, social context, author's intention)
 - reading various short stories
 - writing one's own short story
- 9.4 Literature: Types and Time Line
- introducing authors and writers reflecting movements in art, history and literature
 - reading selected texts from Old-Germanic Poetry to Romanticism and Expressionism
 - analysing, interpreting and discussing readings
 - studying different literary genres
- 9.5 Book Presentation with Literary Analysis
- reading a book of choice
 - putting the book into literary context – type and time line
 - researching about the book's author
 - analysing the book – characters and their relation to one another, place, time, author's intention
 - writing a summary
 - presenting the book in front of the class

- 9.6 Literature: The books below are only examples; other books may be chosen and read. Students read at least five books.
- Th. Mann 'Mario und der Zauberer'
- F. Dürrenmatt 'Das Versprechen', 'Die Physiker', 'Der Besuch der alten Dame'
- H. Kipphardt 'In der Sache J. Robert Oppenheimer'
- B. Brecht 'Mutter Courage und ihre Kinder'
- St. Zweig 'Schachnovelle'
- G. Hauptmann 'Kleider machen Leute'
- Poems: poems are read, analysed and interpreted as part of 9.1 and 9.4
- Grammar: extension on conjunctive, 4 cases, imperative, passive voice, relative clause, tenses
- Spelling: extension on foreign words, s/ss, together/separate, capital letters, punctuation

Year 5

Students will learn to demonstrate a perceptive understanding of the relevant topics or themes displaying illustrative detail and development.

Creative writing should reflect imagination and sensitivity and demonstrate a good appreciation of the author's intention and techniques as well as effective development and coherence in writing their essays.

Suitable register and critical conventions and apparatus will be studied

Course outline:

We study poems of various periods and examine the items for identification, learn about rhythm, meter, rhyme etc and do some analysis and interpretation together before the students have to do 8 poems of their own choice (from a selection provided by the teacher).

- Parallel to this students read a book of their own choice (out of the PBL of the IB) and give an individual oral presentation
- Next we go through a literary text: Birgit Vanderbeke: Das Muschelessen to provide students with literary and rhetorical features, characterization and interpretation ;
Training how to write creative essays
- Then we will start writing comparative essays (compare and contrast) on literature work:
- Vanderbeke: Muschelessen and B.Schlink: Das Mädchen mit der Eidechse
- E.A.Poe: Ligeia and Amelie Nothomb: Kosmetik des Bösen
- Additionally, we will read and go to see theatre performances at the TaK , depending on what is suitable for the students.

Selected German Texts:

A variety of poetry - analysis and interpretation from Romanticism to the Modern and compiling a private poetry folder.

A work of free choice of the IB book list for individual oral presentation.

Comparative essay writing and connecting themes using the following selection:

- B.Vanderbeke:Das Muschelessen and E. Zola: Die Muscheln des Monsieur Chabre
- E.A.Poe: Ligeia and A. Nothomb: Kosmetik des Bösen

Reading and analyzing B.Schlink : Der Vorleser or Duerenmatt : Das Versprechen

Comparing and contrasting a book and film.

Going to theatre performances where appropriate to the curriculum and discussing and analyzing them.



Language A: Assessment criteria

Criterion A: Content (receptive and productive)

Maximum: 10

How well can the student:

- understand and analyse language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts?
- compare and contrast works, and connect themes across and within genres?
- analyse the effects of the author's choices on an audience?
- express an informed and independent response to literary and non-literary texts?
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention?
- apply language A terminology in context?

Criterion B: Organization

Maximum: 10

How well can the student:

- create work that employs organizational structures and language-specific conventions throughout a variety of text types?
- organize ideas and arguments in a sustained, coherent and logical manner?
- employ appropriate critical apparatus?

Criterion C: Style and language mechanics

Maximum: 10

How well can the student:

- use appropriate and varied register, vocabulary and idiom?
- use correct grammar and syntax?
- use appropriate and varied sentence structure?
- use correct spelling/writing?
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings?
- use language accurately?



Language B: German & French

The **aims** of the study of modern foreign languages are to:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- encourage an awareness and understanding of the perspectives of people from other cultures
- promote involvement with different communities, where relevant
- provide access to varied sources of information
- foster curiosity, a lifelong interest and enjoyment in language learning.

German

German B Expectations:

Where possible students will work parallel to the advanced German class at an appropriate level covering the same topics.

Students will attain an appreciation for German and the German-speaking areas of Germany, Austria, Switzerland and Liechtenstein through a basic exploration of the life, civilization and language of the communities where this language is spoken. They will be able to express themselves at a basic level in speaking as well as writing. They will also be able to develop effective systematic methods for language learning utilizing a variety of sources.

Course outline for Years 2 and 3

The German-speaking areas

Students receive an introduction to the many different German-speaking areas and will associate them with different ways of life and different ways of speaking in basic words and forms of understanding. This unit is important to set a basis regarding the pronunciation, the encoding of a new language in reading and listening. The focus will be on Germany: discovering some German cities with their particular way of life depending on their surroundings (port city in the North/village in the mountains of Bavaria).

Family and Home

This unit is an exploration of families in the German-speaking areas and their living spaces. At first, students will look at different German-speaking family patterns. They will examine for each pattern their place in society and discuss in a basic way what they observe.

School System

Students will discover the various school systems that exist in the different German-speaking countries, from Kindergarten to High School. They will be able to compare the school day and the school life between the German-speaking countries and their own experiences in school.

Traditions

During the whole year, students will discover the many different traditions associated with many different occasions and festivals. They will get an insight into what German-speaking people regularly do. Students will also be able to experience some of their traditions.



Course outline for Years 4 and 5

Beginner German

The German-speaking areas

Students receive an introduction to the many different German-speaking areas and will associate them with different ways of life and different ways of speaking in basic words and forms of understanding. This unit is important to set a basis regarding the pronunciation, the encoding of a new language in reading and listening. The focus will be on Germany: discovering some German cities with their particular way of life depending on their surroundings (port city in the North/village in the mountains of Bavaria).

Family and Home

This unit is an exploration of families in the German-speaking areas and their living spaces. At first, students will look at different German-speaking family patterns. They will examine for each pattern their place in society and discuss in a basic way what they observe.

Traditions

During the whole year, students will discover the many different traditions associated with many different occasions and festivals. They will get an insight into what German-speaking people regularly do. Students will also be able to experience some of their traditions.

During the first semester students will read and analyze Antoine de Saint-Exupéry : Der Kleine Prinz followed by B.Schlink : Der Vorleser together with the native speaker class in semester 2.

Intermediate students will spend the first semester with the main focus on Grammatical structure.

Beginner German Text:

Passwort Deutsch 1

Intermediate German Text:

Essentials of German Grammar



French

French B Expectations:

Within an overall communicative approach, students will develop and expand their skills in the four basic language areas of speaking, writing, listening, and reading. In addition, students will attain an appreciation for French and the French-speaking world through a basic exploration of the life, civilization and language of the communities where this language is spoken. We will work with the methode: "Rond Point 1" but mostly with "Préparation à l'examen du DELF scolaire & junior A2". Sometimes I will use units from the method "On y va" (level A1 and A2)

Year 2

The Grade 7 French B units are summarized below:

- 7.1
 - Greetings
 - Asking basic questions (e.g. name, age, place of living, family)
 - Numbers (up to 20)
 - Animals
 - Presenting oneself
- 7.2
 - School (e.g. pencil case items, school subjects, timetable)
 - Classroom Language (instructions in French)
 - How to ask/tell the time
 - Giving and seeking opinions
- 7.3
 - Family (talking about others)
 - Describing your/people appearance (names, ages, personality, hobbies)
 - Talking about pets
 - Using *-er* verbs, *avoir* and *être* with personal pronouns
- 7.4
 - Week-end activities and hobbies (using *au/à la/à l'/aux/chez*)
 - Talking about plans for the week-end (where and when you go out)
 - Using *aller*, *sortir* and *faire* (present tense)
 - Discussing some routine activities (favorite hobbies)
- 7.5
 - Sports and fitness
 - Talking about part of the body and how you feel
 - Saying what is good and bad for your health
 - Discussing sport you do



Year 3

The Grade 8 French B units are summarized below:

- 8.1
 - Talking about daily routines (at school, at home)
 - Arguing why you like or dislike something (e.g. school subjects, timetable)
 - Writing longer sentences
- 8.2
 - Talking about clothes (clothes, colours, favorite outfits)
 - Adjectives with the idea of gender
 - Discussing about what to wear and different types of clothes
- 8.3
 - Talking about what you did last week-end (hobbies, going out)
 - More on what you like doing, where you go and when
 - Ordering food and questions to ask in a café/restaurant
- 8.4
 - Talking about holidays and travel (transport, booking)
 - Writing about your stay (how you went, where, for how long)
- 8.5
 - Talking about spending habits
 - Jobs to earn extra money
 - Pocket money, spending and saving
 - Arguing why (making complex sentences)

Year 4

The Grade 9 French B units are summarized below:

- 9.1
 - Giving personal information (revising the present tense)
 - Talking about and describing friends (using adjectives and asking questions)
- 9.2
 - Talking about school life (discussing school subjects and options)
 - Writing complex sentences (using negative and comparative)
 - Saying what you are going to do (*aller*+infinitive)
- 9.3
 - Discussing healthy lifestyles eating and general fitness
 - Asking for and understanding medical advice (making medical appointment)
 - Giving and understanding details of an accident
- 9.4
 - Talking about holiday plans
 - Describing things to take on holiday and dealing with problems
 - Using pronoun *en, lui* and *leur*
 - Understanding and using different tenses to refer to past, present and future
- 9.5
 - Talking about leisure activities (talking about TV, cinema and books)
 - Comparing past and present
 - Using adverbs of frequency, comparative and superlative



Year 5

The Grade 10 French B units are summarized below:

- 10.1
 - Answer to questions (talking about oneself, family, habits)
 - Using gender, opinions
 - Writing about personal experiences (postcard, penpal)
- 10.2
 - Understand conversations (in a shop, offers, opinions, proposal)
 - Understand information (documents, advertisements)
 - Discussing for few minutes about a given topic
- 10.3
 - Talking about future jobs (careers)
 - Understand interviews, jobs advertisements
 - Understand how to find an address (using directions, asking for your way)
- 10.4
 - Discussing about leisure (hobbies and outs)
 - Understand information in trainstation, airports, shops
 - Giving your opinion using complex sentences
- 10.5
 - Discussing and organising activities with friends
 - Writing and answering to invitations (formal, informal)

Language B: General Assessment criteria

Criterion A: Oral communication—message and interaction

Maximum: 8

To what extent does the student show the ability to communicate ideas, interact and maintain the flow of the conversation?

To what extent can the student:

- communicate information, ideas and opinions
- respond and react to questions and ideas (familiar and spontaneous situations)
- contribute to the conversation and engage actively
- maintain a flow of ideas and a logical continuity in the conversation?

Criterion B: Oral communication—language

Maximum: 8

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures?

Criterion C: Writing—message and organization

Maximum: 8

To what extent does the student show the ability to communicate, organize and support relevant ideas?

To what extent can the student:

- provide information and ideas
- develop ideas
- use a format and structure appropriate to the task to organize the work?

Criterion D: Writing—language

Maximum: 8

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show accuracy in spelling or writing of characters
- write with a particular audience in mind?

Criterion E: Reading comprehension

Maximum: 16

(8 x 2)

To what extent does the student show the ability to comprehend a piece of writing in the target language?

To what extent can the student:

- identify both stated and implied information
- identify main ideas and supporting details
- draw conclusions and recognize implied opinions and attitudes
- identify aspects of format and style?



Mathematics

The **aims** of teaching and learning mathematics are to encourage and enable students to:

- recognize that mathematics permeates the world around us
- appreciate the usefulness, power and beauty of mathematics
- enjoy mathematics and develop patience and persistence when solving problems
- understand and be able to use the language, symbols and notation of mathematics
- develop mathematical curiosity and use inductive and deductive reasoning when solving problems
- become confident in using mathematics to analyse and solve problems both in school and in real-life situations
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- develop a critical appreciation of the use of information and communication technology in mathematics
- appreciate the international dimension of mathematics and its multicultural and historical perspectives.

Areas of Mathematics:

Number

Number is an essential skill. A numerate individual has an understanding of number concepts and the skills of estimation and calculation.

Algebra

An understanding of pattern recognition is fundamental to further learning of mathematics and further study in mathematics requires a knowledge of algebraic concepts and skills.

Geometry and Trigonometry

The study of geometry and trigonometry enhances spatial awareness and gives insights into the realms of construction and navigation.

Statistics and Probability

Statistical literacy is an awareness and understanding of the concepts and skills involved in collecting, collating and analyzing data. Students should be aware of both the power and limitations of statistics.

Discrete Mathematics

An understanding of systems has become increasingly important for people to effectively participate in today's technological age. Students should develop a sense of logic and be able to articulate this through Venn diagrams, structure diagrams and flow charts.



Year 2

Number

Whole Numbers, Properties of Numbers, Fractions, Ratio and Proportion

Algebra

Expressions and Evaluation, Expansion and Factorization, Equations

Geometry and Trigonometry

Angles, Lines and Parallelism, Length and Area, Further Measurement, The Geometry of Solids, Circles

Statistics and Probability

Percentages, Line Graphs, Chance and Statistics

Mathematics book:

"Mathematics for the international student 7 MYP 2"

Year 3

(Grade 8 Mathematics)

Algebraic Expansion

- The distributive law
- The expansion of $(a+b)(c+d)$
- The expansion rules
- Expansion of radical expressions

Solving Equations

- The solution of an equation
- Maintaining balance
- Isolating the unknown
- Formal solution of linear equations
- Equations with a repeated unknown
- Fractional equations
- Unknown in the denominator

Indices

- Algebraic products and quotients in index notation
- Index laws
- Expansion laws
- Zero and negative indices
- Scientific notation
- Significant figures

Radicals and Pythagoras

- Square roots
- Rules for square roots
- Solving equations of the form $x^2 = k$
- The theorem of Pythagoras
- The converse of Pythagoras' Theorem
- Pythagorean triples
- Problem solving using Pythagoras
- Three dimensional problems
- Cube roots



Algebra

- Converting into algebraic form
- Forming equations
- Problem solving using equations
- Finding an unknown from a formula
- Linear inequations
- Solving linear inequations

Coordinate Geometry

- Plotting points
- Linear relationships
- Plotting linear graphs
- The equation of a line
- Gradient or slope
- Graphing lines from equations
- Other line forms
- Finding equations from graphs
- Points on lines

Percentage

- Percentage
- The unitary method in percentage
- Finding a percentage of a quantity
- Percentage increase and decrease
- Percentage change using a multiplier
- Finding the original amount
- Simple interest
- Compound interest

Estimating Probabilities

- Probability by experiment
- Probabilities from tables data
- Probabilities from two way tables
- Chance investigations

Theoretical Probability

- Sample space
- Theoretical probability
- Using grids to find probabilities
- Multiplying probabilities
- Using tree diagrams
- Expectation
- Odds

Interpreting and Drawing Graphs

- Interpreting graphs and charts
- Travel graphs
- Information from line graphs
- Using technology to graph data

Comparing Categorical Data

- Categorical data
- Examining categorical data
- Comparing and reporting categorical data



- Data collection
- Misleading graphs

Simultaneous Equations

- Trial and error solution
- Graphical solution
- Solution by substitution
- Solution by elimination
- Problem solving with simultaneous equations

Algebraic Factorisation

- Common factors
- Factorising with common factors
- Difference of two squares factorising
- Perfect square factorisation
- Factorising quadratic trinomials
- Miscellaneous factorisation

Algebraic Fractions

- Evaluating algebraic fractions
- Simplifying algebraic fractions
- Multiplying and dividing algebraic fractions
- Adding and subtracting algebraic fractions
- Simplifying more complicated fractions

Year 4

(Grade 9 Mathematics)

Indices

- Index notation
- Index laws
- Exponential equations
- Scientific notation
- Rational indices

Algebraic Expansion and Simplification

- Collecting like terms
- Product notation
- The distributive law
- The product $(a+b)(c+d)$
- Difference of two squares
- Perfect squares expansion
- Further expansion
- The binomial expansion

Radicals

- Radicals on a number line
- Operations with radicals
- Expansions with radicals
- Division by radicals

Quadratic Factorisation

- Factorising by removal of common factors
- Difference of two squares factorising
- Perfect square factorisation
- Factorising expressions with four terms



- Quadratic trinomial factorisation
- Miscellaneous factorisation

Quadratic Equations

- Quadratic equations of the form $x^2 = k$
- The Null Factor law
- Solution by factorisation
- Completing the square
- Problem solving

Quadratic Functions

- Quadratic function
- Graphs of quadratic functions
- Using transformations to sketch quadratics
- Graphing by completing the square
- Axes intercepts
- Quadratic graphs
- Maximum and minimum values

Coordinate Geometry

- The distance between two points
- Midpoints
- Gradient or slope
- Using gradients
- Using coordinate geometry
- Vertical and horizontal lines
- Equations of straight lines
- The general form of a line
- Points on lines
- Where lines meet

Simultaneous Equations

- Linear simultaneous equations
- Problem solving
- Non-linear simultaneous equations

Mensuration

- Error
- Length and perimeter
- Area
- Surface area
- Volume and capacity

Transformation Geometry

- Translations
- Rotations
- Reflections
- Enlargements and reductions
- Tessellations

Deductive Geometry

- Review of facts and theorems
- Circle theorems
- Congruent triangles
- Similar triangles



- Problem solving with similar triangles
- The midpoint theorem
- Euler's rule

Algebraic Fractions

- Evaluating algebraic fractions
- Simplifying algebraic fractions
- Multiplying and dividing algebraic fractions
- Adding and subtracting algebraic fractions
- More complicated fractions

Year 5

(Grade 10 Mathematics)

Sets and Venn Diagrams

- Number sets
- Interval notation
- Venn diagrams
- Union and intersection
- Problem solving with Venn diagrams

Algebraic Expansion and Factorisation

- Revision of expansion laws
- Revision of factorisation
- Further expansion
- The binomial expansion
- Factorising expressions with four terms
- Factorising quadratic trinomials
- Factorising by splitting
- Miscellaneous factorisation

Radicals and Surds

- Basic operations with radicals
- Properties of radicals
- Multiplication of radicals
- Division of radicals
- Equality of surds

Algebraic Fractions

- Simplifying algebraic fractions
- Multiplying and dividing algebraic fractions
- Adding and subtracting algebraic fractions
- More complicated fractions

Pythagoras' Theorem

- Pythagoras' theorem
- The converse of Pythagoras' theorem
- Problem solving using Pythagoras' theorem
- Circle problems
- Three-dimensional problems
- More difficult problems

Coordinate Geometry

- Distance between two points
- Midpoints
- Gradient or slope



- Using coordinate geometry
- Equations of straight lines
- Distance from a point to a line
- 3-dimensional coordinate geometry

Deductive Geometry

- Circle theorems
- Further circle theorems
- Geometric proof
- Cyclic quadrilaterals

Quadratic Equations

- Quadratic equations of the form $x^2 = k$
- Solution by factorisation
- Completing the square
- Problem solving
- The quadratic formula

Quadratic Functions

- Quadratic functions
- Graphs of quadratic functions
- Axes intercepts
- Axis of symmetry and vertex
- Quadratic optimisation

Relations, Functions and Sequences

- Relations and functions
- Functions
- Function notation
- Composite function
- Transforming $y = f(x)$
- Inverse functions
- The modulus function
- Where functions meet
- Number sequences
- Recurrence relationships

Univariate Data Analysis

- Statistical terminology
- Quantitative data
- Grouped discrete data
- Continuous data
- Measuring the centre
- Cumulative data
- Measuring the spread
- Box-and-whisker plots
- Statistics from technology
- Standard deviation
- The normal distribution

Probability

- Experimental probability
- Probabilities from tabled data
- Representing combined events



- Theoretical probability
- Compound events
- Using tree diagrams
- Sampling with and without replacement
- Mutually exclusive and non-mutually exclusive events
- Venn diagrams and conditional probability

Trigonometry

- Trigonometric ratios
- Trigonometric problem solving
- 3-dimensional problem solving
- The unit circle
- Area of a triangle using sine
- The sine rule
- The cosine rule
- Problem solving with the sine and cosine rules
- Trigonometric identities

Advanced Trigonometry

- Radian measure
- Trigonometric ratios from the unit circle
- The multiples of 30° and 45°
- Graphing trigonometric functions
- Modelling with sine functions
- Trigonometric equations
- Negative and complementary angle formulae
- Addition formulae

Formulae

- Formula substitution
- Formula rearrangement
- Formula construction
- Formulae by induction
- More difficult rearrangements

Mathematics book:

Hease & Harris Publication

Mathematics for the International Students MYP5 Pre-Diploma SL and HL

Mathematics: Assessment criteria

Criterion A: Knowledge and understanding

Maximum: 8

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This criterion expects students to use their knowledge and to demonstrate their understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems in different situations, including those in real-life contexts.

This criterion examines to what extent the student is able to:

- know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics)
- use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts
- select and apply general rules correctly to solve problems, including those in real-life contexts.

Criterion B: Investigating patterns

Maximum: 8

Students are expected to investigate a problem by applying mathematical problem-solving techniques, to find patterns, and to describe these mathematically as relationships or general rules and justify or prove them.

This criterion examines to what extent the student is able to:

- select and apply appropriate inquiry and mathematical problem-solving techniques
- recognize patterns
- describe patterns as relationships or general rules
- draw conclusions consistent with findings
- justify or prove mathematical relationships and general rules.

Criterion C: Communication in mathematics

Maximum: 6

Students are expected to use mathematical language when communicating mathematical ideas, reasoning and findings—both orally and in writing.

This criterion examines to what extent the student is able to:

- use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations
- use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models)
- communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating complex problems.

Criterion D: Reflection in mathematics

Maximum: 6

Reflection allows students to reflect upon their methods and findings.

This criterion examines to what extent the student is able to:

- explain whether his or her results make sense in the context of the problem
- explain the importance of his or her findings in connection to real life
- justify the degree of accuracy of his or her results where appropriate
- suggest improvements to the method when necessary.



Sciences

The **aims** of the teaching and study of sciences are to encourage and enable students to:

- develop inquiring minds and curiosity about science and the natural world
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- appreciate the benefits and limitations of science and its application in technological developments
- understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

The framework for sciences is organized into three domains:

- skills and processes
- concepts of science
- personal, social and global awareness (attitudes and beliefs).

Overall Expectations:

Students will learn general science skills such as observing, measuring, identifying and experimenting. By using the scientific method they will learn to be scientists. The students will become familiar with public, historic, tentative and probabilistic approaches to science. They will learn to handle equipment safely and responsibly as well as to use this apparatus to experience science.

Year 2

The Grade 7 Science units include the following concept areas:

Unit 1

The periodic table, metals and non-metals

Organizing organisms

Taxonomic Keys

Unit 2

Plant and animal cells

Cells, tissues, organs and systems

Human body systems, including skeletal, muscular, and digestive

Food and how the body gets its energy

Unit 3

Chemical and Physical changes

Mixtures and solutions

Separating mixtures



Unit 4

Food chains and webs

Variation, genes, inheritance and breeding

Adaptation – populations and environments

Unit 5

The Solar System and Space

The Sun

Earth and seasons

Satellites

Unit 6

Electricity, conduction, insulation and cells

Series and parallel circuits

Magnets

Year 3*The Grade 8 Science units include the following concept areas:*

Unit 1

Periodic Table of Elements

Organization of the Table

History of the Periodic Table

Natural Disasters and how they are classified, including Hurricanes and volcanic eruptions

Unit 2

Heat and Energy

Conduction and convection

Saving Energy

Making and supplying energy

Renewable and non-renewable energy

Unit 3

Reacting with oxygen

Reacting with water

Reacting with acids

Displacement reactions

Acids and Bases

Ph and Indicators

Neutralization

Acids and Metals

Reactivity series and metals

Unit 4

Human Body systems including heart and blood, lungs and breathing

Health and Microbes

Reproductive system

Fertilization, birth and growing

Plants and Photosynthesis

Pollination and seeds

**Unit 5**

Sound waves and hearing
Sight and light waves
Reflection and refraction
The color spectrum

Unit 6

Measuring force
Balanced and unbalanced forces
Speed
Pressure
Turning forces

Years 4 & 5

In grades 9 and 10, the MYP Sciences course provides an exploration of what the scientific disciplines of Chemistry, Physics, Biology and Earth Sciences reveal about our world and the universe beyond.

The course considers the nature of the scientific perspective; of scientific practice and the knowledge that can bring; the diverse applications of this knowledge and the impacts of those applications.

In most units, exploration of the central significant concept will involve students developing their understanding of ideas, theories and concepts from multiple scientific disciplines. Such units involve an “intradisciplinary” (or integrated) approach to the teaching and learning of science which better enables students to appreciate the nature and significance of certain concepts.

In all cases the key concepts of Chemistry, Physics, Biology or Earth Sciences will be identified and students will be expected to reflect on these. An important role of the courses in years 4 and 5 of the programme is to prepare students for further study in the sciences.

Course content

The course in grades 9 and 10 begin with a thorough review and exploration of the scientific method – the core inquiry model for sciences which permeates the entire course and to which some of the subject objectives are dedicated.

Subsequent units of study incorporate the following concept areas:

The concept of change

Students explore the concepts of constancy and equilibrium in order to understand change.

- Chemical and physical change: substances can undergo physical and chemical changes that will affect their properties. These changes occur in both living and non-living systems and are influenced by the same factors.
- Forces: forces hold the universe and us together. Unbalanced forces give rise to changes in shape, size or motion.
- Constancy and change in life forms: living organisms reproduce and maintain constancy of structures and functions by passing genetic information from one generation to the next. The value of change, mutation and variation is explored as a means to explain diversity and evolution.
- Natural cycles
- Homeostasis: the maintenance of a constant internal environment and the role of corrective feedback mechanisms to achieve equilibrium.

The concept of energy

Energy is central to science and provides one of the most fundamental laws of science—the law of conservation of energy—along with the conservation of mass and the conservation of momentum. Students explore the multiplicity of energy transformations within and between living and non-living systems, different means of energy storage and the uses made of energy.

Transformation of energy.

- *Energy in cells (photosynthesis and respiration)*
- *Energy flow in an ecosystem*
- *Chemical reactions*
- *Conversion between potential and kinetic, heat, and mechanical energy*
- *Conversions in electrical circuits*

Transport and transfer of energy.

- *Heat conduction, convection and radiation*
- *Wave phenomena*
- *Distribution of electricity*
- *Living systems*

Uses of energy.

- *Effect of atmosphere heating and its link to climate change*
- *Fuels and energy production*
- *Use of electricity in the chemical industry*
- *Propulsion methods (motors, heat engines, rockets and jet engines)*

The concept of structures, patterns and systems

The concept of structures, patterns and systems includes a number of content areas that range from the subatomic level in the organization of matter to the macro level in the organization of organisms in populations, communities, on Earth and in the universe.

Science explores the structure of atoms, subatomic particles, simple and complex molecules, compounds and crystals, cells, the complex nature of individual organs, organisms, groups of organisms, Earth and the universe. At all these levels of organization, structures and patterns become evident, which help explain natural phenomena and behaviour and which may be used to predict and interpret new experiences.

Structure of matter

Atomic theory powerfully explains many phenomena in science. The idea that all matter is made up of atoms that are invisible, and that the number of subatomic particles and their structure determine the properties of materials, is developed. The distinction between atoms, subatomic particles, elements, molecules and compounds, as well as the attractive forces between them such as intermolecular and intramolecular bonding, is explored in order to understand the structure and properties of matter.

Living systems

Cells are the structural and functional units of all living things, and all the instructions necessary to direct their activities are contained in their DNA (deoxyribonucleic acid). The DNA from all organisms shares similar chemical and physical properties. The differential expression of this information will result in different cells having specific structure and function. Students explore the pattern of differentiation in cells, tissues, organs, systems and organisms in order to understand the great diversity of life on Earth.

Earth and space

Students will develop an understanding of the architecture of the universe and the place of Earth in the cosmos. They will become aware of the scientific aspects of the origin and structure of the universe. Explanations of day and night, and the phases of the moon and the seasons, are developed and clarified.

Science: Assessment criteria

Criterion A: One world

Maximum: 6

One world enables students to gain a better understanding of the role of science in society and allows them to explore how scientific developments and applications are applied and used to address specific problems or issues in local and global contexts.

Students should be able to:

- explain the ways in which science is applied and used to address **a specific** problem or issue
- discuss the effectiveness of science and its application in solving the problem or issue
- discuss and evaluate the moral, ethical, social, economic, political, cultural and environmental implications of the use of science and its application in solving specific problems or issues.

Criterion B: Communication in science

Maximum: 6

Communication in science enables students to develop the communication skills to become competent and confident when communicating information in science.

Students should be able to use different communication modes, including verbal (oral, written) and visual (graphic, symbolic), as well as appropriate communication formats (laboratory reports, essays, and multimedia presentations) to effectively communicate scientific ideas, theories, findings and arguments in science.

Students should be able to:

- use scientific language correctly
- use appropriate communication modes and formats
- acknowledge the work of others and the sources of information used by appropriately documenting them using a recognized referencing system.

Criterion C: Knowledge and understanding of science

Maximum: 6

Knowledge and understanding of science enables students to demonstrate their understanding of science by applying scientific knowledge to construct scientific explanations, solve problems and formulate scientifically supported arguments.

Students should be able to:

- recall scientific knowledge and use scientific understanding to construct scientific explanations
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
 - critically analyse and evaluate information to make judgments supported by scientific understanding.

Criterion D: Scientific inquiry

Maximum: 6

This criterion enables students to design and carry out scientific investigations independently.

Students should be able to:

- state a focused problem or research question to be tested by a scientific investigation
- formulate a testable hypothesis and explain it using scientific reasoning
- design and carry out scientific investigations that include variables and controls, material and/or equipment needed, a method to be followed, and the way in which the data is to be collected and processed
- evaluate the validity and reliability of the method
- judge the validity of the hypothesis based on the outcome of the investigation
- suggest improvements to the method or further inquiry, when relevant.

Criterion E: Processing data**Maximum: 6**

Processing data refers to enabling students to organize, process and interpret quantitative and qualitative data.

Students should be able to:

- collect and record data using units of measurement as and when appropriate
- organize, transform and present data using numerical and visual forms
- analyse and interpret the data
- draw conclusions consistent with the data and supported by scientific reasoning.

Criterion F: Attitudes in science**Maximum: 6**

Attitudes in science encourages students to develop safe, responsible and collaborative working practices when carrying out experimental work in science.

During the course students are expected to:

- work safely and use material and equipment competently
- work responsibly with regards to the living and non-living environment
- work effectively as individuals and as part of a group by collaborating with others.

Humanities

The **aims** of the teaching and study of humanities are to encourage and enable the student to develop:

- an inquiring mind
- the skills necessary for the effective study of humanities
- a sense of time and place
- a respect for and understanding of others' perspectives, values and attitudes
- awareness and understanding of people, cultures and events in a variety of places at different times
- an understanding of the interactions and interdependence of individuals, societies, and their environments
- an understanding of the causes and consequences of change through physical and human actions and processes
- an understanding of contemporary humanities issues
- a sense of internationalism and a desire to be proactive as a responsible global citizen
- an awareness of the connections with other subjects
- a lifelong interest in and enjoyment of humanities.

Overall Expectations:

Students are expected to attain knowledge, apply concepts and acquire skills in history and geography through a study of the political, social, economic and natural conditions affecting the whole of humankind.

Year 2 and 3

Approaches to Learning

Reading: Informational, Texts-Analyzing, Author, Purpose, Distinguishing between fact and opinion, Identifying Evidence and Evaluating Credibility

Styles of Writing: Narrative, Persuasive, Expository and Research Papers

Text organisation: note taking and study planning

Human Ingenuity

The development of writing and farming as perquisites to civilization and society

Environments

The relationship between physical and cultural environments and the development of humankind

Content

History	Geography
The Greeks	Glaciers and Glaciations
The Romans	Rivers
The Middle Ages	Coastal Landscapes
The Renaissance	Weather and Climate



Year 4

History

Approaches to Learning

History Skills

Source Research, Selection and Analysis

The History Essay

Human Ingenuity and Health & Social Education

Topics:

1. The Renaissance

An interdisciplinary unit, combined with History and Drama, is being taught in the first semester.

2. The Enlightenment

3. The French Revolution

Texts

A variety of Primary and Secondary sources will be considered.

Culpin, C: Past into Present 1400-1700 A.D.

A variety of primary and secondary sources appropriate to the events studied.

Geography

Populations - Distribution, DTM, Contrasts, Migration LEDC and MEDC Populations

Settlements – Functions, Hierarchies, Urbanisation, Zoning , LEDC and MEDC, Traffic

Agriculture – Farming, Sustainability, LEDC and MEDC Challenges and Solutions.

Industry – Jobs and Systems, Traditional v Heavy Industry, Globalization, LEDC and MEDCs

Geography Text: Geography GCSE

Year 5

History

Approaches to Learning

History Skills

Source Research, Selection and Analysis

The History Essay

Human Ingenuity and Environments

Semester 1 topic: Ancient Civilisation

Students will examine the origins of ancient civilisation through the critical use of sources as evidence. Topics will include:

Agricultural Revolution

Egypt

Mesopotamia

Israel

Greece

Rome

Semester 2 topic: The Cold War and Vietnam

Students will examine the causes and consequences, the similarities and differences, primary and secondary sources, general trends in history and the role of individuals with respect to the Cold War from 1945-1991 with a focus on Vietnam. Topics will include:

- Origins of the Cold War
- The Vietnam War

History Texts:

The Paegent of World History by G. Leinwand

The USA and Vietnam Vivienne Sanders

Europe and the Cold War 1945-1991 David Williamson

A variety of primary and secondary sources related to the Ancient World, the Cold War and the Vietnam War.

Geography

Settlements – Functions, Hierarchies, Urbanisation, Zoning , LEDC and MEDC, Traffic

Agriculture – Farming, Sustainability, LEDC and MEDC Challenges and Solutions.

Industry – Jobs and Systems, Traditional v Heavy Industry, Globalization, LEDC and MEDCs

Geography Text: IGCSE Geography

Humanities: Assessment criteria

Criterion A: Knowledge

Maximum 10

Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills. Knowledge and understanding can be assessed through a wide variety of tasks that involve factual recall or description, and explanation. Tasks may include tests, examinations, written assignments, oral interviews and presentations, extended writing, projects and exhibits.

Criterion B: Concepts

Maximum 10

Concepts are powerful ideas that have relevance within and across the MYP, and students must explore and re-explore these in order to develop understanding. Students develop their understanding of a concept to increasing levels of sophistication by applying acquired knowledge and skills.

Criterion C: Skills

Maximum 10

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate an understanding of knowledge and concepts. Developments in the student's technical, analytical, decision-making and investigative skills will be invaluable in transferring these skills to other subject groups in the MYP, and for lifelong learning.

Criterion D: Organization and presentation

Maximum 8

Students need to develop the ability to organize and present information and ideas in order to be able to demonstrate their grasp of humanities knowledge, concepts and skills.

The Arts

The **aims** of the teaching and study of MYP arts are for students to:

- understand how the arts play a role in developing and expressing personal and cultural identities
- appreciate how the arts innovate and communicate across time and culture
- become informed and reflective practitioners of the arts
- experience the process of making art in a variety of situations
- explore, express and communicate ideas
- become more effective learners, inquirers and thinkers
- develop self- confidence and self- awareness through art experiences
- appreciate lifelong learning in and enjoyment of the arts.

Overall Expectations:

The arts are a form of human expression through activity. They contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile affective communication. Through the arts, students working both cooperatively and individually have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. The arts are a powerful medium for the exploration of the human condition, our society and our world. In this respect they are a powerful educational tool for the exploration of many cultures and other areas of the curriculum through the MYP areas of interaction.

Years 2 and 3

Visual Arts

The students should get acquainted with various periods of art, artists, their art forms and styles. They learn to observe, analyze, interpret, and evaluate works of art, including their own. They should try out all common materials such as pencil, charcoal, acrylics, water colors, oil pastels and be able to select the one expressing best the intention of their particular piece of work. They will learn to create colors produced by pulverizing materials collected in nature. Students will learn about a specific period in art history and make inquiries into artists of their choice, experiment and transfer their techniques into their own pictures, even use simplification as a means of artistic representation. Students are exposed to the world of art in local museums. Visiting exhibitions in the museums of art in Austria, Liechtenstein, and Switzerland are part of the curriculum.

Art Projects MYP Year 2

Memories of my Summer: Head and brain full of topics in pencil or crayons
 Boltanski-exhibition in Vaduz: La vie possible: reflection
 Stone Age Cave paintings (interdisciplinary with German),
 Pulverizing materials collected in nature
 Clay works (bowls)
 Identikits, Portraits, Self-Portraits: char coal, red chalk (interdisciplinary with German)
 Inquiry into portraits by Leonardo da Vinci, Vincent van Gogh, Pablo Picasso, Rita Kahlo
 An artist of choice: presentations: time period, biography, artistic style and visual
 Creating their own Art-folder
 Exhibition for the general public in February

Art Projects MYP Year 3

Boltanski- Exhibition in Vaduz: La vie possible -reflection
 Greek and Roman Art (interdisciplinary with German)
 Egyptian Art and Art history: papyrus, scarab in soapstone

Art History: Roman, and Greek culture: presentations on time period, biography, artistic style and visual interpretation

Working with mosaics

Mediaeval Art History: the Gothic, the Renaissance, and the Baroque: presentations and works in copper (interdisciplinary with History)

Fashion trends in paper maché

Inquiry into Realism (interdisciplinary with History)

Exhibition for the general public in June

Years 4 and 5

Visual Arts

The students will get acquainted with various periods of art, artists, their art forms and styles.

They will try out all common materials such as pencil, charcoal, acrylics, water colors and oil pastels and they will be able to select the one expressing best the intention of their particular picture. They will learn to create colors produced by pulverizing materials collected in nature.

Students will learn about specific periods in art history: Romanticism, Impressionism, Expressionism, Cubism, and Surrealism. They will experiment and transfer artists' techniques into their own pictures.

Art Projects MYP Year4

Boltanski- Exhibition in Vaduz: La vie possible -reflection and board equivalent to the one seen at the exhibition (interdisciplinary with IT)

from rags to paper: paper making and producing cards

Impressionism / Pointillism: the use of colours: primary/complementary colours, mixing colours, warm/cool colours,

Motives expressed the impressionistic way /Presentations of artists of that period, Time line of Art History, explore an issue and paintings in the ways of Klimt, Schiele, Chagall, Klee, T. Lautrec

Plan and develop an exhibition project with the goal of achieving an impact on peers' interest in artworks

Working on pictures for an exhibition

Exhibition for the general public in February

Art Projects MYP Year 5

Boltanski- Exhibition in Vaduz: La vie possible -reflection

Close-Up on animals (interdisciplinary with IT)

Plan and develop an exhibition project with the goal of achieving an impact on peers' interest in artworks

Working on pictures for an exhibition

Exhibition for the general public in June

Drama

Students will come to understand the basic components of acting and of drama; gain experience in participating in drama through improvisation, storytelling, monologues, scene work, and performance production; and be able to better appreciate and to critique performances based on the principles of theater.

The students will also display the various types of acting through performances within the classroom; work successfully in various sized groups; create multiple characters to use within the classroom as well as for public performances; write, direct, and cast multiple types of scenes and monologues; gain an appreciation for the dramatic arts; and attend at least one external performance. Main areas of focus include: story making/ playwriting; acting; designing / stage craft; directing; and valuing, reflecting, and responding.

Resources:

Macbeth, by William Shakespeare

Romeo & Juliet, by William Shakespeare
A Midsummer Night's Dream, by William Shakespeare
One Act Plays, by Van Cartwell
Plays for the English Classroom, by ELI Publishing
Thirty Short Comedy Plays for Teens, by Laurie Allen
Peter Pan and Other Plays, by James Matthew Barrie

Arts: Assessment criteria

Criterion A: Knowledge and understanding

Maximum: 8

Students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork.

Criterion B: Application

Maximum: 10

Students should be able to:

- develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions
- apply skills, techniques and processes to create, perform and/or present art.

Criterion C: Reflection and evaluation

Maximum: 8

Students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes.

Criterion D: Personal engagement

Maximum: 8

Students should be able to:

- show commitment in using their own artistic processes
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures, including their own.

Technology

The **aims** of the teaching and study of technology are to encourage and enable students to:

- develop an appreciation of the significance of technology for life, society and the environment
- use knowledge, skills and techniques to create products/solutions of appropriate quality
- develop problem-solving, critical- and creative-thinking skills through the application of the design cycle
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- use and apply ICT effectively as a means to access, process and communicate information, and to solve problems.

Overall Expectations:

The Technologies course recognizes the importance of problem solving, Design Technology and using information and communications software and hardware tools in an Information Society. The emphasis of this course will require the use of basic tools and standard software packages and communications technologies. The three strands of Technology – Information, Materials and Systems – will be addressed through a variety of projects. Problem solving will feature highly as students investigate a problem. They will then plan how to solve this puzzle and then create a product or solution. Finally an evaluation of the investigation, planning and creating will allow them to develop their understanding of the Design Cycle. Their personal engagement will also be considered throughout these projects, and how they overcome difficulties and develop their ideas. Through the course students should develop a fuller understanding of the design cycle and the different uses of information, materials and systems.

Year 2

Lego Mindstorms. We are building a robot for the First Lego League competition, and then progressing further into programming for communication between vehicles. This involves designing a vehicle to perform a series of tasks in a set time, and then programming the microcontroller to navigate a terrain using input from various sensors.

Creating a podcast. The students will take a piece of creative writing and record it, creating a downloadable version for listening on portable music players.

Year 3

Time: What is time?

Health and Social education Learning expectation: Awareness and understanding of ourselves and time in the wider world and historically.

Students will **investigate** time using the following ideas or questions;

Where does time come from, the history of time, culture and time and the effects of time on our lives. Using this information and the ideas they have gained they will **design** and make a **plan** for their own clock, representing one of the themes they have researched. They will then **create** their ideas using an existing clock mechanism as a basis. Once complete they should reflect and **evaluate** their product and process.

Video editing. Working in groups, the students will take a short dramatic piece and film it, then use video editing software to produce a finished piece.

Skills

Introduction to doing quality presentations

Developing appropriate use and style of language

Developing research and information gathering skills

Introduction to citation (referencing)

Introduction to appropriate information collection



Years 4 and 5

Aims

The Grade 9 and 10 Technology courses are designed to expand the students' skills, competences and understanding into new areas. Through a diverse range of projects, the students will develop their ability to use the Technology Design Cycle as the central inquiry model for the subject.

Process

Increasingly, the projects will require students to work with a client who may be another student in the school, a teacher, a family member, or a person outside of the school community. Such 'real-world' projects provide the students with rich learning opportunities and require them to develop many subject-specific and interdisciplinary approaches to learning.

Content

The units will provide opportunities for students to develop products and solutions including

- resistant materials products
- computer-based products
- mixed-media products
- systems

Outcomes

The students will be developing skills in the following areas:

- resource management
- time management
- client relations
- technological creativity

Interdisciplinary opportunities

While all MYP subjects naturally integrate Information and Communication Technologies into the teaching and learning experiences, there will be opportunities during grades 9 and 10 for students to integrate their learning in this subject with learning objectives in other subjects, through interdisciplinary experiences.

Technology and the Personal Project

During MYP Year 4, the students are introduced to the Personal Project – a non-subject-based component of the MYP which they develop independently during Year 5 (see page 3).

While students have enormous freedom in the creation of their Personal Project, the working process in Technology (the Design cycle) provides an excellent model for students to follow there. As such, the skills and methodologies developed during the Technology course provide a powerful and important support for the Personal Project.

Technology: Assessment criteria

Criterion A: Investigate

Maximum: 6

Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

Criterion B: Design

Maximum: 6

Students are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification.

Students are then expected to select one design, justify their choice and evaluate this in detail against the design specification.

Criterion C: Plan

Maximum: 6

Students are expected to construct a plan to create their chosen product/solution that has a series of logical steps, and that makes effective use of resources and time.

Students are expected to evaluate the plan and justify any modifications to the design.

Criterion D: Create

Maximum: 6

Students are expected to document, with a series of photographs or a video and a dated record, the process of making their product/solution, including when and how they use tools, materials and techniques.

Students are expected to follow their plan, to evaluate the plan and to justify any changes they make to the plan while they are creating the product/solution.

Students will sometimes embark upon a very ambitious project, or they may encounter unforeseen circumstances. In some circumstances a product/solution that is incomplete or does not function fully can still achieve one of the levels awarded for this criterion.

Criterion E: Evaluate

Maximum: 6

Students are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a result of these evaluations.

Students are expected to evaluate their own performance at each stage of the design cycle and to suggest ways in which their performance could be improved.

Criterion F: Attitudes in technology

Maximum: 6

This criterion refers to students' attitudes when working in technology. It focuses on an overall assessment of two aspects:

- personal engagement (motivation, independence, general positive attitude)
- attitudes towards safety, cooperation and respect for others.

Physical Education

The **aims** of the teaching and study of physical education are to encourage and enable the student to develop:

- an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
- an interest in the promotion of health and wellness
- the motivation to participate fully in all aspects of physical education
- their optimal level of physical fitness
- effective communication strategies, verbal, non-verbal and written
- the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practicing, refining, adapting, thinking, interacting
- the ability to reflect critically on all aspects of physical education, including being a critical performer
- an understanding of international perspectives on physical activity, sport and health education
- a lifelong interest in and enjoyment of physical activities as a participant.

Overall Expectations:

Physical education has a unique and significant contribution to make to education. It also plays a very important role within the MYP as it contributes to the total development of the individual. Physical education in the MYP is concerned with more than just sports and games. Its clear goal is to contribute to the development of a student's physical, intellectual, emotional and social maturity.

Year 2

Swimming (throughout the year)

Students will:

- review basic swimming skills including breathing, floating, gliding and leg/arm movement
- work on stroke technique: backstroke, breaststroke, front crawl, and butterfly
- participate in water team sports: water polo
- learn basic synchronized swimming skills
- learn about water safety: treading water, entries, transport swimming and survival floats
- perform different entries into the water: diving, jumping, rolling, summersaults

Health and Well-being

Students will learn about:

- muscular strength and endurance
- flexibility
- exercising safely
- exercise stages
- benefits of exercise
- cardiovascular fitness
- measurement of heart rate

Athletics

Students will:

- show an understanding of the basic principles related to athletic activities
- apply basic principles of warm up and cool down that show an understanding of the muscles used
- further develop techniques in running, jumping and throwing techniques
- apply rules in modified running, jumping and throwing techniques and show an understanding of the reasoning behind these rules
- show respect for safety in terms of the athletics environment

Ball Games and Drills

Students will:

- learn and practice the skills necessary to play the sport
- develop skills – dribbling, passing, shooting
- learn the basic rules of game play
- use court courtesy and practice teamwork and sportsmanship

Gymnastics and Movement to Music

Students will:

- understand the concept of balance and the factors that affect it
- perform a variety of balances on different parts of the body
- link balances with turns and compose a sequence using floor and apparatus linking balances with turns at different levels.
- understand the concepts of flight and its restrictions
- perform a variety of flight movements over apparatus
- show an awareness of how to perform a safe landing
- learn about various forms of dance young people participate in
- learn about tempo and rhythm
- carry out rhythmic sequence for an audience

Racquet sports

Students will:

- learn and practice the basic skills necessary to play the game
- learn the basic rules and strategies of the game
- use court courtesy and teamwork while playing games
- understand the importance of good sportsmanship
- care for and maintain equipment

Recreational Activities

Students will:

- investigate the different opportunities for recreational activities offered in the community
- learn to appreciate the benefits of these activities towards total wellness

Years 3 to 5**Swimming (throughout the year)**

Students will:

- review basic swimming skills including breathing, floating, gliding and leg/arm movement
- work on stroke technique: backstroke, breaststroke, front crawl, and butterfly
- participate in water team sports: water polo
- learn basic synchronized swimming skills
- learn about water safety: treading water, entries, transport swimming and survival floats
- perform different entries into the water: diving, jumping, rolling, summersaults

Health and Well-being

Students will learn about:

- Muscular strength and endurance
- flexibility
- exercising safely
- exercise stages
- benefits of exercise
- cardiovascular fitness

- measurement of heart rate

Weights and Conditioning

Students will learn about:

- the importance of safety and care of equipment
- the importance of a warm-up, cool-down and stretching
- the correct use of each apparatus
- creating an individual program
- evaluating the techniques of a partner

Athletics

Students will:

- display refined techniques in running, jumping and throwing events
- take responsibility for their own learning by focusing on specific aspects of their technique
- recall the fitness components that will impact of their performances
- exhibit an awareness of specific athletic principles such as take-off action and leg stride length
- support and encourage others by giving specific athletic feedback

Ball Games and Drills

Students will:

- become more proficient in the skills needed to play each ball game
- develop a greater understanding of rules and strategies of the game
- practice sportsmanship and teamwork consistently
- show their understanding of the rules by refereeing class games

Gymnastics and Movement to Music

Students will:

- perform flexibility exercises for gymnastics
- develop starting and finishing positions
- use an increased variety of apparatus
- plan, compose and perform a sequence that uses both the floor and apparatus
- demonstrate an understanding of safety and the ability to support other students while using apparatus
- display a knowledge of the correct ways to set up and put away apparatus
- collaborate effectively as a group to set up the gymnasium or classes
- learn about tempo and rhythm
- carry out rhythmic sequences in unison
- create and perform a rhythmic sequence for an audience

Racquet sports

Students will:

- learn and practice the basic skills necessary to play the game
- learn the basic rules and strategies of the game
- use court courtesy and teamwork while playing games
- understand the importance of good sportsmanship
- care for and maintain equipment

Recreational Activities

Students will:

- investigate the different opportunities for recreational activities offered in the community
- learn to appreciate the benefits of these activities towards total wellness

Health and Fitness

This class deals with health issues and considerations pertaining to Physical Education and additionally provides interdisciplinary support for students' appreciation of Health & Social Education as a whole-programme Area of Interaction. Through this area, students become better informed about health issues as they consider life options. The students' experience in this area should develop in them a sense of responsibility for their own well-being and for their physical and social environment.

Throughout the school year, the students will have the opportunity to examine, discuss and reflect on the following issues. The goal is to prepare the students to increasingly be able to make responsible decisions about their health and well-being, as they become more informed about physical, emotional, intellectual, social and environmental health.

Year 2

Understanding Ourselves

- Code of behavior
- Building a good character
- Components of balanced health and wellness
- Influences on health
- Making decisions
- Influences on decisions
- Setting goals and reaching goals
- Communication skills and other skills

Looking After Ourselves

- Nutrition for life
- Nutrients
- Food choices
- Body image and self-esteem
- Eating Disorders

Ourselves and Others

- Social Skills, appropriate treatment of others, manners
- Adolescence and puberty
- The changing body, mind and feelings
- Preparing for the future

Ourselves in the Wider Society

- Community and environmental responsibilities
- World living standards
- Healthy environments
- Pollution management

Year 3

Understanding Ourselves

- Code of behaviour
- Building Character
- Stress management
- Affects of Stress
- Defence Mechanisms

Managing stress
Preventing stress

Looking after Ourselves

Physical fitness for life
Fitness testing
Fitness goals
Sports injuries and recovery

Ourselves and Others

Tobacco products
Effect of tobacco
Tobacco and disease
Tobacco addiction and effects on the brain
Infectious Diseases
Immune system
Bacterial and Viral diseases

Ourselves in the Wider Society

Public health issues: epidemics, overpopulation, hazardous waste
Respect for and responsibilities to the environment
Basic First Aid

Years 4 and 5**Understanding Ourselves**

Code of conduct
Building Character
Stress and the effects on health
Dealing with stress
Coping with stress
Preventing Suicide

Looking after Ourselves

Physical fitness for life
Planning a fitness program
Exercise safety
Importance of sleep for brain function

Ourselves and Others

Tobacco products
Effect of tobacco
Tobacco and disease
Tobacco addiction and effects on the brain
Infectious Diseases
Immune system
Bacterial and Viral diseases
Risks of sexual activity
Sexually Transmitted Diseases
Common STD's
Lifestyle Diseases
Cardiovascular Disease
Cancer
Diabetes

Ourselves in the Wider Society

Climate Changes

Management of Environmental Pollution

Physical Education: Assessment criteria**Criterion A: Use of knowledge****Maximum 8**

Students are expected to have a knowledge and understanding of the physical activities or topics studied. They are also expected to be able to use this knowledge and understanding critically, and apply it to analyse situations and solve problems.

Criterion B: Movement composition**Maximum 6**

Students are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic activity and using this as inspiration.

Criterion C: Performance**Maximum 10**

Students are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. They should be able to apply tactics, strategies and rules in both individual and group situations.

Criterion D: Social skills and personal engagement**Maximum 8**

Students are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.