

MYP 2 (Grade 7) Language & Literature (English):

The course focuses developing an inquiry based environment. Through the study of literary and non-literary texts, students develop skills in critical thinking, reading and responding while developing an awareness of global contexts. Individually and collaboratively, students learn to develop their own voice in their oral and written expression. Students identify their own literary preferences and experiment with language and style. By emphasizing the process of producing poetry, stories, essays, novels and visual media artefacts, students gain insight and mastery into how their own use of language and expression shapes how they are interpreted by others and how this might be applied to real world contexts.

MYP 2 (Grade 7) Language & Literature (Portuguese):

The course will provide a progression in the study of language and literature where the students will explore an increasing range and sophisticated levels of literary and informational texts extending across genres, culture, and historical periods. Students will explore aspects of personal, host and other cultures through literary and non-literary texts and also use correct grammar, syntax and punctuation.

MYP Language Acquisition Phases 1-6 (Portuguese):

The course aims to develop students' competence in communicating in Portuguese, as well as awareness and understanding about its related cultures. The course is organized in six phases. Each phase offers a variety of situations in which the learner actively experiences multiple activities such as interviews, (oral or written) commentaries, (creating and/or playing) games, (creating) blogs, and many other tasks building-in the development of the macro-skills of language listening, speaking, reading, writing and viewing.

MYP Language Acquisition Phases 1-6 (French):

In the MYP, French Acquisition is organized into 6 Phases ranging from those who have had no or little exposure to the language (Phase 1) up to proficiency as a fluent reader, writer, and speaker of the language (Phase 6). At the beginning of the year, the teachers determine which phases are suited to the cohort of students enrolled.

In order to discover and learn the language, this course centres on the teenage world, their passions and experiences. In Phases 1 and 2, the courses focus mainly on oral communication and the language's grammar structures, vocabulary and pronunciation, its memorization and systematization. In Phases 5 and 6, the courses meet the overall objective of offering immersion in the language, which enables students to communicate and express themselves in French, and to develop different competencies: oral comprehension and interactive oral expression; reading comprehension; and written expression.

The course aims to offer a variety of situations in which the learner is active and uses his/her imagination as well as his/her own experience. Each unit of the course has an interdisciplinary section and a rubric ("learn how to learn") that emphasises student autonomy (homework, use of dictionary...) and learning strategies (learning the vocabulary, understand a written text...). Moreover, the course has an essential intercultural-mindedness dimension that reveals insight into the French speaking world.

MYP Language Acquisition ESOL:

The goal of AISM's English for Speakers of Other Languages (ESOL) Program is to provide equal educational opportunities to students who have a primary or home language other than English and who are Limited English Proficient (LEP). The primary focus is to provide an English-rich environment so those students will become proficient in English as soon as possible. The ESOL program provides students the opportunity to be successful in academic areas and to develop listening, speaking, reading and writing proficiency in order to successfully integrate into all classes. Depending on the English support needs of the students, they may be placed in an ESOL class instead of their foreign language class or the students work in small groups with the ESOL teacher who functions as a resource instructor in the classroom. The course supports students' intellectual, social and emotional growth through their active engagement in a safe learning environment through a variety of activities. AISM strives to create a learning environment that encourages student pride in their cultural heritage and provides the cognitive and emotional support to help students become contributing members at school and in society.

MYP 2 (Grade 7) Individuals & Societies:

Through the study of world history and geography of the ancient civilizations and their link to the present, students will explore the birth, development and contributions/legacies of past civilizations, and individuals who excelled and made significant contributions to the present. Additionally, students will link the impact of history to the other areas of social sciences. In unit one, students will have an overview of the influence of the natural environment in the development of history. Unit two, students will study the first steps of civilization and beginning of human society. Unit three will allow students to research about their chosen topic on Ancient Egypt. In unit 4, students will investigate the similarities and differences of geography, belief systems and leaders of Ancient India and China. Finally, in unit 5, students will cover Ancient Greece and Rome and develop their inquiry skills towards conceptual understanding of the challenges and relationships between individuals, societies and the environment.

MYP 2 (Grade 7) Mathematics:

Students are assisted, through the curriculum, to develop a positive attitude towards mathematics and appreciate the usefulness of mathematics while recognizing its relationship with other disciplines and with everyday life. The course allows them to gain knowledge and develop understanding of mathematical concepts and to gain mathematical skills and apply them. They will develop the ability to communicate mathematics with appropriate symbols and language and reflect upon and evaluate their work and the work of others develop. They will also patience and persistence when solving problems. Students will strive to demonstrate knowledge of basic mathematical skills, conceptual understanding, and problem solving skills. The course covers different topics: Types of Numbers and Operations; Integers and Exponents,; Rational and Real Numbers; Decimals; Percentages; Pre-Algebra Basics; Statistics and Probability; Plane Geometry; Perimeter; Area and Volume; Ratios; Rates; Proportions and Similarity. Assessment is twofold: formative and summative. This will take the form of summative assessments with the four MYP criteria, classroom work, peer teaching and portfolios.

MYP 2 (Grade 7) Sciences:

MYP 1 – 3 are taught as integrated sciences and include components of chemistry, biology, physics and earth science. Our aim is to prepare students for the rigorous program followed in MYP 4& 5. The topics covered are: Entomology (It's a bug's life); Microbes; Digestion; Waves; Heating and cooling,; and a unit on Geology called Chemrocks. We also plan to include a mandatory geological excursion to the Barberton area of South Africa that will solidify (pun intended) the concepts in the minds of our students.

MYP 2 (Grade 7) Physical & Health Education:

Physical and Health Education is a year-long required class intended to give students an increased understanding of fitness, an understanding of the rules of many sports, an appreciation for sports, an enjoyment of sports, and an opportunity to continue to develop and master skills in sport. We will also be exposed to some new sports, and be pushed to advance in sports with which we are already familiar. All students will understand the basic rules pertaining to a variety of sports and build performance skills. The topics featured will include both individual and team sports, providing for different learning and competing experiences. In Health Education we will spend the year continuing to explore our own personal health. Anticipated topics include: basic First Aid; Health Science; personal fitness; cultural games; gymnastics; swimming; basketball; field hockey; dance; and track and field.

MYP 2 (Grade 7) Design:

MYP Design 2 engages and challenges students to design and create products and/or solutions in response to specific design challenges or situations. Following the stages of the design cycle, students acquire and apply essential concepts, tools and techniques as they explore the different unit projects. 7th Grade Design offers a good blend of both material and digital-based projects which entail students to learn and apply concepts and skills such as visual-oriented programming/ scripting, graphics and multimedia editing, interactive circuit boards and augmented reality applications. Because students also conduct research investigations and utilize online resources, responsible digital citizenship is likewise fostered throughout the course. Students will use a variety of collaborative digital tools and online platforms to design, document, present and evaluate their unit projects.

MYP 2 (Grade 7) Music:

Students will continue with their study of power of music as they work more on their personal performance skills. We will be experimenting with different genres and how music can mirror the other arts. Our journey works towards focusing our inner voice towards more defined concepts of Rhythm, Melody, Harmony, Form, Timbre and Texture. This is a 12-week journey that will be defined by the group interest and discipline of study gathered by the student in these short weeks. This class is a more performance art based course whereby performances, both individual and group will be a major part of the class. In this trimester students will continue to learn how music can be used to define themselves, create identity, build perseverance, and how musicians also can go beyond what is typically considered music in their field and with the other arts combined. We will be finishing the *Music from the Inside Out* guide of study created with the Philadelphia Symphonic Orchestra. Students will be expected to keep an Arts Process Journal that will be used to help document their progress, along with home study.

MYP 2 (Grade 7) Drama:

Drama in MYP 2 focuses on the development and exploration of dramatic techniques through inquiry, action and reflection. These projects take the form of both practical and theoretical studies. Students will document their dramatic process, including knowledge and understanding, development of skills, creative thinking and responses to learning in their Arts Process Journals. Whilst gaining confidence and expressing themselves, an appreciation for the aesthetics and the connection that theatre plays in everyday life will be reinforced. Finally, students will be encouraged to be risk takers, through an Improvisation unit, communicators through our Mimed Silent Messages unit, as well as open-minded directors and actors through interpretation and presentation of scripts. By working closely with their peers they will draw on social skills, thus also provoking and cultivating leadership qualities and their ability to provide effective feedback.

MYP 2 (Grade 7) Visual Arts:

Following from the initiatives taken in MYP 1, MYP 2 students are expected to continue their exploration of art practices both in the studio and through the investigation of artworks from world cultures. Emphasis rests on studio techniques and exploration of materials, research and reflection in the Developmental Workbooks. Emphasis continues to fall on proper use of materials and the introduction to the vocabulary of the Elements and Principles of Art. The following areas and techniques are explored: Design, Painting, and Sculpture with an emphasis on observational and free interpretive renditions. Students are required to understand how the arts play a role in developing and expressing personal and cultural identities on an individual, as well as at an international level, and to develop their self-confidence and self-awareness through their art experiences.