

MYP 3 (Grade 8) Language & Literature (English):

MYP 3 English Language and Literature will provide students with the skills to respond to a variety of texts, to develop a critical approach to literature, and to communicate formally and appropriately in various situations through written and oral media. Through the use of a variety of age appropriate texts including poetry, drama, prose and film studies from different cultures the students will gain further understanding of their own cultures and of others. These studies will lead to a deeper understanding of human nature and encourage the students to read for pleasure.

MYP 3 (Grade 8) Language & Literature (Portuguese):

The students will develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural, and academic context for variety of audiences and purposes. They will also explore language through a variety of media and modes. They will interpret similarities and differences in features within and between genres and texts.

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 3 (Grade 8) Individuals & Societies:

Through the study of world geography, history, human societies, and modern world issues, students will explore the earth's features, inhabitants, and phenomena. Students will develop their critical thinking and reading skills, research skills, and writing skills through conceptually designed project-based learning. In unit one, students will have an overview of the global contexts which will guide our study throughout the year and the major areas of knowledge for the study of geography. In unit two, students will investigate the diversity of natural features in Africa. Unit three will cover conflict, power and explore the linkages between the two concepts. Unit four will analyze the nature, causes, and consequences of the trans-Atlantic slave trade. Finally, unit five will broaden students' knowledge of poverty and understanding of the causes and strategies for addressing poverty.

MYP 3 (Grade 8) Mathematics:

Mathematics plays an essential role both within the school and society. It promotes powerful universal language, analytical reasoning, and problem-solving skills that contribute to the development of logical, abstract, and critical thinking. The MYP 3 course uses the Haese and Harris textbook series to explore Numbers, Algebra, Geometry, Measurement, Statistics and Probability. Our units foster inquiry and are conceptually based, because concepts have an essential place in the structure of knowledge.

MYP 3 (Grade 8) Sciences:

In MYP 3 (Grade 8) Sciences the following topics are covered: Human body systems with a focus on digestion and excretion; Photosynthesis, respiration and transpiration in plants; Metals and metal compounds with the emphasis on chemical reactions of metals; The reactivity series of metals; Environmental chemistry; The laws of motion, energy changes and forces.

MYP 3 (Grade 8) Physical & Health Education:

Physical and Health Education is an 8th grade, year-long, required class intended to give students an increased understanding of fitness, 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. It builds upon many of the game skills and rules learned in MYP 1 and MYP 2 in PHE. 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 PHE, we will spend the year continuing to explore our own personal health. Anticipated topics include basic First Aid, Health Science, personal fitness, badminton, gymnastics, swimming (including water safety), basketball, field hockey, dance and track and field.

MYP 3 (Grade 8) Design:

MYP Design 3 demands that students approach the design process in a more rigorous and independent fashion, with detailed planning and considerable critical thinking. MYP Design 3 at AISM will include elements of digital design (graphics and web and media design) as well as product design (such as Computer-Aided Design and 3d Printing). Major assessment pieces will involve significant design projects. Students will guide projects completely through the four stages of the design cycle: Inquiring and Analyzing, Developing Ideas, Creating the Solution & Evaluating. While not specifically an Information and Communications Technology (ICT) course, students in this class will be constantly challenged to use technology in creative and productive ways, leveraging digital tools to communicate, collaborate and organize their work professionally, in addition to creating the projects themselves.

MYP 3 (Grade 8) Music:

Students will now have the opportunity to select and perform on an instrument for the whole year. This class is designed to develop proper study skills, create routines, enhance individual practice, and begin studying more advanced music theory, history and context, along with the reinforcing of the previous 2 years of music study. Students will be working on a wide variety of repertoire along with performing individually, in small groups and a wide variety of music ensembles. The music offered will include Latin, African, North American, and Eastern European type ensembles. Students will be expected to keep an Arts Process Journal that will be used to help document their progress along, with home study.

MYP 3 (Grade 8) Drama:

Drama in MYP 3 focuses on developing and extending the exploration of dramatic techniques through inquiry, action and reflection. While building on prior knowledge, the course aims to foster the transfer of skills learned and the process of being creative. Students will document their experience in their Arts Process Journal. This portfolio of learning will further enable them to reflect on and gain an appreciation for the aesthetics and the role that theatre plays in everyday life. The coursework will involve collaborative and individual projects which will explore thematic, inter-disciplinary and service learning links to enhance learning, and use technology as means of reflection, exploration and demonstration of skills. Units include Silent Film, Collage Drama, monologues, working with scripts and improvisation. Students will be challenged to take risks and be open-minded as they experiment with, evaluate and present aspects of the art form.

MYP 3 (Grade 8) Visual Arts:

Building upon the foundations of MYP 1 & 2, students continue to develop skills, use their prior knowledge to build new understanding, think creatively and respond meaningfully in the exploration of art practices in producing artwork and expanding ideas in their Arts Process Journals. A variety of media will be explored to encourage techniques, such as mask-making, printmaking, sculpture as well as drawing and painting. Students will understand how the arts play a role in developing and expressing personal and cultural identities on an individual as well as an international level and to develop self-confidence and self-awareness.