

MYP LANGUAGE & LITERATURE (English & Portuguese) COURSE DESCRIPTIONS (SY2016-17)

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential.

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.

All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. They are centred within an inquiry-based learning environment. Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis 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 texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

MYP 1 (Grade 6) Language & Literature (English):

The MYP 1 course explores contemporary topics, concepts and personal interests through a variety of print and media sources. The students begin a unit on Memoir writing that looks at the concept of "change" reading and writing memoirs of their experiences as part of AISM PYP-MYP transition program. Their second unit of inquiry will look at conflicts and resolution through novels such as "The Breadwinner" by Deborah Ellis and "A Long Walk to Water" by Linda Sue Park, followed by an independent group novel study. Throughout these two units we establish the ground work for literary analysis. As the year continues apply those analytical skills to poetry and opinion-editorial writing through annotation, Socratic circle discussions and in-class presentation activities. We also address vocabulary building using the Sadlier-Oxford Vocabulary Workshop Series (Level A for Grade 6), and continues through the other four years of the program.

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

This 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. They identify their own literary preferences and experiment with language and style. By emphasizing the process of producing poetry, stories, essays, novels and visual media artifacts; 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 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 4 (Grade 9) Language & Literature (English):

MYP 4 English Language and Literature course concentrates on the fundamental language skills of listening, speaking, reading, writing, researching, and presenting in an effort to build a foundation for student learning. Students will practice both reading and writing as a process and apply an array of reading strategies as they work to become proficient in understanding and responding appropriately to a variety of texts. Students will refine their reading comprehension skills through the study of fiction, poetry, drama, and informational texts. Students write for varied audiences and purposes and work to develop ideas, voice, word choice, fluency, and organization in their writing while applying conventions of the English language. Throughout the year, students develop skills to enhance media literacy.

MYP 5 (Grade 10) Language & Literature (English):

MYP 5 English language and Literature course introduces the theories, skills and vocabulary needed to integrate successfully into the International Baccalaureate Diploma programs beginning in DP year 1. The reading, writing, listening and speaking activities will strengthen the MYP 4 skills on how to approach a text and the art of the spoken and written response to the text. The students further explore the techniques of literary interpretation, and techniques of writing literary essays and commentaries. The courses readings are age appropriate. The Literary and non-literary texts are selected from a variety of cultures.

MYP 1 (Grade 6) Language & Literature (Portuguese):

This course will begin with a transitional phase that builds on experiences in language learning that students have gained in the six skills areas studying PYP languages- listening speaking, reading, writing, viewing and presenting. While studying language and literature the students will be exploring an increasing range of vocabulary and sophistication of literary and informational texts. This will be focused on the units where they will develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts.

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

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

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 4 (Grade 9) Language & Literature (Portuguese):

The students will continue to develop the language skills on how to approach a text, and the art of the spoken and written response to the text. Through the study of a range of more challenging literary and non-literary works, students develop their knowledge, conceptual understanding, media literacy skills and the techniques of literary interpretation of character, theme and language.

MYP 5 (Grade 10) Language & Literature (Portuguese):

As a Pre-Diploma program the course will allow the students to be familiarized with the DP aims. The units will focus on literary analysis of variety of texts, genres and periods. The students will be exposed to DP assessments requirements, read and analyze the content, context, language, structure, technic and style of texts and the relationship among texts, including texts in translation. Emphasis is placed on the relevance of texts in the six Global Contexts of the MYP for the exploration of human commonality. Grammar skills are reinforced on a need basis.

MYP Year (Grade)	Total Language & Literature contact hours
MYP 1 (Grade 6)	117 hours
MYP 2 (Grade 7)	117 hours
MYP 3 (Grade 8)	117 hours
MYP 4 (Grade 9)	117 hours
MYP 5 (Grade 10)	117 hours

MYP LANGUAGE ACQUISITION (Portuguese & French) COURSE DESCRIPTIONS (SY2016-17)

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- is valued as central to developing critical thinking, and is considered essential for the cultivation of intercultural awareness and the development of internationally minded and responsible members of local, national and global communities
- is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

MYP 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 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 centers 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 emphasizes on the 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 and opens-up on the French speaking world.

MYP 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 Year (Grade)	Total Language Acquisition contact hours
MYP 1 (Grade 6; any phase)	117 hours
MYP 2 (Grade 7; any phase)	117 hours
MYP 3 (Grade 8; any phase)	117 hours
MYP 4 (Grade 9; any phase)	117 hours
MYP 5 (Grade 10; any phase)	117 hours

MYP INDIVIDUALS & SOCIETIES COURSE DESCRIPTIONS (SY2016-17)

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

In this subject group, students can engage with exciting, stimulating and personally relevant topics and issues. Many sensitive and personally challenging topics require careful consideration in the context of a safe and responsible learning environment characterized by respect and open-mindedness. The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB’s approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with “the human story” as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement).

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

MYP 1 (Grade 6) Individuals & Societies

Through the study of world geography, 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 major skills and areas of knowledge for the study of geography. In unit two, students will investigate the theory of Tectonic Plate Movement. Unit three will cover natural disasters and their effect on human beings. Unit four will unpack the short-term process of weather and the long-term process of climate. Unit five provides a journey into the natural cycle of earth's most precious element: water. Unit six will broaden students' knowledge of the world's major religions. Unit seven looks into population and the continuing debate of how to best serve growing global populations. Unit eight will be a major interdisciplinary study between Individuals & Societies, Language & Literature: English and Science linked by the study of Genetically Modified Organisms. Unit nine allows students to research the UNESCO World Heritage Site of their choice. Finally in unit ten, students will study the importance of balanced and healthy ecosystems and the conservation efforts on the part of human society. Each unit of study will be supported by the skill-developing curriculum of Zombie-Based Learning which will provide students with an opportunity to blend an academic discipline with the intriguing world of science-fiction.

MYP 2 (Grade 7) Individuals & Societies

The focus of this course will be to instill in students an understanding of how the past is interpreted and to appreciate the contributions and legacies of the past civilizations we have benefited from. The purpose of this course is to cultivate in students a curiosity about the fascinating human history our lives are built on, and to foster the development of skills and concepts necessary for the emergence of a critically thinking young historian.

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 and power. Unit four will analyze the nature, causes, and consequences of the trans-Atlantic slave trade. Unit five provides a journey into the concept of choice. Unit six will broaden students' knowledge of poverty and understanding of the causes and strategies for addressing poverty. Finally, unit seven looks into global trade and sustainability.

MYP 4 (Grade 9) Individuals & Societies

Geography in MYP 4, is a trimester long course that focuses on the extended learning. Students will gain an understanding of the subject both at the 'foundation' and 'interaction' levels, with themes that form the basis for DP-Geography. The course aims to provide an understanding of the impacts, which both physical and human geography can have and the processes, which affect their development. Students will develop a sense of place, and an understanding of relative location on a local, regional and global scale. They will be exposed to the areas of understanding knowledge, investigating systems, critically evaluate information and communicate their understanding effectively. Course topics include a brief introduction into Population Studies (Human Geography) and climate and weather (Physical Geography).

In the History component, students will survey the post war period (1918-1939) in Europe and Africa. Topics include World War I and its effects in Europe and Africa, the rise of Nazism in Germany and Stalinism in the USSR and the African American struggle for civil rights in the interwar era. Students will do a five paragraph analytical essay on an assigned topic using academic books from the library and JSTOR. It will be presented in outline form to the class.

The trimester of Economics aims to develop an understanding of economic theory, terminology and concepts such as opportunity cost, supply and demand, and terms associated with the market economic system. The students learn to make correct decisions in their everyday life. The units largely cover topics such as basic economic problems, Market and price mechanism and Business Organization. Towards the end, students will conduct a self-study on the business organizations of Maputo and use their ICT skills to prepare a PowerPoint presentation.

MYP 5 (Grade 10) Individuals & Societies

Economics is a modular course in MYP Individuals and Societies studied for one of the three trimesters. The three units covered in the whole module basically focus on the concepts of Change, Systems and Global Awareness. The objective of the module is to improve the researching skills and communicating skills of the students, which is much needed to build the continuum with the DP Economics.

History module will survey the post-war period after the second World War (1945-1990). Topics will include World War II and its effects on Europe and Africa, the regions of the Cold War, the rise of apartheid in South Africa (1948-1990) and the decolonization movement in Africa, especially in Portuguese Mozambique. Students will do a five paragraph analytical essay on an assigned topic using academic books from the library and JSTOR. The essay will be presented in outline form to the class.

The focus of the Geography trimester is to advance learning with extended skills. By introducing a set of themes identified with physical and human geography, students should be able to appreciate the impact of a diversified range of issues that impact both developed and developing world. Geographical and map skills will enable the students to further their learning. They will be exposed to the areas of understanding knowledge, investigating systems, critically evaluate information and communicate their understanding effectively. Course topics include Plate tectonics (Physical Geography) and an introduction into Settlement (Human Geography).

AIMS MYP Individuals & Societies (Humanities/Social Sciences) PROGRAM SY2016-17

The AIMS Individuals & Societies program is designed to expose students to a balance of the 3 social sciences courses: geography, economics, and history. throughout the 5 years of the program. In MYP years 1, 2, and 3, (Grades 6-8) students take an integrated humanities program and in years 4 and 5 (Grades 9 and 10) the students take modular Social Sciences over the course of a trimestered system.

MYP Year (Grade)	Nature of the Individuals & Societies (Humanities/Social Sciences)	Hours per section per year	Total Individuals & Societies (Humanities/Social Sciences) contact hours
MYP 1 (Grade 6)	Integrated Humanities	N/A	117 hours
MYP 2 (Grade 7)	Integrated Humanities	N/A	117 hours
MYP 3 (Grade 8)	Integrated Humanities	N/A	117 hours
MYP 4 (Grade 9)	Modular Social Sciences: <ul style="list-style-type: none"> • One trimester of Geography • One trimester of Economics • One trimester of History 	Hours per section (34.5 - 43.5 hours per trimester)	117 hours
MYP 5 (Grade 10)	Modular Individuals & Societies (Humanities/Social Sciences) <ul style="list-style-type: none"> • One trimester of Geography • One trimester of Economics • One trimester of History 	Hours per section (34.5 - 43.5 hours per trimester)	117 hours

MYP MATHEMATICS COURSE DESCRIPTIONS (SY2016-17)

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

Studying mathematics, however, should be more than simply learning formulae or rules. Students should not have the impression that all of the answers to mathematics can be found in a book but, rather, that they can be active participants in the search for concepts and relationships. In that light, mathematics becomes a subject that is alive with the thrill of exploration and the rewards of discovery. At the same time, that new knowledge may then be applied to other situations, opening up even more doors for students. MYP mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school.

An MYP mathematics programme should be tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations. Mathematics provides the foundation for the study of sciences, engineering and technology.

Students in the MYP are encouraged to use ICT tools to represent information, to explore and model situations, and to find solutions to various problems. These are skills that are useful in a wide range of arenas. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and lives in general.

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

MYP 1- (Grade 6) 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 can develop the ability to communicate mathematics with appropriate symbols and language and reflect upon and evaluate their work and the work of others. They will also develop patience and persistence when solving problems. Students should demonstrate knowledge of basic mathematical skills, conceptual understanding, and problem solving skills. The course covers different topics: Numbers and Operations, Geometry and Measurement, Function and Algebra, Statistics and Probability, Problem Solving and Mathematical Reasoning. 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) 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 can 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 develop patience and persistence when solving problems. Students should 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.

MYP3 (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 (IBMYP Mathematics Content Guide). 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 4 (Grade 9) Mathematics

The MYP 4 math course develops conceptual understanding, supports higher level thinking, and builds a solid foundation of practical skills. This is achieved through an approach grounded in factual, conceptual and debatable questions, enquiry, and with extensive practice equipping learners to apply skills mastered. Using the Haese and Harris textbook series, we explore Statistics and Probability, Algebra, Trigonometry, Co-ordinate Geometry, and Quadratic Theory.

MYP 5 (Grade 10) Mathematics Standard

Mathematics students will gain knowledge and understanding of prerequisite skills for the IB diploma mathematics courses. Students will learn to apply these skills and to develop problem solving strategies. Communication in the language of mathematics is emphasized. The scope of our study includes Probability and Statistics, Pythagoras, Quadratics, Sequences and Series, and Trigonometry.

MYP 5 (Grade 10) Mathematics Extended

In grade 10 Extended Maths we focus on helping students to become engaged and independent learners in preparation for their DP Maths programs. Whenever possible an explorative approach will be taken and students will be encouraged to look for patterns, and to generalize those into rules, rather than simply learning formulae. Reflecting on the underlying reasons for the existence of these patterns helps students develop a more sophisticated understanding of how and why Maths is constructed. Students will encounter a wide range of real-life problems, and learn to communicate solutions which include not only possible answers to the problem, but also explanations of the perceived level of accuracy. Most often there is no single answer to a genuinely realistic problem and students should consider giving a set of possible answers, with a discussion of how to interpret those in the context of the problem.

Throughout the course students will learn more advanced skills with their GDCs (Graphical Display Calculators) and also how to find assistance online using resources like MyiMaths.com, youtube and Maths discussion forums. Students at this higher level are expected to start to become more independent, working out where their weaker areas are and finding help for themselves. I am always here to help them in this journey.

AISM MYP MATHEMATICS PROGRAM SY2016-17

Students in the AISM Mathematics program receive 117 contact hours per year from MYP 1 to MYP 5 (Grades 6 to 10). The students are exposed to 4 branches of mathematical study: number; algebra; geometry and trigonometry; and statistics and probability. As students progress through the years of the program, the level of complexity and challenge increases in these branches. In MYP 5 (Grade 10), students can choose two course streams: standard or extended.

MYP Year (Grade)	Nature of Mathematics	Total Mathematics contact hours
MYP 1 (Grade 6)	<p>Standard Mathematics Students cover number, algebra, geometry and trigonometry, and statistics and probability, via inquiry-based learning methods which allows students to apply mathematics to authentic real-life situations and perform investigations to discover patterns.</p>	117 hours
MYP 2 (Grade 7)	<p>Standard Mathematics Students cover number, algebra, geometry and trigonometry, and statistics and probability, via inquiry-based learning methods which allows students to apply mathematics to authentic real-life situations and perform investigations to discover patterns.</p>	117 hours
MYP 3 (Grade 8)	<p>Standard Mathematics Students cover number, algebra, geometry and trigonometry, and statistics and probability, via inquiry-based learning methods which allows students to apply mathematics to authentic real-life situations and perform investigations to discover patterns.</p>	117 hours
MYP 4 (Grade 9)	<p>Standard Mathematics Students cover number, algebra, geometry and trigonometry, and statistics and probability, via inquiry-based learning methods which allows students to apply mathematics to authentic real-life situations and perform investigations to discover patterns.</p>	117 hours
MYP 5 (Grade 10)	<p>Standard Mathematics Students cover number, algebra, geometry and trigonometry, and statistics and probability, via inquiry-based learning methods which allows students to apply mathematics to authentic real-life situations and perform investigations to discover patterns.</p> <p style="text-align: center;">OR</p> <p>Extended mathematics Consists of the standard mathematics framework supplemented by additional topics and skills. This level provides the foundation for students who wish to pursue further studies in mathematics: for example, mathematics higher level (HL) as part of the IB Diploma Programme. Extended mathematics provides greater breadth and depth to the standard mathematics framework. Students in extended mathematics also use ICT to:</p> <ul style="list-style-type: none"> • investigate data and mathematical concepts • obtain rapid feedback when testing out solutions • observe patterns and make generalizations • move between analytical and graphical representations • visualize geometrical transformations. 	117 hours

MYP SCIENCES COURSE DESCRIPTIONS (SY2016-17)

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

Learning science involves more than simply learning technical terminology. The MYP considers all teachers to be language teachers and, thus, MYP sciences should enable students to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes.

In MYP Science conceptual understanding is framed by prescribed key and related concepts around which units of inquiry are designed by teachers and explored by students. The key concepts are change, relationships and systems with further discipline specific related concepts within the three sciences. These concepts are looked at within a global context which helps students explore the relevance of their inquiry in the real world and why it matters. The objectives of MYP Science are the specific targets that are set for learning and they define what the student will be able to accomplish as a result of studying the subject. There are four and students will be assessed on all of them during each year.

Knowing and understanding: the ability to explain and apply scientific knowledge and to analyse or evaluate information to make scientifically supported judgements.

Inquiring and designing: the ability to formulate a problem or research question and a testable hypothesis, to identify and manipulate the variables concerned and to explain how data will be collected.

Processing and evaluating: the ability to present, process, and interpret data using scientific reasoning, to evaluate the validity of the method of a scientific investigation and of a hypothesis based on its outcome and to identify improvements to the method.

Reflecting on the impacts of science: the ability to explain the way science is applied to address a specific problem using appropriate scientific language, to evaluate the implications of its application and to document the sources of information used.

- The aims of MYP sciences are to encourage and enable students to:
- understand and appreciate science and its implications
 - consider science as a human endeavour with benefits and limitations
 - cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
 - develop skills to design and perform investigations, evaluate evidence and reach conclusions
 - build an awareness of the need to effectively collaborate and communicate
 - apply language skills and knowledge in a variety of real-life contexts
 - develop sensitivity towards the living and non-living environments
 - reflect on learning experiences and make informed choices.

MYP 1 – 3 are taught by experienced MYP trained, qualified science teachers. These courses are taught as integrated science 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.

In [MYP 1 \(Grade 6\) Sciences](#) the topics studied are: Chemical change, The Cell (A unit that culminates with the presentation of models that students have created displaying their new found knowledge of the internal workings of the cytoplasm), Environment, variation and classification, The Solar system, An interdisciplinary unit on GMOs that extends from Biology into English and Geography. Ecology and Evolution.

In [MYP 2 \(Grade 7\) Sciences](#) the topics covered are: Entomology (It's a bugs 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.

In [MYP 3 \(Grade 8\) Sciences](#), the following topics are covered: Human body systems; photosynthesis; metals and metal compounds; reactivity of metals; environmental chemistry; forces, energy and motion

[MYP 4 & 5 Sciences](#) are taught by subject specialists in grades 9 and 10.

In [MYP 4 \(Grade 9\) Sciences](#) the units studied relate to the following areas:

Biology: chemistry of life; cells; ecology

Chemistry: the particle nature of matter; change and chemical reactions; measuring in chemistry (the mole concept)

Physics: energy, work and power; electric circuits; waves

In [MYP 5 \(Grade 10\) Sciences](#) the units studied relate to the following areas:

Biology: important body systems; evolution & biodiversity; reproduction & heredity

Chemistry: energy changes in chemical reactions; acids and bases; electrochemistry

Physics: forces; heat transfer; electricity in the home; motion.

AIMS MYP SCIENCES PROGRAM SY2016-17

The AIMS Sciences program is designed to expose students to a balance of the 3 sciences: biology, physics and chemistry throughout the 5 years of the program. In MYP years 1, 2, and 3, (Grades 6-8) students take an integrated sciences program and in years 4 and 5 (Grades 9 and 10) the students take modular sciences over the course of a trimestered system

MYP Year (Grade)	Nature of the Sciences	Hours per section per year	Total Sciences contact hours
MYP 1 (Grade 6)	Integrated Sciences	N/A	117 hours
MYP 2 (Grade 7)	Integrated Sciences	N/A	117 hours
MYP 3 (Grade 8)	Integrated Sciences	N/A	117 hours
MYP 4 (Grade 9)	Modular Sciences <ul style="list-style-type: none"> • One trimester of Biology • One trimester of Physics • One trimester of Chemistry 	Hours per section (34.5 -43.5 hours per trimester)	117 hours
MYP 5 (Grade 10)	Modular Sciences <ul style="list-style-type: none"> • One trimester of Biology • One trimester of Physics • One trimester of Chemistry 	Hours per section (34.5 -43.5 hours per trimester)	117 hours

MYP PHYSICAL & HEALTH EDUCATION COURSE DESCRIPTIONS (SY2016-17)

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. At their best, physical and health education courses develop the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy life.

Physical activity and health are of central importance to human identity and global communities. They create meaningful connections among people, nations, cultures and the natural world, and they offer a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

MYP 1 (Grade 6) Physical & Health Education

Physical and Health Education is a 6th grade, year long, required class intended to give students an understanding of fitness, an understanding of the rules of many sports, an appreciation for sports, an enjoyment of sports, and an opportunity 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 exploring our own personal health. Anticipated topics include basic First Aid, Health Science, personal fitness, volleyball, gymnastics, swimming, basketball, field hockey, dance, orienteering and track and field.

MYP 2 (Grade 7) Physical & Health Education

Physical and Health Education is a 7th grade, 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 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, 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. 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 4 (Grade 9) Physical & Health Education

Physical and Health Education is a 9th grade, half-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. It builds upon many of the game skills and rules learned in MYP 1, MYP 2 and MYP 3 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 Health Education, we will spend the year continuing to explore our own personal health. The core topics to be studied include basic Health Science, personal fitness and a choice of a wide variety of sports to participate in.

MYP 5 (Grade 10) Physical & Health Education

Physical and Health Education is a 10th grade, half-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. It builds upon many of the game skills and rules learned in MYP 1, MYP 2 and MYP 3 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 Health Education we will spend the year continuing to explore our own personal health. The core topics to be studied include basic Health Science, personal fitness and a choice of a wide variety of sports to participate in.

MYP Year (Grade)	Total PHE contact hours
MYP 1 (Grade 6)	117 hours
MYP 2 (Grade 7)	117 hours
MYP 3 (Grade 8)	117 hours
MYP 4 (Grade 9)	117 hours
MYP 5 (Grade 10)	117 hours

MYP DESIGN COURSE DESCRIPTIONS (SY2016-17)

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

Competent design is not only within the reach of a small set of uniquely skilled individuals, but can be achieved by all. The use of well-established design principles and processes increases the probability that a design will be successful. To do this, designers use a wide variety of principles which, taken together, make up what is known as the design cycle.

- Designers adapt their approach to different design situations, but they have a common understanding of the process necessary to form valid and suitable solutions.
- A designer has a role and responsibility to the community and the environment. Their decisions can have a huge impact and, therefore, their ethics and morals can and should be questioned regularly.
- A designer should have the ability to maintain an unbiased view of a situation and evaluate a situation objectively, highlighting the strengths and weaknesses of a common product or system.
- Good communication is a key trait of any good designer through visual and oral presentation.

Designing requires an individual to be imaginative and creative, while having a substantial knowledge base of important factors that will aid or constrain the process. Decisions made need to be supported by adequate and appropriate research and investigation. Designers must adopt an approach that allows them to think creatively, while conforming to the requirements of a design specification.

Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. In MYP design, a solution can be defined as a model, prototype, product or system that students have developed and created independently.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

MYP 1 (Grade 6) Design

MYP Design 1 introduces students to the design process, developing their knowledge, critical thinking and practical skills across a number of disciplines. MYP Design 1 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, and will be introduced to many new tools, applications, and skills.

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. The course units offer a good blend of both material and digital-based projects which focus mainly on digital game design, interactive posters, stop-motion animation and the basics of physical computing. The unit projects entail students to learn visual coding or programming, graphics and multimedia editing, electronic 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 platforms to design, document, present and evaluate their unit projects.

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 4 (Grade 9) Design

In MYP Design 4 students will hone their website design skills in the first trimester and produce a multimedia infographic installation which raises awareness of an important global issue in the second. Students will create an online digital portfolio either for themselves or another person or organisation, and will aim to achieve effective communication by considering the perspectives of both the client and audience. They will use HTML to establish the layout and navigation of the site, CSS to allow for easy stylistic control and Javascript to add interactive functions. The experience of the visitor to the website will be considered of prime importance, because we all know how little time we have in our lives for exploring the Internet. For their second unit of study students will design and create an infographic-type installation in an attempt to raise awareness about a global issue of their own choice. They will study the importance of ergonomic design, and may use a variety of media-types or sensory stimulation to achieve their goal. This will give them an opportunity to consider how data can be represented using a variety of mathematical diagrams, and the chance to develop their own unique statistical diagram. In this busy digital age we will also investigate how stimulating peripheral senses can be a powerful and low-impact way to convey information.

MYP 5 (Grade 10) Design

During MYP Design year 5 students will create an 'app' for an Android device which benefits the AISM community in the first trimester. In the second they will design and create an instructional screencast, focusing on clear communication with their client to produce the most effective finished product. When designing their app students will consider the ethics of developing addictive and habit-forming products, and also how these can be harnessed to help users, as with apps which track exercise or diet. They will learn the basics of block-programming in Javascript using MIT App Inventor and will research and develop a range of other programming skills as they choose to enable them to create their products. In the last half-trimester they will find a client who requires a screencast to instruct users in the use of a program, app or website. This could be a teacher, parent or friend. They will strive to improve their technical skills in video and audio production to create a quality product that is both effective and memorable for the user.

MYP Year (Grade)	Total Design contact hours
MYP 1 (Grade 6)	117 hours
MYP 2 (Grade 7)	117 hours
MYP 3 (Grade 8)	117 hours
MYP 4 (Grade 9)	117 hours
MYP 5 (Grade 10)	117 hours

MYP ARTS COURSE DESCRIPTIONS (SY2016-17)

The arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student.

In MYP arts students have opportunities to function as artists, as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. The student moves freely through a creative process towards a deeper understanding of the arts. MYP arts values the process of creating artwork and the point of realization; the two elements combined tell us what students have experienced, learned and attempted to convey. In MYP arts, the four objectives have equal importance and value. Although the objectives can be addressed separately to scaffold learning, when used collectively they enrich teaching and learning of the arts.

Thinking creatively fits naturally in MYP arts, but can easily become a focus in other subject groups too. This objective is essential in modern education to address the need for student-centred learning and lifelong learning, looking towards a modern context of flexible employment and a higher demand for innovation and change in the workplace. As both an objective in the arts and an approaches to learning (ATL) skill across the programme, heightened awareness of thinking creatively encourages students to develop metacognitive skills and become self-regulated learners.

Arts in the MYP stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

MYP 1 (Grade 6) Music

Students will be introduced to the power of music as they begin their journey with the experimentation of learning to play either a wind or percussion instrument. This is a 12 week journey that will be defined by the group interest and discipline of study gathered by the students in these short weeks. Students will at the end of the trimester, show how well they learned their instrument and how it combined to create beautiful music in an ensemble. We will be rejoicing in the creation of music, creating a harmonious and combined intention ensemble. In this trimester, students will 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. We will be using 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 as well as their home study.

MYP 1 (Grade 6) Drama

Drama at the MYP1 Level focuses on the acquisition of knowledge and skill development of basic dramatic techniques. Students begin developing their skills by exploring the tools available to every performer: their voice, body and creative thinking (mind). Learning is reinforced and demonstrated through both ensemble and individual projects. In addition, the students gain an appreciation for the experiences of being a performer and an audience member while discovering connections to everyday life. Students will gain confidence, practical skills and a solid grounding for future performing arts experiences. The units of instruction are: Here's Drama! (Introduction); Drama Boot Camp (the basics); Putting It All Together (application of learning culminating in a performance).

MYP 1 (Grade 6) Visual Arts

Students are introduced to the structure and routines of the Secondary Art Studio and the MYP Developmental Workbook. Emphasis is placed on proper use of materials and the Elements and Principles of Art. The following areas and techniques will be 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 at an individual, as well as at an international, level and to develop their self-confidence and self-awareness through their art experience.

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, 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 can take the form of either practical or theoretical studies. In addition, the students gain an appreciation for the aesthetics and the connection that theatre plays in everyday life. Finally, students will understand and apply the MYP design cycle to both interpret playwrights and their scripts, explore and evaluate classic forms of drama and create/devise original performances.

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.

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 be including 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 at AISM focuses on the development and exploration of dramatic techniques through inquiry, action and reflection. These projects can take the form of either practical or theoretical studies. In addition, the students gain an appreciation for the aesthetics and the connection that theatre plays in everyday life. The students will touch on thematic, inter-disciplinary links to enhance learning, and use technology as means of reflection, exploration and demonstration of skills. Finally, students will understand and apply the MYP design cycle to both interpret playwrights and their scripts, explore and evaluate classic forms of drama and create/devise original performances to equip them for MYP 4.

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 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.

MYP 4 (Grade 9) Drama

The AISM Drama program at the MYP 4 Level begins to work on refinement of the skills and knowledge acquired in previous years of Dramatic study in preparation for the final year in MYP Drama and to enable students to consider furthering their Theatre studies at the DP Level. The coursework will involve collaborative and individual projects in the form of both practical and theoretical studies. In addition, the students will gain an appreciation for the aesthetics of theatre, the various roles within the discipline and the relevance of various aspects of theatre design and text. The units we will explore will be: Stage Craft, Stage Make Up, Clowning, Movement for the Stage, Script Writing for Film (with English), 20th Century Playwrights (Realism), and Shadow Puppetry.

MYP 4 (Grade 9) Visual Arts

MYP 4 students will explore a variety of media and develop an understanding of aesthetics. Emphasis is given to skill and knowledge-building starting with proportion and color theory in realistic interpretation. They will investigate art movements and art of different cultures. As the course progresses, and their skills and ability to employ their knowledge develops, they will move on to more individual interests. Creative thinking and artistic development is documented in the Process Journal.

MYP 5 (Grade 10) Drama

Drama at the MYP 5 Level continues towards polishing the skills and knowledge acquired in previous years of Dramatic study in consideration of furthering their Theatre studies at the DP Level. The coursework will involve collaborative and individual projects in the form of both practical and theoretical studies. In addition, the students will gain an appreciation for the theatre as a whole, the various roles within the discipline, the relevance of various aspects of theatre design and text and the importance of the audience. The units we will explore will be: Greek Theatre, Shakespeare's Stage, Stage Craft and Scenic Design, Technical Theatre, Stage Combat, the 'One Man Show' concept and Guerilla theatre.

MYP 5 (Grade 10) Visual Arts

MYP 5 can be considered preparation for the IB Visual Arts Diploma and as a course to continue to develop skills and creative thinking. Emphasis is given to the acquisition of techniques and understanding various approaches to image making. This gives students a strong technical and theoretical platform from which they can express themselves in self-directed works. Students will become familiar with the language of art in the Elements and Principles of design. They will document conceptual thinking/creative problem-solving in the Process Journal.

MYP 4/5 (Grade 9/10) Music: Ensemble

This is the Elite Ensemble at AISM. This group is comprised of the most dedicated music student who comes with the understanding that the level of work, practice and study directly relates to the level of performance. This Band will be participating in major school events including hosting this year's ISSEA Music and Choir Conference. Students will be researching and culminating the year with an advanced depth of knowing, developed skills, creative intention, and response to their work. Students will have input into the music studied and their taking ownership of their own musical future will be developed, nurtured and expected. Composition, improvisation, arranging, and concert creation will also be a major part of this years study in ensemble class. Students will be expected to keep an arts process journal that will be used to help document their progress along with home study.

MYP 4/5 (Grade 9/10) Music: Choir

This class is in two parts: 1) music theory and composition and 2) music performance in either choir or small instrumental ensembles. This course is designed for students who want to improve their understanding of music through performing, composing and analyzing elements of music. To support our understanding, major movements and styles of music will be explored, including baroque, classical, romantic and the 20th & 21st century. Much attention will be focused on the 20th & 21st century and the various forms and genres found therein such as jazz, atonal, experimental, minimalist, utilitarian and pop. Students will also gain greater appreciation of the social and cultural impact of various types of music.

MYP 4/5 (Grade 9/10) Dance

Students will be covering a broad range of topics about dance including basic foundation, history and different types of dance, injury and prevention as well as appreciation for all dance forms. They will learn how to use their emotions and expressions to form their own movement styles and be able to visualize changes in these expressions throughout the year. They will also have the opportunity to perform in both individual and group choreography projects as well as collaborations with other departments such as Music and English. By the end of the elective, students should feel comfortable in both discussing and performing different types of dance, show an appreciation for many different forms of dance and be confident in creating and performing different styles of dance, in different spaces and with different people.

AISM MYP ARTS PROGRAM SY2016-17

The AISM Arts program is designed to maximize student exposure and experience in the arts throughout all 5 years of the MYP. In MYP years 1 and 2, students participate in 3 arts (drama, visual arts, and music). These are the core arts at the school and currently Visual Arts and Theatre can be pursued at the IB Diploma Level. In MYP 3 students begin to confirm their area of focus by selecting a full year of Visual Arts, Music, or Drama. In MYP 4 and MYP 5, students can continue to pursue the same art, or switch to another areas of interest within the Arts courses offerings.

MYP Year (Grade)	Nature of the Arts	Hours per section per year	Total Arts contact hours
MYP 1 (Grade 6)	Integrated Arts Students are on a carousel of two performing arts (drama and music) and one visual arts course.	Hours per section (34.5 - 43.5 hours per trimester)	117 hours (73.5 - 82.5 hours of Performing Arts; 34.5 - 43.5 hours of Visual Arts)
MYP 2 (Grade 7)	Integrated Arts Students are on a carousel of two performing arts (drama and music) and one visual arts course.	Hours per section (34.5 - 43.5 hours per trimester)	117 hours (73.5 - 82.5 hours of Performing Arts; 34.5 - 43.5 hours of Visual Arts)
MYP 3 (Grade 8)	Specialized Arts (Visual or Performing) from a selection as follows: Visual Arts Performing Arts (Drama or Music)	117 hours per course	117 hours of one Arts course per year
MYP 4 (Grade 9)	Specialized Arts (Visual or Performing) from a selection as follows: Visual Arts Performing Arts (Drama, Music Choir, Music Ensemble, or Dance)	117 hours per course	117 hours of one Arts course per year
MYP 5 (Grade 10)	Specialized Arts (Visual or Performing) from a selection as follows: Visual Arts Performing Arts (Drama, Music Choir, Music Ensemble, or Dance)	117 hours per course	117 hours of one Arts course per year

MYP PERSONAL PROJECT

In the fifth and final year of the programme (Grade 10) AISM offers students the opportunity to engage in the personal project.

The personal project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

The MYP personal project is student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP personal project helps students to develop the attributes of the IB learner profile; provides students with an essential opportunity to demonstrate ATL skills developed through the MYP; and fosters the development of independent, lifelong learners.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.