



International School Moshi

IB Middle Years Programme Handbook

2010-2011

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International Baccalaureate Organization. 2002. *Schools Guide to the Middle Years Programme* Switzerland: IBO.

International Baccalaureate Organization. 2005 - 2008. *MYP Subject Guide* (Arts, Humanities, Language A, Language B, Mathematics, Physical Education, Sciences, Technology). Switzerland: IBO. [Revised June 2009]

International School Moshi Mission Statement

International School Moshi inspires individuals to be lifelong learners in a global community.

Philosophy and Objectives

We are a vibrant and diverse community of learners of many nationalities. Established by Christian foundations in 1969, we build upon years of experience to offer a fully-accredited, academically rigorous international education for students of ages three to nineteen years. ISM's student-centred approach to learning takes place in a secure environment, which nurtures the needs, challenges the abilities and supports the beliefs of each student with mutual respect to unite rather than divide. Our well-qualified and widely-experienced educators embody a passion for lifelong learning and provide educational opportunities that are relevant and engaging for all.

We are a school in Moshi and Arusha, in Tanzania, in Africa. Our setting between Mount Kilimanjaro and the Serengeti is complimented by a rich, traditional culture and history. The combination of this exceptional locale and our sound curriculum promotes the development of individuals who are perceptive, versatile, qualified and prepared for life in an ever-changing world. We respect and learn from our surroundings while striving to accept responsibility to take action towards making a positive impact in our local community. We enquire into issues of global significance and encourage our learners to discover their own place in the world.

ISM motivates all members of our learning community to become:

- **INQUIRERS**, nurturing natural curiosity and acquiring the skills necessary to conduct purposeful, constructive research.
- **REFLECTORS**, giving thoughtful consideration to our own learning and analysing our personal strengths and weaknesses in a constructive manner.
- **CRITICAL THINKERS**, exercising initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
- **COMMUNICATORS**, receiving and expressing ideas and information confidently and in a variety of ways.
- **RISK-TAKERS**, approaching unfamiliar situations without anxiety; having the confidence and independence to explore new roles, ideas and strategies; and defending those things in which we believe courageously and articulately.
- **KNOWLEDGEABLE**, spending time exploring issues of global relevance and importance and acquiring a critical mass of significant knowledge.
- **PRINCIPLED**, having a sound grasp of the principles of moral reasoning and demonstrating personal integrity, honesty and a sense of fairness and justice.
- **WELL-BALANCED**, understanding the importance of physical and mental balance and personal well-being.
- **CARING**, showing sensitivity towards the needs and feelings of others and demonstrating a sense of personal commitment to action and service.
- **OPEN-MINDED**, seeking and considering a range of perspectives, and respecting the views, values and traditions of other individuals and cultures
- **ACCOMPLISHED**, attaining personal success in every task we endeavour to achieve, utilising our skills and knowledge to the best of our ability.
- **COMMITTED**, demonstrating a strong sense of perseverance and determination in approaching and completing tasks, always working with excellence and sincerity.

The IB Middle Years Programme at ISM

The Middle Years Programme of the International Baccalaureate Organisation covers the age range 11 to 16 (Years M1 to M5 at ISM). It is a curriculum model that aims to combine academic rigour with skills and attitudes appropriate to the challenges and opportunities of contemporary society, through international perspectives.

The curriculum provides for ease of movement between national systems and International Schools, as well as providing students with the opportunities to gain internationally recognized **Records of Achievement** and **Certificates** at the age of 16.

Three fundamental concepts underpin the Middle Years Programme

- **Intercultural Awareness** - concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. It not only fosters tolerance and respect, but also leads to empathy and understanding.
- **Holistic Education** - the programme emphasizes the disciplined study of traditional subject groups. However, through the application of the areas of interaction, students realize that most real world problems require insights gained from a variety of disciplines, they develop the skills of inquiry and understand the similarities and differences between different approaches to human knowledge.
- **Communication** - the MYP stresses the central importance of communication, verbal and non-verbal, as a vehicle to realize the aims of the programme.

Each student is also required to participate in at least one activity in the C & S (Community and Service) programme and is encouraged to take part in more. This will give him/her the opportunity to explore his or her abilities in community service projects.

The Areas of Interaction

Five broad areas known as the *areas of interaction* give the MYP curriculum its distinctive core and reflect the programme's focus on students' intellectual and social development. These are not academic subjects like the specific disciplines, but rather are *common* perspectives embedded within and visible across academic subjects. They provide a framework of learning, allowing connections among the subjects themselves.

The five areas of interaction are the following:

- APPROACHES TO LEARNING
(How do I learn best? How do I know? How do I communicate my understanding?)
- COMMUNITY AND SERVICE
(How do we live in relation to each other? How can I contribute to the community? How can I help others?)
- HUMAN INGENUITY
(Why and how do we create? What are the consequences?)
- ENVIRONMENTS
(Where do we live? What resources do we have or need? What are my responsibilities?)
- HEALTH AND SOCIAL EDUCATION
(How do I think and act? How am I changing? How can I look after myself and others?)

The Personal Project

The five areas of interaction are perspectives rather than specific subjects, and are not directly assessed nor awarded individual grades.

They are indirectly assessed through the personal project, an independent piece of work that is intended to be the culmination of the student's sustained involvement with the five areas.

The personal project allows the student to complete a significant piece of work over an extended period of time, through a process led by the student with supervision by a teacher.

The choice of type of project and its topic is made by the student in consultation with one or more of the MYP teachers responsible for supervising the project's execution according to IBO-published guidelines.

The personal project must be accompanied by a document in which the student describes the approach and the method that has been followed and provides a personal response to the issues concerned.

The school uses published assessment criteria to assess the personal project.

Certificates and Records of Achievement

In the MYP programme there is no formal examination. Instead, the International Baccalaureate Organization validates the standards of the authorized school's assessment through a process of external moderation. This procedure is required for all schools wishing the IB to issue certificates to their graduating students. After the moderation process, the grades are issued to each student who receives a record of achievement and a certificate

The IBO will issue an MYP certificate to each student who satisfies the following conditions. The student must:

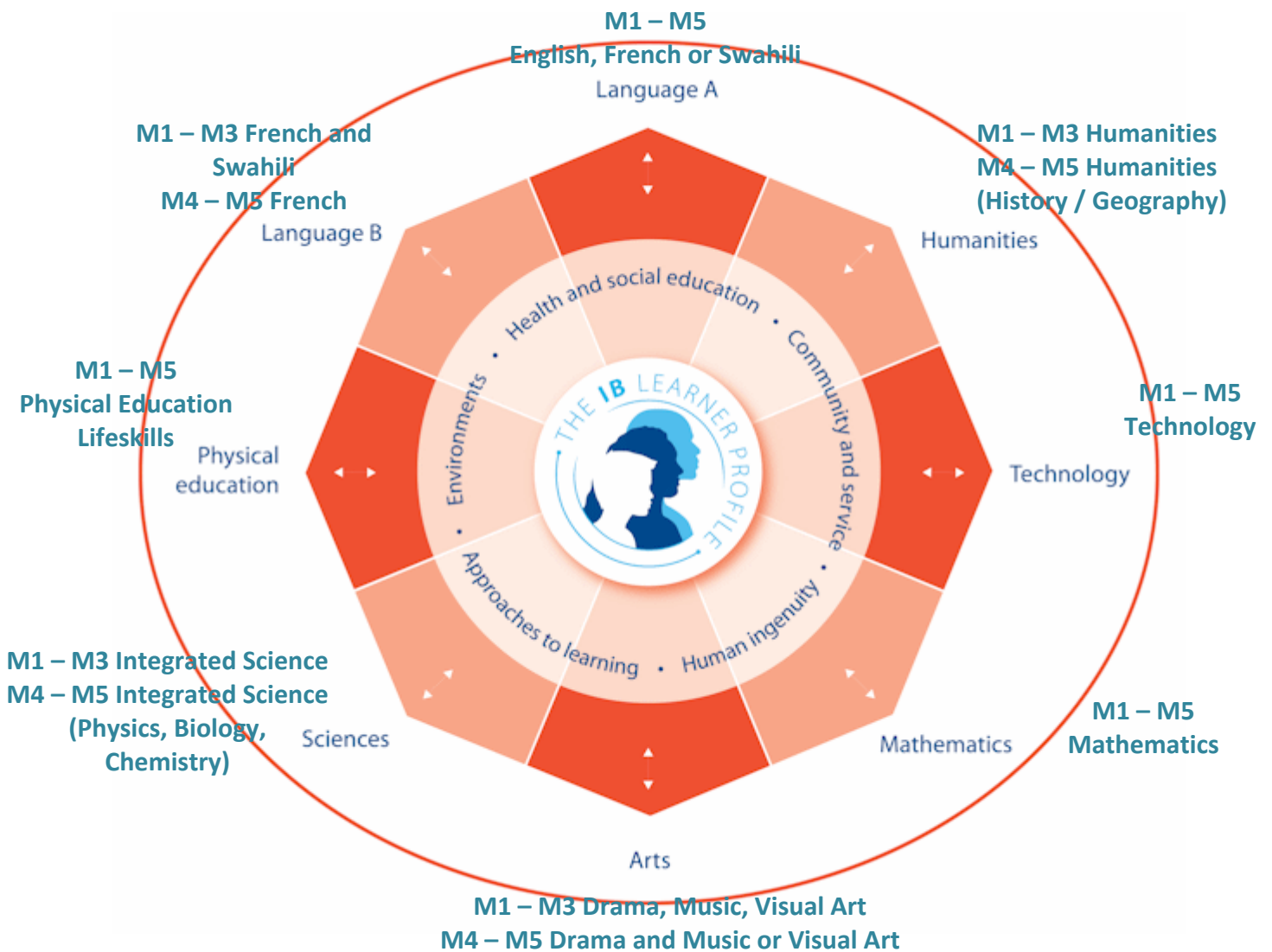
- be registered, and have gained at least a grade 2 in at least one subject per subject group of the MYP. (Please note that a second language A may be taken instead of a language B.)
- have gained at least a grade 3 for the personal project
- have participated in the programme for at least the final two years
- have met the expectations of community and service to the satisfaction of the school
- have gained a grade total of at least 36 from the eight subject groups and the personal project combined, out of a possible maximum of 63. (This total and the maximum will be different in the case of the mother-tongue language option or if a student has gained an exemption due to special educational needs.) If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP record of achievement.

The external moderation procedure in all MYP subjects and the personal project exists to ensure that students from different schools and different countries receive comparable grades for comparable work, and that the same standards apply from year to year.

All MYP assessment is carried out by the students' own classroom teachers (or by the supervisors in the case of the personal project). The IBO moderation procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

INTERNATIONAL SCHOOL MOSHI

The International Baccalaureate Middle Years Programme



IB MYP SUBJECT TIME ALLOCATION

Subjects		Minutes of Tuition per Week	
		M1 – M3	M4 – M5
Arts*	Drama	60	60
	Music	60	160
	Visual Art	80	(option – Music or Visual Art)
Humanities		200	200
Language A*	English	200	200
	French	180	180
	Swahili	100	200
Language B*	French	180	200
	Swahili	100	-
Mathematics		200	200
Physical Education		120	120
Sciences		200	300
Technology		160	120
Other programmes	Tutor	20	20
	Lifeskills	40	40
	Creative, Service, Sports activities	120	120
	Guidance Period	40-60	40-60

* In M4/M5 students choose EITHER Visual Art OR Music.

* In M4/M5 all students take English A, and also choose either French B or French A or Swahili A.

IB MYP SUBJECT DETAILS

Arts

The arts subject group of the curriculum encompasses visual arts and performing arts and is of particular interest in an international program.

At ISM we offer Visual Arts, Drama and Music as part of the Arts curriculum.

Arts are at the heart of all cultures and are a form of expression.

Course Description:

MYP arts is designed to help the student become a developing artist, one who is able to assess the level of skill and target the areas that need development. It organizes learning around the creative cycle, a dynamic, ongoing process of sensing, planning, creating and evaluating art, and one in which all the senses are involved. This cycle involves creative energy, communication, interaction and reflection.

Course aims:

The students are expected to have a knowledge and understanding of the art(s) forms studied. He/she is also expected to apply his/her knowledge and skills taught to a various tasks set. During this course, students are also taught to reflect and evaluate their own work and the artists' work. In the MYP course, a lot of emphasis is put on the ability of the student to be an independent learner and a reflective one. In this group of subject, the student's ability to engage in his learning is also assessed.

Assessment in Arts is criterion based and assessment is on-going as well as summative. The course in ISM is organized to meet the objectives of the subject at each level and the tasks are assessed accordingly. Students will be doing projects and tests which will contribute to their summative assessment. Part from that the students will be given feedback to improve their work throughout the course. Every student is made aware of the assessment criteria at the beginning of the course and continuous reference is made during the course of the year.

Assessment Criteria:

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and Understanding Students are expected to have a knowledge and understanding of the art form(s) studied.	Application Students are expected to apply knowledge, understanding, skills and strategies to develop and elaborate ideas, themes or compositions.	Reflection & Evaluation Students are expected to reflect on the themes and issues encountered during the course and to evaluate creative development and processes.	Artistic Awareness and Personal Engagement Students are expected to develop an aesthetic, cultural and critical awareness and to engage with arts.

Criterion A: Maximum 8
Criterion B: Maximum 10
Criterion C: Maximum 8
Criterion D: Maximum 8

All the levels added are put against the table below to decide on the final grade of the student. More details of assessment are given in the student's Assessment booklet given to each student.

Grade Boundaries

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

Vertical Articulation of the Arts

	VISUAL ART	MUSIC	DRAMA
M1	Composition Tone and observational Drawing Contextual studies	Basic Music reading Interval Training Rhythmic & melodic dictations Singing in multiple parts Musical terminology Melodic composition Basic song writing	AOI skills Tableaux Melodrama Narrative theatre Soundscapes
M2	Colour Mixed media Observational Drawing Contextual studies	Major/minor scales Intro to world music Role of the conductor Rhythmic notation, dictation, composition (stomp) Melodic composition (Two part)	Stage fighting The Tempest Poetry in performance Scripted pieces
M3	Self Portrait Wire sculpture Tonal work Installation Art Composition, tone, form	Basic music reading Minor/major scales & chords Blues history, development & composition Song/Lyric writing (Form lyric analysis) World exploration	Story making-Tableaux & Transitions Reportage (monologue) Romeo & Juliet Stage Fighting Scripted piece
M4	Motif design East African textiles Stencil design & print on fabric Artists- critical study Still life Contemporary artist studies	R&B/Blues history Melodic composition (major ,minor, chromatic) Basic Theory/Terminology World music Hip-Hop history Rhythmic notation	Greek Tragedy Conventions Character development through comedy & Commedia dell'arte Scripted pieces Docudrama
M5	Creative cycle & own development Observational drawing Photography Contemporary artists & research	Song analysis/ composition Basic Harmony Rhythmic dictation/notation Ensemble performance More world music Piano skills Jazz History	Status/Staging Radio Plays Scripted scenes One act plays

Humanities

Course Description:

At ISM Humanities in the MYP consists of both geography and history and is intended to be taught throughout the full sequence of the Middle Years Programme. The school determines whether humanities is taught in distinct units, in an integrated way, or as part of an existing social studies programme. Key concepts contained within the subjects are intended to provide the foundation for further study in many fields. The Humanities is taught as an integrated course from M1 to M3 and for the purpose of articulation of the programme, the course is then separated into distinct Geography and History units.

Course aims:

The Humanities programme aims at:

- Enabling the student to find and understand the links between the natural environments and societies.
- Understand the causes and consequences of change through physical and human actions.
- Develop an inquiring mind and skills necessary for the study of Humanities.
- Understand a sense of time and place.
- Learn how to respect other peoples' attitudes and perspectives.

Assessment

Students are required to produce a range of tasks and projects that will enable them to meet the objectives of the Humanities course. Assessment is both formative and summative. Tasks may take the form of tests, written assignments, oral presentations and project work. These are assessed using the subject specific criteria.

Assessment Criteria:

Criterion A	Criterion B	Criterion C	Criterion D
<p>Knowledge</p> <ul style="list-style-type: none"> • Know the terminology in context • Demonstrate understanding through the use of descriptions, explanations supported by examples 	<p>Concepts</p> <ul style="list-style-type: none"> • Develop the key concepts in this subject. • Range of concepts: time, place and space, change, systems and global awareness. 	<p>Skills</p> <ul style="list-style-type: none"> • Technical skills-ability to observe, select and use sources and be able to represent information using maps and graphs among others. • Analytical skills Analyse and interpret information and critically evaluate information. • Decision-making skills-formulate arguments to address issues. • Investigative skills-undertake research, present hypothesis, engage in fieldwork etc 	<p>Organisation & Presentation</p> <ul style="list-style-type: none"> • Organise information to demonstrate knowledge, concepts and skills. • Be able to cite resources used for specific tasks • Be aware of audience during oral presentations.

Criterion A: Maximum 10
Criterion B: Maximum 10
Criterion C: Maximum 10
Criterion D: Maximum 8

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

Vertical Articulation Humanities

	Topics	Concepts	Cross-Curricular links
M1	Brief introduction to Humanities Earth Power Ecocrazy Why here? Game of life(Nomads to civilisations)	Change/Place/Time Systems, place, space, Global awareness Change, Global awareness, Time Place/systems/Change	Maths coordinates, data collection, tally charts, bar graphs
M2	Story of the coast Tourism Middle Ages Renaissance	Place & Space/Change Global awareness/Place & Space/Change Systems/Change/Time Change/ Time	Class Trip Maths: Cliff surveying Drama Music Art- Renaissance study
M3	Forms of Government Exploration Geography of diseases Agricultural systems	Systems/Global awareness Place& Space/Change/Global awareness Global awareness/Place & Space Systems/Place & change	

	Geography Topics	Geography Concepts	History Topics	History Concepts
M4	Population Weather & Climate Fragile Environments	Change & Global awareness Change/ Place & space Global awareness/change/place & space	Industrial Revolution Imperialism Causes & results of WW1 Treaty of Versailles	Change & Time Place/Space/Time Global Awareness
M5	Maps Development Future of the Environment	Place & Space Global Awareness/Change/Systems	Role of the League of Nations(1919-1930) Causes & Results of WW2 Cold War	Change/Global Awareness Systems Change

Language A

Language A is defined as the student's best language. It is typically but not necessarily the language of instruction in the school, and is obviously fundamental to the curriculum as it crosses the boundaries of the traditional disciplines. It is the basic tool of communication in the sense of enabling one to understand and to be understood, and to establish one's own identity.:

Course Description:

At ISM, we offer English, French and Kiswahili as Language A courses. The study of languages is differentiated depending on the ability of the students. We have a Language support programme (ESL) which caters for those whose first language is not the language of instruction in our case English.

Language is also the avenue by which one gains access to literature and thereby to the cultural treasury of civilization. The Middle Years Programme thus distinguishes between the instrumental function of language when it emphasizes listening, viewing, speaking, reading and writing skills, and the study of literature, which encompasses a variety of periods and genres.

Our aims:

- Encourage students to use language as a means of expression, reflection and a tool for communication.
- Develop skills in listening, writing, reading, viewing and presenting.
- Develop appreciation of literature from a variety of cultures.
- Apply skills in real-life situations.

Assessment:

Assessment can be formative and summative- the students are given all the opportunities to improve in their work. The tasks range from essays, presentations, comprehensions etc.

All tasks are graded following the criteria, in the lower levels of the MYP the criteria are modified to suit the level of comprehension of the students.

Assessment Criteria:

Criterion A	Criterion B	Criterion C
<p>Content</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • demonstrate an awareness of the functions of language through critical and creative writing. • Show an appreciation of literature 	<p>Organisation</p> <p>Ability to:</p> <ul style="list-style-type: none"> • Express ideas with clarity and coherence. • Structure arguments in a logical manner. • Support arguments with relevant examples. 	<p>Style & Language Usage</p> <p>Ability to:</p> <ul style="list-style-type: none"> • Use language for a variety of purposes • Choice of appropriate register depending on audience and intention.

Criterion A: Maximum 10

Criterion B: Maximum 10

Criterion C: Maximum 10

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

Vertical Articulation Language A English

	Short Story Fiction	Novel	Poetry	Drama	Non-Fiction
M1	Stories from other cultures(Pre 20 th C) Comprehension Writing story with moral.	Skellig Comprehension Creative Response 'The Silver Sword' Book Review Report writing	Animal Poetry 'A Bag of Poems' Reading aloud Writing poetry	Set a scene- 'The silver Sword' Performance	Autobiography Childhood experience 'First Day Feelings'
M2	Creative Writing	'Wolf Brother' Comprehension Creative response	Approaches to poetry. Reading aloud Rhythm Sonnet XVII Writing poetry	Abridged Shakespeare 'Twelfth Night' Performance	Animal Rights Discursive essays.
M3	Short Stories	Comprehension Creative response	Bust-a-rhyme Reading aloud Writing poetry	Romeo & Juliet 2 movie comparison Stage fighting	Movie review Rabbit Proof fence
M4	Selected short stories Lessing/ Barstow Hemingway/ Dahl Analysis Writing short story	'Of Mice & Men' Literary essay 'Lord of the Flies'	Selected poetry D'Agular/ Soyinka Motion/Achebe Reading/ Analysis Writing poetry	'The Crucible' Performance Literary essay	Fox hunting Discursive writing
M5	Global Tales Comprehension Creative response	'Animal Farm' Writing in different forms. Text conventions & Creative response 'To kill a mocking bird'	'Tragic Young Love' Anthology (pre 20 th C) Reading analysis Writing poetry	Romeo & Juliet Performance Literary essay	Selected essays Comprehension Analysis

Vertical Articulation French A

	Short Story/ Fiction	Novel	Poetry	Drama	Non-Fiction
M1	Les fables de la fontaine Writing story with moral	Le petit Prince:A.de Saint Exupery	Reading aloud/ poetry performance Comprehension, writing poetry		Letters (formal, informal)
M2	Les fables d'Esopé The differences between an explainer text and a story	Le château de ma mère Marcel Pagnol Movement and point of view in a novel.		Introduction to theatre text	Autobiography Why writing? To give a message or to tell a story or both?
M3	La main écorchée G. de Maupassant Atmosphere of a story Chronology of a story	Le lion Kessel Description and its organization The role of dialogue in a novel	Reading analysis Writing about poetry	Repliques et didascalies	Travel story
M4	Le veston ensorcelé D. Buzzati Tell a story, identify the narrator and his/her point of view	Au bonheur des dames The role of description in a novel	Le poète épique Le poète engagé	Le Bourgeois Gentilhomme	Persuasive and argumentative writing study, write a persuasive and an argumentative piece of work
M5	La metamorphose Tell a story description	Thérèse Raquin	Lyrism Poems of the XX century	Rhinocéros Read and write a scene	Identify the theme and thesis of an argumentation Influence of the media.

Vertical Articulation Swahili A

	Short Story Fiction	Novel	Poetry	Drama	Non-Fiction
M1	Stories from other cultures Comprehension Writing story with moral.	Comprehension Creative Response Book Review Report writing	Animal Poetry Reading aloud Writing poetry	Set a scene- Performance	Autobiography Childhood experience 'First Day Feelings'
M2	Creative Writing	Comprehension Creative response	Approaches to poetry. Reading aloud Rhythm Writing poetry	Study & Performance	Animal Rights Discursive essays.
M3	Short Stories	Comprehension Creative response	Poetry Reading aloud Writing poetry	2 movie comparison Stage fighting	Movie review
M4	Selected short stories Analysis Writing short story	Literary essay	Selected poetry Reading/ Analysis Writing poetry	Performance Literary essay	Discursive writing
M5	Global Tales Comprehension Creative response	Writing in different forms. Text conventions & Creative response	Anthology Reading analysis Writing poetry	Performance Literary essay	Selected essays Comprehension Analysis

Language B

Language B is an additional modern language which enables the student to express himself/ herself in another language and be able to appreciate another culture.

Course Description:

At ISM, French and Kiswahili are offered as language B. All students from M1 to M3 are exposed to both languages and in M4 & M5 they are encouraged to make their choices. The native Swahili speakers are encouraged to take French so that they can develop their knowledge of the culture and language. Others are given the choice to choose either Swahili or French. The language is taught at 3 levels depending on the ability of the students- Foundation for Beginners, Standard for students who are not as fluent in this language and Advanced for those who are fluent speakers.

Our aims:

- Develop communication skills in another language and be able to apply their knowledge to different real life situations.
- Understand and appreciate cultures other than their own.
- Understand the nature of languages and the different components.

Assessment:

All the different strands of the language are assessed using the criteria given in the guide. The levels will depend on the ability of the students. Foundation criteria will be used for beginners and so on. The tasks assessed are in the form of oral expression, written tasks and comprehension activities.

Both the foundation and Standard levels are assessed by the following:

Criterion A	Criterion B	Criterion C	Criterion D	Criterion E
Oral Communication: Message & interaction Ability of the student to: <ul style="list-style-type: none"> • Understand and respond to questions. • Express ideas giving details • Speak fluently 	Oral Communication Language Ability to: <ul style="list-style-type: none"> • Use clear pronunciation • Use a range of vocabulary • Use a range of grammatical structures. 	Writing Message & organization Ability to: <ul style="list-style-type: none"> • Provide information • Develop ideas • Use a proper format 	Writing Language Ability to: <ul style="list-style-type: none"> • Use correctly a wide range of vocabulary • Use a range of grammatical structures. • Accurate spelling. 	Reading Comprehension Ability to: <ul style="list-style-type: none"> • Identify factual information. • Understand familiar and unfamiliar language • Identify main ideas in the text.

Students studying the language at a higher level (Advanced level) will be graded according to the following criteria:

Criterion A	Criterion B	Criterion C	Criterion D	Criterion C
<p>Oral communication</p> <p>Message & Interaction</p> <ul style="list-style-type: none"> Understand and respond to questions. Express ideas giving details Speak fluently 	<p>Oral communication</p> <p>Style & language Use</p> <p>Ability to:</p> <ul style="list-style-type: none"> Use the language style Use clear pronunciation Use a wide range of grammatical structures 	<p>Writing</p> <p>Message & organization</p> <p>Ability to:</p> <ul style="list-style-type: none"> Provide information & ideas Respond to topic in a sophisticated manner Use format & structure appropriate to task 	<p>Writing</p> <p>Style & language Use</p> <p>Ability to:</p> <ul style="list-style-type: none"> Correctly use a range of vocabulary and idiom Correctly use grammatical structures Show accuracy in spelling 	<p>Reading</p> <p>Text Interpretation</p> <p>Ability to:</p> <ul style="list-style-type: none"> Identify both stated and implied information Identify main ideas and supporting ideas Draw conclusions

Criterion A: Maximum 8

Criterion B: Maximum 8

Criterion C: Maximum 8

Criterion D: Maximum 8

Criterion E: Maximum 8 *2 =16

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

Vertical Articulation Language B French

	Topics	Grammar
M1	My classroom Me, my family, my pets Dates, celebrations, festivals Weather forecast Sports and hobbies Places in town Time and routine Food and meals	Masculine and feminine nouns Adjective agreements Question words Prepositions of places Possessive constructions Verbs in –er, aller, être and avoir Reflexive verbs (introduction) Partitive articles
M2	Description of a town Future plans School and school life Food and eating out Travels Appearances Short novel study (dependent upon resources available)	Question words Partitive articles Futur proche Reflexive verbs Perfect tense of verbs using avoir Perfect tense of verbs using être Imperative Agreement of past participles Direct personal pronouns
M3	Travelling in a big city Describing daily routines Talking about the past Travelling in France Future plans Leisure activities Short novel study (dependent upon resources available)	Question words Passé composé including negative Negative (ne rien, ne jamais, ne personne...) Reflexive verbs in Passé composé Imperfect tense Direct and indirect personal pronouns Perfect vs imperfect tense Future tenses Comparatif/superlatif Qui/que pronoun relatifs
M4	La vie des jeunes L'environnement Manger sain Voyager (visiter les pays francophones)	Question words Adjective agreement Comparative Use of “depuis” Directions Revision of perfect vs. imperfect Pronom personnel “y”, “en” Revision of all tenses with preposition of time
M5	La santé Les medias et la presse La vie scolaire Projets d'avenir Les vacances	Revision of all tenses including prepositions of time Revision of all former topics Conditional

Vertical Articulation Language B Swahili

	Foundation	Standard	Advanced
M1	Numbers, days, months, dates	Sports & Hobbies	Introduction to Language & culture
M2	Telling time Home Physical description-daily life	Future plans Village, town & cities Weather & seasons Travelling in Tanzania	Literary terminology Introduction to literature readings
M3	Body parts, Types of illnesses Shopping Weather & seasons Sports & Hobbies	Holidays Environment	Non-fiction Speech & Commentaries(oral & writing) Letter writing

Mathematics

Course Description: At ISM Maths is taught in all the years from M1 to M5 . MYP mathematics sets out to give students appreciation of the usefulness, power and beauty of the subject. Mathematics is a universal language and it can be applied to different situations. Mathematics promotes an understanding of the influence of history and cultures on mathematical thought.

Our aims:

- Enable students to recognise the presence of Mathematics all over the world.
- Understand the language, symbols and notations in the subject.
- Develop mathematical curiosity which leads to develop critical thinking and reasoning.
- Give opportunities to students to apply their knowledge to real life situations and recognise the links between the various subjects.
- Develop knowledge, skills and attitudes pertaining to the study of maths.

Assessment:

As in all MYP subjects, the tasks in this subject are also assessed using a series of criteria. The students are made aware of the criteria from the beginning of the course so that they can understand the expectations of the teachers.

Assessment Criteria:

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge & understanding Students are expected to: <ul style="list-style-type: none"> • Use their knowledge and apply it to the different tasks. • Understand the skills required to solve real life situations. 	Investigating patterns Students are expected to: <ul style="list-style-type: none"> • Select and apply appropriate mathematical techniques. • Recognise patterns. • Draw conclusions from findings. 	Communications in Mathematics Students are expected to: <ul style="list-style-type: none"> • Use different forms of mathematical presentations. • Choose appropriate ICT tools to enhance their communication. 	Reflection in Mathematics Students are expected to: <ul style="list-style-type: none"> • Explain whether the results connect to the problem. • Explain the connection of the findings with real life.

Criterion A: Maximum: 8

Criterion B: Maximum 8

Criterion C: Maximum 6

Criterion D: Maximum 6

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

Vertical Articulation Mathematics

<p>M1</p>	<p>- Beginnings in Number a) Long division b) Powers c) Estimating</p> <p>-Working mathematically a) Trial & error b) Drawings, diagrams & model c) List, chart tally, table d) Working backwards e) Simpler problems.</p>	<p>-Directed numbers a) Graphing points b) Number plane c) Adding & subtracting d) Dividing & Multiplying</p> <p>-Fractions, percents, probability a) Adding & subtracting b) Multiplying & dividing c) Fractions, decimals & % d) Percent of a quantity</p> <p>- Calculators a) Estimates b) Problem solving</p> <p>-Patterns a) Number patterns b) Pronumerals & rules Graphs & Patterns</p>	<p>Algebra a) Substitution b) Simplifying expressions c) Graphing tables d) Algebraic sentences</p> <p>-Angles a) Measuring b) Types of angles c) Parallel lines</p> <p>-Shapes a) Triangles b) Quadrilaterals c) Angle sum of polygon d) Symmetry e) Solids & Nets</p> <p>-Measurement a) Length b) Perimeter c) Time d) Longitude e) Timetables</p>	<p>-Area & Volume a) area of rectangle b) Triangle area c) Volume of rec. prism</p> <p>-Geometrical instruments a) Ruler b) Set square c) compass d) constructing triangles</p> <p>- Sets a) Intersection & Union b) Empty sets, subsets c) Venn diagrams</p>
<p>M2</p>	<p>-Review M1 a) Fractions b) Decimals c) Percentage d) Geometry e) Directed numbers</p> <p>-Working mathematically a) Problem solving b) Strategies -Percentages a) Estimates b) % of a quantity c) Percent change d) Commission e) Simple interest</p> <p>-Ratio, Rates & Scale drawing a) Equivalent ratios b) Dividing quantity in a given ratio c) Rates d) scale drawings</p>	<p>-Calculators & Spreadsheets a) Special keys b) Applications</p> <p>-Patterns & Algebra a) Combining like terms b) Multiplying & dividing pronumerals c) Index notation e) Algebraic fractions</p> <p>-Equations, Formulae, Inequations a) Solving equations b) Formulae c) Graphing inequations d) Solving inequations</p> <p>-Number plane a) Coordinates b) Straight line graphs c) Vertical & horizontal lines</p>	<p>-Graphs & tables a) Bar, line, Pie b) Conversion graph c) Drawing graphs d) Travel graphs</p> <p>-Reasoning in Geometry a) Adjacent angles b) Angles at a point c) Angle sum in triangle d) Angle sum of quadrilateral e) Isoceles & Equilateral triangles.</p> <p>-Area & Volumes a) Areas of special quadrilaterals b) Volume of prisms c) Surface area of prisms, circles</p>	<p>-Constructions & Congruence a) Constructing regular polygons b) Congruence c) Transformations</p> <p>-Statistics a) Collecting, sorting analysing data. b) Grouped data c) Dot plots and scatter graphs d) Stem & leaf plots.</p> <p>-Probability a) Complementary events</p> <p>-Graph theory a) Subgraphs, connectivity, trees. Eulerian trails</p>

<p>M3</p>	<p>-Number skills a) Calculations b) Conversion facts c) Rational numbers d) Ratios & Rates e) Significant figures f) Estimation</p> <p>-Working mathematically a) Problem solving b) Venn diagrams</p> <p>-Ratio & Proportion a) Increasing & decreasing by a ratio & percentage b) Proportional change</p> <p>Algebraic expressions a) 4 operations b) Simplifying algebraic fractions c) factorising</p>	<p>Pythagoras Theorem a) Calculating hypotenuse b) calculating short sides.</p> <p>-Indices a) Index laws b) Negative indices</p> <p>-Equations & Inequations a) Inverse operations b) solving equations c) equations with fractions d) solving and graphing inequations.</p> <p>-Coordinate Geometry a) Graphing straight lines b) Intercepts c) Intersections d) Gradient e) Gradient-intercept form f) Distance-time graphs</p>	<p>-Formulae & problem solving a) evaluating subject b) translating problems</p> <p>-Geometry a) Alternate, corresponding & co-interior angles. b) Triangles c) Polygons</p> <p>-Locus a) Bisecting angles b) Constructing specific angles Constructing parallel & perpendicular lines</p> <p>-Perimeter, Area & Surface area a) perimeter of sectors & composite figures b) Area of sectors & CF c) Surface area of prism d) Surface area of composite figures</p>	<p>-Statistics a) Frequency b) Cumulative frequency c) Analysing data d) Grouped data</p> <p>-Probability a) Experimental probability b) Theoretical probability</p> <p>-Networks & Topology a) Graph networks b) Weighed graphs c) Directed graphs d) Topology</p>
<p>M4</p>	<p>-Number skills a) Rational numbers b) Recurring decimals c) Significant figures d) Estimation</p> <p>-Working mathematically a) Rates & ratios b) Reverse percentage c) Measurement d) Venn diagrams</p> <p>-Consumer Arithmetic a) Budgeting b) Best buy c) Discounts d) Profit & loss</p>	<p>-Algebraic expressions a) Substitution b) simplifying c) Algebraic fractions d) Binomial products e) Rationalizing the denominator</p> <p>-Equations, Inequations, Formulae a) Equations with fractions b) Inequations c) Formulae d) Literal equations</p>	<p>-Simultaneous equations a) Graphical method b) Algebraic method</p> <p>-Graphs of physical phenomena a) Distance/time graphs b) Linear & non linear graphs.</p> <p>-Deductive Geometry a) Polygons b) Congruent Triangles c) Pythagoras' theorem</p>	<p>-Trigonometry a) Trig ratios b) Unknown sides c) Unknown angles</p> <p>-Statistics a) Frequency & cumulative frequency b) Grouped data</p> <p>-Probability a) Experimental & theoretical probability b) Addition principle c) Transformations</p>

	<ul style="list-style-type: none"> -Indices & Surds a) Index laws b) Negative & 0 indices c) Fractional indices d) Standard form e) Irrational numbers f) Operations with surds 	<ul style="list-style-type: none"> -Factorizing algebraic equations a) Common factor b) Trinomials c) Algebraic fractions -Co-ordinate Geometry a) Distance, mid-point, gradient b) Gradient-intercept form c) Inequalities on number plane 	<ul style="list-style-type: none"> -Vectors -Measurement a) Perimeter & area b) Surface Area c) Volume d) Limits of accuracy 	
M5	<ul style="list-style-type: none"> -Review a) Consumer arithmetic b) Indices & surds c) Co-ordinate geometry d) Vectors e) Trigonometry -Number & Arithmetic a) Simple interest b) Compound interest c) Depreciation d) Loans -Quadratic Equations a) Completing the square b) Quadratic formulae 4) Special Graphs a) Parabola b) Hyperbola c) Circle d) Cubics 	<ul style="list-style-type: none"> -Further Algebra a) simultaneous equations b) understanding variables -Linear Programming -Curve sketching expressions -Polynomials a) Sum & difference b) Multiplying & dividing c) Remainder & factor theorems 	<ul style="list-style-type: none"> -Factors, Logarithms a) functions b) Inverse functions c) Logarithms d) Exponential graphs e) Logarithm laws -Surface area & volume a) Pyramids, cones, spheres -Similarity a) Similar triangles b) Finding unknown sides c) Proofs d) Areas of similar triangles -Trigonometry a) Obtuse angles b) 3 figure bearing c) sine rule d) cosine rule 	<ul style="list-style-type: none"> -Circle Geometry a) chord properties b) angle properties c) Tangent properties -Statistics a) Histograms with unequal intervals b) Interquartile range c) Box & whisker plots d) Standard deviation -Probability a) Compound events b) Dependent & independent events. c) Tree & dot diagrams d) Venn diagrams & tables e) Matrices & transformations

PHYSICAL EDUCATION

Course Description:

PE has a unique and significant contribution to make as it facilitates the intellectual, emotional and social development of the child. It cultivates an active lifestyle and advocates activities which contribute to the healthy development of the student. Students are helped to develop motor skills necessary to enable them to participate successfully in a variety of physical activities and the benefits of regular exercise.

Our aims:

- Develop appreciation of the value of Physical Education and its relationship to a healthy and balanced lifestyle.
- Motivate the students to participate in all aspects of physical activity.
- Develop effective communication- both verbal and non-verbal.
- Foster the ability to become critical and reflective performer

Assessment

Physical Education provides a range of activities and tasks that can be assessed against subject specific criteria.

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge & Understanding Students are expected to: <ul style="list-style-type: none"> • Have knowledge and understanding of the physical activities taught. • Understand principles related to a variety of physical activities. • Understand the components that contribute to a health related fitness 	Movement Composition Students are expected to: <ul style="list-style-type: none"> • Develop compositional skills by creating, selecting and linking movements into sequences. 	Performance & Application Students are expected to: <ul style="list-style-type: none"> • Display the motor skills learnt in a variety of physical activities. • Apply strategies to a variety of situations both in group & individual. • Use movement concepts appropriately and apply health & fitness principles 	Social Skills Students are expected to: <ul style="list-style-type: none"> • Work cooperatively with others. • Display ability to support and encourage others. • Show sensitivity through intercultural awareness.

Criterion A: Maximum 8
 Criterion B: Maximum 6
 Criterion C: maximum 10
 Criterion D: Maximum 8

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

Vertical Articulation PE

	Athletic	Aquatic Act.	Motor skills Games	Health related fitness	Expressive movement	Adventure Learning
M1	Athletics	Swimming	Invasion Games Net Games Striking games	Am I in good health?	Gymnastics Dance	Introduction to Adventure race
M2	Athletics	Swimming	Invasion Games Net Games Striking Games	Cardio-vascular fitness	Gymnastics Dance	Eco Challenges
M3	Athletics	Swimming Life saving	Invasion Net Striking Fielding Games	My HRF programme	Dance	Adventure Challenge
M4	Athletics	Water Polo	Invasion, Net, Striking, Fishing games	HRF Wellness	Movement composition-develop sequence or choose theme	Adventure race Orienteering skills
M5	Athletics	Swimming Stroke Improvement Plan a training programme	Invasion Net Striking Fielding Games	HRF Programme	Movement Composition Choreograph	Adventure race

Sciences

Course Description:

At ISM Sciences are taught as an integrated subject from M1 to M3- Biology, Physics and Chemistry combined. In M4 & 5 the subject is taught as separate units helping the transition to the Diploma Programme. Throughout the course, the students are given the opportunities to relate the concepts taught to real life situations and to find the link with other subjects.

Our aims:

- To provide the student with a body of knowledge and an understanding of the scientific approach to problem-solving.
- Be able to investigate and understand the natural world.
- Develop the ability to formulate hypotheses, design and carry out strategies to test them.
- Develop the ability to evaluate results.
- To enable the students to develop the ability to use basic laboratory equipment safely and efficiently.

Assessment:

Tasks and assignments are assessed using specific criteria which are made clear to the students right from the beginning of the course. The process is as important as the knowledge and students understand the importance of self evaluation.

Assessment Criteria:

Criterion A	Criterion B	Criterion C	Criterion D	Criterion E	Criterion F
One world - Understanding of science and society and their interaction. Explore global issues related to science and society.	Communication Demonstrate understanding while communicating scientific knowledge. Should use specific scientific language and appropriate format.	Knowledge & Understanding Understand scientific concepts and ideas Apply these to solve problems in familiar and unfamiliar situations. Develop thinking skills in analysing and evaluating scientific information.	Scientific Inquiry Design & carry out investigations independently. State a problem Formulate a hypothesis Identify and manipulate variables Plan an appropriate investigation Evaluate method	Processing Data Organise data Process data by using numerical calculations Draw appropriate conclusions.	Attitudes in Science Be skilful and conscious of safety when carrying out scientific investigations. Work effectively as a member of a team

Criterion A: Maximum 6
 Criterion B: Maximum 6
 Criterion C: Maximum 6
 Criterion D: Maximum 6
 Criterion E: Maximum 6
 Criterion F: Maximum 6

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

Vertical Articulation Sciences Integrated Sciences

	General Science	Biology	Chemistry	Physics
M1	Introduction to Science	Living Things The importance of Plants	Particle Theory	Energy
M2	Energy resources	Nutrition & Digestion Body Systems	Acids & Base	Electricity Magnetism Light & Sound Stimulus Response
M3	Space Science Fair	Energy Environment	Chemical Reactions Patterns	Forces & movement Heat energy & transfers

	Biology	Chemistry	Physics
M4	Origin of life Conditions of life Cells Cells division Osmosis/diffusion Classification/diversity Conversation Diet & Health Biochemistry Enzymes Energetics Photosynthesis Respiration Carbon Cycle Balance of the environment Maintaining balance Energy flow Populations Sustainable use of resources in agriculture	Origins Atomic theory/states of matter Periodicity Bonding Stoichiometry Chemical reactions Acids Bases Acid rain Rates of reaction Energetics Organics Production of fossil fuels Biochemistry Amino Acids Enzymes Polymers Analytical Analysis Unit Identification of a no. of unknown chemical substances. Scientific proofs	Structure of matter Conservation of mass/energy Mass conservation into energy Fusion/Fission Origin of the universe/matter Stars as matter factories Mechanics Power Efficiency Machines Kinematics Motion, N2, momentum Propulsion rockets jet engines Circular motion Gravity & orbit of planets Thermal Physics Kinetic theory 2 nd law Heat engines Thermal effects Solids, liquids, diffusion.

			Gas law Transfer methods. Electricity –static Circuitry power dissipation
	Biology	Chemistry	Physics
M5	<p>Transport Defence against disease Reproduction in plants & animals. Non flowering plants.</p> <p>Genetics & Evolution DNA RNA Protein synthesis Genetic engineering, Monohybrid crosses Homeostasis & Coordination excretory system Heat exchange & temperature</p> <p>Regulation Coordination Response, muscles, nerves and senses</p>	<p>Periodicity Trends & use of table Stoichiometry Dimensional analysis.</p> <p>Bonding Covalent bonds Physical & chemical properties. Organics addition & substitution reactions</p> <p>Chemical reactions Equilibrium, Acids & bases Redox</p> <p>Health of planet Geology, erosion, minerals N2 cycle-fertilisers, eutrophication Water cycle & quality & hardness</p> <p>Patterns & Predictions Reactions in Chemistry Stoichiometry</p> <p>Transition Redox, Metals & Ores</p> <p>Balance Air & water Non-metals (H2,C12,O2,S8,Carbon)</p>	<p>Mechanics 2 Radio activity Waves, reflection, refraction, interference. Light & sound, lenses EM spectrum Solar energy</p> <p>Electromagnetism Transformer, generator, solenoids, motors Transmission of power.</p> <p>Thermal physics Specific heats and latent & evaporation. Climate change.</p>

TECHNOLOGY

At ISM we believe that IT forms an integral part of the learning and teaching process and as such Technology is taught from M1 to D2. The main branch of Technology taught at ISM is Information Technology.

Our aims:

- Create awareness about the practical solutions that people have devised to satisfy their basic need for food, clothing and shelter.
- Stimulate the student's creativity and combine intellectual talents with practical skills.
- Provide a balance among 3 key areas: systems, information and materials.
- Find connections with other subjects and apply IT skills.
- Develop the ability to use the Design cycle successfully.

Assessment:

All project work are assessed using the given criteria. In the lower classes the criteria are modified to meet the level of understanding of the students. All tasks are completed following the Design Cycle.

Assessment Criteria

Criterion A	Criterion B	Criterion C	Criterion D	Criterion E	Criterion F
Investigate	Design	Plan	Create	Evaluate	Attitudes
Identify the problem Develop a design brief Formulate a design specification. Ability to acknowledge information properly.	Generate several designs Evaluate these Choose the appropriate one Justify their choice Evaluate the design.	Construct plan to create the chosen product. Evaluate the plan Justify any modifications.	Document with a series of photographs or a video and a dated record the process of making their product. Evaluate each stage of creating the product.	Evaluate the product against the design specification Evaluate its impact on life, society and the environment. Evaluate their own performance at each stage of the design cycle.	Personal engagement Motivation Cooperation with others

Criterion A: Maximum 6
 Criterion B: Maximum 6
 Criterion C: Maximum 6
 Criterion D: Maximum 6
 Criterion E: Maximum 6
 Criterion F: Maximum 6

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

Vertical Articulation Technology

	Unit	Topics
M1	<p>Transition Unit How can you explain the MYP Design cycle to the community?</p> <p>Project: Interactive Educational Game unit What IT product can be created to help with the transition of P6 to M1</p> <p>Project: Child Toy unit How can you make an educational child's toy using resistant material?</p> <p>Fashion Unit How do textiles celebrate a given aspect of a culture?</p>	<p>Introduction: Questionnaire: Good/ Bad of Technology Typing test Review basic of computer use. Basics of network Computers in Tanzania Review hardware and software: Differences & similarities 'My life' slideshow assignment</p> <p>Safety & security with computers Scale maps- floor plans on spreadsheets Graphics basics CD lesson Application software</p> <p>Web research- Internet vocabulary, Basic trouble-shooting with computers. Video/discussion on Google Advanced word processing skills More graphics tools Calculations in spreadsheets 'area calculations'</p> <p>Continuous work with keyboarding skills Computer etiquette Articles, careers in IT Choose your own adventure assignment</p>

<p>M2</p>	<p>Unit project: New family survival guide in Tanzania What IT product can you create that will help new families on their arrival for the first time in Tanzania?</p> <p>Unit Project: Kinetic energy racers unit How can we create a kinetic energy racer using reusable materials</p> <p>Structures unit How can you produce a structure that will be of social and economic benefit to the local community?</p> <p>Bird Houses unit How can we express ourselves by creating a birdhouse?</p>	<p>Advanced features of desktop publishing Navigating applications desktop Talk about operating systems of computers Discuss positives/negatives of developing technology with peripherals use CD lesson</p> <p>More tools with graphics programmes Logo Designs Uses/ purposes of slideshows presentations Develop story board Video ideas for school work Trouble-shooting with computers Internet etiquette Templates with spreadsheets-calendar, weekly schedule</p> <p>Advanced internet search (Boolean techniques) Search terms e-research Developing key board skills Computer etiquette</p> <p>Talk about identifying network features/advantages Consider technology influences in the world today Discuss copyright law pertaining to software</p>
<p>M3</p>	<p>Computer Networking Unit How can we integrate and improve computer networks and communication for ISM?</p> <p>World's best hamburger unit How can we make and justify the world's best hamburger?</p> <p>Clocks unit What are the various choices available as we explore various styles and options for making a clock?</p>	<p>'Internet and P' assignment Future of technology in our world Advanced networking concepts Detailed historical timeline of computer and technology Software types/purposes Computer etiquette (internet) Hazards to computers CD lesson 'Making webpages' Advanced work with graphics 3 collages assignment Introduction to databases Simple design Comparison with spreadsheets Trouble-shooting with computers HTML/ web page development</p>

	<p>HTLM writing /webpages What options are available to begin writing HTLM to create a webpage?</p>	<p>Webpage validity Identifying differences among search engines on Internet Developing key boarding skills Computer etiquette Computer buying guide assignment</p> <p>Identify various ethical issues in technology, reflect on career choices with computer/technology influence</p>
M4	<p>Tanzania gift unit Posters/help stations</p> <p>Food Technology/Dessert Unit Video editing/Movie creation</p> <p>Computer and security Awareness Unit Yearbook class page and title page</p> <p>Free Choice Project unit Handbook showing Excel</p>	<p>Computers general Information, Networks Advantages/disadvantages Security, Ethics</p> <p>Input/Processing Output Devices/storage RAM/ROM Operating Systems</p> <p>Text and Image Processing Word processing, Desktop Publishing Presentations Graphics</p> <p>Systems Analysis Spreadsheets Graphs and charts Reports</p>
M5	<p>Education Manipulative unit Flash video creation</p> <p>Database creation for a client</p> <p>Free choice unit</p> <p>Website Creation</p>	<p>Information, Networks Advantages/Disadvantages Security Ethics</p> <p>Input/Processing Output Devices/storage RAM, ROM Operating systems</p> <p>Text and image Processing Word processing Desktop publishing Presentation, graphics</p> <p>Networks Databases Effects of Technology</p>

LIFE SKILLS

All IB MYP students follow a five year course in Life Skills. The course is a continuation of the Life Skills curriculum that runs throughout the secondary school. At IB MYP level lessons aim to cover social, personal and practical skills and topics which relate particularly to young adults and adaptation to secondary school and preparation for the IB Diploma. To begin with, transition and reinforcement of skills needed in secondary school (organization, homework, time management). A variety of other topics are examined, ranging from drug abuse to friendship to study skills to health related issues.

The Life skills programme is broken down in the following areas depending on the year.

Year	Topics			
M1	Time management Importance Tips to good time management How to manage time in secondary school.	Developing Potential What is potential? Strategies for developing potential. How do we know we are maximizing our potential?	Puberty & Nutrition Biological changes in puberty and how do we cope with them? Social changes & how do we cope with them? Best diet for peak body performance in puberty.	Study skills Best ways to prepare for exams Most effective strategies for taking exams. Behaviours during exams.
M2	Diseases What are bacteria, viral and fungal diseases? What are waterborne diseases & how do they affect us? How to reduce risks of getting sick? Areas of the school that have most bacteria. First Aid What is First Aid and in what situations might we use it? How to manage bleeding, burns/scalds, choking, soft tissue injuries, broken bones, poisoning & animal bites?	Smoking Why do people smoke? What are the biological effects of smoking? What impact can smoking have on your social life? How to deal with peer pressure?	Friendship & Self esteem What is the purpose of friendship? What is a good friend? How does one develop self-esteem? How can self-esteem help you develop friendship?	Health Related fitness Integrated project with P.E What is the cardio-vascular system? How can I improve my cardio-vascular fitness? Study skills What is the best way to prepare for exams? What are the most effective strategies for taking exams? Behaviours & habits during exams.

M3	Rules, Right & responsibilities What is anarchy? Why do we have rules? Are all rules good?	HIV Aids What is HIV aids? How is it transmitted? How does it affect our body? How is it distributed worldwide? What effects does it have on communities? Preventions & cure.	Alcohol Why do some people drink ? How does alcohol affect the body? What are the consequences of drinking? How to deal with peer pressure? First Aid How to deal with emergency situations? Apply all that was covered n M2	Health Related fitness My strengths and weaknesses in relation to fitness and how can I improve? Teen Sexuality & Relationships How do you develop trust in a relationship? What are the 'bases' and the best way to come round them? How can sex complicate a relationship?
M4	Contraception How are babies conceived? Different types of contraception available Advantages & disadvantages of different methods.	Sexually transmitted diseases. What are STD's? How can I identify and treat STDs? How can we prevent STDs?	Work experience What type of career might I be interested in? What would I need to do to get this job? How should I write an application letter? What makes a good CV? What is an interview and how can I prepare myself?	Gender issues How can we develop gender identity-nature/nurture? Stereotypes and problems faced by man and women in society. How is homosexuality viewed in different societies?

<p>M5</p>	<p>Developing study skills Planning big projects- Personal projects Develop working strategies and time management</p> <p>Stress Management How do different people deal with stress? How are tobacco, alcohol and drugs used to deal with stress? How do relationships, death, moving cause stress and how can we deal with it? Why do some people feel suicidal?</p>	<p>Drugs Why do some people take drugs? What are the different types of drugs? How do different drugs affect the body? How might the use of drugs affect your relationship with family and friends? How to deal with peer pressure?</p>	<p>Where are you going next? Plan for next year. What job would you like to do after school? What do you need to do to fulfil your dream/plan?</p>	<p>Nutrition: Stress and bad diets What constitutes a balanced diet? How does stress affect eating patterns?</p> <p>Study skills Tips for preparing for exams</p>
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The Personal Project

The personal project is a significant body of work produced over an extended period. It is a product of the student's own initiative and should reflect his/her experience of the MYP.

The personal project holds a very important place in the programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in approaches to learning.

As shown in the MYP curriculum model, and exemplified in the subject group guides and other MYP documents, the five areas of interaction form the core of the programme: they are addressed through the subjects; they bind various disciplines together; they are the basis of varied learning experiences through project work, interdisciplinary activities, and real-life community involvement. Although the areas of interaction are not awarded individual grades, they are central to the experience of the personal project, which is intended to be the culmination of the student's involvement with the five areas of interaction; the project is therefore normally completed during the **last year** of the student's participation in the MYP.

LIST OF RECENT PERSONAL PROJECTS UNDERTAKEN BY ISM M5 STUDENTS

Writing a novella

Inline skating- manual & movie

Drama production- How the leopard got its spots

Mountain biking in Tanzania for under-privileged children

Life Cycle

CD- 6 songs

Alternate types of fuel for cars

Building an environmentally friendly vehicle: solar trike.

Re-modelling the ISM library in an eco-friendly way- Booklet

Writing a book raising awareness of the issues that adolescents of today face.

Website about football: 'From the start until now'

Create an MYP Science revision guide

Collection of poems: 'Whispers of ISM'

Creating a website and movie: Activities and Leisure at the foot of Mount Kilimanjaro

Writing a novella: 'A harvest of Hope'

Crating a website:

Making a calendar

Creating a fashion magazine for teenagers

Making a cookbook

Making a pamphlet to raise awareness on the Upendo orphanage