



HIGH SCHOOL CURRICULUM BOOKLET

Course Descriptions

Grade 9 - 10
MYP 4 - 5

High School

Grades 9 - 10
MYP 4 - 5

Overview

High School (Grade 9-12)

During the last 4 years of school our students are encouraged to ask questions and to act within their community, promoting greater self-discovery along with an awareness of the world around them. The culmination of this process involves taking the IB Diploma exams. Our High School has two phases: the last two years of the Middle Years Programme (MYP) Grades 9 and 10, followed by the Diploma Programme (DP) Grades 11 and 12.

IB Middle Years Programme (MYP) Grade 9-10

Our curriculum is based on the MYP framework which provides flexibility for teachers to develop teaching programmes that are responsive to needs of students who are making sense of a rapidly changing world and to make authentic connections between their learning and local, regional and international contexts.

The Middle School comprises twelve core subjects: English, Individuals and Societies, Science, Mathematics, Italian, French or Spanish, Physical Education, Design, Music, Visual Art, and Drama. Additional CSM subject elements include PSED (Personal, Social Education), Coding and Robotics. Each subject is taught by a specialist teacher which allows students to be exposed to a greater expertise and a range of teaching styles.

Assessment and Evaluation

Formative assessments allow students to attempt new skills and demonstrate recent learning without their performance affecting their overall grade. Summative assessments such as essays, projects, tests, and exams demonstrate students' learning and contribute to their overall course grade.

The assessment tasks are designed to allow students to demonstrate all of the IB categories of achievement: knowledge and understanding, thinking and inquiry, communication and application/making connections.



The following pages present an outline of the academic curriculum of the CSM High School.

Biology

Group 4 Science

Learning Objectives:

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

Unit 1: How is life organized?

Characteristics, classification and organisation of living organisms

Movement in and out of cells

Biological molecules and enzymes

Unit 2: How do organisms sustain themselves?

Plant and animal nutrition

Transport in plants and animals

Unit 3: What chemical processes support life?

Diseases and immunity

Gas exchange in humans and respiration

Excretion in humans

Grade 9

Unit 1: How are internal environments kept constant?

Gas exchange in humans and respiration

Excretion in humans

Coordination and response

Unit 2: How are traits passed on?

Reproduction

Inheritance, variation and selection

Unit 3: How are organisms interconnected?

Organisms and their environment

Biotechnology and genetic engineering

Human influences on ecosystems

Grade 10

Chemistry

Group 4 Science

Learning Objectives:

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

Unit 1: What are the impacts of experimental techniques ?

The particulate nature of matter: changing states, kinetic theory, effects of pressure and temperature on a gas, brownian motion

Experimental techniques: measurement and purity

Unit 2: How do we map matter?

Atoms, elements and compounds: atomic structure and the periodic table, structure and bonding

Stoichiometry: balancing equation, determining excess and limiting reactant, the mole concept

Unit 3: What determines chemical change?

Electricity and chemistry: principles of electrolysis, electrolysis of molten electrolytes, electrolysis of aqueous electrolytes, applications of electrolytic cells and electricity from cells

Chemical energetics: exothermic and endothermic, enthalpy changes, energy from fuels, hydrogen as a fuel, radioactive isotopes as an energy source

Grade 9

Unit 1: How can we shift the balance of a reaction?

Chemical reactions: physical and chemical changes, rate of reaction, reversible reactions and redox process

Unit 2: What are the impacts of a chemical reaction?

Acids, bases and salts: the characteristic properties of acids and bases, types of oxides, preparation of salts, identification of ions and gases

Unit 3: Does organic chemistry mean we can make any substance we want?

Organic chemistry: names of compounds, fuels, homologous series, alkanes, alkenes, alcohols, carboxylic acids and polymers.

Grade 10

Design

Group 6 The Arts

Learning Objectives:

- Develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- Develop an appreciation of the impact of design innovations for life, global society and environments
- Explore design as a solution to social challenges
- Learn to prepare models
- Understand that a good communicator first should be a good listener
- Understand the importance of critics

Grade 9

Unit 1: Application of skills and knowledge

A review of: What is design, what is communication, what are the categories of design, technical drawing, how to do an efficient research work, what is brainstorming and how to use it in design

First group project: Product design

Unit 2: Design in real life

Approaching the problems, finding the best solution, doing researches, evaluating their own work

Design cycle

Interior design

Fashion design project

Unit 3: Intellectual challenges

Discussion in classroom about:

The role of designer in social challenges - How design can resolve social problems?

Can design become a social service?

Third project: design as a social service

Grade 10

Unit 1: From concept to creation.

A review of: What is design, exercises to develop communication skills, how to do an efficient research work, everyday problem solving project

Graphic design

Interdisciplinary project

Unit 2: Design thinking

Observing and finding problems, approaching the problems, finding the best solution, communicating with clients, evaluating others' work

Web design project

Unit 3: Intellectual challenges

Discussion in classroom about:

The role of design in solving everyday problems

The role of Design in culture and vice versa

Empathy in design

Exhibition design will be practice

Drama

Group 6 The Arts

Learning Objectives:

- Improve non-verbal communication (body language and control, eye contact...)
- Improve verbal communication (language, diction, projection, pronunciation...)
- Build self-confidence
- Improve memory
- Deal with pressure
- Encourage teamwork and cooperation
- Develop critical thinking
- Develop creativity and imagination, and propose ideas
- Improve concentration
- Develop emotional intelligence and empathy
- Broaden the mind to understand real life situations and global issues

Unit 1: Analysing Drama

Students are going to acquire the knowledge and skills necessary to analyse characters, scenes and whole performances.

Unit 2: Life's a Musical!

Grade 9

This unit offers students the opportunity to explore the different elements that combine to create musical theatre. They will take an active part in the upper school production either on or off stage.

Unit 3: Elizabethan Theatre

The Elizabethan Era was a Golden Age for Theatre. Students will learn about the frame in which Theatre flourished in English Renaissance, paying special attention to William Shakespeare's plays.

Unit 1: Art is a Weapon

Through improvisation and other dramatic techniques like forum theatre, students will learn how Drama can be applied to resolve real life issues. They will discover how art is not just entertainment and can be used to affect people's thinking and control or change societies.

Unit 2: Life's a Musical!

Grade 10

This unit offers students the opportunity to explore the different elements that combine to create musical theatre. They will take an active part in the upper school production either on or off stage.

Unit 3: Theatre in Education Project

This unit offers students the chance to create their own show from scratch. The performance will be a TIE project, where theatre is used to educate younger audiences. Students will be involved in all the creative stages and will be assigned creative roles, as well as performing in the final show.

English Language and Literature

Group 1 Language and Literature

Learning Objectives:

- Analyze various elements of texts and recognize kinds of genre and produce texts in genres
- Understand how authors and texts are influenced by historical, social, political and ethnic contexts
- Understand the interplay of relationships between readers, writers, and texts in order to become responsible producers of text
- Explore author intent and reader reactions to text across time and space
- Understand the relationships between various literary texts (intertextuality)
- Understanding Narrative Discourse and Theory and use it to produce texts
- Understanding what drives narratives
- Understand difference between topic and theme

Unit 1: 'The Write Stuff'

Methods of developing ideas for writing

Writing different types of expository texts

Identifying strategies for improving written work

Grade 9

Unit 2: The Lord of the Flies William Golding

What does literature teach us about human nature? What does morality mean when all semblance of societal constructs disappear?

Unit 3: Shakespeare study: Othello

How can we relate to Shakespearean dramas?

Unit 4: Poetry (XIX- XX sec)

Unit 1: The Language of Communication

Methods of developing ideas for writing

Writing different types of expository texts

Identifying strategies for improving written work

Grade 10

Unit 2: 1984

How does literature teach us about class society, the overstep of the government, and the implications of language?

Unit 3: Shakespeare Study: The Merchant of Venice

How does Shakespeare use his characters and his choice of diction to debunk common stereotypes and perceptions?

Unit 5: Nobel Prize short stories

French Language and Literature

Group 1 Language and Literature

Learning Objectives:

Les objectifs globaux des cours de langue et littérature du PEI consistent à encourager et à permettre aux élèves :

- de se servir de la langue pour exprimer leurs pensées, leur créativité, leur capacité
- de réflexion et d'assimilation, et pour développer leur expression personnelle, leur analyse et leur interaction sociale ;
- de développer, dans divers contextes, les compétences qui entrent en jeu dans la compréhension orale, l'expression orale, la compréhension écrite, l'expression écrite, l'observation et la présentation ;
- d'aborder l'étude et l'analyse de textes littéraires et non littéraires de manière critique, créative et personnelle ;
- de travailler sur des textes appartenant à différentes périodes historiques et issus de diverses cultures ;
- d'explorer et d'analyser des aspects relevant de leur culture personnelle, de la culture d'accueil et de la culture d'autrui à travers des textes littéraires et non littéraires ;
- d'explorer la langue à travers une multitude de médias et de modes ;
- d'entretenir un intérêt pour la lecture qui perdurera tout au long de leur vie ;
- de mettre en application les concepts et compétences linguistiques et littéraires dans de nombreux contextes authentiques.

Unit 1: Se raconter, se représenter : explorer le moi

Découvrir différentes formes de l'écriture de soi et de l'autoportrait.

Unit 2: Agir dans la cité : individu et pouvoir

Découvrir des oeuvres différentes en lien avec les bouleversements historiques majeurs qui ont marqué le 20ème siècle.

Grade 9

Unit 3: Visions poétiques du monde

Découvrir des oeuvres et des textes relevant principalement de la poésie lyrique, du romantisme à nos jours.

Unit 4: Dénoncer les travers de la société : en quoi la publicité est-elle un objet de critique et de satire?

Découvrir des textes et des images à visée satirique relevant de différents genres

Unit 1: Une forme poétique: la ballade

Découvrir la forme de la ballade du Moyen Âge au 18ème siècle

Unit 2: Le théâtre contemporain: culture et contre culture

Découvrir une pièce de théâtre qui mêle légèreté et sérieux

Unit 3: Récit : entre autobiographie, biographie et sociologie

Découvrir une oeuvre qui mêle récit et autobiographie

Unit 4: Littérature d'idée et de la presse du 19ème au 21ème siècle: scandales et débats artistiques

Comprendre les grands débats esthétiques fondateurs du romantisme, du réalisme et du naturalisme

Grade 10

French Language Acquisition

Group 2 Language Acquisition

Learning Objectives:

- Gain proficiency in an additional language while maintaining mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and other contexts
- Develop multiliteracy skills in the various modes of communication
- Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Understand the nature of language and the process of language learning
- Offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities

Unit 1: Hobbies

What are the most popular leisure activities? What do we get out of leisure? Are leisure activities different for different generations?

Unit 2: My background

Grade 9

What are the values that define us as human beings? Does the ability to project ourselves to another time allow us to better understand our history? What are the links between generations?

Unit 3: Relationship and generations

What kinds of relationships do we develop with others? Can we understand each other between different generations? Are we influenced by the people around us?

Unit 1: Communication and media

What form of communication exists? What is effective communication? Is communication better now because of technology?

Unit 2: Migration

What is immigration? What is the definition of the following words: migration, immigration, emigration, expatriation, miscegenation and cultural diversity? What are the causes and consequences of immigration (positive and negative)? What traces does immigration leave in the culture of a country?

Grade 10

Unit 3: The Planet

How long has the concept of environment existed? How do we address our environmental problems? To what extent is every human being on the planet responsible for the well-being of the earth?

Unit 4: Human rights

What are my rights and duties? Are these rights really the same for everyone? Why? Are we all equal in the same society?

Geography

Group 3 Individuals and Societies

Learning Objectives:

- Identifying and assessing causal relations
- Understanding primary sources and their distinctive strengths and limitations
- Developing comprehensive mind maps of social and cultural networks
- Establishing links between local, regional, and global spheres

	Unit 1: The Natural Environment: Morphology
	Earthquakes
	Rivers
	River Basin Experimental Project
	Unit 2: The Natural Environment: Climatology
	Weather
	Climate
Grade 9	Weather Report and Photography Project
	Unit 3: Demography
	Population Dynamics
	Migration
	Population Structure
	Population density and distribution.

	Unit 1: Urbanization
	Settlements
	Urban Settlements
	Urbanization
	Research and Communication Project: our Neighborhood
	Unit 2: Globalization: Supplies, Resources, Economy
Grade 10	Development & Globalization
	Food Production
	Industry
	Unit 3: Ecology: Balancing our effect on the World
	Energy
	Water
	Environmental Risks

Global Studies

Group 3 Individuals and Societies

Learning Objectives:

- Understand state and interstate institutions in their organization, challenges and real-life outcomes
- Relate to broad social and cultural issues with open-mindedness, self-reflection, and empathy
- Develop research skills with an awareness to personal learning styles

	<p>Unit 1: Global Studies: Research Skills What are Global Studies? Asking (Better) Questions: Mind Maps The Inquiry Method Sources and Research</p> <p>Unit 2: The UN: History, Geography, Politics, Sustainable Goals UNO Foundation, Goals, and Charter Institutions, Councils, and Specialized Agencies of the UN Membership and influence Human Rights Global Goals for Sustainable Development Missions, case-studies, and current news analysis Role-Play Activity</p> <p>Unit 3: Can Communication Bridge the Gap of Conflict? Conflict and Peace Language and Communication</p> <p>Unit 4. Belief Systems & World Religions – Research Based Belief Systems World Religions Research & Dialogue between Outcomes</p>
Grade 9	
	<hr/> <p>Unit 1: The Elements of Culture and Identity – with Logic Fundamentals Identifying Causes & consequences Sport and Recreation Questioning Knowledge Claims Tradition, Culture and identity</p> <p>Unit 2: Comparative Study of Political Systems Philosophical background: individual vs society Types of Governments and their institutions – Research based:</p> <ul style="list-style-type: none">• Constitutional Monarchy• Presidential Democracy• Parliamentary Democracy <p>Primary sources & documents: constitutions Role-Play: making political decisions</p> <p>Unit 3: Who are we? The NASA Voyager Golden Record The Voyager Golden Record Breaking down the content Planning OUR Golden Record Accomplishing and Reflection</p>
Grade 10	

History

Group 3 Individuals and Societies

Learning Objectives:

- Identifying and assessing causal relations
- Understanding primary sources and their distinctive strengths and limitations
- Developing comprehensive mind maps of social and cultural networks
- Establishing links between local, regional, and global spheres

Grade 9	<p>Unit 1: World War I: a turbulent and bloody start for the new century World War 1 Causes World War 1 Military History Peace treaties of 1919-1923 & Interwar period Russian Revolution and the Soviet Union</p> <p>Unit 2: Inter-War Period and W.W.II: the mid-century of totalitarianism and global destruction Fascism and Nazism World War II Causes and History of the Conflict</p> <p>Unit 3: The Post-war reconstruction and the Cold War: from the ashes of humanity to a new belligerent system Post War & Cold War Cold War proxy wars Changes and End of Soviet Russia</p>
Grade 10	<hr/> <p>Unit 1: Post War & Cold War Lesson 2. Cold War proxy wars Lesson 3. Changes and End of Soviet Russia Ancient Greece: the question of “Democracy” Ancient Rome: the question of “Empire”</p> <p>Unit 2: Medieval History: Change or Continuity? Decline and Fall of an Empire: internal causes Barbarians: the question of “invasion” and “cultural assimilation”</p> <p>Unit 3: Islam Past Present The Arab-Israeli Conflict The Cultural History of Islam</p> <p>Unit 4: The Roots of a Globalized Culture The Enlightenment: the question of “Universal Human Rights” History of Socialism: the balance of “Equality”, “Privilege” and “Power”</p> <hr/>

Italian Language and Literature

Group 1 Language and Literature

Learning Objectives:

- Use language as a vehicle for thinking, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills needed to listen, speak, read, write, see and present in different contexts
- Develop critical, creative and personal approaches to the study and analysis of literary and non-literary texts
- To deal with texts from different historical periods and from different cultures
- To explore and analyze aspects of personal culture, that of the host country and other cultures through literary and non-literary texts
- Explore language through different mediums and tools
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in different real-life contexts

Unit 1: La prosa narrativa: il romanzo e il racconto

Revisione e approfondimento delle tecniche di analisi di un testo narrativo

Unit 2: "Il giovane Holden" J. D. Salinger

Analisi di un testo letterario

Grade 9

Unit 3: L'evoluzione del linguaggio poetico: dall'epoca classica all'800

Analisi degli elementi caratterizzanti del testo poetico

Unit 4: Il romanzo della contemporaneità: I ragazzi hanno grandi sogni - Francesco Casolo, Ali Ehsani

Revisione e approfondimento delle tecniche di analisi di un testo narrativo

Unit 1: Come un'opera diventa un capolavoro: la Divina Commedia - Canti scelti

Lettura e analisi dei canti più celebri dell'opera

Unit 2: Tra teatro e prosa: Luigi Pirandello

Rapporto tra opera e contesto storico

Grade 10

Unit 3: La poesia nel 900

Studio delle principali correnti artistiche del 900

Unit 4: Il giorno della Civetta, L. Sciascia

Analisi di un testo letterario

Italian Language Acquisition

Group 2 Language Acquisition

Learning Objectives:

- Gain proficiency in an additional language while maintaining mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and other contexts
- Develop multiliteracy skills in the various modes of communication
- Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Understand the nature of language and the process of language learning
- Offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities

Unit 1: Hobbies

What are the most popular leisure activities? What do we get out of leisure? Are leisure activities different for different generations?

Unit 2: My background

Grade 9

What are the values that define us as human beings? Does the ability to project ourselves to another time allow us to better understand our history? What are the links between generations?

Unit 3: Relationship and generations

What kinds of relationships do we develop with others? Can we understand each other between different generations? Are we influenced by the people around us?

Unit 1: Communication and media

What form of communication exists? What is effective communication? Is communication better now because of technology?

Unit 2: Migration

Grade 10

What is immigration? What is the definition of the following words: migration, immigration, emigration, expatriation, miscegenation and cultural diversity? What are the causes and consequences of immigration (positive and negative)? What traces does immigration leave in the culture of a country?

Unit 3: The Planet

How long has the concept of environment existed? How do we address our environmental problems? To what extent is every human being on the planet responsible for the well-being of the earth?

Unit 4: Human rights

What are my rights and duties? Are these rights really the same for everyone? Why? Are we all equal in the same society?

Mathematics

Group 5 Mathematics

Learning Objectives:

- Use mathematical language effectively to communicate
- Develop critical thinking
- Apply abstract concept in real-life contexts
- Visualize geometrical shapes in different contexts
- Develop problem-solving skills

Grade 9	Unit 1: Making sense of Algebra Is algebra a strong tool to solve real-life problems?
	Unit 2: Set theory Why is it so important to understand set theory?
	Unit 3: Trigonometry Are lengths the only things we study about geometrical entities?
	Unit 4: Coordinate Geometry Is it really necessary to create such a construction?
	Unit 5: Probability Is intuition a reliable tool?

Grade 10	Unit 1: Equations and inequalities Why do we need abstraction in mathematics?
	Unit 2: Exponentials and logarithms Why is it called “exponential growth?”
	Unit 3: Sequences and Patterns How can an infinite sum of positive numbers be.. finite?
	Unit 4: Further Trigonometry What happens when we can't use Pythagoras theorem?
	Unit 5: Functions Is mathematics a formal language?

Music

Group 6 The Arts (Visual Arts, Drama, Music)

Learning Objectives:

- Learn to read music
- Perform group and individual works on an instrument
- Perform group and individual works with voice
- Analyze a of works of music
- Compose short works of music
- Find a deeper connection with music and are able to appreciate and discuss different genres and styles of music with appropriate vocabulary.

	Unit 1: How Romantic! Romanticism Beethoven Symphony No.9 Brahms Clarinet Quintet Tchaikovsky 1812 Overture Sonata Form
Grade 9	Unit 2: Lights, camera, action! Diegetic and non-diegetic music Analysing film scores Leitmotifs and themes Richard Wagner Unit 3: Minimal Minimalism Phillip Glass; John Adams; Steve Reich Minimalist art and architecture Donald Judd

	Unit 1: Song Writing Anatomy of a song Lyric writing Melody writing Putting chords to a melody
Grade 10	Unit 2: Spring is in the Air 20th Century Music Stravinsky Rite of Spring John Cage 4'33" Futurism Schoenberg serialism Eric Satie spatial music Unit 3: Get up, Stand up Protest Music John Lennon Imagine Billy Holiday Strange Fruit Giuseppe Verdi Va Pensiero

Personal, Social and Emotional Development (PSED)

Compulsory Element

Learning Objectives:

- Explore individual sense of purpose
- Goal-setting
- Understand biases and stereotypes
- Navigate relationships
- Acquire problem solving and self-regulation skills
- Increasing self-awareness

Grade 9	Unit 1: Public Speaking Self-Confidence & Self-Compassion Communicating with Empathy Public Speaking skills
	Unit 2: Growth Mindset Cultivating our "Growth Mindset" & Curiosity Happiness and well-being: malleable perceptions Empathy and Compromise vs Prejudice and Bias
	Unit 3: Boundaries Find your boundaries Making healthy choices for yourself Communicating Boundaries Autonomy of thought & action "Self-Expression" vs "Blame"

Grade 10	Unit 1: Stress & Anxiety When do I feel anxiety? Perseverance Empathetic Listening
	Unit 2: Ethical Decision-Making Imagining our lives at 40 Taking a Stance Empathy Humility
	Unit 3: Who Am I? Who am I: identity & self-acceptance Strengths & Weaknesses What are my passion and purpose?

Physics

Group 4 Science

Learning Objectives:

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

Grade 9	Unit 1: Dynamics General Physics: Mass and weight, forces, Newtonian mechanics, momentum, energy, work and power, pressure, density
	Unit 2: Thermal physics Simple kinetic molecular model of matter Thermal properties and temperature Thermal processes and calculations
	Unit 3: Waves Properties of waves: Light, electromagnetic spectrum and sound
Grade 10	Unit 1: Electricity and magnetism Magnetism, electrical quantities, electric circuits, digital electronics, dangers of electricity and electromagnetic effect
	Unit 2: Particle Physics Atomic physics: the nuclear atom, atomic model Nuclear radioactivity Introduction to quarks
	Unit 3: Energy production Where are we in the Universe? Energy changes in a system and the ways energy is stored before and after such changes Calculation of energy, Conservation and dissipation of energy, national and global energy resources
	Unit 4: Interdisciplinary unit between Global studies and Physics: Communicating who we are. Apply scientific knowledge to wrap up MYP years with a multidisciplinary team approach in the design, building and testing of a radio transmitter Open ended project for Term 3

Spanish Language Acquisition

Group 2 Language Acquisition

Learning Objectives:

- Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- Enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- Enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- Offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

Unit 1: El turista accidental + Unit 2: Mañana

Recursos para contar anécdotas, Recursos para mostrar interés

Hablar de causas y consecuencias, Hablar de acciones y situaciones futuras

Expresar condiciones, Formular hipótesis

Grade 9

Unit 3: ¡Basta ya!

Expresar deseos, reclamaciones y necesidad

Proponer soluciones, Escribir textos denunciando problemas

Hablar de política, sociedad y educación

Unit 4: Misterios y enigmas

Hacer hipótesis y conjeturas, Relatar sucesos misteriosos, Expresar grados de seguridad

Unit 1: ¿Y tú qué opinas? + Unit 2: Maneras de vivir

Dar nuestra opinión, Valorar diversas opciones, Proponer condiciones, Argumentar opiniones, Expresar

acuerdo o desacuerdo, Expresar causa y finalidad, Dar consejos, Hacer propuestas, Hablar de sentimientos, carácter y personalidad, Hablar de cualidades

Grade 10

Unit 3: Lugares con encanto

Hablar de ciudades, Hablar de creencias previas sobre algo, Expresar sentimientos positivos, negativos o neutros sobre algo

Unit 4: Se valorará la experiencia

Expresar condiciones, Establecer condiciones y requisitos

Visual Arts

Group 6 The Arts

Learning Objectives:

- Understand and analyse art through history of art
- Learn how to choose appropriate techniques
- Discover their identity through art
- Understand colours theory
- Understand the social role of artist
- Learn to appreciate art
- Integrate art and cultural activities in daily life
- Incorporate ideas into their own work
- Use of art journal

Grade 9

Unit 1: Art and society

History of art: Impressionism, and post impressionism. Students will study the history of art and will answer factual questions about Art and society

Artistic technique: bas-relief

Unit 2: Art and artist

History of art: Cubism. Human body in the history of art

Deconstructivism. Deconstruction and reconstruction of a piece of artwork

Unit 3: Art and individual

History of art: street art (stencil printing)

Artist and identity: discover their identity and personality through different exercises

Grade 10

Unit 1: Observing

History of Art: Pop Art

Performance art Technique: ceramic, performance

Unit 2: Human being and art

History of art: minimalism, Anish Kapoor, Christo

Technique: origami, installation art

Unit 3: Art and society

History of art: Cynical realism

Technique: Collage with fabric

Final project



Thank you!

For more information, please write to
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