

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 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 assessment requirements, read and analyze the content, context, language, structure, technique 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 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 5 (Grade 10) Individuals & Societies:

Grade 10 Individuals and Societies is offered as a modular course with a trimester of Economics, History and Geography. The MYP Geography module for 2016/2017 is structured around two physical units; Tectonic Landscapes and Coastal Landscapes. In Tectonic Landscapes, students will acquire knowledge and understanding of the global distribution of tectonic activity. They will develop drawing, annotation and verbal presentation skills whilst demonstrating their understanding of the three plate boundary processes (convergent, divergent and conservative processes) responsible for the occurrence of earthquakes and/or volcanoes. An appreciation of the different values and risk perceptions people living in tectonically active areas have, will also be examined. The implication of differing levels of development on the nature, degree and management of disaster impacts will be investigated through a number of examples. The unit on Coastal Landscapes will introduce students to the physical processes shaping coastlines; erosion, weathering, mass movement and deposition. A number of erosional and depositional landforms will be examined (both appearance and formation). Methods of coastal protection against erosion and flooding as well as the impact of these coastal hazards on people and the environment will be taught using examples. An investigation into mapping the flood/erosion risk level along Maputo's coast forms the main summative assessment.

In the History component students will survey the Post World War two period (1945-75) in Europe and Africa. Special emphasis will be on the development of Mozambican nationalism in the generation after the Second World War. Topics will include the US Civil Rights Movement (1945-65), the Cold war (1945-65), and the origins and development of Mozambican nationalism in the post war period with special emphasis on the lives and works of Jose Craveirinha, Noemia de Sousa, and Eduardo Mondlane. Films such as *Eyes on the Prize*, *Selma*, *The Imitation Game*, *Bridge of Spies*, and *Ferro de Brasa* (about Ricardo Rangel, the Mozambican photojournalist) will be viewed and analysed using the OPVL method. Students will be required to write a six paragraph analytical essay using one of the films viewed and one serious academic text they have taken from the copious history collection of the AISM library. Students will be encouraged to use JSTOR in their essay and its use will be learned. Visits to the Revolutionary Museum, the Train Museum, and the Raid Struggle Museum in Matola will also be planned.

In Economics, the three units covered are 'Role of Government', 'Trade Matters' and 'More and Less Economically Developed Countries'. The focus of these three units is on the concepts of Change, Systems and Global Awareness. The objective of the module is to improve the thinking, researching and communicating skills of the students, which is much needed to build the continuum with DP Economics.

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, 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 actively seeking solutions to the problems they encounter.

MYP 5 (Grade 10) 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 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 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: important body systems; evolution & biodiversity; reproduction & heredity

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

Physics: energy; waves; electric circuits; electricity generation

MYP 5 (Grade 10) Physical & Health Education:

Physical and Health Education is a 10th 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, and 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) Design:

In this final year, students should be very familiar with the design cycle and working towards undertaking an entire design project independently. Students will create products or solutions which aim to benefit a wider community. Students will consider the methods and ethics of developing products, as well as the impact to the target client or user. While they are utilizing technology-based skills and concepts from previous years, students will further explore a range of more advanced techniques, tools and resources as required to enable them to create their products or solutions. Students will use a variety of collaborative digital tools and online platforms to design, document, present and evaluate their unit projects. MYP Design 5 offers a range of unit projects in digital design (such as mobile apps) and product design (such as CAD and 3D printing) across three trimesters.

MYP 5 (Grade 10) Drama:

The AISM Drama program at MYP 5 level builds on the skills and knowledge acquired in previous years of Drama study with an eye to preparing students to pursue DP Theatre Studies Coursework. It will involve both collaborative and individual projects, both practical and theoretical, designed to give students an appreciation for theatre in the world, theatre in the making, and theatre in performance. Units explored will include: Production, Exploration of Non-Western Theatre Traditions, Devising, and DP Project Prep.

MYP 5 (Grade 10) Visual Arts:

This is the culmination of the Visual Arts programme for MYP. In MYP 5 students will receive preparation for the course they will receive in DP 1&2. The focus will be on experimentation and refinement of technique, as well as concept-based art-making practices. Students at this level will be encouraged to explore and identify the specific styles, techniques, subjects, concepts and themes they identify with. The practical components of the course include figure drawing, still life, and free interpretative rendering. At this level, students make a definitive transition towards self-directed work. Focus will be given to the ATL skills that are key to succeeding in the Visual Arts programme (research, self-management, social, and thinking skills). To accompany their workbooks, students will compile a resource bank which may be used in their DP year to support their work. Reflections will be more focused on the experimentation process, technique improvement, as well as observations on the local art-making scene. Students will develop their understanding of curatorial practices, assist and participate in setting up the year-end Visual Arts Expo, as preparation for their own Diploma Programme experience.

MYP 5 (Grade 10) Music: Ensemble:

This is the top ensemble class at AISM. This group is comprised of the most dedicated music student who comes into this course with a higher level understanding of the work, practice, study and how it directly relates to the level of performance and mood of the school. This Ensemble class will be very demanding on the student's as they develop more advanced skills while incrementing their knowing and understanding of a wider variety of ensembles and usage in society. Students will be researching and culminating the year with an advanced depth of knowing, skill development, creative intention, and response to their work. Students will have direct input into the music studied and ownership of their own musical future will be developed, nurtured and expected. Collaboration with the other arts will also be part of the grade 10th year, along with responsibilities in creating and composing. Film and other needed composition, improvisation, arranging, and concert creation will constitute a part of this year's study in this 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 5 Music: Choir:

This class is in two parts: 1) music theory and advanced composition and 2) music performance in either choir or small ensembles. This course is designed for students who will expand their previous 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 a deeper appreciation of the social and cultural impact of various types of music.

MYP 5 (Grade 10) 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.