



International School Moshi Arusha Campus

IB Middle Years Programme Handbook

2011-2012

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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. At ISM we strive to give every student the opportunity to access this programme and develop into life long learners.

After completing the five years of MYP, students are awarded **Records of Achievement** and **Certificates** which reflect the achievement of the students.

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. This is clearly at ISM where we have students from many nationalities and they live together in the boarding and study together in class. They are always supporting each other and show respect to the different cultures.
- **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. The areas of interaction are emphasised not only in the curriculum but we also encourage students to reflect on them during school trips and school through and Focus day
- **Communication** - the MYP stresses the central importance of communication, verbal and non-verbal, as a vehicle to realize the aims of the programme. At ISM, we aim at developing the linguistic skills of the students in their mother tongue (Swahili) and we also offer other language for their development.

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 Personal Project is the culminating task of all MYP students. This project gives them the opportunity to develop skills in something they love doing, plan their work over a long period of time, manage their time and reflect on their product.

All Personal projects are linked to an area of interaction to give a better link with the curriculum

The choice of type of project and its topic is made by the student in consultation with a teacher responsible for supervising the project's completion 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:

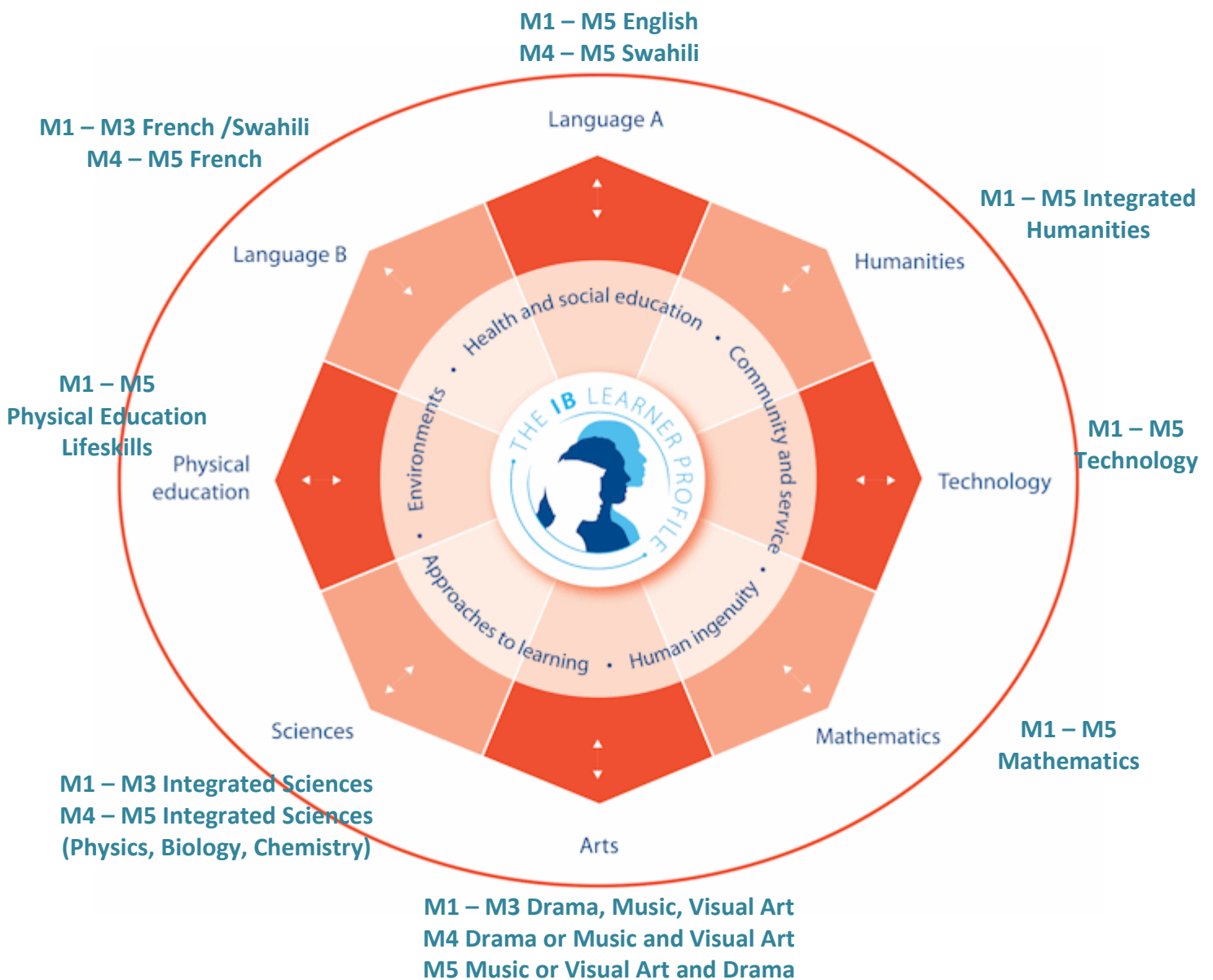
- be registered, and have gained at least a grade 2 in at least one subject per subject group of the MYP. (Please note that a second language A may be taken instead of a language B.)
- have gained at least a grade 3 for the personal project
- have participated in the programme for at least the final 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 Overview



ISM MYP SUBJECT TIME ALLOCATION 2011-2012

Subjects		Minutes of Tuition per Week				
		M1 – M3			M4 – M5	
		M1	M2	M3	M4	M5
Arts	Drama	60	50		100 (drama or music)	100
	Music	60	50			100 (music or visual art)
	Visual Art	80	100		100	
Humanities		200			200	
Language A	English	200			200	
	Swahili	N/A			200	
	French	N/A			N/A	
Language B	French	180			200	
	Swahili	100			N/A	
	English	N/A			N/A	
Mathematics		200			200	
Physical Education		120			120	
Sciences		200			300	
Technology		160			120	
Other programmes	Tutor	70			70	
	Lifeskills	60			40	
	Creative, Service, Sports activities	120			120	
	Guidance Period	no guidance			40	

Notes:

Arts – M4/M5 Arts is in transition for 2011/12 with the current M4 choice of either drama or music to continue into 2012/13. Therefore this is the final year that the arts offerings will require drama and a choice between music or visual arts.

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 is at the heart of all cultures and is a form of expression. At ISM we try to integrate the local culture into the Arts as much as possible. We do this through field trips when the students focus on the Arts in the local context. (We can refer here to the M3 trip to the Arts centre in Arusha every year.)

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 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. Students will be given feedback to improve their work through out 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: *IB (2009) Arts Guide*

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 students 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 aim 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. Field trips help to apply the concepts and skills taught in class to real life situations.

Assessment Criteria: *IB (2006) Humanities Guide*

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.

Grade Boundaries:

- 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

M1 Units of Study

Q1	Earth Power: How are our communities affected by the Earth's power?	Community and Service
Q2	Ecosystems: How do communities impact ecosystems?	Environments
Q3	Why Here: How do we explain the origins of humanity?	Environments
Q4	Civilizations: How do ancient civilizations impact life today?	Human Ingenuity

M2 Units of Study

Q1	The Story of the Coast: which forces, human or physical, have shaped Pangani more?	Environments
Q2	Tourism: Can visitors leave no trace?	Environments
Q3	The Middle Ages: Was it all about lords and ladies?	Health and Social Education
Q4	Globalization: How delicious is fair trade chocolate?	Community and Service

M3 Units of Study

Q1	Exploration: How far reaching are the impacts of exploration?	Human Ingenuity
Q2	The Geography of Disease: Are we making ourselves even more sick?	Health and Social Education
Q3	Agriculture: How have we and how will we feed the world?	Environments
Q4	Governments: What good are they?	Community and Service

M4 Units of Study

	Topic: Unit Question (Area of Interaction)
Quarters	Weather & Climate: Why are there different climates found around the world and what impact does this have on communities? (Environments)
	The Industrial Revolution: How much of today's world is the product of the Industrial Revolution? (Human Ingenuity)
I & II	Imperialism: Is Imperialism a thing of the past? (Human Ingenuity)
	Settlements: Guided by informed opinion or chaos? (Community & Service)
Quarters	The First World War: Would robots have avoided the Great War? (Human Ingenuity)
	Fragile Environments: How can environments be managed sustainably? (Environments)
III & IV	Population: Can we handle 7 billion? (Community & Service)
	Treaty of Versailles: Foundation for peace or another reason for conflict? (Health and Social Education)

M5 Units of Study

	Topic: Unit Question (Area of Interaction)
Quarters	The League of Nations: Can the rise of tyranny be avoided? (Environments)
	Development and the United Nations: What are the rules of the development game? (Human Ingenuity)
I & II	Mapping: How successfully do maps serve their purpose? (Environments)
Quarters	The Second World War: Can blame be assigned? (Human Ingenuity)
	The Cold War: Who induced the wild temperature swings of the Cold War? (Human Ingenuity)
III & IV	State of the Future: How resilient is Planet Earth? (Environments)

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: *IB (2009) Language A guide*

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

	Short Story Fiction	Novel	Poetry	Drama	Non-Fiction
M1	Stories from other cultures(Pre 20 th C) 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 Sonnet XVII Writing poetry	Study & Performance	Animal Rights Discursive essays.
M3	Short Stories	Comprehension Creative response	Bust-a-rhyme Reading aloud Writing poetry	2 movie comparison Stage fighting	Movie review Rabbit Proof fence
M4	Selected short stories Analysis Writing short story	Literary essay '	Selected poetry Reading/Analysis Writing poetry	Performance Literary essay	Fox hunting Discursive writing
M5	Global Tales Comprehension Creative response	Writing in different forms. Text conventions & Creative response	Anthology (pre 20 th C) 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: *IB (2007) Language B Guide*

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><i>Message & Interaction</i></p> <ul style="list-style-type: none"> • Understand and respond to questions. • Express ideas giving details • Speak fluently 	<p>Oral communication</p> <p><i>Style & language Use</i></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><i>Message & organization</i></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><i>Style & language Use</i></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><i>Text Interpretation</i></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

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 Le temps des voyages	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	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 Body parts, Types of illnesses	Future plans Village, town & cities Weather & seasons Travelling in Tanzania Holidays Environment	Literary terminology Introduction to literature readings Non-fiction Speech & Commentaries(oral & writing)
M3	Shopping Weather & seasons Sports & Hobbies		Letter writing

MATHEMATICS

Course Description: At ISM Maths is taught in all the years from MY1 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: *IB (2011) Maths Guide*

Criterion A	Criterion B	Criterion C	Criterion D
<p>Knowledge & understanding</p> <p>This criterion examines to what extent the student is able to:</p> <ul style="list-style-type: none"> • know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics) • use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts • select and apply general rules correctly to make deductions and solve problems, including those in real-life contexts. 	<p>Investigating patterns</p> <p>This criterion examines to what extent the student is able to:</p> <ul style="list-style-type: none"> • select and apply appropriate inquiry and mathematical problem-solving techniques • recognize patterns • describe patterns as relationships or general rules • draw conclusions consistent with findings • justify or prove mathematical relationships and general rules. 	<p>Communications in Mathematics</p> <p>This criterion examines to what extent the student is able to:</p> <ul style="list-style-type: none"> • use appropriate mathematical language in both oral and written explanations • use different forms of mathematical representation • communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating problems. 	<p>Reflection in Mathematics</p> <p>This criterion examines to what extent the student is able to:</p> <ul style="list-style-type: none"> • explain whether his or her results make sense in the context of the problem • explain the importance of his or her findings in connection to real life where appropriate • justify the degree of accuracy of his or her results where appropriate • suggest improvements to the method when necessary.

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

M1

Quarter 1: Number	Quarter 2: Patterns
<p>How and why did the number line develop from natural numbers to include fractions, decimals, and negative numbers? How do numbers operate as a tool to describe the world around us?</p>	<p>Why do we search for patterns?</p>
<p>1) Sets a. Intersection & union b. Empty sets, subsets c. Venn diagrams</p> <p>2) Working Mathematically a. Trial and error b. Drawings, diagram, model c. List, chart, tally, table d. Working backwards e. Simpler problems</p> <p>3) Number a. Order of operations b. Distributive property c. Factors and multiples d. Divisibility tests</p> <p>4) Decimals a. Adding and subtracting b. Multiplying and dividing c. Fractions to decimals</p>	<p>5) Directed Numbers a. Graphing points b. Number plane c. Adding and subtracting d. Multiplying and dividing</p> <p>6) Fractions a. Review of the concept of fractions etc. b. Adding and subtracting c. Multiplying and dividing</p> <p>7) Patterns and Algebra a. Number patterns b. Pronumerals and rules c. Graphs of patterns</p> <p>8) Algebra a. Substitution b. Simplifying expressions c. Graphing tables d. Algebraic sentences</p>

M1 continued...

Quarter 3	Quarter 4
<p>What causes change?</p> <p>9) Measurement</p> <ul style="list-style-type: none"> a. Length b. Perimeter c. Time d. Longitude e. Timetables <p>10) Area & Volume</p> <ul style="list-style-type: none"> a. Area rectangle b. Area triangle c. Constructing triangles and rectangles d. Nets of solids e. Volume of rectangular prism <p>11) Angles</p> <ul style="list-style-type: none"> a. Measuring b. Types of angles c. Parallel lines <p>12) Shapes</p> <ul style="list-style-type: none"> a. Triangles b. Quadrilaterals c. Angle sum of polygon d. Symmetry 	<p>13) Position</p> <ul style="list-style-type: none"> a. 3 figure grid references b. Co-ordinates c. Cardinal points d. Treasure map/orienteering <p>14) Fractions, Percents, Probability</p> <ul style="list-style-type: none"> a. Fractions and decimals to percentages b. Percentage of a quantity c. Ratio and proportion d. Basic probability

M2	<p>-ReviewM1</p> <ul style="list-style-type: none"> a) Fractions b) Decimals c) Percentage d) Geometry e) Directed numbers <p>-Working mathematically</p> <ul style="list-style-type: none"> a) Problem solving b) Strategies <p>-Percentages</p> <ul style="list-style-type: none"> a) Estimates b) % of a quantity c) Percent change d) Commission e) Simple interest <p>-Ratio, Rates & Scale drawing</p> <ul style="list-style-type: none"> a) Equivalent ratios b) Dividing quantity in a given ratio c) Rates d) scale drawings 	<p>-Calculators & Spreadsheets</p> <ul style="list-style-type: none"> a) Special keys b) Applications <p>-Patterns & Algebra</p> <ul style="list-style-type: none"> a) Combining like terms b) Multiplying & dividing pronumerals c) Index notation e) Algebraic fractions <p>-Equations, Formulae, Inequations</p> <ul style="list-style-type: none"> a) Solving equations b) Formulae c) Graphing inequations d) Solving inequations <p>-Number plane</p> <ul style="list-style-type: none"> a) Coordinates b) Straight line graphs c) Vertical & horizontal lines 	<p>-Graphs & tables</p> <ul style="list-style-type: none"> a) Bar, line, Pie b) Conversion graph c) Drawing graphs d) Travel graphs <p>-Reasoning in Geometry</p> <ul style="list-style-type: none"> a) Adjacent angles b) Angles at a point c) Angle sum in triangle d) Angle sum of quadrilateral e) Isoceles & Equilateral triangles. <p>-Area & Volumes</p> <ul style="list-style-type: none"> a) Areas of special quadrilaterals b) Volume of prisms c) Surface area of prisms, circles 	<p>-Constructions & Congruence</p> <ul style="list-style-type: none"> a) Constructing regular polygons b) Congruence c) Transformations <p>-Statistics</p> <ul style="list-style-type: none"> a) Collecting, sorting analysing data. b) Grouped data c) Dot plots and scatter graphs d) Stem & leaf plots. <p>-Probability</p> <ul style="list-style-type: none"> a) Complementary events b) Graph theory a) subgraphs, connectivity, trees. Eulerian trails
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<p>M3</p>	<p>-Number skills A0 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-intergent 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>-Indices & Surds a)Index laws b)Negative & 0 indices c)Fractional indices</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>-Factorizing algebraic equations a)Common factor b)Trinomials c)Algebraic fractions</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>-Vectors</p> <p>-Measurement</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"> d) Standard form e) Irrational numbers f) Operations with surds 	<ul style="list-style-type: none"> -Co-ordinate Geometry a) Distance, mid-point, gradient b) Gradient-intercept form c) Inequalities on number plane 	<ul style="list-style-type: none"> 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 : *IB (2008) Physical Education Guide*

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 & M5 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: *IB (2011) Sciences Guide*

Cr. A	Cr. B	Cr. C	Cr. D	Cr. E	Cr. 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 Quantitative Chemistry 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. Practical work	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 : *IB(2006) Technology Guide*

Cr A	Cr. B	Cr. C	Cr. D	Cr. E	Cr. F
Investigate _Identify the problem Develop a design brief Formulate a design specification. Ability to acknowledge information properly.	Design Generate several designs Evaluate these Choose the appropriate one Justify their choice Evaluate the design.	Plan Construct plan to create the chosen product. Evaluate the plan Justify any modifications.	Create 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 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.	Attitudes Personal engagement Motivation Cooperation with others

Criterion A: 6

Criterion B: 6

Criterion C: 6

Criterion D: 6

Criterion E: 6

Criterion F: 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</p> <p>Typing test</p> <p>Review basic of computer use.</p> <p>Basics of network</p> <p>Computers in Tanzania</p> <p>Review hardware and software: Differences & similarities</p> <p>'My life' slideshow assignment</p> <p>Safety & security with computers</p> <p>Scale maps- floorplans on spreadsheets</p> <p>Graphics basics</p> <p>CD lesson</p> <p>Application software</p> <p>Web research- Internet vocabulary, Basic trouble-shooting with computers.</p> <p>Video/discussion on Google</p> <p>Advanced word processing skills</p> <p>More graphics tools</p> <p>Calculations in spreadsheets 'area calculations'</p> <p>Continuous work with keyboarding skills</p> <p>Computer etiquette</p> <p>Articles, careers in IT</p> <p>Choose your own adventure assignment</p>
M2	<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</p>	<p>Advanced features of desktop publishing</p> <p>Navigating applications desktop</p> <p>Talk about operating systems of computers</p> <p>Discuss positives/negatives of developing technology with peripherals use</p> <p>CD lesson</p> <p>More tools with graphics programmes</p> <p>Logo Designs</p> <p>Uses/ purposes of slideshows presentations</p> <p>Develop story board</p> <p>Video ideas for school work</p> <p>Trouble-shooting with computers</p> <p>Internet etiquette</p> <p>Templates with spreadsheets-calendar, weekly schedule</p> <p>Advanced internet search (Boolean techniques)</p> <p>Search terms</p> <p>e-research</p>

	<p>and economic benefit to the local community?</p> <p>Bird Houses unit How can we express ourselves by creating a birdhouse?</p>	<p>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>
M3	<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>HTLM writing /webpages What options are available to begin writing HTLM to create a webpage?</p>	<p>'Internet and I' 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'</p> <p>Advanced work with graphics 3 collages assignment Introduction to databases Simple design Comparison with spreadsheets Trouble-shooting with computers HTLM/ web page development</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 ISM MYP students follow a five year course in Life Skills. Life Skills aims to address skills and topics which relate particularly to young adults and promotes their adaptation to secondary school and preparation for their lifelong journey in learning. Four key areas facilitate the delivery of the Life Skills programme: intrapersonal, mind and body, interpersonal, and international mindedness.

The Life skills programme allows each year group to address topics in these four key areas:

Intrapersonal-Who Am I?					
	M1	M2	M3	M4	M5
Leisure	What are my interests? How do I spend my free time?	How do I manage living in a virtual world?	How do I participate in a variety of different activities?	How do I balance leisure, academics and family?	How do I balance leisure, academics and family?
Metacognition	What type of learner am I? How do I ask “meaty” questions?	What are some common aspects of effective learning?	How am I changing my learning strategies to meet the growing complexity of my academic challenges?	What strategies help me learn best?	How do I become a self-directed learner?
Knowing myself	What type of person am I?	How do I know who I am?	Do I want to change who I am?	What is worth knowing about myself?	How can I help others know about themselves? How can others help me know myself?
Career/Work	Why work? Why do some people think that going to university is important?	Does your work define the type of person you are?	How do people contribute to society in diverse ways through their vocations?	What are the different educational and career options? What types of work would make me happy?	How do I know what I want to study in my Secondary Education? How do I explore and pursue educational and career options?

Mind and Body

	M1	M2	M3	M4	M5
Mind	How does the brain process and retain information?	How does the brain process and retain information?	What is the mental process of addiction? Why do people create and look after gardens?	How are emotions connected to our body? Is there a human need to be around nature?	How do I know if I need help?
Body	How do our bodies change through puberty? What does my body need to develop?	How do our bodies change through puberty?	What makes someone attractive?	What are some different ways of having a balanced diet? What activities help us live longer?	How does our body, and how we cover it, define us? How do I do first aid?
Drugs and Alcohol	What are drugs and alcohol, and why does understanding of them help us make wise decisions?	Why have many civilizations been attracted to drugs and alcohol?	What are some physiological affects, good and bad, of drugs and alcohol? What substances can be abused and how does the process of addiction start?	What are the challenges faced when taking decisions about drugs and alcohol.	What impact have drugs and alcohol on current and past societies?
Consumerism	What are some advantages and disadvantages of consumerism?	Why are many people attracted to famous name brands? Does money equal happiness?	What's the difference between wants and needs?	Why do people buy things they do not want with money they do not have to impress people they do not like?	What are the implications of consumer decisions (environmental, social, economic, political)?

Interpersonal

	M1	M2	M3	M4	M5
Friendship	What is friendship? What are the signs that a friendship may not be working?	What kinds of behaviour break a friendship? Are we happier if we have lots of friends rather than one or two steady ones?	How do I manage to spend time with my friends and my parents fairly? What do we owe our friends?	What influences, if any, should your friends have on your choice of romantic partner?	Under what conditions, if any, should we betray our friends?
Family	What is my role in the family and how is it changing?	How do the members of a family interact with each other?	How do I balance time and responsibilities between friends and family?	How does a family change as children gain independence?	How can I be a good parent?
Socializing	What are social skills? How do people convey their emotions? How can conflicts be resolved?	What behaviors promote a sense of community? Why do some people use the word 'gay' to insult others?	How do I apply effective social skills in different contexts?	What is the difference between sympathy and empathy?	How do I strike a balance between being social and being alone?
Collaborating	How do I work with people I don't like or I disagree with?	What is a dialogue?	What are the different roles people can have in effective teams?	How does an effective team function?	How can I take on leadership roles?
Home	What does it mean to have a home? What do your rooms and possessions say about you? Why and how do people decorate their houses?	What makes a home? How do we create beauty in the home? Is the desire to impress others at odds with one's comfort?	Is home a basic need? How do you keep a home safe? Why do people create and look after gardens?	What are the roles of TV, music, and computers in the home? How do you plan, manage and cook meals?	Why do some people have pets? What make pets happy? What is our relationship with non-human animals?
Relationships	How and why are boys different to girls?	What happens to your body when you are in love?	Do all sexual relationships involve sex?	Why do people begin sex at different ages both within and between cultures?	What makes a happy relationship? What are some signs that a relationship is struggling.

International Mindedness

	M1	M2	M3	M4	M5
International Mindedness	What is international mindedness?	What is international mindedness?	What is international mindedness? Should we always respect the values of other cultures?	What is international mindedness? What is the connection between the learner profile and international-mindedness?	What is international mindedness? What place does international mindedness have in our curriculum?
TCK	What is a global nomad or third culture kid (TCK)? What challenges do TCK kids face? Where is home?	What are some typical characteristics of a TCK? In what ways are TCK kids diverse and what challenges do they face?	In what ways are TCK kids diverse and how do we address the challenges?	How can TCKs contribute to a global perspective?	What hopes and concerns do TCKs have as they begin to think about leaving the family?
Diversity	How are we diverse?	How do we celebrate and reconcile diversity?	How does diversity enrich our experiences?	What is the difference between tolerance and respect of diversity?	When should disrespect and intolerance lead to change?
Community	What communities do I belong to at home and in school	How do I connect and contribute to communities?	How do communities stay healthy?	What are my responsibilities to the local community?	What are my responsibilities to the global community?

Internationally minded people are those who strive to learn about the values and beliefs of their own culture so that they can better understand those that are found in the host country and elsewhere in the world. Internationally minded people are world citizens who seek out commonalities and also appreciate differences between cultures so that they can bridge cultural divides and help create a more peaceful world.

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 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 underprivileged 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 for 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

Topic	Goal
Music	Create a music book based on own experience of Tanzania
Photography	Oral presentation to show the process of fashion photography
Ecology	Research report on the behaviour of animals in Lake Manyara
Health	Create awareness about malaria through posters
Architecture	Create a 3D model of an eco-friendly and student friendly ISM
Fashion	Create awareness among teenagers about appropriate fashion
Drama	Write a play to raise awareness about teenage pregnancy
Social Issues	Powerpoint on depression and bullying among teenagers
Football	Create a website on the history of football and its influence on the lives of people.
Fashion	Make a portfolio on designs inspired by the army
Designs	What lies behind designs?(needs to be discussed more)
Technology	Design a lathe machine to help the community
Arts	Make a series of comic strips on issues affecting teenagers
Language	Write a novella about romance to inspire other people to read
Dance	Making a dance video to improve own skills
History	Making a diary about the WW1
Environment	Design and make a children's book on 'Drought'
Music	Research and presenting different types of music

This handbook has been prepared for the purpose of informing parents and anyone who would like to have more information of our Middle Years Programme at ISM. The information has been extracted from the documents of the IBO, namely the subject guides.

Any other information or for more detail please contact the administration at Moshi campus.

References:

IB (September 2005/January 2006): MYP: Humanities Guide: International Baccalaureate
IB (September 2005-January 2007): MYP: Language B Guide: International Baccalaureate
IB (2007):MYP: Technology Guide: International Baccalaureate
IB(2008):MYP: Physical Education Guide :International Baccalaureate
IB (2009): MYP: Language A Guide: International Baccalaureate
IB (2009): MYP: Arts Guide: International Baccalaureate
IB (2011): MYP: Mathematics Guide: International Baccalaureate
IB (2011):MYP: Sciences Guide: International Baccalaureate