



Pechersk School International Kyiv

**Secondary Programme
2011-2012**

Dear Parents and Students:

Welcome to the PSI Secondary Programme Guide. We hope that the information provided here will give you a much clearer sense of all aspects of our school programme - MYP, DP, support services, graduation requirements and much more! (Please note that guidelines for student behaviour are outlined in our Secondary Handbook, which students have as part of their Homework Diaries.)

In addition to this guide, we will continue to offer both individual and group meetings for parents. We also encourage you to contact our teachers if you have questions about any particular class or about the needs of any student. We firmly believe that communication about our programme must be two-way and look forward to other opportunities to speak with you directly about the education we provide at PSI.

In the meantime, we hope you find this guide useful as an overview of the IB programmes and our course offerings. Happy reading!

Regards,

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Secondary Principal

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Vision Statement

We strive to develop successful global citizens committed to taking positive action on behalf of their school, their community and their world.

Our vision is to create a happy, nurturing and stimulating environment. Students will fulfill their potential through inquiry, reflection and learning applied to the real world.

Mission Statement

Pechersk School International is a diverse and welcoming learning community, **a place where we belong**. Teachers and parents work together in their shared commitment to enable students to apply their learning in real world contexts and contribute to the wider community.

PSI is an IB World School offering a challenging and integrated set of programmes that encourage achievement and a set of values based on the IB Learner Profile. Our teachers inspire students to be caring, principled, balanced, open-minded, knowledgeable and reflective learners who are inquirers, thinkers, communicators and risk-takers.

PSI also prepares students for global citizenship by emphasizing intercultural understanding, participation in global issues and life-long learning.

PSI Student Learning Objectives

PSI learning objectives are measurable targets we wish to see our students attain.

- Demonstrate in-depth knowledge and understanding across a broad and balanced range of disciplines.
- Develop beliefs and attitudes by being open to new perspectives, values and traditions of other individuals and communities, and evaluating a range of point of views.
- Formulate and clearly express opinions supported by evidence and a consideration of theoretical and practical issues from multiple perspectives.
- Achieve competency in English and a second or mother tongue language.
- Improve the lives of people in the local, national and global community by participating as compassionate and caring leaders committed to internationalism and service learning.
- Achieve predicted success in external IB examinations.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE IB LEARNER PROFILE

Pechersk School International is an authorised IB world school. A driving force behind the IB is its commitment to international education. The IB Learner profile runs across all three IB programmes and, 'is central to the definition of what it means to be internationally-minded.' (IB Learner Profile Booklet. March 2006).

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

OVERVIEW

Pechersk School International Kyiv (PSI) is a modern, comprehensive, co-educational day school serving students from over 40 countries between the ages of 3 and 18 years of age from Pre-Kindergarten through Grade 12. The name 'Pechersk' was taken from the area of Kyiv known historically as the city's centre of learning, reflecting the discipline and integrity of the scholarship practiced at the famous Pecherska Lavra, now a UNESCO World Heritage site. Our school motto is 'A place where we belong.'

The school was started in 1995 by a group of parents from the diplomatic and business community, and is a not-for-profit entity. Enlisting the help of embassies, companies and individuals, parents opened the school with just 47 students. Since then, the school has grown to over 400 students. In August 2003, PSI moved to its current location at Viktora Zabily 7a, close to the centre of Kyiv on the right bank of the Dnipro River.

Our EC – Grade 12 staff is made up of more than 60 teachers from eleven different countries with the four largest national groupings represented by the USA, Canada, Ukraine, and UK. All hold or are completing teaching degrees and many hold a Masters degree.

Admission is determined by age of student, previous school reports, an admission screening procedure and the school's ability to provide a suitable programme within class size limitations.

The average class size for all Secondary School courses is 12, allowing for significant personal attention. (Please note that class sizes vary based on subject area and size of year group.) An English as an Additional Language (EAL) programme is available for non-native English speaking students to support their development as English

language learners. The school has no special provision for children with significant learning disabilities, but is able to offer support for those with mild special learning needs. The school has one full time learning support teacher.

Facilities

PSI Secondary School has classrooms in our main building, as well as in three smaller buildings behind the Primary building. These facilities include two modern computer laboratories, as well as wireless laptops networked with internet connections, an Art studio, two science laboratories, a Design Technology workshop, a Music room and a Drama room. The gymnasium is housed in its own building and the Primary building holds our cafeteria and library, which contains more than 12,000 books and periodicals as well as computers designed for all age groups. The Science laboratories have been equipped to serve as centres for Biology, Chemistry, Physics and Environmental Studies.

PSI has a full time doctor and a medical assistant located in our first aid room on the ground floor of the Primary building. There are over two acres of outdoor area, including a lighted 5-a side Astroturf soccer pitch.

The site is completely enclosed with a gated entrance under 24-hour surveillance by security guards. PSI also leases a large swimming pool, tennis courts and soccer fields to extend our physical education programme.

DAILY SCHEDULE

8:25-8:35	Homeroom	11:25 – 12:05	Lunch
8:35 – 9:15	Period 1	12:05 – 12:45	Period 5
9:15 – 9:55	Period 2	12:45 – 13:25	Period 6
9:55 – 10:05	Break	13:25 – 13:35	Break
10:05 – 10:45	Period 3	13:35 – 14:15	Period 7
10:45 – 11:25	Period 4	14:15 – 14:55	Period 8

After School Activities begin at 3:00. Students should not arrive in the school before 8:00 am or stay after 5:00 pm, unless they are part of a scheduled and supervised activity. Students are not permitted on campus on weekends unless this has been prearranged with school administration.

PROGRAMME ORGANISATION

PSI is an International Baccalaureate (IB) World School, offering all three of the IB programmes – Primary Years Programme (PYP) in EC – Grade 5, Middle Years Programme (MYP) in Grades 6-10 and Diploma Programme (DP) in Grades 11 and 12. (Both MYP and DP will be explained in depth in this guide.)

At high school level (Grades 9 – 12), students may follow one of three paths toward graduation.

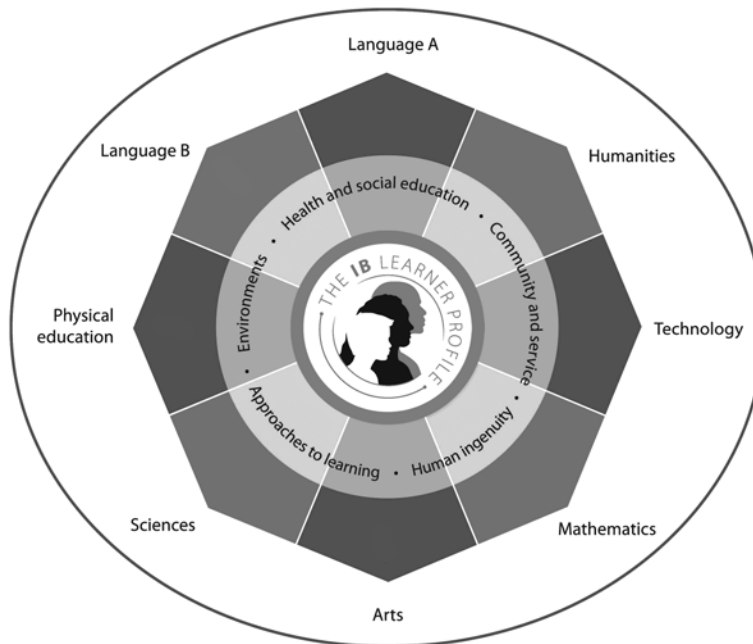
- All students who successfully complete our high school program receive a PSI diploma, which is accredited by the Council for International Schools (CIS) in Europe and the New England Association of Schools and Colleges (NEASC) in the United States.
- In addition, students may opt to earn IB certificates for some classes in Grade 12.
- Finally, highly motivated and proficient students may choose to work toward the IB Diploma, which will be explained in the DP section of this guide.

Regardless of which path they choose, all students must meet the PSI standards for graduation.

THREE ROADS TO GRADUATION

	High School Graduation	DP Certificates	Full IB Diploma
WHAT IT IS	An American-style diploma that certifies that the student has completed the necessary school-based requirements	Acknowledgement from the IB that a student has met the requirements of a specific course	Acknowledgement from the IB that a student has successfully completed the entire Diploma Programme
WHAT IT REQUIRES	4 years of English 3 years of Maths 3 years of Humanities 3 years of Science 2 years of Language 1 year of Arts 1 year of PE 1 year of Technology 3.5 years of Electives 4 years of Community Service	Successful completion of internal and external assessment for each DP course	3 Higher Level courses 3 Standard Level courses 2 years of Theory of Knowledge A 4000-word Extended Essay Completion of Creativity, Action and Service hours and documentation
BEST SUITED FOR	Students heading to North American universities Students who are heading to military service, technical college or the workplace	Students who do not have enough academic background to maintain 3 Higher Level courses but who want to boost their college applications Students who have interests in specific subject areas	Students who have strong academic skills and high motivation Students who want to apply to top tier universities

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME



OVERVIEW

The MYP is a five-year programme for students aged 11-16 (Grades 6-10). It was started by international school teachers in response to a perceived need for a truly international curriculum. Currently, nearly 600 schools worldwide are authorised to run the MYP, and many more are in the process of gaining authorisation.

The MYP helps students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. It teaches students to become independent learners who can recognise relationships between school subjects and the world outside, who can adapt to new situations and combine relevant knowledge, practical and social intelligence to solve problems alone or in groups.

The educational framework of the programme requires students to study in eight subjects: Literature taught at native language level, Foreign Language, Humanities, Science, Mathematics, Arts (Art, Music, or Drama), Technology (Design Technology), and Physical Education in each of the five years of the programme. The MYP aims to prepare students for the challenges faced at the Diploma Level. The MYP Subject Guides identify concepts and skills but the IB gives the school the flexibility to organise the curriculum according to our own requirements and context. However, all MYP schools must structure their curriculum to allow their students to achieve the aims and objectives of each subject group in terms of the final achievement at the end of the programme.

The model focuses on three fundamental concepts: communication (valuing language acquisition in at least two languages); holistic learning (finding the connections across and within the subjects and grade levels); and intercultural awareness (a growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures). Many of the concepts, programme elements, and the underlying philosophy found in the MYP are consistent with those found in both the IB Primary Years Programme and the IB Diploma Programme.

Teachers organise their curriculum through Areas of Interaction (Community and Service, Health and Social Education, Environments, Human Ingenuity, and Approaches to Learning), so that students learn how these key concepts connect to each subject area.

AIMS AND OBJECTIVES

The objectives of each subject group are skills-based and broad enough to allow a variety of teaching and learning approaches. They address knowledge, understanding, skills and attitudes.

- Knowledge: The important facts that the student needs to recall to ensure competence in the subject
- Understanding: How the student will be able to interpret, apply or predict aspects of the subject
- Skills: How the student will be able to apply what has been learned in new situations
- Attitudes: How the student is changed by the learning experience

GRADE 6-10 CURRICULUM/NUMBER OF 40-MINUTE PERIODS OF INSTRUCTION PER WEEK

Subject Area: PSI Offerings	6	7	8	9	10
Arts: Visual Arts, Music, Drama	8	8	8	4	4
Humanities	5	5	5	5	5
Language A: English, Russian, French, Ukrainian	5*	5*	5*	5	5
Language B: English, Russian, French, Ukrainian	5*	5*	5*	5	5
Mathematics	5	5	5	5	5
Physical Education	4	4	4	4	4
Science:					
G6-8: General Science					
G9: Physical Science, Life Science					
Grade 10: Biology, Physics, Chemistry	5	5	5	6	6
Technology: Design Technology	4	4	4	4	4

* Students in Grades 6-8 also receive one 40-minute period of library as part of their English language instruction in addition to the five periods of regular instruction.

Additional Notes

Arts

- In 6th, and 7th Grade, students currently rotate between Drama and Visual Arts and Music and Technology. (The changeover occurs after the first semester).
- Visual Art is currently not offered in Grade 8 for timetabling reasons. Instead, Music is offered all year with Technology and Drama being rotated after the first semester
- In Grade 9 students select one subject from, Art, Music or Drama for their final two years of the programme. (Students cannot change options between Grade 9 and Grade 10.)

Language A

- Not all A and B languages are available each year. Languages are offered based on class size and an assessment of student need.
- In addition to English, the school offers Language A Ukrainian, French and Russian at MYP level, provided that there is sufficient enrolment in these courses.

Language B

- French and Russian are offered to Foundation, Standard and Advanced Levels based on teacher recommendation.
- Students with limited English may take English B in Grades 6 and 7. Additionally, some students in Grades 6-10 will take English as an Additional Language (EAL) instead of a second language. This may impact the student's qualifications for MYP certification.

Mathematics

- Students in Grade 6 take Mathematics at the same level. In Grades 7 – 10, Mathematics is also offered at Extended Level. Students are placed in their Maths group based on teacher recommendation.

Science

- In Grade 10, students currently choose two of the three Sciences - Biology, Chemistry and Physics.

Technology

- Design Technology is compulsory in Grades 9 and 10.

AREAS OF INTERACTION (AOIs)

The Areas of Interaction allow students to link their understanding to real world situations. The IB itself states that AOIs:

- Give meaning to what is learned through the exploration of real-world issues
- Encourage higher-order thinking skills to deepen understanding
- Help students develop positive attitudes and a sense of personal and social responsibility
- Engage students in reflection to better understand themselves as learners
- Lead students from academic knowledge to thoughtful action

MYP: From Principles into Practice (2008)

Students learn the subject areas through the context of the AOIs. In addition, some aspects of AOIs, such as specific topics relating to Approaches to Learning or Health and Social Development, are explicitly delivered through the Homeroom programme.

The overall goal of the AOIs is that students will progress through a 3-stage process known as the Inquiry Cycle, in which students 1) develop awareness and understanding of issues, 2) reflect on their understanding of and involvement in those issues, and 3) engage in positive and thoughtful action.

The five Areas of Interaction are:

Approaches to Learning (ATL)

Key Questions

How do I learn best?

How do I know?

How do I communicate my understanding?

ATL teaches students how to learn, and how to acquire the skills and confidence to take control of their own learning. At PSI, subject area and homeroom teachers deliver an explicit set of grade level skills and aspects of knowledge relating to their area. The goal is that students will apply a range of ATL skills in different learning situations. We want them to become 'lifelong learners', equipped with a range of strategies and skills (and the confidence to use them) that will always benefit to them as they move through their lives.

Community and Service (C&S)

Key Questions

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

The IB Mission Statement stresses that education extends beyond intellectual achievement, and gives significant emphasis to a Community and Service element in its MYP. The PSI Community and Service programme aims to develop in our students the following qualities:

- Sensitivity to the needs of the community and society in general
- Awareness of the role of the individual within a community

- Willingness and skill to respond to the needs of others
- An altruistic attitude based on insight into different social patterns and ways of life

All students from Grade 6 to 10 participate in the Community and Service programme. As a result, students develop positive attitudes and a sense of personal and social responsibility – qualities that should prove of value to them in their lives as a whole.

Health and Social Education (HSE)

Key Questions

How do I think and act?

How am I changing?

How can I look after others and myself?

“Health and Social education concentrates on preparing the student for a physically and mentally healthy life in which he/she is aware of potential hazards and is able to make informed choices. Respect for body and mind is the cornerstone upon which all learning is built.” (MYP Guide)

Personal Skills: Increasing both students’ problem-solving ability and their ability to express their needs; becoming aware of personal development, moods, emotions and self-control; facing problems and dealing with them; coping with loneliness and shyness; weighting values and coping with value conflict.

Interpersonal Skills: Getting along with others and making friends; becoming aware of the need for affection and security; dealing with personality conflicts; coping with jealousy, bullying, hatred, conceit and prejudice; recognising faults in oneself and others; making choices about sexual relationships; acknowledging the appropriate times for dependence, interdependence and independence.

Social Skills: Becoming aware of conflicts between personal and social wants, roles and attitudes; developing loyalty; recognising the need for rules and the balance between authority and freedom; becoming aware of the individual’s responsibility to society; identifying the unspoken rules of the school and society; becoming aware of minority groups like the handicapped, ethnic groups, homosexuals, etc.

At PSI we supplement the attention given to this subject in academic subject lessons with homeroom classes in which faculty members, the guidance counselor and experts in the community give students information about health issues, sexuality, substance abuse, HIV/AIDS and peer relations.

Environments

Key Questions

Where do we live?

What resources do we have or need?

What are my responsibilities?

“The Environments area asks the student to develop an understanding of conservation, an awareness of their own and other people’s interdependence with the environment, and an acceptance of responsibility to maintain an environment fit for present and future generations.” (MYP Guide)

Human Ingenuity

Key Questions

Why and how do we create?

What are the consequences?

Human Ingenuity looks at the way that human minds have influenced how we think, work, play, interact with each other, find solutions to problems, cause problems, transform things, and rationalise thought. It also considers the consequences of human thought and action. Through the subject areas, it looks at human contributions in areas such as art, culture, systems (methods of government, education, laws, etc.), communication, technology, and thought (principles, ethics, attitudes).

Human Ingenuity is open-ended and provides opportunities for discussion on issues relating to progress, appropriateness of types of development in different cultures, and the responsibility humans need to take in order to make progress. At PSI, subject teachers at all levels of the curriculum are expected to encourage their students to think about aspects such as the development of systems and processes, the impact of inventions and products, and the meaning of and purpose of creativity, as these arise within their subject curricula, and to consider the impact of them all.

PERSONAL PROJECT

All Grade 10 students coming to the end of the MYP are required to complete a Personal Project. The project may take the form of a research essay, an artistic production, the construction of an artifact, an investigation, or another means of expression. The Personal Project should reflect the student's experience of the Areas of Interaction, demonstrating what has been accomplished in Approaches to Learning and one of the other areas.

Once students have decided on a subject for their project, they are assigned a supervisor from the faculty, who will help them design a timeline, assist them with choices about presentation, and help with any difficulties that may arise. Process is as important as the final project, and careful record keeping and reflection are vital components of the end product.

Each student receives access to an online guide and a Personal Project guidebook that provides a timeline for the project, gives valuable background information, and contains the assessment criteria. The student needs to become very familiar with the support materials, follow the timeline, and meet his/her supervisor regularly to ensure the successful completion of their Personal Project.

Examples of Personal Projects developed by our students have included:

- Researching 'clean' fuels and proposing changes to automobile design
- Creating a 'claymation' film
- Studying the impact of video games on academic achievement and motivation
- Designing and launching a website about the psychology of colour

Whatever type of project the student chooses to do, however, all projects must include a piece of structured writing in the form of a written report. This must not be longer than 4,000 words.

It should be noted that the Personal Project is not part of any course, and is completed outside of classroom time. The role of the supervisor is to guide the student and make sure they are on task, not to help the student complete their project. Students who do not complete the Personal Project are not eligible for IB MYP Certification or the PSI Honour Role. Failure to complete the Personal Project will be noted on report cards and official transcripts.

THE HOMEROOM PROGRAMME

Every student in Grades 6-10 belongs to a homeroom class. There are two Homeroom groups at each grade level.

Homeroom is the class that 'brings everything together' for the students in their academic, personal and social development. Through regular contact with students and a planned Homeroom programme, the Homeroom tutor supports students in meeting the intellectual and social demands of adult life, in developing an acceptable set of personal values, and in becoming increasingly capable of making informed choices.

There are two 40-minute Homeroom periods every week, scheduled back-to-back. In these sessions, students learn about important issues such as personal and social development, academic guidance and further study/career planning. This programme provides additional coverage of areas relating to Health and Social Education and Approaches to Learning, as well as supporting the school's Community and Service programme. The goal of the programme is to relate what happens in the classroom to the outside world and to support the objectives of the academic curriculum.

In addition, Homeroom supports:

- Involving students in the grade level trips
- Creating and developing service-based projects driven by student interest and related to both the outside community and life at PSI
- Understanding the MYP, especially the Learner Profile and the Areas of Interaction
- Guiding the personal and social development of students in age-appropriate ways
- Completing the Personal Project in Grade 10
- Developing effective study skills related to research, library skills and referencing

Homeroom teachers:

- Explain school rules and their implementation
- Inform students about all aspects of school life
- Promote student well-being
- Communicate with parents through all available channels
- Promote the attributes of the learner profile
- Foster effective study habits and encourage students to take greater control over their learning
- Monitor students' social well-being and academic progress and share the results with colleagues throughout the academic year

ASSESSMENT PRINCIPLES AND METHODS

Assessment methods in the MYP are many and varied, and may be formal or informal. They include written, oral, group, peer, or self-assessment. It is worth noting that IB also emphasises process. Sometimes, focus is directed 'less on the actual result or product than on the thought processes leading to the desired outcome' (MYP Subject Guides). In such assessment, the feedback may take the form of comments and advice rather than a grade or numerical score. Focusing on the process as much as (or more than) on the final result or product helps students develop strategies for learning.

Criterion-Referenced Assessment

MYP students are assessed using a set of criteria in each subject area. This is different from the kinds of assessments you may have experienced in other schools. PSI does not use percentages or compare students to each other when assigning grades. Instead, students receive guidelines about what is expected on major assignments; they are marked based on how well they meet those standards.

Each criteria is worth a set number of points. Throughout the year, teachers assess students many times on each criteria. Teachers do not 'average' these criteria marks. Instead they check to see what is the highest level of sustained effort of each student.

At reporting periods, teachers add those highest sustained grades from each criteria and compare it to grade boundaries developed by the IB.

Monitoring and Moderation in the MYP

There is no external examination in MYP. However, students in Grades 9 and 10 do take internal exams each year as one way to prepare for the IB Diploma Programme (DP).

In order to ensure that we are meeting IB standards and appropriately preparing students for the DP, PSI teachers send samples of student work to the IB for moderation. Trained IB subject specialists provide us with feedback on the quality of our assessments and the alignment of our marking to IB standards. IB also issues MYP Certificates to students who have successfully met the standards of the programme. PSI will formally award these certificates to students in the fall of their Grade 11 year.

For more information on PSI assessment/report cards, please see the section Beyond the Curriculum on page 121.

MYP COURSE OUTLINES

LANGUAGE A COURSES

COURSE NAME: MYP Language A English 6

SYLLABUS CONTENT:

- Unit 1: Short Stories (6 weeks)
- Unit 2: Holes (8 weeks)
- Unit 3: Bridge to Terabithia and Tulip Touch (8-10 weeks)
- Unit 4: Page to the Stage with R.U.R. (5 weeks)
- Unit 5: Fractured Fairy Tales (3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- Express an informed personal response to literary and non-literary texts
- Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- Consider the role of literature both culturally and historically
- Empathise with real people and fictional characters as and when appropriate
- Create work employing organisational structures and language specific conventions
- Organise ideas and arguments in a coherent manner
- Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication.
- Explain their own interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience
- Identify a writer's perspective or a character's motivation
- Compare themselves with literary characters to enrich understanding
- Reflect on and discuss issues and topics that emerge when reading (e.g. relate situations to current events)

ASSESSMENTS:

- Persuasive paper explaining the author's opinion and citing text and page numbers
- Opening paragraph for three short stories, with an explanation about choices
- Comparative essay with character analysis
- Writing questions and interviewing family members about an ancestor
- Notetaking
- Turning notes into a biography
- Oral presentation of an original 3-4 minute soliloquy in the voice of the character
- Using a fairy tale as a stimulus for creating a lecture on behaviour

RESOURCES/TEXTS/MATERIALS:

Jennings. Short Stories.

Write Source

Patterson. Bridge to Terabithia.

Capek. R.U.R.

Fine. The Tulip Touch.

Sacher. Holes

COURSE NAME: MYP Language A English 7

SYLLABUS CONTENT:

- Unit 1: Novel Study (Hatchet) 7 Weeks
- Unit 2: Novel Study (The Giver) 8 weeks
- Unit 3: Poetry Unit (8-10 weeks)
- Unit 4: Introduction to Shakespeare (8 weeks)
- Unit 5: The Language of the Web (3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Form an opinion or judgments about the validity and accuracy of information, ideas, opinions, issues
- Identify essential details for note-taking
- Read a variety of fiction, nonfiction, and poetry
- Understand internal text structures such as cause and effect, compare and contrast, enumeration, sequential or chronological, definitions, and descriptions
- Understand elements of plot development including setting, initiating event, conflicts, problems, rising action, climax, falling action, resolution, and theme
- Use the elements of composing to write and revise compositions with attention to central idea, elaboration, unity, and organisation
- Use the elements of written expression to write and revise compositions with attention to voice, tone, selected information, embedding phrases and clauses within sentences to clarify meaning, vivid and precise vocabulary, figurative language, and sentence variety

ASSESSMENTS:

- Writing persuasive and analytical essays
- Creative responses
- Comparative essay on a thematic basis
- Oral presentation and presentations
- Drama productions

RESOURCES/TEXTS/MATERIALS:

Paulsen. Hatchet.
Lowry. The Giver.
Poetry Anthology
Starting Shakespeare
Internet

COURSE NAME: MYP Language A English G8

SYLLABUS CONTENT:

- Unit 1: Novel Study: Nothing But the Truth (9 weeks)
- Unit 2: Novel Study: The Outsiders (9 weeks)
- Unit 3: Drama and Shakespeare: Romeo and Juliet (5 weeks)
- Unit 4: Bias and the Internet (9 weeks)
- Unit 5: Novel Study: Refugee Boy (5 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- Develop the skills involved in listening, speaking, reading, viewing and presenting in a variety of contexts

- Develop critical, creative and personal approaches to studying and analysing literary and non-literary works
- Engage with information and communication technology in order to explore language
- Develop a lifelong interest in reading widely
- Apply Language A skills and knowledge in a variety of real-life contexts

ASSESSMENTS:

- Portfolio of various genres based on Nothing But the Truth
- Editorial based on societal problems in The Outsiders
- Comparing the novel and the film The Outsiders
- Critique of a Shakespearean play
- Oral commentary on a Shakespearean play
- Written commentary on a controversial topic
- Original speech showing bias
- Two independent book reviews

RESOURCES/TEXTS/MATERIALS:

Avi. Nothing But the Truth
 Hinton. The Outsiders
 Zephaniah. Refugee Boy
 Shakespeare. Romeo and Juliet
 Internet and library resources
 DVDs

COURSE NAME: MYP Language A English 9

SYLLABUS CONTENT:

Unit 1: Short Stories (4 weeks)
 Unit 2: Novel Studies: To Kill a Mockingbird (8 weeks)
 Unit 3: Novel Studies: Animal Farm (8 weeks)
 Unit 4: Poetry (6 weeks)
 Unit 5: Drama: Faust (6 weeks)
 Unit 6: Novel Study: Catcher in the Rye (8 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Read narrative for pleasure
- Examine symbolism, imagery and other literary devices
- Write in narrative style
- Support an informed point of view with evidence during discussion and debate

ASSESSMENTS:

- Write a creative story
- Comparative essays based on poems
- Debate
- Speeches/oral presentations
- Classroom discussion
- Literary analysis

RESOURCES/TEXTS/MATERIALS:

Orwell. Animal Farm
 Marlowe. Faust

Salinger. Catcher in the Rye
Lee. To Kill a Mockingbird
Selected Poetry
Selected Short Stories

COURSE NAME: MYP Language A English 10

SYLLABUS CONTENT:

Unit 1: Short Stories (4 weeks)
Unit 2: Novel Studies: Lord of the Flies (6 weeks)
Unit 3: Drama Studies: Macbeth (5 weeks)
Unit 4: War Poetry (6 weeks)
Unit 5: Novel Study: Slaughterhouse Five (5 weeks)
Unit 6: Gothic Unit (5 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to

- Read narrative for pleasure
- Examine literary devices
- Write in narrative, persuasive and critical style
- Support an informed point of view with evidence during discussion and debate
- Analyse Literature

ASSESSMENTS:

- Write a creative story
- Comparative essays based on poems
- Exploration of Themes
- Speeches/oral presentations
- Classroom discussion
- Literary analysis

RESOURCES/TEXTS/MATERIALS:

Patel. Stories From Around the World
Golding. Lord of the Flies
Vonnegut. Slaughterhouse Five
Shakespeare. Macbeth
Shelly. Frankenstein
Selected War Poetry

COURSE NAME: MYP Language A Ukrainian Grade 7 and 8

SYLLABUS CONTENT:

Unit 1: From the history of Ukraine
Unit 2: Short stories: Humoresky
Unit 3: Novel Studies: Fedko-Halamydyk
Unit 4: Poetry
Unit 5: Novel Studies: Blakytyna Dytyna

OUTCOMES:

Upon successfully completing the course, students will be able to

- Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- Express an informed personal response to literary and non-literary texts
- Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- Consider the role of literature both culturally and historically
- Empathise with real people and fictional characters as and when appropriate
- Create work employing organisational structures and language specific conventions
- Organise ideas and arguments in a coherent manner
- Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication
- Compare themselves with literary characters to enrich understanding
- Reflect on and discuss issues and topics that emerge when reading (e.g. relate situations to current events)

ASSESSMENTS:

- Written assignments
- Reading comprehension assignments
- Poem/song lyrics
- Classroom discussions
- Speeches/oral presentations
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

- P. Glazovy. Collection of short stories (Humoresky)
- Volodymyr Vynnychenko. Fedko-Halamydyk
- Selected poetry
- Mykola Vorony. Blakytyna dytyna
- Classroom worksheets

COURSE NAME: MYP Language A French, grades 9 and 10**SYLLABUS CONTENT:**

Unit 1: Novel study (6 weeks)

Unit 2: Novel study (6 weeks)

Unit 3: Narration: from novel to movie (4 weeks)

Unit 4: Drama (6 weeks)

Unit 5: Poetry (6 weeks)

Unit 6: Argumentation (6 weeks)

OUTCOMES:

Upon successfully completing the course, student will be able to

- Read narrative for pleasure
- Examine symbolism, imagery and other literary devices
- Write in narrative style
- Support an informed point of view with evidence during discussion and debate
- Distinguish author, narrator and characters
- Examine techniques of narration, description and dialogues in novels
- Recognise different genres
- Follow and explain chronological and non-chronological narration
- Analyse points of view in a novel

- Discover the world and the language of cinema
- Analyse how novels are adapted for the cinema
- Recognise various drama genres
- Understand how a drama text becomes a live production
- Recognise various forms of poetry
- Recognize and understand different opinions
- Express an opinion with various levels of engagement

ASSESSMENTS:

- Write a creative story
- Literary analysis
- comparative essays based on poems
- Debate
- Speeches/oral presentations
- Classroom discussion

RESOURCES/TEXTS/MATERIALS:

Extracts from Simone de Beauvoir, Maupassant, Pouchkine, Flaubert, Stendhal, M. Higgins Clark, Huxley, Stendhal, Molière, Racine, Shakespeare, Ionesco, Musset, Lamartine, Verlaine, Hugo, Aragon, J. Anouilh. Antigone.
 A. Dumas. Pauline.
 J. Giono. Le Hussard sur le toit.
 G. Orwell. La Ferme des animaux
 J. Prevert. Histoires.
 J. Rappeneau. Le Hussard sur le toit. (film)

COURSE NAME: MYP Language A Russian 9-10

SYLLABUS CONTENT:

Unit 1: Novel Studies (7 weeks)
 Unit 2: Poetry (7 weeks)
 Unit 3: Drama Studies: (7 weeks)
 Unit 4: Short Stories: (8 weeks)

OUTCOMES:

Upon successfully completing the course, student will be able to

- Recognise and comment on the language, content, structure and meaning of familiar age-appropriate oral, written and visual texts
- Understand and begin to apply Language A terminology in context
- Understand some of the effects of the author's choices on an audience
- Organize ideas and arguments in a coherent and logical manner
- Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings

ASSESSMENTS:

- Storyboard
- Expository essays based on lit
- Classroom discussion
- Tests and quizzes
- Write a creative story
- Speeches/oral presentations
- Literary analysis

RESOURCES/TEXTS/MATERIALS:

М.Лермонтов «Герой нашего времени»

Д.Селинджер «Над пропастью во ржи»

М.Горький «Рассказы»

В.Токарева «Рассказы»

Поэзия шестидесятников: Б.Ахмадулина, А.Вознесенский, Е.Евтушенко, Р.Рождественский.

LANGUAGE B COURSES

COURSE NAME: MYP Language B English Grade 6**SYLLABUS CONTENT:**

Unit 1: Introduction to Secondary School and the MYP

Unit 2: Personal Booklet

Unit 3: Our World

Unit 4: Food

Unit 5: The Environment

Unit 6: Stories and Scripts

Unit 7: Fairy Tales

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate information, ideas and opinions
- Demonstrate comprehension of specific factual information and attitudes, expressed in simple spoken and written contexts where the language is familiar
- Identify main ideas and supporting details with familiar language and draw conclusions from spoken and written texts where language is familiar
- Understand and appropriately use basic structures and vocabulary
- Request and provide information in simple, familiar situations in both spoken and written contexts
- Speak in familiar situations using comprehensible pronunciation and intonation most of the time
- Take part in formal and/or informal exchanges related to the Areas of Interaction and to cultural and international issues with age and topic-specific guidance

ASSESSMENTS:

- Guide to PSI Secondary School
- Personal Booklet
- Poster
- Oral Presentation
- Film Script
- Family Tree
- Tests and Quizzes

RESOURCES/TEXTS/MATERIALS:

- Internet and media resources
- Language worksheets
- Audio and visual materials
- Grimm's Fairy Tales

COURSE NAME: MYP Language B English Grade 7

SYLLABUS CONTENT:

- Unit 1 – The language of writing (narration, persuasion, argument)
- Unit 2 – Reading comprehension – Novel Study (Reading strategies, reading for meaning)
- Unit 3 – Using English to express ourselves (poetry/lyrics)
- Unit 4 – English around the world
- Unit 5 – The Language of technology

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate information, ideas and opinions
- Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts where the situation is familiar
- Identify main ideas and supporting details with familiar language and draw conclusions from spoken and written texts where language is familiar
- Understand and appropriately use intermediate structures and vocabulary
- Request and provide information in familiar situations in both spoken and written contexts
- Engage in oral production in familiar situations using comprehensible pronunciation and intonation
- Take part in formal and/or informal exchanges related to the areas of interaction and to cultural and international issues with age and topic-specific guidance

ASSESSMENTS:

Written assignments
Book reviews
Reading comprehension assignments
Poem/song lyrics
Oral presentation
Class tests

RESOURCES/TEXTS/MATERIALS:

Headway Academic English Skills
online materials
classroom worksheets
collection of short stories
song lyrics and poems

COURSE NAME: MYP French B Foundation 1, Grade 6

SYLLABUS CONTENT:

- Unit 1: I am I, who are you? (1st quarter)
- Unit 2: Buying food (2nd quarter)
- Unit 3: What do we do on ordinary and extraordinary days? (3d quarter)
- Unit 4: People and possessions. (4th quarter)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate information, ideas and opinions on the studied units both in writing and orally
- Demonstrate comprehension of specific factual information and attitudes, expressed in simple familiar language
- Understand and appropriately use basic structures and vocabulary
- Request and provide information relevant to the learnt units both in writing and orally

- Speak in familiar situations using comprehensible pronunciation and intonation most of the time

ASSESSMENTS:

- Oral assignments: Role-plays, classroom discussions, presentations, speeches, interviews, pair work
- Written assignments: Grammar and vocabulary quizzes, compositions, essays, creative stories, formal or informal letters, written presentations
- Reading comprehension assignments

RESOURCES/TEXTS/MATERIALS:

Discovering French Bleu
 Activités pour tous (Workbook)
 Lecture pour tous
 Sing along
 Tricolore 1
 Avantage 1
 Reprise
 Hachette. Lire en français facile
 Selected poetry
 Selected short stories

COURSE NAME: MYP Language B French, Foundation 2 grade 6

SYLLABUS CONTENT:

Unit 1: In the City (5 weeks)
 Unit 2: Making Plans (6 weeks)
 Unit 3: At School (5 weeks)
 Unit 4: Eating Out (6 weeks)
 Unit 5: Countries and Travelling (6 weeks)
 Unit 6: Going Out (6 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate information, ideas and opinions within the studied topics
- Appropriately use structures and vocabulary studied
- Comprehend specific factual information and attitudes, expressed in simple spoken and written contexts where the language is familiar
- Request and provide information in simple, familiar situations in both spoken and written context
- Speak in familiar situations using comprehensible pronunciation and intonation most of the time

ASSESSMENTS:

- Write informal letter, email, postcard, interview, creative story
- Grammar, vocabulary and spelling tests and quizzes
- Classroom discussions
- Role play, Interviewing
- Classroom oral presentation
- Homework assignment
- Reading comprehension activities

RESOURCES/TEXTS/MATERIALS:

Tricolore 2
 Reprise

Grammaire progressive
Discovering French Blanc
Lecture pour tous (Blanc)
Activites pour tous (Blanc)
Julie
Je bouquine
Lecture Facile

COURSE NAME: MYP Language B French Foundation Grades 7 and 8

SYLLABUS CONTENT:

Foundation level
Unit 1: Visiting a French city. (1st quarter)
Unit 2: Buying clothes (2nd quarter)
Unit 3: Leisure time activities. (3d quarter)
Unit 4: Food and meals (4th quarter)

OUTCOMES:

Upon successfully completing the course, students will be able to

- Communicate information, ideas and opinions on the studied units both in writing and orally
- Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- Understand and appropriately use structures and vocabulary
- Request and provide information in both spoken and written contexts
- Engage actively in oral production using comprehensible pronunciation and intonation
- Identify main ideas and supporting details and draw conclusions from spoken and written texts

ASSESSMENTS:

Oral assignments: Presentations with question and answer sessions, speeches, interviews, pair work, role-plays, classroom discussions, debates.

Written assignments: Advertisements, essays, creative stories, grammar and vocabulary quizzes, compositions, written presentations, formal and informal letters.

Reading comprehension assignments: Letters, advertisements, magazine articles, prose etc.

RESOURCES/TEXTS/MATERIALS:

Discovering French Blanc
Activités pour tous (Workbook)
Lecture pour tous
Sing along
Tricolore 2, 3
Reprise
Hachette. Lire en français facile
Selected poetry and short stories
Selected magazine articles

COURSE NAME: MYP Language B French Standard Grade 7 and 8

SYLLABUS CONTENT:

Unit 1: Life of teenagers in French speaking countries. Francophonie. (7 weeks)

Unit 2: Paris, the capital of France. Cities. (6 weeks)

Unit 3: Life in Future. Planet Futuroscope (5 weeks)

Unit 4: Holidays, Booking In and Staying at a Hotel/Hostel (6 weeks)

Unit 5: Staying fit and healthy (8 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate information, ideas and opinions within the studied topics
- Comprehend specific factual information and attitudes, expressed in spoken and written contexts
- Identify main ideas and supporting details and draw conclusions from spoken and written text
- Appropriately use structures and vocabulary
- Take part in formal and informal exchanges related to the Areas of Interaction and to cultural and international issues
- Recognise and comment on the language, content, structure and meaning of familiar age-appropriate oral, written and visual texts
- Use language to narrate, describe, explain, inform and express feelings

ASSESSMENTS:

- Write formal or informal letter, article to a newspaper, interview, creative story
- Grammar, vocabulary and spelling tests and quizzes
- Classroom discussions
- Role play, Interviewing
- Classroom oral presentation
- Homework assessment
- Reading activities

RESOURCES/TEXTS/MATERIALS:

- Tricolore 3, 4
- Discovering French blanc
- Grammaire progressive
- Lire en français facile
- Okapi
- Julie

COURSE NAME: MYP French B Foundation Grade 9 and 10

SYLLABUS CONTENT:

Unit 1: Entertainment . Loisirs et spectacles! (1st quarter)

Unit 2: Sport. Vive le sport! (2nd quarter)

Unit 3: What makes a home. Chez nous. (3rd quarter)

Unit 4: Me and fashion. Soyez à la mode! (4th quarter)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate information, ideas and opinions on the studied units both in writing and orally
- Understand and appropriately use structures and vocabulary
- Request and provide information in both spoken and written contexts

- Engage actively in oral production using comprehensible pronunciation and intonation
- Identify main ideas and supporting details and draw conclusions from spoken and written texts
- Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts

ASSESSMENTS:

Oral assignments: Presentations with question and answer sessions, speeches, interviews, pair work, role-plays, classroom discussions, debates.

Written assignments: Advertisements, essays, creative stories, grammar and vocabulary quizzes, compositions, written presentations, formal and informal letters.

Reading comprehension assignments: Letters, advertisements, magazine and newspaper articles, prose etc.

RESOURCES/TEXTS/MATERIALS:

Discovering French Blanc

Activités pour tous (Workbook)

Lecture pour tous

Sing along

Tricolore 4

Reprise

Hachette. Lire en français facile

Lectures cle

Selected poetry and short stories

Selected magazine and newspaper articles

Selected educational Internet resources

COURSE NAME: MYP Language B French Standard Grade 9 and10

SYLLABUS CONTENT:

Unit 1: Look, beauty, impressionism (6 weeks)

Unit 2: Being helpful (4 weeks)

Unit 3: The History of French Song (6 weeks)

Unit 4: Everyday Life in France, Stereotypes (6 weeks)

Unit 5: Travelling, Hotel Reservations (7 weeks)

Unit 6: Healthy Lifestyle, Tobacco, Alcohol, Drugs (8 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate information, ideas and opinions
- Comprehend specific factual information and attitudes, expressed in spoken and written contexts
- Identify main ideas and supporting details and draw conclusions from spoken and written text
- Appropriately use structures and vocabulary
- Request and provide information in both spoken and written contexts
- Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues
- Recognise and comment on the language, content, structure and meaning of familiar age-appropriate oral, written and visual texts
- Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings

ASSESSMENTS:

- Write formal or informal letter, article to a newspaper, interview, creative story
- Grammar, vocabulary and spelling tests and quizzes

- Classroom discussions, speeches, oral presentations, debates
- Role play, interviewing
- Homework assignments
- Reading comprehension activities

RESOURCES/TEXTS/MATERIALS:

- Discovering French Rouge
- Tricolore total 4
- Grammaire progressive
- Grammaire en dialogues
- La grammaire en claire
- Okapi
- Internet
- Selected stories and poetries

COURSE NAME: MYP Russian B Foundation, Grade 6

SYLLABUS CONTENT:

Unit 1: My Family, How to Introduce Myself (6 weeks)

Unit 2: City (6 weeks)

Unit 3: Traditional Food (6 weeks)

Unit 4: Appearance, Clothing (5 weeks)

Unit 5: House, Furniture (5 weeks)

Unit 6: Daily Routine, Summer Activities (7 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand and appropriately use basic structures and vocabulary
- Communicate information, ideas and opinions
- Request and provide information in simple, familiar situations in both spoken and written contexts
- Engage in oral production in familiar situations using comprehensible pronunciation and intonation most of the time

ASSESSMENTS:

- Classroom discussion
- Role plays
- Essay writing
- Poster/newspaper design
- Reading comprehension

RESOURCES/TEXTS/MATERIALS:

Miller L.V., Politova L. V., Rybakova I.Y. Zgyli-byli...(Once Upon a Time): 28 Russian Lessons for Beginners

Useinova. Russian the Easy Way: A Russian Language Course for Beginners.

Khavronina. Shirochenskaya. Russian in Exercises.

Новаяискра. Nuffield Russian Project.

Chernyshov. Chernyshova. Let's Go! Russian for Adults, Vol. I.

Starovoitova. Russian Vocabulary in Exercises and Crosswords, Vol. 3.

Антонова. Нахабина. Сафонова. Толсты. Дорога в Россию: Учебник русского языка (элементарный уровень).

Беспаленко. Русский язык как иностранный (элементарный курс): Учебник.

COURSE NAME: Russian B Advanced Grade 6

SYLLABUS CONTENT:

Unit 1: Travelling (8 weeks)

Unit 2: Russian Cities (8 weeks)

Unit 3: Russian Fairy Tales (8 weeks)

Unit 4: Music (8 weeks)

OUTCOMES:

Upon successfully completing the course, student will be able to

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written text
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues
- recognise and comment on the language, content, structure and meaning of familiar age-appropriate oral, written and visual texts
- organise ideas and arguments in a coherent and logical manner
- use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings

ASSESSMENTS:

- Write formal or informal letter, article to a newspaper, interview, creative story
- Grammar, vocabulary and spelling tests & quizzes
- Classroom discussions
- Role play, Interviewing
- Classroom oral presentation
- Homework assignment
- Reading activities

RESOURCES/TEXTS/MATERIALS:

Головко. Вперед!

Чернышов. Поехали

Потапурченко, Великий композитор.

Selection of Folktales

COURSE NAME: MYP Russian B Foundation, Grade7 and8

SYLLABUS CONTENT:

Unit 1: My school is PSI/Daily routine (8 weeks)

Unit 2: Holidays and vacation (7 weeks)

Unit 2: Shopping (7 weeks)

Unit 3: Body, visit to the doctor (8 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand and appropriately use structures and vocabulary
- Communicate information, ideas and opinions
- Demonstrate comprehension of specific factual information and attitudes

- Request and provide information in simple, familiar situations in both spoken and written contexts.
- Engage in oral production in familiar situations using comprehensible pronunciation and intonation most of the time.

ASSESSMENTS:

- Classroom discussion
- Role plays / conversations
- Essay writing
- Interview
- Reading comprehension
- Poster / newspaper writing

RESOURCES/TEXTS/MATERIALS:

Miller and Politova. Zhili-Byli (Once Upon a Time): 12 Lessons of a Russian Language, Basic Level.

Esmantova. Russian Language: 5 Elements: Level A2 (Basic).

Khavronina and Shirochenskaya. Russian in Exercises.

Chernyshov and Chernyshova. Let's Go! Russian for Adults, Vol. 1.

Chernyshov and Chernyshov. Let's Go! Russian for Adults, Vol. 2.

Starovoitova. Russian Vocabulary in Exercises and Crosswords.

Вохмина, Осипова. Русский класс. Учебник русского языка: Начальный уровень.

Приглашение в Россию. Часть II: Базовый практический курс русского языка. Учебник. – Изд. 2-е.

COURSE NAME: MYP Language B Russian Standard Grade 7 and 8

SYLLABUS CONTENT:

Unit 1: Hobbies and free time. (7 weeks)

Unit 2: Why do we like traveling? (7 weeks)

Unit 3: Healthy eating. (7 weeks)

Unit 4: Culture and life. (6 weeks)

Unit 5: Story time. (4 weeks)

OUTCOMES:

Upon successfully completing the course, student will be able to

- Understand the spoken language from various sources within the learned topics
- Use good pronunciation and intonation
- Understand and interpret both non-literary and literary texts
- Identify main ideas, supporting details and draw conclusions
- Communicate effectively in different registers and situations
- Express themselves in appropriate forms in a variety of situations

ASSESSMENTS:

- Oral tests
- Written assignments
- Quizzes
- Homework assignments
- Grammar exercises/revision
- Research

RESOURCES/TEXTS/MATERIALS:

Teachers' materials

Хавронина. Русский язык в упражнениях

Губиева. 50 русских текстов

Анопочкина. Грани текста
Чернышов. Поехали

COURSE NAME: Russian B Advanced Grade 7 and 8

SYLLABUS CONTENT:

Unit 1: From the history of Russia and Ukraine (8 weeks)

Unit 2: Russian visual art (8 weeks)

Unit 3: Planet Earth – our common home (8 weeks)

Unit 4: Story time (8 weeks)

OUTCOMES:

Upon successfully completing the course, student will be able to

- Communicate information, ideas and opinions
- Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- Identify main ideas and supporting details and draw conclusions from spoken and written text
- Understand and appropriately use structures and vocabulary
- Request and provide information in both spoken and written contexts
- Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues
- Recognise and comment on the language, content, structure and meaning of familiar age-appropriate oral, written and visual texts
- Organise ideas and arguments in a coherent and logical manner
- Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings

ASSESSMENTS:

- Write formal or informal letter, article to a newspaper, interview, creative story
- Grammar, vocabulary and spelling tests & quizzes
- Classroom discussions
- Role play, Interviewing
- Classroom oral presentation
- Homework assignment
- Reading activities

RESOURCES/TEXTS/MATERIALS:

Царева. Русский язык

Чернышов, Поехали

Потапурченко. Василий Суриков

Костюк. Читаем без проблем

Selection of stories

COURSE NAME: MYP Russian B Foundation Grade 9 and 10

SYLLABUS CONTENT:

Unit 1: Healthy eating (7 weeks)

Unit 2: We are so different (Biography, autobiography, portrait and character.)
(7 weeks)

Unit 3: Sports and leisure (7 weeks)

Unit 4: Human and nature (Climate, geographic aspects, living standards.) (8 weeks)

OUTCOMES:

Upon successfully completing the course, student will be able to

- Use a wide range of vocabulary in an effective way
- Use appropriate sentence structures and vocabulary
- Demonstrate comprehension of specific factual information and attitudes, express in spoken and written contexts.
- Use appropriate intonation and pronunciation
- Identify information without needing to understand every word
- Identify the main ideas

ASSESSMENTS:

- Classroom discussion
- Conversation
- Essay writing
- Interview
- Reading comprehension
- Newspaper writing
- Power Point Presentation

RESOURCES/TEXTS/MATERIALS:

Miller L. V., Politova L. , Zhili-Byli (Once upon a time). 12 lessons of a Russian language. Basic level.

Русский класс. Учебник русского языка. Начальный уровень/ Л.Л. Вохмина, И.А. Осипова – 2008.

Esmantova, T.L. Russian language: 5 elements : level A2 (basic)

Khavronina S. A., Shirochenskaya A.I., - Russian in Exercises

Приглашение в Россию. Часть II. Базовый практический курс русского языка. Учебник. – Изд. 2-е

Chernyshov S.I., Chernyshova A. V. – Let's go! Russian for adults. Vol. 1.

Chernyshov S.I., Chernyshova A. V. – Let's go! Russian for adults. Vol. 2.

COURSE NAME: Russian B Standard Grade 9 and 10**SYLLABUS CONTENT:**

Unit 1: Keeping fit and healthy - 8 weeks

Unit 2: Traditions and celebrations – 8 weeks

Unit 3: Culture – 8 week

Unit 4: Media – 8 weeks

OUTCOMES:

Upon successfully completing the course, student will be able to

- Communicate information, ideas and opinions
- Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- Identify main ideas and supporting details and draw conclusions from spoken and written text
- Understand and appropriately use structures and vocabulary
- Request and provide information in both spoken and written contexts
- Engage actively in oral production using comprehensible pronunciation and intonation
- Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues

ASSESSMENTS:

- Write formal or informal letter, article to a newspaper, interview, page to the diary, invitation, report, creative story

- Grammar, vocabulary and spelling tests & quizzes
- Classroom discussions
- Role play, Interviewing
- Classroom oral presentation
- Homework assignment
- Reading comprehension activities

RESOURCES/TEXTS/MATERIALS:

Let's go!

Korchagina. Invitation to Russia

Miller. Once upon a time

Belyaeva. Write correct

Khavronina. Russian in exercises

Yermachenkova. Word

Golovko. Вперед

We live and study in Russia

Articles from magazines and newspapers

HUMANITIES

COURSE NAME: MYP Humanities Grade 6

SYLLABUS CONTENT:

Unit 1: Humanities Passport

Unit 2: Health

Unit 3: Africa

Unit 4: Water

Unit 5: Haiti

Unit 6: The Crimea

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand the role of time and place in historical eras and events
- Understand people, cultures and events in a variety of places at different times
- Discuss contemporary humanities issues
- Make connections with other subjects
- Demonstrate an interest in and enjoyment of humanities

ASSESSMENTS:

- Booklets
- Posters
- Brochures
- Oral presentations
- Written reports

RESOURCES/TEXTS/MATERIALS:

Internet research sources

COURSE NAME: MYP Humanities Grade 7

SYLLABUS CONTENT:

Unit 1: The Crimean Peninsula

Unit 2: Ancient Rome

Unit 3: Women in the World

Unit 4: World Religions

Unit 5: The Renaissance IDU

Unit 6: Afghanistan Today

OUTCOMES:

Upon the successful completion of this course, students will be able to:

- Demonstrate the skills necessary for the effective study of humanities
- Discuss the roles of time and place in historical and current events
- Demonstrate a respect and understanding of others' perspectives, values and attitudes
- Discuss contemporary humanities issues
- Make connections with other subjects
- Understand the causes and consequences of change through physical and human actions and processes
- Demonstrate intercultural awareness and a desire to be proactive as a responsible global citizen
- Develop a lifelong interest in and enjoyment of humanities

ASSESSMENTS:

- Brochure of the Crimea
- Textbook on Ancient Rome
- Report on famous women
- Poster – world religions
- Role play of a Renaissance personality
- Portfolio of a Renaissance personality
- Panel discussion on issues in Afghanistan

RESOURCES/TEXTS/MATERIALS:

World History: People and Nations. (Holt, Rinehart, Winston)

Internet research sources

COURSE NAME: MYP Humanities Grade 8

SYLLABUS CONTENT:

Unit 1: An investigation of Ukraine

Unit 2: China

Unit 3: Development Issues in Africa

Unit 4: Biomes

Unit 5: Food

OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate the skills necessary for the effective study of humanities
- Discuss the role of time and place in historical and current events
- Demonstrate a respect and understanding of others' perspectives, values and attitudes
- Discuss contemporary humanities issues
- Make connections with other subjects

- Understand the causes and consequences of change through physical and human actions and processes
- Demonstrate intercultural awareness and a desire to be proactive as a responsible global citizen
- Develop a lifelong interest in and enjoyment of humanities

ASSESSMENTS:

- A report on the physical and human geography of the Carpathian region
- Test – Turkey/Ukraine
- Report - Confucius
- Presentation – Chinese inventions
- Poster – Development issue in Africa
- Essay – Development issues
- Chart – Description of a selected biome
- Book - Biomes
- Presentation – food issue

RESOURCES/TEXTS/MATERIALS:

Waugh. A New Wider World.

Holt, Rinehart and Winston, eds. World History: People and Nations.

Internet research sources

COURSE NAME: MYP Humanities Grade 9

SYLLABUS CONTENT:

Unit 1: Mapping

Unit 2: Refugees

Unit 3: Resources

Unit 4: Weather and Climate

Unit 5: Economics

Unit 6: Portraits

OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate the skills necessary for the effective study of humanities
- Discuss the role of time and place in historical and current events
- Demonstrate a respect and understanding of others’ perspectives, values and attitudes
- Discuss contemporary humanities issues
- Make connections with other subjects
- Understand the causes and consequences of change through physical and human actions and processes
- Demonstrate a sense of intercultural awareness and a desire to be proactive as a responsible global citizen
- Develop a lifelong interest in and enjoyment of humanities

ASSESSMENTS:

- Test - mapping
- Report – Refugee issue
- Proposal – sustainability
- Chart – weather observations
- Poster - what to do in a weather disaster
- Test – weather and climate
- Commentary – evidence of a transition economy
- Report – a transition economy
- Group report – indicators of poverty

- Essay - is capitalism good for the poor?
- Exam

RESOURCES/TEXTS/MATERIALS:

Waugh. A New Wider World.

UN Data Explorer

Goodbye Lenin (DVD)

Worksheets and information packages (refugees, weather chart, types of economies, institutions of capitalism)

BBC resources

COURSE NAME: MYP Humanities Grade 10

SYLLABUS CONTENT:

Unit 1: Genocide

Unit 2: Remembrance

Unit 3: Tourism

Unit 4: Stalinism

Unit 5: Urban Development

OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate the skills necessary for the effective study of humanities
- Discuss the role of time and place in historical and current events
- Demonstrate a respect and understanding of others' perspectives, values and attitudes
- Discuss contemporary humanities issues
- Make connections with other subjects
- Understand the causes and consequences of change through physical and human actions and processes
- Demonstrate intercultural awareness and a desire to be proactive as a responsible global citizen
- Develop a lifelong interest in and enjoyment of humanities
- Understand some of the key ideas leading to DP Economics, Geography or History, under the umbrella title, 'Aspects of the Last Century.'

ASSESSMENTS:

- Report – Genocide
- Reflection – Fall trip
- Test – Remembrance
- Travel proposal
- Poster – promotion of a tourist destination
- Test – Stalin/history of Russian revolution
- Crossword – Stalin/history of Russian revolution
- Essay – Evidence of the effects of Stalin on art and literature
- Quizzes – urban morphology
- Research report – Site and situation of a city

RESOURCES/TEXTS/MATERIALS:

Waugh. A New Wider World.

Waugh. Geography: An Integrated Approach.

Holt, Rinehart and Winston, eds. World History: People and Nations.

Low. Modern World History, 4th Edition.

Morris and Murphy. Europe: 1870 – 1991.

Hobsbawm. Age of Extremes.
Roberts. The Penguin History of the Twentieth Century.
Howard and Lewis. The Oxford History of the Twentieth Century.
Humanities video library
Fall Trip

MATHEMATICS

COURSE NAME: MYP Mathematics and Extended Mathematics Grade 6

SYLLABUS CONTENT:

Unit 1: Numeration: Beginning in numbers (4 weeks)
Unit 2: Problem solving (4 weeks)
Unit 3: Graphing and directed numbers (4 weeks)
Unit 4: Fractions, percentages and probability (4 weeks)
Unit 5: Patterns and Algebra (5 weeks)
Unit 6: Properties of 2D and 3D shapes (5 weeks)
Unit 7: Measure and geometry (5 weeks)
Unit 8: Sets (3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:
Demonstrate basic knowledge and understanding of the following branches of mathematics:

- number
- algebra
- geometry
- probability
- discrete mathematics

ASSESSMENTS:

- Mathematical investigations
- Projects
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

McSevny, et al. International Mathematics for the Middle Years 1. Pearson Education 2007.

COURSE NAME: MYP Mathematics 7

SYLLABUS CONTENT:

Unit 1: Review of Grade 6 Mathematics: Basic concepts and skills (3 weeks)
Unit 2: Proportional Thinking (6 weeks)
Unit 3: Investigating Patterns. Equations and Formulas (4 weeks)
Unit 4: Graphs and their Applications (4 weeks)
Unit 5: Reasoning in Geometry, Geometric constructions (5 weeks)
Unit 6: Measurements in 2D and 3D Geometry (5 weeks)

Unit 7: Statistics and Probability (4 weeks)

Unit 8: Review : Concepts and applications (3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate understanding of the concepts from the five branches of mathematics: number, algebra, geometry, statistics and probability, and discrete mathematics
- Use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts
- Recognise patterns and describe them as using variables and formulas
- Analyse findings and draw conclusions
- Use appropriate mathematical language (notation, symbols, terminology)
- Use different forms of mathematical representation
- Justify mathematical relationships
- Explain the importance of their findings
- Justify the degree of accuracy of their results where appropriate

ASSESSMENTS:

- Mathematical investigations
- Research Projects
- Tests and quizzes
- Journals

RESOURCES/TEXTS/MATERIALS:

McSeveny, et al. International Mathematics for the Middle Years 2. Pearson Education 2007.

COURSE NAME: MYP Extended Mathematics 7

SYLLABUS CONTENT:

Unit 1: Review of Grade 6 Mathematics: Basic concepts and skills (3 weeks)

Unit 2: Proportional Thinking(6 weeks)

Unit 3: Investigating Patterns. Equations and Formulas. (4 weeks)

Unit 4: Graphs and their Applications (4 weeks)

Unit 5: Reasoning in Geometry. Geometric constructions (5 weeks)

Unit 6: Measurements in 2D and 3D Geometry (4 weeks)

Unit 7: Statistics and Probability (4 weeks)

Unit 8: Networks and Introduction to Topology (2 weeks)

Unit 9: Review : Concepts and applications (2 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate understanding of the concepts from the five branches of mathematics: number, algebra, geometry, statistics and probability, and discrete mathematics
- Use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts
- Recognise patterns and describe them as using variables and formulas
- Analyse findings and draw conclusions
- Use appropriate mathematical language (notation, symbols, terminology)
- Use different forms of mathematical representation
- Justify mathematical relationships and provide proofs
- Explain the importance of their findings

- Justify the degree of accuracy of their results where appropriate

ASSESSMENTS:

Mathematical investigations

Projects

Tests and quizzes

Presentations

Journals

RESOURCES/TEXTS/MATERIALS:

McSeveny et al. International Mathematics for the Middle Years 2. Pearson Education 2007.

COURSE NAME: MYP Mathematics 8**SYLLABUS CONTENT:**

Unit 1: Basic Number Skills (4 weeks)

Unit 2: Ratio and Proportion (3 weeks)

Unit 3: Algebra (5 weeks)

Unit 4: Coordinate Geometry (3 weeks)

Unit 5: Geometry, Geometric Constructions and Loci (5 weeks)

Unit 6: Measurements: Perimeter, Area, Volume (4 weeks)

Unit 7: Statistics and Probability (4 weeks)

Unit 8: Data and Graphing (3 weeks)

Unit 9: Exploring Higher Degree Functions (3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts
- Recognise patterns and describe them as relationships or general rules
- Draw conclusions consistent with findings
- Use appropriate mathematical language (notation, symbols, terminology)
- Use different forms of mathematical representation
- Justify mathematical relationships and general rules
- Explain the importance of their findings
- Justify the degree of accuracy of their results where appropriate

ASSESSMENTS:

• Mathematical investigations

• Projects

• Math Journal

• Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

McSeveny, et al. International Mathematics for the Middle Years 3. Pearson Education 2007.

Foerster. Algebra 1. Expressions, Equations, and Applications. Addison Wesley 1990.

COURSE NAME: MYP Extended Mathematics 8

SYLLABUS CONTENT:

- Unit 1: Introduction to Algebra (4 weeks)
- Unit 2: Ratio and Proportion. Real life applications (3 weeks)
- Unit 3: Algebra (expression, equations, transformations, graphs) (5 weeks)
- Unit 4: Coordinate Geometry (3 weeks)
- Unit 5: Geometry, Reasoning, Constructions, Loci (5 weeks)
- Unit 6: Measurements: Perimeter, Area, Volume (4 weeks)
- Unit 7: Statistics and Probability (4 weeks)
- Unit 8: Data, Graphing, Modeling (3 weeks)
- Unit 9: Discrete Mathematics: Networks (3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts
- Recognise patterns and describe them as relationships or general rules
- Draw conclusions consistent with findings
- Use appropriate mathematical language (notation, symbols, terminology)
- Use different forms of mathematical representation
- Justify mathematical relationships and general rules
- Explain the importance of their findings
- Justify the degree of accuracy of their results where appropriate

ASSESSMENTS:

- Mathematical investigations
- Projects
- Math Journal
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

McSevny et al. International Mathematics for the Middle Years 3. Pearson Education 2007.
Foerster. Algebra 1. Expressions, Equations, and Applications. Addison Wesley 1990.

COURSE NAME: MYP Mathematics 9

SYLLABUS CONTENT:

- Unit 1: Logic and Set Theory (4 weeks)
- Unit 2: Algebra (5 weeks)
- Unit 3: Proportions (3 weeks)
- Unit 4: Coordinate Geometry and Simultaneous Equations (4 weeks)
- Unit 5: Reasoning in Geometry (4 weeks)
- Unit 6: Right triangles and Trigonometry (3 weeks)
- Unit 7: Measurement and Circles (5 weeks)
- Unit 8: Vectors (3 weeks)
- Unit 9: Probability and Statistics (3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations
- Select and apply general rules correctly to solve problems

- Select and apply appropriate inquiry and mathematical problem-solving techniques
- Describe patterns as relationships or general rules
- Draw conclusions consistent with findings
- Justify or prove mathematical relationships and general rules
- Use appropriate mathematical language
- Use different forms of mathematical representation
- Explain whether their results make sense in the context of the problem
- Justify the degree of accuracy of the results where appropriate

ASSESSMENTS:

- Mathematical investigations
- Projects
- Math Journal
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

McSevny, et al. International Mathematics for the Middle Years 4. Pearson Education 2007.
Jurgensen, Brown and Jurgensen. Geometry. McDougal Little, 2000.

COURSE NAME: MYP Extended Mathematics 9

SYLLABUS CONTENT:

- Unit 1: Set Theory(4 weeks)
- Unit 2: Logic(4 weeks)
- Unit 3: Axioms and Theorems, Reasoning in Geometry (6 weeks)
- Unit 4: Quadrilaterals(3 weeks)
- Unit 5: Algebraic Transformations. Rational and Radical Expressions. (3 weeks)
- Unit 6: QuadraticsEquations (2 weeks)
- Unit 7: Similarity and Proportion (3 weeks)
- Unit 8: Right Triangles and Trigonometry (3 weeks)
- Unit 9: Perimeter, Area, Surface Area, Volume (3 weeks)
- Unit 10: Statistics and Probability(3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations
- Select and apply general rules correctly to solve problems
- Select and apply appropriate inquiry and mathematical problem-solving techniques
- Describe patterns as relationships or general rules
- Draw conclusions consistent with findings
- Justify or prove mathematical relationships and general rules
- Use appropriate mathematical language
- Use different forms of mathematical representation
- Explain whether their results make sense in the context of the problem
- Justify the degree of accuracy of the results where appropriate

ASSESSMENTS:

- Mathematical investigations
- Research Projects
- Math Journal

- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

McSeveny et al. International Mathematics for the Middle Years 4. Pearson Education 2007.

Jurgensen, Brown & Jurgensen. Geometry. McDougal Little, 2000.

COURSE NAME: MYP Mathematics 10

SYLLABUS CONTENT:

Unit 1: Number Sets. Algebra and Operations. (4 weeks)

Unit 2: Relations and Functions. Linear and Quadratic Functions (6 weeks)

Unit 3: Exponents and Logarithms (4 weeks)

Unit 4: Patterns. Sequences and Series. (6 weeks)

Unit 5: Mathematical Modelling (3 weeks)

Unit 6: Counting and Probability (3 weeks)

Unit 7: Trigonometry and Geometry. Periodic Phenomena (5 weeks)

Unit 8: Statistics (3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate understanding of the concepts from the five branches of mathematics: number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics
- Recognise patterns and describe them as relationships or general rules
- Draw conclusions consistent with findings
- Use appropriate mathematical language (notation, symbols, terminology)
- Use different forms of mathematical representation
- Justify mathematical relationships and general rules
- Explain the importance of their findings
- Justify the degree of accuracy of their results where appropriate
- Analyse the process of problem solving and reflect on it
- Choose most efficient learning technique for investigation, test preparation, research and presentation

ASSESSMENTS:

- Mathematical investigations
- Research Projects
- Journals
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

McSeveny et al. International Mathematics for the Middle Years 5. Pearson Education 2009.

Richard G. Brown et al. Algebra and Trigonometry. Structure and Method. McDougal Littell, 2004.

COURSE NAME: MYP Extended Mathematics 10

SYLLABUS CONTENT:

Unit 1: Number Sets, Complex Numbers, Relations and Functions, Linear and Quadratic Functions (8 weeks)

- Unit 2: Powers and Logarithms (3 weeks)
- Unit 3: Number Patterns and Their Applications (2 weeks)
- Unit 4: Probability, Combinatorics, Binomial Theorem (3 weeks)
- Unit 5: Periodic Phenomena (4 weeks)
- Unit 6: Modeling (2 weeks)
- Unit 6: Geometry and Coordinate Geometry (4 weeks)
- Unit 7: Statistics (2 weeks)
- Unit 8: Matrices. Elements of Linear Programming (4 weeks)
- Unit 9: Graph Theory (2 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand the concepts from the five branches of mathematics: number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics
- Recognise patterns and describe them as relationships or general rules
- Draw conclusions consistent with findings
- Use appropriate mathematical language (notation, symbols, terminology)
- Use different forms of mathematical representation
- Justify mathematical relationships and general rules
- Explain the importance of their findings
- Justify the degree of accuracy of their results where appropriate
- Analyse the process of problem solving and reflect on it
- Choose most efficient learning technique for investigation, test preparation, research and presentation

ASSESSMENTS:

- Mathematical investigations
- Projects
- Tests and quizzes
- Presentations
- Journals

RESOURCES/TEXTS/MATERIALS:

McSeveny et al. International Mathematics for the Middle Years 5. Pearson Education 2009.

SCIENCE

COURSE NAME: MYP Science Grade Six

SYLLABUS CONTENT:

- Unit 1: Scientific Inquiry Introduction: How do we learn about our world? (6 weeks)
- Unit 2: Geology: Why does the earth shake? (8 weeks)
- Unit 3: Geology: What is the earth made out of? (8 weeks)
- Unit 4: Water: What is water quality and why is it important? (8 weeks)
- Unit 5: Atmosphere and Weather: Why is weather important to us? Atmosphere and Weather (6 weeks)
- Unit 6: Astronomy: What else is out there? (4 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to

- Relate some concepts of Earth Science to real world issues and technology
- Communicate science concepts effectively using a variety of communication modes

- Understand and apply some Earth Science concepts
- Demonstrate understanding of the principles of the scientific method
- Process and interpret experimental data
- Work cooperatively and safely in the laboratory and use some equipment with skill
- Understand the process of scientific inquiry and how it is applied to increase our knowledge of our world and how it is applied across the topics studied
- Understand how scientific inquiry has led us to inquire about what is 'beyond' our planet
- Read and interpret graphs
- Support an informed point of view with evidence during discussion and debate

ASSESSMENTS:

- Research projects and posters
- Oral presentation using PowerPoint
- Comparative Essay
- Model Making
- Unit Tests
- Laboratory investigation Reports
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

Vogel and Wysession. Prentice Hall Science Explorer: Student Text and Teacher Resource Book. "Inside Earth."2007.

COURSE NAME: MYP Science Grade 7

SYLLABUS CONTENT:

- Unit 1: Scientific Inquiry Application (4 weeks)
- Unit 2: Air Resources: What is air quality and why is it important? (4 weeks)
- Unit 3: Water Resources: Why is water considered the basis of life? (4 weeks)
- Unit 4: Land Resources: Why is dirt so important? (4 weeks)
- Unit 5: How do abiotic and biotic factors inter-relate? (8 weeks)
- Unit 6: How do we describe biotic factors? (8 weeks)
- Unit 6: Alternative Energies: Human impact on environmental processes? (4 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand the process of scientific inquiry and how it is applied to increase our knowledge of our world and how it is applied across the topics studied
- Understand what we know about air quality, its importance and how we learn more about it
- Understand how water is fundamental to life on our planet
- Understand that soil is a mixture of biotic and abiotic elements and its importance to humans
- Understand how biotic and abiotic factors make up ecosystems and interrelate
- Understand how to apply the scientific method to design and conduct experiments to measure abiotic and biotic factors
- Learn how to use various tools in the laboratory to measure and observe changes and processes explored in experiments
- Read and interpret graphs and identify the different types of data and graphs
- Choose the correct form of graph for a particular situation
- Support an informed point of view with evidence during discussion and debate

ASSESSMENTS:

- Research projects
- Laboratory Reports
- Classroom discussion
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

Holtzclaw et al. Science Explorer: Environmental Science. Prentice Hall.
Beckett and Gallagher. Co-ordinated Science: Biology; 2nd ed. Oxford University Press.
Applin. Key Science: Biology. Stanley Thornes Ltd.
Integrated Science Laboratory Manual. Prentice Hall

COURSE NAME: MYP Science Grade 8**SYLLABUS CONTENT:**

- Unit 1: Speed and Acceleration (4 weeks)
- Unit 2: Forces: What forces are at work in our world? (4 weeks)
- Unit 3: Work and Energy: How do we measure work? (4 weeks)
- Unit 4: Energy: What other types of energy are there? (3 weeks)
- Unit 5: Introduction to Chemistry: How is energy related to the building blocks of life? (4 weeks)
- Unit 6: Chemical Bonding: How do these building blocks interact? (4 weeks)
- Unit 7: Organisms: What is involved in building an organism? (4 weeks)
- Unit 8: Organisms: How are living organisms organized and how do they reproduce themselves? (3 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Relate some concepts of science to real world issues and technology
- Communicate science concepts effectively using a variety of communication modes
- Understand and apply some science concepts
- Demonstrate understanding of the principles of the scientific method
- Process and interpret experimental data
- Work cooperatively and safely in the laboratory and use equipment with skill
- Understand the process of scientific inquiry and how it is applied to increase our knowledge of our world and how it is applied across the topics studied

ASSESSMENTS:

- Research projects
- Laboratory reports
- Comparative essays
- Classroom discussion
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

Jones. Motion, Forces and Energy.
Pasachoff. Sound and Light.
Frank, Little and Miller. Chemical Building Blocks.
Frank, Little and Miller. Chemical Interactions.
Jenner. From Bacteria to Plants.
Cronkite. Cells and Heredity.
Integrated Science Laboratory Manual. Prentice Hall.

COURSE NAME: MYP Life Science Grade 9 (One semester)

SYLLABUS CONTENT:

Unit 1: Cell structure and Function and Introduction to Biochemistry (3 weeks)

Unit 2: Cell Cycle and Intro to Genetics (9 weeks)

Unit 3: Natural Selection (4 weeks)

Unit 4: Links to Forensics (2 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Research controversial topics and write a One World Essay dealing with the issue
- Communicate knowledge using scientific vocabulary, diagrams and terminology
- Use scientific equipment in a safe and correct manner (i.e. microscopes and sensors)
- Design and perform simple laboratory investigations
- Analyse data, draw relevant conclusions and evaluate the experiment

ASSESSMENTS:

- One World Essays
- Projects and assignments
- Laboratory Investigations and dissections
- Classroom discussion
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

Biology, 5th Edition

BIOZONE

Various Applets and websites

COURSE NAME: MYP Physical Science Grade 9 (One semester)

SYLLABUS CONTENT:

Unit 1: The Science of Astronomy and our Place in the Universe (4 weeks)

Unit 2: Making Sense of the Universe: An Introduction to Physics (15 weeks)

Unit 3: Matter: An Introduction to Chemistry (15 weeks)

Unit 4: The Atom: An introduction to Atomic Physics and Interactions (4 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Research controversial topics and write a One World Essay dealing with the issue
- Support an informed point of view with evidence during discussions
- Communicate knowledge using scientific vocabulary, diagrams and terminology
- Design and perform laboratory investigations
- Analyse data, draw relevant conclusions and evaluate the experiment
- Perform mathematical calculations in both chemistry and physics and support their calculations by explaining trends, patterns or relationships in the data.

ASSESSMENTS:

- One World Essays
- Laboratory Investigations
- Classroom discussions
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

Davis. Modern Chemistry. Austin: Holt, Rinehart and Winston, 2004
Hewitt. Conceptual Physics. Needham: Prentice Hall, 2002
Ingram. Complete Chemistry. Oxford: Oxford University Press, 2000
Pople. Complete Physics. Oxford: Oxford University Press, 1999
Rutter. Year 12 Physics. Hamilton: ABA Books Ltd, 2004

COURSE NAME: MYP Biology Grade 10**SYLLABUS CONTENT:**

Unit 1: Biochemistry review: nucleic acids and proteins (3 weeks)
Unit 2: Human Physiology (19 weeks)
Unit 3: Molecular Genetics(14 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Research controversial topics and write a One World Essay dealing with the topic
- Support an informed point of view with evidence during discussions
- Communicate knowledge using scientific vocabulary, diagrams and terminology
- Design and perform laboratory investigations
- Analyse data, draw relevant conclusions and evaluate their experiment

ASSESSMENTS:

- One World Essays
- Laboratory Investigations
- Classroom discussion
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

- Biology, 5th Edition
- BIOZONE
- Form and Function
- Biology Interactive Study Partner
- Various Applets

COURSE NAME: MYP Physics 10**SYLLABUS CONTENT:**

Unit 1: Mechanics 1: Linear Motion, 2-D motion, scalars and vectors (4 weeks)
Unit 2: Mechanics 2: Newton's Laws of Motion, Center of Gravity, Universal Gravitation (5 weeks)
Unit 3: Mechanics 3: Momentum, work, kinetic energy, potential energy, conservation of energy (5 weeks)
Unit 4: Thermal Physics: Temperature and heat transfer, change of phase (5 weeks)
Unit 5: Electricity and Magnetism: Electrostatics, electric potential fields, electric current, electric circuits, magnetism (6 weeks)
Unit 6: Sound and Light: Vibrations and waves, sound, light, color, reflection/refraction, lenses and mirrors (6 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Research controversial topics and write a One World Essay dealing with the issue
- Support an informed point of view with evidence during discussions
- Communicate knowledge using scientific vocabulary, diagrams and terminology
- Design and perform laboratory investigations
- Analyse data, draw relevant conclusions and evaluate the experiment
- Perform mathematical calculations in both chemistry and physics and support their calculations by explaining trends, patterns or relationships in the data.

ASSESSMENTS:

- One World Essays
- Laboratory Investigations
- Classroom discussions
- Tests and quizzes

RESOURCES/TEXTS/MATERIALS:

Hewitt. Conceptual Physics. Needham: Prentice Hall, 2002

Wilson, Buffa, College Physics. Upper Saddle River: Prentice Hall, 2000

COURSE NAME :MYP Chemistry 10

SYLLABUS CONTENT:

Unit 1: Introduction to Chemistry & Matter

Unit 2: Organisation of Matter

Unit 3: Electron Configuration and Periodic Table

Unit 4: Language of Chemistry

Unit 5: Chemical Reactions and Stoichiometry

Unit 6: Phases of Matter

Unit 7: Solutions & Their Behaviour

Unit 8: Organic Chemistry

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Relate some concepts of chemistry to real world issues and technology
- Communicate chemistry concepts effectively using a variety of communication modes
- Understand and be able to apply some chemistry concepts
- Demonstrate understanding of the principles of the scientific method
- Process and interpret experimental data
- Work cooperatively and safely in the laboratory and use equipment with skill

ASSESSMENTS:

- Comparative Essays
- Unit Tests and Final Exam
- Experiment Reports
- Laboratory investigation Reports

RESOURCES/TEXTS/MATERIALS:

Davis, Metcalfe, Williams and Castka. Modern Chemistry.

ARTS

COURSE NAME: MYP Arts: Drama Grade 6 (one semester only)

SYLLABUS CONTENT:

- Unit 1: Instating the Ensemble (obgoing) 2 weeks
- Unit 2: Mime 8 weeks
- Unit 3: Puppetry – Japanese Bunraku 8 weeks

OUTCOMES:

After one semester students will be able to:

- Discuss the importance of working as an ensemble
- Understand the way the art form operates
- Describe the importance of building belief in drama
- Understand the discipline required for effective drama
- Work in pairs, small groups, and the whole group
- Work in the role of the teacher
- Discuss both in and out of role
- Write/draw/design in role
- Brainstorm
- Describe basics of stage movement
- Use realistic dialogue
- Improvise
- Understand the concept of personal space and working space
- Understand/perform traditional elements of Japanese Bunraku Puppet theatre
- Reflect, analyse and understand elements of cultural traditions in world theatre

ASSESSMENTS:

- Developmental Workbook (DW)
- Collaborative ensemble projects
- Applying theatre vocabulary, diagramming and planning performance
- Demonstrating artistic interpretation in design and performance
- Writing/drawing/designing in role
- Script writing and concept mapping

RESOURCES/TEXTS/MATERIALS:

Spolin. Theatre Games for the Classroom.

Zich. Teaching the Ensemble Technique.

Johnson. Middle Mania.

Backstage At: Bunraku

Adachi: Hands and Voices of Bunraku

Keene: Bunraku

Internet research sources Youtube and class resource DVDs

Library resources: Bunraku, Kabuki, Japanese Culture

COURSE NAME: MYP Arts: Drama Grade 7 (1 Semester only)

SYLLABUS CONTENT:

- Unit 1: Theatre Sports/Improvisation/Ensemble 2 weeks
- Unit 2: Greek Theatre 8 weeks
- Unit 3: Readers Theatre 8 weeks

OUTCOMES:

- Upon successfully completing the course, students will be able to:
- Improvise scenes
- Understand/perform traditional elements of Greek theatre
- Understand the concept of readers Theatre and script readings.
- Understand the concept of radio plays and advertising over the air
- Applying theatre vocabulary, diagramming and planning performance
- Demonstrating artistic interpretation in design and performance

ASSESSMENTS:

- Performance and rehearsal
- Work sheets
- Written assignments
- Oral presentations
- Classroom discussion
- Developmental Workbook (DW)

RESOURCES/TEXTS/MATERIALS:

Greek Theatre History library resources
History of Theatre library resources
Readers Theatre Handbook Drama resources
Ensemble Training: Drama
Theatre Sorts and Improvisation
Various Internet resources

COURSE NAME: MYP Arts: Drama Grade 8 (1 Semester only)**SYLLABUS CONTENT:**

Unit 1: Theatre Sports/Improvisation (ongoing)	2 weeks
Unit 2: Reinstate the Ensemble	8 weeks
Unit 3: Stanislavski Method – 10 minute plays	8 weeks

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Improvise scenes
- Understand/perform in ensemble form
- Understand/perform Stanislavski/method acting
- Reflect, analyse and understand elements of different practitioners of world theatre

ASSESSMENTS:

Performance and rehearsal
Work sheets
Written assignments
Oral presentations
Classroom discussion
Reflections

RESOURCES/TEXTS/MATERIALS:

Reinstating the Ensemble (DVD)
History of Theatre
Stanislavski Method (DVD)
Ensemble Training: Drama
Theatre Sorts and Improvisation
Various Internet resources

COURSE NAME: MYP Arts: Drama Grade 9

SYLLABUS CONTENT:

Unit : Ensemble training (ongoing)	2 weeks
Unit 1: Mummenschanz	8 weeks
Unit 3: Butoh	8 Weeks
Unit 4: Restoration Theatre	8 Weeks
Unit 5: Stanislavski Revision and monologues	6 weeks

OUTCOMES:

At the completion of this course, students will be able to:

- Explore character through “hot-seating”
- Understand Forum theatre
- Demonstrate questioning skills in role
- Dramatise a text
- Apply design skills
- Engage in independent research on a study of an historical period in theatre
- Use appropriate technology in a multi-media presentation
- Perform monologues, dialogues and scenes
- Demonstrate voice work on text, especially stress, tone, volume
- Demonstrate an understanding of characterization
- Use of appropriate theatrical vocabulary in script analysis

ASSESSMENTS:

- Assessed ensemble work and exploration of world theatre styles/forms (
- Collaborative ensemble projects
- Devising a Theatre piece with social connections
- Inner Monologue written piece
- Research and letters into the role of women in Restoration Theatre
- Performing a 3-5 minute scene or monologue
- Performance of Butoh, individual and group
- Script analysis

RESOURCES/TEXTS/MATERIALS:

Zich. Teaching the Ensemble Technique.

Neelands. Structuring Drama Work.

Assorted texts monologues and audition pieces

Butoh DVD and physical theatre DVD/resources in Drama room.

COURSE NAME: MYP Arts: Drama Grade 10

SYLLABUS CONTENT:

Unit: Theatre Sports/Improvisation (ongoing)	2 weeks
Unit 1: Duologues/Stanslavski method	10 weeks
Unit 2: Technical Review including Theatre Technology	3 weeks
Unit 3: Commedia Dell'Arte	8 weeks
Unit 4: Japanese Kabuki Theatre	10 weeks
Unit 5: Musical Performance and Production	5 weeks
Unit 6: Theatre Technology (lighting)	3 weeks

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Improvise scenes
- Understand/perform in Stanislavski method
- Understand/perform elements of basic Commedia Dell'Arte
- Understand/perform basics of Japanese Kabuki Theatre
- Reflect, analyse and understand elements of different practitioners and world theatre styles
- Study concept and elements of Technical Theatre design

ASSESSMENTS:

- Performance and rehearsal
- Work sheets
- Written assignments
- Oral presentations
- Classroom discussion
- Reflections

RESOURCES/TEXTS/MATERIALS:

Reinstating the Ensemble (DVD)

History of Theatre

Stanislavski Method (DVD)

Ensemble Training: Drama

Theatre Sorts and Improvisation

History and scripts of Japanese Kabuki Theatre (DVD)

Commedia Dell'Arte by Fava (DVD)

Leiter: The Art of Kabuki

Kabuki texts and DVDs

Various Internet resources

COURSE NAME: MYP Arts: Music Grade 6 (1 semester only)**SYLLABUS CONTENT:**

Unit 1: MYP Band: The Band!

Unit 2: Singers Singing Songs

Unit 3: Appreciating Music

Unit 4: How to Be Blue

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Perform as a soloist or within an ensemble
- Recognise the differences among voices/instruments in ensembles
- Talk about music in an analytical and fundamental way
- Create and perform original melodies within a set harmonic progression

ASSESSMENTS:

- Developmental Workbook
- Passing off music on different instruments
- Performing together as a band/choir
- Demonstration of technical knowledge
- Group brainstorming and classroom discussion
- Written and/or presented analysis of music
- Written and/or presented critique of performances
- Quizzes

RESOURCES/TEXTS/MATERIALS:

Musical instruments
Standard of Excellence Method Books

COURSE NAME: MYP Arts: Music Grade 7 (one semester only)**SYLLABUS CONTENT:**

Unit 1: Keyboarding
Unit 2: National Anthems
Unit 3: Guitaring
Unit 4: Musical Theater

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Perform beginner level pieces on keyboard and guitar
- Understand the fundamental connections between the keyboard and music
- Understand the different ways the guitar is used in music (and dispel misconceptions)
- Be familiar with the national anthems represented by our peers
- Analyse and compare various national anthems
- Recognise the historical events that have shaped musical theatre
- Compare and contrast different musical theatre styles
- Set a text to music within a dramatic production

ASSESSMENTS:

- Developmental Workbook
- Passing off and performing music on different instruments
- Group brainstorming and classroom discussion
- Presentation on anthems
- Written compositions
- Written and/or presented analysis of music
- Written and/or presented critique of performances
- Quizzes

RESOURCES/TEXTS/MATERIALS:

- PSI Musical Instruments
- Standard of Excellence Method Books
- Guitar and Keyboard Method Books
- DVDs of Broadway and West End musicals

COURSE NAME: MYP Arts: Music Grade 8**SYLLABUS CONTENT:**

Unit 1: Basic Theory
Unit 2: Ethnomusicology 095
Unit 2.5: World Music I: Europe
Unit 3: Music in Film
Unit 4: Musical Instruments and Implements

Unit 5: Opera

Unit 6: Non-Classical Classical Music (Modern 'Art' Music)

Unit 7: Introduction to Jazz

Unit 8: World Music II: Asia

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand the fundamentals of Western music theory
- Understand the fundamental approach to analysing non-Western music
- Use/create music to build/enhance/change the mood in a video
- Describe the different ways musical instruments create sound
- Link musical instruments to society, environment and time
- Create a unique musical instrument
- Talk about opera as a popular art form and discuss the ways in which it has changed over four centuries
- Use different analytic techniques in talking about modern art music
- Use an abstract music method in composing an original piece of music
- Perform a basic solo within a Jazz progression

ASSESSMENTS:

- Developmental Workbook
- Passing off and performing music on different instruments
- Group brainstorming and classroom discussion
- Presentation on cultural music
- Group film projects
- Creating musical instruments
- Written compositions
- Written and/or presented analysis of music
- Written and/or presented critique of performances
- Quizzes

RESOURCES/TEXTS/MATERIALS:

- PSI Musical Instruments
- DVDs of Opera
- Various music theory textbooks

COURSE NAME: MYP Arts: Music Grade 9

SYLLABUS CONTENT:

Unit 1: More Theory

Unit 2: Music and Sport

Unit 3: World Music III: Africa

Unit 4: Technology in Music

Unit 5: Popular Music

Unit 6: World Music IV: Middle East

Unit 7: More Jazz

Unit 8: World Music V: South America

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Develop and implement their understanding of Western music theory
- Analyse non-Western music
- Talk about the connections between music and athletics
- Describe the way music has been influenced by changing technology
- Use various software to create music
- Define what popular music is
- Use their knowledge of music theory within a jazz framework

ASSESSMENTS:

- Developmental Workbook
- Passing off and performing music on different instruments
- Group brainstorming and classroom discussion
- Presentation on cultural music
- Design of concerts, musical sports
- Computer aided compositions
- Written and/or presented analysis of music
- Written and/or presented critique of performances
- Quizzes

RESOURCES/TEXTS/MATERIALS:

- PSI Musical Instruments
- Various music theory textbooks
- Various Internet resources

COURSE NAME: MYP Arts: Music Grade 10

SYLLABUS CONTENT:

- Unit 1: A Whole Lot Of Theory
- Unit 2: Conducting
- Unit 3: Arranging
- Unit 4: World Music VI: North America
- Unit 5: War Music
- Unit 6: The Music Industry
- Unit 7: Rock Band
- Unit 8: Kabuki (tentative)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Pass an undergraduate-level music theory exam
- Conduct an ensemble accurately while being expressive
- Arrange a piece of music for a group of instruments for which it was not intended
- Discuss the ways in which music has played a part in war
- Understand the business of music and what other professions are available within it besides being a rock star
- Understand and complete the various stages required in becoming a popular musician (on a small scale)

ASSESSMENTS:

- Developmental Workbook
- Passing off and performing music on different instruments
- Group brainstorming and classroom discussion
- Presentation on cultural music
- Practical application of skills

- Computer aided / written compositions
- Written and/or presented analysis of music
- Written and/or presented critique of performances
- Quizzes

RESOURCES/TEXTS/MATERIALS:

- PSI Musical Instruments
- Various music theory textbooks
- Industry Professionals

COURSE NAME: MYP Arts: Visual Arts Grade 6 (one semester)

SYLLABUS CONTENT:

Unit 1: The Artist's Toolkit (Core Elements)

Unit 2: Depicting Emotion (Painting)

Unit 3: Art Appreciation

OUTCOMES:

- Upon successfully completing the course, students will be able to:
- Demonstrate an awareness of the elements and principles of design, abstract forms of painting and Abstract Expressionism as a modern movement
- Learn and develop expressive painting techniques and processes
- Describe their progress and identify strengths and weaknesses in their work

ASSESSMENTS:

- Developmental workbook entries
- Class discussions/ oral presentations
- Written assignments and projects (i.e., analysis of artworks, reflective essay, artist's statement)
- Tests/quizzes
- Preparatory work for studio pieces
- In-process critiques/final critiques
- Finished artwork

RESOURCES/TEXTS/MATERIALS:

Selected images by a range of artists/ art posters and timelines

Additional resources include:

Janson and Janson. History of Art for Young People, 5th Ed.

Strickland. The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern.

Cumming. Art: Eyewitness Companions.

Wilkins. Big Book of Art.

Chamberlin. Art Insight.

Battin, Fisher, Moore and Silvers. Puzzles about Art: An Aesthetics Casebook.

COURSE NAME: MYP Arts: Visual Arts Grade 7 (one semester)

SYLLABUS CONTENT:

Unit 1: The Artist's Toolkit (Core Elements)

Unit 2: Utopia/Dystopia (Painting)

Unit 3: Art Appreciation

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate a growing awareness of the elements and principles of design, landscape painting and how to create the illusion of 3-D space on a 2-D surface
- Develop skills and apply techniques and processes involved in landscape painting and creating the illusion of 3-D space on 2-D surface
- Describe their progress, evaluate their work and consider feedback when identifying strategies to improve

ASSESSMENTS:

- Developmental workbook entries
- Class discussions/Oral presentations
- Written assignments and projects (i.e., analysis of artworks, reflective essay, artist's statement)
- Tests/quizzes
- Preparatory work for studio pieces
- In-process critiques/Final critiques
- Finished artwork

RESOURCES/TEXTS/MATERIALS:

Selected images by a range of artists/ art posters and timelines and photographers
Baichwal and Burtynsky. *Manufactured Landscapes*. [DVD]

Additional resources include:

Janson and Janson. *History of Art for Young People*, 5th Ed.

Strickland. *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern*.

Cumming. *Art: Eyewitness Companions*.

Wilkins. *Big Book of Art*.

Chamberlin. *Art Insight*.

Wolf. *Landscape Painting*.

Battin, Fisher, Moore and Silvers. *Puzzles about Art: An Aesthetics Casebook*.

Please note that there is no Visual Arts Grade 8.

COURSE NAME: MYP Arts: Visual Arts Grade 9

SYLLABUS CONTENT:

Unit 1: Hair Today (Drawing)

Unit 2: Our International Origins (Mixed Media/ collage)

Unit 3: Identity Box (Assemblage/ sculpture)

Unit 4: Movers & Shakers: 20th Century Icons (Portraiture)

Unit 5: The Artists Book (Art Appreciation)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate knowledge and understanding of the elements and principles of design, various image development strategies, and a range of artistic devices
- Articulate ideas or themes to a point of realisation and expressing their artistic intentions
- Develop skills, techniques and processes in mixed media, sculpture/assemblage, drawing and painting to create art
- Reflect critically on their own artistic development and processes at different stages of their work; evaluate their work and use feedback to inform their own artistic development and processes

ASSESSMENTS:

- Developmental workbook entries
- Class discussions/ Oral presentations
- Written assignments and projects (i.e., analysis of artworks, proposals, reflective essay, artists statement)
- Tests/quizzes
- Preparatory work for studio pieces
- In-process critiques/Final critiques
- Finished artwork

RESOURCES/TEXTS/MATERIALS:

Selected images by a range of artists/ art posters and timelines

The Visual Experience. [Digital textbook]

Battin, Fisher, Moore and Silvers. Puzzles about Art: An Aesthetics Casebook.

The Evolution of Art. [DVD]

How Art Made the World. [DVD]

COURSE NAME: MYP Arts: Visual Arts Grade 10

SYLLABUS CONTENT:

Unit 1: The Newspaper Ground (Mixed Media)

Unit 2: Babi Yar (Commemorative art-model)

Unit 3: Drama in the Everyday (Drawing)

Unit 4: Appropriation and Parody (Painting/ mixed media)

Unit 5: Curating the Museum(Art Appreciation)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate knowledge and understanding of the elements and principles of design, various image development strategies, and a range of artistic devices
- Develop ideas or themes to a point of realisation expressing their artistic intentions
- Apply skills, techniques and processes in mixed media, sculpture/assemblage, drawing and painting to create art
- Reflect critically on their own artistic development and processes at different stages of their work; evaluate their work and use feedback to inform their own artistic development and processes

ASSESSMENTS:

- Developmental workbook entries
- Class discussions/Oral presentations
- Written assignments and projects (i.e., analysis of artworks, proposals, reflective essay, artists statement)
- Tests/quizzes
- Preparatory work for studio pieces
- In-process critiques/final critiques
- Finished artwork

RESOURCES/TEXTS/MATERIALS:

Selected images by a range of artists/ art posters and timelines

The Visual Experience. [Digital textbook]

Battin, Fisher, Moore and Silvers. Puzzles about Art: An Aesthetics Casebook.

The Evolution of Art. [DVD]

The History of Western Art. [DVD]

BBC. How Art Made the World. [DVD]

Mock and Lin. A Strong Clear Vision.[DVD]

PHYSICAL EDUCATION

COURSE NAME: MYP Physical Education Grade 6

SYLLABUS CONTENT:

- Unit 1 – Field Sports (Football and Soccer Baseball)
- Unit 2 – Creative Movements (Dance and Gymnastics)
- Unit 3 – Court Sports (Basketball and Handball)
- Unit 4 – Striking Activities (Badminton and Volleyball)
- Unit 5 – Swimming

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate personal competence in applying movement skills and principles
- Demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities
- Participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation
- Demonstrate improvement in personal health-related physical fitness
- Use safe practices regarding the safety of themselves and others

ASSESSMENTS:

Students will be assessed on their:

- Understanding of sport rules and game strategies
- Ability to use the knowledge they have learnt
- Ability to apply the skills taught in the variety of sports and activities
- Ability to compose movement sequences
- Participation and effort in class
- Sportsmanship and their interactions with others

RESOURCES/TEXTS/MATERIALS:

PSI PE uniform,
Re-useable water bottle

COURSE NAME: MYP Physical Education Grade 7

SYLLABUS CONTENT:

- Unit 1 – Field Sports (Football and Fitness Training)
- Unit 2 – Creative Movements (Story Telling and Martial Arts)
- Unit 3 – Court Sports (Basketball and Volleyball)
- Unit 4 – Striking Activities (Lacrosse and Floor Hockey)
- Unit 5 - Swimming

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate personal competence in applying movement skills and principles
- Demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities
- Participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation
- Demonstrate improvement in personal health-related physical fitness
- Use safe practices regarding the safety of themselves and others

ASSESSMENTS:

Students will be assessed on their:

- Understanding of sport rules and game strategies
- Ability to use the knowledge they have learnt
- Ability to apply the skills taught in the variety of sports and activities
- Ability to compose movement sequences
- Participation and effort in class
- Sportsmanship and their interactions with others

RESOURCES/TEXTS/MATERIALS:

- PSI PE uniform
- Re-useable water bottle

COURSE NAME: MYP Physical Education Grade 8

SYLLABUS CONTENT:

Unit 1 – Field Sports (Football and Ultimate)

Unit 2 – Creative Movements (Latin Dance, Gymnastics and Aerobics)

Unit 3 – Court Sports (Basketball, Volleyball and Badminton)

Unit 4 – Biomechanics (Technique Analysis in Handball)

Unit 5 – Swimming

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate personal competence in applying movement skills and principles
- Demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities
- Participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation
- Demonstrate improvement in personal health-related physical fitness
- Use safe practices regarding the safety of themselves and others

ASSESSMENTS:

Students will be assessed on their:

- Understanding of sport rules and game strategies
- Ability to use the knowledge they have learnt
- Ability to apply the skills taught in the variety of sports and activities
- Ability to compose movement sequences
- Participation and effort in class
- Sportsmanship and their interactions with others

RESOURCES/TEXTS/MATERIALS:

- PSI PE uniform
- Re-useable water bottle

COURSE NAME: MYP Physical Education Grade 9

SYLLABUS CONTENT:

Unit 1 – Field Sports (Football and Fitness Training)

Unit 2 – Creative Movements (Evolution of Dance and Martial Arts)

Unit 3 – Court Sports (Basketball and Volleyball)

Unit 4 – Striking Activities (Floor Hockey and Lacrosse)

Unit 5 – Swimming

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate personal competence in applying movement skills and principles
- Demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities
- Participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation
- Demonstrate improvement in personal health-related physical fitness
- Use safe practices regarding the safety of themselves and others

ASSESSMENTS:

Students will be assessed on their:

- Understanding of sport rules and game strategies
- Ability to use the knowledge they have learnt
- Ability to apply the skills taught in the variety of sports and activities
- Ability to compose movement sequences
- Participation and effort in class
- Sportsmanship and their interactions with others

RESOURCES/TEXTS/MATERIALS:

- PSI PE uniform
- Re-useable water bottle

COURSE NAME: MYP Physical Education Grade 10

SYLLABUS CONTENT:

Unit 1 – Field Sports (Football and Ultimate)

Unit 2 – Alternative Sports (Touch Rugby, Flag Football, Softball, Cricket)

Unit 3 – Court Sports (Basketball and Volleyball)

Unit 4 – Striking Activities (Pickleball and Badminton)

Unit 5 – Creative Movements (Basketball Routine and Culminating Routine)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate personal competence in applying movement skills and principles
- Demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities
- Participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation
- Demonstrate improvement in personal health-related physical fitness
- Use safe practices regarding the safety of themselves and others

ASSESSMENTS:

Students will be assessed on their:

- Understanding of sport rules and game strategies
- Ability to use the knowledge they have learnt
- Ability to apply the skills taught in the variety of sports and activities
- Ability to compose movement sequences
- Participation and effort in class
- Sportsmanship and their interactions with others

RESOURCES/TEXTS/MATERIALS:

- PSI PE uniform
- Re-useable water bottle

TECHNOLOGY

COURSE NAME: MYP Design and Technology Grade 6 (one semester)**SYLLABUS CONTENT:**

Unit 1: Safety in Technology (1 weeks)

Unit 2: Jigsaw Puzzle (8 weeks)

Unit 3: Steady Hand Game (6/8 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand the importance of a safe working environment
- Identify and understand the correct use of different hand tools
- Identify different materials and understand how and why they are used
- Understand the basic design process

ASSESSMENTS:

- Completion of practical project
- Design project folder

RESOURCES/TEXTS/MATERIALS:

- Workshop
- Various hand tools
- Various materials, including timber, plastics, and metals

COURSE NAME: MYP Design and Technology Grade 7 (one semester)**SYLLABUS CONTENT:**

Unit 1: Safety in Technology (1 week)

Unit 2: Design and make an animated cartoon (14-16 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand the importance of a safe working environment

- Identify and understand the correct use of different hand and power tools
- Identify the correct materials for their project and understand how and why they are to be used
- Understand the design process. Emphasis being placed on their design and drawing skills
- Understand how and why a design can change
- Demonstrate accuracy in their work and how and why it can impact upon their final product
- Have a greater understanding of IT and photo manipulation.

ASSESSMENTS:

- Completion of practical project
- Design project folder

RESOURCES/TEXTS/MATERIALS:

Workshop
 Various hand and power tools
 Various materials, including timber, plastics, and metals
 Unit 2 has links with Humanities Department

COURSE NAME: MYP Design and Technology Grade 8 (one semester)

SYLLABUS CONTENT:

Unit 1: Safety in Technology (1 weeks)
 Unit 2: Mobile Phone Holder (8 weeks)
 Unit 3: Bridge Structure (6/8 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand the importance of a safe working environment
- Identify the appropriate hand or power tool to be used for the material and procedure identified in the project
- Identify and select various appropriate materials for the project
- Understand and use the Design Process
- Plan appropriately, and identify any problems with their design and construction
- Work collaboratively to design and make a project

ASSESSMENTS:

- Completion of practical project
- Design project folder

RESOURCES/TEXTS/MATERIALS:

- Workshop
- Various hand and power tools
- Various materials, including timber, plastics, and metals

COURSE NAME: MYP Design and Technology Grade 9

SYLLABUS CONTENT:

Unit 1: Mechanical Toy (10 weeks)
 Unit 2: Design a house/business for the modern environment (10 weeks)
 Unit 3: Electronics control (8/10 weeks)

OUTCOMES:

- Upon successfully completing the course, students will be able to:
- Understand the importance of a safe working environment
- Select and employ the appropriate hand or power tool to be used for the material and procedure identified in the project
- Identify and select various materials appropriate for the selected designs
- Utilise 3D computer-aided design to generate aspects of their design folder
- Understand and use the Design Process competently
- Plan appropriately and effectively, and identify any problems with their design and construction
- Work collaboratively in pairs or small groups to design and make a project

ASSESSMENTS:

- Completion of practical project
- Design project folder

RESOURCES/TEXTS/MATERIALS:

- Workshop
- IT lab
- Google Sketch Up
- Various hand and power tools
- Various materials, including timber, plastics, and metals

COURSE NAME: MYP Design and Technology Grade 10**SYLLABUS CONTENT:**

Unit 1: Storage Project (10 weeks)

Unit 2: The Great Egg Race (10 weeks)

Unit 3: The Trebuchet Challenge (8/10 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to;

- Understand the importance of a safe working environment
- Select and employ the correct hand or power tool to be used for the desired process
- Identify and select the correct materials appropriate for the selected designs
- Employ detailed research and planning techniques to inform their design ideas
- Utilise 3D computer aided design to generate aspects of their design folder
- Fully understand and use the Design Process competently
- Plan appropriately and effectively, and identify any problems with their design and construction, and suggest appropriate design solutions
- Work collaboratively in pairs or small groups to design and make a project

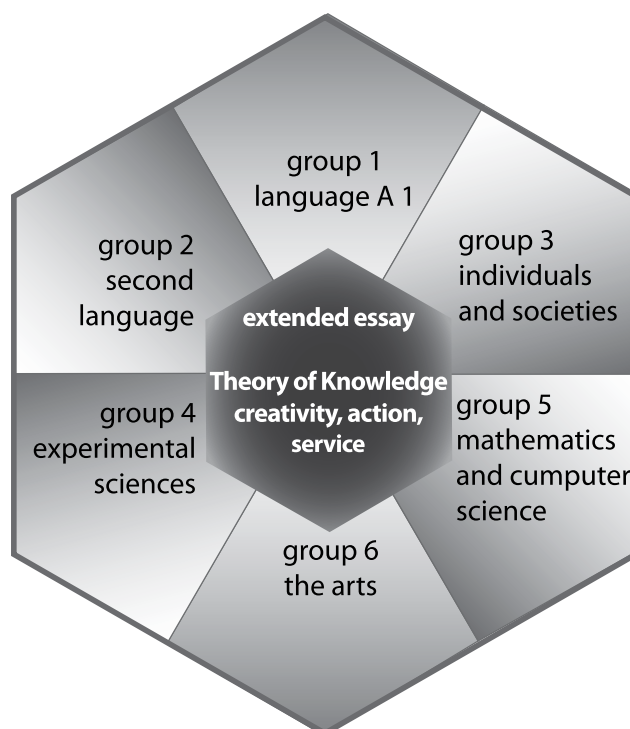
ASSESSMENTS:

- Completion of practical project
- Design project folder

RESOURCES/TEXTS/MATERIALS:

- Workshop
- IT lab
- Google Sketch Up
- Various hand and power tools
- Various materials, including timber, plastics, and metals

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)



The IB Diploma Programme: An Overview

The International Baccalaureate (IB) Diploma programme is a challenging two-year curriculum, designed for students in Grades 11 and 12 (aged 16 – 19). It leads to a qualification that is widely recognised by the world's leading universities. Students learn more than a collection of facts. The DP prepares students for university and encourages them to ask challenging questions, to learn how to learn, to develop a strong sense of their own identity and culture, and to communicate with and understand people from other countries and cultures. Those who complete this programme enjoy a competitive edge in admission to any college or university in the world because:

- The IB Diploma curriculum is an integrated, comprehensive and balanced mix of sciences and humanities.
- The IB Diploma Programme provides an opportunity to study some subjects in-depth while covering others more broadly.
- Students are evaluated according to the highest international standards of assessment over a two-year period.
- Students receive explicit instruction in critical thinking and learn the interrelationship of academic subjects.
- Students develop a respect for cultural diversity and gain a broader world view.

CURRICULUM

The DP is a comprehensive programme that requires students to demonstrate knowledge and skills through internal and external assessments in the following six interrelated academic areas:

DP CURRICULUM GROUP	PSI COURSE OFFERINGS
Studies in Language and Literature: A mother-tongue language, used for a study of literature	English, French, Russian, or Self-Taught A1 in the student's language of choice*
Language Acquisition: A second modern language taught at different levels of competency	Spanish ab initio*, English, French, Russian
Individuals and Societies	History, Geography, Economics
Experimental Sciences	Environmental Systems and Societies*, Design Technology, Biology, Chemistry, Physics
Mathematics	Higher Level Mathematics, Standard Level Mathematics*, Maths Studies*
Arts**	Visual Arts, Theatre
Other DP Requirements	Theory of Knowledge
Creativity, Action, Service (CAS)	

*These courses offered at Standard Level only.

**Students may opt to take a course from Groups 1 - 4 instead of an Arts offering.

IB DIPLOMA REQUIREMENTS

As mentioned on page 7, students may choose one of three tracks in Grades 11 and 12: The PSI High School Diploma, the PSI Diploma plus DP Courses or the PSI Diploma plus the IB Diploma. The information that follows focuses only on the third track and outlines requirements for completing the IB Diploma.

Higher Level (HL) and Standard Level (SL)

Students who wish to achieve the full IB Diploma must take one course offering from each of the groups indicated on the chart above. Three of those must be at Standard Level (SL) and three must be at Higher Level (HL).

SL courses meet the equivalent of four 40-minute periods per week over the two years. HL courses meet the equivalent of six 40-minute periods per week. In general, PSI offers HL and SL courses in the same class; teachers dismiss SL students as needed. Those students use that time as a study period.

Each subject group has different requirements for HL students. In some cases, HL courses offer additional units and more topics. In other subject areas, HL students study the same units as SL candidates, but do so at greater depth. HL students also complete additional assessment and exam work.

Other Requirements

In addition to coursework, candidates for the full IB Diploma take a course called Theory of Knowledge (TOK), where they learn to analyse the methods and biases of the various disciplines of study. TOK helps students understand more about the nature of knowledge itself and the strengths and weaknesses of knowledge claims made in each of their subject areas. TOK gives students an insight into their programme of study that inevitably strengthens their ability to specialise at college or university in an informed way. Students also complete a TOK essay that is submitted for external marking.

Second, IB Diploma candidates complete an Extended Essay, an original research paper of approximately 4,000 words. Although every student works with a teacher-mentor who helps guide his/her work, the Extended Essay is designed to be an independent project and is excellent preparation for future studies at university level. The Extended Essay is also externally marked.

Finally, Diploma candidates participate in CAS (Creativity, Action, Service). Throughout Grades 11 and 12, students complete a wide variety of projects in each of the three areas of this programme. Through their involvement in non-academic activities, students develop important life skills, and demonstrate how well-rounded and interesting they are. These are attributes that university admissions officers seek in applicants. Students must document their work, write reflections and submit a portfolio, which is sent to the IB for external assessment.

IB ASSESSMENT

The IB assesses all objectives for each subject through a range of tasks that pay attention to the higher order thinking skills of synthesis, reflection, evaluation and critical thinking, as well as the more fundamental skills of knowledge, understanding and application.

Types of Assessments

IB Diploma and DP Course candidates are assessed in three ways: Internally, externally and by exam.

Internal assessments are set and marked by classroom teachers in accordance with IB guidelines. An external IB moderator then reviews a sample set of internal assessments and provides the school with feedback that ensures that work set by teachers is appropriately challenging and correctly assessed.

External assessments are set and corrected by the IB. Subject examiners mark these papers and projects and assign a grade based on the international standards of the IB.

Exams are held each May in each of the first five subject areas. These exams may use a variety of techniques, including essays, short answer questions and multiple-choice objective tests. (Students who take Visual Arts or Theatre submit samples of work that are externally viewed and assessed.) Exams are prepared and standardised by examining panels responsible for each subject. External examiners use an agreed-upon mark scheme that is applied to all students worldwide who take that exam.

EARNING THE IB DIPLOMA

Performance on exams is added to work on internal and external assessments. The IB then awards a grade from 1-7 for each subject.

Diploma candidates can earn up to 45-points overall: 7 points for each of their six subjects, plus 3 additional points for achievement in TOK and Extended Essay. Although students do not receive points for their CAS work, students cannot receive their IB Diploma unless they submit their CAS portfolio to the school's CAS Coordinator.

In general, students must earn 24 or more points overall in order to receive the IB Diploma. An additional stipulation is that students must score a minimum of 12 points from their three Higher Level classes.

REVIEWING THE RESULTS OF IB MARKS

IB Examination Results

IB Diploma and Certificate students access their IB examination results through the IB website, using a PIN code provided by the school's DP Coordinator. The IB does not release results to students or their families by other means. All communication concerning results must be made through the IB Coordinator at PSI.

Enquiry Upon Results

A student who feels that his/her result does not reflect his/her performance may appeal through a process known as Enquiry Upon Results (EUR). This can include a clerical check of the marking procedure or a reassessment of the exam by another examiner. Students who wish to apply for an EUR must first consult the school's DP Coordinator and pay any additional fees before the September 15 deadline.

Retaking Examinations

If an IB Diploma or Certificate track student wishes to improve upon one or more subject grades, s/he may retake the subject exam(s) in the following November or June exam session. The deadline to enrol for the November retake is usually 29 July. No requests after that date will be accepted.

EXPECTATIONS AND CONSEQUENCES

In addition to academic requirements, both IB and PSI expect that students will behave in ethical and respectful ways. Students must realise that their personal behaviour determines the quality of their environment at PSI. They

must be familiar with the guidelines for student conduct laid out in the PSI Student Handbook so that they are aware of the school's expectations and of any consequences for misbehaviour.

Students should also be aware that their performance in their last two years of High School is the key to university admission. Universities look not only for grades but also for evidence of maturity and responsibility. It is not to a student's advantage to have a student record with instances of inappropriate behaviour and subsequent consequences (e.g., suspensions, letters concerning academic malpractice, etc.).

Attendance

Attendance is vital for success in the DP. It is each student's responsibility to be present in class and to inform teachers when s/he will be away. It is also the student's responsibility to make up missed work. A DP Diploma or Course candidate may be asked to make up time for missed days so that the school can ensure that s/he has met the minimum time requirement set by IB. In addition, the PSI attendance policy states that any student who misses more than 20 school days in an academic year may put his/her graduation at risk.

Academic Honesty

All PSI students are required to act in a responsible and ethical manner. In particular, DP candidates must avoid any form of academic malpractice. The IB defines this as behaviour that results in the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes:

- (a) Plagiarism: Representing the ideas or work of another person as the candidate's own;
- (b) Collusion: Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another;
- (c) Duplication of work: The presentation of the same work for different assessment components and/or Diploma requirements; and
- (d) Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorised material into an exam room, misconduct during an exam, falsifying a CAS record, disclosure or receipt of confidential information about exams).

The IB does not award grades in subjects where malpractice has occurred. The IB will not award a Diploma to the candidate, but will award Certificates in other subjects where no malpractice has occurred. Students who engage in academic malpractice at PSI receive no grade for the work in question. Further incidents - in any class - may result in failure of the course, suspension or expulsion. A record of malpractice can jeopardise university admission.

UNIVERSITY ENTRANCE QUALIFICATIONS

IB qualifications are accepted worldwide for admission to university or college. Applications from students who graduate from IB World Schools are recognised as candidates who have undergone a rigorous and challenging curriculum. In many countries, the IB Diploma can replace the national entry qualifications for entry into university.

North American universities including Cornell, MIT, Brown, Harvard and Yale all grant the IB Diploma holder advanced placement, often granting as much as a year of credit. In the United Kingdom, the Diploma is recognised as an entry qualification for all universities. In both countries, there are a number of scholarships and bursaries available specifically for university and college students who are IB Diploma graduates.

IB DIPLOMA COURSE OUTLINE

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

COURSE NAME: English A: Language and Literature Year One (Grade 11)

SYLLABUS CONTENT:

Year One

Part 1: Language in Cultural Context

Unit 1: Language and the Individual (developing identity through language)

Unit 2: Language and Power (propaganda)

Unit 3: Language and Knowledge (Language in conjunction with Science and Technology)

Part 2: Language and Mass Communication

Unit 1: Popular Culture

Unit 2: Textual Bias

Unit 3: Language and the presentation of speeches and campaigns

Part 3: Literature: texts and contexts

Unit 1: A novel study of *We* by Yevgeny Zamyatin

Unit 2: An examination of Poetry by Billy Collins

OUTCOMES:

Upon successfully completing the course, all students will be able to:

- Engage in independent literary criticism in a manner that reveals a personal response to literature
- Express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- Demonstrate command of the language appropriate for the study of literature and discriminating appreciation of the need for an effective choice of register and style in both written and oral communication
- Demonstrate sound approach to literature through consideration of the works studied.
- Demonstrate a thorough knowledge both of the individual works studied and the relationships between groups of works studied
- Appreciate the similarities and differences between literary works from different ages and/or cultures
- Engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- Demonstrate a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader

ASSESSMENTS:

Ongoing Assessment (Higher and Standard Level)

RESOURCES/TEXTS/MATERIALS:

Collins, B. Selected poetry.

Zamyatin, Y. *We*.

Note: This is a new course with first examinations in May of 2013. Year two of the course is still being considered.

Course Name: English A: Literature

SYLLABUS CONTENT:

Year One

English

Part 4: Options

Dickinson: Selected Poems

Levi: If This is a Man

Spiegelman: Maus

Part 1: Works in Translation

Dostoyevsky: Crime and Punishment

Garcia Marquez: Chronicles of a Death Foretold

Zola: Therese Raquin

French

Part 1: World Literature

Brink. Un Instant Dans le Vent.

Walker. La Couleur Pourpre.

Marquez. Pas de Lettre Pour le Colonel.

Part 2: Detailed Study (SL students read 3; HL read 4.)

Camus. L'Etranger.

Ionesco. La Cantatrice Chauve.

Le Clezio. L'Africain.

Fanon. Les Damnés de la Terre (Essai).

OUTCOMES:

Upon successfully completing the course, all students will be able to:

- Engage in independent literary criticism in a manner that reveals a personal response to literature
- Express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- Demonstrate command of the language appropriate for the study of literature and discriminating appreciation of the need for an effective choice of register and style in both written and oral communication
- Demonstrate sound approach to literature through consideration of the works studied.
- Demonstrate a thorough knowledge both of the individual works studied and the relationships between groups of works studied
- Appreciate the similarities and differences between literary works from different ages and/or cultures
- Engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- Demonstrate a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader

ASSESSMENTS:

Ongoing Assessment (Higher and Standard Level)

RESOURCES/TEXTS/MATERIALS:

See above.

Note: This is a new course with first examinations in May of 2013. Year two of the course is still being considered.

COURSE NAME: DP A1 Language – English, Russian, French SL and HL, Self-Taught

Grades 11 and 12

NOTE: Self-Taught is SL only; all others can be HL or SL

Please note: The content, outcomes and assessments for A1 are the same across all languages. Differences in choice of reading selections have been noted below. This course will no longer be offered; the last exams will be for the class of 2012.

SYLLABUS CONTENT:

Part 1: World Literature

- Three World Literature works studied as a group
- Each work chosen from the IB Prescribed World Literature List (PWL) only
- All works linked by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology
- Each work originally written in a language different from Russian
- Each work written by a different author

Part 2: Detailed Study (3 works for SL; 4 works for HL)

- Language A1 works studied in detail
- Each work chosen from a different genre category on the IB Prescribed Book List (PBL) for the Language A1 studied
- Each work written by a different author

Part 3: Groups of Works (3 works at SL; 4 works at HL)

- Language A1 works and one World Literature work studied as a group.
- All works chosen from the same genre category
- World Literature work 'chosen freely' by the school and linked by genre to Language A1 works
- Each work written by a different author

Part 4: School's Free Choice (3 works at SL; 4 works at HL)

- Language A1 works and one World Literature work studied as a group
- All four/three works 'chosen freely' by the school
- World Literature work linked to Language A1 works by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology
- Each work written by a different author

OUTCOMES:

Upon successfully completing the course, all students will be able to:

- Engage in independent literary criticism in a manner that reveals a personal response to literature
- Express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- Demonstrate command of the language appropriate for the study of literature and discriminating appreciation of the need for an effective choice of register and style in both written and oral communication
- Demonstrate sound approach to literature through consideration of the works studied.
- Demonstrate a thorough knowledge both of the individual works studied and the relationships between groups of works studied
- Appreciate the similarities and differences between literary works from different ages and/or cultures
- Engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- Demonstrate a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader

ASSESSMENTS:

Ongoing Assessment (Higher and Standard Level)

RESOURCES/TEXTS/MATERIALS:

English A1: Class of 2012 (Please note that this is the final year of this course.)

Part 1: World Literature

Allende. House of the Spirits

Turgenev, Fathers and Sons.

Yoshimoto. Kitchen

Part 2: Detailed Study (SL students read 3; HL read 4.)

Shakespeare. Othello

Hemingway. For Whom the Bell Tolls

Woolf. A Room of One's Own

Plath. Poems

Part 3: Groups of Works (SL students read 3; HL read 4.)

Wilde. An Ideal Husband

Williams. A Streetcar Named Desire

Chekhov. Cherry Orchard

Beckett. Happy Days

Part 4: Free Choice (SL students read 3; HL read 4.)

Bishop. Selected Poems

Lahiri. Interpreter of the Maladies

Neruda. Poems

Ondaatje. Running in the Family

French

Part 3: Groups of Works (SL students read 3; HL read 4.)

Poetry of Sedar Senghor

Neruda. Vingt Poemes D'amour et Une Chanson Desesperee.

Rimbaud. Posies.

Camus. Caligula.

Part 4: Free Choice (SL students read 3; HL read 4.)

Faulner. Lumiere D'aout.

Simenon. Tante Jeanne.

Zobel. Rue Cases Negres.

Talloum. Le Racisme Explique a Ma Fille.

Russian

Part 1: World Literature

Bronte. Jane Eyre.

de Balzac. Eugenie Grandet.

Ibsen. Hedda Gabler. (HL only)

Part 2: Works in Detail

Pushkin. Evgeniy Onegin.

Chekhov. The Cherry Orchard.

Dostoevsky. The Poor People. (HL only)

Part 3: Groups of Works.

Bunin. Antonovski Apples.

Gorky. Staruha Izergil.
Joyce. The Dubliners.
Solzhenitsin. Matrena's Yard. (HL only)

Part 4: School's Free Choice
Turgenev. Fathers and Sons.
de Vega. The Gardener's Dog.
Lermontov. Hero of Our Time.

COURSE NAME: DP English A2 Grade 12

NOTE: This is the last time this course will be offered; the last exams will be for the class of 2012.

SYLLABUS CONTENT:

Unit 1: Advertising (5 weeks)
Unit 2 Propaganda (8 weeks)
Unit 3: New and Future Media(7 weeks)
Unit 4: Bias (5 weeks)
Unit 5: Technology and the mind (4 weeks)
Unit 6: Environment and energy issues (5 weeks)
Unit 7: Population Growth (4 weeks)
Unit 8: Space Exploration (6 weeks)
Unit 9: Individual and Society in Literature (10 weeks)
Unit 10: Relationships (10 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate clearly, fluently and effectively in a wide range of situations
- Understand and use accurately the oral and written forms of the language, in a range of styles and situations
- Select a register and style that are consistently appropriate to the situation
- Express ideas with clarity and fluency
- Structure arguments in a focused, coherent and persuasive way, and support them with relevant examples
- Assimilate and make use of complex written and spoken texts
- Engage in detailed, critical examination of a wide range of texts in different forms, styles and registers
- Appreciate the subtleties of technique and style employed by writers and speakers of the language
- Show sensitivity to the culture(s) related to English

ASSESSMENTS:

- Written and oral research
- Essays and presentation tasks on various aspects relating to the topics

RESOURCES/TEXTS/MATERIALS:

Orwell. 1984
Fitzgerald. The Great Gatsby
Atwood. The Handmaid's Tale
Bradbury. Fahrenheit 451
Williams. A Streetcar Named Desire
Selected poetry
Selected short stories
Magazines and newspapers

GROUP 2: LANGUAGE ACQUISITION

COURSE NAME: DP English B Grade 11

SYLLABUS CONTENT:

Standard Level and Higher Level

Unit 1: Attitudes and Values in Relationships (5 weeks)

Unit 2: Effects of Modern Living (8 weeks)

Unit 3: Social, Political and Cultural Changes(7 weeks)

Unit 4: Humans and Animals (5 weeks)

Unit 5: Technical and Scientific Developments (4 weeks)

Unit 6: International Concerns (5 weeks)

Unit 7: Leisure (4 weeks)

Unit 8: Communication

Unit 9: Music, Dance and Travel

Unit 10: Writing Skills

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate clearly and effectively in a range of situations
- Understand and use accurately oral and written forms of English that are essential for effective communication in a range of styles and situations
- Understand and use a wide range of vocabulary
- Select an appropriate register and style for varying situations
- Express ideas with general clarity and fluency
- Structure arguments in a clear, coherent and convincing way
- Understand and analyse moderately complex written and spoken material
- Assess subtleties of the English language in a wide range of forms, styles and registers
- Show an awareness of, and sensitivity to, the cultures where English is spoken

ASSESSMENTS:

- Creative story, brochure, set of instructions, article to a newspaper, formal or informal letter
- Debate
- Speeches/oral presentations
- Classroom discussion
- Tests and quizzes
- Essays based on literature work

RESOURCES/TEXTS/MATERIALS:

Hedger. English B 2nd Edition.

Selected poetry

Selected short stories

Magazines, newspapers

COURSE NAME: DP French B SL and HL, Grade 11

New Curriculum, first examination in 2013!

SYLLABUS CONTENT:

Topic 1 Communication and media (radio and television, telephone, press, mail, Internet, advertising; censorship, bias and sensationalism in media, etc.)

Topic 2 Global issues (drugs, global warming, natural disasters, the effect of man on nature, globalization, racism, prejudice, discrimination etc.)

- Topic 3 Social relationship (educational system, language and cultural identity or self identity, multilingualism, social and / or political structures, etc.)
- Topic 4 Leisure (exhibitions and shows, sport, hobbies, travelling, recreation, social interaction through leisure, etc.)
- Topic 5 Customs and traditions (celebrations, social, religious and historical events, the arts, fashion, food, etc.)
- Topic 6 Cultural diversity (beliefs, values, norms, intercultural assimilation, subcultures)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand and use a range of vocabulary and grammar constructions
- Communicate clearly and effectively in a range of situations, both in written and oral form
- Write in formal and informal styles
- Understand and respond appropriately to written and spoken material
- Select a register that is generally appropriate to the situation

ASSESSMENTS:

- Write formal or informal letter, article to a newspaper, interview, brochure, set of instructions, creative story
- Speeches/oral presentations
- Describe and react to a visual stimulus
- Classroom discussions/debates
- Reading comprehension
- Tests and quizzes
- Essays based on literature work (Higher level)

RESOURCES/TEXTS/MATERIALS:

Le monde en français
 IB skills and practice. French B for the IB Diploma
 French B Course Companion
 Au Point
 Facettes de la France contemporaine
 Bien lire, bien écrire
 Moments littéraires
 Grammaire progressive
 Grammaire en dialogue
 Selected poetry
 Selected short stories
 Magazines, newspapers

COURSE NAME: DP French B SL and HL, Grade 12

(Please note that this is the last year of this course.)

SYLLABUS CONTENT:

- Unit 1: Social Issues: Attitudes Towards Money; Homelessness (5 weeks)
 - Unit 2: Culture: Arts, Literature, Cinema, Architecture and the National Heritage (4 weeks)
 - Unit 3: Media and Advertising (3 weeks)
 - Unit 4: Environment and Pollution (4 weeks)
 - Unit 5: Immigration and Racism; Politics (6 weeks)
 - Unit 6: Beliefs, Religion and Superstitions (5 weeks)
 - Unit 7: Moral Dilemmas: Animal Rights Modern Day Slavery, Violence, Euthanasia (5 weeks)
 - Unit 8: The Future: Scientific and Medical Research, Technology, and Progress 4 weeks)
- Higher Level only:

Unit 9: Overview of French Literature of 19th Century

Unit 10: Modern Francophone Writers

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Take part in formal and informal exchanges related to social, cultural and international issues
- Understand and use a wide range of vocabulary and grammar constructions
- Support an informed point of view with evidence during discussion and debate
- Select a register and style that are appropriate to the situation
- Understand and analyse moderately complex written and spoken material

ASSESSMENTS:

- Write business letter, job application, report of a situation or event, speech, interview, review of a book, film or play
- Debate
- Speeches/oral presentations
- Classroom discussion
- Tests and quizzes
- Essays based on literature work (Higher level)

RESOURCES/TEXTS/MATERIALS:

Au Point

Facettes de la France contemporaine

Bien lire, bien écrire

Moments littéraires

Grammaire progressive

Grammaire en dialogue

Selected poetry

Selected short stories

Magazines, newspapers

COURSE NAME: DP Russian B SL and HL Grade 11 New Curriculum, first examination in 2013

SYLLABUS CONTENT:

Topic 1 Communication and media (radio and television, telephone, press, mail, Internet, advertising; censorship, bias and sensationalism in media, etc.)

Topic 2 Global issues (drugs, global warming, natural disasters, the effect of man on nature, globalization, racism, prejudice, discrimination etc.)

Topic 3 Social relationship (educational system, language and cultural identity or self identity, multilingualism, social and / or political structures, etc.)

Topic 4 Leisure (exhibitions and shows, sport, hobbies, travelling, recreation, social interaction through leisure, etc.)

Topic 5 Customs and traditions (celebrations, social, religious and historical events, the arts, fashion, food, etc.)

Topic 6 Cultural diversity (beliefs, values, norms, intercultural assimilation, subcultures)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand and use a range of vocabulary and grammar constructions
- Communicate clearly and effectively in a range of situations, both in written and oral form
- Write in formal and informal styles
- Understand and respond appropriately to written and spoken material

- Select a register that is generally appropriate to the situation

ASSESSMENTS:

- Write formal or informal letter, article to a newspaper, interview, brochure, set of instructions, creative story
- Speeches/oral presentations
- Describe and react to a visual stimulus
- Classroom discussions/debates
- Reading comprehension
- Tests and quizzes
- Essays based on literature work (Higher level)

RESOURCES/TEXTS/MATERIALS:

We Live and Study in Russia
 Golovko. Вперед
 Bogomolov. News from Russia - 2009
 Skorohodov. Window to Russia
 Volkova. Let's improve our Russian
 Articles from magazines and newspapers
 Gorkiy. Staruha Izergil
 Selected short stories

COURSE NAME: DP Russian B Grade 12 (Please note that this is the last year of this course.)

SYLLABUS CONTENT:

Standard Level and Higher Level
 Unit 1: People and society. Relationships (6 weeks)
 Unit 2: Rest, advertisement and interests/hobbies (6 weeks)
 Unit 3: Science and technology (6 weeks)
 Unit 4: Russian culture and traditions (6 weeks)
 Unit 5: Global issues (6 weeks)

Higher level

Unit 7: Poetry

Unit 8: Selection of stories and the novel 'The Hero of Our Time' by Y. Lermontov

OUTCOMES:

Upon successfully completing the course, student will be able to

- Understand and use a range of vocabulary and grammar constructions
- Communicate clearly and effectively in a range of situations, both in writing and oral
- Write in formal and informal styles
- Understand and respond appropriately to written and spoken material
- Select a register which generally appropriate to the situation

ASSESSMENTS:

- Write formal or informal letter, article to a newspaper, interview, brochure, set of instructions, creative story
- Speeches/oral presentation
- Classroom discussions/debate
- Reading comprehension
- Tests and quizzes
- Essays based on literature work (Higher level)

RESOURCES/TEXTS/MATERIALS:

We Live and Study in Russia
Volkova. Let's improve our Russian
Golovko. Вперед
Khavronina. Russian in Exercises
Pekhlivanova. Grammar in Illustration
Articles from magazines and newspapers
Gorkiy. Staruha Izergil
Selected short stories (A.Chekhov, A.Kuprin, M.Bulgakov)
Selected poetry (A. Pushkin, E. Asadov, V. Vysotskiy etc)
Lermontov. The Hero of Our Time

COURSE NAME: DP Spanish Ab initio SL (Grade 11)

Please note that this is a new curriculum.

Please note that this course is being offered by Pamoja, an on-line programme using trained IB teachers and monitored internally by a trained Pamoja Coordinator.

SYLLABUS CONTENT:

Unit 1: The Individual and Society

- Daily Routines
- Education
- Food and Drink
- Personal Details, Appearance and Character
- Physical Health
- Relationships
- Shopping

Unit 2: Leisure and Work

- Employment
- Entertainment
- Holidays
- Media
- Sport
- Technology
- Transport

Unit 3: Urban and Rural Environment

- Environment Concerns
- Global Issues
- Neighborhood
- Physical Geography
- Town and Services
- Weather

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate information and basic ideas clearly and effectively
- Understand and use accurately the essential spoken and written forms of Spanish
- Understand and use the vocabulary related to the syllabus units
- Use a register that is appropriate to a situation (i.e., formal/informal)
- Show awareness of the Hispanic culture

ASSESSMENTS:

Class-Specific Assessments

- Quizzes and tests
- Blog (creative writing and past papers)
- Debates based on visual/listening/written/oral stimuli
- Oral presentations, role plays
- Design posters, brochures, websites, menus, etc.
- Classroom discussions

IB Assessment Requirements

- External Assessment: Written Component: 75%
- Two written papers externally set and assessed:
 - Paper 1: Receptive Skills: 30%
 - Paper 2: Productive Skills: 25%

- One piece of writing carried out in class:
 - Written Assignment: 20%

- Internal Assessment: Oral Component: 25%
- One oral activity internally assessed by the teacher and externally moderated by the IBO:
Individual Oral: 25%

RESOURCES/TEXTS/MATERIALS:

Prisma Cornienza. (Editorial Edinumen)

Diverse videos

Articles (news papers, magazines, blogs)

Letters, emails, posters, notes, journal entries

Past papers

Spanish-English dictionary

COURSE NAME: DP Spanish Ab initio SL Grade 12 Examination is in 2012

Please note that this course is being offered by Pamoja, an on-line programme using trained IB teachers and monitored internally by a trained Pamoja coordinator.

SYLLABUS CONTENT:

Unit 1: Food and Drink

Unit 2: Leisure and Travel

Unit 3: The Environment

Unit 4: Health and Emergencies

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate information and basic ideas clearly and effectively
- Understand and use accurately the essential spoken and written forms of Spanish
- Understand and use the vocabulary related to the syllabus units
- Use a register that is appropriate to a situation (i.e., formal/informal)
- Show awareness of the Hispanic culture

ASSESSMENTS:

Class-Specific Assessments

- Quizzes and tests
- Blog (creative writing and past papers)
- Debates based on visual/listening/written/oral stimuli
- Oral presentations, role plays
- Design posters, brochures, websites, menus, etc.
- Classroom discussions

IB Assessment Requirements

External Assessment: Written Component: 70%

- Two written papers externally set and assessed:

Paper 1: Text Handling: 40%

Paper 2: Written Production: 30%

Internal Assessment: Oral Component: 30%

- Two oral activities internally assessed by the teacher and externally moderated by the IBO:

Individual Oral: 15%

Interactive Oral Activity: 15%

RESOURCES/TEXTS/MATERIALS:

Prisma Cornienza. (Editorial Edinumen)

Past papers

Diverse videos

Spanish-English dictionary

Articles (news papers, magazines, blogs)

Letters, emails, posters, notes, journal entries

GROUP 3: INDIVIDUALS AND SOCIETIES

COURSE NAME: DP Economics SL and HL (Grade 11 ONLY)

NOTE: This course outline is based on the IB syllabus from 2011. This syllabus and course outline will apply for 2013 and beyond graduates ONLY. For students graduating in 2012, please refer to the course outline that refers to the IB syllabus produced in 2005.

SYLLABUS CONTENT:

Unit 1: Microeconomics (35 hours SL/95 hours HL)

Unit 2: Macroeconomics (40 hours SL/50 hours HL)

Unit 3: International Economics (25 hours SL/45 hours HL)

Unit 4: Development Economics (30 hours)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand and work with a core knowledge of economics
- Think critically about economics
- Recognise the importance of internationalism in economics
- Distinguish between positive and normative economics
- Recognise their own tendencies for bias

ASSESSMENTS:

1. Three external examination papers:

- Extended response paper
- Data Response paper
- Extension paper (HL only)

2. Three Internal Assessment papers (20 hours).

RESOURCES/TEXTS/MATERIALS:

Past examination papers and mark schemes when available.
Blink and Dorton. Economics Course Companion.
Global Association of Teachers of Economics, Virtual Economics 3.0
Internet research and resources

COURSE NAME: DP Economics SL and HL (Grade 12 only)

NOTE: This syllabus and course outline will apply for 2012 graduates ONLY. For students graduating in 2013 and beyond, please note the new syllabus above.

SYLLABUS CONTENT:

Unit 1: Introduction to Economics
Unit 2: Microeconomics
Unit 3: Macroeconomics
Unit 4: International Trade
Unit 5: Development

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Understand and work with a core knowledge of economics
- Think critically about economics
- Recognise the importance of internationalism in economics
- Distinguish between positive and normative economics
- Recognise their own tendencies for bias

ASSESSMENTS:

1. Three external examination papers:

- essay
- short written answers
- data-response questions

2. One internal assessment portfolio comprised of four internal assessment papers.

RESOURCES/TEXTS/MATERIALS:

Past examination papers and mark schemes
Blink and Dorton. Economics Course Companion.
Global Association of Teachers of Economics, Virtual Economics 3.0
Internet research and resources

COURSE NAME: DP Geography SL and HL (Grades 11 and 12)**SYLLABUS CONTENT:**

Part 1: Core Theme – Patterns and change (70 hours)

1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

Part 2: Optional Themes

1. Urban Environments (30 hours)
2. Hazards and disasters (30 hours)
3. The geography of food and health (30 hours) – HL only

Part 3: HL Extensions (60 hours)

1. Measuring global interactions
2. Changing space – the shrinking world
3. Economic interactions and flows
4. Environmental change
5. Sociocultural exchanges
6. Political outcomes
7. Global interactions at the local level

Part 4: Fieldwork – SL and HL (20 hours)

OUTCOMES:

At the end of this course, students will be able to:

- Understand the inter-relationships between people, places, spaces and the environment
- Show concern for human welfare and the quality of the environment
- Understand the need for planning and sustainable management
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change

ASSESSMENTS:

Essays and short answer assignments

Mapping

IB past paper questions

Case Studies

Graphing

Presentations

RESOURCES/TEXTS/MATERIALS:

Books

Chrispin and Jegede. Population, Resources and Development.

Coddington. Planet Geography.

Waugh. Geography: An Integrated Approach.

Various websites

COURSE NAME: Diploma History (Grades 11 and 12)

STANDARD LEVEL SYLLABUS CONTENT:

Sources-based subjects:

- Peacemaking, peacekeeping—international relations 1918-36
- Communism in crisis 1976-89 (Sources based)

Essay-based topics:

- Causes, practices and effects of wars
- Origins and development of authoritarian and single-party states
- The Cold War

HIGHER LEVEL SYLLABUS CONTENT:

- Unification and consolidation of Germany and Italy 1815-90
- Imperial Russia, revolutions, emergence of Soviet State 1853-1924
- European diplomacy and the First World War 1870-1923
- Interwar years: conflict and cooperation 1919-39
- The Soviet Union and Eastern Europe 1924-2000

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Comprehend, analyse, evaluate and integrate source material critically as historical evidence
- Demonstrate historical understanding of 20th century history through the acquisition, selection, effective use and synthesis of knowledge
- Explain different approaches to, and interpretations of, historical events and topics
- Place events in their historical context
- Explain the causes and effects of historical continuity and change
- Present arguments that are clear, coherent, relevant and well-substantiated
- Present historical explanations from an international perspective
- Plan, organise and present an individual historical investigation
- (For Higher Level students) Demonstrate an in-depth historical understanding of approximately 100 years of history of one region, through the acquisition, selection, effective use and synthesis of knowledge

ASSESSMENTS:

- Two (three) written examinations
- Historical Investigation on subject of student's choice

RESOURCES/TEXTS/MATERIALS

- Humanities History Library/Databank on School Server
- Humanities Video Library
- Internet

GROUP 4: EXPERIMENTAL SCIENCES**COURSE NAME: DP Biology SL and HL (Grades 11 and 12)****SYLLABUS CONTENT:**

- Topic 1: Statistical Analysis (0.5 weeks)
- Topic 2: Cells (3 weeks)
- Topic 3: The Chemistry of Life (4 weeks)
- Topic 4: Genetics (3.75 weeks)
- Topic 5: Ecology and evolution (4 weeks)
- Topic 6: Human Health and Physiology (5 weeks)

Options: Evolution and Ecology and Conservation for both HL and SL students (7.5 weeks)

HL students study topics 3 - 6 and both options over a longer duration and in more depth (11 weeks). They also have the additional topic of Plant Science (4.25 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate knowledge using scientific terminology and vocabulary and detailed diagrams
- Support an informed point of view with evidence during discussions

- Design and perform laboratory investigations
- Analyse data, draw relevant conclusions and evaluate the experiment
- Demonstrate personal skills of cooperation, perseverance and responsibility
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

ASSESSMENTS:

- Tests and quizzes
- Assignments
- Laboratory investigations
- Mock Exam

RESOURCES/TEXTS/MATERIALS:

Biology Course Companion (OUP)

IB Study Guide: Biology (OUP)

BIOZONE

Biology for the IB Diploma

COURSE NAME: DP Chemistry SL and HL (Grades 11 and 12)

SYLLABUS CONTENT:

Topic 1: Quantitative Chemistry (3 weeks)

Topic 2: Atomic Structure (1 week)

Topic 3: Periodicity (1.5 weeks)

Topic 4: Bonding (3 weeks)

Topic 5: Energetics (2 weeks)

Topic 6: Kinetics (1 week)

Topic 7: Equilibrium (1 week)

Topic 8: Acids and Bases (1.5 weeks)

Topic 9: Oxidation and Reduction (2 weeks)

Topic 10: Organic Chemistry (3 weeks)

Topic 11: Measurement and Data Processing (0.5 weeks)

Options (2) for both HL and SL students (11 weeks)

HL students study topics 1-10 over a longer duration and in more depth (14 weeks).

OUTCOMES:

Upon successfully completing the course, student will be able to:

- Understand, apply and use chemical facts, concepts, techniques and terminology
- Construct, analyse and evaluate chemical hypotheses, research questions and predictions
- Demonstrate personal skills of cooperation, perseverance and responsibility
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety

ASSESSMENTS:

Tests and assignments, from DP past papers

Laboratory investigations

RESOURCES/TEXTS/MATERIALS:

Chemistry Course Companion (OUP)

IB Study Guide: Chemistry (OUP)

NAME: DP Design and Technology SL and HL (Grades 11 and 12)

COURSE SYLLABUS CONTENT:

Standard Level
Design Process
Product Innovation
Green Design
Materials
Product Development
Product Design
Evaluation
Higher Level
Energy
Structures
Mechanical Design
Advanced Manufacturing
Sustainable Development

All students also study Option E (Human Factors Design)

OUTCOMES:

Upon successfully completing this course, all students will be able to:

- Design and manufacture products made from a range of materials
- Understand commercial production techniques, production management and green design

ASSESSMENTS:

Theory: 64%	SL = 95 hours	HL = 159 hours
Investigations 1-5 (18%)	SL = 27 hours	HL = 40 hours
Major Project Making (18%)	SL = 28 hours	HL = 41 hours

RESOURCES/TEXTS/MATERIALS:

To help with the theory element there is a textbook available called “Design & Technology”, by Peter Metcalfe (ISBN: 978-1-921917-00-4).

There is a PSI website for Design Technology: <http://mrcuthberttheteacher.shutterfly.com/>

This will help students organise themselves. It has information regarding theory topics, investigation projects and the main project. Also there are practical help and advice sheets to help with aspects of the design process, tick lists for checking work, example work from previous years and marking schemes.

Students are also provided with a list of useful external websites.

COURSE NAME: DP Environmental Systems and Societies – SL Only (Grades 11 and 12)

SYLLABUS CONTENT:

Unit 1: Systems and models (1.25 weeks)
Unit 2: The Ecosystem (7.75 weeks)
Unit 3: Human Population, Carrying Capacity and Resource Use (9.75 weeks)
Unit 4: Conservation and Biodiversity (3.75 weeks)
Unit 5: Pollution Management (4.5 weeks)
Unit 6: Global Warming and Climate Change (1.5 weeks)
Unit 7: Environmental Value Systems (1.5 weeks)

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Communicate knowledge using scientific terminology, vocabulary and detailed diagrams
- Analyse case studies by identifying the appropriate information and applying past knowledge
- Support an informed point of view with evidence during discussions
- Design and perform laboratory investigations
- Analyse data, draw relevant conclusions and evaluate experiments
- Demonstrate personal skills of cooperation, perseverance and responsibility
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

ASSESSMENTS:

- Tests and quizzes
- Assignments
- Laboratory investigations
- Mock Exam

RESOURCES/TEXTS/MATERIALS:

Environmental Systems and Societies Course Companion
BIOZONE

COURSE NAME: DP Physics SL and HL (Grades 11 and 12)**SYLLABUS CONTENT:**

Unit 1: Physics and physical measurement (2 weeks)

Unit 2: Mechanics (8 weeks)

Unit 3: Thermal physics (4 weeks)

Unit 4: Oscillations and waves (5 weeks)

Unit 5: Electric currents (4 weeks)

Unit 6: Fields and forces (4 weeks)

Unit 7: Atomic and nuclear physics (4 weeks)

Unit 8: Energy, power and climate change 9 weeks)

Option E: Astrophysics (11 weeks)

Option H: Relativity (11 weeks)

HL students study topics 1-8 + Options E & H over a longer duration and in more depth (14 weeks).

OUTCOMES:

Upon successfully completing the course, students will be able to:

1.) Demonstrate an understanding of, apply and use:

- Scientific facts and concepts
- Scientific methods and techniques
- Scientific terminology
- Methods of presenting scientific information

2.) Construct, analyze and evaluate:

- Hypotheses, research questions and predictions
- Scientific methods and techniques
- Scientific explanations

3.) Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving

4.) Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

ASSESSMENTS:

Tests and assignments, from DP past papers
Laboratory investigations
Group 4 Project
Mock Exam

RESOURCES/TEXTS/MATERIALS:

Hamper. Standard Level Physics. London: Heinemann International, 2007
Kirk. IB Study Guides Physics. Oxford: Oxford University Press, 2007
Tsokos. Physics for the IB Diploma. Cambridge: Cambridge University Press, 2008
Wilson. College Physics. Upper Saddle River, NJ: Prentice Hall, 2000

GROUP 5: MATHEMATICS

COURSE NAME: DP Mathematical Studies SL 11-12**SYLLABUS CONTENT:**

Unit 1: Numbers and Measurements (4 weeks)
Unit 2: Sets and Venn Diagrams (4 weeks)
Unit 3: Linear and Exponential Algebra (6 weeks)
Unit 4: Quadratic Algebra (4 weeks)
Unit 5: Function Notation and Quadratic Functions (6 weeks)
Unit 6: Descriptive Statistics (4 weeks)
Unit 7: Geometry and Trigonometry (6 weeks)
Unit 8: Sequences and Series. Financial Mathematics (6 weeks)
Unit 9: Probability (4 weeks)
Unit 10: Logic (6 weeks)
Unit 11: Exponential and Trigonometric Functions (6 weeks)
Unit 12: Two Variable Statistics (4 weeks)
Unit 13: Introductory Differential Calculus (6 weeks)

OUTCOMES:

Upon successfully completing the course, student will be able to

- Read, interpret, and solve a given problem using appropriate mathematical terms, strategies and techniques;
- Organise and present information and data in tabular and/or diagrammatic form appropriate for further analysis;
- Formulate a mathematical argument clearly;
- Recognise patterns and structures in a variety of situations, and make generalisations;
- Use appropriate technological devices as mathematical tools;
- Understand the practical applications of mathematics and demonstrate appropriate use of mathematical modeling;
- Demonstrate an understanding of both the significance and the reasonableness of results.

ASSESSMENTS:

- Mathematical investigations
- Tests and quizzes
- Project

RESOURCES/TEXTS/MATERIALS:

Mathematics for the International Student: Mathematical Studies SL, Mal Coad et al.; Haese & Harris Publications 2004
Mathematical Studies. Course Companion, Stephen Bedding et al.; Oxford University Press 2007

COURSE NAME: DP Mathematical SL 11-12

SYLLABUS CONTENT:

Unit 1: Algebra. (Sequences and Series. Exponents and Logarithms. Binomial Theory)

Unit 2: Functions and Equations. (Composite, inverse functions. Transformation of graphs. Quadratic, Exponential, Logarithmic and Polynomial functions)

Unit 3: Circular Functions and Trigonometry (trigonometric functions, their properties and transformations. Inverse trigonometric functions. Trigonometric equations. Solutions of triangles.)

Unit 4: Matrices (Operation with matrices. Determinants. Inverse matrices. Application to systems of linear equations.)

Unit 5: Vectors (Operations with vectors. Scalar, Product and its applications)

Unit 6: Lines (Cartesian, parametric and vector equations of lines in 2D and 3D Applications)

Unit 7: Descriptive Statistics (Population. Sample. Data analysis. Measures of central tendency and spread.)

Unit 8: Probability. Random Events. Probability laws: addition and multiplication laws. Conditional probability. Independent events. Probability distributions. Normal and Binomial distribution.

Unit 9: Differential Calculus (Rate of change. Definition of the derivative. Derivatives of composite functions. Implicit differentiation. Application of the differential calculus. Second derivative. Points of Inflexion. Optimization.)

Unit 10: Integral Calculus (Integrations. Definite integrals. Areas between the curves. Volumes of revolution.)

OUTCOMES:

Upon successfully completing the course, student will be able to

- Read, interpret and solve a given problem using appropriate mathematical terms
- Organise and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- Formulate a mathematical argument and communicate it clearly
- Select and use appropriate mathematical strategies and techniques
- Demonstrate an understanding of both the significance and the reasonableness of results
- Recognise patterns and structures in a variety of situations, and make generalizations
- Recognise and demonstrate an understanding of the practical applications of mathematics
- Use appropriate technological devices as mathematical tools
- Demonstrate an understanding of and the appropriate use of mathematical modeling.

ASSESSMENTS:

Mathematical investigations

Tests and quizzes

Internal Assessment : Portfolio 20% of the Final grade

Two pieces of work, based on different areas of the syllabus, representing the following two types of tasks:

- mathematical investigation
- mathematical modeling

External assessment 3 hrs Exam 80% of the Final Grade (Paper 1- 1 hr 30, Paper 2 - 1 hrs 30 min)

RESOURCES/TEXTS/MATERIALS:

Mathematics for the International Student: Mathematics HL,, (Core) Paul Urban et al.; Haese & Harris Publications 2004

Mathematics Standard Level for the IB Diploma, Robert Smedly, Garry Wiseman .; Oxford University Press 2005

COURSE NAME: DP Mathematics HL (Grades 11 and 12)

SYLLABUS CONTENT:

- Unit 1: Algebra: Sequences and Series, Exponents and Logarithms, Binomial Theorem, Mathematical Induction
Unit 2: Complex Numbers: Complex Numbers, Operations with Complex Numbers, De Moivre's Theorem
Unit 3: Functions and Equations: Composite, Inverse Functions; Transformation of Graphs; Quadratic, Exponential, Logarithmic and Polynomial Functions
Unit 4: Circular Functions and Trigonometry: Trigonometric Functions, Their Properties and Transformations; Inverse Trigonometric Functions, Trigonometric Equations and Identities, Solutions of Triangles
Unit 5: Matrices: Operation with Matrices, Determinants, Inverse Matrices, Application to Systems of Linear Equations, Investigation of the Existence of the Solutions
Unit 6: Vectors: Operations with Vectors Scalar, Vector and Mixed Products and Their Applications
Unit 7: Lines and Planes: Cartesian, Parametric and Vector Equations of Lines in 2D and 3D, Equation of a plane, Applications
Unit 8: Descriptive Statistics: Population, Sample, Data Analysis, Measures of Central Tendency and Spread
Unit 9: Probability: Random Events Probability Laws: Addition and Multiplication Laws, Conditional Probability, Independent Events, Bayes' Theorem, Probability Distributions, Normal, Binomial and Poisson Distributions
Unit 10: Differential Calculus: Rate of Change, Definition of the Derivative, Derivatives of Composite Functions, Implicit Differentiation, Application of the Differential Calculus, Second Derivative, Points of Inflexion, Optimisation
Unit 11: Integral Calculus: Integrations, Definite Integrals, Areas Between the Curves, Volumes of Revolution, Integration by Parts and by Substitution, First Order Differential Equations
Unit 12: Option: Series and Differential Equations: Sequences, Series, Convergence of Infinite Series, Tests for Convergence: Comparison Test; Limit Comparison Test; Ratio Test; Integral Test, Power Series, Taylor and Maclaurin Series, l'Hôpital's Rule
Unit 13: Option: Series and Differential Equations: Differential Equations. Slope Fields. Euler's Approximations, First Order Differential Equations

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Read, interpret and solve a given problem using appropriate mathematical terms
- Organise and present information and data in tabular, graphical and/or diagrammatic forms
- Know and use appropriate notation and terminology
- Formulate a mathematical argument and communicate it clearly
- Select and use appropriate mathematical strategies and techniques
- Demonstrate an understanding of both the significance and the reasonableness of results
- Recognise patterns and structures in a variety of situations, and make generalisations
- Recognise and demonstrate an understanding of the practical applications of mathematics
- Use appropriate technological devices as mathematical tools
- Demonstrate an understanding of and the appropriate use of mathematical modeling.

ASSESSMENTS:

- Mathematical investigations
- Tests and quizzes

Internal Assessment : Portfolio 20% of the Final grade

Two pieces of work, based on different areas of the syllabus, representing the following two types of tasks:

- Mathematical investigation
- Mathematical modeling

External assessment 5 hrs Exam 80% of the Final Grade

(Paper 1- 2 hrs 30, Paper 2 - 2 hrs 30, Paper 3 – 1 hr)

RESOURCES/TEXTS/MATERIALS:

Urban, et al. Mathematics for the International Student: Mathematics HL Core. Haese & Harris Publications 2004.
Roberts, et al. Mathematics HL for the IB Diploma. Oxford University Press 2007.
Neill and Quadling. Mathematics HL for the IB Diploma: Higher Level 1. Oxford University Press, 2008
Blythe, et al. Mathematics for the International Student: Mathematics HL. (Option) Haese & Harris Publications 2004.

GROUP 6: ARTS**COURSE NAME: DP Theatre Programme SL and HL (Grade 11 only in 2011-12)****SYLLABUS CONTENT:**

Theatre in the Making: The focus is on the process of theatre making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to create, present and observe theatre. It is exploratory in nature.

Theatre in Performance: The focus is on the application of skills developed in Theatre in the Making. This involves students in various aspects of presenting theatre, where their practical skills can be applied in different roles (as performers and as part of the production team), while also building upon the knowledge they have acquired in other areas.

Theatre in the World: The focus is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Demonstrate a theoretical and practical knowledge of theatrical traditions and practitioners from more than one culture
- Demonstrate an understanding of production elements and theatre practices.
- Evaluate critically a range of diverse performances
- Engage practically in creating and presenting performances, which will include a basic level of technical proficiency
- Reflect on their own development in theatre through continual self-evaluation and recording
- Acquire appropriate research skills and apply them
- Demonstrate an ability to interpret play texts and other types of performance texts analytically and imaginatively
- Demonstrate initiative and perseverance in both individual and group projects
- Demonstrate an understanding of the complex processes of performance, from initial conception to the impact the final result leaves on spectators
- Evaluate the relevance of selected research sources to personal practice

ASSESSMENTS:

Research investigation (25%)

Practical performance proposal (25%)

Theatre performance and production presentation (25%)

Independent project portfolio (25%)

RESOURCES:

Resources vary based on the research projects and productions selected each year.

COURSE NAME: DP Visual Arts SL and HL (Grade 11 only in 2011-12)

SYLLABUS CONTENT:

Year 11

Unit 1: Multiple Versions of an Object

Unit 2: Alter-Ego

Unit 3: 25 Artworks

Unit 4: Book/ Enclosure/ Extension

Begin personal projects

Year 12

Continue with personal projects

Prepare for the final exhibition/examination in April

Notes:HL students study these units over a longer duration and in more depth

OUTCOMES:

Upon successfully completing the course, students will be able to:

- Develop the skills and techniques of investigation—both visual and written
- Relate art to its cultural and historical contexts
- Explore art concepts and art elements
- Develop and use the processes of art criticism and analysis
- Develop confidence and expertise in the use of various media
- Extend their knowledge of design
- Share their work with an audience through displays and exhibitions or presentations
- Extend individual investigation to inform practical work
- Make connections between ideas and practice—both their own and others’

ASSESSMENTS:

Component A: Studio work

- Planning and preparatory work (sketches, trials/media experiments, etc.)
- Finished studio work

Component B: Entries in Investigation Workbook (IWB)

- Personal investigation that is contextual, visual and critical
- Documentation of studio processes in IWB
- Reflective writing
- Art Appreciation assignments
- Gallery Visit reports

Notes:

- Option A is designed for students who wish to concentrate on studio practice in visual arts (IWB 40% + Studio 60%)
- Option B is designed for students who wish to concentrate on contextual, visual and critical investigation in visual arts (IWB 60% + Studio 40%)

RESOURCES/TEXTS/MATERIALS:

- Selected images by a range of artists/ art posters and timelines
- The Visual Experience [Digital textbook]
- The Evolution of Art [DVD]
- PBS Art:21 series [DVD]

OTHER

Course Name: Theory of Knowledge, Grades 11 and 12

Syllabus Content:

Grade 11:

Unit 1: Introduction; Pre-Socratic Philosophers; Myths and Logos; Scientific Inquiry; Socrates; Plato; Language and Mathematics; Aristotle; Rationalism vs. Imperialism

Unit 2: Doubt, Sources of Knowledge and Aporia; Methodical Skepticism; Senses and Language; Constructivism; Descartes; Plato

Unit 3: Legacy of Rationalism; Spinoza and Free Will; Enlightenment; Kant and Pure Reason; Nietzsche and Rationality; Science and Rationality; Hegel and Marx on Historicism; False Consciousness

Grade 12

Unit 4: Review; Where Knowledge Comes From; Criteria for Trustworthiness; Mathematics; Ethics; Limits to Knowledge; Relativism

Unit 5: Key Authors for Discussion; Review of Plato, Aristotle; Introduction To Ockham; 17th Century Rationalism; Synthetic and Analytic Statements; Language and Mathematics

Unit 6: Conventional morals (Nietzsche and Marx); Historicism; Free Will; preparation for TOK final essay

Outcomes

Upon successfully completing the course, students will be able to:

- Identify different sources of knowledge, notably perception, reason, emotion and language
- Identify how different sources of knowledge contribute to different areas of knowledge such as ethics, history, mathematics and experimental science
- Discuss articulately both orally and in writing the limitations and shortcomings associated with the different ways of knowing
- Demonstrate familiarity with different theories of knowledge particularly Rationalism and Empiricism
- Recognise and understand some of their biases and prejudices as a knower
- Compare and contrast science and myth

Assessments

Internal assessments include:

Essays	Discussions
Debates	Exam

In conformity with IB guidelines, the course is graded on two components:

- An oral presentation on some knowledge issue chosen by the student and approved by the tutor. In it the student is to demonstrate the capacity to identify knowledge issues and apply critical thinking in order to give a balanced discussion of a controversy
- A final essay of 1,400 words on a topic set by the IBO

RESOURCES:

Reuben. Man the Measure.

Monk and Raphael. The Great Philosophers.

Van de Lagemaat. Theory of Knowledge.

Gilson. *The Unity of Philosophical Experience*.

BEYOND THE CURRICULUM

REPORTING

Report Cards

Report cards are distributed four times a year. Progress reports are distributed at the halfway point of each semester, approximately in October and March. Semester-end reports are distributed at the end of each semester, approximately at the end of December/early January and in June.

Quarter report cards provide an interim set of comments and provisional results on achievement. These marks are not put on any transcript. They are designed to indicate the current level of achievement of each student. Students in the MYP do not receive an overall grade for their courses in the first quarter; they are marked on criteria only; this is because not all criteria have been assessed that early in the year.

Semester-end report card marks are entered onto transcripts.

In addition to these formal reports, we encourage parents and students to speak frequently to teachers regarding student progress. We expect teachers to contact parents and administration regarding students who are at risk of failing any course.

1-7 Scale

Students are assessed on a scale of 1-7 in alignment with IB assessment protocols. As indicated in both the MYP and DP sections of this guide, teachers use specific criteria to assess student progress. In MYP particularly, rubrics for each subject area describe student achievement. The descriptors offered below should be taken as a general guide. Students and parents should speak directly to teachers for more specific information about grading procedures and criteria.

Excellent 7	The student shows a thorough understanding of the required knowledge and skills. Work thus far has been of a high standard. The student sustains originality and insight at most times.
Very Good 6	The student has a very good level of understanding of the required knowledge and skills thus far and work of a high quality is usually produced. The student generally demonstrates originality and insight.
Good 5	The student has a good understanding of the required knowledge and has shown some evidence of analysis, evaluation and synthesis.
Satisfactory 4	The student has a good general understanding of the knowledge and some awareness of the necessary skills, occasionally showing some evidence of analysis, synthesis and evaluation.
Limited 3	The student has a limited understanding of the required knowledge and skills. The student requires some support to apply them.
Very limited 2	The student has difficulty in understanding the required knowledge and skills and requires considerable support to apply them.
Minimal 1	The student has difficulty understanding the required knowledge and skills and is unable to apply them even with support.
0	The student has produced work that fails to meet any of the criterion levels.
No Grade Awarded (NG)/Incomplete (I)	The student has not produced sufficient work to receive one of the above descriptors.

Application and Attitude Grades

The aim of the IB is to inspire the 'spirit of the life-long learner.' At PSI, we believe that an important first step in that process is having the student take greater control over assessment in order to maximise success. We encourage

students to:

- Understand the expectations of each teacher and course
- Understand their own learning style
- Engage actively in learning and assessment
- Develop subject-based skills
- See 'getting stuck' as a positive opportunity to advance learning
- Take intellectual risks
- Reflect on what they have learned

The Application and Attitude learning grades reflect the student's effort and engagement with classroom learning as active and responsible learners.

Each department prioritises the learning approaches to suit the differing academic needs of every subject; however, the following components are seen as being of vital importance to all disciplines.

Independence and Personal Responsibility

The student is organised, comes prepared for class, completes his/her homework, meets deadlines, manages time effectively and shows initiative when appropriate. The student is reflective about his or her actions and tries to learn from mistakes.

Cooperation and Team Work

The student is courteous, works collaboratively, and shows respect for the learning environment and everyone's right to learn.

Commitment and a Positive Attitude

The student makes positive contributions in class, works diligently at all times, shows motivation, and enthusiasm towards his/her studies. The student also shows perseverance in the face of difficulty.

To achieve the highest grades students should be conscientious in all of the above areas on a consistent basis.

Report Card Descriptors for Application and Attitude Grades

Application and Attitude Grades are awarded using the following criteria:

A (Excellent): The student is consistently conscientious, demonstrating an excellent attitude towards their studies

B (Good): The student demonstrates a good attitude and level of application most of the time

C (Satisfactory): The student applies himself/herself to a satisfactory degree

D (Limited): The student needs to demonstrate greater application and engagement towards his/her studies

E (Very Limited): The student does not meet the basic requirements of the tasks set

AWARDS AND RECOGNITIONS

Each semester, the Secondary School holds an Honours Assembly to acknowledge outstanding work by students. At both assemblies, we recognise Honours and High Honours students, as well as Application and Attitude recipients. At the June assembly, we also recognise individual student achievement in departments and award several school-wide awards for outstanding effort and achievement. All departmental and school-wide awards are awarded by teacher vote.

Honour Role

Students receive Honour Roll recognition if they achieve the following:

- Grades of 5, 6 or 7 in every course
- An A or B in TOK for Grade 11 and 12
- A satisfactory or above in ungraded courses (e.g., EAL)
- Satisfactory completion of CAS/C&S requirements
- Satisfactory progress on Personal Project or Extended Essay
- No Attitude and Application grade below a C

High Honour Roll

Students receive High Honour Roll recognition if they achieve the following:

- Grades of 6 or 7 in every course
- A satisfactory or above in ungraded courses (e.g., EAL)
- Satisfactory completion of CAS/C&S requirements
- Satisfactory progress on Personal Project or Extended Essay
- No Attitude and Application grade below a B

Application and Attitude Grade Awards

At the end of each semester, students who achieve only A and B marks in this category receive a certificate that recognises sustained commitment and a positive attitude regardless of the student's natural flair or ability.

Departmental Awards

Each department offers three awards – one for MYP students in Grades 6-8, one for MYP students in Grades 9-10, and one for a DP student. The selection is based on the student's demonstration of the Learner Profile in that subject area.

Roman Jacobi Award

This award is presented to a Grade 6 – 10 male student who has demonstrated outstanding effort and achievement in the IB Middle Years Programme.

Lady Claire Asquith Award

This award is presented to a Grade 6 – 10 female student who has demonstrated outstanding effort and achievement in the IB Middle Years Programme.

Rowland Jepson Award

This award is presented to a student of either gender in Grade 11 or 12 for outstanding effort and achievement in the IB Diploma Programme.

Luis and Alexandra Baqueriza Award

This award is given to a student of any grade level (6-12) or gender for outstanding commitment to community service.

ECIS Award for International Understanding

The European Council of International Schools (ECIS) asks schools to nominate a student who is a good representative of his/her country, with a positive attitude toward the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding. There are no limitations in respect to the age, nationality, class or level of academic performance of the student.

SUPPORT SERVICES

In addition to recognising and rewarding excellence, PSI provides on-going support for students of all abilities.

Special Education Needs (SEN)

PSI employs a full time K-12 SEN teacher to assist students with mild learning disabilities such as dyslexia or ADHD. S/he also acts as a Resource Teacher for students who exhibit learning or behavioural problems and works with the classroom teacher to modify and adapt assignments, develop behaviour plans, and model teaching strategies. On occasion, students requiring extra assistance may be pulled out of class to receive additional support as needed. The level of intervention will be determined by the student's need as identified through formal and informal assessments, classroom observations, and feedback from parents and staff.

English as an Additional Language (EAL)

Students with limited English receive support through the EAL programme. Instead of taking French, Russian

or Ukrainian, EAL students receive five additional periods of English per week. These classes focus on helping the student develop his/her academic English. In addition, the EAL teachers work with classroom teachers and sometimes attend other classes to provide additional support. Students are placed in this programme based on a combination of teacher recommendation, samples of work and testing.

School Counsellor

The Secondary School Counsellor works with students in a variety of ways. S/he provides assistance with college applications and placement (including some college testing). S/he works with Homeroom teachers in developing a curriculum for pastoral issues ranging from substance abuse to bullying, from study skills to social skills. In addition, s/he is available for small group or individual personal counselling. These sessions are confidential.

AT RISK INTERVENTIONS

At each reporting period, Homeroom teachers prepare a list of students who are receiving a 0, 1, 2 or no grade in any classes. (A grade of 3 is a passing grade; any grade below 3 is a failing grade.) The Counsellor speaks to each teacher to learn what specific difficulties each child is having and to make sure that the teacher has a plan in place for supporting that student's improvement. The school sends letters to parents to remind them that students are at risk of failing a course.

Academic Contracts

Students who are failing or missing grades for two or more classes in a marking period are placed on an Academic Contract. The Principal meets with the parents and the student, outlines what areas need focus, and works with them to draw up a plan for student progress. Parents, students and the school are all assigned roles to support the student, and progress is checked at least monthly. Students are generally placed on academic contracts for only one year. Students who fail to make progress beyond that period are reviewed by the administration to determine if further support is possible or if exit from the school is a better option for the student.

Transcript Reviews

Students in Grades 9-12 are particularly at risk if they fail courses, as this may impact their ability to graduate. High school transcripts are reviewed every semester. The school contacts parents of any student who does not have the appropriate number of credits toward graduation. These students are also put on a contract that is reviewed regularly.

Behavioural Contracts

Students who engage in repeated acts of misconduct are placed on a Behavioural Contract. As with the Academic Contract, the Principal meets with the student and the parents to draw up the specific guidelines for behaviour and assigns roles to parents, students and the school for supporting the student. Students are generally placed on behavioural contracts for one year, after which time the administration reviews their overall record to determine if students can continue at PSI and under what circumstances.

ATHLETICS, AFTER SCHOOL ACTIVITIES AND TRIPS

Athletics: Home of the Panthers!

PSI is a proud member of the Central and Eastern European Schools Association (CEESA) as well as a league of Kyiv International Schools. Teams compete both locally and throughout the CEESA region

The Athletic Director posts sign up lists in the gym for students before each season begins. Middle School (MS) teams train and compete on Tuesdays and Thursdays, while High School (HS) teams train and compete on Mondays, Wednesdays and Fridays. Students are asked to commit to all practices, games and tournaments when signing up/trying out for a team.

For CEESA tournaments, the cost of the flight is borne by the parents. As per CEESA regulations, students are housed with families from the host school for the duration of the tournament, which allows great friendships to be made.

Students must be in good academic and behavioural standing before they are allowed to participate in games or tournaments. Students may be pulled from the roster at any time, including for tournament participation, if they are not meeting the academic standards set for them.

Season 1 (August – November)	Season 2 (December-March)	Season 3 (March-May)
MS Boys and Girls Tennis	MS Boys and Girls Basketball	MS Boys and Girls Volleyball
MS Boys and Girls Soccer	HS Boys and Girls Basketball	HS Boys and Girls Volleyball
HS Boys and Girls Soccer		HS Boys and Girls Tennis
MS/HS Boys and Girls Cross Country Running		MS/HS Boys and Girls Track & Field

Please note that the availability of these sports is based on numbers of students participating.

Activities

The Activities Coordinator organises three seasons of the after school programme each year. As a member of CEESA, students may participate in a range of activities and may also attend tournaments at schools around our region.

CEESA Activities:

Knowledge Bowl (MS/HS)	Band (MS/HS)	Cultural Arts
HOSIC	Math Counts (MS/HS)	

In addition, students may choose activities from a wide range of choices that change each year. Past activities have included:

Math Club	Mother tongue support	Ceramics
Model United Nations	Plays/musicals	Chess
Language lessons	Yearbook	

Most of these activities are included in the school fees. Private music lessons or other specialised activities may require additional fees.

We encourage parents to join in activities that support the educational and extracurricular goals of PSI. Any parent who has special skills to offer and would be willing to organise an after-school activity can contact the Activities Coordinator.

Before each season begins, students receive a list of available activities. They select which ones they want, have parents sign the form, and return the form to their Homeroom teacher. Due dates are clearly printed on the forms. Students who join the school mid-season may be able to join some activities with the permission of the Activities Coordinator.

If any of the activities are cancelled due to weather conditions or other school events, parents are informed by telephone or by e-mail. It is important to arrange a pick-up point to meet your child immediately after the activity is over. If a student is absent from school for any reason, s/he may not attend after-school activities on that day.

Field and Day Trips

Throughout the year, students may leave campus with their teachers to engage in off-site activities related to the curriculum or to community and service projects. We consider these trips to be an important part of our overall school programme, as they extend the learning, provide real-life applications and provide students with a greater appreciation of their host country and host city. Teachers notify parents when such trips are taken, but day trips do not require special parental permission.

Fall Trips

Each September, all students in Grades 6-12 leave Kyiv for one week to engage in the annual Fall Trips. These trips are not considered as voluntary. They are an important part of the school's curriculum and include assessments that are part of the first quarter reports. Students engage in a range of activities that promote social relationships, leadership, and specific ties to parts of their grade level curriculum. Upon return, each Homeroom prepares a presentation for a Fall Trips assembly.

APPENDICES

SAMPLEGRADE 6 – 8 MYP SCHEDULE

PERIOD	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HR	8:25 – 8:35	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:35 – 9:15	Russian/ French/EAL	Humanities	Design Tech/ Music	PE	Science
2	9:15 – 9:55	Russian/ French/EAL	Humanities	Design Tech/ Music	PE	Science
Break	9:55 – 10:05	BREAK	BREAK	BREAK	BREAK	BREAK
3	10:05 – 10:45	Art/Drama	Russian/ French/EAL	Math	Homeroom	Humanities
4	10:45 – 11:25	Art/Drama	Russian/ French/EAL	Math	Homeroom	Humanities
LUNCH	11:25 – 12:05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	12:05 – 12:45	English	Art/Drama	English	Design Tech/ Music	English
6	12:45 – 13:25	Science	Science	English	English	PE
BREAK	13:25 – 13:35	BREAK	BREAK	BREAK	BREAK	BREAK
7	13:35 – 14:15	Math	Science	Russian/French/ EAL	English	PE
8	14:15 – 14:55	Math	Math	Art/Drama	Humanities	English

GRADE 9-10 MYP SAMPLE SCHEDULE

PERIOD	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HR	8:25 – 8:35	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:35 – 9:15	Russian/ French/EAL	Humanities	Design Tech	PE	Bio and Chem
2	9:15 – 9:55	Russian/ French/EAL	Humanities	Design Tech	PE	Bio and Chem
Break	9:55 – 10:05	BREAK	BREAK	BREAK	BREAK	BREAK
3	10:05 – 10:45	Art/Drama/ Music*	Russian/ French/EAL*	Math	Homeroom	Humanities
4	10:45 – 11:25	Art/Drama/ Music	Russian/ French/EAL	Math	Homeroom	Humanities
LUNCH	11:25 – 12:05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	12:05 – 12:45	English	Art/Drama/ Music	English	Design Tech	Design Tech
6	12:45 – 13:25	Physics and Chem	Physics and Chem	English	English	PE
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
7	13:25 – 14:15	Physics and Chem	Physics and Chem	Russian/French/ EAL	English	PE
8	14:15 – 14:55	Math	Math	Art/Drama/ Music	Humanities	English

*Students select one

GRADE 11 AND 12 IB DIPLOMA SAMPLE SCHEDULE

PERIOD	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HR	8:25 – 8:35	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:35 – 9:15	Language Acquisition: English, French, Spanish, Russian or Self-Taught*	Individuals and Societies	Arts	Science	Language and Literature (English, French, Russian)
2	9:15 – 9:55	Language Acquisition	Individuals and Societies	Arts	Science	Language and Literature
Break	9:55 – 10:05	BREAK	BREAK	BREAK	BREAK	BREAK
3	10:05 – 10:45	Theory of Knowledge**	Language and Literature	Language Acquisition	Math	Language Acquisition
4	10:45 – 11:25	Math: Standard Level Math, Higher Level Math or				
Math Methods*	Language and Literature	Language Acquisition	TOK	Language Acquisition		
LUNCH	11:25 – 12:05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	12:05 – 12:45	Individuals and Societies: History, Geography or Economics*	Math	Math	TOK	Math
6	12:45 – 13:25	Science: Biology, Chemistry, Physics, Environmental Systems or Design Technology*	Science	Math	Arts	Individuals and Societies
BREAK	13:25 – 13:35	BREAK	BREAK	BREAK	BREAK	BREAK
7	13:35 – 14:15	Language and Literature*	Science	Science	Arts	Individuals and Societies
8	14:15 – 14:55	Arts: Art or Drama	Arts: Art or Drama*	Individuals and Societies	Language and Literature	TOK
	3:00 – 3:40		CAS			

*Students select one

** Students not working toward the full IB Diploma will not take TOK. At Grade 11, they may receive EAL support or they may have this as an additional study period.

+ Students not working toward the full IB Diploma are still expected to complete the Service portion of the CAS requirement.

MYP Grade Boundaries and Criterion

Language A (English, Russian, French, Ukrainian)

Criterion A	Content (receptive and productive)	Maximum 10
Criterion B	Organisation	Maximum 10
Criterion C	Style and language mechanics	Maximum 10

Grade	Boundaries
1	0-4
2	5-9
3	10-14
4	15-19
5	20-23
6	24-27
7	28-30

Language B Foundation

Oral Communication		
Criterion A	Speaking and listening – message and interaction	Maximum 8
Criterion B	Speaking – language	Maximum 8
Writing		
Criterion C	Writing – message and organisation	Maximum 8
Criterion D	Writing – language	Maximum 8
Reading comprehension		
Criterion E	Reading comprehension	Maximum 16

Language B Standard

Oral Communication		
Criterion A	Oral communication – message and interaction	Maximum 8
Criterion B	Oral communication – language	Maximum 8
Writing		
Criterion C	Writing – message and organisation	Maximum 8
Criterion D	Writing – language	Maximum 8
Reading comprehension		
Criterion E	Reading comprehension	Maximum 16

Language B Advanced

Oral Communication		
Criterion A	Oral communication – message and interaction	Maximum 8
Criterion B	Oral communication – style and language use	Maximum 8
Writing		
Criterion C	Writing – message and organisation	Maximum 8
Criterion D	Writing – style and language use	Maximum 8
Reading comprehension		
Criterion E	Text interpretation	Maximum 16

Language B – All Levels

Grade	Boundaries
1	0-8
2	9-16
3	17-23
4	24-30
5	31-36
6	37-42
7	43-48

Humanities, history, geography, economics, business studies

Criterion A	Knowledge	Maximum 10
Criterion B	Concepts	Maximum 10
Criterion C	Skills	Maximum 10
Criterion D	Organisation and presentation	Maximum 8

Grade	Boundaries
1	0-7
2	8-12
3	13-18
4	19-23
5	24-28
6	29-33
7	34-38

Standard Maths, Extended Maths

Criterion A	Knowledge and understanding	Maximum 8
Criterion B	Investigations patterns	Maximum 8
Criterion C	Communication in mathematics	Maximum 6
Criterion D	Reflection in mathematics	Maximum 6

Grade	Boundaries
1	0-4
2	5-8
3	9-12
4	13-17
5	18-21
6	22-25
7	26-28

Biology, Chemistry, physics, sciences

Criterion A	One world	Maximum 6
Criterion B	Communication in science	Maximum 6
Criterion C	Knowledge and understanding of science	Maximum 6
Criterion D	Scientific inquiry	Maximum 6
Criterion E	Processing data	Maximum 6
Criterion F	Attitudes in science	Maximum 6

Grade	Boundaries
1	0-5
2	6-11
3	12-18
4	19-24
5	25-28
6	29-32
7	33-36

Computer technology, design technology, technology

Criterion A	Investigate	Maximum 6
Criterion B	Design	Maximum 6
Criterion C	Plan	Maximum 6
Criterion D	Create	Maximum 6
Criterion E	Evaluate	Maximum 6
Criterion F	Attitudes in technology	Maximum 6

Grade	Boundaries
1	0-5
2	6-9
3	10-15
4	16-21
5	22-26
6	27-31
7	32-36

Dance, drama, film, visual arts

Criterion A	Knowledge and understanding	Maximum 8
Criterion B	Application	Maximum 10
Criterion C	Reflection and evaluation	Maximum 8
Criterion D	Personal engagement	Maximum 8

Art, Music Drama Grade Boundaries

Grade	Boundaries
1	0-3
2	4-8
3	9-13
4	14-20
5	21-25
6	26-30
7	31-34

Physical Education

Criterion A	Use of knowledge	Maximum 8
Criterion B	Movement composition	Maximum 6
Criterion C	Performance	Maximum 10
Criterion D	Social skills and personal engagement	Maximum 8

Grade	Boundaries
1	0-5
2	6-10
3	11-15
4	16-20
5	21-24
6	25-28
7	29-32

Personal Project

Criterion A	Planning and development Maximum 4
Criterion B	Collection of information/resources Maximum 4
Criterion C	Choice and application of techniques Maximum 4
Criterion D	Analysis of information Maximum 4
Criterion E	Organisation of the written work Maximum 4
Criterion F	Analysis of process and outcome Maximum 4
Criterion G	Personal engagement Maximum 4

Grade	Boundaries
1	0-5
2	6-9
3	10-13
4	14-16
5	17-21
6	22-24
7	25-28

A STUDENT GUIDE TO SUCCESS IN THE PSI PROGRAMME

- Set good habits from the start.
- Use a planner to record homework and dates assignments are due.
- Maintain a high level of quality in your assignments.
- Keep up with your work and hand in all assignments.
- Ask your teachers for assistance if you do not understand the work being covered.
- Ask the teacher to explain why you did not do as well as you expected on an assignment/ test.
- Set yourself clearly defined targets.
- Establish credibility with your teachers by being a reliable, mature and honest student.
- Speak to the teacher before the work is due if you are having a problem with an out-of-class assignment.
- Advise your teacher at least a week in advance if you will miss class for a short or extended time. This allows the teacher time to prepare plans for you. Do not expect the teacher to assign work with only a day or two of warning.
- Maintain a good attendance record. Missing classes will lead to fragmentation of course content and mediocre or, more likely, poor academic performance.
- Remember it is not the teacher's job to re-teach a lesson because you missed it; it is your job to locate class notes, etc.
- Maintain your personal discipline and establish a reputation for maturity, responsibility and reliability. These are skills that will bring you success at every grade level, including university, and will prepare you for your life beyond school.



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