







MYP @ AISB - Grade 10 Curriculum Overview

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning skills (**ATLs**) for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning (see back page). It also fosters intercultural understanding and global engagement — essential qualities for young people today.

The MYP uses **concepts** and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups. All units are connected to Global Contexts.



The **Global Contexts** direct learning towards inquiry in our current world:

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|  <p>Identities and relationships <i>Who am I? Who are we?</i></p> |  <p>Orientation in space and time <i>What is the meaning of “where” and “when”?</i></p> |  <p>Personal and cultural expression <i>What is creative expression?</i></p> |
|  <p>Scientific and technical innovation <i>How do we understand the world in which we live?</i></p> |  <p>Globalization and sustainability <i>How is everything connected?</i></p> |  <p>Fairness and development <i>What are the consequences of our common humanity?</i></p> |

The following pages give you a glimpse into each subject area, along with a brief course description.

Arts

I. Course description and aims

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value: **knowing and understanding; developing skills; thinking creatively; responding**. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

II. Curriculum overview

The MYP promotes sustained inquiry in arts by developing conceptual understanding within global contexts. Key concepts such as *aesthetics*, *change*, *communication* and *identity* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP arts include *interpretation*, *narrative*, *boundaries* and *innovation*.

AISB Arts Grade 10 Course Description

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| Visual Art | The main focus of the year-long course is to develop a more independent approach to expressing ideas through different methods of artistic expression. In addition, students foster artistic skills through problem solving and creative thinking. The course is designed to be team taught and promote artistic collaboration and communication. There are four major units of study. Unit I, Physical Presence, explores the concept of identity and relationships requiring students learn to use observation skills while developing confidence in drawing and painting. The next unit, Art is a Powerful Tool, explores fairness and development while focusing on human rights and the use of art as a powerful medium to inform, persuade and provoke reactions. The third unit, Making Connections, explores the concept of aesthetics and change. Students analyze a variety of art created in different time and cultural settings and making connections of visual and conceptual aspects to inform their artworks using a variety of media and techniques. The final unit, Creative Challenges, explores the expression of ideas. It is a self-driven project where students choose their own theme to develop an individual response while applying the media and techniques learned. Within this unit students look at how other artists have dealt with a chosen theme as well as different curatorial means to display work using conceptual connections. |
| Music | The year long Music course will be split into three main units. The course builds and expands on musical skill through performance, composition and analytical/ historical research. There will be a strong emphasis on students creating their own music and expanding their project based and technology skills. Within performance tasks, students can work on their strongest instrument or develop skills on a new one. Students are encouraged to join a musical ensemble to help their overall music progress. We have begun the 1960s Rearrangement unit, which will be followed by an Electronic Dance music composition project. The final Fusion unit is designed to help transition any students whom are considering Music as a DP subject next year. All Music students have been assigned a Google Drive folder, which acts as a constantly updated portfolio folder. |

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| Drama | Grade 10 Drama is a year-long advanced theatre performance course that is all about developing drama skills, confidence building, performing and having some fun. It is also an IB diploma preparatory course. Students begin with learning how to work cooperatively together and how to build an ensemble through devising. Students explore how they can use their voices and bodies effectively to communicate. They work with one of Shakespeare's texts, applying their knowledge of Elizabethan Theatre, study the Italian improvisational theatre, Commedia Dell 'Arte and its use of stock characters and playwriting techniques. Students will explore various European theatre genres, comparing and contrasting a variety of styles. |
| Film | Grade 10 Film is a year-long course that introduces students to the study of film. As an intro level class students are not expected to know anything prior to entering the course. The class is broken into three sections: theory, history, and practice. Through these, students are becoming familiar with how to read film language and create films that use grammatical techniques based in visual texts. This course is broken into four different units. In Hyperlink, students are learning how to create a story that uses multiple narratives and how this creates suspense in the viewing audience. In Montage, students study the art of montage theory and choose one of the five different types of montages to focus on. In the Genre Study units students are researching and creating a genre film of their choice. |

Arts Objectives

A. Knowing and understanding: Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B. Developing skills: The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process **and** product.

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

C. Thinking creatively: The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

D. Responding: Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others

Design

I. Course description and aims

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of design.

MYP design requires the use of the **design cycle** as a tool, which provides: the **methodology to structure the inquiry and analyse problems**; the **development of feasible solutions**; the **creation of solutions**; and the **testing and evaluation of the solution**. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

II. Curriculum overview

The MYP promotes inquiry in design by developing conceptual understanding within global contexts. Key concepts such as *communication*, *communities*, *development* and *systems* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP design include *adaptation*, *ergonomics*, *sustainability* and *innovation*.

AISB Design Grade 10 Course Description

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| Product Design | This course is project based and requires the students to use the Design Cycle to produce solutions through Inquiry and Analysis; Developing Ideas; Creating Solutions and Evaluating the product and process. In this course, students will focus on User-Centered Design (UCD) approach and look at ways to produce tangible, inclusive products that will benefit communities. |
| Journalism (Design and English Interdisciplinary) | While technically under the MYP Design umbrella, Grade 10 Journalism will follow more of an "Interdisciplinary Learning" approach. Students will choose a subject area of interest within journalism (copy editing and writing, news broadcasting, website design, podcasts or marketing and advertising) and then create their own units and criteria for assessment. |
| Multimedia | In this course students study the fundamentals of multimedia design presentations. We work with a variety of software for editing pictures, videos, or make simple animations. Students are to identify a need from the real world, work with a client for each project, investigate carefully and study different video tutorials and techniques, and then to apply them in a creative manner in their projects. This course is focused more on design interactivity and digital innovation, therefore it involves several individual and collaborative work opportunities. |

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| Textiles | This course is project based and requires the students to use the Design Cycle to produce solutions through Inquiry and Analysis; Developing Ideas; Creating Solutions and Evaluating the product and process. During the first project students must consider yarn and textile production processes, such as weaving, knitting, crocheting, to utilize the resulting characteristics to create a textile art installation. Additional projects will require inquiry into pattern making, garment construction, and sewing techniques to allow the creation of 3D objects from textiles. These projects require students to identify a need, work with a client, investigate and analyse possible solutions before creating a product that can be tested against the clients need. |
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Design Objectives

A. Inquiring and analysing: Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief which summarizes the analysis of relevant research.

B. Developing ideas: Students write a detailed specification, which drives the development of a solution. They present the solution.

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others
- iii. present the final chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C. Creating the solution: Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution.

D. Evaluating: Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.

Humanities

I. Course description and aims

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

II. Curriculum overview

For MYP individuals and societies, schools develop courses in integrated humanities, history, economics, geography, philosophy, sociology/anthropology, business management, psychology, and world religions.

The MYP promotes inquiry in these subjects by developing conceptual understanding within global contexts. Key concepts such as *change*, *global interactions*, *time*, *place and space*, and *systems* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP individual and societies include *causality*, *globalization*, *culture* and *sustainability*.

AISB Humanities Grade 10 Course Description

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| Humanities | During this course classes will be undertaking four main units of inquiry. The first unit involves study of the concept of Globalization, its historical context and modern day impact on politics, society and individuals. The second unit examines the economic and social disparities that exist both within and between communities. The third unit involves a detailed study of various global threats through a geographic lens. In the final part of the year, students will conduct focused research to delve more deeply into one of the above three topics. Through this process students will learn valuable skills in preparation for the Diploma Programme and will have the opportunity to gain a deeper understanding in their chosen area. |
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Humanities Objectives

A. Knowing and understanding: Students develop factual and conceptual knowledge about individuals and societies.

- i. use terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

B. Investigating: Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record relevant information
- iv. evaluate the process and results of the investigation.

C. Communicating: Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

- i. communicate information and ideas using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

D. Thinking critically: Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Language Acquisition

I. Course description and aims

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. The study of additional languages in the MYP

provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- is central to developing critical thinking and international-mindedness
- provides an intellectual framework to support personal development, cultural identity and conceptual understanding
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

II. Curriculum overview

The MYP promotes inquiry in language acquisition by developing conceptual understanding within global contexts. Key concepts such as *communication*, *connections*, *creativity* and *culture* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language acquisition include *word choice*, *conventions* and *idiom*.

AISB Language Acquisition Grade 10 Course Descriptions

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| <p>LA: English</p> <p>Phase 4 - 5</p> | <p>In the English Language Acquisition class students learn and develop their understanding of the key concepts of “culture”, “communication”, “creativity” and “connections” through a variety of topics and related concepts, such as audience, context, structure, purpose, message, meaning, etc. Students also study more complex related concepts such as idioms and stylistic choices. Students are expected to work on different types of inquiry-based activities, projects and assignments that will allow them to produce oral and written texts, as well as interpret and analyze visual and written texts from an ample diversity: news, articles, comics, videos, and literature. The skills students are acquiring throughout this academic course are related to the following language areas: comprehension (auditory, written, visual), communication (oral, written, visual), and language usage. This program includes some grammar in context instruction and practice, English spelling, the development of vocabulary for literature and writing, conventions, reading comprehension skills, and skills for speaking.</p> |
| <p>LA Spanish</p> <p>Phase 1-2</p> | <p>The course is divided into units that cover a variety of academic and cultural topics. The students expand their communication skills and learn about how the ways of communicating about our attitudes, values and cultures are connected to their identities and personal expressions. They also explore their personal creativity and experience different ways of learning. The students understand that the advances and technological and social interactions, together with the new needs that are generated with them, serve as roots for the innovations that we will enjoy in the future. The course also keeps a balance of interactivity and interdependence between the four fundamental skills: speaking, writing, listening and reading.</p> |
| <p>LA French & Spanish</p> <p>Phase 2 -3</p> | <p>The purpose of this course is for students to continue developing the target language (Spanish or French) by exploring and reflecting on the cultural perspectives of their own and the respective target culture. Throughout the different units studied during this course, students work on personal development, cultural identity and conceptual understanding. They are expected to work on different types of inquiry-based activities, projects and assignments that will allow them to produce oral and written texts, as well as comprehend and interpret visual and written texts from a wide variety: news, articles, comics, videos, songs etc. This course equips students with the necessary multiliteracy skills (reading, listening, speaking and writing.) and attitudes to communicate successfully using the target language in various global contexts.</p> |
| <p>LA French & Spanish</p> <p>Phase 4 - 5</p> | <p>In the Spanish/French Language Acquisition class students learn and develop their understanding of the key concepts of “culture”, “communication”, “creativity” and “connections” through a variety of topics and related concepts, such as audience, context, structure, purpose, message, meaning, etc. Students also study more complex related concepts such as idioms and stylistic choices. Students are expected to work on different types of inquiry-based activities, projects and assignments that will allow them to produce oral and written texts, as well as interpret and analyze visual and written texts from an ample diversity: news, articles, comics, videos, and literature. The skills students are acquiring throughout this academic course are related to the</p> |

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Language Acquisition Objectives

A. Comprehending spoken and visual text: Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

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| i. listen for specific purposes and respond to show understanding | ii. interpret visual text that is presented with spoken text | iii. engage with the text by supporting opinion and personal response with evidence and examples from the text. |
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B. Comprehending written and visual text: Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

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| i. read for specific purposes and respond to show understanding | ii. interpret visual text that is presented with written text | iii. engage with the text by supporting opinion and personal response with evidence and examples from the text. |
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C. Communicating in response to spoken and/or written and/or visual text: In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

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| i. interact and communicate in various situations | ii. express thoughts, feelings, ideas, opinions and information in spoken and written form | iii. speak and write for specific purposes. |
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D. Using language in spoken and/or written form: This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

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| i. organize thoughts, feelings, ideas, opinions and information in spoken and written form | ii. develop accuracy when speaking and writing in the target language. |
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Language and Literature

I. Course description and aims

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities.

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

II. Curriculum overview

The MYP promotes sustained inquiry in language and literature by developing conceptual understanding in global contexts. Key concepts such as *communication*, *connections*, *creativity* and *perspective* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language and literature include *genre*, *purpose*, *context* and *style*

AISB Language and Literature Grade 10 Course Descriptions

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| L&L English | In MYP English 10, students consider the manner in which human beings struggle to shape and control their lives within complicated historical and personal contexts. Through four major units, "Innocence and Experience," "Power and Downfall," "Literature as Criticism," and "Identity and Individualism," Grade 10 students will continue to develop as writers, speakers, and literary critics, strengthening their English skills as they prepare to enter the DP program. Students are encouraged to engage independently with complex texts including <i>The Catcher in the Rye</i> , <i>Their Eyes Were Watching God</i> , <i>Macbeth</i> , <i>The Importance of Being Earnest</i> , and <i>Things Fall Apart</i> , and to consider the manner in which the themes and techniques within these texts are universal and transcend time and place. |
| L&L Romanian | MYP 10 Romanian and Language A course invites students in a journey mixing real life and literature, Romanian and translated texts. The texts selected range from Romanian folklore fairy-tales and ballads, black and white archive photos, memories about Mihai Eminescu, to W. Szyborska's ironic poetry or Franz Kafka's (real) Letter to the Father. Four major units – "Heroes and Heroism – Romanian Controversies", "Slices of Life in Prose Passages", "Poetry and the Poetics of Life", "Daddy Issues –Biographies against / for Franz Kafka" – challenge students to develop their critical thinking and communication skills through the study, analysis, deconstruction and construction of texts. The tasks to be completed are performative and creative, but also academic, anticipating the difficulties of DP essays and literary commentaries. |

Language and Literature Objectives

A. Analysing: Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

B. Organizing: Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C. Producing text: Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

D. Using language: Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy, use appropriate non-verbal communication techniques.

Math

I. Course description and aims

The framework for MYP mathematics outlines four branches of mathematical study: Math, Algebra, Geometry and trigonometry, and Statistics and probability.

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

II. Curriculum overview

For MYP mathematics, schools can develop courses at two level of challenge: standard and extended. Standard mathematics aims to provide a sound knowledge of basic mathematical principles. Extended mathematics supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study.

AISB Math Grade 10 Course Descriptions

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| Math | Students study five broad units - Algebra (expanding & factoring expressions, surds, algebraic fractions and formulas), Coordinate Geometry, Quadratic, Exponential and Logarithmic Functions, Trigonometry and Probability. Through these units, students demonstrate proficiency in describing and using mathematical functions such as Linear, Quadratic, Polynomial, Exponential, Logarithmic and Trigonometric functions. Throughout the year, problem solving is an integral part of our curriculum. As with all tasks the emphasis is on the mathematical processes and the communication and evaluation of solutions, as well as the accuracy of the solutions themselves. |
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| Extended | Trigonometric functions. Throughout the year, problem solving is an integral part of the curriculum. As with all tasks the emphasis is on the mathematical processes and the communication and evaluation of solutions, as well as the accuracy of the solutions themselves. Extended students study advanced topics like Differential Calculus and Complex Numbers as a natural extension of the main grade 10 topics. |
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Math Objectives

A. Knowing and understanding: Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (number, algebra, geometry and trigonometry, statistics and probability).

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts.

B. Investigating patterns: Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 4 (for year 3 and up). However, teachers should give enough direction to ensure that all students can begin the investigation. A student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules.

C. Communicating: Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure.

D. Applying mathematics in real-life contexts: MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Physical Education

I. Course description and aims

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

II. Curriculum overview

The MYP promotes sustained inquiry in physical and health education by developing conceptual understanding within global contexts. Key concepts such as *change*, *communication* and *relationships* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP physical and health education include *energy*, *balance* and *refinement*.

AISB PHE Grade 10 Course Description

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| Physical and Health Education | <p>The Health and Physical Education programs at AISB strive to develop responsible healthy individuals, who are able to participate in a wide range of sport and leisure activities. The program promotes the development of individual students and integrates skill, fitness, health and responsibility within a positive learning environment. By participating in the program, students should become effective communicators and act as role models for the wider AISB community.</p> <p>Units overview: The students will gain knowledge and develop their skills throughout 5 different units. They will learn about and participate in many games and activities such as rugby, volleyball, athletics, softball, aesthetic movement, fitness. They will also have some theory classes. More importantly, the students will continue to practice and use the principles of the 6 C's of teamwork. The 6 C's of Teamwork are: Commitment, Communication, Contribution, Compromise, Cooperation, and Celebration.</p> |
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Physical and Health Objectives

A. Knowing and understanding: Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

B. Planning for performance: Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

- i. develop goals to enhance performance
- ii. design, explain and justify a plan to improve physical performance and health.

C. Applying and performing: Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. analyse and apply information to perform effectively.

D. Reflecting and improving performance: Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.

Sciences

I. Course description and aims

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

II. Curriculum overview

Modular sciences courses include two or more discrete sciences taught in rotation. The MYP promotes inquiry in sciences by developing conceptual understanding within global contexts. Key concepts such as *change*, *relationships* and *systems* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP sciences include *energy*, *movement*, *transformation* and *models*.

AISB Science Grade 10 Course Description:

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| Science | Welcome to MYP Grade 10 Science! How did we get here? Why do we live on Earth and not somewhere else? How have conditions in the universe and on Earth evolved over time and made life possible? These are some of the questions that we will explore over the course of the year, using the tools of science. We will use physics, chemistry, earth science, and biology to examine the development of the Earth and life on it from the Big Bang to present day. |
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Science Objectives

A. Knowing and understanding: Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Tests or exams must be assessed using this objective. To reach the highest level students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with “scientific claims” presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges students to analyse and examine the information and allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science.

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

B Inquiring and designing: Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

When students design a scientific investigation they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are asked to design a logical, complete and safe method, the student would include only the relevant information, correctly sequenced.

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

C. Processing and evaluating: Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

D Reflecting on the impacts of science: Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student’s chosen factor may be interrelated with other factors.

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Personal Project

I. Project aims and objectives

The MYP personal project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience. The personal project formally assesses students' ATL skills for self-management, research, communication, critical and creative thinking, and collaboration.

The personal project encourages students to practise and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning. MYP year 5 students must successfully complete the **externally moderated** personal project.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Students must identify a global context for their MYP projects to establish their relevance and significance. MYP projects involve students in a wide range of student-planned learning activities that extend knowledge and understanding, and develop important academic and personal skills.

II. Project components

Students address personal project objectives through:

- the process they follow
- the product or outcome they create
- the report they make that explains what they have done and learned.

Students document their thinking, research process and development of their initial ideas by developing an outline of a challenging but manageable goal.

III. Assessment criteria

Each personal project objective corresponds to one of four equally weighted assessment criteria.

Criterion A: Investigating

Criterion B: Planning

Criterion C: Taking action

Criterion D: Reflecting

Personal Project **TIMELINE** for 2018 - 2019

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|---|--|
| <p>August & September Orientation/ Research</p> <p>September 25 - 29</p> | <ul style="list-style-type: none"> ● Need to be working on process journal and arranging meetings with supervisor immediately upon return <p>Researching and preparing your product</p> <ul style="list-style-type: none"> ● Goal and GC refined. Journal reflections on any feedback you received as well. ● Detailed plan started (timeline, mini deadlines etc.) ● Stage 1 Complete - Orientation and Started! ● Criterion A (Strand i & ii) of report draft Google Doc. |
| <p>September - October Criteria and Planning</p> | <ul style="list-style-type: none"> ● Your criteria/specs are complete (with links to research to justify your choices) ● Journal entries should show evidence of problem solving/ ideas/ creative thinking/ justifications for changes, additions, new ideas, reflections on challenges and breakthroughs with appendix links to evidence of organisation and development of project |
| <p>October - November Research/ Realization and Reflection</p> | <ul style="list-style-type: none"> ● Preparing product, extra research as needed, journal updates etc. ● Journal to include: reflections on collaboration, interviews, planning, ideas/ changes justified, further research ● Stage 2 Complete - Research and Organization mostly done. |
| <p>December 11th Realization and Reflection/ Presentation and Evaluation</p> | <p>Product/Event/Outcome needs to be finished by this time</p> <ul style="list-style-type: none"> ● December 11th: Product due. Meet with supervisor to have this confirmed. ● Holiday work: evaluate the product against the criteria. ● Stage 3 Complete - Product Done! |
| <p>January 9th & 10th Presentation and Evaluation</p> | <ul style="list-style-type: none"> ● Personal Project Exhibition including Presentations ● Collect surveys/ feedback on your product from target audience |
| <p>February 11th</p> | <ul style="list-style-type: none"> ● Full Draft of report, reference list and 10 appendices (supervisors give written feedback on this) |
| <p>March 5th</p> | <ul style="list-style-type: none"> ● REPORT FINISHED!- and submitted with Cover Page, Academic Honesty, Reference list and Appendices (10), all uploaded to MB before 8:00AM this day! (Even if absent!) |

More Guidance for PP can be found here:



APPROACHES TO LEARNING

SELF MANAGEMENT

- ORGANIZATION
- ENGAGEMENT
- PERSEVERANCE
- REFLECTION

THINKING

- CRITICAL
- CREATIVE
- TRANSFER

SOCIAL

- COLLABORATION
- TEAM WORK
- LEADERSHIP

RESEARCH

- INFORMATION LITERACY
- MEDIA LITERACY

COMMUNICATION

- INFORMING OTHERS
- COMPREHENSION
- RESPECT

ORGANIZATION

ENGAGEMENT

COLLABORATION

RESPECT

secondary

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