



21 STAR STREET • LONDON, UNITED KINGDOM

CURRICULUM GUIDE

INTERNATIONAL
BACCALAUREATE
ORGANIZATION

MIDDLE YEARS PROGRAMME

MYP YEAR 1

CURRICULUM GUIDE
MYP YEAR 1

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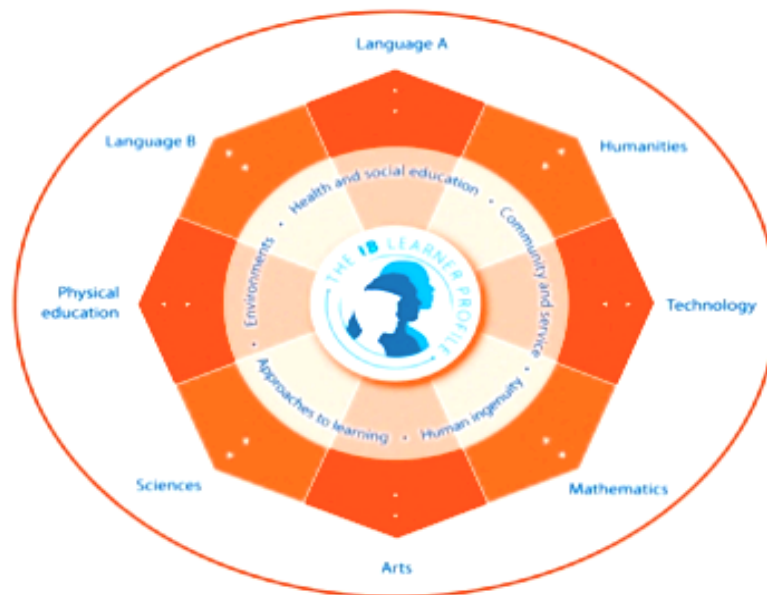
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MIDDLE YEARS PROGRAMME CURRICULUM

The curriculum is illustrated by an octagon with eight academic areas or subject groups surrounding the five areas of interaction. The personal project appears at the centre.



The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum.

These concepts are based on:

- Intercultural awareness
- Holistic learning
- Communication

Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.



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LANGUAGE A - ENGLISH

PHILOSOPHY

The Language A course at ICS aims to provide our students with the ability to use language as a vehicle for thought, creativity, learning and self-reflection. Students will also be able to use language as a tool for personal growth, social interaction and for developing relationships within our international community. Through the study of differing texts students will understand more clearly aspects of their own culture and those of other cultures. At ICS there is an emphasis on the celebration of diversity, which is a fundamental part of our learning at school.

The Language A course will enable students to develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts. Students will analyse literature in a critical and creative way and consider the role of literature both culturally and historically. Students will develop language skills through interdisciplinary work and become better learners as they reflect on the learning process.

LEARNING OBJECTIVES

By the end of the year students will begin to:

- Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings.
- Understand and comment on the language, content, structure, meaning and importance of the texts covered.
- Express ideas clearly and with coherence in both oral and written communication.
- Demonstrate a critical awareness of a range of written and visual texts.
- Distinguish the main ideas in a text.
- Compare and contrast texts
- Use correct grammar with appropriate and varied sentence structure.
- Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication.

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COURSE TOPICS

- **Story Writing 1:** Ghost Stories: Evoking emotion through writing.
- **Poetry:** How do we express ourselves through the written word?
- **Novel Study 1:** Boy: Tales of Childhood by *Roald Dahl*, an autobiography
- **Persuasive writing:** Speeches: Making Your Voice Heard!
- **Punctuation:** speech marks, writing dialogue in a narrative.
- **Cross Curricular Spelling Unit**
- **Personal Reading Project**
- **Story Writing 2:** Changing Places (using speech marks).
- **Novel Study 2:** Kensuke's Kingdom by *Michael Morpungo*
- **Newspaper Articles:** How does the pen manipulate the news?
- **Film reviews:** Forming opinions on film.
- **Novel Study 3:** Journey to Jo'berg by *Beverley Naidoo*
- **Exam preparation, study skills and reflection**

LANGUAGE A ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criterion A	Content	10
Criterion B	Organization	10
Criterion C	Style and language usage	10

RESOURCES

- **English Direct 1** / Collins Educational / 000323066X
- **Everyday Spelling** / Prentice Hall / 0-13-180189-9
- **Boy : Tales of Childhood** by *Roald Dahl*
- **Kensuke's Kingdom** by *Michael Morpungo*
- **Journey to Jo'berg** by *Beverley Naidoo*

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LANGUAGE B - SPANISH/FRENCH

PHILOSOPHY

At the International Community School we believe that learning a second or third language is not only useful but also essential. In our multicultural world, where we have students from all over the world, it is a priority to extend the knowledge of different languages, cultures and social issues.

Learning French or Spanish or any other second language has become a requirement due to the huge demand from the global economy and the necessity to communicate and compete in business or as an individual.

Students do not learn a language isolated with just grammar rules, they become socially involved with the language. They learn about ideology, history, politics and economy of the countries of the target language. Our main goal is to prepare our students for today's competitive world.

LEARNING OBJECTIVES [SPANISH/ FRENCH]

Those who have had Spanish/ French before will go faster and start the other units before. The plan for the term will depend on the level of command of the topics presented in the introductory units. The four primary language skills to be developed in an integrated way are: Listening, Speaking, Reading and writing.

Competence in each of the primary language skills will involve an understanding of three interrelated areas:

- Language: handling the language system accurately (grammar, syntax, etc)
- Cultural interaction: Selecting language appropriate to a particular cultural and social context.
- Message: understanding ideas and how they are organized in order to communicate them appropriately.

In order to accomplish our philosophy our Modern Language department will try to develop within every student the following:

- Communicative competence in the target language.
- Develop meta-cognitive skills and apply them in the process of learning a foreign language.
- Appreciation and knowledge of the culture of the target language.
- Use and development of new technologies related to areas of learning a second language.

- Give students the opportunity to acquire and develop a foreign language and to help them to be more successful members of society.
- A sense of social responsibility based on respect and tolerance to others and the environment.

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COURSE TOPICS FOR SPANISH

TERM I: Tu y lo colegio

- Introducing yourself : Reflexive verbs
- Ask and give telephone numbers: verb ‘to have’
- Basic vocabulary: possessive adjectives and verb ‘ser’
- Subjects in Spanish
- Definite articles
- Days of the week
- Numbers up to 31
- Things in the classroom
- Description of the school
- Articles masculine and feminine singular and plural
- Short conversations

TERM II :Tu y lo demas

- Mi familia: nouns/ masculine and feminine
- De donde eres? Nouns/ singular and plural
- Nationalities, countries and languages
- Word order/ definite articles
- Description of something: adjectives of description
- Description of places: adjectives of description, masculine and feminine
- Description of places: adjectives /masculine and feminine
- Learn to talk about games and sports: plural and singular
- Spanish trip to Barcelona

TERM III :Tu y los dias

- Adjectives-colours: verb ‘ir’ and prepositions
- Time: verb ‘ser’: to be/ ‘es son’
- Talk about the timetable
- Say what you do and what time you do it
- Order food and drinks: verbs ‘querer’: want, and the use of ‘usted’
- Ask how much something costs
- Talk about your daily life: presents tenses
- What you do during the weekend and everyday
- General reviews

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COURSE TOPICS FOR FRENCH

TERM I

- Classroom objects
- Meeting and greeting people
- The date, age and birthday
- The alphabet
- Classroom instructions
- Family
- Pets
- Presents tenses of verbs 'have' and 'be'
- Subjects pronouns

TERM II

- Who am I ? Where do I come from?
- Where you live?
- Rooms
- Furniture - Prepositions
- Telling the time
- Asking for + giving directions
- Transport
- Town
- (Aller à, est ce que, qu'est ce que)
- Independent reading
- Expressing opinions
- Activities in your spare time

TERM III

- School subjects, timetable
- Routine – introduction to reflexive verbs
- Opinions
- Pourquoi ? Ne...pas, numbers, quantifiers
- Sports
- Musical instruments
- Hobbies
- Writing an informal letter
- Jouer à, jouer de, aimer, adverbs of frequency

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LANGUAGE B ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criterion A	Speaking and listening—message and interaction	8
Criterion B	Speaking—language	8
Criterion C	Writing—message and organization	8
Criterion D	Writing—language	8
Criterion E	Reading comprehension	16

RESOURCES

SPANISH	FRENCH
<p><u>Main resources</u></p> <p>Listos Uno 0-435-42904-3 (Heinemann) Listos electronicos 1 0-45-42-999 X (Heinemann)</p> <p><u>Supplementary resources</u></p> <p>Spanish Dictionary 9780007122912 Collins</p>	<p><u>Main resources</u></p> <p>Expo 1 by John Meier (Heinemann 2003) Expo CD Expo Workbook</p> <p><u>Supplementary resources</u></p> <p>Metro 1 by Rosi Mc Nab (Heinemann 1999) Actif 1 by D. Crossland (LCP 2000)</p> <p>Cut Paste and surf 0-7487-7357-6 Nelson Thomas</p>

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HUMANITIES

PHILOSOPHY

The aim of the Humanities programme at ICS is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, which contribute to the development of the student as a whole. The Humanities course aims to encourage students to respect and understand the world around them and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, economic, religious, technological and cultural.

LEARNING OBJECTIVES

HISTORY

A. Knowledge and understanding

- Know and apply historical terms
- Demonstrate an understanding of chronology
- Describe historical events

B. Understanding and Application of Concepts

- Recognize similarity and difference
- Identify cause and consequence
- Begin to make relevant connections between present and past events

C. Application of Skills

- Begin to detect forms of bias
- Begin to question the authenticity and reliability of historical sources
- Begin to analyse data and information
- Begin to make balanced judgments on issues and problems

D. Presentation and Organization of Information

At the end of MYP 1, students will be able to:

- Select material which is relevant to the topic
- Organise information in a logically sequenced manner

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LEARNING OBJECTIVES

GEOGRAPHY

A. Knowledge

- Know and apply geographical terminology
- Demonstrate an understanding of the different factors that govern our lives
- Describe both the physical and human landscapes
- Explain how various processes/ systems work

B. Concepts

- Develop awareness of geographical ideas, theories
- Recognize similarity and difference between geographical regions
- Identify cause and consequence
- Begin to make relevant connections between physical and human environment

C. Skills

- Use general OS map reading skills and Atlas skills.
- Interpret information represented graphically and numerically.
- Construct information using different map resources and a different media
- Demonstrate an awareness of issues which affect where we live
- Identify questions and issues.
- Recognize and describe spatial/time patterns
- Evaluate some geographical information

D. Organization and Presentation

- Conduct small scale investigations into various phenomena.
- Select material which is relevant
- Organise information in a logically sequenced manner and draw conclusions

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COURSE TOPICS FOR HISTORY

- History and the Tools of History
- Pre-history and the Development of Early Civilization
- Ancient Civilizations

COURSE TOPICS FOR GEOGRAPHY

- What do we mean by Geography?
- Students situate themselves both locally and globally.
- What are the main social, economic, environmental and political factors which impact on people's lives ?
- The Physical environment.- The physical processes which have shaped it.
- Climate /weather
- Conservation of the environment
- Population Growth
- What is Development?

HUMANITIES ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criterion A	Knowledge	10
Criterion B	Concepts	10
Criterion C	Skills	10
Criterion D	Organization and presentation	8

RESOURCES

GEOGRAPHY	HISTORY
Geotext 1	Prentice Hall World Studies : The Ancient World "What is History?" Pupils' book and Workbook by Ian Dawson, SHP publications

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SCIENCES

PHILOSOPHY

Never stop asking questions.

Albert Einstein

In Science we learn to view the world objectively without bias, preconceived ideas or prejudice. We learn how to formulate a question and how to investigate it using the accepted scientific theories of our time as reference points.

By understanding how man's understanding of the world has advanced and then retreated across time and cultures, we can put our current understanding in context, and accept that our deeply held theories could be proved wrong, and then we are able to advance in understanding.

Science is taught as an integrated science course in years MYP 1-3 and as separate sciences, Biology, Chemistry and Physics in Years 4 and 5. Pupils are entered for the Cambridge Checkpoint at the end of MYP year 3 and for Cambridge IGCSE, double or triple award at the end of year 5.

LEARNING OBJECTIVES

The study of science aims to provide students with a body of knowledge, content, and an understanding of the scientific approach to problem solving, skills.

The ability to formulate hypotheses, design and carry out experiments to test them, and evaluate results constitutes the framework within which scientific content is presented.

Students are expected to:

- Use basic laboratory equipment safely and efficiently, considering the health and safety of themselves and those around them.
- Make sensible estimates and take accurate measurements.
- Make scientifically supported arguments.

Students are also encouraged to relate the content of the classroom and laboratory to the wider world as they develop critical thinking, and problem-solving skills. Students will develop an awareness of the increasingly international context of scientific activity, its impact and ideas of the constant evolution of scientific knowledge and understanding is also promoted.

Students are encouraged to consider Science as constantly evolving, cooperative venture involving individuals and members of the international scientific community, influenced by social, economic, technological, ethical and cultural factors.

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COURSE TOPICS

TERM I - BIOLOGY

Classification of plants and animals:

- The distinction between living and non-living things.
- The 7 characteristics of living things.
- The 5 kingdoms of bacteria, protozoa, fungi, plants and animals. Include names and basic characteristics of the vertebrate classes, names and one example of each invertebrate phyla.
- The use of simple dichotomous keys, for the identification of common plants and animals.

Environment and feeding relationships:

- adaptation of organisms to their habitat, limiting factors on population size
- Terrestrial and marine food chains including limiting factors on length, food webs, pyramids of numbers and of biomass.

Cells:

- generalised plant and animal cell, specialised cells,
- levels of organisation cells, tissues, organs, system, organism using one plant and one animal example.
- Introduction to the microscope, drawings of observations, scale, simple cell division (not mitosis and meiosis), microscopic organisms, hydra, paramecium etc.

Reproduction:

- flowering plants, the flower, pollination, fruit, seed dispersal, germination.
- Human, anatomy, conception, introduction to contraception, foetal development, birth, growth, puberty, menstrual cycle, assisted fertility.
- Amphibians, fish etc – an appreciation of other forms of reproduction.

TERM II - CHEMISTRY

Atoms and the particle model of solids, liquids and gases:

- Introduction to the periodic table, atomic weight atoms contain protons, neutrons and electrons.
- Motion of particles in different physical states, inter-conversion between states. Diffusion, Brownian motion.

Solutions:

- Water the universal solvent, concentration (introduce the term molarity no calculations) and solubility, soap.

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- Separation techniques, chromatography, filtration, distillation, separating funnel, crystallisation, grow a crystal salt or copper sulphate crystal.

Acids and alkalis:

- The pH scale, measuring pH
- The pH of common materials
- Neutralisation

Simple chemical reactions:

- factors to indicate a chemical reaction has taken place, precipitation, colour change, heat (endothermic / exothermic)

TERM III - PHYSICS

Energy resources:

- Simple definition of energy.
- Renewable and non renewable energy resources
- Fossil fuels origin and why they will run out
- Advantages of renewable energy over non renewable energy
- Alternative energy for specific locations.

Introduction to electricity:

- magnets, electromagnets, ceramic magnets,
- static electricity
- direct current, the electrical cell, series and parallel circuits.

Forces and their effects:

- friction, gravity, compression, air and water resistance, upthrust, reaction and weight.
- Concept of speed and acceleration
- Balanced and unbalanced forces

The solar system and beyond:

- Names and order of planets
- Life cycle of stars. Emission of light.
- Night sky
- Tides and the Moon
- Solar System, Galaxy and Universe
- Day and night and seasons



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SCIENCE ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criterion A	One world [NOT ASSESSED IN YR. 1]	6
Criterion B	Communication in science	6
Criterion C	Knowledge and understanding science	6
Criterion D	Scientific inquiry	6
Criterion E	Processing data	6
Criterion F	Attitudes in science	6

RESOURCES

- Eureka 1 Red ISBN 9780435576097 and Green ISBN 9780435576080 by Carol Chapman, Rob Musker, Daniel Nicholson, Moira Sheehan

*** - So You Really Want to Learn Science published by Galore Park is also strongly recommended as additional support, this book covers MYP years 1-3.

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MATHEMATICS

PHILOSOPHY

The principle philosophy of the department of Mathematics at International Community School is to instil in each pupil of Mathematics a high level of critical thinking skills.

All courses of Mathematics provide an environment that cultivates these skills. In order for each student to achieve success, develop logical thought, and adapt to the approach of critical thinking, the department recognises fully that each student must be given multiple opportunities.

Success in Mathematics is contingent upon each student's ability to formulate questions, create various models based on problem-situations, make general correlations between mathematical relationships, and challenge his/ her thinking at a higher level.

Students develop these necessary *academic* skills through researching, thinking, planning, designing, negotiating, creating, processing, presenting, and reflecting.

The Mathematics curriculum encompasses a wide- range of subjects: Arithmetic, Pre-Algebra, Algebra 1 & 2, Geometry, Pre Calculus with Trigonometry, Single Variable and Multi-Variable Calculus. Infused within the aforementioned subjects are the strands of Number Sense, Patterns, Relations, Algebra, Geometry Fundamentals, Measurement, Data Analysis, Statistics, and Probability.

The department has an accelerated program, APEX [Advanced Placement for Excellence], designed for gifted and talented students in the area of Mathematics.

APEX students are taught within the parameters of the department's philosophy and are challenged to solve deeper, broader, more sophisticated problems, and are introduced to thought provoking questions, often linking the disciplines of Science [physical sciences] and mathematics.



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COURSE TOPICS

COURSE TITLE	PRE-ALGEBRA
APEX [ADVANCE PLACEMENT FOR EXCELLENCE] LEVEL	
	TOPICS
TERM I	<ul style="list-style-type: none"> • Set Theory and Axioms for Real Numbers • Power and Exponents, Order of Operations, Variables, and Expressions • Integer and Rational Number Operations • Equations [Simple and Multi-Step] and Functions [Linear] • Ratio, Proportion, and Probability • Percents
TERM II	<ul style="list-style-type: none"> • Perimeter, Area, and Volume of Geometric Figures • Surface Area and Measurement • Real Numbers and Right Triangles
TERM III	<ul style="list-style-type: none"> • Graphs of Linear Functions • Data Analysis, Probability, and Statistics • Reflections, and Rotations • Angle Relationships and Transformations
GEOMETRY UNIT	<ul style="list-style-type: none"> • Geometry Basics, Reasoning and Proof • Perpendicular and Parallel Lines • Congruent Triangles • Properties of Triangles

COURSE TITLE	ARITHMETIC/ PRE-ALGEBRA
STANDARD LEVEL	
	TOPICS
TERM I	<ul style="list-style-type: none"> • Long Multiplication and Division • Multiplying and Dividing Decimals • Operations on Fractions with like and unlike denominators • Operations on Mixed Numbers • Number Patterns • Ratio, Proportion, and Percents • Power and Exponents, Order of Operations, Variables, and Expressions • Solving Simple Equations
TERM II	<ul style="list-style-type: none"> • Integer and Rational Number Operations • Data Analysis and Graphs • Tools of Geometry • Transformations - Reflections, Rotations, and Translations
TERM III	<ul style="list-style-type: none"> • Perimeter, Area, and Volume of Geometric Figures • Surface Area and Measurement • Probability • Solving Multi-Step Equations and Inequalities • Right Triangles
GEOMETRY UNIT	<ul style="list-style-type: none"> • Geometry Basics • Reasoning and Proof



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MATHEMATICS ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criteria A	Knowledge and understanding	6
Criteria B	Application and reasoning	4
Criteria C	Communication	4
Criteria D	Reflection and evaluation	4

RESOURCES

- PRENTICE HALL MATHEMATICS COURSE 1 ISBN 0131339907
 - APEX - PRENTICE HALL MATHEMATICS COURSE 2 ISBN 0-13-068554-2
- AND/ OR
- PRE-ALGEBRA MCDUGAL LITTELL ISBN 0-618-25003-4
 - OXFORD MATHEMATICS STUDY DICTIONARY ISBN 0-199-15118-0

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PHYSICAL EDUCATION

PHILOSOPHY

The Physical Education Department is dedicated to helping our students understand and appreciate the basic principles of physical education and their relationship to a healthy, active lifestyle. Moreover, the curriculum is designed to promote skills and confidence to enhance both students' physical well-being and also their social and personal development.

To work towards these aims, the PE Department embraces the International Baccalaureate's four-tiered approach to physical education, which promotes understanding, independence, performance, and social awareness. By focusing on knowledge and understanding, we seek to demonstrate the importance of physical activity to a healthy lifestyle and illustrate how strength, fitness, and flexibility contribute to physical well-being. By evaluating composition and performance, we hope to encourage students to develop the skills and tactics necessary to express themselves through a variety of physical activities. Finally and perhaps most importantly, we hope that students will learn through team and individual sports to value one another and to work cooperatively, supporting and encouraging others, regardless of differences in opinions and abilities.

LEARNING OBJECTIVES

The purpose of this class is to help the student understand and appreciate the basic principles of physical education and their relationship to a healthy, active lifestyle. In particular, it is the hope that students will develop skills and confidence in the following areas:

1. Knowledge & Understanding of:

- The importance of physical activity to a healthy lifestyle
- How strength, fitness, and flexibility contribute to physical well-being.

2. Performance & Application of:

- Acquired motor skills necessary to perform a variety of physical activities
- Tactics, strategies, and rules in both individual and group activities
- Health and fitness principles effectively through a variety of physical activities.

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3. Social Skills:

- Work cooperatively
- Support and encourage others
- Develop positive attitudes and strategies for dealing with challenges
- Show sensitivity to other cultures

4. Personal Engagement:

- Show initiative, creativity, and a willingness to improve yourself
- Take responsibility for your own learning and actively participate in class
- Demonstrate self-motivation, organization, and responsible behaviour
- Recognize, analyze, and evaluate the effects of a variety of physical activities
- Reflect upon and evaluate your own performance and set goals for future development

COURSE EXPECTATIONS

CLASS PREPARATION

Students are expected to take personal responsibility for their own learning, which means coming to class every day with appropriate materials (i.e. sports clothing) and being mindful of nutrition.

PERSONAL CONDUCT

In this class, we are trying to build a community of learners. Disrupting your own learning or that of other students will not be tolerated, and you should expect to be held accountable for your actions. In particular, students are expected to:

1. Follow directions at all times.
2. Obey all school rules and regulations.
3. Come to class every day, focused and ready to learn.
4. Use appropriate language at all times.
5. Pay attention to health and safety risks.

6. Keep all hand and objects to yourself (except for appropriate sports equipment).
7. Respect for yourself, your teacher, and your peers. Insulting remarks, particularly on the basis of race, religion, national origin, gender, or sexual orientation will not be tolerated. This classroom should be a place where every student feels welcome and valued.

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DURING CLASS

Appropriate Dress – students are expected to wear:

- Flexible clothing such as T-shirts and athletic trousers
- (NO jeans!)
- Trainers or other footwear appropriate for running and jumping

Warm-up Activities – students are required to participate in the following activities:

- Warm-up run to improve fitness
- Stretches to improve flexibility
- Exercises to improve strength

Attitude & Sportsmanship – students will be assessed based on their ability to demonstrate:

- Listening and self-reflection
- Initiative and personal engagement
- Teamwork and respect for others
- Positive attitudes (regardless of outcome)
- Sensitivity to the needs/abilities of others

PHYSICAL EDUCATION ASSESSMENT CRITERIA

Marks for this class are based on the amount of effort that you put into your work and the degree to which you have achieved the above goals. From time to time there may be written assessments, but most marks will be assessed based on your performance in the following areas:

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criterion A	Knowledge and understanding	6
Criterion B	Movement composition	6
Criterion C	Performance/application	10
Criterion D	Social skills	6
Criterion E	Personal engagement	6

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ARTS

VISUAL ART

PHILOSOPHY

It is the philosophy of the Art department that Art education is fundamental to human growth and provides students with intellectual and creative experiences that connect them to the world around them. Art provides invaluable opportunities for students to use their imagination and problem solve using their own creativity. Whether Art is being pursued as a career or simply being studied as an opportunity to develop their creative abilities, Art education will heighten an appreciation for visual literacy and the challenges of creative self-expression.

LEARNING OBJECTIVES

These Art courses encourage students to develop:

- creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design;
- investigative, analytical, and experimental elements, aesthetic understanding and critical skills;
- understanding of different areas of art, craft and design and awareness of contexts in which they operate;
- knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

The Learning Objectives of these Art courses encourage the students to:

- record observations, experiences and ideas in forms that are appropriate to intentions;
- analyse and evaluate images, objects and artefacts showing understanding of context;
- develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses;
- present a personal response, realising intentions and making informed connections with the work of others.

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COURSE TOPICS FOR THE VISUAL ARTS

Theatre Design:

- Colour tone and shade
- Compositional studies
- Creating atmosphere in a piece of work
- Using new materials (oil pastels, water colour, clay)
- Creating structures
- Three dimensional collage
- Critical Studies: Henri Rousseau
- *Computer work:*
- *Creating collages using Fireworks based on the Environment*

VISUAL ARTS ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criterion A	Knowledge and Understanding	8
Criterion B	Application	10
Criterion C	Reflection and Evaluation	8
Criterion D	Artistic Awareness and Personal Engagement	8

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MUSIC

PHILOSOPHY

Music plays an integral part in each student's education, as well as his/ her own self-expression. It is the responsibility of the music department to provide well prepared quality instruction to help each student realise his or her own individual potential and ability. It is the belief of the music department that all students, no matter what challenges they are faced with, can benefit from music instruction. Music itself is a unique discipline in that it can integrate many other subjects and disciplines such as Science, Mathematics, and History into its curriculum, thus, providing students with a more well-rounded and holistic education.

LEARNING OBJECTIVES

- To enable students to consolidate a range of basic music skills, knowledge and understanding, through activities of listening, performing and composing.
- To help students recognize and understand the music of various non-Western traditions and to form appreciation of cultural similarities and differences.
- Provide foundation for further study in music for students who wish to pursue their studies at a higher level.

Listening

Throughout the school year students are expected to identify and comment on a range of music from different cultures, using appropriate music expressions and language.

Performing

Students will be expected to show interpretative understanding of the music performed.

Composing

Using discrimination and imagination in guided and free composing
Using staff notation and other suitable systems

CURRICULUM GUIDE *MYP YEAR 1*

COURSE TOPICS

1. Elements of Music
2. Latin Beat
3. Music of Latin America
4. The Folk Tradition
5. Rhythms of Nile
6. Medieval Music
7. Impressionism in Music
8. What makes a Good Song?

COURSE EXPECTATIONS

- Classroom instruments should be used with care and consideration for other students.
- Volume of playing an instrument should be appropriately adjusted to the working environment.
- Bags should be kept off the tables.
- Bring your Developmental Workbook every lesson.

RESOURCES

- Opus 1 Progression in Music 11-14, Heinemann, ISBN 976-0-435812-08-9
- www.soundjunction.org
- RIFF Music Software

MUSIC ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criterion A	Knowledge and Understanding	8
Criterion B	Application	10
Criterion C	Reflection and Evaluation	8
Criterion D	Artistic Awareness and Personal Engagement	8

CURRICULUM GUIDE ***MYP YEAR 1***

TECHNOLOGY

PHILOSOPHY

The Technology Department primarily aims to equip students with the knowledge, skills, values and attitudes needed to understand the role and impact of *technology* in the modern world. Students understand that Technology is a tool used to identify needs or problems. They use creativity, innovation, team work and personal experience to meet the need or solve the problem. Students learn that Technology is an all-encompassing discipline, in which direct links are made with other subjects and daily life contexts and scenarios. Students address three fundamental branches of Technology: information, materials and systems.

Students use the Design Cycle, a cyclic approach to problem solving that involves investigation, planning, creation and evaluation in order to achieve technological goals. The Design Cycle is used to generate ideas; when making a new product, improving on an existing one, or solving problems through research, analysis and reflection.

The flexible nature of the Technology curriculum empowers students, providing them with numerous opportunities for expression of ideas and opinions. Students reflect on their achievements, recognise strengths and areas for improvement, and enhance future learning experiences. Students are supported as independent thinkers, while still showing mutual respect for the viewpoint of others. Moreover, students feel comfortable that technology is more than a means to an end, but a way of thinking and doing used to improve the quality of life.

CURRICULUM GUIDE

MYP YEAR 1

COURSE TOPICS

- The design cycle
- Discovery of material tools and machines
- Engineering technology
- Communication technology
- Transportation technology
- Energy and power technologies – *fluid, thermal, and electrical systems*

LEARNING OBJECTIVES

Through the topics listed above students are expected to meet the following standards when being assessed within the technology subject group:

- During the investigative phase of the design cycle students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.
- Students are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification.
- Students are expected to construct a plan to create their chosen product/solution that has a series of logical steps, and that makes effective use of resources and time.
- Students are expected to document, with a series of photographs or a video and a dated record, the process of making their product/solution, including when and how they use tools, materials and techniques. Students are expected to follow their plan, to evaluate the plan and to justify any changes they make to the plan while they are creating the product/solution.
- Students are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a result of these evaluations.
- Personal engagement is an integral component of technology and this is acknowledged through a student's *self*-motivation, independence, and general positive attitude when working through the phases of a project's design.
- Attitudes towards maintaining a safe and cooperative working environment and showing respect for others is critical to obtaining successful outcomes in this subject group.



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TECHNOLOGY ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criterion A	Investigate	6
Criterion B	Design	6
Criterion C	Plan	6
Criterion D	Create	6
Criterion E	Evaluate	6
Criterion F	Attitudes in technology	6