



MYP COURSE OVERVIEW

COURSE DURATION: MYP1 – 1 YEAR, MYP 2 – 1 YEAR, MYP 3 – 1 YEAR
SCHOOL CODE: 049091

LANGUAGE & LITERATURE

Course General Description

Studies in English language and literature courses explore elements of language and literature. Each also focuses on the relationships between texts, readers and writers; on the range and functions of texts across geographical space and historical time; and on aspects of intertextuality. The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances.

Course Aims And Goals

The aims of MYP language and literature are to encourage and enable students to:

1. Use language as a vehicle of thought and creativity.
2. Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts.
3. Explore language through a variety of media and modes.

4. Apply linguistic and literary concepts and skills in a variety of authentic contexts.
5. Engage with texts from different historical periods.
6. Develop a lifelong interest in reading.

Course Objectives:

The objectives of MYP Language and Literature encompass the factual, conceptual, procedural and metacognitive dimension of knowledge.

1. Analysing 2. Organising 3. Producing text 4. Using Language

Criterion A: Analyzing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analyzing involves demonstrating an understanding of the creator's choices, the relationships 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).

Criterion 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.

Criterion 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 their audience. In exploring and appreciating new and changing perspectives and ideas, they will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

Criterion 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.

Course Assessment Structure and Criteria:

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement. Assessment for language and literature is based on four assessment criteria.

Some examples of Formative Assessments: Listening Activity, Comic Strip, JAM (Just a minute), Role Play, Grammar activities, Writing skills, Vocabulary, Drama, Post card, Quiz, Posters.

Summative assessment (End of Unit Assessment): Long questions, Themes, Character Analysis, Plot, Critical Analysis, Grammar, Writing Skills, Reading Comprehension, Writing skills, Audio and Video listening activities. It will be conducted after every unit.

Diagnostic Assessment: MYP 1 students will be taking the Diagnostic test to check their proficiency in English. They will be assessed on four different criteria of phase 6 of **Language Acquisition**. Based on their achievement level, students will be shifted to English **Language and Literature** or English **Language Acquisition**.

Assigning achievement level: In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement. Assessment for language and literature is based on four assessment criteria. Teachers assess student knowledge using formative and summative assessments. Formative assessment gives continuous feedback to students on their progress. Formative assessments are not calculated into the final grade. Summative assessments are assigned as a way for students to demonstrate their knowledge and to “show what they have learned”. Each MYP subject area has four (4) specific grading criteria. A student’s final grade is determined based on their summative scores.

Course Main Resources:

Language and Literature for the IB MYP 1 Student eTextbook 9781471880773; Language and Literature for the IB MYP 2 Student eTextbook 9781471880834; Language and Literature for the IB MYP 3 Student eTextbook 9781471880896

Other Resources:

- MYP HODDER 1, 2 and 3
- Cambridge Hodder 1, 2 and 3
- Cornerstone Grammar 6, 7 and 8
- BBC English Grammar 6, 7 and 8
- Harry Potter and The Philosopher's Stone by JK Rowling (MYP 1)
- The Boy in the Striped Pyjamas by John Boyne
- Jungle Book by Rudyard Kipling(MYP 1)
- The Giver by Louis Lowry (MYP 3)
- The Pygmalion by Bernard Shaw (MYP 3)

Assessment Components

Year 1	Activity / Plan
	Introduction to the Assessment Criteria
July-August	Unit 1 – Myths and Legends
September-October-November	Unit 2 – Harry Potter and the Philosopher's Stone (Novel)
January-February	Unit 3 – Do advertisements run the world?

March-April	Unit 4 – Drama- The Jungle Book
Year 2	Activity / Plan
	Introduction to the Assessment Criteria
July-August	Unit 1- How can we separate a fact from a fiction?
September-October-November	Unit 2-Novel- The Boy in the Striped Pajamas (Novel)
January-February	Unit 3-Why do we need to belong?
March-April	Unit 4-Poetry
Year 3	Activity / Plan
	Introduction to the Assessment Criteria
July-August	Unit 1 – Gothic Literature (Can we ever escape the past?)
September-October-November	Unit 2 – The Giver (Novel)
January-February	Unit 3 – Is it true, you are what you read?
March-April	Unit 4 – Pygmalion (Drama)

International Mindedness

MYP 3 Unit 3 – Is it true you are what you read? - Awareness of the transfer of correct information through communication, and differentiate between the authenticity of the news travelled through mediums in order to become conscious and well-informed 21st century global citizens. The students differentiate between biased, neutral and sensational news reports.

Development of the IB Learner Profile

Through the course it is also expected that students will develop the attributes of the learner profile.

Communicator - Through the activities of identifying bias in media reporting; and writing biased and neutral news reports, the students will express themselves confidently and creatively and also consider ideas from multiple perspectives. By writing newspaper reports and letters to the editors, they exchange, express, analyze and transform information, facts, ideas, meanings and opinions. Via discussions on Ted Talks, they would thoughtfully analyze and reflect responsible actions on complex problems.

Course Syllabus:

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
MYP 1 Unit 1	8 weeks July- Mid September 2020	Myths and Legends What are myths and legends. What is the difference between a myth and a legend? What purpose do myths and legends fulfil? Can sharing myths and legends help preserve our individual and cultural identities? Is there a place for myths in	Criteria A Criteria C	Story writing	Re-imagining existing myths	Creative Thinking Skills, Information literacy Skills	Thinkers	Comparison of old and new myths by making comparing the societies, beliefs and perceptions.	Individuals and Societies

		the modern world? Grammar: Parts of Speech Writing: Descriptive Paragraph, Writing a fantasy story.							
MYP 1 Unit 2	10 weeks Mid-September – November 2020	Harry Potter and The Philosopher's Stone - J.K. Rowling- Themes, Characters, Plot, Summary Writing, and Extract based questions, Think and answer, comparing the characters,	Criteria A; Criteria D	Diary entry, Informal letter	Presenting a character from the novel	Communication Skills, Creative Thinking Skills.	Risk takers	Imagining to be one of the characters and presenting your point of view.	Drama

		Role Plays. Grammar:Punct uation, Types of Sentences- Imperative, Interrogative, Exclamatory, Declarative, Simple, Complex and Compound Sentences Writing: Diary entry, Summary Writing, Informal Letter Writing							
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MYP 1 Unit 3	6 weeks January – February 2021	Do advertisements run the world? What is an advertisement? What is the purpose of advertising? Public advert – Poster. How do advertisers use language to appeal to certain audiences? What can we learn about people and society through adverts? Can advertising be dangerous? Writing skills: Poster Making, Letter to the Editor	Criteria A; Criteria C	Digital Advertisement, Writing a Reflection	Creating a digital advertisement using the conventions	Communication Skills, Information literacy Skills	Communicators	Creating a digital advertisement for a given target audience	Art/Graphics (Digital Designing)
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		Grammar: Tenses							
MYP 1 Unit 4	8 weeks March – April 2021	Drama- The Jungle Book by Rudyard Kipling Story, Characters, Plot, Setting. Question and Answers. Theme based and extract based questions. Writing and conducting an	Criteria C, Criteria D	Script writing, Writing a reflection	Enacting scenes from the play.	Creative Thinking Skills	Open- minded	Writing the play and enacting the different roles	Environmental Science

		interview, Article Writing, Script writing(play) Grammar: Reported Speech							
MYP 2 Unit 1	8 weeks July- Mid September 2020	How can we separate a fact from fiction? What is historical fiction? What are the conventions of historical fiction? How can reading historical fiction give us a better understanding	Criteria B, Criteria C	Historical fiction story, Descriptive Writing	Writing a fictional story based on an incident or event in history	Critical and Creative Skills	Knowledgeable	Reimagining the setting of an event in history and writing a story	Individual and Societies

		of history? Writing skills: Historical Fiction Story, Descriptive Writing Grammar: Types of Sentences and Parts of Speech							
MYP 2 Unit 2	10 weeks Mid- September – November 2020	Novel –The Boy in the Striped Pajamas by Jon Boyne Themes, Characters, Plot, Summary Writing, and Extract based questions. Think and Answer. Critical Analysis, Class	Criteria A, Criteria D	Diary entry, Informal letter	Writing a diary entry from the perspective of the characters	Thinking Skills	Open- minded	Expressing your perspective from the point of two individuals	History (Context, Background)

		Presentations, Role Play. Group Discussion Grammar: Tenses Writing: Diary Entry, Letter Writing (informal)							
MYP 2 Unit 3	6 weeks January – February 2021	Why do we need to belong? How can film help us to understand other cultures? Why do we need to belong? The Canary, How can films be used to critique social injustice? Does the	Criteria A, Criteria D	Film review Writing, Speech Writing	Watching the excerpts and writing a review	Thinking Skills, Social Skills	Reflective	Watching the excerpts critically and expressing your understandi ng	IT/Design (Digital Design)

		media glamourize gang culture? Why should we express our feelings? Grammar: Reported Speech Writing: Speech Writing(movie excerpts from Julius Caesar), Review Writing							
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MYP 2 Unit 4	8 weeks March – April 2021	Poetry (Shakespeare – Sonnet 18, Elizabeth Barret Browning, Sonnet 43, Ode to tomato, Ode to Onion, The lamb, The Tiger (William Blake , Palanquin Bearers, The road Not Taken, Rapunzel, Haikus) ,Style, Context, Theme, Mood, Form, Meaning, Literary Devices, Techniques, Symbolism, Imagery Paraphrasing,	Criteria A, Criteria C	Writing a poem, Poetry analysis	Writing a poem using the stylistic devices	Thinking Skills	Creative	Creating a poem based of the given theme	Art (Music, rhythm)
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		Analysing and commenting, Intention, Message, Writing: Writing poems, Descriptive Writing Grammar: Active Passive							
MYP 3 Unit 1	6 Weeks July-August 2020	Can we ever escape the past? 1. Are we haunted by the past? 2. What is the Gothic? 3. What are the conventions of Gothic Literature? 4.Short stories	Criteria C, D	Analysis of the short stories/poems	Descriptive/Gothic Story Writing	Creative Thinking; Communication	Reflective	To understand the symbolism in gothic elements	Visual Arts (Gothic Paintings)

		<p>– Tell Tale Heart, The Masque of the Red Death (Edgar Allan Poe);</p> <p>Poetry - The Listener (Walter de la mere);</p> <p>Cauldron (Macbeth, Act IV, Scene 1)</p> <p>5.Gothic Painting Analysis - Symbolism</p> <p>5. How to write a modern ghost story?</p> <p>8.Descriptive Writing; Gothic Story Writing</p> <p>9.Grammar- Parts of Speech, Types of Sentences</p>							
MYP	12 weeks	Novel – The	Criteria	Diary Entry;	Article Writing	Critical	Knowledgea	How does	History

3 Unit 2	September – November 2020	Giver 1. Summary 2. Plot 3. Character Analysis 4. Themes 5 Grammar - Tenses 6. Writing skills: Diary Entry; Article Writing, Summary Writing	A, B	Theme Analysis		Thinking; Collaboration	ble	our society distance us from realities as aging and death, changing familial roles, bodily functions, and political activities?	(Background/Context)
MYP 3 Unit 3	8 Weeks January – February 2021	Is it true you are what you read? 1.What is the Purpose of a Newspaper? 2.What impact has technology had on mass communication ? What are the different types of newspaper? 3.What are the conventions of	Criteria A, C	Writing Newspaper Reports; Identifying Bias in Media Reporting	Formal letter to the editor; Analysing similar news stories from different perspectives	Critical Thinking; Research	Inquirer Principled	To what extent is all media communication (print/digital) biased?	Right Wing/Left Wing Politics (I&S)

		<p>news reports?</p> <p>4.What does your choice of newspaper reveal about you?</p> <p>5.Bias in media reporting; Same news story, different perspective</p> <p>6.Writing- Newspaper Report, Letter to the Editor</p> <p>8.Grammar- Reported Speech</p>							
MYP 3 Unit 4	8 Weeks March – April 2021	<p>Drama - The Pygmalion by Bernard Shaw</p> <p>1. Summary 2. Analysis 3. Characters 4. Themes (Identity,</p>	Criteria B, D	Dialogue Writing; Reinterpreting an existing scene from the play	Recreating a scene from the play	Collaboration; Creative Thinking	Reflective	To what extent are the themes explored in the play relevant in contemporary times?	History (Background/Context)

		Society, Morality, Class) 5. Grammar - Active and Passive Voice 6. Writing – Dialogue Writing, Script Writing.							
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MATHEMATICS

Course general description:

Mathematics in the MYP promotes both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and that are useful in the world beyond school. Students also learn how to communicate and reason using mathematical concepts. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology.

Course aims and goals:

The aims of teaching and learning mathematics are to encourage and enable students to:

- recognize that mathematics permeates the world around us
- appreciate the usefulness, power and beauty of mathematics
- enjoy mathematics and develop patience and persistence when solving problems.
- understand and be able to use the language, symbols and notation of mathematics
- develop mathematical curiosity and use inductive and deductive reasoning when solving problems
- become confident in using mathematics to analyse and solve problems both in school and in real-life situations
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- develop a critical appreciation of the use of information and communication technology (ICT) in mathematics
- appreciate the international dimension of mathematics and its multicultural and historical perspectives.

Course objectives:

The objectives of MYP mathematics encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. These objectives relate directly to the assessment criteria found in the "Assessed curriculum". The strands are as follows:

A Knowledge and understanding:

In order to reach the aims of mathematics, students should be able to:

- i. selects 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:

In order to reach the aims of mathematics, students should be able to:

- i. selects 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:

In order to reach the aims of mathematics, students should be able to:

- 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. organizes information using a logical structure

D Applying mathematics in real-life contexts:

In order to reach the aims of mathematics, students should be able to:

- i. identifies 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. justifies whether a solution makes sense in the context of the authentic real-life situation.

Course assessment structure and criteria:

Assessment is an integral part of any teaching-learning process. Based on the objectives, assessments are of three categories:

Diagnostic Assessment: It's taken to test the prior knowledge of a student so that necessary support, help can be provided and the teaching strategies can be designed keeping the need of an individual in the class.

Formative Assessment: Formative assessments are conducted during the progress of a unit.

Summative Assessments (End of Unit Assessment): Summative assessments are conducted at the end of a unit. The purpose of this assessment is to test the performance of a students in a given unit/units.

Achievement Levels to Grade conversion:

Math has 4 criteria to be assessed and each criterion fetches an achievement level of maximum of 8. Thus, the total of 4 achievement levels is 32. Based on the total achievement level from four criteria, the achievement levels are converted into IB prescribed grades according to the following grade boundaries:

	1	2	3	4	5	6	7
Total of Achievement levels	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Course main resources:

Mathematics for the International Student 6 (MYP 1); IB MYP Mathematics Drilling Exercises Level 1-2 (New 2018)

Mathematics or the International Student 7 (MYP 2) ; IB MYP Mathematics Drilling Exercises Level 1-2

International mindedness

In the Number system, the origin of irrational number (story of Hippacus) can be discussed. How across the globe these numbers were studied and it came into existence? Resources: <https://www.youtube.com/watch?v=gwUAqOgtmtA>

Students will learn how mathematics was developed by mathematicians from all over the world. As mathematical knowledge was added, the ways of representing the ideas was systematized so that mathematicians could understand each other through the symbols and words used.

OR

In Statistics across the curriculum discussion on representing data universally for all to understand a survey done by students in class.

How much, do you think, does an average family spend on food in a week? <https://www.youtube.com/watch?v=osSpWbmEYF4>

- The amount spent on food each week varies by culture and region
- Discuss similarities and differences
- Notice the number of people fed for the amount of money spent
- Rank by the cost of food
- Find locations on a world map
- Research to find out average daily wage and calculate the percentage of food cost.

Course syllabus:

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/ Service links	Links with TOK/ Critical thinking	Links with other subjects/interdisciplinary links
MYP 1	16 hrs	1.Ch - 1Numbers Systems 1.1 Introduction 1.2 Place value and Expanded form 1.3 Big numbers. 1.4 Applying the International place value system 2.Ch-2 Whole Number 2.1 Rounding off numbers 3.Ch-4 Number Properties 3.1 Zero and one 3.2 Square	A. Knowing and Understanding. D. Application to real life.	A. Knowing and Understanding. D. Application to real life.	Investigations and real-life problems Reports that require logical structure allow multiple forms of representation to present information.	Communication skills, Critical Thinking skills, Social skills.	Thinker, Reflective, Open minded	Students did a comparative study about the different number systems and why was the Indo-Arabic system chosen over other number systems. They also created	

	<p>numbers and cube numbers</p> <p>3.3 Divisibility test (2,3,4,5,8,9,12)</p> <p>3.4 Factors</p> <p>3.5 Prime and Composite numbers</p> <p>3.6 Multiples</p> <p>3.7 Highest Common Factor and Lowest Common Multiple</p> <p>4.Ch- 11 Positive and negative numbers</p> <p>4.1 Introduction</p> <p>4.2 Representation of Integers on Number Line</p> <p>4.3 Ordering of Integers</p> <p>4.4 Operations (addition and subtraction of) Integers.</p>						<p>their own number system and explained the why of the symbols chosen by them.</p>	
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	<p>5.Ch-6 Fractions</p> <p>5.1 Introduction</p> <p>5.2 Fraction as Division</p> <p>5.3 Proper and Improper/Mixed fractions</p> <p>5.4 Representation of a Fraction on a Number Line</p> <p>5.5 Equivalent fractions</p> <p>5.6 Comparing Fractions</p> <p>5.7 Basic operation of Fractions</p> <p>6.Ch-7- Decimals</p> <p>6.1 Introduction (Tenths, Hundredths, Thousandths, Decimal Numbers)</p> <p>6.2 Decimals on a number line</p> <p>6.3 Comparing</p>							
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		Decimal Numbers 6.4 Rounding of decimal Numbers 6.5 Converting a Fraction into Decimals and vice-versa 6.6 Addition and Subtraction of Decimals. 6.7 Multiplying By a power of 10 6.8 Dividing By the power of 10							
MYP1	Unit 2 12 hrs	1. Algebraic Expressions 1.1 Writing Algebraic Expression 1.2 Types of Algebraic Expression. 1.3 Collecting like terms	B. Investigating Patterns.	B. Investigating Patterns.	Generalization of the sequences with a common arithmetic difference. Modelling real life situations with				Investigating the links between musical theory and mathematical sequences

		<p>1.4 Algebraic Products</p> <p>1.5 Evaluating Algebraic expressions</p> <p>2. Linear Equations</p> <p>2.1 solving simple Linear Equations in one variable</p> <p>2.2 Balancing equations</p> <p>2.3 Inverse operations</p> <p>2.4 Equation with repeated variable</p> <p>2.5 Word Problems</p> <p>3. Investigating Patterns</p>			<p>algebraic expressions.</p> <p>Algebraic games.</p> <p>Mathematical investigations of some complexity that allow students:</p> <ul style="list-style-type: none"> • to choose their own mathematical techniques • to reason from the specific to the general. 				
MYP1	Unit 3	1. ch-15 Simple Statistics	A. Knowing and	A.Knowing and Understanding		Communication Skill	Thinker, Reflective	Through the study	Collecting and analysing statistical

	<p>1.1 Introduction</p> <p>1.2 Categorical Data (Tally and Frequency table)</p> <p>1.3 Graphs of Categorical Data (Representation of data: Bar Graph)</p> <p>1.4 Pie Chart (interpretation only)</p> <p>1.5 Calculation of Arithmetic Mean and Mode."</p> <p>2 Ch-12. Probability</p> <p>2.1 Describing Probability</p> <p>2.2 Assigning numbers to probabilities</p> <p>2.3 Possible Outcomes</p> <p>2.4 Calculating Probabilities</p>	<p>Understanding</p> <p>B. Communication skills</p> <p>C. Application to real life</p>	<p>B. Communication skills</p> <p>C. Application to real life</p>		<p>reflection skills,</p>		<p>of statistics, students should develop skills associated with the collection, organization and analysis of data, enabling them to present information clearly and to discover patterns. Students will also develop critical-thinking</p>	<p>data in physical and health education classes. Research work on exploration- Impact of humans on environment- Effect of plastic on Aquatic Life -Air pollution and its impact on health.</p>
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								skills, enabling them to differentiate between what happens in theory (probability) and what is observed (statistics) . Students should understand both the power and limitations of statistics, becoming aware of their legitimat	
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								<p>e use in supporting and questioning hypotheses, but also recognizing how statistics can be used to mislead as well as to counter opinions and propaganda. Students should use these skills in their investigations and</p>	
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								are encouraged to use ICT whenever appropriate.	
MYP1 UNIT 4	UNIT 4	<p>1.1 Introduction (Points, Vertices, Lines)</p> <p>1.2 Parallel and Intersecting Lines (Explaining Parallel Lines and intersecting lines.</p> <p>1.3 Angles</p> <p>1.4 Angle at a point or on a line</p> <p>1.5 Vertically Opposite angles</p> <p>1.6 Bisecting angles</p> <p>2. Ch-5 - Geometrical shapes</p> <p>2.1 Polygons</p>	<p>A- Knowing and Understanding</p> <p>D- Application to Real life</p>	<p>A- Knowing and Understanding</p> <p>D- Application to Real life</p>	<p>Reflective skills,</p> <p>Critical thinking,</p> <p>Transfer skills</p>	<p>Students will investigate approximation by using a cylinder to approximate the volume for a variety of irregularly shaped beverage containers. They will produce a report to describe and explain which</p>			<p>Cubism art- The art form developed by Picasso will be done by the students where they make their own art piece using lines and angles.</p>

		<p>2.2 Circles 2.3 Triangles 2.4 Quadrilaterals 2.5 Solids (cuboid, cylinders, cones, Sphere)</p> <p>3 Ch-8 Measurement 3.1 Length Conversions 3.2 Perimeter 3.3 Mass Conversion</p> <p>4.Ch-14 Area</p>				containers are best approximated by a cylinder.			
MYP 2 Unit 1 Number System and Commercial Mathematics	23	<p>1.Ch-3 Positive and negative numbers 1.1 Multiplication and Division of integers. 1.2 Explaining the properties of Integers 1.3 Applying</p>	<p>Criteria A – Knowing and understanding Criteria D– Applying Mathematics in real life context</p>	<p>Criteria: A – Knowing and understanding Objective D – Applying Mathematics in the real-</p>	The 'Coffee craze' summative assessment allows students to apply integers,	<p>Transfer Skills Reflection Skills</p>	Knowledgeable		

	<p>BODMAS for integers</p> <p>2. Ch-5 Fractions</p> <p>2.1 Equal fraction and simplifying</p> <p>2.2 Comparing fractions</p> <p>2.3 Adding and subtracting fractions</p> <p>2.4 Multiplying and Dividing fractions</p> <p>2.5 Problem solving</p> <p>3.Ch-6 Decimals</p> <p>3.1 Introduction</p> <p>3.2 Rounding Decimals</p> <p>3.3 Comparing Decimals</p> <p>3.4 Multiplying and dividing by powers of 10</p> <p>3.5 Multiplication and Division of Decimals</p> <p>4. Ch-14 Ratio</p>		life context	<p>fractions, percentages, decimals and ratios into a real-world problem by comparing a variety of coffee drinks. Students must find and apply mathematical techniques to a variety of scenarios themselves.</p>					
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		1.1 Ratio 1.2 Writing Ratios as Fraction 1.3 Equal Ratios 1.4 Problem Solving using Ratios 1.5 Using Ratios to divide quantities 5. Ch-8 Percentage 2.1 Understanding Percentages 2.2 Interchanging number forms 2.3 Finding a percentage of a quantity 2.4 Business Application(Applying the concepts of percentages for obtaining profit and loss)							
MYP Unit 2 Algebra	14	1. Algebraic Expressions	Criteria B: Investigating Patterns	CriteriaB: Investigating Patterns	Create your own puzzle/tric	Comunicati on skills and	Communicator		

	<p>1.1 Writing Algebraic Expression</p> <p>1.2 Types of Algebraic Expression.</p> <p>1.3 Collecting like terms</p> <p>1.4 Algebraic Products</p> <p>1.5 Evaluating Algebraic expressions</p> <p>2. Linear Equations</p> <p>2.1 solving simple Linear Equations in one variable</p> <p>2.2 Balancing equations</p> <p>2.3 Inverse operations</p> <p>2.4 Equation with repeated variable</p> <p>2.5 Word</p>	Criteria C: Communicating	Criteria C: Communicating	k And one written assessment on patterns	creative thinking skills			
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		Problems							
		3. Investigating Patterns							
MYP-2 Unit 3 Statistics and Probability	18	Ch-15 Probability 1.1 Introduction 1.2 Sample Space 1.3 Theoretical probability 1.4 Complementary Events Ch-18 Simple statistics 2.1 Introduction 2.2 Bar graph to display Categorical data 2.3 Comparing the Categorical data (Double bar graph) 2.4 Measuring the centre and spread 2.5 Data	Criterion C: Communicating : Criterion D: Applying Mathematics in real-life contexts:	Criterion C: Communicating: Criterion D: Applying Mathematics in real-life contexts:	Investigation task: Whether there is a difference between lower income and higher income countries in the percentage of the workforce that is female. Analysis and research	Information literacy skills and Collaboration skills	Inquirers		

		Collection							
MYP 2 Unit 4 Geometry	21	<p>Ch-2 Angles and lines 1.1 Angle pairs (Properties of the Angles formed when the transversal line cuts parallel lines.)</p> <p>1.2 Geometric Constructions</p> <p>2 Ch-10- Polygons</p> <p>2.1 Polygons</p> <p>2.2 Triangles</p> <p>2.3 Angles of a Triangles</p> <p>2.4 Quadrilateral</p> <p>2.5 Angle of a quadrilateral</p> <p>3.Ch-11 Measurement - Length and Area</p> <p>3.1 Perimeter</p> <p>3.2 Area</p> <p>3.3 Area of Polygons</p>	<p>Criteria A: Knowledge and Understanding</p> <p>Criteria B: Investigating Patterns</p> <p>Criteria D: Applying Mathematics in real-life contexts:</p>	<p>Criteria A: Knowledge and Understanding</p> <p>Criteria B: Investigating Patterns</p> <p>Criteria D: Applying Mathematics in real-life context</p>	Questions based on real life structures	Transfer skills and Communication skills	Thinker		

		<p>3.4 Area of Composite Figures</p> <p>4. Ch-12 - Coordinate Geometry</p> <p>4.1 Number Grids 4.2 Positive and negative Coordinates</p> <p>5. Ch-19- Transformation</p> <p>5.1 Translation 5.2 Reflection and line symmetry 5.3 Rotation and Rotational Symmetry</p> <p>6.ch-17-Circles</p> <p>6.1 Circles 6.2 Circumference</p>							
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		6.3 Area Of circle							
MYP-3- Unit-1 Numbers	20hrs	Number -Index notation, Order of operations, absolute value, square numbers and square roots Real Numbers and ratio- rational numbers, Irrational numbers, ratio. Percentage- Expressing one quantity as a percentage of another, finding a percentage of a quantity, the unitary method In percentage, percentage increase and decrease, finding the original amount.	A: Knowing and understanding, D: Applying mathematics in real life contexts	Criteria-A: Knowing and understanding, Criteria Applying mathematics in real life contexts Formative: Quiz, home assignment, in classroom questions	Summative will be based on the number system with word problems.	Communication skills, Critical Thinking skills	Knowledgeable.(Students were teaching the number system to under privileged kids in wazirpur)		

Unit-2- Algebra	24hrs	Algebraic operations - algebraic products, algebraic fractions. Laws of Algebra-Index Laws, Expansion Laws , the Zero index law ,the negative index law ,the distributive law ,the product $(a+b)(c+d)$,perfect square expansion ,difference of two squares .Equations -Inverse operations ,solving equations ,equations with repeated unknowns .Simultaneous equation - Solutions by	B: Investigating Patterns, C: Communicating	Formative: Homework assignments In-class questioning In-class problem solving	Summative will be based on patterns in algebra	Communication skills, Creative thinking skills	Communicators		

		<p>equation values of y, solution by elimination, problem solving with simultaneous equations.</p> <p>Algebraic Factorisation- Common factors, factorising with common factor , the difference of two squares factorisation ,perfect square factorisation, factorising quadratic, trinomials, Miscellaneous factorisation</p>							
Unit-3- Statistics and Probability	15hrs	<p>Statistics - Categorical data, numerical data, grouped data, measuring the centre and spread,</p>	<p>Objective C: Communicating .</p> <p>Objective D: Applying mathematics in</p>	<p>Formative: Quiz, home assignment, in classroom questions, questions on</p>	<p>Summative will be based on one of the global issues to</p>	<p>Thinking Skills, Communication skills</p>	<p>Reflective</p>		<p>Statistical graphs can be used to study population data in geography.</p>

		<p>comparing numerical data, data collection. Interpreting tables and graphs - Interpreting tables, interpreting graphs, line graphs, travel graphs. Probability -Theoretical probability, using 2-dimensional grids, compound events</p>	<p>real life contexts</p>	<p>data interpretation.</p>	<p>collect data and communicate the same through graphs.</p>				
<p>Unit-4-Geometry</p>	<p>23hrs</p>	<p>The geometry of Polygons -Review of geometrical facts, Triangles, Isosceles triangles, Quadrilaterals, Angles of an n-sided polygon, Pythagoras theorem, Length</p>	<p>Objective A: Knowing and understanding, Objective B: Investigating Patterns</p>	<p>Criteria A: Knowing and understanding, Criteria B: Investigating Patterns Formative: paper cutting the</p>	<p>Summative will be based on applying the knowledge of geometry in real life.</p>	<p>Communication skills, thinking skills</p>	<p>Risk Taker</p>		

		and area - Circumference, area of circles, area of composite figures, Further measurement - Surface Area, Volume, capacity, Similarity and congruence, Enlargement and reductions, congruent figures, congruent triangles		activity, home assignment, kahoot quiz						
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SCIENCE

Course aims and goals:

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 must explore the connections between science and everyday life. As students investigate real examples of science applications, they will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

The aims of MYP sciences are 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.

Course objectives:

The objectives of MYP sciences encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each objective is elaborated by several strands; a strand is an aspect or indicator of the learning expectation.

A. Knowing and Understanding

- 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

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

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

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.

Course main resources:

MYP integrated Science:

Cambridge Check point Science Students' book 1,2 and 3, Cambridge Checkpoint Science Work book 1,2 and 3.

Course assessment structure and criteria:

Assessment is an integral part of any teaching-learning process. Based on the objectives, assessments are of three categories:

Diagnostic Assessment: It's taken to test the prior knowledge of a student so that necessary support, help can be provided and the teaching strategies can be designed keeping the need of an individual in the class.

Formative Assessment: Formative assessments are conducted during the progress of a unit.

Summative Assessments (End of Unit Assessment): Summative assessments are conducted at the end of a unit. The purpose of this assessment is to test the performance of a students in a given unit/units.

Achievement Levels to Grade conversion:

Science has 4 criteria to be assessed and each criterion fetches an achievement level of maximum of 8. Thus, the total of 4 achievement levels is 32. Based on the total achievement level from four criteria, the achievement levels are converted into IB prescribed grades according to the following grade boundaries:

	1	2	3	4	5	6	7
Total of Achievement levels	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Course syllabus: Integrated Science MYP 1

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Link with other subjects/interdisciplinary links
Introduction- What	8 hours	How to think and	B. Inquiring and	Formative Assessment	The students	Critical thinking	Inquirer, thinker	Students will be	Chemistry/physics and biology

<p>do scientists do?</p>		<p>work scientifically? Inquiry leading to scientific investigations, Variables, Classification of variables, main features of a scientific laboratory, rules for safe laboratory practice, risk in laboratory activities</p>	<p>designing (Strands; i,iv) C. Processing and evaluating (Strands: i,ii)</p>	<p>ts- FA1- the students will be given different sets of experimental case studies and will be told to identify the variables, research question and they will present the data from the raw data of the experiment FA 2- The students will be given a problem</p>	<p>will investigate a local issue like energy consumption across the seasons or pollution in Delhi comparison across the seasons and they present a report keeping in mind the strands of criteria.</p>	<p>skills, Communication, Media literacy, Collaborative skills</p>		<p>doing different activities on finding and understanding variables and thus performing different experiments.</p>	
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				and will be told to design a short experiment.					
What is in your Lunch box?	13 hours	Role of food, types of nutrients, starvation and malnutrition, balanced diet, body mass index, aerobic and anaerobic respiration (comparative study of energy), photosynthesis (briefly), Digestion Process, Calorie calculation	A, C, D	F1: Case study analysis – Types of Diets F2- investigations given in MYP Life science 1-3	The students will conduct a survey around the school and their community to collect the data about the food habits and preferences of people then based on their findings they will create a blog post to raise awareness	Information literacy, Media literacy, Communication skills	Balanced, Inquirer	Activity: Hens eggs Laying hens produce 330 eggs per year. To produce a typical egg weighing 55g (not including the egg shell), a hen needs to eat 132g of food containing about 1560 KJ of energy. The egg contains 610 KJ.	Mathematics: Students will be learning Pie charts to represent the information in the proportions or percentage. 1. Looking at the data in the question on hens' eggs, what other formats could be used to display it? 2. How does the purpose of data affect the choice of display format? For example, if the information were meant to indicate a food chain, why is the preferred format of data display usually a pyramid shape rather than a pie chart.

					about importance of awareness of balanced diets and malnutrition and unplanned starvation.			Use pie charts to display this data. What happens to the energy in hen's food that does not end up in the egg?	
What are living world made of?	17 hours	Characteristics of all living things, Components of plant and animal cells, specialized structures of different species, relationship between specialized structures and their	Criteria A Knowing and understanding (strands i,ii,iii); Criteria C : processing and evaluating (strands: i,ii); Criteria B i,ii,iii,iv)	Formative Assessments- F1: Lab Investigation of plant and yeast cells F2: Identification of organisms based on characteristics and	The students will investigate the rise of dough in three different conditions and write a blog about their experience and utility of yeast	Critical thinking, communication, Information literacy, Reflection	balanced	Making different graphs and plotting tablts for data gathering	Mathematics

		functions, specialized characteristics of different kingdoms, use our understanding of living things in order to take decisions and actions that impact life, describe how our decisions and actions are limited by the characteristics of living things- Use of probiotics, yeast.		justification of your choice of the kingdom chosen organism	including information on their results, conclusions, and evaluation of their investigations				
What	22	Material as	Criteria	Formative	Part 1-	Creative-	Caring,	Clean	Design and technology:

<p>changes?</p>	<p>hours</p>	<p>natural and artificial, uses for both artificial and natural materials, the three principal states of matter in terms of their physical properties, changes of physical state: melting, boiling, condensation, freezing, mixtures, suspension, solutions and pure substance, solution,</p>	<p>A Knowing and understanding (strands i,ii,iii); Criteria B- Inquiring and designing (Strands; i,ii,iii,iv) C. Processing and evaluating (Strands: i,ii,iii,iv,v) D- (i,ii,ii,iv)</p>	<p>Assessments- FA1 – Lab Investigations FA2- Reflection on case studies</p>	<p>Create a Comic strip on separation techniques to prevent excess wastage of natural resources Part 2- Reflection on case studies like melting of glaciers, increase CO2 content in oceans and written test S: A, B, C, D</p>	<p>thinking skills: Critical-thinking skills: Transfer skills:</p>	<p>Reflective</p>	<p>water for all: in many parts of world, clean, pure water is hard to find. People who live in areas without fresh water supplies have to obtain their water from natural resources such as rainfall- but if they also live in a place with little rainfall, they must collect their water from ponds, lakes or rivers.</p>	<p>Students will analyse for the materials required in the project to prepare the purifier, also they have to search an appropriate design which is easy to design and cost effective so that it is reasonable, approachable and is reachable to all.</p>
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		<p>solute, solvent, dissolving gas a physical process of binding, a solid ,liquid or gas in another liquid, separation techniques for mixtures and solids that exploit the properties of the substance, the use of evaporation and condensatio n in separation of solutions.</p>						<p>When you have designed, built, and tested your water purifier, prepare a presentatio n of your design and present it to your class! In your presentatio n, explain how you have used the science of separation and purification to solve the problem of providing clean water for all. Be</p>	
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								sure to research the problems faced by the people who do not have easy access to clean water, and document your sources. Use everybody's ideas to produce the best water filter/purifier you can as a group.	
What makes changes happen?	15 hours	Processes such as combustion, temperature change, electricity generation and	Criterion A- i,ii,iii; Criterion C: i,ii,iii,iv,v	Formative Assessments- F1: simulation with work sheet F2: lab	Students complete a two-stage task based on prior research and application	Social, Research, Thinking	Inquirer	Are energy savings the answer to climate change? Outline main ways in which	Design and technology

		chemical reactions in terms of energy changes, classify phenomena in terms of the energy changes involved, Classify kinds of energy as either potential or kinetic, temperature as a measure of thermal (internal) energy in a body, solid, liquid and gas states of matter in terms of		investigations	of knowledge and understanding in the unit. In the first stage, students use their understanding of the way energy is transferred to design a medicine carrier that can maintain a stable temperature for 24 hours. Students produce a prototype of their			heat is lost from many homes? Explain Why an apartment might be more energy efficient than a house? Students will be given a project to design a project of house in with minimal use of energy, that can be kept warm in winters and cool in summers.	
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		<p>thermal energy, thermal (internal) energy in terms of the kinetic energy of particles, heat as an exchange of thermal energy between bodies, heat transfer processes: conduction, convection, radiation, properties of thermal conductors and insulators.</p>			<p>design, gather results and then present their findings to the class (Criteria B and C). In the second stage, the potential impact of the medicine carrier on global health is considered and evaluated (Criterion D). Students write a product brief for</p>				
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					their medicine carrier to be presented to the World Health Organization				
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Course syllabus: Integrated Science MYP 2

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
Where are we now and where might we be going?	12 hours	How a coordinate system is used to specify location, Determine the distance between two	A. Knowing and Understanding- i,ii,iii B. Inquiring and Designing i,ii,iii,iv	Formative Assessments 1. Tortoise Race- To find out the relationship between distance and time and velocity and time 2. Catapulting trolleys to	Students will create a model to investigate any one Law of Newton's motion	Critical thinking, creative thinking, Information Literacy Collaboration	Knowledgeable	In French writer Jules Verne's novel Around the World in Eighty Days the Englishman	History and Mathematics For centuries sailors have known how to estimate their position north or south by measuring the height or elevation of stars such as Polaris above

		<p>points using coordinates, how is distance is measured in metres, What is displacement, the relationship between speed, distance and time, Measuring speed , Acceleration and its measurement , Balanced and unbalanced force, the relationship between force, mass and acceleration.</p>	<p>C. Processing and evaluating- i, ii,iii,iv,v</p>	<p>investigate Newton's Second Law of motionc</p>				<p>Phileas Fogg and his assistant Passepartout embark on an adventure to circumnavigate the earth in eighty days. Students will determine the coordinates of all the places travelled by Phileas, plot graph and interpret it</p>	<p>the horizon at midnight. Research on discovering how the problem of longitude was solved in 'Longitude John Harrison'</p>
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<p>How do we map Matter?</p>	<p>20 hours</p>	<p>Classifying materials as elements, mixtures and compounds, How are compounds formed, describe the main features of the periodic table, atomic structure in terms of nuclei, electrons and their respective electric charges, conservation of mass in chemical reactions, chemical reactions in</p>	<p>A. Knowing and Understanding-all strands- i, ii, iii D-Reflecting on impacts of science- i, ii, iii</p>	<p>Formative Assessments</p> <p>1.Students will make their own Periodic Table based on the properties of certain elements</p> <p>2. Online quiz on sorting elements and their symbols and finding the position on the Mendeleev's periodic table</p> <p>3. Case study on effects of extraction of different metals on the environment</p>	<p>Students will take the role of reporter and write a report on the effect of mining of metals on the environment .</p>	<p>Critical thinking, Information Literacy and Transfer</p>	<p>communicate or</p>	<p>Element card Games- Students will arrange elements based on the given properties on the cards and make their own Periodic table.</p>	<p>Language and Literature</p> <p>Italian writer Levi was a war prisoner in Germany during the second world war. He wrote a collection of poems inspired by an element from the Periodic Table.</p> <p>Using his inspiration students will choose elements and try writing poems or songs to express their feelings and present in the class in the form of a performance</p>
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		terms of word equations, metals and non-metals in terms of their physical properties, reactivity series and patterns within the periodic table, different types of chemical reaction: combustion, thermal decomposition, oxidation, displacement, uses of metals in terms of their physical properties, the							
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		properties of acids and alkalis in terms of their reactions: acid + metal, acid + carbonate, acid + alkali , the use of indicators to measure acidity and alkalinity, and outline the pH scale.							
Who are we?	22 hours	DNA, genes, the relationship between inherited characteristics and genes, examples of the relationship between inherited	A- Knowing and Understanding - all strands- i,ii,iii D- Reflecting on the impacts of science- strands- i,ii,iii,iv	Formative Assessments- 1.Cut Paste Activity- To make a comparison of the recipe of life linking genes, DNA and Chromosomes with the recipe of cake 2. Finding out the genotype through	Students will take the role of an investigator and find out the identity of an unknown person by analysing different questions	Reflection Critical thinking Information literacy Creative Thinking	Principled	Students will analyse the fact that in spite of inheriting the genes from the parents, individuals have their own identity.	Mathematics: To find out connections between patterns and justification from maths class and use genetic information to identify individuals

	<p>characteristic s and genes, the number of chromosome s that humans have, some characteristic s of human chromosome s, genome, how genes and characteristic s are inherited, our ability to and the possibility of modifying the genes that make up the human genome, the role of mitosis and meiosis in</p>	<p>Punnett square</p> <p>3. Students will go through different case studies and discuss and analyse the socio economic factors of gene therapy</p> <p>4. Identifying suspects by the process of gel electrophoresis</p>	<p>based on genetic pattern</p>				
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		growth, reproduction, and inheritance of traits, the processes of mitosis and meiosis , trait, allele dominant, recessive, homozygous, and heterozygous , dominant and recessive traits and alleles, how genetic patterns identified, how individuals can be identified through inherited characteristic							
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		s and genetic patterns using a Punnett Square, DNA fingerprint, how gel electrophoresis works to identify a person's DNA fingerprint, evaluate the extent to which legal cases should depend on identifying people through DNA, analyse and evaluate DNA evidence in order to make judgments about a person's							
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		identity.							
What does a wave tell us?	21 hours	The properties of oscillatory motion around an equilibrium point, longitudinal and transverse wave motion, a wave in terms of the key dimensions of wavelength, frequency and amplitude, the relationship between the speed of waves and the properties of	A. Knowing and Understanding- all strands- i,ii,iii B. Inquiring and Designing- all strands- i,ii,iii,iv C. Processing and Evaluating- all strands- i,ii, iii,iv,v D- Reflecting on the impacts of science- All strands- i,ii,iii,iv	1- simulation with work sheet 2: Investigating formation of inverted image by a pin hole camera 3. Lab practical on investigating the angle of incidence and angle of reflection of light on mirror	Students will take the role of acoustic engineer and builder and would create a prototype homes in a new neighborhood in which you will use specialized materials to reduce noise levels and also use different colored products in the building procedure that will capture the sun's	Critical thinking, Information Literacy Collaborative Creative	Inquirer	Students will critically think about the nature of image formed in a pinhole camera to be virtual or real. They also figure out the conditions for images to be virtual or real.	Arts Students will investigate how understanding the way colour vision works and has influenced artists in many media from painting to photography to cinema

		<p>media, the subjective experience of brightness and colour in terms of the dimensions of a light wave, the phenomenon of reflection in terms of a ray model, the phenomenon of refraction in terms of a ray model, the names and function of the principal parts of the human eye, how the eye forms an inverted image, the</p>			<p>energy, creating an energy efficient neighborhood.</p>				
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		principal regions of the electromagnetic spectrum, how the Earth's atmosphere protects us by filtering out dangerous radiations from the Sun and deep space, the phenomenon of white light in terms of addition of frequencies, the colour of a surface in terms of subtraction and selective reflection of frequencies, the							
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		transmission of sound through media as a longitudinal vibration with compression and rarefaction, the function of the human ear as a sound detector, the subjective experience of sound in terms of pitch and volume, the use of sound for echo location and ultrasonic imaging, the measurement of sound amplitude							
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		using the decibel scale, the frequency dependency of loudness for the human ear, how sound loudness can be reduced using different materials							
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Course syllabus: Integrated Science MYP 3

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
How do our bodies work?	10 hrs	Organ systems- nervous system , Reproductive system	Criteria A-i,ii,iii , Criteria D-i,ii,iii,iv	F.A 1- Role play on the function of nervous system F.A 2-	Creating a blog in raising awareness about the drugs taken as antidepressant	Communication, Reflection, Creative thinking	Communication	Students will critically think about the effect of drugs like anti-	Individual and society- People from different cultures use their brains differently to solve the same visual

				<p>Jigsaw puzzles on the role of neurotransmitters and brain</p> <p>F.A-3- Prohibition kills, education saves lives- A reflective report writing focussed on the banning of drugs and its effect on human health and society.</p>	s and its effect of its long-term usage			depressants, steroids on body systems and how it impacts their lifestyle and also think about steps their generation should follow to lead a healthier and balanced life- style.	perceptual tasks, studies have shown that these cultural differences can influence memory and even perception. Students will write a report how geography, tradition and culture have played a role to develop these habits.
How do we make it work?	10 hours	Machines have revolutionized life by making it easier to change energy from stored forms to movement and back again, Types of Forces and pulley	Criteria A-i,ii,iii , Criteria D-i,ii,iii,iv	<p>FA1- Investigation- Investigating the link between force and acceleration</p> <p>FA2- Numerical problems on work and</p>	Designing an aerodynamic car keeping in mind the different amount of aerodynamic drags and forces that engine provides and	Collaboration , Information Literacy, Organisation skills, Critical thinking	Thinker	The students will think critically and connect different variables to compare and evaluate different relationships between	Language and Literature- Predicting the future has been of interest for a long time for the creative writers. English philosopher Sir Thomas More wrote an imaginary description of an island called "Utopia"-

				Newton's law	maintaining a reflective log on the whole process.			energy, work, force, time and power	this gave the genre of optimistic, futuristic writing its name. On the other hand, many writers have found thought provoking material in a nightmarish future where technology has overtaken – a "dystopia". The students will compare novels the same topic and write a reflective piece what they think the future will look like with the evolution of machines.
How do we put electricity and magnetism to work?	20 hours	Electric forces, Magnetic forces, Electromagnetic forces and Electric circuits	Criteria B- i, i i, iii, iv Criteria C- i, ii, iii, iv, v	FA1- Hands-on Investigation- Factors affecting the degree of electromagnetism FA2- Drawing magnetic lines	To create a model on Dynamo focussing on the principle of Faraday's Law.	Transfer skills, Critical thinking	Inquirer	The students will investigate different cases exploring the properties of electric fields using Van de Graff	Design The students will design a Printed circuit board virtually using ICT skills configured in the most space sufficient way based on their understanding of electrical circuits after

				by changing the different variations. FA 3 – virtual lab investigation on different types of circuits.				generator kit. The students will draw reasonable conclusions and generalizations, evaluate and manage risks.	studying various (any 3) present generation electronic devices of their choice.
Periodic Table	12 hours	Atomic structure, electronic configuration, arrangement of elements in the periodic table, Periodic Trends, Chemical behavior of Group 1, and 7 elements, valency, formulas of compounds, writing chemical equations and balancing of equations	Criteria A-i,ii,iii Criteria B-i,ii,iii,iv Criteria C-i,ii,iii,iv, v	F.A1- Sorting out - Card sorting of elements based on their physical and chemical properties FA2-Making advertisements of any element chosen from the periodic table	Students will be investigating the reactivity of unknown metals by displacement reaction	Critical thinking, Creative thinking	Thinker	The students acting as metal detectives will interpret data from different cases shared based on the metal artefacts in the ground, gather and organize information to formulate an argument	Language and Literature- The Italian writer Primo Levi a famous chemist. Levi wrote a collection of poetical essays. Using Levi's idea of using an element an inspiration which reflects an ancient belief that elements have characters the students will choose an element how they are feeling that day and give reasons

				<p>FA3-Online simulation of periodic table and attempting an online quiz</p> <p>FA4-Lab investigation of various reactions specially displacement reactions</p>				and draw reasonable conclusions and generalization.	<p>Mathematics</p> <p>The students will balance chemical equations based on the principle of conservation of mass like they do in math where they know the left-hand side of the equation should have the same value as the right.</p>
<p>Evolution – How we become gen Z</p>	<p>10 hours</p>	<p>Mutation, Mutagenesis, Adaptation, Natural selection, variation, evolution and anatomy, tree diagram.</p>	<p>Criteria A- i,ii,,iii</p> <p>Criteria D- i,ii,iii,iv</p>	<p>FA 1- Analysis Report</p> <p>How much variation is there in the wild population?</p> <p>FA 2-Report on- Analysis of the tree-diagram</p>	<p>Creating a story on how the past changes help us understand life better today with examples and reflection on how the features can be transformed in future keeping</p>	<p>Creative thinking, Affective skills</p>	<p>Reflective</p>	<p>The students will draw reasonable conclusions and generalizations after evaluating the various case studies on natural selection and variation.</p>	<p>Art- The students will understand the term evolution by observing the changes in art style from French revolution (.or any era of their choice) till modern art and write a short reflection how the past art forms have influenced our present and predict the new trends what</p>

					in mind the environmental changes.				they think can be our future based on the development on technology
Reactions and Environment	8 hours	Classification of reactions- Addition, Displacement, Double displacement, Decomposition, Combustion, Neutralization. Thermal reactions- Endothermic and Exothermic Reactions, how do I know how much heat change	Criteria A i,ii,iii,iv B- i,ii,iii,iv, Criteria C iii, iv, v	F.A 1- Investigation on- Decomposition of water by electrolysis 2.Comic strip- The effect of salt on rusting	Making and testing fertilisers collected from different samples (most popular, organic and home-made) to control soil conditions and submit a report on the comparative analysis with recommendations for the student's own	Self-management	Principled	The students will analyse the components of the fertilizers and the soil samples and then formulate a reasonable argument and the fertilizer sample best suited for the soil and the plant	Mathematics- The students will utilize their math skills to solve the raw data of temperature given, in order to interpret the results and make reasonable conclusions about the case studies on Thermal reactions.

					garden.			based on the principle of neutralization and pH.	
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LANGUAGE ACQUISITION

Course general description

Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.

Savignon (1983)

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

All IB programmes require the students to study, or study in, more than one language because we believe that communicating in more than one language provides excellent opportunities to develop intercultural understanding and respect.

What is an IB education? (2013, updated 2017)

Course aims and goals

(Spanish/French/German/ Hindi)

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication

- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Course objectives:

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes. They are as follows.

A Listening

B Reading

C Speaking

D Writing

In order to meet these objectives, teachers will need to concentrate on each of the macro skills of language: listening, speaking, reading, writing, viewing and interpreting. These skills are very much interactive and interrelated.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. The strands are subsets of each whole objective and must be considered when planning, teaching, assessing and reporting on the student's language development and communicative competence. These aspects focus on purpose, context, language control, accuracy and fluency.

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in **each year** of the MYP.

Course assessment structure and criteria:

The assessments objectives are:

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

All four assessment criteria need to be assessed at least twice in each year of the MYP

All strands of all four assessment criteria must be assessed at least twice in each year of the MYP.

In the MYP, subject-group objectives correspond to assessment criteria.

Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4);

substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

There is the required assessment criteria for **emergent, capable and proficient levels** of MYP language acquisition. There should also be task-specific clarifications that should clearly explain what students are expected to know and do. They might be in the form of:

- a) A task-specific version of the required assessment criteria
- b) A face-to-face or virtual classroom discussion
- c) A detailed task sheet or assignment.

As students' progress through the three levels and six phases, they are expected to develop their ability to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. This is demonstrated by:

- the range and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

Aspects of the objectives	Emergent level	Capable level	Proficient level
Situations (context)	A limited range of interpersonal and cultural contexts relating to oneself and others, and one's immediate environment	A range of interpersonal and cultural contexts, including a range of unfamiliar situations	A wide range of interpersonal and cultural contexts, including topics of personal academic and global significance
Language use: i) vocabulary	Use a wide range of vocabulary	Use a wide range of vocabulary	Use a wide range of vocabulary
ii) grammatical	Use a wide range of	Use a wide range of	Use a wide range of

structures	grammatical structures generally accurately	grammatical structures generally accurately	grammatical structures generally accurately
Multimodal texts: i) Texts ii) Modes	A wide variety of simple authentic multimodal texts Distinct simple modes. For example, image and caption or visual that matches oral language	A wide variety of simple and complex authentic multimodal texts Distinct simple and complex modes	A wide variety of complex authentic multimodal texts Distinct complex modes. Such as, each mode used in the distinct text has to be understood on its own followed by a synthesis of the meaning of the entire text.
Multimodal meaning making	<ul style="list-style-type: none"> • Previewing, noticing and naming • Searching for and using information • Making connections • Interpreting • Analysing 	<ul style="list-style-type: none"> • Previewing, noticing and naming • Searching for and using information • Making connections • Interpreting • Analysing 	<ul style="list-style-type: none"> • Previewing, noticing and naming • Searching for and using information • Making connections • Interpreting • Analysing • Evaluating
Interaction	Basic unrehearsed exchanges	Authentic/spontaneous interaction	Authentic/spontaneous interaction
Communication	<ul style="list-style-type: none"> • Comprehensible errors may 	<ul style="list-style-type: none"> • Comprehensible errors may 	<ul style="list-style-type: none"> • Comprehensible errors may

(ease of Communication)	<p>still occur</p> <ul style="list-style-type: none"> • Increasing accuracy—occasional errors • Accurate and fluent with few errors 	<p>still occur</p> <ul style="list-style-type: none"> • Increasing accuracy—occasional errors • Accurate and fluent with few errors 	<p>still occur</p> <ul style="list-style-type: none"> • Increasing accuracy—occasional errors • Accurate and fluent with few errors
Command terms in the assessment criteria	<ul style="list-style-type: none"> • Analyse • Communicate • Identify • Interpret • Organize • Use 	<ul style="list-style-type: none"> • Analyse • Communicate • Identify • Interpret • Organize • Use 	<ul style="list-style-type: none"> • Analyse • Communicate • Identify • Interpret • Organize • Use

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

Language Timeline

Year 1	Activity / Plan
July-August	Introduction to the Assessment Criteria Unit 1 – I and myself
September-October-November	Unit 2 – My family
December	EOTA
January-February	Unit 3 – My school
March-April	Unit 4 – My house Revision
May	EOTA
Year 2	Activity / Plan
	Introduction to the Assessment Criteria
July-August	Unit 1- Leisure
September-October-November	Unit 2- Food and drinks
December	EOTA
January-February	Unit 3- My city
March-April	Unit 4- Vacations Revision
May	EOTA
Year 3	Activity / Plan
	Introduction to the Assessment Criteria

July-August	Unit 1 – Health and body
September-October-November	Unit 2 – Culture (food , festivals and sports)
December	EOTA
January-February	Unit 3 – Future projects
March-April	Unit 4 – Media and technology Revision
May	EOTA

Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the learner profile.

- 1. Grade:** MYP1, **Topic:** I and my family, **Learner Profile:** Communicator, **Content:** Students introduce his/her family to the class, **ATL Skill:** This activity helps students build their communication and social skills, as students share their personal life and experience with their classmates.
- 2. Grade:** MYP2, **Topic:** Leisure/ Recreation, **Learner Profile:** Communicator, **Content:** Students ask each other “ Wohin fährst du in Urlaub? (Where do you go in vacation?)”. They also answer this for themselves, **ATL Skill:** This exercise helps students build their communication and thinking skills, as students think about where they go in vacation and share their personal interest with their classmates.

Main Resources:

Spanish: Spanish for the IB MYP 1-3 Phases 1-2 Student eTextbook; Spanish for the IB MYP 1-3 Phases 1-2 Student eTextbook; Spanish for the IB MYP 1-3 Phases 1-2 Student eTextbook

French: French for the IB MYP 4&5 (Phases 1-2) by Concept Student eTextbook; French for the IB MYP 4&5 (Phases 1-2) by Concept Student eTextbook; French for the IB MYP 4&5 (Phases 1-2)by Concept Student eTextbook

German: Beste Freunde A1.1(Title) Textbook and Workbook, Publisher – Hueber; Beste Freunde A1.2, Textbook and Workbook; Beste Freunde A2.1 Arbeitbuch, Beste Freunde A2.1Kursbuch

Hindi: Book Name - Vyakaran Subodh , Author- Dr Pradeep Kumar Jain

Course syllabus:

MYP 1 (Hindi/Spanish/French/German)

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
I and myself	13	Grammar structure and vocabulary: Alphabets ,Accent /phonetics ,Greetings and Basic vocabulary, Present yourself (name/age/where do you	Year 1 Emergent Level Criterion A: Listening i,Identify explicit and implicit information (facts,opinions,messages and supporting details ii,Analyse conventions iii Analyse connections	Goal: One can express his/her identity by using language in the correct form. Role: You are a foreign language learning student and read texts and watch videos about famous German personality or a German speaking	Standard : A i,ii,iii B i,ii,iii	Communicative Skills	Communicator	How does language help us to connect with others? Is spoken language the only language to communicate with	Language and literature

	live? How are you?) ,Numbers (0-100),Class room supplies(mas . And fem.),Class room instructions , Use of formal and informal language ,countries name and nationalities , Dates ,Days and months of the year , I-CARD and present yourself [Talking about one's countries Map, Difference between	Criterion B: Reading i,Identify explicit and implicit information (facts,opinions,messages and supporting details ii,Analyse conventions iii Analyse connections	native. Audience: class-mates Situation: You collect information about the main protagonists in the text and video which help to express their identity (e.g age, nationality, hobbies, likes, dislikes) Product Presenting about a famous German/Spanish/French personality/ a German/Spanish/French speaking native to one's partner. Standard: A i,ii,iii ,B i,ii,iii				others?	
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		Formal and informal language]							
I and my family	13	Grammar structure and vocabulary: Verbs: to be, to have. Vocabulary related to family. Descriptive adjectives (masculine, Feminine, Singular and Plural) Describing a person (tall,short..) Some body parts: eyes, hair. Colours Cloths	Year 1 Emergent Level Criterion C: Speaking i,Use a wide range of vocabulary ii,Use a wide range of grammatical structures generally accurately iii Use clear pronunciation and intonation in comprehensible manner iv Communicate all the required information clearly and effectively Criterion B: Reading	Goal: The structure of a family may play an important function to build up the individual’s identity and connections Role: You are a foreign language learner and you read texts about foreign students talking about their family members, you introduce your family to your classmates. Audience: classmates Situation: You collect information about the family of a given text and identify their	Standard : C i,ii,iii,iv, B i,ii,iii	Communicative skills, social skills	Communicator	How important are the connections we have with other people?	Sciences

		<p>Animals and pets</p> <p>Adjective possessive.</p> <p>Definite and indefinite articles.</p> <p>Basic connectors and adverbs</p> <p>Framing questions</p> <p>Likes and dislikes</p> <p>Introduction of negative sentences.</p> <p>Numbers:100-1000</p> <p>Describe a picture: a family and their relationship</p>	<p>i,Identify explicit and implicit information (facts,opinions,mess</p> <p>ages and supporting details</p> <p>ii,Analyse conventions</p> <p>iii Analyse connections</p>	<p>relationship and type of family</p> <p>Product: Presenting and describing your family to the classmates</p> <p>Standard:</p> <p>C i,ii,iii,iv,</p> <p>B i,ii,iii</p>						
My school	12	<p>Grammar structure and vocabulary:</p> <p>Verbs and</p>	<p>Year 1 Emergent Level</p> <p>A: Listening</p> <p>i,Identify explicit</p>	<p>Goal:</p> <p>The structured use of linguistic forms may allow us to have</p>	<p>Standard</p> <p>:</p> <p>A i,ii,iii , C i,ii,iii,iv</p>	<p>Organisational skills, reflective skills</p>	<p>communicator</p>	<p>How important is education?</p>	<p>Geography</p>	

		<p>vocabulary related to school: library, gym...</p> <p>Elements in the classroom: Board, door, projector .. Stationary. Class subjects, likes, dislikes and preferences. Sport, hobbies. Favourite subject The hour Timetable. Description of the school day, comparing it with other countries. School uniform. Adjectives:</p>	<p>and implicit information (facts, opinions, messages and supporting details</p> <p>ii, Analyse conventions</p> <p>iii Analyse connections</p> <p>Criterion C: Speaking</p> <p>i, Use a wide range of vocabulary</p> <p>ii, Use a wide range of grammatical structures generally accurately</p> <p>iii Use clear pronunciation and intonation in comprehensible manner</p> <p>iv Communicate all the required information clearly and effectively</p>	<p>better communication.</p> <p>Role: Listen to foreign students talking about their schools and daily routines, you describe your ideal school</p> <p>Audience: A classmates</p> <p>Situation: You collect information about schools in other cultures through the audios helping to design your ideal school</p> <p>Product: Presenting your ideal school: general description, subjects, timetable, activities.</p> <p>Standard: A i, ii, iii , C i, ii, iii, iv</p>				<p>What IB attribute is more important for learning a language?</p>	
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		interesting, boring, challenging ..							
My house	12	Grammar structure and vocabulary: Vocabulary related to the types of houses, rooms and furniture. Activities done in different rooms and favourite room, frame questions, prepositions, negative, describe your house, picture description Describe your house Picture description	<p>Year 1 Emergent Level</p> <p>Criterion B: Reading</p> <p>i, Identify explicit and implicit information (facts, opinions, messages and supporting details</p> <p>ii, Analyse conventions</p> <p>iii Analyse connections</p> <p>Criterion D: Writing</p> <p>i, ii, iii, iv</p> <p>i, Use a wide range of vocabulary</p> <p>ii, Use a wide range of grammatical structures generally accurately</p>	<p>Goal:</p> <p>The function of a home may play an important role in the well-being of an individual in every culture</p> <p>Role:</p> <p>You are a foreign language learner; read about teenagers describing the type of house where they live</p> <p>Audience: A classmates</p> <p>Situation: You the comments in a blog where teenagers write about their houses</p> <p>Product: You write in an international blog to describe your house and favourite room, describing the</p>	<p>Standard</p> <p>:</p> <p>B, i, ii, iii,</p> <p>D i, ii, iii, iv</p>	Communicative skills, social skills	Communicator	How important is the house to people in different cultures?	Design

			<p>iii Organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</p> <p>iv. Communicate all the required information with a clear sense of audience and purpose to suit the context</p>	<p>activities you do there.</p> <p>Standard: B,i,ii,iii, D i,ii,iii,iv</p>					
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MYP 2 (Hindi/Spanish/French/German)

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
Leisure/ Recreation	12 Weeks	What makes our daily	A(i,ii,iii,iv), D(i,ii,iii,iv)	GRASPS Goal: Leisure is an important part of	A(i,ii,iii,iv),D(i,ii,iii,iv)	Communicative skills	Communicator	Is it important to have free time?	Individual and Societies

		<p>lives i.e. daily routine? Names of activities, hobbies and sports How can we balance school and hobbies; how is it similar or different in other countries? Which activities you like and dislike in your daily life? Do my actions reflect my personalit</p>	<p>an individual's daily life and routine. The students learn to express their leisure activities</p> <p>Role: As a foreign language student</p> <p>Audience: To their classmate/partner</p> <p>Situation: Students watch videos of German/French/Sp anish speaking teenagers expressing their hobbies and how it benefits them.</p> <p>Product: Students would extract the important information (text form, protagonist, theme) from the audio-visual tracks.</p> <p>They would write</p>					
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		<p>y?</p> <p>Activities: Card Games (to learn countries, languages and nationalities) identify words which are similar to English</p>		<p>an E-Mail to a hobby club expressing their interest in joining the same.</p> <p>Standard: A i,ii,iii,iv , D i,ii,iii, iv</p>					
Foods and Drinks	12	<p>Names of Food and drinks Simple and traditional recipes Expressing likes and dislikes</p>	B(i,ii,iii,iv), C(i,ii,iii,iv)	<p>GRASPS Goal: Food is an important part of an individual's daily life and routine. The students learn what they like/dislike eating Role: As a foreign language student</p>	Standard: C B(i,ii,iii,iv), C(i,ii,iii,iv)	Communicative and social skills	Communicative or	<p>How do our diets reflect our cultural heritage?</p> <p>Why are there cultural difference</p>	Individual and Societies

		Ordering food in a restaurant and giving tip.		<p>Audience: To their classmate/partner</p> <p>Situation:</p> <p>A role play on a scene from a restaurant or a supermarket.</p> <p>Product:</p> <p>Students make a presentation about what they like to eat for breakfast, lunch and dinner and what they eat during school recess.</p> <p>They would talk about the recipe of a famous German dish in their presentation</p> <p>Students would extract the important</p>				s in eating?	
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				<p>information (text form, protagonist, theme) from the audio-visual texts (i.e. E-Mail/ Letter) from a friend or group of friends inviting them for birthday.</p> <p>Standard: B i,ii,iii,iv , C i,ii,iii,iv</p>					
My City	12	<p>Shopping places in a city -How does the place where we live define us? -Names of places in a city and giving directions</p>	A(i,ii,iii,iv),B(i,ii,iii,iv)	<p>Goal: City helps us to communicate with purpose, by which we can develop fair and meaningful sharing of finite resources. Role: As a foreign language student Audience: To their classmate/partner Situation: Students watch videos of people who are</p>	Standard: A i,ii,iii,iv , B i,ii,iii,iv	Communicative and receptive skills	Communication	Is it important to know ones own city?	Geography

		<p>-Where one can do what?</p> <p>-</p> <p>Adjectives</p> <p>– picture description</p> <p>Activities: Listening exercise, Card game, E-Mail writing and SMS writing, Audio-visual text and related expressions, Asking strangers for directions</p>		<p>new in the city asking and getting directions from residents of a particular city.</p> <p>Product: Students would extract the important information (text form, protagonist, theme) from the audio-visual tracks and texts and express their opinions about the same.</p> <p>Standard: A i,ii,iii,iv, B i,ii,iii,iv</p>					
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Leisure (Vacations)	12	<p>How can I move around?</p> <p>Types of vacation. Country names, languages and nationalities. Weather Why do we travel?</p> <p>Ordinal numbers Time & date (Official and In official clock time) Animals</p>	C(i,ii,iii,iv),D(i,ii,iii,iv)	<p>GRASPS</p> <p>Goal: Vacation helps us to connect with people from different time zones for a meaningful purpose.</p> <p>Role: As a foreign language student</p> <p>Audience: To their classmate/partner</p> <p>Situation: Students watch videos of people showing their favourite tourist destination and what they do there.</p> <p>Product: Students would make a presentation</p>	Standard: C i,ii,iii,iv , D i,ii,iii,iv	Thinking, Organisational and communicative skills	Communicator, Thinker	Is it important to go on a vacation?	Geography

		<p>Does everyone have the need to travel?</p> <p>Vacation activities</p> <p>Vacation destination</p> <p>Places in the nature.</p> <p>Express wishes</p>		<p>introducing their favorite tourist destination and what they like about that place.</p> <p>Students would extract the important information (text form, protagonist, theme) from the audio-visual texts and express their opinions about the same to a friend in an E-Mail.</p> <p>Standard: C i,ii,iii,iv , D i,ii,iii,iv</p>					
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MYP3 (Hindi/Spanish/French/German)

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Linkswith other subjects/interdisciplinary links
Health	13	Vocabulary related to health, illnesses, narration of accident, past tense, requests	A(i,ii,iii,iv), B(i,ii,iii,iv)	Listening, Reading Comprehension	Listening, Reading Comprehension A-i,ii,iii B-i,ii,iii	Thinker	Thinker	Reading the text and expressing their views on effect on pollution and other external factors on the health of an individual	Biology, Physical Education
Culture (Food, Festivals, Sport)	13	Famous cuisine, festivals and sports,	C(i,ii,iii),D(i,ii,iii,iv)	Role Play Block writing Poster making,	Speaking on the given topic such as favourite festival. Dialogue Writing	Social skills	Balanced, open-minded	Comparative analysis of two important festivals in two different cultures	Individual Societies

					C-i,ii,iii,iv D-i,ii,iii			(Christmas and Diwali)	
Future Plans	12	Future tense, dreams, professions, Life in future 2050	A(i,ii,iii,iv), B(i,ii,iii,iv)	Listening Activity Comprehensions –Signs/ Emails, Text messages/Poetry	Reading comprehension Listening A-i,ii,iii B-i,ii,iii	Collaborative skills	Reflective	Describing their future goals, why they have chosen it and how they will achieve it.	Science
Media and Technology	12	Vocabulary related to technology, media, internet, smartphones,	C(i,ii,iii),D(i,ii,iii,iv)	Debate Slogan Writing Advertisement Letter writing	Speaking Letter/E-Mail writing C-i,ii,iii,iv D-i,ii,iii	Communication skills, social skills	Communication	Presentation on effects of Media and Technology and writing letter on how to use technology	Science

INDIVIDUAL AND SOCIETIES

Course general description:

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners to consider local and global contexts.

In this subject group, students can engage with exciting, stimulating and personally relevant topics and issues. Many sensitive and personally challenging topics require careful consideration in the context of a safe and responsible learning environment characterized by respect and open-mindedness. 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 content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with “the human story” as it continues to evolve in an era of rapid change and increasing interconnectedness.

Course aims and goals:

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

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

- appreciates human and environmental commonalities and diversity
- understands the interactions and interdependence of individuals, societies and the environment
- identifies and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities

- develops inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Course objectives:

The objectives of any MYP subject state the specific targets that are set for learning in that subject. They define what the student will be able to accomplish as a result of studying the subject. The objectives of MYP individuals and societies encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation. These objectives relate directly to the assessment criteria found in the “Assessed curriculum” section of this guide. Together these objectives reflect the knowledge, skills and attitudes that students need in order to encourage the development of different domains of learning; they represent essential aspects of individuals and societies courses.

Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to:

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

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.

In order to reach the aims of individuals and societies, students should be able to:

1. formulate a clear and focused research question and justify its relevance
2. formulate and follow an action plan to investigate a research question
3. use research methods to collect and record relevant information
4. evaluate the process and results of the investigation.

Communicating

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

In order to reach the aims of individuals and societies, students should be able to:

1. communicate information and ideas using an appropriate style for the audience and purpose
2. structure information and ideas in a way that is appropriate to the specified format
3. document sources of information using a recognized convention.

Thinking critically

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

In order to reach the aims of individuals and societies, students should be able to:

1. discuss concepts, issues, models, visual representation and theories
2. synthesize information to make valid arguments
3. analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
4. interpret different perspectives and their implications.

Assessment criteria are as follows:

Summative assessments are criterion based. (mentioned in objectives above). Each achievement level has its certain description which guides the students about their performance in the assessment.

Final grade is calculated for each subject by adding all the achievement levels of two terms and the final grade is assigned by referring the grade boundaries defined by MYP.

Course main resources:

MYP by concept 1 individual and societies (Paul Grace) - Hodder education – text book

MYP by concept 2 individual and societies (Paul Grace) - Hodder education – text book

MYP by concept 3 individual and societies (Paul Grace) - Hodder education – text book

International mindedness

In MYP 3, topic: revolution

Student will find out about the reasons why societies experience revolution and the different types that can occur. For example, they will learn about Cuban revolution, Romanian revolution, Russian revolution and Chinese revolution. Through this student will get to know about how other countries function politically, socially, and economically, what are the positive and negative consequences. As the class is a mixed batch of Indian and foreign students, students will discuss their knowledge and experience to understand the topic more deeply. Group activity will develop their understanding more accurately.

Development of the IB learner profile

MYP 1: Communication skills: (Providing opportunities to communicate our understanding of concepts in different ways) - use and interpret a range of discipline specific terms and symbols.

Use of compass rose and using four figure and six figure grid reference and determine the direction of the points of location. Using terms like North, south, east west, etc student will be using his communication skills to tell the direction of a point/ location. Student will be using the skill to express the understanding of map interpretation.

After this activity, a video will be shown which will tell them what four figure grid and six figure reference.

Course syllabus:

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
MYP 1									
Global Problems and Citizen	24 block lessons	Human achievements, issues related to human achievements, Deforestation and Water Cycle; Plastic in the Ocean; Sustainable development Goals	Criteria B- investigating Criteria C - communicating	Criteria B (iii,iv) Criteria C (i,ii,iii) pen paper test role play project report	Role play of human achievements	"Critical-thinking Creative-thinking Communication Information literacy"	Principled Caring (We will consider the different ways that people can make a positive difference to others and the planet)	How student will take action by looking at the different ways' individuals can make a positive difference to others.	Science(scientific invention and innovation) and maths(graphs, statistics)
How can Maps provide us	24 block lessons	"-Maps - types of map, -Components	Criteria A: Knowing and understanding	Criteria A (i,ii,iii)	Make a map fictional map and	"Communication Creative-thinking	Knowledgeable Thinker	How students will take	Art(making map), computers (MD/DT) (designing map and

with a sense of time, place and space?		of maps - Topographical map, -Maps help us to understand time, place and space "	Criteria D: Thinking Critically	Criteria D(i,ii) pen paper test project report	written reflection	Critical-thinking Information literacy Reflection skills "	(Developing understanding of mapping by exploring different types of maps and how to use them)	action by considering the ways that maps can communicate important information	map interpretation)
Where do we live?	24 block lessons	"-Types of settlement - Development of Settlement and its Hierarchy & function - Locational factors of settlement - Settlement and its change over the time -	Criterion B Investigating Criterion C Communication Criterion D Thinking Critically	Criterion B (i,ii,iii) Criterion C (i,ii,iii): Criterion D (ii) pen paper	Develop more sustainable practices in your school or society	"Communication Creative thinking Critical thinking Information literacy Reflection "	Communication Reflective (Providing opportunities to communicate our understanding of concepts in different ways)	How students will take action by looking at ways that settlements can become more sustainable for the future.	Geography, history, economics, political science, environmental science, social and culture.(types of settlements touching every aspects)

		Urban growth -Challenges faced by settlements - Settlement and its sustainability		test project report					
What can we learn from different Civilizations ?	24 block lessons	"- Achievements and contributions of the past - Civilizations: Sumer, Egypt, Ancient Rome, Maya & Inca -How the civilizations developed: Cities, Construction, Writings, Medicine, Democracy, Philosophy,	A: Knowledge and Understanding B: Investigating D: Critical thinking	A: (Strands i and ii) B: (Strands iv) D: (Strands i, iii and iv) pen paper test project	Model making of different types of civilizations	"Communication Creative thinking Critical thinking Information literacy Reflection skills "	Inquirer (Inquiry into examples of different historic civilizations and developing our own ideas and understanding about their significance)	How student will take action by finding out ways that historical sites and artefacts can be protected for the future.	Hindi and English and other foreign languages (different languages and understanding its importance)

		Sparta Agriculture and irrigation - Innovations of the Sumerians -The epic of Gilgamesh - Significant individuals of ancient Greece - Significant features of the Maya & Inca civilization "		report					
MYP 2									
Why are natural environments important to individuals and	24 block lessons	"Biomes and factors affect the make-up of a biome, climate represented on a graph, different	Criterion A, B, C & D	Criterion A(i, ii), B(i), C(i, ii) & D(i, ii, iii)	Project of biome	"Thinking, Social— Collaboration: Self-management — Organization:	Balanced: by exploring the importance of balance within natural environments and in connection	How students will take action by promoting sustainable development both in	Science(ecosystem, biome , interdependent relationship)

societies?		environments work as system, impact of humans on different environments, climate change and its effect on natural environments and sustainability. "		pen paper test project report		Research"	with sustainability	local and global contexts.	
How can Energy be produced sustainably ?	24 block lessons	Resources, Types of Resources on various basis, Natural Resources, Human as economic resources, Difference between	Criteria C and Criteria D	Criteria C (i, ii) and Criteria D (ii,iii, iv)	Pen paper test on the content	Communication, Information literacy skills and Critical thinking skills	Reflective: by exploring the values and limitations of different sources of energy production	How student will take action by looking at sustainable approaches to energy usage in our local communities	Science and maths DT (renewable innovations)

		various resources, Case studies, Wind energy as viable option.		pen paper test project report				s.	
How does exploration affect global interactions ?	24 block lessons	Exploration, its affects, silk route, Marco polo travels, age of exploration-causes and consequences , Columbian exchange, the Spanish conquests, affects of industrialization, the expansion of empires,	Criteria A B C D	Criteria A(i,ii) B (i,ii,iii,iv) C(i,ii,iii) D(i,ii,iii,iv) pen paper test	Project on women explorer and inventor	Communication skills, information literacy skills, critical-thinking skills	Risk taker: as exploration nearly always involves some kind of risk	How student will take action by considering the ways that exploration can bring positive consequences to people's lives.	Languages (language to communicate the exchange)

		growth of tourism, 21 st century exploration		project report					
How has globalization shaped the world?	24 block lessons	causes and consequences of globalization, transnational globalization, examples of globalization in language, business, sport and entertainment .	Criteria A C D	A (i) C (ii iii) D (ii, iii) pen paper test project report	Evaluation and reflection on globalization	Communication skills, information literacy skills, critical-thinking skills, reflective skills, creative thinking skills	Caring: by making connections to global issues that result from the process of globalization	How student will take action by looking at the ways that globalization can promote positive changes.	Languages, visual arts, HPE (trade , sports, gaming industry, role play)
MYP 3									
What are the natural hazards and how do societies respond to	24 block lessons	Earth's structure, plate movement, earthquakes and volcanoes	Criteria A,B ,C	A: strands i & ii, B: strands ii & iv, C: strand: i, ii	Disaster management	Communication skills; Information literacy skills; Critical-	Communication: by exploring the ways that communication can help reduce the	How student will take action by raising a campaign to help an	Science(fictions and process, innovative way to face its consequences)

them?		and impacts of natural disasters		& iii pen paper test project report		thinking skills; Transfer skills; Collaboration skills; Media literacy skills	severity of disasters.	area of the world affected by natural hazards	
Where are all the people?	24 block lessons	Population change, Demographic Transition Model, Population pyramid, population issue,	Criteria A, B, C	A: strands i & ii B: strands I,ii & iii C: strands i & ii pen paper test project report	Vodcast of population growth and changes/ models on population theories	communication skill, Critical-thinking skills, Information literacy skills	Communication: by using a range of different methods of communicating understanding s.	How student will take action by looking at how sustainable development can promote more equitable and fair societies.	Maths, economics

Why do societies experience revolution?	24 block lessons	<p>What is a revolution?</p> <p>What are the different types of Revolution?</p> <p>What were the causes and consequences of the Russian Revolution?</p> <p>The October Revolution and its consequences , what role does propaganda play in revolutions?</p> <p>What were the causes and consequences</p>	Criteria A,B, C,D	<p>A: strands i & ii, B: strands ii & iii, C: strand: i,ii & iii, D: strands ii & iii</p> <p>pen paper test</p> <p>project</p> <p>report</p>	Report writing on revolution.	Organization skills, Critical-thinking skills, Creative-thinking skills, Information literacy skills	Principled: as revolutions can often involve standing up of certain principles that people believe in.	How student will take action by looking at revolutions and their progress.	Languages, visual arts

		of the Chinese Revolution? The Chinese Republic and after							
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DESIGN

Course aims and goals :

Digital Design prepares students to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Students use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to be confident, creative and independent learners.

The aims and objectives of Digital Design are to enable children:

- To develop design capability in finding, selecting and using information.
- To use design for effective and appropriate communication.
- To monitor and control events both real and imaginary.
- To apply hardware and software to creative and appropriate uses of information.

- To apply their design skills and knowledge to their learning in other areas.
- To use their design skills to develop their language and communication skills.
- Teaching and Learning Style as the aims of digital design are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware and software, the main emphasis of our teaching in design is for individuals or groups of children to use computers to help them in whatever they are studying.
- We encourage the children to explore ways in which the use of digital design can improve their results.
- We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by: setting common tasks which are open-ended and can have a variety of responses.

- Setting tasks of increasing difficulty (not all children complete all tasks)
- Grouping children by ability in the room and setting different tasks for each ability group

Course objectives: The objectives of MYP design encompass the factual, conceptual, procedural and meta cognitive dimensions of knowledge.

- Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning.
- Reflect the knowledge, skills and attitudes that students need in order to engage with and solve complex real-life problems in both familiar and unfamiliar contexts; they represent essential aspects of design methodology.

Course assessment structure and criteria:

MYP Design cycle has following four criteria:

A-Inquiring and analysing

B-Developing ideas

C-Creating the solution

D-Evaluating

Each design criteria must be covered twice in a year and requires minimum 50 hours of teaching.

Connection with Service: MYP also teaches students to value two of the essential components of the MYP: service and action. Service as action is a subset of action. The IB defines that service as action as, “to act to make a positive difference to the lives of others, to the environment and also our own growth”.

Action (learning by doing and experiencing) is an important part of the IB MYP. Service is how you engage yourself to the action. Service as action is a required activity or project in each year of the program. Service as Action is about raising awareness of the world around you. These values grow out of student

participation in local and global communities. In design subject students create products/solutions for community problems and this way they help the communities.

Assessments

The following assessment criteria have been established by the IB for Design:

Criterion A: Inquiring and analyzing

At the end of year student should be able to:

- i) Explain and justify the need for a solution to a problem
- ii) State and prioritize the main points of research needed to develop a solution to the problem
- iii) Describe the main features of one existing product that inspires a solution to the problem
- iv) Present the main findings of relevant research.

Criterion B: Developing Ideas

At the end of year student should be able to outline:

- i) Develop a list of success criteria for the solution
- ii) Present feasible design ideas, which can be correctly interpreted by others
- iii) Present the chosen design
- iv) Create a planning drawing/diagram which outlines the main details for making the chosen solution.

Criterion C: Creating the solution

At the end of year student should be able to outline:

- i) Outline a plan, which considers the use of resources and time, 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 list the changes made to the chosen design and plan when making the solution.
- iv) Present the solution as a whole.

Criterion D: Evaluating

At the end of the year students should be able to outline:

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

Course main resources:

MYP Technology Years 1-3 Printed Student Book, Jason Reagin

Online resources

<https://ieeexplore.ieee.org/document/7367994>

<https://www.youtube.com/watch?v=LlhmzVL5bm8>

<https://product.tdk.com/info/en/pr/sensor/index.html?gclid=CjwKCAjwg-DpBRBbEiwAEV1 - ETs0GktU34YuvhjCR1jMJB0Aqwfeeof61SQUG S1Bi1T2ownyEBoCsK4QAvD BwE>

<https://smartify.in/>

<https://www.crabtreeindia.com/en/products/automation-main.html>

Assessment components: Formative Assessments:

Assessment is integral to all teaching and learning. Teachers assess student knowledge using formative and summative assessments. Formative assessment guides teacher instruction and gives students feedback on their progress. Formative assessments are not calculated into the final grade. A student's final grade is determined based on their summative scores. Two formal formative assessments will be conducted in each unit and their grades will be recorded. A student's final grade is determined based on their summative scores. Formative assessments may be daily class work, class discussions, group work, teacher observation, and assignments given in class, Quizzes (kahoot)/ Flip Classrooms. Feedback is given to individual students to ensure learning is focused on specific goals.

Summative Assessments:

Through revision using Formative Assessment tasks, students will be able to strengthen their knowledge and understanding of the subject. Using a method of scaffolding students will be able to hone their experiential learning through practice and develop their skills accordingly. A set of assessment rubrics will also be shared with students and parents alike, to assist in developing their overall understanding and preparation for the upcoming exam. On a weekly basis, parents will be notified of activities taken forward in various subjects by the teachers. Assignments, along with assessments and upcoming tests/examinations will be notified to the parents. End of Term Assessment will take place at the end of the Term (December, May) and the reports will be generated then.

Design cycle projects will be completed for each unit, consisting of a *final product as well as a completed design cycle planning guide*.

- IB summative assessments will be graded on the following criterion (stages of the Design Cycle)

- Inquiring and Analysing
- Developing Ideas
- Creating the solution

- Evaluating

The design assessment criteria are noted below:

Assessment criteria	A	B	C	D
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

Examples of formative assessments:

Students will represent their research work through a power point presentation.

Students will have a group discussion based on their research work and outcome.

Students will prepare for a time bound in house quiz, which will help them work under pressure.

Summative assessment (End of Unit Assessment) - examples

Step 1: Students will use the Design cycle to compare and contrast the effective use of environmentally friendly building materials and products. They will investigate the need for sustainability and explore the concepts of change and progress for improvement.

Step 2: Students will find out how to calculate a carbon footprint and the importance of it.

Step 3: They will use this research to help them formulate design ideas, which will culminate in one final design.

Step 4: At the end students will submit a research report which will contain the whole research process and outcome.

International mindedness -

Every course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Development of the IB learner profile

<i>Topic</i>	<i>Learner Profile</i>
<i>Arduino Programming and Sensors</i>	<u>Thinkers</u> – Students will improve their thinking skill by outline a scope of work which defines the complete development of flow of the product.

Course Syllabus: MYP-1

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
Internet Of Things	25 Hours	Internet of Things	Understanding the importance of technology and scientific practices along with IOT system.	Assessment Tools : Presentation, Microsoft Word Assessment Criteria- Students will be assessed on the basis of their Research work, Presentation skills and	Students will represent their word file/ Presentation related to their research on the final product so following points should be clear in their research report: <ul style="list-style-type: none"> • Need for a solution. • Factors affecting the solution. • Research on existing solutions. 	Communication skills (i, vii): During their research work students will interview the users/clients which will help them to build their communication skills. In this unit students will work in groups in a collaborative manner this will also build their	Thinkers- Developing design ideas related to their project enhance their thinking skills.	-	Physics -In science students learn the concept of power, electricity, ampere, current, here in design students can apply this knowledge to build a new product and to solve community problems.

				their knowledge related to secondary Research	<ul style="list-style-type: none"> • Design specification • Success criteria • Sketches of all possible solutions • Final solution with Paint-3D and with proper justification. 	communication skills while they will be sharing ideas in their groups.			
		Simple Machine and Robot	To understand the concept how simple machine is different from a Robot						
		Arduino C	Students gets introduced to Arduino IDE. The						

		<p>open-source Arduino Software (IDE) makes it easy to write code and upload it to the board. It runs on Windows, Mac OS X, and Linux. The environment is written in Java and based on Processing and another open-source software.</p> <p>Student will design algorithm and flowchart as a program-planning tool</p>						
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			to solve a problem						
C programming and Sensors	15 Hours	Algorithm and flowchart	Students will learn to blink a single LED, Multiple LED, working with multiple sensors, Potentiometer, Resistors	Students will be assessed on the basis of Criteria C Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution. Demonstrate excellent	Students will represent their word file/ Presentation related to their final product: Present the idea through a detailed drawing of the product (Voice controlled Robot) with exact dimensions of each compartment, annotations. Write down the complete programming code that you have used for Home Automation.	<u>Skills:</u> Communication skills, Critical-thinking skills Communication skills: Collaborative feedback and assessment will help students build their communication skills. Presenting their realised products would allow them to communicate through other visual languages	Communicator	In order for students to provide ideas using algorithm and flowchart for inventions that benefit the life, students must exercise critical-thinking skills to observe carefully to recognize everyday problems.	-

				<p>technical skills when making the solution</p> <p>Follow the plan to create the solution, which functions as intended</p> <p>Explain changes made to the chosen design and plan when making the solution</p> <p>Present the solution as a whole.</p>	<p>Present a complete functional product as intended and list more than three changes made during the building process of the product.</p>	<p>such as 3 dimensional model making and finishing of the product to provide a functional and high quality product.</p> <p>Critical Thinking Skill -In order for students to provide ideas using algorithm and flowchart for inventions that benefit your life, students must exercise critical-thinking skills to observe carefully to recognize</p>			
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						everyday problems.			
Projects Development	15 Hours	Voice Controlled Robot: Testing of the product Evaluation of the success of the solution	Students will do the testing of their final product Voice – controlled robot and will find out the bugs. They will take the reflections from multiple people and will explain how their solution can be improved		Students will take the survey related to their final product and will write the reflection what difficulties they have faced and how they can improve it	Reflection Skills	Reflective	-	-

Course Syllabus: MYP-2

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
Internet Of Things	25 Hours	Internet of Things	Understanding the importance of technology and scientific practices along with IOT system.	Assessment Tools : Presentation, Microsoft Word Assessment Criteria- Students will be assessed on the basis of their Research work, Presentation skills and their	Students will represent their word file/ Presentation related to their research on the final product so following points should be clear in their research report: <ul style="list-style-type: none"> • Need for a solution. • Factors affecting the solution. • Research on existing solutions. • Design 	Communication skills(i, vii): During their research work students will interview the users/clients which will help them to build their communication skills. In this unit students will work in groups in a collaborative manner this will also build their	Thinkers- Developing design ideas related to their project enhance their thinking skills.	-	Physics -In science students learn the concept of power, electricity, ampere, current, here in design students can apply this knowledge to build a new product and to solve community problems.

				knowledge related to secondary Research	specification <ul style="list-style-type: none"> • Success criteria • Sketches of all possible solutions • Final solution with Paint-3D and with proper justification. 	communication skills while they will be sharing ideas in their groups.			
		Simple Machine and Robot	To understand the concept how simple machine is different from a Robot						
		Arduino C	Students gets introduced to Arduino IDE. The open-source						

		<p>Arduino Software (IDE) makes it easy to write code and upload it to the board. It runs on Windows, Mac OS X, and Linux. The environment is written in Java and based on Processing and another open-source software.</p> <p>Student will design algorithm and flowchart as a program-planning tool to solve</p>						
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			a problem						
C programming and Sensors	15 Hours	Algorithm and flowchart	Students will learn to blink a single LED, Multiple LED, working with multiple sensors, Potentiometer, Resistors	Students will be assessed on the basis of Criteria C Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution. Demonstrate excellent	Students will represent their word file/ Presentation related to their final product: Present the idea through a detailed drawing of the product (Voice controlled Robot) with exact dimensions of each compartment, annotations. Write down the complete programming code that you have used for Home Automation.	<u>Skills:</u> Communication skills, Critical-thinking skills Communication skills: Collaborative feedback and assessment will help students build their communication skills. Presenting their realised products would allow them to communicate through other visual languages such as 3	Communication or	In order for students to provide ideas using algorithm and flowchart for inventions that benefit the life, students must exercise critical-thinking skills to observe carefully to recognize everyday problems.	-

				<p>technical skills when making the solution</p> <p>Follow the plan to create the solution, which functions as intended</p> <p>Explain changes made to the chosen design and plan when making the solution</p> <p>Present the solution as a whole.</p>	<p>Present a complete functional product as intended and list more than three changes made during the building process of the product.</p>	<p>dimensional model making and finishing of the product to provide a functional and high quality product.</p> <p>Critical Thinking Skill -In order for students to provide ideas using algorithm and flowchart for inventions that benefit your life, students must exercise critical-thinking skills to observe carefully to</p>			
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						recognize everyday problems.			
Projects Development	15 Hours	Home Automation: Testing of the product Evaluation of the success of the solution	Students will do the testing of their final product Home automation and will find out the bugs. They will take the reflections from multiple people and will explain how their solution can be improved		Students will take the survey related to their final product and will write the reflection what difficulties they have faced and how they can improve it	Reflection Skills	Reflective	-	-

ARTS

Course general description

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

Course aims and goals

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

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Course objectives:

The objectives of any MYP subject group state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP arts encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Criterion A: Knowing and understanding

- 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.

Criterion B: Developing skills

- 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.

Criterion C: Thinking Creatively

- i. develops 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.

Criterion D: Responding

- 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.

Course assessment structure and criteria:

Assessment is an integral part of any teaching-learning process. Based on the objectives, assessments are of three categories:

Diagnostic Assessment: It's taken to test the prior knowledge of a student so that necessary support, help can be provided and the teaching strategies can be designed keeping the need of an individual in the class.

Formative Assessment: Formative assessments are conducted during the progress of a unit.

Summative Assessments (End of Unit Assessment): Summative assessments are conducted at the end of a unit. The purpose of this assessment is to test the performance of a students in a given unit/units.

Achievement Levels to Grade conversion:

Science has 4 criteria to be assessed and each criterion fetches an achievement level of maximum of 8. Thus, the total of 4 achievement levels is 32. Based on the total achievement level from four criteria, the achievement levels are converted into IB prescribed grades according to the following grade boundaries:

	1	2	3	4	5	6	7
Total of Achievement levels	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Course main resources:

<http://ngmaindia.gov.in/>

<https://www.moma.org/>

https://www.artyfactory.com/still-life/still_life_pencil.html

References:

A Personal Journey, Student Book, grade 6; A Community Connection, Student Book 1ST ED, grade 7; A Global Pursuit, Student Book 1ST ED, grade 8

Links with Diploma Programme teachers:

In MYP arts, students are provided opportunities to prepare for the Diploma Programme visual arts course by:

- understanding the role of visual arts in context and using this understanding to inform their work and artistic decisions
- discovering the aesthetics of visual arts, and analysing and expressing this in various forms
- acquiring, developing and applying skills in the process of making and communicating visual arts
- being encouraged to think laterally, develop curiosity and purposefully explore and challenge boundaries
- responding to their world, to their own art and its audience, and to the visual arts of others

International mindedness

International-mindedness represents an openness and curiosity about the world and its people. It begins with students understanding themselves in order to effectively connect with others. The arts provide a unique opportunity for students to recognize the dynamic cultural influences around them. The IB Diploma Programme visual arts course gives students the opportunity to study a wide variety of visual arts disciplines and forms. Students are expected to explore and engage with art from a variety of contexts. Through making, investigating and critically analysing and appreciating differing art forms, students deepen their understanding of the visual arts, as well as their knowledge, understanding and experience of the visual arts within the global community. They become more informed and reflective, and develop their abilities to become enriched practitioners, communicators and visual thinkers. They learn to acknowledge the aspects that appear in all art forms and art cultures, and also to recognize the unique ways in which particular cultures express and represent their values and identity visually.

Development of the IB learner profile

1) KNOWLEDGABLE: The learners will acquire knowledge about various techniques, methods, styles and elements of art. The learners will also develop knowledge of various art historical genre and timeline.

2) THINKERS: The units will enable the learners to think critically about different aspects of art and their relationship with culture, time and space.

Course syllabus: MYP 1

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
Observation Study	25 Hours	Still life study, Nature study	Understanding the objective of light and shade and how they impact the composition .	<p>Criterion A Knowing and understanding</p> <p>Criterion B Developing skills</p> <p>Criterion D Responding</p>	The Learners will make a portfolio that will include	<p>Communication skills,</p> <p>Self-Management skills,</p> <p>Research skills</p> <p>Social skills</p>	<p>1) Documentation and presentation process for portfolio</p> <p>2) Work collaboratively in a production team with assigned roles and responsibilities</p>	Sciences The effect of lights and colors.	
Critical understanding	25 Hours	Artist study, Critical understanding,	Understanding different techniques and	<p>Criterion A Knowing and understanding</p>	The Learners will make a portfolio	<p>Communication skills,</p> <p>Self-</p>	1)Documentation and presentation process for	History Understanding different time period and socio-political	

		Method and techniques	processes used by different artists to create a composition and how the same impact in the creation and identity of the art work.	ng Criterion B Developing skills Criterion C Thinking Creatively Criterion D Responding	that will include 4) The process es. 5) The final resolved artwork 6) Reflection.	Management skills, Research skills Social skills Thinking skills	portfolio 2) Work collaboratively in a production team with assigned roles and responsibilities		conditions of different time period.
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Course syllabus: MYP 2

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
Observation Study		Still life study, Nature study	Understanding the objective of Mark Making and how they impact the composition.	Criterion A Knowing and understanding Criterion B Developing skills	The Learners will make a portfolio that will include 7) The processes.	Communication skills, Self-Management skills, Research skills	1) Documentation and presentation process for portfolio 2) Work collaboratively		Sciences The effect of lights and pigments and Interaction of one pigment with other

				Criterion D Responding	8) The final resolved artwork 9) Reflection.	Social skills	in a production team with assigned roles and responsibilities		
Critical understanding		Literature and its Impact on art. Creating art work from different literature pieces.	To create art work from different literature pieces. How art and literature move parallel in different time period	Criterion A Knowing and understanding Criterion B Developing skills Criterion C Thinking Creatively Criterion D Responding	The Learners will make a portfolio that will include 10) The processes. 11) The final resolved art work Reflection.	Communication skills, Self-Management skills, Research skills Social skills Thinking skills	1) Documentation and presentation process for portfolio 2) Work collaboratively in a production team with assigned roles and responsibilities		Language Understanding of the literature and inner meaning of the same History Different time period and genre and how art and literature moves parallel in different phases of time.

Course syllabus: MYP 3

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Summative assessment	ATL	LP and CAS/Service links	Links with TOK/Critical thinking	Links with other subjects/interdisciplinary links
Observation Study		Still life study, Nature study	Understanding the objective of Perspective, Proportion and Light and Shade and how they impact the composition.	<p>Criterion A Knowing and understanding</p> <p>Criterion B Developing skills</p> <p>Criterion D Responding</p>	<p>The Learners will make a portfolio that will include</p> <p>12) The processes.</p> <p>13) The final resolved artwork</p> <p>14) Reflection.</p>	<p>Communication skills,</p> <p>Self - Management skills,</p> <p>Research skills</p> <p>Social skills</p>	<p>1) Documentation and presentation process for portfolio</p> <p>2) Work collaboratively in a production team with assigned roles and responsibilities</p>	<p>Sciences The effect of lights and colors.</p> <p>Maths Understanding Perspective and How perspective impacts the proportion</p>	
Critical understanding		Identity through art	Understanding how Identity of an individual is reflected in the art work. How different	<p>Criterion A Knowing and understanding</p> <p>Criterion B Developing</p>	<p>The Learners will make a portfolio that will include</p> <p>15) The processes</p>	<p>Communication skills,</p> <p>Self - Management skills,</p>	<p>1) Documentation and presentation process for portfolio</p>	<p>History Understanding culture and its impact in art works and how the culture is represented in the artwork of different artists as Identity.</p>	

			artists represent identity through their art work.	skills Criterion C Thinking Creatively Criterion D Responding	s. 16) The final resolved artwork Reflection.	Research skills Social skills Thinking skills	2)Work collaboratively in a production team with assigned roles and responsibilities		
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PHYSICAL AND HEALTH EDUCATION

Course general description:

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student’s balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Course aims and goals:

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. 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.

Course objectives:

The objectives of any MYP subject group state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP physical and health education encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Our program objectives are as follows:

A. Knowing and understanding

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

In order to reach the aims of physical and health education, students should be able to:

- explain physical and health education factual, procedural and conceptual knowledge.
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- 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.

In order to reach the aims of physical and health education, students should be able to:

- design, explain and justify a plan to improve physical performance and health
- analyse and evaluate the effectiveness of a plan based on the outcome.

C. Applying and performing

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

In order to reach the aims of physical and health education, students should be able to:

- 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.

In order to reach the aims of physical and health education, students should be able to:

- i. explain and demonstrate strategies that enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance.

Course assessment structure and criteria:

Across MYP 1,2,3, there are fixed number of the formatives and summative that are conducted.

1. *Formative assessment* - Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives. Teachers use various assessment tools to keep a record of student progress. ***Formative will be held at least two per unit, which be comment based and posted on Manage Bac.***

2. *Summative Assessment*- Summative assessment takes place at the end of the teaching and learning process and provides students with an opportunity to show what they have learned. It also shows how effectively students understand the central idea of the unit. Summative assessments are used to determine a grade/mark for a student. Summative assessment gives an overview of previous learning and is concerned with measuring student achievement. **Summative will be held at the end of every unit.**

Assessment criteria are as follows:

For MYP1, MYP 2, MYP 3

Summative assessments are criterion based. (mentioned in objectives above). Each achievement level has its certain description which guides the students about their performance in the assessment.

Final grade is calculated for each subject by adding all the achievement levels of two terms and the final grade is assigned by referring the grade boundaries defined by MYP.

Course main resources:

Physical and Health Education Guide." Edited by IBO, *International Baccalaureate*, International Baccalaureate, 2014, IBO.org. ,

https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=&date_filter%5Bvalue%5D%5Bdate%5D=&date_filter_1%5Bvalue%5D%5Bdate%5D=&items_per_page=10

www.physed.rocks

www.rcbog.org

Course syllabus: MYP 1

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Key concept	Related concept(s)	Global context	Statement of inquiry	ATL Skills
Healthy Lifestyle	24 block lessons	<ul style="list-style-type: none"> ▪ Healthy lifestyle: health and fitness, ▪ nutrition: food groups, healthy eating habits, Calories intake per day ▪ nutrition for training, ▪ lifestyle: meaning, choices ▪ personal hygiene ▪ Preparation of a personal fitness plan - Goal Setting: SMART SPORTS Principle 	<p>Criteria A: Knowing and understanding</p> <p>Criteria B: Planning for performance</p>	<p>Criteria A: Knowing and understanding</p> <p>Criteria B: Planning for performance</p>	Relationship	Balance, Choice, Environment	<p>Scientific and technical innovation:</p> <p>The impact of environments on human activity.</p>	A healthy lifestyle requires balance of personal choices.	<p>Self-management:</p> <p>Organizational skills</p> <p>Social:</p> <p>Collaboration skills</p> <p>Communication:</p> <p>Communication skills</p> <p>Research:</p> <p>Media literacy skills</p>

Team Sports and Safety	24 block lessons	<ul style="list-style-type: none"> ▪ Skills, rules, strategies, movement concept, positioning and scoring to be taught in different team sports, i.e. Basketball, Cricket and Football. ▪ Injury prevention, First Aid of simple sports injuries ▪ Verbal and nonverbal communication <p>Safe sports environment: Playfields, Equipment's, Uniforms, Cleanliness</p>	Criteria C: Applying and performing Criteria D: Reflecting and improving performance	Criteria C: Applying and performing Criteria D: Reflecting and improving performance	Communication	Function, Systems	Personal and cultural expression: - Fields and Disciplines Practice and Competency	Team Sports and Safety	24 block lessons
Synchronized Swimming 8 weeks	24 block lessons	How our body moves	Criteria B: Planning for performance	Criteria B: Planning for performance	Change	Refinement, Movement	Identity and relationship	Refining movement technique	Thinking: creative thinking skills

		<ul style="list-style-type: none"> Skeleton: bones & joints Muscles: Role of Voluntary muscle in sports <p>Synchronized Swimming: sequence.</p>	Criteria C: Applying and performing Criteria D: Reflecting and improving performance	Criteria C: Applying and performing Criteria D: Reflecting and improving performance			s	determines efficiency, power and strength	Research: Information literacy skills Communication: Communication skills
Racquet Sports	24 block lessons	<ul style="list-style-type: none"> Basic Skills of Squash/Table Tennis: Grip, Volley, Service Court Positioning Scoring 	Criteria A: Knowing and understanding Criteria C: Applying and performing	Criteria A: Knowing and understanding Criteria C: Applying and performing	Relationships	Movement	Personal and Cultural Expression: Practice and competency	Purposeful relationships strengthen progression of group movements	Thinking: Critical thinking, Transfer skills

Course syllabus: MYP 2

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Key concept	Related concept(s)	Global context	Statement of inquiry	ATL Skills
Racquet Sports and Fitness	24 block lessons	<ul style="list-style-type: none"> Basic Skills of Squash/Table Tennis: Grip, Volley, 	Criteria A: Knowing and understanding	Criteria A: Knowing and understanding	Relationships	Movement	Personal and Cultural	Purposeful relationships strengthen	Thinking: Critical thinking, Transfer skills

		<p>Service</p> <ul style="list-style-type: none"> ▪ Court Positioning ▪ Scoring ▪ How we train ▪ Warming up and limbering down <p>Goal setting: SMART</p>	g Criteria B: Planning for performance	g Criteria B: Planning for performance			Expression : Practice and competency	progression of group movements	Self-management: Organization skills Communication: Communication skills
Team Sports and Safety	24 block lessons	<ul style="list-style-type: none"> ▪ Skills, rules, strategies, movement concept, positioning and scoring to be taught and revise in different team sports. ▪ Injury prevention ▪ Administration of simple sports injuries ▪ First Aid of simple sports injuries ▪ RICE 	Criteria C: Applying and performing Criteria D: Reflecting and Improving performance	Criteria C: Applying and performing Criteria D: Reflecting and Improving performance	Communication	Choice & Function	Orientation in space and time: Peoples, boundaries, exchange and interaction	For a team to function effectively, all team members must communicate efficiently, clearly and make good choices.	Thinking: Critical thinking skills, Creative thinking skills, Transfer skills Social: Collaboration skills
Swimming and	24 block lessons	<ul style="list-style-type: none"> ▪ Basic Swimming Skills: 	Criteria A: Knowing and	Criteria A: Knowing and	Relationships	Refinement &	Scientific and	Refining movement	Thinking: creative thinking

Survival		Entry, Breathing, Leg kick, Arm Action, Floating <ul style="list-style-type: none"> ▪ Safety & Sanitary Rules ▪ Personal Survival skills & life-saving techniques ▪ Fundamentals of following strokes: Free Style Back Stroke Breast Stroke Butterfly 	understanding	understanding		Movement	technical innovation : Adaptation, ingenuity and progress	technique determines efficiency, power and strength	skills Research: Information literacy skills
Creative Movements	24 block lessons	<ul style="list-style-type: none"> ▪ Sequence of creative movement: Yoga: Series of simple asana Gymnastics: Basic Movements i.e. Front roll, Back roll, Cartwheel, Handstand 	Criteria B: Planning for performance Criteria C: Applying and performing Criteria D: Reflecting and improving performance	Criteria B: Planning for performance Criteria C: Applying and performing Criteria D: Reflecting and improving performance	Relationships	Movement	Personal and Cultural Expression : Practice and competency	Purposeful relationships strengthen the progression of group movements	Self-management: Organization skills Research: Information literacy skills Thinking: Critical thinking, Creative thinking, Transfer skills Communication: Communication skills

Course syllabus: MYP 3

Unit title	Duration (teaching periods)	Unit content (topics)	Objectives	Assessment tools; Assessment criteria	Key concept	Related concept(s)	Global context	Statement of inquiry	ATL Skills
Training in Sports.	24 block lessons	<ul style="list-style-type: none"> ▪ Components of Physical Fitness ▪ Training Methods to develop physical fitness components: Strength, Speed, Endurance, Flexibility & Coordinative abilities. 	<p>Criteria A: Knowing and understanding</p> <p>Criteria B: Planning for performance</p>	<p>Criteria A: Knowing and understanding</p> <p>Criteria B: Planning for performance</p>	Change	Adaptation & Choice	Identities and Relationships: Health and well-being; lifestyle choices	Healthy lifestyle and choices brings wellbeing.	<p>Self-management: Organization skills</p> <p>Research: Information literacy skills</p>
Team Sports and Safety	24 block lessons	<ul style="list-style-type: none"> ▪ Ethics in sports ▪ Rules and regulation in sports ▪ Safety 	<p>Criteria C: Applying and performing</p> <p>Criteria D: Reflecting and</p>	<p>Criteria C: Applying and performing</p> <p>Criteria D: Reflecting and</p>	Communication	Choice & Function	Orientation in space and time: Peoples, boundaries, exchange and	For a team to function effectively, all team members must	<p>Thinking: Critical thinking skills, Creative thinking skills, Transfer skills</p> <p>Social:</p>

		<p>arrangements</p> <ul style="list-style-type: none"> How to check and handle the equipment <p>Skills, rules, strategies, movement concept, positioning and scoring to be taught and revise in different team sports.</p>	improving performance	improving performance			interaction	communicate efficiently, clearly and make good choices.	Collaboration skills Research: Information literacy skills
Swimming and Life Saving	24 block lessons	<ul style="list-style-type: none"> Basic Swimming Skills: Entry, Breathing, Leg kick, Arm Action, Floating Safety & Sanitary Rules Personal Survival skills & life-saving 	Criteria A: Knowing and understanding	Criteria A: Knowing and understanding	Relationships	Refinement & Movement	Scientific and technical innovation: Adaptation, ingenuity and progress	Refining movement technique determines efficiency, power and strength	Thinking: creative thinking skills Research: Information literacy skills

		<p>techniques</p> <ul style="list-style-type: none"> ▪ Fundamental s of following strokes: <p>Free Style Back Stroke Breast Stroke Butterfly</p>							
Creative Movements	24 block lessons	<ul style="list-style-type: none"> ▪ Sequence of creative movement: Yoga: Series of simple and few complex asana Gymnastics: Basic Movements i.e. Front roll, Back roll, Cartwheel, Handstand 	<p>Criteria B: Planning for performance Criteria C: Applying and performing Criteria D: Reflecting and improving performance</p>	<p>Criteria B: Planning for performance Criteria C: Applying and performing Criteria D: Reflecting and improving performance</p>	Relationships	Movement	Personal and Cultural Expression: Practice and competency	Purposeful relationships strengthen progression of group movements	<p>Self-management: Organization skills Research: Information literacy skills Thinking: Critical thinking, Creative thinking, Transfer skills Communication: Communication skills</p>