

Information Booklet

Offering the Middle Years Programme at MGIS

A Manual for Teachers, Parents and Students

Mahatma Gandhi International School

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Message from the IBMYP Coordinator

Dear Students and Parents,

Mahatma Gandhi International School (MGIS) is the first school affiliated to the International Baccalaureate in the state of Gujarat. The school has been authorised to deliver the Middle Years Programme (IB MYP) since 2002. This manual has been designed to give teachers, students and parents an understanding of the Middle Years Programme offered at Mahatma Gandhi International School (MGIS). This manual covers the program framework and the curriculum outline as well as the Vertical Planning of the curriculum as delivered at MGIS.

The curriculum is delivered meets the prescribed requirements as mandated in the published guides provided by the International Baccalaureate Middle Years Programme. At MGIS, the MYP is offered in Grades 9 and 10. All information provided are correct and upto date at at the time of printing, please note however that the IBMYP undergoes constant revision.

We look forward to creating innovative and challenging learning opportunities for our students and engaging with the community on meaningful projects.



Minoo Joshi
IBMYP Coordinator
Since 2000

About Mahatma Gandhi International School



Mahatma Gandhi International School (MGIS) is a successful and award winning Public Private Partnership between educationalists Dr Pascal Chazot, Ms.Anju Musafir and the government (Ahmedabad Municipal Authorities) to set up a landmark in quality education. It is a torchbearer of inclusive and progressive education for the city, the state of Gujarat and the country. The story of MGIS began as a dream to create a school where children are happy. It is ranked as one of the top schools in the state and among the top 20 schools in India.

MGIS is one of the most affordable IB schools in the world. This attracts students from France, UK, USA, Canada, South Africa, Australia, Dubai, Nepal, Mongolia, Korea and other countries. Students migrate to Ahmedabad, which is a small city, specifically to study in our school. What attracts them is the fact that MGIS offers quality, hands on education that meets international benchmarks. The unique pedagogy titled Generated Resource learning (GRL) is the USP of MGIS, it attracts parents and students as children have the space to learn through experiential projects with links to real life, in an environment which is student centric and democratic. It helps students develop critical thinking skills, international mindedness and develop a strong sense of awareness of their place in today's world.

Unlike most IB schools which are considered to be elitist, MGIS has created a niche for itself, integrating children of the poorest of the poor alongside the children coming from middle class and high income backgrounds through full and part scholarships as well as affordable fees.

A Pioneer

MGIS is the first school authorised to offer the International Baccalaureate in Gujarat. It is also the first school in India approved to deliver the BTEC program in Creative Media Production. It is the only school in Gujarat that offers accreditation from Mission Laïque Française. MGIS was the first in the state to opt for technology infused learning and filmmaking, integrating Apple and Google technology in the classroom long before other Indian schools.

Founding principles, Inclusive Education and Pedagogical Framework

The founding philosophy of the school is that diversity (economic, social, cultural, intellectual, physical, linguistic, religious, physical etc.) is a vital tool in the learning process. The principles of non-violence, equality and dignity of labour that Gandhiji stood for, are our founding principles that permeate everyday school life. The school's pedagogy promotes intercultural understanding and mutual respect by celebrating all forms of diversity in the class. One fifth of our students come from socio-economically disadvantaged backgrounds; the trust bears the full cost of these students' education from K-12. The school also integrates differently abled children and children facing difficulty in learning.

The onus of the learning process at MGIS is student well-being and happiness through purposeful and engaging class projects so that students learn to become autonomous, compassionate and academically rigorous. Students are active learners and work projects linked to real life that are by nature interdisciplinary. MGIS pedagogy is not only experiential, it also utilises all five senses, space and movement and makes optimal use of human and material resources within the learner's surrounding. Students learn to create outcomes of professional standards such as films, calendars, food products, reports, essays, e-books, apps, 3D models, presentations etc. Students present their learning through different modes of communication such as art, drama, technology etc. thereby developing different Approaches to Teaching and Learning skills. Class activities allow students to work in groups or individually depending on the task such as games, hands on activities, experiments, cooking, lab work, field trips, oral presentations, role plays, debates, discussions, extempore speeches, presentations, written documents, process journals, log books, reports, charts, essays, research investigations, reports, etc. Classes are taught in the language of instruction (English) as well as the local and national languages, as relevant. Mother tongue language of the students is encouraged and mother tongue retention classes are offered in Hindi, Gujarati and French, which has a sizeable number of students.

Affiliations

The school started in 1998. It is the first IB school in the state of Gujarat. It is authorised to offer the IB Middle Years Program, the IB Diploma Program, the Mission Laïque Française, the Cambridge Assessment International Education and the BTEC in Creative Media Production Level 3 to 5. MGIS is a candidate school for IBCP and is expected to be one of the first schools in India to offer the newly launched IB Career-Related Program. At the request of the government of Gujarat, MGIS started the Mission Laïque Française program to offer educational services to expatriate experts shifting to Gujarat as part of the Vibrant Gujarat MOUs.

School mission statement

The school is committed to provide quality education that is accessible to all sections of society irrespective of caste, socio-economic status, religion and nationality. Through its pedagogy, it strives to encourage and develop the learner as a compassionate human being.

The school seeks to promote inter-cultural understanding and mutual respect by encouraging all forms of diversity (cultural, intellectual, physical, linguistic and other) within and without the classroom in order to engender diverse learner interactions, which are a fundamental resource to its innovative pedagogy.

The school is committed to develop and implement a pedagogy which allows for learning to be an enjoyable experience that is purposeful, logical and coherent. The school is inspiring the community to foster the spiritual dimension in education through practices that develop both sides of the brain with intuition, imagination and mindfulness. The learning environment encourages students to be independent, creative thinkers with compassion towards other beings.

The 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 organisation works with schools, governments and international organisations 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.

- In the very early stages of engaging with the MYP, a school will explore the feasibility of aligning its own mission statement with that of the IB revise as and when required.

What is the IB Middle Years Programme (MYP)?

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The IB Middle Years Programme:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.

MYP Principles

INTERNATIONAL EDUCATION

The principles of the MYP are deeply rooted in international education. They are shared by all the IB programmes, are stated within the IB's mission statement and provide a framework for constructing a school's own curriculum. The driving force behind all IB programmes is a deeply held philosophy about the nature of international education. This philosophy is reflected firstly in the IB mission statement, which expresses the IB's overall purpose as an organisation promoting and developing programmes of international education. Secondly, the IB has made a statement of its beliefs and values as defined by the outcomes of student learning in IB World Schools. The IB defines this learning through a learner profile that encompasses the aims of the curriculum.

INTERNATIONAL-MINDEDNESS

The attempts to define international-mindedness in increasingly clear terms and to move closer to that ideal in practice are central to the mission of IB World Schools. Given the variety and complexity of schools, and the elusive nature of the concept of international-mindedness itself, it would be naive to propose



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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any simple definition and expect it to stand up to rigorous examination. Rather, the IB suggests that the definition reflects a range of interrelated factors, as explored in this guide.

However, in examining these factors during the years since the inception of the MYP, a profile has emerged of the kind of student who represents the essence of the programme, the kind of student who, in establishing a personal set of values, will be laying the foundation upon which international-mindedness will develop and flourish. The attributes of such a learner are listed in the IB learner profile. IB World Schools should be proud to send out into the world students who exemplify the attributes expressed in this profile.

Learner Profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the IB learner profile.

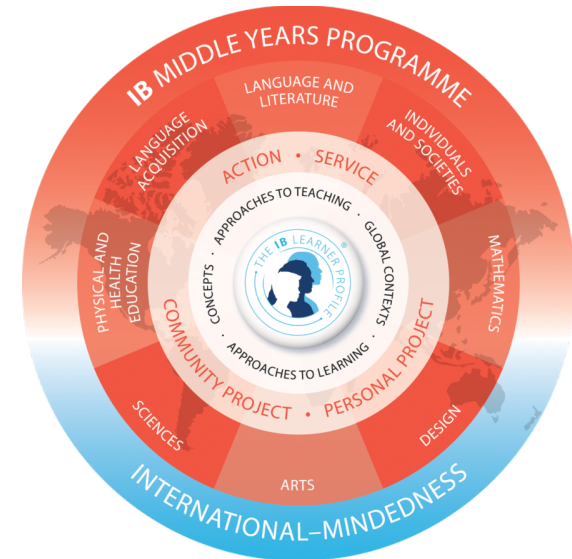
The profile aims to develop learners who are:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Middle Years Programme Framework

The International Baccalaureate (IB) Middle Years Programme (MYP) comprises eight subject groups:

- Language acquisition.
- Language and literature.
- Individuals and societies.
- Sciences.
- Mathematics.
- Arts.
- Physical and health education.
- Design.



The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it

Distinctive Features of the Middle Years Programme

At the core of all IB Programmes is the learner profile, 10 attributes fostered in students that promote their development as responsible members of their local, national and global communities. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

In the MYP, students study 8 subject groups, with a minimum of 50 teaching hours per subject group each year. Distinctive features of the MYP include:

- Key and related concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- Global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.

- Approaches to teaching and learning, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- Action and service, essential components of the MYP, set out clear learning outcomes that grow from students' participation in local and global communities. MYP projects are informed by respected models of service learning and provide stepping stones toward the Diploma Programme's core requirements for Creativity, Action and Service (CAS).
- The personal project, for students completing the programme in year 5, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

Approaches To Learning: Student Learning Expectations- “Learn How To Learn”

MYP approaches to learning(ATL) is a solid foundation for learning independently and with others. ATL skills -communication, social, self -management, research and thinking skills help students prepare for, and demonstrate learning through meaningful assessment. ATL promotes the development of attitudes and dispositions that are important for lifelong learning. They provide a common language that students and teachers can use to reflect on and articulate the process of learning. It helps students to reflect purposefully on their learning (metacognition), understand the diversity of human learning needs, evaluate and provide evidence of their learning, meet MYP subject group aims and objectives, share responsibility for creating productive, cooperative and safe learning environments, develop the confidence to try new strategies and explore new concepts and contexts for learning. It prepares them for further study and as responsible participants in local and global communities.

ATL skills can be described as cognitive- learner-initiated use and practice of active information-processing and retrieval strategies, affective (social and emotional)- self-management of mood, motivation, interpersonal relationships and attitudes toward learning, metacognitive- awareness, understanding and control of personal learning processes.

Global Contexts

IDENTITIES AND RELATIONSHIPS

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

ORIENTATION IN SPACE AND TIME

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations from personal, local and global perspectives.

PERSONAL AND CULTURAL EXPRESSION

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

SCIENTIFIC AND TECHNICAL INNOVATION

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

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FAIRNESS AND DEVELOPMENT

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Subjects Groups

ARTS

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning. Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

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

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

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

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

DESIGN

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

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

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

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

INDIVIDUAL AND SOCIETIES

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

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

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

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

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

LANGUAGE ACQUISITION

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

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

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

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

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multi literacy skills through the use of a range of learning tools
- 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
- recognise and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

LANGUAGE AND LITERATURE

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

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

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

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

SCIENCES

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

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

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

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

PHYSICAL AND HEALTH EDUCATION

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

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

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

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

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

MATHEMATICS

The framework for MYP mathematics outlines four branches of mathematical study.

1. Number
2. Algebra
3. Geometry and trigonometry
4. Statistics and probability

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

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

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking

- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalisation and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

INTERDISCIPLINARY LEARNINGS

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful. In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

MYP schools must engage students in at least one collaboratively planned interdisciplinary unit in each year of the MYP in order to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

The aims of interdisciplinary learning in the MYP are to:

- develop a deeper understanding of learning skills and apply them in meaningful contexts
- integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines
- inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
- reflect on and communicate understanding of the interdisciplinary learning process
- experience the excitement of intellectual discovery—including insights into how disciplines complement and challenge one another.

Assessment in the MYP

MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

A good curriculum develops a range of student skills. The MYP encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organised debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.

Curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

THE MYP: A UNIQUE APPROACH, RELEVANT FOR A GLOBAL SOCIETY

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

MYP teachers organise the curriculum with appropriate attention to:

• TEACHING AND LEARNING IN CONTEXT.

Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.

• CONCEPTUAL UNDERSTANDING

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

• APPROACHES TO LEARNING (ATL)

A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.

• SERVICE AS ACTION (COMMUNITY SERVICE).

Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.

• LANGUAGE AND IDENTITY

MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity formation.

Projects

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. In schools that include MYP years 5, all students must complete the personal project. In programmes that include MYP years 4 or 5, schools may offer students the opportunity to do both the community project and the personal project. In schools that include MYP year 3 or 4, students must complete the community project.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

The community project and personal project emphasise experiential learning, which is developed further in community and service in both the CP and DP. Through MYP projects, students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community.

The community project and the personal project are known together as MYP projects.

The **community project** focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

The **personal project** encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

Approaches to Learning Skill Development Matrix

Skill Category	Skills Clusters	MYP 4- Grade 9 Using/Practitioner Demonstrate the skills confidently and effectively(with teacher support where required)	MYP 5 -Grade 10 Expert/sharing Use the skill accurately and gauge how effectively the skill is used to be autonomous.
Communication	Skill Cluster I. Communication skills	To complete tasks on time, independently demonstrate the skills of reading, note taking, recording of information, speaking and listening, writing with teacher support when required.	To complete larger tasks within given deadlines independently. Independently make decisions and carry out the skills of reading, note taking, recording of information, and speaking and listening. Explain and justify actions and decisions on assessments and presentations on personal project.
	Effectively Communicate	Plans for effective communication through verbal, nonverbal, digital to complete complex tasks and summarise notes, paraphrase accurately and concisely almost all of the time.	Plans for effective communication verbal, nonverbal, digital to complete complex tasks, summarise notes. paraphrase accurately and concisely, practicing autonomy.
	Appropriately Express	Use intercultural understanding and consider and justify their responses, in expressing their opinions, beliefs, values, questions and choices.	Use intercultural and global understanding and consider and justify their responses, in expressing their opinions, beliefs, values, questions and choices.
	Reading variety of sources	Read a wide range of varied guided discipline-specific texts with an extensive range of representations and explore new ones on their own.	Read and view a wide range of independently chosen varied discipline-specific texts with an extensive range of representations.
	Listening to texts	Listen to a range of guided varied audio visual texts and respond to, interpret and evaluate ideas, information and opinion.	Listen to a range of guided and independently chosen audio-visual texts, and respond to, interpret and evaluate ideas, information and opinions.
	Interpreting and Analysing Texts	Compare and contrast information using strategies to interpret, evaluate and synthesise information of the texts with guidance.	Compare and contrast information using strategies to interpret, evaluate and synthesise information of the texts independently and with peer.
	Organizing varied texts	Organize and structure information logically using variety of digital media with guidance.	Independently organize and structure information logically using variety of digital media.

	Presentations	Plan, research, comprehend and prepare presentations on complex issues and subject specific topics, using visual and multimodal aspects creatively to demonstrate ideas and information and support opinions and engage the audience.	Independently plan, research, comprehend and prepare presentations on complex issues and subject specific topics, using visual and multimodal aspects creatively to present ideas and information and support opinions and engage the audience.
	Language for Interacting	Interacting in pairs, sub-groups and class activities, formal and informal debates to explore ideas, compare solutions, evaluate information and ideas, voice opinions and arguments in discussions with some guidance.	Interacting in pairs, sub-groups and class activities, formal and informal debates to explore ideas, compare solutions, evaluate information and ideas, voice opinions and arguments in discussions independently.
	Understanding terminology and Vocabulary	Guided learning of use of subject-specific terminology and vocabulary to express abstract concepts, and refine vocabulary choices for deeper understanding.	Learning the use and application of subject-specific terminology and vocabulary to express abstract concepts, and refine vocabulary choices for deeper understanding independently.
	Collaborating to share and exchange	Share and exchange information and to get self and peer feedback through specific tools efficiently and to collaborate and purposefully gain knowledge.	Share and exchange information and to get self and peer feedback through specific tools efficiently and to collaborate and gain further knowledge.
Social Skills	Skill Cluster II. Collaboration Skills	Independently demonstrate the skills of collaboration, active listening, and giving/receiving feedback with teacher support when needed. Active engagement in the community project.	Independently make decisions about carrying out skills of collaboration, active listening and giving/receiving feedback, and can explain and justify actions and decisions on internal assessments and personal project.
	Understanding Relationships	Understand how relationships are important between peers, parents, teachers and other adults, and exercise the skills needed to manage relationships.	Manage how relationships are important between peers, parents, teachers and other adults, and practice the skills needed for different types of healthy relationships.
	Appreciating Diverse Perspectives	To appreciate diverse perspectives through their personal value system and analyse its effects of their actions keeping cultural quotient and aspect.	To appreciate diverse perspectives and articulate through their personal value system and analyse the effects of actions for diverse views, keeping cultural quotient and aspect.
	Contributing to Society	To contribute, analyse personal and social roles and responsibilities in planning and implementing for the communities.	Acting and analysis of personal and social roles and responsibilities in planning and implementing ways of contributing for the communities.

	Negotiating and Resolving Conflict	To generate, apply and evaluate strategies through listening and negotiating to prevent and resolve interpersonal problems and conflicts and learn to be mindful.	To generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts and exercise mindfulness.
	Developing Leadership Skills	To develop leadership qualities, develop strategies to address needs at local and global levels, and communicate these strategies for working and collaborating in diverse teams, on the skills and contributions of team members to complete complex tasks.	To develop leadership qualities, develop strategies to address needs at local and global levels, and communicate these strategies for working and collaborating in diverse teams, on making changes and on the skills and contributions of team members to complete complex tasks.
	Making Decisions	To make decisions and to develop and apply criteria to evaluate the outcomes of individual and group work.	To make decisions and to implement and apply criteria to evaluate the outcomes of individual and group work to analyse the consequences of their decision making.
Self Management Skills	Skill Clusters III. Organizational Skills	Students independently use google docs and other software to organize their work. Students reflect on challenges and evaluate results, with teacher support when needed.	Students independently use google docs and other software to organize their work. Students explain and justify actions and decisions on assessments and personal project.
	Working Independently and Showing Initiative	To work independently and show initiative by prioritising and managing resources effectively to achieve personal goals and learning outcomes; create plans and follow through with completing summative assessments.	To work independently and show initiative by prioritising and managing resources effectively and be autonomous to achieve personal goals and learning outcomes; create plans and follow through with completing summative assessments and personal project.
	Developing Self-Discipline and Setting Goals	To analyse self-discipline strategies and personal goals to meet short and long-term assignment deadlines; come to class prepared with assigned work given and be actively involved in Community project.	To independently analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts to meet short and long-term assignment deadlines; come to class prepared with assigned work given and for personal project.

	Applying Digital Information Security Practices Applying Personal Security Protocols	Understand the need of protecting information and the risks associated with online platforms and use security processes when using ICT communication tools when collaborating with local and global communities.	To implement the need of protecting information and the risks associated with online platforms and use appropriate security processes and code of conduct when using ICT communication tools when collaborating with local and global communities.
	IV. Affective Skills Understanding Themselves as Learners	To evaluate the effectiveness of commonly used learning strategies and work practices; learn to focus and concentration strategies to overcome distractions, being aware of body-mind connections and be mindful.	To evaluate the effectiveness of commonly used learning strategies and work practices and independently use these as required; become focused and concentration strategies to overcome distractions, being aware of body-mind connections and be mindful.
	Recognizing Personal Qualities and Achievements	To assess their strengths and challenges and devise personally appropriate strategies to achieve further success through perseverance.	To assess their strengths and challenges and identify learning styles to devise several options for personally appropriate strategies to achieve further and future success through perseverance.
	Recognizing Emotions	To reflect on their emotional responses to varied and challenging situations in a range of learning, social and academic contexts by applying model methods of overcoming impulses, preventing bullying, and reducing stress and anxiety by emotional management.	To reflect critically on their emotional responses to diverse challenging situations in a wide range of learning, social and academic contexts by consistently applying model methods of overcoming impulses, preventing bullying, and reducing stress and anxiety by emotional management.
	Exhibiting Confidence, Resilience and Adaptability	To evaluate and rethink approaches to tasks to take account of difficult situations and regularly use personally effective methods for dealing with being disappointed and learning how to bounce back and learn to be resilience.	To evaluate, rethink and modify approaches to tasks to take account of unexpected or difficult situations and be a role model for how to use personally effective methods for dealing with being disappointed and learning how to bounce back and practice resilience.
	V. Reflection Skills Reflecting on Processes	To understand and develop new skills and evaluate one's own development of ATL skills and learning strategies, and identify personal strategies and practice of skills as needed.	To apply the acquired skills and to evaluate evidence and make changes as needed; evaluate one's own development of ATL skills and learning how to learn and apply strategies and its effectiveness.

	Developing Reflective Practices	To reflect on feedback from peers, teachers and other adults, to analyse personal characteristics that contribute to the personal learning styles and attributes. And taking into consideration the ethical, cultural and environmental implications.	To reflect and implement on the feedback from peers, teachers and other adults, to analyse personal characteristics that contribute to the personal learning styles and attributes. And taking into consideration the ethical, cultural and environmental implications and consequences.
Research Skills	Skill Clusters VI. Information Literacy VII Media Literacy	To independently use technology and digital tools. Appropriate ways to format writing, with in-text referencing, citation, and bibliography with teacher support when required.	To Independently identify relevant and applicable research information, make decisions, explain and justify and conclude. Application of these skills acquired and learnt for the Personal project. Unassisted of teacher support. Use of software like easy-bib, bib-me, for citations, bibliography, writing footnotes, importance of attaching the appendix. Use of Turn it in or Grammarly for plagiarism and academic honesty.
	Recognizing Intellectual Property	To identify the ethical implications and practice honesty that protect intellectual property, use of Chicago manual style of application of referencing conventions, in in-text citations and paraphrasing within the text, bibliography, references, and citation.	To identify the ethical implications and its consequences, practice honesty and that protect intellectual property, use of Chicago manual style of application of referencing conventions, in in-text citations and paraphrasing within the text, bibliography, references, and citation.
	Selecting Information and ICT	To select and use a range of ICT data and websites and internet for search engines with guidance and independently to analyse information.	To select and use a range of ICT data, websites and internet search engines independently and collaboratively to analyse information.
	Presenting information	To present information logically in a variety of formats by locating or generating precise data and information independently or with guidance.	To present information logically in a variety of formats by independently locating or generating precise data and information.
	Selecting and Evaluating of Data and Information	To develop and evaluate the authenticity and credibility of the primary and secondary information and sources.	To develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources

	Inferencing of data	To infer data and statistics from the digital and social media and make the right choices.	To infer and evaluate data and statistics from the digital and social media and make the right and informed choices.
Thinking Skills	Skill Clusters VIII. Critical Thinking Skills	To independently demonstrate critical thinking and higher order thinking skills, creative thinking, and connecting previous knowledge, with teacher support when needed.	To independently make decisions about carrying out critical thinking and higher order thinking skills, creative thinking, and connecting previous knowledge, and explain, justify and conclude actions and decisions.
	Presenting Questions	To generate questions to analyse complex issues and abstract ideas	To generate questions to critically analyse complex issues and abstract ideas
	Organizing and Processing Information	To organize relevant information and formulate arguments in collaboration and guidance.	To organize and process relevant information and formulate arguments independently and in collaboration.
	Identifying and Clarify Information and Ideas	To identify and clarify complex information and ideas from various sources, appropriate to the assignment.	To apply the multiple perspectives to the complex information and ideas from a range of sources, appropriate to the assignment.
	Drawing Conclusions and Charting of Course of Action	To draw conclusions by using logical and abstract thinking to analyse and synthesize information for further course of action.	To draw conclusions and reflect by using logical and abstract thinking to analyse and synthesize information for further course of action.
	Evaluating Procedures and Outcomes	To evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria.	To critically evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria and specifications.
	Solutions through logic and reasoning	To find solutions by analysing, reasoning and applying logic for the choice of resources	To find solutions by evaluating, analysing, reasoning and applying logic for the choice of resources.
	IX. Creative Thinking Skills Multiple perspectives	To visualize and think of multiple alternatives and creative options by modifying and propose novel solutions with some guidance.	To visualize and think of multiple alternatives and creative options independently by modifying and discern novel solutions.

	Designing and Creating products and solutions	To improvise, redesign and create new works in groups and generate products.	To independently design, create new original works and generate products to give solutions.
	Practicing flexibility and visible thinking techniques	To strategize by identifying and thinking multiple arguments that are pros and cons and develop diverse and complex patterns in ideation.	To strategize and evaluate by identifying and thinking multiple arguments that are pros and cons and develop diverse and complex patterns in ideation.
	Thinking How to Think (Metacognition)	To learn to take meta position in the learning arena and develop reflective skills by using the what? How and Why? process. To justify varied viewpoints and one's own possible contextual understanding and view point.	To constantly reflect and to learn to meta position in the learning arena and develop reflective skills by using the what? How and Why? process. To justify varied viewpoints and one's own possible contextual understanding and view point and evaluate.
	X. Transfer Skills Transferring Knowledge into New Contexts	Make connections between the different disciplines in familiar contexts by combining knowledge and gaining different perspectives.	Make connections between the different disciplines by combining knowledge and gaining different perspectives and apply skills in familiar and unfamiliar contexts without any guidance.
		To use effective learning strategies and identify one's own personal learning style for conceptual understanding between disciplines to transfer the knowledge and learning in different contexts	To use effective learning strategies and identify one's own personal learning style for conceptual understanding between disciplines to transfer the knowledge and learning in different contexts and evaluate the situations.

Curriculum: Subject group overview

MYP Year 4: Language and Literature

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Characters and Motivation	Perspective	Point of View, Self expression	Identities and relationships	The study of various literary characters helps cultivate a critical stance and sensitivity along with a new perspective towards literary texts.	A. Analysing B Organising C Producing text D. Using Language	Communication communication, Social collaboration, Self-management organization, affective, reflective, Research information literacy, media literacy, Thinking critical thinking, creative thinking, transfer skills	Frameworks for analysing literature: Plot, Theme, Character, Symbol, Literary Devices: Alliteration, Euphemism, Simile, Metaphor, Personification, hyperbole, Paradox, Oxymoron, Irony, Onomatopoeia, Imagery, Paronomasia Learn and understand: Foreshadowing, Story Arc, Timelines, Flashbacks, Parts of a story, character development, essay writing, analysis. Read and analyse as part of class activity: 1. The Bet, The Chameleon and An Upheaval by Anton Chekhov. 2. Dust, The Interlopers, The Open Window and The Story-Teller by Saki. 3. O Henry- The Gift of the Magi, The Last Leaf, The Cop and the Anthem, The Skylight Room, The Third Ingredient, Springtime A La Carte, An Unfinished Story. by O Henry 4. Soliloquies and Prose Extracts from Julius Caesar, The Merchant of Venice, Much ado about nothing and Twelfth Night by Shakespeare.

Curriculum: Subject group overview

MYP Year 5: Language and Literature

Unit title	Key concept	Related concept(s)	Global context)	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
The Magical and the Real	Creativity Communication	Purpose Self-Expression Style	Personal and Cultural Expression	The creator's intention and linguistic style shape the exploration of one's personal and cultural expression.	A Analysing B Organising C Producing text D Using language	<p>Communication communication,</p> <p>Social collaboration,</p> <p>Self-management organization, affective, reflective,</p> <p>Research information literacy, media literacy,</p> <p>Thinking critical thinking, creative thinking, transfer skills</p> <p>Learner Profiles</p> <p>Knowledgeable Communicators Thinkers Reflective Inquirers</p>	<p>Watch and discuss magical realism elements in a variety of fantasy films- Chocolate, The One I Love, Amélie, The Shape of Water.</p> <p>Acquaint with literary device and their functions in the MR stories: Theme, Simile, Metaphor, Foreshadowing, Personification, Imagery, Symbol, Irony etc.</p> <p>Read extracts from the following MR novels discuss how in the various ways the mechanism of magical realism works. The House of the Spirits by Isabelle Allende, Love in the time of Cholera The Mistress of Spices by Chitra Banerjee Divakaruni</p> <p>Read the following short stories "The Handsomest Drowned Man in the World", "A Very Old Man with Enormous Wings", "Light is Like Water" and "Eyes of a Blue Dog" by Gabriel Garcia Marquez The Smallest Woman in the World by Clarice Lispector, The Book of Sand by Jorge Luis Borges</p> <p>Does the change in form affect how the elements of Magical Realism are experienced by a reader/viewer?</p>

Curriculum: Subject group overview

Language Acquisition (Hindi)

PHASE 1 CYCLE 1

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Mai aur mera parivaar	Communication	Purpose Context	Identities and Relationships	Language plays an important role in <u>communicating the context</u> and <u>purpose</u> of self and peer introduction.	A: Comprehending spoken and visual text: B: Comprehending written and visual text C: Communicating in response to the spoken and / or written and / or visual text D: Using language in spoken and /or written form.	ATL Skills Communication Use a range of speaking techniques to communicate with a variety of audiences. Learner Profiles: Communicator Open-minded	Topics : Alphabet recognition Vocabulary Self - Introduction and introducing friends to an audience Formulating questions in Hindi to find out details about others. Introduction to Basic grammar (Gender, Tenses, singular/Plural/neutral) Basic language Comprehension Giving and following instruction Knowledge : Listening Speaking: Giving and following instruction in class Listening to the introduction of peers, speaking about oneself. Viewing and Interpreting: Alphabet recognition Reading Comprehension : Reading picture words for basic vocabulary Writing : Writing alphabets and simple words without matras Skills: Listening, Speaking, Interpreting, Recognising alphabets and matras, Reading simple texts and Writing

PHASE 1 CYCLE 2

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Meri chhoti si duniyaaan	Connections	Context Audience	Identities and relationships	Language plays an important role in making <u>connection</u> <u>s</u> to the <u>context</u> of who we are to a chosen <u>audience</u> .	A: Comprehending spoken and/or visual text: B: Comprehending written and visual text C: Communicating in response to the spoken and / or written text D: Using language in spoken form.	ATL Skills Communication Use a range of speaking techniques to communicate with a variety of audiences. Learner Profiles: Communicator Open-minded	Topics : New Vocabulary Self - Introduction and introducing friends to an audience Formulating questions in Hindi to find out details about others. Introduction to Basic grammar (Gender, Tenses, singular/Plural/neutral) Basic language Comprehension Giving and following instruction Knowledge : Listening Speaking: Giving and following instruction in class Framing questions to find out details about others Viewing and Interpreting: Alphabet recognition and simple words Reading Comprehension : Reading picture words for basic vocabulary Writing : Writing alphabets and simple words without matras Skills: Listening, Speaking, Interpreting, Recognising alphabets and matras, Reading simple texts and Writing

PHASE 2 CYCLE 1

Unit title	Key concept	Related concept	Global context)	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Language through poetry	Communication	Form Meaning	Personal and cultural expression	Poetry is a creative <u>form</u> to express thoughts, ideas and feelings with <u>meaning</u> , which <u>communicates</u> the personal and social experiences over time.	A: Comprehending spoken and visual text: B: Comprehending written and visual text C: Communicating in response to the spoken and / or written and / or visual text D: Using language in spoken and /or written form.	Communication Exchanging thoughts, messages and information presented the poems and visuals Critical thinking Formulate factual, topical, conceptual terminology related to poems Consider ideas from multiple perspectives presented in the poems Learner Profiles: Communicator Knowledgeable	Topics : Poems relating to vendors like fruit seller and toy seller Format, style and structure of poems, building vocabulary, synonyms, rhyming words Knowledge : Listening Speaking: Listening to poems read by the teacher and peers, audio recordings of poems Viewing and Interpreting: Viewing the pictures of the setting of the poems and interpreting the names of the objects. Reading Comprehension : Reading the poems, identifying new words in the poems and understanding the meaning of the same. Writing : Writing new words and lines of the poems, creating new lines in existing format by replacing appropriate words. Skills: Listening, Speaking, Interpreting, Recognising alphabets, matras, and words, Reading simple poems and writing familiar and new words.

PHASE 2 CYCLE 2

Unit title	Key concept	Related concept	Global context)	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Language through stories	Communication	Message Audience	Personal and cultural expression	Stories <u>communicate</u> personal, social and cultural experiences with an underlying <u>message</u> to a target <u>audience</u> .	A: Comprehending spoken and visual text: B: Comprehending written and visual text C: Communicating in response to the spoken and / or written and / or visual text D: Using language in spoken and / or written for .	Communication Exchanging thoughts, messages and information presented the stories and visuals Critical thinking Formulate factual, topical, conceptual terminology, Consider ideas from multiple perspectives presented in the stories) Learner Profiles: Communicator Knowledgeable	Topics : Short stories from <i>Panchatantra and Jataka</i> tales, building vocabulary, synonyms, words with the same matras, Knowledge : Listening Speaking: Listening to stories read by the teacher and peers, audio visuals of stories Viewing and Interpreting: Viewing the audio visuals, pictures with little text and interpreting the names of the objects. Reading Comprehension : Reading the stories, identifying new words in the stories and understanding the meaning of the same. Writing: Writing new words and simple short sentences Skills: Listening, Speaking, Interpreting, Recognising alphabets and matras, Reading simple poems and writing familiar and new words.

PHASE 3 CYCLE 1

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Aakashvani karyakram	Creativity	Audience, message	Fairness and Development	<u>Creativity</u> is nurtured through the process of learning language to express existing information(<u>message</u>) from new perspectives to interact with a target <u>audience</u>	A: Comprehending spoken and visual text B : Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	Thinking skills : Critical : Analysing and evaluating issues and ideas Creative : Create original works and ideas; use existing works and ideas in new ways Communication (Exchanging, messages, information effectively through a radio show) Social Skills (Collaboration) Learner Profiles: Thinker Communicator Principled	Topics: Election process and procedures, Song: <i>Chunaav paathshaala geet</i> , Text : <i>Bharatiya loktantr</i> , Picture story: <i>Garv se bano matdaata</i> , animated film, skit, radio show Knowledge: Listening Speaking: Listening to song read by the teacher and singing it with peers, giving a tune to the song, Reading the texts on election process, hearing jingles and some samples of radio shows in Hindi. Viewing and Interpreting: Viewing the visuals of the picture story, forms 6, 7, 8, pictures with little text and interpreting the details of the forms, and other associated information. Reading Comprehension : Reading the song, story, text, identifying new words in the stories and understanding the meaning of the same. Writing : Creating a vocabulary wall related to election, writing their script for the radio show. Skills: Listening, speaking, singing, making jingles, conducting interviews, speaking with various intonation, voice modulation, reading information with proper pronunciation, writing jingles, precise information of election process, script for the radio show.

PHASE 3 CYCLE 2

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Kahaaniya niyon se	Connections	Theme, point of view	Identities and relationships	Legends and folk tales <u>connect</u> people across the world using universal <u>themes</u> that express beliefs and values, offering varied <u>points of view</u> .	A: Comprehending spoken and visual text B : Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form	Thinking skills : Creative : Create original works and ideas; use existing works and ideas in new ways Communication: Reading, writing and using language to gather and communicate information Social Skills(Collaboration) Learner Profiles: Thinker Communicator Inquirer	Topics Stories across India like <i>Akbar –Birbal</i> , <i>Tenali Rama</i> and <i>Vikram -Betaal</i> , stories from Puranas, Stories across the world through translations in Hindi Knowledge Listening Speaking: Listening to stories read by the teacher and peers, audio visuals of stories Viewing and Interpreting: Viewing the audio visuals, describing the scenes, interpreting the situations in the visuals Reading Comprehension : Reading the stories, understanding the point of view of the author and the theme of the stories, group discussion on various aspects of the stories Writing : Writing sentences using descriptive words, answering questions based on the stories, identifying characters and the lines spoken by them. Skills Listening, speaking, reading aloud the stories with proper emotion and intonation, identifying describing words(adjectives), writing sentences using adjectives, identifying lines spoken by the characters of the stories, writing answers to show understanding of the texts.

PHASE 4 CYCLE 1

Unit title	Key concept	Related concept(s)	Global context)	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Personal Narrative	Communication	Purpose, point of view	Personal and cultural expression	The <u>purpose</u> of language is to <u>communicate</u> <u>points of view</u> and demonstrate one's expression of ideas and experience through a personal narrative.	A: Comprehending spoken and visual text B : Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form.	Thinking skills : Creative : Create original works and ideas; use existing works and ideas in new ways Communication Exchanging thoughts, messages and information effectively through interaction Social Skills (Collaboration) Learner Profiles: Thinker Communicator	Language comprehension through articles related to flea markets and some narratives Personal Response to written texts Point of View in articles, descriptive sentences Grammar : Sentence structure use of language for direct and indirect speech Adjectives for describing thoughts, feelings and expressions, identifying adverbs, summarizing experiences of the flea market set up for the school community Knowledge : Listening and Speaking: Listening to the articles read by the teachers and peers, discussing the experiences of flea market, answering questions posed by the teacher Viewing and Interpreting: Identifying objects in the visuals of the flea market, interpreting the scenes of the flea market, describing the pictures using adjectives and adverbs. Reading Comprehension: Reading newspaper articles on flea markets, other articles related to flea markets and narratives Writing: Writing descriptive words, sentences to describe pictures and visuals of flea market, paragraph writing to summarise the events captured in the pictures, writing their experience to create their book, chitrakatha Skills: Listening, Speaking, Interpreting, reading, writing adjectives, summary of events, analyzing and responding to the ideas presented in the articles

PHASE 4 CYCLE 2

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Kavi ki kalpana	Creativity	Form Function	Personal and cultural expression	Poetry is a <u>form</u> of <u>creative</u> expression that reflects the personal, social and cultural experiences over time.	A: Comprehending spoken and visual text B : Comprehending written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and/or written form.	Communication (Exchanging thoughts, messages and information effectively through interaction) Thinking: Creative thinking : Use existing works and ideas in new ways, create original works and ideas; Critical thinking : Formulate factual, topical, conceptual and debatable questions, Consider ideas from multiple perspectives Learner Profiles: Communicator Thinker Knowledgeable	Topics : Poems on various themes, poems by famous poets Knowledge : Listening Speaking: Listening to poems read by the teacher and peers, audio recordings of poems Viewing and Interpreting: Viewing the pictures of the setting of the poems and interpreting the names of the objects, action words and words with implied meaning Reading Comprehension : Reading poetry with proper intonation with understanding of the emotions conveyed through the lines. Writing : Writing the lines of poems read in the class, comprehending questions based on the poems, synonyms of new vocabulary, Skills: Listening, Speaking, Interpreting, reading, writing new lines of poetry, identifying the poet's purpose of writing poems, analyzing the ideas presented in the poems.

PHASE 5 CYCLE 1

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
<i>Saahityik rachnayan</i>	Culture	Idioms, Theme	Orientation in space and time	The language of literary texts reflects the dynamic social environments (<u>culture</u>) in which people make themselves understood.	A: Comprehending spoken and visual text: B: Comprehending written and visual text C: Communicating in response to the spoken and/or written and/or visual text D: Using language in spoken and/or written form.	ATL Skills Thinking: Creative : Use existing works and ideas in new ways, create original works and ideas; Critical : Consider ideas from multiple perspectives Communication: Use appropriate forms of writing for different purposes and audiences, Reading, writing and using language to gather and communicate information, Read critically and for comprehension, Read a variety of sources for information and for pleasure Learner Profiles: Open- minded, Balanced, Communicator.	Topics: Author/Poet Study - Premchand , Sumitra Nandan Panth, Mannu Bhandari Poem - <i>Woh Todti patthar</i> (Sumitra Nandan Pant) Story - <i>Bhikharin</i> (Rabindranath Tagore) Knowledge : Listening Speaking: Analyse and draw conclusions from the information presented in the texts and poems read by the teacher, discuss the themes and idioms in the texts Viewing and Interpreting: Visualizing the imagery presented in the texts and poems to interpret the message and opinions from a global perspective Reading Comprehension : Reading and understanding the message given in the texts and poems to communicate with a sense of purpose and style. Writing : Character Sketch - Characters from the story <i>do kalakaar</i> , Author/Poet Study - Premchand , Sumitra Nandan Panth, Mannu Bhandari Poem - <i>Woh Todti patthar</i> (Sumitra Nandan Pant) Skills: Communication, thinking, reading aloud, analyzing, discussing and writing.

PHASE 5 CYCLE 2

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Saahityik rachnaayen (paryatan aadhaarit)	Connections	Point of view, context	Globalization and Sustainability	Language plays an important role in understanding different <u>points of view</u> by building <u>connections</u> between place and practices in <u>context</u> with lifestyle choices to promote sustainable and eco-friendly tourism.	A: Comprehending spoken and visual text: B: Comprehending written and visual text C: Communicating in response to the spoken and/or written and/or visual text D: Using language in spoken and/or written form.	ATL Skills Thinking: Creative : Use existing works and ideas in new ways, create original works and ideas; Critical : Consider ideas from multiple perspectives Communication: Use appropriate forms of writing for different purposes and audiences, Reading, writing and using language to gather and communicate information, Read critically and for comprehension, Read a variety of sources for information and for pleasure Research: Seek a range of perspectives from multiple and varied sources Learner Profiles: Open- minded, Caring, Communicator, Reflective.	Articles: <ul style="list-style-type: none"> ● <i>Satrangi kirno ki athkheliyanvala shaher Darjelling</i> ● <i>Cycle se apni kismat badalti nepali mahilaayen</i> ● <i>Bharat ke prasiddh suryamandir</i> ● <i>Jaaniye Kolkatta ki A.C Ghodagadi aur doosri ghodagadiyon ke barre mein</i> ● <i>Itihaas aur kimvadantiya saath-saath</i> ● <i>Registan ke rochak tathya</i> Knowledge : Listening Speaking: Analyse and draw conclusions from the information presented in the articles read by the teacher Viewing and Interpreting: Visualizing the imagery presented in the articles to interpret the message and opinions from a global perspective Reading Comprehension : Reading and understanding the message given in the articles and texts and communicating with a sense of purpose and style. Writing : Letter writing, essay writing, writing articles Skills: Communication, thinking, reflective and writing.

Curriculum: Subject group overview

MYP Year 4: Individuals and societies

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Touring the Civilisation	Time, place and space	Civilisation	Orientation in space and time	Past impacts and contributes to the construction of present	A: Knowing and Understanding B: Investigating C: Thinking Critically D: Communicating	Research and communication Learner profile: Knowledgeable and reflective	Roman Civilisation: History and origin, empire and its downfall, society structure and governance, life style of people :-food and clothing, education system, legacies, rituals (gods and goddesses) Greek Civilisation: History and origin, empire and its downfall, society structure and governance, life style of people :-food and clothing, education system, legacies, the Olympic games, mythology and related stories, rituals (gods and goddesses) Present day location on maps, what has changed since the time it originated? Language A: Poetry: Studying romantic poets and their poetry, exploring themes of Nature and travel/journey, learning and identifying literary devices, creating poems, learning to write poem analysis. The students were introduced to newspaper article writing layouts, structure and language. Writing travel articles.

The united nations	Global Interactions	Right and citizenship	Fairness and development	International organisations play a significant role in global development.	A: Knowing and Understanding B: Investigating C: Thinking Critically D: Communicating	Research and thinking Learner profile: Caring Principled	Origin, goals and the structure of the UN Different parts of the UN and their role Role of the UN in addressing global problems Exploration of the role of the UN security council in keeping peace Review case study of Darfur and learn peacekeeping operations What are Millennium development goals and why were they created What are human rights? How has the UN worked for human rights? Examination of the importance of children's rights. Role of the security council Role of the Olympic truce and its extension
Space tourism	Development	Sustainability	Scientific and technical innovation	Advances in technology can create opportunities and challenges for humankind	A: Knowing and Understanding B: Investigating C: Thinking Critically D: Communicating	Research Thinking Collaboration Learner profile: Risk-takers Open-minded	What is space tourism, advantages and disadvantages, statistical survey and analysis, understanding the cosmic world, planets and its composition, unique features, celestial bodies, origin and name, comparison with other planets, design space tour for specific planet keeping in mind various roles like event manager, rocket specialist, fashion designer and location scout.

Curriculum: Subject group overview

MYP Year 5: Individuals and societies

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objectives	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Gandhi and Martin Luther King	Change	Ideology Significance	Fairness and Development Exploration: Justice, peace and conflict management	Ideologies can lead to significant movements resulting in social justice, equality and peace in the societies.	A: Knowing and Understanding B: Investigating C: Thinking Critically D: Communicating	Communication Research Thinking Learner profile: Principled Balanced	Gather knowledge about the struggles of Great leaders. They examine the historical and social circumstances in which their struggle took place. Establish understanding about the key events in the lives of the two leaders supported by relevant facts and examples Show an understanding of people in past societies and display an awareness of chronology that links people and events through time Recognize and explain the similarities and differences in the strategies used by Mahatma Gandhi and King Martin Luther. Recognize and explain the similarities and differences in the strategies used by Mahatma Gandhi and King Martin Luther.

The league of nations	Systems	Conflict, cooperation	Identities and Relationships Exploration: Physical, psychological and Social development	International Cooperation is required to prevent future wars and disputes	B: Investigating C: Thinking Critically D: Communicating	Research Thinking Learner profile: Caring Inquirers	Events that led to the World War One. To understand how League of nations operates as a Governing system. Systems in Local, national and global societies The complex and dynamic nature of League of nations as a governing system Various issues that arise after World War One. Understanding of the Interdependence of societies and nations during and after World War One International and intercultural Awareness. Exploration of issues facing the international Community after world war one.
The French revolution	Change	Causality	Personal and cultural expression Exploration: Social constructions of reality; philosophies and ways of life;	How do ideas influence the society?	A: Knowing and Understanding	Communication Learner profile: Open-minded Knowledgeable	Understand and explain short term and long-term causes of change that led to the Revolution. Learn the social structures and controls within the French society during 18 th century. Understands the importance of rights and responsibilities within systems.

Curriculum: Subject group overview

MYP Year 4: Integrated Sciences

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Infectious diseases	Relationships	Consequence ; Interaction	Scientific and technological innovation	Scientific and Technical innovations advances enables societies to use, control and transform the function of organisms and biological inventions.	A: Knowing and understanding B: Inquiring and designing C: Evaluating and Processing. D: Reflecting on the impacts of science.	Communication skills Find information for disciplinary and interdisciplinary inquiries, using a variety of media Preview and skim texts to build understanding Organization skills Use appropriate strategies for organizing complex information Keep an organized and logical system of information files/ notebooks	Identify and Describe different types of diseases and information about some common diseases. Define and Discuss the differences between communicable and non communicable diseases Analyze the cause, spread, and prevention specific communicable diseases Describe some factors essential in the prevention of infectious diseases. Identify health challenges and solutions in various case studies. Apply their understanding of the spread of diseases and prevention methods to health problems relevant to themselves and their communities Reflect on the Impact of the medical tourism on the city.

The Nervous Endocrine system Homeostasis	Change	Consequence Balance	Scientific and technological innovation	Students understand how scientific technology benefits the human race in regulation of their internal environment and its consequences.	A: Knowing and understanding D: Reflecting on the impacts of science.	Critical thinking skills Evaluate evidence and arguments Propose and evaluate a variety of solutions Collaboration skills Exercise leadership and take on a variety of roles within groups Delegate and share responsibility for decision-making	Define, Understand and explore the role of Homeostasis - Feedback mechanism, through the exploration of the structure and function of human organ systems. Understand that organisms only develop or stay healthy if different variables within the body are kept in balance. The collaboration between the nervous and endocrine systems to regulate the steady state of different systems. Develop skills to design experiments that investigate homeostatic control in these systems. Explain the structure and function of the Nervous system-two major groups of the NS-CNS And PNS. Describe the role of the nervous system in homeostasis. Describe and observe the organisation of neurones into nerves. Describe the structure and function of a reflex arc. Create a table to identify the different systems in the NS. Explain the functions of the spinal cord and various regions of the brain. Explain the role of the peripheral nervous system in regulating the somatic (voluntary) and autonomic (involuntary) systems compare the functions of the sympathetic, parasympathetic of the autonomic NS. Analyse and explain the effects of various drugs on the nervous system. Should doping be made legal?
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Motion	Relationships	Movements Consequences	Scientific and technical innovation	Products processes and solutions. Relationship between movement and its consequences have resulted in scientific and technical innovation.	B: Inquiring and Designing C: Processing and Evaluating. Thinking Skills Social Skills	Thinker , Inquirer Communicator	Length and Time, Speed, Graphs of speed-time and distance -time, Mass and Weight, Density, Forces and their effects, Turning effects, Centre of Mass Connections With Math - Graphs
Thermal Physics	Change	Energy, Transformation	Globalization and sustainability.	Human impact on the environment Transformation of energy brings forth change resulting in Human Impact affecting globalization and sustainability.	A Knowledge and Understanding D: Reflecting on the impacts of science Communication Skills Research Skills	Communicator, Reflective.	Simple kinetic model of matter, Pressure and volume changes for a gas, Matter and thermal properties, Measuring temperature, Modes of heat transfer, Consequences of Heat Transfer. Essay writing on Need to develop alternate sources of energy." International-mindedness through engagement.
Waves	Systems	Interaction, energy	Orientation in space and time.	Exchange and Interaction Exchange of energy between systems result in the orientation of particles in space and time.	B: Inquiring and Designing C: Processing and Evaluating.	Thinking Skills Social Skills Thinker, Inquirer Communicator	General wave properties, reflection, refraction, Converging lens, electromagnetic spectrum, Sound, Learning Outcomes- becoming aware of strength and areas of growth, developing new skills, working in collaboration, persevere in action. Biology - impacts of sound waves.

Periodic table	Systems	Form Energy	Scientific and technical innovation	The periodic trend is a system of interaction between different forms and energy	A: Knowledge and Understanding	ATL: Research and Social Learner profile: Inquirers and communicators	Bohr's atomic model- sub-atomic particles, neutrons, protons, electrons, atomic number, atomic mass, Electronic configuration of elements, Properties of elements, Addition and removal of electrons – Ions, Chemical bonding- covalent and Ionic bonds Compound formation and properties of elements and compounds
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Curriculum: Subject group overview

MYP Year 5: Integrated Sciences

Unit title	Key concept	Related concept(s)	Global context)	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Metals, and reactivity. Chemical reactions	Systems	Movement Energy	Scientific and technical innovation	Technological advances make the use of physical and chemical properties of the elements to design and develop create new products.	A: Knowing and Understanding B: Inquiring and designing C: Processing and evaluating B: Inquiring and designing C: Processing and evaluating	Thinking: Critical, creative Social-Collaborative Learner Profile: Inquirer, Open-minded Communicator, Reflective	Atomic structures of the metals. Compare with the other the elements. Describe the reactions of metals with acid, water, Explain the trend in reactivity series.Extraction of metals.Uses of metals. Rate of reaction Collision Theory.Factors influencing rate of reaction. Concentration, surface area or particle size, temperature and catalysts.Corrosion
Fuels	Systems	Interaction	Globalization and sustainability	The global consumption of non-renewable natural resources impact society and natural environment and leading to reinvent other resources.	A : Knowing and understanding D: Reflecting on the impacts of science	Thinking: Critical Learner Profile: Thinker, Knowledgeable and Reflective	Crude Oil, fossil fuels, Fractional distillation, Names of compounds, Fuels, Homologous series, Structures of alkanes and alkenes, Properties of alkanes, alkenes and alcohols.Structures of the unbranched Polymerisation and plastics, Synthetic polymers, Natural polymers. Impact of plastics on environment. Say No To Plastics!Energy usage and its impact of oil on the environment.

Motion	Relationships	Movements Consequences	Scientific and technical innovation	Products, processes and solutions. Relationship between movement and its consequences have resulted in scientific and technical innovation.	B:Inquiring and Designing C:Processing and Evaluating. Thinking Skills Social Skills	Thinker , Inquirer Communicator	Pressure, Work, energy and power, Energy resources. Learning Connections With Math - Graphs
Genetics	Relationships	Consequences, Transformation	Scientific and Technical Innovation	Understand how relationship bring about transformation and consequences in context to their own identities and relationships	A:Knowing and understanding B: Inquiring and designing C. Processing and evaluating D. Reflecting on the impacts of science	Communication Collaboration Organization Reflection Information literacy Critical thinking Transfer	Define Inheritance, explain and differentiate between acquired and inherited characteristics. Genes and chromosomes ,structure and role of chromosomes in organisms. Mendel's laws, mitosis and meiosis. Construct models of mitosis and meiosis- using plasticine structure and function of nucleic acid - DNA,the DNA sequence of a gene to the amino acids. Demonstrate model of DNA- a double helix structure composed of nucleotide units. Biotechnology- GMO and GMF appreciation of continuity of life, new developments in the field of genetics, and variation among organisms.

Labyrinth of Blood	Change	Consequences Function	Identities and relationship Students explore physical and mental relationships to enhance health and wellbeing and life style choices. Students apply scientific knowledge and understanding of body systems to investigate the impact of exercises on it.	Changes in lifestyle can have impact in the functioning of the body systems of an individual.	B: Inquiring and designing C: Processing and evaluating	Communication Social Self Management Research Thinking Inquirers Reflectors Knowledgeable	Identify parts of the circulatory system. Structure and Functions of the human circulatory system. Locate and label the parts of the heart. Compare and contrast the deoxygenated blood and oxygenated blood. Track how the blood gets around the body. Identify and describe the function of the circulation, pulmonary and systemic circuits. Describe and Relate the role of the circulatory system to other major body systems. Describe the relationships between the respiratory and circulatory systems Explain the role of veins and capillaries. Describe the components of blood. (red blood cells, white blood cells, platelets and plasma) Explain how the heart beats. Explain what is meant by blood pressure. Discuss diseases of the heart. Conduct an investigation on the the effect of any physical activity on the heart. Document the process from scientific research question to hypothesis to conclusion.
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Waves	Systems	Interaction, Energy	Orientation in space and time.	Exchange and Interaction Exchange of energy between systems result in the orientation of particles in space and time.	B:Inquiring and Designing C:Processing and Evaluating. Thinking Skills Social Skills	Thinker , Inquirer Communicator	General wave properties, reflection, refraction, Converging lens, electromagnetic spectrum, Sound, Electromagnetic waves, Gravitational waves, General and Spatial relativity. Biology - impacts of biological clock and time dilation.
Electricity and Magnetism	Change	Environment Consequences	Globalization and sustainability	Human impact on the environment Increasing electrical energy production to meet the needs of an expanding global population can have environmental consequences.	B:Inquiring and Designing C :Processing and Evaluating. D:Reflecting on the impacts of science	Self management Research Information Literacy Inquirer, Knowledgeable, Principled, Reflective	Phenomenon of Magnetism, Electrical quantities like charge, current, potential difference ,e.m.f, resistance, Circuit diagrams, series and parallel circuits, Dangers of electricity. Writing a report on the field trip Visit to the electricity plant. Activity on Investigating Magnetism and Electricity.

Electro-Magnetic Effects	Change	Environment Consequences	Globalization and sustainability.	Human impact on the environment Increasing electrical energy production to meet the needs of an expanding global population can have environmental consequences.	D:Reflecting on the impacts of science.	Self management: Research Information literacy Inquirer, Reflective, Principled.	Magnetic effects of electric current, Force on current carrying conductor, d.c motor, electromagnetic induction, a.c.generator, Transformers. Preparing and presenting a PowerPoint presentation on the topic "Do high voltage transmission lines cause health risks?"
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Curriculum: Subject group overview

MYP Year 4: Mathematics

Unit title & teaching hours	Key concept	Related concept	Global concept	Statement of Inquiry	Objectives	ATL skills	Content
Number sense and systems	Form	Representation	Orientation in space and time	Mathematics can be represented in different forms as influenced by time and place.	<p>Understanding number system</p> <p>Students in group collect information about different number systems.</p> <p>Presentation (Crit D)</p>	<p>Research</p> <p>Information literacy skills</p> <p>Communication skill</p> <p>Reflective skills</p>	<p>Forms of representation of numbers in different base system: Binary, base other than 10.</p> <p>Ancient number systems like Babylonian, Egyptian, Greek, Roman number systems.</p> <p>Ordering numbers</p> <p>Recognizing and classifying numbers in relevant number systems</p>

Algebraic expressions and equations	Relationships	Representation Simplification Pattern	Orientation in space and time	Patterns are ubiquitous in nature Spread in space and time.	Using Cuisenaire rods, students generate patterns and derive it's general rule. Students visit flower show to observe patterns in nature. They look at art, architecture to visualize patterns in different cultures. Students work in groups to understand the pattern exists in nature, understand the golden ratio. Crit B and C	Thinking Creative thinking skills Critical thinking skills Communicative skill Organization skills Research skills Reflective skills	Enquire about the patterns exists nature. Identify the relationship. Generalize the relationship in arithmetic of geometric patterns. Deduce the general formula. Conclude and reflect upon the nature of the pattern.
Coordinate geometry	Relationships	Change Transformation	Scientific and technical Innovation	Graphing demonstrates transformation of variables/parameters and changes in these variables can modify the design.	Testing the knowledge and understanding of the concepts (Unit test) Crit A	Thinking skills (Critical, Creative) Communication skills Transfer skills Reflection skills	Understand the concepts of the coordinates, ordered pairs. Identifying the origin and dependent and independent variables. understand the concepts of relation and function.

Geometry	Relationships	Pattern, Justification Equivalence	Identities and relationships	The relationship between the basic building blocks triangle with quadrilaterals and circles	Mathematical Investigation based on value of Pi Crit A,D	Thinking Skills Research skills, reflective skill, Communication and collaboration skills	Properties of triangles right-angled triangles Quadrilateral, angle properties, calculation of pi using different methods. Unit circle and it's application
Central tendency of data	Logic	Justification Representation		Logic can help us to justify our choices	Students use generated data by measuring the length of the leaves of a plant and classify it and use statistical techniques to analyse it. Unit test (Crit B,C)	Thinking (Critical thinking skills) Research (Media literacy skills)	Calculating the mean, median and mode. Choosing best measure of central tendency Stem and leaf Plot

Curriculum: Subject group overview

MYP Year 5: Mathematics

Unit title & teaching hours	Key concept	Related concept	Global concept	Statement of Inquiry	Objectives	ATL skills	Content
Number sense and systems	Form	Representation	Orientation in space and time	Mathematics can be represented in different forms as influenced by time and place.	Understanding number system Students in group collect information about N,Z,Q and R and present it in the class. Unit test (Crit A)	Research Information literacy skills	Forms of numbers: natural, integers, rationals, real numbers, surds/ radicals, Ordering numbers Recognizing and classifying numbers in relevant number systems
Algebraic expressions and equations	Relationships	Representation Simplification Pattern	Personal and cultural expression Forms of expression	Cultures express themselves through pattern design	Using Cuisenaire rods, students generate patterns and derive it's general rule. Students visit flower show to observe patterns in nature. They look at art, architecture to visualize patterns in different cultures. CritA	Thinking Creative thinking skills	Expanding and simplifying algebraic expressions Changing the subject of the formula Solving equations using algebraic fractions Finding and justifying general rule for linear, quadratic, cubic and geometric sequences.

Quadratic relationships	Relationships	Change Model	Scientific and technical Innovation	Modeling demonstrates relationships between variables/parameters and changes in these variables can modify the design.	Mathematical modelling Parabolic design/logo Crit B,C,D	Thinking skills (Critical, Creative) Communication skills Transfer skills Reflection skills	Factorizing quadratic expressions Solving quadratic equations algebraically and graphically Analysing and using well-defined procedures for solving complex problems Real life applications of quadratic relationships
Trigonometry	Relationships	Pattern, Justification Equivalence	Identities and relationships	The relationship between the patterns in trigonometric ratios and unit circle, applied to the equivalence in real life situation.	Mathematical Investigation based on trigonometry Crit B,C,D		Properties of similar triangles Trigonometric ratios in right-angled triangles Unit circle and it's application Justifying and proving trigonometric identities
Central tendency and range for continuous data	Logic	Justification Representation		Logic can help us to justify our choices	Students use generated hand ball data and classify it and use statistical techniques to analyse it. Unit test (Crit A)	Thinking (Critical thinking skills) Research (Media literacy skills)	Calculating the mean, median and mode. Choosing best measure of central tendency Box-whisker plots Representation using box and whisker diagram cumulative frequency curve to find quartiles

Probability	Logic	Generalization Justification	Identities and relationship (Inquiry into beliefs and values and human relationships)	Decisions reached through logic may not reflect beliefs and values.	Students conduct dice, coin experiment to generate data to calculate probability of simple and compound events. (Crit A)	Thinking skills (Transfer) Reflection skills (self management skills)	Calculating probabilities of independent events, mutually exclusive events and combined events Solving problems using tree diagrams and Venn diagrams Calculating conditional probability
3D and complex shapes	Form	Space	Fairness and development (Sharing finite resources)	Appropriate calculations can save natural resources	Students observe different complex shapes used in packaging industry. (Crit A)	Thinking (Critical thinking skills)	Finding perimeter (circumference), area and volume of regular and irregular 2D and 3D shapes Compound shapes

Curriculum: Subject group overview

MYP Year 4: Design

Unit title	Key concept	Related concept(s)	Global context)	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Promoting flea market	Communication	Perspective	Identities and relationships	Creative expression through animation can communicate different perspectives.	A: Inquiring and analyzing B: Developing ideas C: Creating the solution D: Evaluating	ATL skills Communication skills Critical thinking Social Skills Creative Thinking Organization skills Self management Research Skills Collaborative Information literacy Media literacy Learner Profiles	<p>The students analysed and understood how the mode of communication is used in different ways.</p> <p>The students watched, reviewed and analysed different types of animation films on different themes and genres. This was to develop upon their knowledge, skills, verbal language, and techniques of animation films used in national and international advertisements standards.</p> <p>The student research on types of animation.</p> <p>The student develops planning by creating a mind map of the entire process of the animation video.</p> <p>The students were introduced to script writing by providing them references about the different formats of writing a script.</p> <p>Students have an opportunity to collaboratively write concept note and storyboard for the film, which they will complete in the animated medium of their choice.</p> <p>The student resources available for the students to school the animation video.</p> <p>The student demonstrates technical skills while shooting the animation video shooting on 24FPS.</p> <p>Students make a schedule plan for editing and shooting the animation video.</p> <p>The student justifies changes made in the process of making the animation video.</p> <p>The student respond to the whole learning and final outcome yourself and your peer</p> <p>The student evaluates the solution for showing students and teachers in school.</p> <p>The student explaining how the animation video can be improved, what is the impact on the audience.</p>

Curriculum: Subject group overview

MYP Year 5: Design

Unit title	Key concept	Related concept(s)	Global context)	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
One-minute ad film	Communication	Perspective	Personal and cultural expression	Filmmaking is an expression to communicate one's perspective effectively about societies.	A: Inquiring and analyzing B: Developing ideas C: Creating the solution D: Evaluating	ATL skills Communication skills Critical thinking Creative Thinking Organization skills Collaborative Information literacy Media literacy Learner Profiles	Making a 1-minute advertisement film on social issues. Compare newspapers print and audio-visual advertisements. Watch, review and analyse advertisements on different themes and genres. Film script writing. Research on filmmaking and steps required for each stage. Documents: production schedule, budget sheet and call sheet. Create a mind map and plan the outline in creating a project outcome. Understand the different aspects of filmmaking (concept writing, script writing, storyboarding, shooting, editing) by viewing videos and practicing. Produce drafts with important steps (concept, script, storyboard, to make advertisement. Create an editing plan on the basis of the footage. Edit the film and export in the location. Present and review the edited advertisement and feedback. Respond to learning and final outcome. Multilingualism to incorporate for the ad films to be in local languages and international languages with subtitle English to support the ad film. Opportunities to identify unique vocabulary and context from their various languages and cultures.

Curriculum: Subject group overview

MYP Year 4: Visual Arts

Unit title	Key concept	Related concept(s)	Global context)	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Making artistic products for flea market	Aesthetics	Composition, presentation	Personal and cultural expression	The aesthetics of artistic composition enhances when made by expressing thoughts, belief and culture	A:Knowing and understanding B:Developing Skills C:Thinking creatively D:Responding	Communication skills Creative thinking Critical thinking Organization Reflection Information literacy Media literacy	Research and explore different art forms from around the world. Research about the materials used and needed, styles and techniques of applying the art form, artists and their work. Presentation of the art form/style Present research data and idea of using that art form/ style.Give and receive feedback and suggestion.Make action plan describing the steps of implementing the ideas, deadlines, number of products. Explore pencil sketching, drawing, techniques of 3D, perspective drawing, color theory, learning about different types of handmade products, experimenting techniques of making artistic products, techniques of the selected art form/style. Visit to the local flea market to get more ideas and inspiration. Inquiring about local artists, interacting, interviewing them to get understanding of current trend and pricing.Create sample product with the targeted specifications by applying the skills and techniques learnt.Survey form for feedback. Exhibit samples and receive feedback. Make changes and improvisation. Final artwork. Make the products according to the needs and specifications for the flea market.Display and sell the products in the flea market. Receive feedback.Evaluate your own artwork and learning. Evaluate your peer artwork

Curriculum: Subject group overview

MYP Year 4:Visual Arts

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Promotional ads - creating advertisements to promote flea market	Communication	Audience, Expression	Scientific and technical innovation	Expression using digital media (scientific and technical innovation) facilitates communication of ideas to an audience	A:Knowing and understanding B:Developing Skills C:Thinking creatively D:Responding	Communication, Creative thinking, Critical thinking, Transfer skills, Organization, Reflection, Affective skills, Information literacy, Media literacy	Identify the difference between print and audio-visual media. Describe the characteristics of an effective advertisement. Discuss the uses and impact of print and audio- visual media.Select the style of media for promoting their flea market.Discuss the need for advertisements to promote flea market. Create a mind map for the promotional video and important aspects of filmmaking. Research on styles, types, history, culture, impact and change over time and the logistics for making, roles and responsibilities of crew involved for advertisement. Select and analyse the pros and cons, impact, differences and similarities of two advertisements for product. Skills and techniques of making advertisement. PPT product for proposal for client. An action plan and schedule sheet for shooting and editing. Present the advertisement and proposal for feedback. Understand the different aspects of filmmaking (concept writing, script writing, storyboarding, shooting, editing) by viewing videos and practicing. Produce drafts (concept, script, storyboard,) for advertisement. Present the idea of advertisement and feedback to improvise.Think and select a brand name for your products, make a tagline for own products brand.

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
							Create advertisement by steps and using the resources made during pre-production.Feedback on the raw footage after shooting changes if required. Create an editing plan.Brainstorming and learning basic functions of the editing software, viewing videos for better understanding of styles of editing the film. Learn to edit and export the film.Present and review the edited advertisement for feedback. Respond to learning and final outcome.

Curriculum: Subject group overview

MYP Year 5: Visual Arts

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Paper cutting representing the identity	Identity	Innovation, representation	Personal and Cultural Expression	Innovation in the process of artistic creation represents the identity leading to self discovery	A: Knowing and understanding B: Developing Skills C: Thinking creatively D: Responding	Communication skills, Creative thinking, Critical thinking, Organization, Reflection, Information literacy, Media literacy,	<p>Make a chart using typography techniques. Study on famous personalities and their identities. Make map of own identity and personality. View video of a TED Talk “how do you define yourself” to get inspired and think deep within. Write more things about self. What defines you. Make a collage artwork showing their identity; using magazines. Do a small paper cutting activity. Discuss about the artwork that can be done to represent selves. Finalize the artwork of paper cutting. Learn paper cutting art form. Research about the artform, its history, origin, types, styles, techniques, famous artists, taking inspiration from their work. Compare work and style of two different artists. Explore and experiment different styles and methods of paper cutting like. Develop an action plan for own artwork showing the proposed steps and processes for the artwork. Create different designs that reflects own identity. Give and receive feedback to make changes and finalize the design. Finalize the design, material, tools for the final artwork. Create the artwork that represents your own identity and personality. Evaluate – self and peer</p>

Curriculum: Subject group overview

MYP Year 5: Visual Arts

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Illustrations for a book on filmmaking	Communication	Audience, Expression	Personal and cultural expression	Artistic expression can enhance communication of ideas to an audience	A:Knowing and understanding B:Developing Skills C:Thinking creatively D:Responding	Communication, Creative thinking, Critical thinking, Organization, Reflection, Information literacy, Media literacy	Recognize the types of illustrations.Create a chart representing the types of illustration Discussion on illustration styles and techniques.Make a mind map showing the important steps and processes.Research on the types and styles of illustrative art, background history, cultural and social..Research on drawing illustrations. Compare two contemporary artist's work to understand the application of illustrations and get inspiration to create own artwork. Select the style of illustration for the book Decide the roles and responsibilities. Explore and practice drawing and sketching to develop skills and enhance understanding of illustration art.View reference videos to learn and understand different styles and techniques of making illustration.Produce rough drafts of illustration sketches for the chapters.After seeking peer and expert feedback, make appropriate changes, students independently create their final artwork of making illustrations for the chapters. Creating the final outcome Evaluate – self and peer. Get feedback, review from the target audience.

Curriculum: Subject group overview

MYP Year 4: Physical & Health Education

Unit title	Key concept	Related concept(s)	Global context)	Statement of inquiry	MYP subject group objective (s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Ten ball Game	Communication	Adaptation/ Movement/ Space	Personal and Cultural Expression	For a new game to be appealing to a target audience, Communication must be efficient and clear to adapt the rules, regulations and strategies, and also communicate the use of space and movement to fully enjoy and learn from it.	A:Knowing and understanding B:Planning for Performance C:Applying and performing D:Reflecting and improving performance	Communication skills Collaboration skills Creative skills. Reflection skills. Information literacy	Research about games already known based on cricket, tennis and baseball. Identify each skill useful and required for a fusion game Ten ball Think about new game combining skills of its games mentioned above. Create new rules and regulations based on their understanding of the games above Reflect about effectiveness of each rule. Exploring skills of batting, of throwing, of running, Planning strategies (attack /defence/running/fielding) Measuring the ground to make the lay out of the pitch. Create a booklet guide for Ten ball Get a feedback Implementing feedback given to make efficient guide

Curriculum: Subject group overview

MYP Year 5: Physical & Health Education

Unit title	Key concept	Related concept(s)	Global context)	Statement of inquiry	MYP subject group objective(s)	ATL skills and Learner Profiles	Content (topics, knowledge, skills)
Moves and Action	Change	Movement, Refinement	Identities and Relationships	Refinement in movements help enhance one's performance and develop physical and mental well being.	A:Knowing and understanding B:Planning for Performance C:Applying and performing D:Reflecting and improving performance	Communication skills Collaboration skills Creative skills. Reflection skills.	<p>Use prior knowledge and research about rules and regulation of handball, identify skills and each component and requirement of the game like shooting, dribbling, passing, jump and shoot, lay up shoot or diving shoot, goalkeeping. Design a routine to enhance their application of the skills mentioned above. Strategize and play handball based on their learning.</p> <p>Research about movements already known, based on a particular sport/dance/yoga.</p> <p>Identify each skill used and required for changing movements. Think about refinement of movements.</p> <p>Exploring skills in different sports/dance/yoga.</p> <p>how to produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement.</p> <p>Use prior knowledge about moves of games that are already existing.</p> <p>Research about games strategies and identify common skills and strategies to refine moves and bring changes.</p> <p>Evaluate their individual performance.</p> <p>Design new, refined moves, which bring changes leading to an efficient performance.</p> <p>Evaluate the moves with younger classes while assessing their performance</p>

MYP Assessment Criteria

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Grade Descriptors

In MYP subject's groups, objectives align with four equally weighted assessment criteria. Candidate performance is summarized by general grade descriptors that explain overall work quality, conceptual understanding, thinking skills and transfer of learning. The IB maps the attributes of candidates' work to the grade descriptors in order to determine subject-specific grade boundaries for each assessment session. Final student achievement for each subject is reported on a seven-point scale.

GRADE	DESCRIPTORS
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

The information provided in the booklet is from www.ibo.org