



21 STAR STREET • LONDON, UNITED KINGDOM

CURRICULUM GUIDE

INTERNATIONAL
BACCALAUREATE
ORGANIZATION

MIDDLE YEARS PROGRAMME

MYP YEAR 3

CURRICULUM GUIDE
MYP YEAR 3

TABLE OF CONTENTS

Middle Years Programme Curriculum	Page 4
LANGUAGE A	
Philosophy	Page 5
Learning Objectives	Page 5
Course Topics	Page 6
Assessment Criteria	Page 6
Resources	Page 6
LANGUAGE B	
Philosophy	Page 7
Learning Objectives	Page 7
Course Topics for Spanish	Page 8
Course Topics for French	Page 9
Assessment Criteria	Page 10
Resources	Page 10
HUMANITIES	
Philosophy	Page 11
Learning Objectives for History	Page 11
Learning Objectives for Geography	Page 12
Course Topics for History	Page 13
Course Topics for Geography	Page 13
Assessment Criteria	Page 13
Resources	Page 13
SCIENCE	
Philosophy	Page 14
Learning Objectives	Page 14
Course Topics	Page 15
Assessment Criteria	Page 17
Resources	Page 17

CURRICULUM GUIDE

MYP YEAR 3

MATHEMATICS

Philosophy	Page 18
Course Topics	Page 19
Assessment Criteria	Page 20
Resources	Page 20

PHYSICAL EDUCATION

Philosophy	Page 21
Learning Objectives	Page 21
Course Expectations	Page 22
Assessment Criteria	Page 23

ARTS

Philosophy [Visual Arts]	Page 24
Learning Objectives [Visual Arts]	Page 24
Course Topics for the Visual Arts	Page 25
Assessment Criteria [Visual Arts]	Page 25
Philosophy [Music]	Page 26
Learning Objectives [Music]	Page 26
Course Topics [Music]	Page 27
Music Course Expectations	Page 27
Music Resources	Page 27
Assessment Criteria [Music]	Page 27

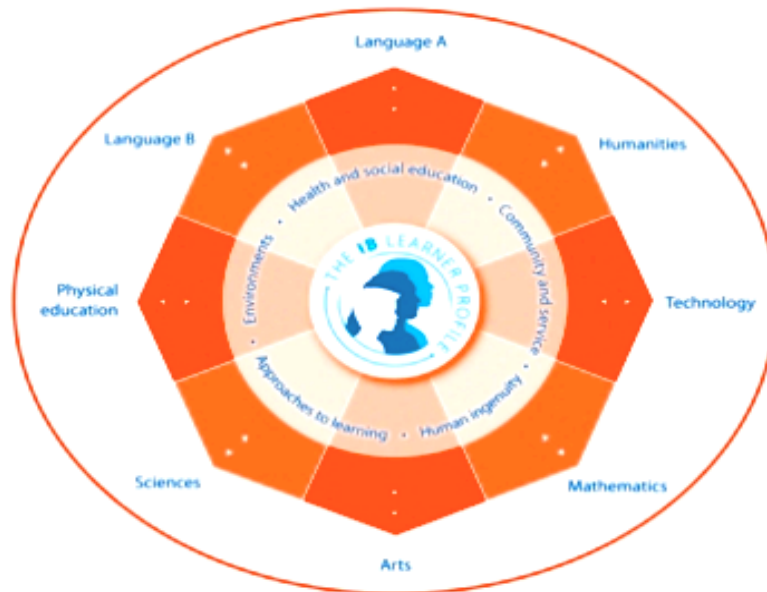
TECHNOLOGY

Philosophy	Page 28
Course Topics	Page 29
Learning Objectives	Page 29
Assessment Criteria	Page 30

CURRICULUM GUIDE *MYP YEAR 3*

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.

CURRICULUM GUIDE
MYP YEAR 3

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 be able 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
- More fully understand connotations within a text in order to understand the author's or speaker's intentions.
- 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.

CURRICULUM GUIDE *MYP YEAR 3*

COURSE TOPICS

- **Poetry Studies** – Students will study a range of different poems from around the world.
- **Persuasive Writing** – Students will examine how rhetorical devices are used in persuasive texts and write a persuasive speech of their own.
- **Novel Studies** – “Animal Farm” by George Orwell
- **Drama Studies** – “Romeo and Juliet” by William Shakespeare
- **Gothic Conventions and Short Stories** – Students will study a range of different Gothic Literature ranging from extracts from “Dracula” and “Jane Eyre” to the short stories “The Red Room” and “The Signalman”.

LANGUAGE A ASSESSMENT CRITERIA

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

RESOURCES

- **Animal Farm: A Fairy Story /Penguin Modern Classics/ 978-0141182704**
- **Romeo and Juliet /Oxford School Shakespeare/ 978-0198321491**
- **Grammar 9 / Letts / 1-84085-669-6**

CURRICULUM GUIDE
MYP YEAR 3

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.

CURRICULUM GUIDE ***MYP YEAR 3***

COURSE TOPICS FOR SPANISH

TERM I

- Revision introducing yourself and describing people: interrogatory words
- Simple future: regular verbs
- Talk about your plans for the future: irregular verbs
- Future using going to: use of adjectives
- Talk about food: exclamations
- Asking and paying for food: comparatives
- Expressing feelings: contrast between ‘ser’ and ‘estar’
- Animal classifications
- Animal characteristics: verbs ‘saber’ y ‘gustar’
- Writing short letters: indefinite pronouns
- Description of cities: superlatives
- Africa project : emphatic pronouns
- Numbers: expressions of agreement and disagreement
- Bawdsey week

TERM II

- Subjects and timetable: imperatives
- What you do everyday at school: irregular verbs
- Daily routine
- Talk about your holidays plans: future
- Getting travel information: pronouns
- Finding your way around the station and buying tickets: adverbs of time
- Described what happened: preterite
- Get information on typical Spanish items: demonstrate
- Describe health problems and ask for advice: future tenses/regular verbs
- Booking hotel accommodation
- Making complaints in a hotel: prepositions
- What you do to help at home: expressions
- Part time jobs
- Discuss about TV Programmes and films
- Spanish trip to Barcelona

TERM III

- Shopping in a department store: review of the present and future tenses
- Expressing opinions and preferences about shopping: demonstrative adjectives
- Buying food in the market: future tense
- Complaining about problems with purchases

CURRICULUM GUIDE

MYP YEAR 3

- Arranging to go out
- Making a date: prepositions
- Reading and discussing newspaper and magazines: the conditionals
- Express your opinion about a film or an event: irregular verbs in future
- Say what you like most and least
- Describe problems at home and at school
- Talking about environmental issues
- Present tense/regular and irregular verbs
- Future tense
- Past tense: imperfect and preterite
- General vocabulary review

COURSE TOPICS FOR FRENCH

TERM I

- Illnesses (problems, remedies)
- Healthy lifestyle (past, present, future)
- Review of body parts
- (Depuis, present tense, expressions with ‘etre’ and ‘avoir’, adverbs of time)
- Past birthday or other special occasions
- Recent events in the wider world
- Perfect tense of verbs with ‘avoir’, perfect tense, ‘etre’, reflexive verbs
- Careers – vocabulary – future tense (single future and near future)

TERM II

- School trip or other visits/holiday abroad or in this country
- Towns and countries
- Regions of France [Project]
- Aspects of the environment (direct object pronouns, negatives other than ne...pas)
- Arranging hotel accommodation

TERM III

- Cultural hobbies: cinema, TV, films, understanding reviews and opinions
- Reading for pleasure (relatives pronouns, complex sentences, imperfect tense in descriptions and opinions)
- Tourism (vocabulary, complex sentences and opinions)
- Revising present, past, and future tenses

CURRICULUM GUIDE MYP YEAR 3

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 do rojo 0-435-42960-4 (Heinemann)</p> <p><u>Supplementary resources</u></p> <p>Spanish Dictionary 9780007122912 Collins</p>	<p><u>Main resources</u></p> <p>Expo 3 Vert by John Meier (Heinemann 2003) Expo 3 Vert CD Expo 3 Vert Workbook</p> <p><u>Supplementary resources</u></p> <p>Expo 3 Rouge by John Meier (Heinemann, 2003) Metro 3 Vert by Rosi McNab (Heinemann, 2001) Actif 3 by D.Crossland (LCP, 2000)</p>

CURRICULUM GUIDE *MYP YEAR 3*

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 factual recall
- Demonstrate an understanding of chronology
- Describe historical events.

B. Understanding and Application of Concepts

- Make relevant connections (where they exist) between present and past events
- Understand events and issues in the context of the time period
- Recognize similarity and difference
- Understand continuity and change.

C. Application of Skills

Evaluation of Evidence

- Detect forms of bias: visual, graphic, tabular and printed
- Question the authenticity and reliability of historical sources
- Interpret and evaluate a wide range of historical sources and evidence.

Historical Analysis

- Analyse and interpret data and information
- Make balanced judgements on issues and problems, and draw valid conclusions
- Identify key questions and issues

CURRICULUM GUIDE *MYP YEAR 3*

- Present clear and reasoned arguments based on historical concepts, using relevant examples.

D Presentation and Organisation of Information

- Select material, which is relevant to the topic
- Organize information in a logically sequenced manner
- Express historical information and ideas in a clear and precise manner
- Clearly document the sources of information used
- Use a variety of media and technologies to present data

LEARNING OBJECTIVES

GEOGRAPHY

A. Knowledge

- Express ideas clearly in the subject discourse.
- Demonstrate subject knowledge and provide supporting information
- Demonstrate an understanding of cause and consequence
- Use inference in texts.

B. Concepts

- Make relevant connections between different concepts and ideas
- Understand events and issues in context .
- Be able to draw comparisons and use analogies to effect
- Understand the limitations of concepts and ideas in a fast changing world.

C. Skills

- Use, interpret and produce visual, graphic, tabular and printed data
- Select information from different data sources
- Test hypotheses and substantiate or modify where necessary
- Investigate places, environments using geographical skills
- Utilise inquiry and research skills to investigate various hypotheses
- Develop critical awareness
- Be able to work collaboratively
- Make balanced judgements on issues and problems

D. Organisation

- Select material, which is relevant to the topic
- Structure information in a logically sequenced manner
- Present arguments/ information coherently
- Demonstrate an ability to manage time
- Use a variety of media and technologies to present data

CURRICULUM GUIDE *MYP YEAR 3*

COURSE TOPICS FOR HISTORY

- The Industrial Revolution
- Nationalism in the 1800s
- The Age of New Imperialism
- World War I

COURSE TOPICS FOR GEOGRAPHY

- Coastal Environments
- Limestone landscapes
- Tourism good or bad?
- World Biomes and Ecosystems
- International Trade

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
IGCSE GEOGRAPHY, Longmann	Modern World History: patterns of interaction
The New Wider World, Nelson Thornes	

CURRICULUM GUIDE ***MYP YEAR 3***

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.

CURRICULUM GUIDE ***MYP YEAR 3***

COURSE TOPICS

TERM I - BIOLOGY

Introduction to genetics:

- Mendel and his experiments on peas,
- punnet diagrams
- Haemophilia in the royal families of Europe
- Selective breeding
- Cloning
- Genetic engineering

Health:

- Drugs and their effect on the body
- Mental health, stress
- The importance of sleep and exercise

Plants:

- Photosynthesis, structure of the leaf, the chloroplast and chlorophyll
- Plants for food, major food crops, potatoes, rice, sugar beet or cane
- Commercial farming, maximising crop production
- Use of fertiliser and pesticide / herbicide
- Organic farming,
- Biological pest control

TERM II - CHEMISTRY

The reactivity series of metals:

- Reactions of metals with oxygen, water and acid including balanced equations. Reminding pupils atoms cannot be created or destroyed
- Reactivity increases as we go down the groups for group one and two metals
- Preventing corrosion of metals.
- Metals usefulness depends upon their place in the reactivity series. Use of iron / steel, aluminium,
- Chemical cells can be used to create electrical energy.

Chemical reactions:

- Balancing equations
- Endothermic and exothermic reactions

CURRICULUM GUIDE

MYP YEAR 3

Chemistry and the environment:

- Acid rain
- Pollution – eutrophication of rivers, effects of PCB's on the human body, pesticide use, global warming, current topics
- Waste disposal

Chemistry in society:

- Manufacture of glass
- The plastics industry, chemicals from oil
- The pharmaceutical industry
- chemical weapons

TERM III - PHYSICS

Electricity

- Use of ammeter and voltmeter
- Series and parallel circuit
- Simple resistors (thermistor, diode, variable resistor)
- Current as a flow of electrons
- Voltage as a measure of energy
- National grid
- Electricity generator

Forces:

- Gravity centripetal and centrifugal force orbiting satellites
- Pressure in gases and liquids
- Turning moments
- Friction
- Terminal velocity

CURRICULUM GUIDE
MYP YEAR 3

SCIENCE ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criterion A	One world	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 3 Red ISBN 9780435576455 (R) and Green ISBN 9780435576448 (G) 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.

CURRICULUM GUIDE ***MYP YEAR 3***

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.



CURRICULUM GUIDE *MYP YEAR 3*

COURSE TOPICS

COURSE TITLE	ALGEBRA 1B-2
APEX [ADVANCE PLACEMENT FOR EXCELLENCE] LEVEL	
	TOPICS
TERM I	<ul style="list-style-type: none"> • Equations and Inequalities • Linear Equations and Functions • Systems of Linear Equations and Inequalities
TERM II	<ul style="list-style-type: none"> • Matrices and Determinants • Quadratic Functions • Polynomials and Polynomial Functions
TERM III	<ul style="list-style-type: none"> • Measurement, Area, and Volume • Data Analysis and Probability • Polynomials and Non linear Functions • Angle Relationships and Transformations
GEOMETRY/ TRIGONOMETRY UNIT	<ul style="list-style-type: none"> • Perpendicular and Parallel Lines • Congruent Triangles, Properties of Triangles • Quadrilaterals • Transformations • Right Triangles, the Pythagorean Theorem, and Bearings • Basic Trigonometric Ratios • Circle Theorems

COURSE TITLE	ALGEBRA 1
STANDARD LEVEL	
	TOPICS
TERM I	<ul style="list-style-type: none"> • Axiom of Real Numbers • Power and Exponents, Order of Operations, Variables and Fractions • Equations and Functions
TERM II	<ul style="list-style-type: none"> • Multi-Step Equations and Inequalities • Ratio, Proportion, and Probability • Percents • Geometry and Measurement, Area, and Volume • Surface Area • Real Numbers and Right Triangles
TERM III	<ul style="list-style-type: none"> • Linear Functions • Measurement, Area, and Volume • Data Analysis and Probability • Polynomials and Non linear Functions • Angle Relationships and Transformations
GEOMETRY/ TRIGONOMETRY UNIT	<ul style="list-style-type: none"> • Perpendicular and Parallel Lines • Congruent Triangles, Properties of Triangles • Quadrilaterals • Transformations • Right Triangles, the Pythagorean Theorem, and Bearings • Basic Trigonometric Ratios • Circle Theorems

CURRICULUM GUIDE
MYP YEAR 3

MATHEMATICS ASSESSMENT CRITERIA

ASSESSMENT CRITERIA		MAXIMUM SCORE
Criteria A	Knowledge and understanding	8
Criteria B	Application and reasoning	8
Criteria C	Communication	4
Criteria D	Reflection and evaluation	6

RESOURCES

- PRENTICE HALL ALGEBRA 1 ISBN 0-618-25019-0
- APEX - MCDUGAL LITTELL ALGEBRA 2 ISBN 0-618-25021-2
- MCDUGAL LITTELL GEOMETRY, ISBN 0-618-25023-9
- OXFORD MATHEMATICS STUDY DICTIONARY ISBN 0-199-15118-0
- SCIENTIFIC CALCULATOR OR GRAPHIC DISPLAY CALCULATOR - TEXAS INSTRUMENT [TI] TI-83 OR TI-83 PLUS

CURRICULUM GUIDE *MYP YEAR 3*

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.

CURRICULUM GUIDE

MYP YEAR 3

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.

CURRICULUM GUIDE *MYP YEAR 3*

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

CURRICULUM GUIDE

MYP YEAR 3

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.

CURRICULUM GUIDE *MYP YEAR 3*

COURSE TOPICS FOR THE VISUAL ARTS

Landscape:

- Expressive markmaking
- Experimenting with colour
- Using oil pastels, watercolour and pencil drawing
- Collage
- Technical Drawing
- Critical studies: Van Gogh, Chuck Close and David Hockney
- *Computer work:*
- *Creating Expressive pieces inspired by Van Gogh on the computer*

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

CURRICULUM GUIDE

MYP YEAR 3

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 peruse 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 3

COURSE TOPICS

1. Chords Into Jazz - Feelin' blue in just three chords/ Swinging the melody/ jazzing it up
2. From Transylvania to Balkans - The rhythms of Hungary/ Serbian Kolo/ Tonality in Balkan music
3. Improvisation and organisation - What is toccata/ what makes toccata/ what is raga/ East meets West
4. Polyrhythm into minimalism - African drumming/ Rhythms of Africa/ Clapping music/ Tubular bells
5. Music for Special Occasions - Music for funerals/ Music for weddings/ Fanfares/ Music for an occasion
6. Making Arrangements - Variations/ A theme but not as we know it/ Arranging a popular song
7. Programme Music - Music can tell a story/ Looking for inspiration/ Composing

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 3 Progression in Music 11-14, Heinemann, ISBN 976-0-435812-30-0
- 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 3

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 3

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.



International
Community School

CURRICULUM GUIDE *MYP YEAR 3*

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