

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 groundwork for literary analysis. As the year continues, students 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), which continues through the other four years of the program.

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

The 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 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 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 effects on human beings. Unit four allows students to research the UNESCO World Heritage Site of their choice. Unit five will be a major interdisciplinary study between Individuals & Societies, Language & Literature: English and Science linked by the study of Genetically Modified Organisms. Finally, in unit six, students will study population and the continuing debate of how to best serve growing global populations.

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 will 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 will strive to demonstrate knowledge of basic mathematical skills, conceptual understanding, and problem solving skills. The course covers different topics: Numbers and Operations; Geometry and Measurement; Functions 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 1 (Grade 6) Sciences:

MYP 1 – 3 are 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 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 Language & Literature and Individuals & Societies; Ecology; and Evolution.

MYP 1 (Grade 6) Physical & Health Education:

Physical and Health Education is a year-long required class intended to give students an understanding of fitness, the rules of many sports, an appreciation for sports, and enjoyment of sports, 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 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, animation, 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 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 MYP 1 Level focuses on developing performance skills by exploring the tools available to every performer: voice, body and imagination. Students experience solo and group work as both performer and audience member, while developing skills in pantomime, improvisation, and story theatre.

MYP 1 (Grade 6) Visual Arts:

MYP 1 Visual Arts is held for a single term as part of the Arts programme rotation. At the MYP 1 level, the programme will cover studio etiquette, routines, and different art-making practices. The practical focus is on skills and technique development – starting with two-dimensional rendering in grey-scale, and figure drawing – moving towards the use of colour and different media. The students will be required to draw on observational drawing skills to render faces, objects and other subjects. The theoretical component will address colour theory, and basic aspects of art history. Students will be required to apply research skills as they study key artists from several movements. Class discussions and investigation will lend a view to personal and cultural expression and focus on how parts (the Elements of Art) contribute to the whole (final product and viewer experience). The students will compile a portfolio of their final works and experimentation, as well as participate in a cumulative year-end Arts Exhibition.