

#### **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 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 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 4 (Grade 9) Individuals & Societies:

The MYP Geography module for 2016/2017 is structured around two global issues; Population Change and Sustainable Development. The Population Change unit of work engages students in the study of population dynamics; examining the social, economic, political and environmental causes and consequences of long-term changes in the size, gender and age composition of populations. A research assessment will provide students an opportunity to investigate the population distribution, structure and challenges of Mozambique. An exploration of the debate over population growth and the natural resource balance also forms a major component of the unit. Geographical skills will be developed through the practice of constructing and interpreting line graphs, population density maps, topographic maps and population pyramids. The second unit explores the concept of Sustainable Development, a development agenda built around four interconnected objectives; economic development, social inclusion, environmental sustainability and good governance. Students will gain knowledge and understanding of the major social, economic and environmental concerns of the planet (and their causes) as well as assess the potential for the new United Nations Sustainable Development Goals (SDGs) to overcome these.

In the History component students will survey the Post World War One period (1919-39) in Europe and Africa. Special emphasis will be on colonial Mozambique in the interwar era. Topics include the Weimar Republic, the rise of Nazism, the Hitler Regime (1933-45), and the Holocaust. Students will complete, during the trimester, a six paragraph analytical essay on some aspect of interwar German or Mozambican History. Film analysis will also be taught and students will learn to OPVL as applied to three films: *Comedian Harmonists*, *Sophie Scholl*, and *Schindler's List*. The films *Inheritance* and *A Film Unfinished* will also be viewed about Hitler's "children" and the Warsaw Ghetto and "Final Solution." Students will be required to use in their essay one film and one academic book they have selected from the copious collection in the AISM Secondary Library. Students will be encouraged to use JSTOR in their essay and its use will be learned. A visit to the Noemia de Sousa and Jose Cravereinha House Museums and Maputo's Jewish synagogue and Catholic cathedral and Jewish and Muslim cemeteries will also be planned.

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 will 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 Organisation. Towards the end, students will conduct a self-study on the business organisations of Maputo and use their ICT skills to prepare a PowerPoint presentation.

### 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 4 (Grade 9) Sciences:

In MYP Sciences 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 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 Sciences 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. The units studied relate to the following areas:

**Biology:** chemistry of life; enzymes; ecology

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

**Physics:** forces; kinetic theory; electromagnetism; radioactivity

#### **MYP 4 (Grade 9) Physical & Health Education:**

Physical and Health Education is a 9th 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, 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 4 (Grade 9) Design:**

In MYP Design 4 students are encouraged to consider a wider perspective when choosing an audience for their products and follow the flow of the design cycle more closely than in previous years. They will build upon their existing technology skills in order to create functional products and solutions in response to real-world design challenges or situations. They also aim to achieve effective communication by considering the perspectives of both the client and target audience. By researching and appreciating how different contexts influence how products are created, students will further explore the functionality of adaptive and innovative designs. Students will use a variety of collaborative digital tools and online platforms to design, document, present and evaluate their work. MYP Design 4 offers a range of unit projects in digital design (such as web design and infographics) and product design (such as CAD and 3D printing) across three trimesters.

#### **MYP 4 (Grade 9) Drama:**

The AISM Drama program at MYP 4 level focuses on refining the skills and knowledge acquired in previous years of Drama study, through collaborative and individual projects, both practical and theoretical. Through the journey, 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 to be explored include Improvisation, Commedia dell'Arte, Script Analysis & Performance, Acting Techniques, and Creating Theatre for Children.

#### **MYP 4 (Grade 9) Visual Arts:**

MYP 4 students will experience a programme focused on concept-based art-making, investigative projects, and reflective practice. At this level, students will participate in workshop/tutorial style lectures, and will work through different themes. They will have to exercise creative thought and critical thinking to create unique interpretations and representations of these global themes. They will develop their understanding of current day art-making forms and possibilities, as well as investigate the work of contemporary practising artists. Students will develop figure drawing and architectural design skills, and explore how they play out in different contexts, across space and time. The focus at this level will not only be on replicating the techniques and styles used by other artists, but also on the creation of original artworks that show consideration for the Elements and Principles of Art and Design, intention, and context. In addition to keeping a consistent, progressive and reflective workbook, students in this course will develop basic curatorial skills and participate actively in setting up the year-end Visual Arts Expo.

#### **MYP 4 (Grade 9) Music: Ensemble:**

This is the top ensemble class here at AISM. This group is comprised of the most dedicated music students who come into this course with the understanding that the level of work, practice and study directly relates to the level of performance. This ensemble class will be working on developing skills and incrementing their knowing and understanding of a variety of ensembles and usage in society. Students will be researching and culminating the year with a moderate depth of knowledge, developed skills, creative intention, and response to their work. Students will have input into the music studied and ownership of their own musical future will be developed, nurtured and expected. Basic composition, improvisation, arranging, and concert creation will also be a major part of this year's 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 (Grade 9) Music: Choir:**

This class is in two parts: 1) beginning music theory and beginning composition and 2) music performance in either choir or small ensembles. This course is designed for students who want to develop their understanding of music through performing, composing and analysing 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 an appreciation of the social and cultural impact of various types of music.

#### **MYP 4 (Grade 9) Dance:**

Students will cover a broad range of topics in Dance as a general subject. Their initial learning will guide them through safe practice in dance as well as injuries that can occur and how to prevent them. They will touch on many aspects of the history of dance from King Louis XIV, the sun king, through to the present day that will help to guide their understanding of how dance has been changed by the social influences of cultures and, ultimately, influence their own personal dance style. They will learn to use different stimuli to form movement as well as expand on their own dance performance skills that they will track throughout the course. They will have the opportunity to perform in both individual and group choreography projects, as well as work on collaborations with other departments. Throughout the course, students will also learn aspects of dance appreciation that will reflect topical news in the dance world and allow them to discuss these issues sensitively and appropriately in order to form their own opinions. By the end of the course, students should feel comfortable with 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.