

# Amity International School Amsterdam

## Curriculum Guide

### Academic Year 2021-2022



Middle  
Years



**AMITY**  
INTERNATIONAL SCHOOL  
AMSTERDAM

# CONTENTS

Guiding Statements	2	Chemistry	31
Disclaimer	3	Physics	32
Introduction	4	Individuals and Societies (INS)	33
Senior School Timetable	8	The Arts	38
Subject Group Assessment Objectives	9	Visual Arts	39
Grade Descriptors	10	Music	40
Languages	11	Drama	43
English Language and Literature	12	Design	46
English as an Additional Language (EAL) Support	16	Physical and Health Education (PHE)	50
French Language Acquisition	17	Special Educational Needs (SEN)	56
French Language and Literature	18	Personal Project	57
Dutch Language Acquisition	20	Personal, Social, Health and Economics Education (PSHE)	58
Dutch Language and Literature	21	Careers and University Applications	58
Mathematics	22	Library Lessons	59
Integrated Sciences	27	Co-Curricular Activities (CCAs)	60
Biology	30		

# GUIDING STATEMENTS

## OUR MISSION

It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.

Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

## OUR VISION

Empowering each individual to thrive and make a positive difference.



# DISCLAIMER

Amity International School Amsterdam is a Candidate School\* for the Middle Years Programme. Amity is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Amity International School Amsterdam believes is important for our students.

*\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>*



# INTRODUCTION

Consistent with the philosophy of the International Baccalaureate (IB), we consciously ask ourselves: ‘how can our curriculum promote a common humanity and shared guardianship of the planet’? In the context of the global pandemic, we’re reminded of the incessant and unpredictable nature of change and the importance of human ingenuity to address new global challenges. It is from these ambitious heights, then, that we seek to support our students with the knowledge, understanding and skills they require to be leaders and positive change agents.

Our curriculum is aligned to the framework of the IB Middle Years Programme, in which students study English, French and Dutch (as either Language and Literature or Language Acquisition courses), Mathematics, the Sciences, Individuals and Societies, Digital Design, Physical and Health Education, Music, Visual Arts and Drama. In addition, our curriculum includes a Personal, Social, Health and Economics (PSHE) programme, Service as Action projects and Library lessons. Each of these subject areas are outlined below with reference to many of the units of inquiry that students explore in each grade level.

## Inclusion

Our school values difference, celebrates diversity and promotes international mindedness. All individuals are welcomed and accepted for who they are, regardless of learning needs or identity. Students can expect to feel safe and supported: be that through our buddy system for new students; peer mentoring within the House system; or the personalized support of the House Advisor and subject teachers. Given the international and cosmopolitan nature of

our student population, additional support for accessing the curriculum is provided for students with English as Additional Language (EAL) or Special Educational Needs (SEN).

## Values

Responsibility, Respect and Safety are our guiding values for positive learning experiences and collaboration as members of the school community. Specific agreements for learning have been generated by the students themselves through workshops framed around the IB Learner Profile attributes. We believe that students will best embody the values and agreements if they have contributed to articulating these through the promotion of student voice. For example, as principled and respectful members of the community, students “honour the words of all members”. As knowledgeable and inquiring thinkers, students agree to “contribute thoughtfully to class discussions.”

## Personalized Learning

Amity is a young school that prides itself on really knowing its students. All of the teaching and support staff care about our students and - to echo our school’s vision - seek to empower them to thrive. We treat our students as individuals who come to class with distinct prior levels of learning, and we take those levels - be they higher or lower than their peers - as the starting point for growth. The application of standardized assessment tools that measure students’ existing knowledge and developed ability, along with teachers’ professional judgement, ensure that learning is differentiated for individual students’ needs.

# INTRODUCTION

## Learning for Deeper Understanding

In a world saturated with surface-level information and data, we recognize the need for students to discover deeper understandings and Big Ideas that transfer to new situations and contexts. To this end, our curriculum is designed around key concepts, or conceptual lenses, that help students to organize and make sense of the world around them, much like experts do. Our units of inquiry enable students to discover conceptual relationships within local, national and global contexts. By transferring their deeper understandings to new contexts, students develop a more nuanced view of the world, and become increasingly equipped to tackle future challenges. For example, while it might be useful to know that Louis XVI was executed in 1793 - it's far more meaningful for students to discover the generalities of world conflict; for instance, that power (Church and State), inequality, poverty, weak economies, and (a lack of) freedom, lead to conflict. Students can transfer their understanding of the French Revolution to other contexts, such as the Russian Revolution, Arab Spring or Black Lives Matter protests.

## Inquiry-based learning

Our units of inquiry are designed around factual, conceptual or debatable questions that help to frame the scope of inquiry while allowing opportunities for students to seek answers to their own questions through a cycle of action, reflection and inquiry. In MY3 Maths, for example, students apply trigonometry to measure the height of the school building to solve a problem about locating an Amity flagpole on top of the building, taking into account the low flight path over the school. This involves making predictions and taking actions to see what

happens, collecting data using trundle wheels and clinometers, and reporting findings.

## Skills Development

In addition to the Big Ideas of each unit of inquiry, Amity students are explicitly and strategically taught the MYP's Approaches to Learning skills. Social, communication, self-management, research and thinking skills are embedded within the wider curriculum and taught incrementally across the programme to increasing levels of complexity. Subject-specific skills are developed within the curriculum, be that historical source analysis in INS, lab report writing in Science, observational drawing skills in Visual Arts, or orienteering for the International Award. Generic ATL skills such as listening and self-regulation skills are taught within our PSHE programme, with life issues framed around the topics of Health and Wellbeing, Relationships, and Living in the Wider World. Digital citizenship and information literacy skills are taught as part of our Library's programme. In preparation for the IB Diploma Programme, we enable students to take increasing responsibility for their learning so that they effectively manage their time, resources and social-emotional skills.

## Assessment

Assessment at Amity is designed to be authentic, often requiring students to respond to problems or challenges that require real-world solutions, products or performances. To this end, assessment tasks will be relevant and meaningful, but also demand students to plan, prepare and take ownership of their learning. Assessment tasks will promote deep learning and may require collaboration, conceptual transfer, or

# INTRODUCTION

analysis of complex issues. Moreover, assessment enables students to identify and reflect upon their strengths and weaknesses

in respect to the assessment descriptors and criteria. Timely feedback ensures that students know their achievements and how they can grow. Teachers report feedback on summative assessments on Managebac so that parents and students can see progress, and identify growth over time.

## Measuring Student Growth

In addition to internal assessments, students will also sit standardised assessment tests during the school year to determine their level of knowledge and developed ability in mathematics, reading and language usage, as well as in science for MY4-5 students. Test data provides valuable information to guide instruction that is differentiated for individual students' needs, and benchmarks the growth of each student over successive grade levels. Teachers will draw upon the data to modify the level of rigour for each student and to account for gaps in students' existing knowledge, thus supporting a personalized approach to learning.

## Academic Integrity

Academic integrity is modelled by teaching staff so that students are equipped with the abilities to understand and produce information in an ethical manner. Sound judgement and technical abilities are developed incrementally alongside ATL skills, such as careful referencing and citation of sources, in order to prepare students for the Diploma Programme. In their application of Academic Integrity, students follow the attributes of the IB Learner Profile to be principled inquirers, thinkers and communicators.

## Amity House System

Across the school students are members of one of the following houses: Phoenix, Griffin, Dragon or Yeti. The Houses provide a sense of belonging within the wider school and provide opportunities for healthy competition in a range of cultural, sporting and academic events. House Captains play a key role in promoting activities such as debates, performance competitions, sports days or service as action.

## Vertical Tutoring

Within each House, vertical tutoring groups provide a smaller, family-style unit with student members from across the five middle years grades. Vertical Tutor groups meet for 20 minutes on Mondays to Thursdays, with the over-arching aim to build relationships for learning. Led by House Advisors and the senior students, VT time enables mentoring of the younger students by the senior students, perhaps with maths or language support, or by providing guidance on goal setting and monitoring, skim reading, note-taking, homework tasks, or practicing mindfulness. Vertical Tutor time does not follow a prescribed programme, but rather creates an opportunity for members of this 'school within a school' to support each other – to become better citizens, in the service of each other, to build self-esteem, to discuss life and learning as individuals within a mixed-age group.

## Student Voice

Throughout the Middle Years Programme, students are encouraged to participate in enhancing the wider culture and climate of the community, be that in leadership

# INTRODUCTION

positions such as Heads of House, or as members of the Student Council. In addition to the positive behavioural values mentioned above, the Student Council has led discussions on acceptable mobile phone agreements, while other students have convened discussion forums on identity issues.

## Educational Resources

All subject departments are well-resourced with a range of high-quality equipment and resources for students to learn with. Every student is provided with a Microsoft Surface Pro device with Office 365 and other applications to support their learning. Our curriculum, including assessment tasks, grades and feedback, can be accessed by parents and students on Managebac. The Student Handbook is an important resource for outlining the syllabus content and subject expectations, to support student planning and organisation, and a 'scrapbook for thinking and reflection' in which students can identify their own intellectual progress over time.

## Home-School Partnership

With our students and your children at the heart of the learning community, it is vital that we maintain open channels of communication between the home and the school. At Amity we have a variety of means for maintaining the dialogue about student progress, from weekly parent newsletters, termly progress reports and consultation meetings, to coffee mornings and – increasingly, we trust, as the pandemic recedes – through community events involving parents.

Below you will find further information about the units of inquiry in each of our subject areas and grade levels, as well as core components of the Middle Years Programme. Information draws upon MYP Guides published by the IB. Please let us know if you have any questions about the information contained within this curriculum guide.

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# SENIOR SCHOOL TIMETABLE

Our school timetable consists of 32 periods of 50 minutes per week, plus 20 minutes of Vertical Tutoring time on Monday to Thursday. There is a 20-minute break in the morning and a 10-minute break between periods 4 and 5. Lunch is 50 minutes during which students can bring their own food or eat in the school's cafeteria. Lessons finish at 3.35pm on Monday to Thursday, and at 12:30pm on Fridays, although on most days there are a range of co-curricular activities scheduled (see below).

TIME	PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8:05	1				
8:55	2				
9:45	BREAK 1				
10:05	VERTICAL TUTORING				
10:25	3				
11:15	4				
12:05	BREAK 2				
12:15	5a				
1:05	5b	Lunch MY1-5			
1:55	6				
2:45	7				
3:35	End of Lessons				

TIME	FRIDAY
8:05	1
8:55	2
9:45	BREAK
10:05	3
10:55	4
11:45	BREAK
11:50	Assembly
12:30	

# SUBJECT GROUP ASSESSMENT OBJECTIVES

The following assessment objectives are taken from the *MYP Principles Into Practice* (2017)

Subject Group	Criterion			
	A	B	C	D
Arts (Drama, Music and Visual Arts)	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language Acquisition (Dutch and French)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Language and Literature	Analysing	Organising	Producing text	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in the real world
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performance	Reflecting and improving performance
Science	Knowing and understanding	Inquiring and designing	Inquiring and designing	Reflecting on the impacts of science

# GRADE DESCRIPTORS

The following MYP grade descriptors indicate the achievement levels for students in all criteria of the subject group. These are reported on at the end of the academic year, and are reproduced here with reference to the IB's MYP Principles Into Practice (2017:94)

Grade	Descriptor
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
N/A	Not Yet Assessed.

# LANGUAGES

Students will generally study one Language and Literature and one Language Acquisition option, depending upon their prior learning and exposure to our taught languages. Currently, these are English, French and Dutch. Where students have had limited exposure to English, we provide an intensive language learning programme and support to help students to access the wider curriculum. In addition, we encourage students to develop their mother tongue language and invite families to participate in mother tongue-focused community activities.





# ENGLISH LANGUAGE AND LITERATURE

## MY1 English Language & Literature

### Intro to Poetry and Analysis

In this unit students will begin their more academic journey of analysis and thinking. Poetry is one of the vehicles we use to get there. As well they are introduced to several of the most common literary devices, the conversation of meaning in literature and academic writing.

### Intro to the Short Story

In this unit we progress into larger and more complicated texts as we continue our journey of analysis and understanding of how meaning is created. The students become aware in this unit of their own growth, both in terms of analysis as well as their capabilities as a writer. They are also introduced and more formally instructed and assessed on how group discussions work. As well, they will be introduced to the structure of story, more literary devices, and become confident in their abilities to understand them.

### Intro to the Novel

Novels are simply longer versions of stories, but the students will be introduced to the grander concepts of why novels are written and how they are cultural reflections that represent an even wider vision than even the author intended. We will complete our initial studies of literary analysis, the study of each of our literary based concepts, and the students will have a fuller and much richer understanding of how creative fiction works, but most importantly a secure understanding of their abilities as writers and how to improve from that point. We will read a wonderful story, *Fahrenheit 451*, and discuss the nature and importance of knowledge.

### Intro to Shakespeare and a Classic Text

Each year at Amity, the students will read a Shakespearean play. These will generally be the most classical texts the students read and serve as an incredibly engaging and enriching experience for them. In MY1, they will read *Romeo and Juliet* but focusing on the idea of identity formation. In looking at the characters lack of understanding of their own identities, the students will grapple with becoming agents in forming their own identity and take more active strides in becoming the person they want to be.

### Intro to Public Speaking

In this unit, the students will be introduced to speech and debate. We will write short speeches and discuss the tenets of debate. They will perform speeches and will take part in informal debates, but this unit is about leaning into the discomfort of public speaking. As they progress through the MYP their tasks will become more complex, but their comfort and confidence will grow alongside it.

## MY2 English Language & Literature

### Poetry Around the World

The students will continue their journey learning in-depth analysis but with more complex texts and a from all the corners of the world. We will dig into how context frames art and structure and meaning, and what connective tissues exist that make us all human. As well, they will learn new more sophisticated essay writing techniques and reaffirm their grasp on the most common literary devices.

# ENGLISH LANGUAGE AND LITERATURE

## **The Depth of Story**

Now that students have been introduced to the components of stories, we will dive into the more sophisticated variations of them and see what connects them all, regardless of the context. By the end of this unit, students will write their own short story to showcase their understanding of these components as well as that of the complexity of characters, how they change by the conflict that surrounds them, and how that reflects our time upon the earth.

## **The Human Condition**

People have debated the nature of humans since the dawn of rational thought. In this unit we will read *Lord of the Flies* in order to gain insight into the prevailing 20<sup>th</sup> century view of mankind and contrast it with research, both ancient and modern, to decide for ourselves what lies at the heart of humankind. Students will write an extensive comparative essay this unit with evidence taken from multiple sources where they argue their own viewpoint on what it means to be human.

## **Macbeth and Power**

Politics can be messy. In this unit we look at the shifts of power that occur in the world in all the many ways they've occurred. Specifically, we'll read about *Macbeth* and how his fortune was told and how he took matters into his own hands in order to secure and maintain that power. Through this unit, we hope to illuminate the human struggle of what it means to keep order. An extensive essay will be written, comparative again, using multiple sources, and will showcase some of the strongest writing the students have done yet.

## **Above the Influence**

The MY2 Speech and Argument unit, but we will focus more on the arguments of advertising, specifically focusing on the idea

of influence. We will tackle such themes as how we are influenced, why we are

influenced, ethics, and whether we must give in to what the world says around us. The assessments this unit will be more interactive in nature – giving speeches and putting together a group presentation for younger students about *Living Above the Influence*.

## **MY3 English Language & Literature**

### **Poetry as a Force for Change**

In this unit we look at poetry from specific parts of the world as it has fueled movements, stirred thought, and wonder at how something so small can create such massive shifts in culture. Students will hone their analytic abilities like never-before, in real life contexts, and be introduced to their most sophisticated ways of weaving their own arguments yet. This is a very seminal and transitional year for students as they step into themselves and lay the groundwork for the students and people they're going to become.

### **How Science Fiction Changed the World**

Following up our unit on world-changing poetry, we will next dive into the world of science fiction and further look at how fiction and the stories we tell influence the directions our lives take. We will wonder whether or not it is life that inspires fiction or if its fiction that inspires life. The students will have an opportunity afterwards to investigate their own wonderings about other realms and genres of literature and the influence it has had upon the world. All of this will culminate in the students writing a speculative paper on where the world is currently headed based on the vast and varied genres of literature coming out today.

# ENGLISH LANGUAGE AND LITERATURE

## Purple Hibiscus

In this unit we will really pull apart the idea of where our identity and perspectives come from, how they're created. We will follow Kambili, a young Nigerian girl, as she grapples with civil war, religious and cultural turmoil and change, and decides who she is going to become. It's a beautiful novel that students can't help but fall into and allow to help them grapple with their own place in an ever-changing world. Our assessment this unit encapsulates that shift in perspective and will allow the students opportunity to dig into their own perspectives and possible shifts.

## Twelfth Night

Continuing our Shakespearean trend, the MY3s will tackle a comedy this year, Twelfth Night as a means for exploring what some people must do to be heard and seen. It's a complex world seemingly built with many opportunities to divide ourselves. But is there a way through the maze? Can we as people develop a more equal field for all to live? These are just some of the questions we'll ask as we watch Viola, a woman of the 16<sup>th</sup> century, do any and everything she can in a world designed to keep her down, to find not just her brother but her place in the world. The assessment in this unit will provide a more creative opportunity where we'll utilize the idea of the stage to tackle these transcendent themes in our modern age.

## The Great Debate

This unit acts as a culmination of the student's public speaking units to date. They will be introduced to the precepts of formal debating and in groups take part in the most formal and rigorous, and authentic, debate of their academic careers. We will be tackling some of the big subjects of our life and times, and this unit will emphasize research and formal communication heavily.

The students will be assessed on *how* they operate as much as *what* they create.

## MY4 English Language & Literature

### Poetry: Hitting the depth

This year, things turn up quite a bit. In preparation for what will come in DP and University, the students will be pressed to hit a higher depth of analysis but with speed in mind. The unit is about learning to trust the conclusions your mind comes to and utilizing the sophisticated writing techniques they've picked up to break them down. The ongoing assessments in this unit reflect timed in-class essays as well as shorter formative work (all of which they will redraft later to be able to present their best quality). The student's abilities and confidence skyrocket during this unit, setting them up for all the rigorous challenges to come.

### Writing the Change

In this unit we will read a series of short stories all centered around characters who have immigrated to other parts of the world, noting how that experiences shape and mold them. In turn, they will utilize their analytical prowess to then write their own extensive short story where they create their own character, from any culture, and place them in a new context in order to explore the realities of how our settings influence us in life. This will be a more creatively driven unit and will challenge the students in their writing in a whole new way.

### Best Laid Plans

The students will be introduced to the literary periods and how structure and style evolves from era to era. We will read *Of Mice and Men*, a classic Modernist text, before reading several Postmodern short stories afterwards to see the stark contrasts and

# ENGLISH LANGUAGE AND LITERATURE

changes in structure, style, but as well as subject matter. The students will then develop their longest and most developed work to date as they explain the developments from era to era and the meaningful implications of the stylistic shifts – all the while identifying how we articulate and understand meaning.

## **Julius Caesar and Argument: intro to rhetoric**

This year the students will read Shakespeare's *Julius Caesar*, tackling such themes as power, jealousy, and betrayal, but it is also the perfect time to introduce them to rhetoric. Rhetoric, the art of persuasion, is something they would have experienced in previous speech units, but in this unit, we will delve deeper into the classic sense of how persuasion works, the back and forth of deliberations, and how it varies from the literary page and real life. The climax of this play being several speeches given by ancient Greek characters gives us ample opportunity for analysis and understanding, not just of a Shakespearean text, but of how to navigate arguments and to defend ourselves from them.

## **MY5 English Language & Literature**

### **Evolution of Western Culture Through Art**

In this unit the students will look at short texts, poems, short stories, and smaller nonfiction pieces as they evolved through the various periods and literary movements. Starting with the Age of Enlightenment and the Romantic eras all the way to Postmodernism and to the nebulous web that is today. We will see how literature evolved, its purpose and style, and try to make sense of the modern world. This will conclude with synthesis paper on where we are *now* and speculation as to where we're going.

### **Critical and Novel Arguments**

All literature and art is connected in some way, but some of it more than others. We will read Joseph Conrad's *Heart of Darkness*, a hailing achievement of the Victorian Age. Long standing, it is one of the more powerful novels in history...but not for everyone. After our analysis of the novel, we will read another writer's reaction to the novel, an essay at first on why it should never be read or taught and then that writer's own fictional account of a more racially appropriate representation of a historical Africa, Chinua Achebe's *Things Fall Apart*. The students will delve deep into the shifting perspectives and assess for themselves what should and should not be taught and read.

### **Hamlet: a study in multiple perspectives**

*Hamlet* is considered by many to be Shakespeare's greatest and most important work. To culminate their Middle Years

Shakespearean experience, the MY5s will take on *Hamlet* but several different lenses as they go. The students will be broken up into groups and assigned a different philosophical viewpoint. As they read, they will develop their discussion questions and theories based on that viewpoint which will serve as the driving force of our discussions and assessment throughout the process. Theoretically, in a more objective environment they will experience how different viewpoints frame how we take in information and create the leans and biases we see in the world today.

### **Memoire: a study of self**

To finish off the Middle Years' experience we will delve into the tropes of Memoire to see how great writers use story and reflection to make sense of their own lives, experiences, and the world around them. In doing so, the MY5s will be able to create their own short Memoire and recount their experiences in life thus far, mainly academic, compiling the



# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

morals and lessons they've collected thus far. This will operate as an almost rite, a transitional unit that catapults them into their DP years, and then into their futures beyond

## English as an Additional Language (EAL)

EAL support is provided to help individual students whose first language is not English. Students build on their language skills in order to better access the curriculum, develop their social skills and become comfortable in an English-speaking school. Language assessments take place on an

individual basis by determining the student's level according to the CEFR. Over the academic year, students develop their reading, writing, speaking and listening skills through systematic building of grammar, vocabulary and language-learning strategies. Students also obtain the academic skills and language used across different subject areas, supported by collaboration between EAL and subject teachers. This includes, but is not limited to: support for oral and written presentations; summarising and paraphrasing; reading for gist or detail; building subject vocabulary. Subject-specific support is provided in place of French and/or Dutch. English language support is provided in place of English Language and Literature. In addition, students may receive one-to-one support during other classes, such as Science and Individuals & Societies to enable them to access the wider curriculum.



# FRENCH LANGUAGE ACQUISITION

All courses are intended to develop the four language skills: speaking; writing; reading and listening comprehension through a variety of authentic documents. The students will be presented with materials such as advertisements, songs, movies, maps, brochures, newspaper articles, blogs etc... Online language applications will be used throughout the course of the year in combination with the French “cahier”. Students will learn vocabulary, conjugation and grammar in context while reflecting on the International Baccalaureate Approaches to Learning Skills. Students are placed according to their year group and their phases (from one to four) according to their ability in the language.

## MY1 French Language Acquisition

In MYP 1, The first unit titled “Quelle est mon identité culturelle?” or what is my cultural identity?” focuses on the skills needed to learn French, how to describe a person, what defines our identities and what is the most important attribute of the IB learner profile for learning French.

The second unit “Qu’est-ce qu’il y a autour de moi?, or “what’s around me” enables students to describe a neighborhood and their house, to question the influence of culture on the design of a house and if housing is the same for everyone.

The third unit questions the usage and utility of school “a quoi sert l’école”. The key vocabulary relates to the school subjects, the school infrastructure, the routine and the necessity to have a routine in school will be discussed in class.

The fourth and last unit of the year introduces the topic of “sports et loisirs”, or

sport and leisure with the following inquiries ; What do you do during your free-time? What do you wear? Why do we do these activities? Do our preferences on hobbies and sports make an impact on our daily life?

## MY2 French Language Acquisition

The first unit in MYP2 French language acquisition enables student to reflect on their family and traditions. Celebrations will be studied in different aspects such as their necessity and their meaning. Lessons will be focused on communication with family members and third parties.

The second unit in MYP2 introduces students to the world of food, “Qu’est-ce qu’on mange?” or ‘what do we eat?’. Students should be able by the end of the unit to answer questions such as What do you like eating and when? What are culinary conventions? What is the relation between food and culture? Is French food the best food in the world? If not (that is a possibility), What is the best food in the world?

The third unit of MYP2 enables the students to learn how to live a healthy life or ‘La vie saine’. Students will observe what sports are being practised around our world, what symptoms do you have when you are unwell and what does it mean to be healthy.

The fourth and final unit of MYP2 is designed around the concept of travelling or “En voyage !”. Students will explore the activities they can do when traveling, and the meaning of traveling and holidays, including a reflection on the need for some people to travel, e.g. migration.

# FRENCH LANGUAGE ACQUISITION

## MY3 French Language Acquisition

The first unit delivered in MYP4 will define our relations, “qu’est-ce qui définit nos relations?”. Students will identify the types of relationships we develop with others and

how we communicate with others. The class will also estimate how we can connect with others when we don't speak the same language.

The second unit will make the students reconnect with habits in the past, “once upon a time ” or *Il était une fois*”. Our guiding questions will be as follow; What were you doing as a child? What's the point of talking about the past? How to write a story in the past? Is the life of a child better than that of an adult?

The third unit in MYP3 will help us describe our neighbourhood and community. Neighbourhoods, with their advantages and disadvantages, will be analysed. We will equally consider the impact of actions on our community. And ultimately, we will discuss the notion of a perfect community.

The fourth and last unit in MYP3 identifies the characteristics of a good tourist guide, “Comment être un bon guide touristique?”. Students should be able to answer questions about choosing their holiday destination, what activities they can do on holidays. Critical analysis skills will be shown in the creation of a brochure for informing and reviewing information to others.

## MYP4 French Language Acquisition

In the first unit of MYP4, students will recognise what it means to speak French in our world. The differences within a language

will be explored, such as regional accents and language registers. Students will learn how to differentiate between those different variations of a language.

The second MYP4 unit focuses on immigration in the French speaking world. We will define immigration, the causes and consequences (positive and negative) of

immigration. And how does immigration leave its mark on a culture of a country?

The third unit called “A l’avenir, il faut bosser !” or in the future we should work, outlines the job students want to do considering their strengths and weaknesses. Additional inquiries will be discussed about the concept of a good candidate for a job and if having a good job means earning a lot of money.

The final unit in MYP4 discussed the need for entertainment. Good movies and TV shows will be debated along with convincing a friend to go out or declining an invitation. Games will also be defined within the context of entertainment.

## MY5 French Language Acquisition

The first unit delivered in MYP5 will have the students question their identities as a brand. Students will reflect on how social networking redefines their identities and how our online and offline actions differ.

The second unit delivered in MYP5 will allow students to develop potential ideas and solutions for our world in danger. The students will identify the biggest environmental problem in the world, and how to approach our environmental challenges. We will brainstorm ideas on what can we do to protect the planet. The concept of sustainability will have us see if a radical change in culture is required.

# FRENCH LANGUAGE AND LITERATURE

The third unit revisits the concept of education. Students will argue about the necessity and accessibility of education for all. The different forms of education will be reviewed. The student life in the present and in the future will be compared. By the end of the unit students should be able to state what being educated means.

The last unit of the MYP program in French language acquisition will introduce the topic

of art as a persuasive tool. Propaganda will be discussed along with how to differentiate propaganda to factual news. Propaganda will also be seen through the perspective of

advertising and marketing. Is 'the truth, the whole truth and nothing but the truth' in the media ever possible and desirable for the common good.

## French Language and Literature

Many of our students are French native speakers, or have a strong level of proficiency in these languages. Rather than following the Language Acquisition pathway, then, these students will study French Language and Literature, usually alongside English Language and Literature, and will continue to develop key skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts. The Language and Literature programmes enable

students to use language to critically engage with a range of literary and non-literary

texts, from both contemporary and historical contexts, using a range of linguistic and literary concepts. Students are also encouraged to develop their creative and expressive skills in the production of their own literary and non-fiction texts, and to develop a passion for lifelong reading.

In French Language and Literature students have worked on analyzing a variety of text lengths and types, ranging from poems to novels. Through literary device inquiry, students build their foundational knowledge for analysis to expand on writing facts, inferences and making connections to their current experience. Diverse French texts from France, Canada, and French-speaking Africa are explored to promote global mindedness in the classroom.

Some notable examples of student-oriented learning this year were reading a range of francophone poems and making connections between different styles, writing a continuation of "Les Misérables" and "Les Femmes Savantes" with a modern twist, analyzing short stories, inspiring the writing a children's book based on "Origine légendaire de l'éclipse", as well as writing and essay to analyze the parallelisms between the past in "La Nuit" and present perspectives. Students are continually refining their ability to analyze and organize their ideas and writing while building up their use of the French language.



# DUTCH LANGUAGE ACQUISITION

Similar to the French Language Acquisition course outlined above, the Dutch Language Acquisition course is designed to support students with their speaking, listening, reading and writing abilities, and to help them better understand and appreciate the local language and culture that they are currently immersed in.

For example, in the introductory unit *Hallo, goedemorgen, dit ben ik*, students will study the basic grammar and spelling of Dutch, including pronunciation of the vowels and consonants, and use of pronouns, verbs, nouns and articles. During the unit *Dit ben ik!* students will communicate about themselves, their family, hobbies and read a short story. In the unit *ik ga op reis en ik neem mee*, students explore vocabulary and phrases needed for travelling, and will listen to a spoken guided tour and create a simple Dutch guide.

In the unit *Het amilie diner* students will learn vocabulary for food and explore where our food comes from and how is it produced and enjoyed around the world. In the unit *Een schilderij van taal* students extend their vocabulary through the study of Vincent van Gogh's paintings. Other aspects of Dutch cultural life are examined in units inspired by the experience of Anne Frank during World War II, as well as the cultural influences on New Amsterdam as a result of migration by Dutch settlers in the seventeenth century.

Dutch language acquisition serves, then, to support language proficiency in everyday situations while also enhancing understandings of Dutch culture and heritage, from Sinterklaas to Kings Day. Following the pandemic restrictions, we look forward to taking our students on local trips to explore some of Amsterdam's wonderful museums and galleries, and to bring to life the Netherlands' global history and vibrant culture.



# DUTCH LANGUAGE AND LITERATURE

Similar to French L&L discussed above, Dutch Language and Literature is intended for students for whom Dutch is their native language, or who already have a strong proficiency in Dutch. The overall aim is to gain a better understanding of the structure, style, and purpose of written and visual texts in the Dutch cultural context. A literary work, genre, play or Collection of Poems will be the core of each unit we study, by unwrapping concept based, inquiry questions. Both literacy- and language acquisition skills will be addressed throughout this process.

Students develop their literacy skills through a variety of activities, by both reading and watching a wide range of literary and visual texts, and related to this, producing different text types themselves. They will increase their understanding of different techniques writers use to have an impact on their audience and develop skills to be intentional writers themselves. Students will read and study Dutch and world literature in a range

of genres and social themes and students will be exposed to a wider variety of texts over the years, from reviews, commentaries, opinions texts, to editorials and essays. Language acquisition skills including grammar, spelling, vocabulary, tone and style, will be addressed in the context of the unit.

Some examples of texts that students study include *De Duik*, in which students examine the format and possibilities of different text types and translate one text type to another. They will create an extra scene in *Kruisocht in Spijkerbroek* after having studied the features of historical novels. Students read the cartoon of the *Max Havelaar* and write a socially-engaged brochure by looking for the significance of the message in today's context. Students write a balanced essay focused on different techniques for creating suspense in novels and movies, explained by comparing *Het gouden ei* and *Spoorloos*.

# MATHEMATICS



*The study of mathematics promotes analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help students develop skills to help understand the work around them, skills necessary for success both inside and outside the classroom.*

## MY1 Mathematics

**Number systems:** In this unit students will discover a range of number systems that have arisen as civilizations evolve and humans interact. By learning about numbers and their properties and how to perform operations on them they will realize how important numbers have been throughout history

**Percentages:** Students will work with percentages, fractions, and decimals to

explore real world problems regarding fairness and development. They will develop an understanding of the equivalence between these forms to assess equality in the world around us.

**Algebraic expressions and equations:** Students will use algebra to explore and describe the patterns in the natural world. They will be introduced to mathematical strategies for investigating these patterns whilst simultaneously learning skills for defining and solving real world problems.



**Geometric construction:** Students will learn about different geometric elements and explore the relationships between them. They will then go on to use these elements to analyze works of art. By the end of the unit, students will create works of art based on the geometric concepts covered in the unit.

**Fractions:** Students will learn how to represent fractions and perform operations on them, using these skills to explore how humans connect with each other and their communities through food, music, money and more.

**Data management:** Students will learn how to collect, classify, represent, and analyze information. They will uncover trends in communities and develop an understanding of the most effective ways to communicate their findings.

**Perimeter area and volume:** Students will discover how being able to calculate perimeter area and volume can help improve decisions that impact the environment. They will analyze shapes and the space they occupy with the view of making the planet a livable place for future generations.

## MY2 Mathematics

**Ratio and proportion:** Students will learn how to discover and define proportional relationships and use these skills to analyze competitions. More specifically, they will look at how proportion can be used to make sporting competitions fairer.

**Probability:** Students will explore games created by people of diverse cultures. They will learn the skills required to analyze these games and will use their knowledge to create games of their own. They will also practice

communicating their understanding of chance in various forms.

**Integers:** Students will embark on a journey of vast proportions to see how humans have been able to explore and describe our planet. They will learn that an understanding of numbers has been instrumental in being able to explore not just the earth but the farthest reaches of space.

**Algebraic expressions and equations:** Students will discover how logic and algebra are used to make create and solve puzzles and magic tricks. They will see how tricks are based on mathematical principles that all can apply. Once discovered, pupils will use these principles to analyze magic tricks and puzzles, with the view of creating their own.

**2D and 3D Geometry:** Students will explore natural and human-made landscapes, analyzing the formation of these structures by applying the knowledge of area, perimeter, surface area and volume.

**Rates:** Students will explore different systems used to measure everything from distance to temperature to monetary value. They will consider how the interconnectedness of human made systems is just one way of how, despite differences in our development, societies are all undeniably connected.

**Univariate Data:** Students will use statistics to explore differences between countries. They will learn how to represent data using graphs and numerical measures (averages and range) to decide whether inequality exists. Students will discover which forms of representation are most effective for proving a point.

## MY3 Mathematics

**Number:** Students will learn how to manipulate and simplify quantities in index and standard form to explore the amazing discoveries and developments made by humans. From the tiniest environments too far off galaxies, they will learn how representing numbers in different forms can help represent everything from the excessively big to the exceedingly small.

**Triangles:** Students will rediscover foundational mathematical principles and use these to develop new methods and ideas. Using concepts related to right angled triangles, they will learn how to solve problems both inside and outside the classroom.

**Linear relationships:** Students will create models to analyze trends in the world around them. The patterns they discover will help them understand the interconnectedness of our planet. They will see how mathematics can be used to inform decision making.

**3d Shapes:** Students will look at volume and surface area of 3D shapes, using their understanding to design products that will offer solutions to real world problems. To do this, they will first investigate the relationships between the measurements of 3D shapes, discovering the formulas required to solve the problems.

**Bivariate Data:** Students will learn to represent data and analyze data, exploring the very nature of what it means to be human. They will use software to model real world trends, explore the validity of the data they are using and question the reliability of their statistical discoveries.

**Geometric Transformations:** Students will explore how creativity can be enhanced through an understanding of geometric

principles. They will learn how transformations can be used to create logos and images for cultural expression and how to describe these geometric patterns mathematically.

**Linear Systems:** Students will use linear systems to model relationships in the real world. Having learnt about linear relationships earlier in the unit, they will build on their knowledge with the aim of analyzing economic efficiency.

*In MY4 and MY5 students have a choice of studying standard or extended mathematics. The first 5 modules in MY4 have only standard content, no extended, however following on from this all units will have an extended component. Students will be allocated an extra period each week to explore extended content.*

## MY4 Mathematics

**Representing quantities within datasets:** In this unit students will use statistical analysis to identify the trends in populations. By applying these to real-life applications, they will see how this can impact decision-making with respect to the environment.

**Measuring and reasoning quantitatively:** In this unit students will explore the concepts of quantity and measurement by looking at the topics of currency conversions, absolute value and systems of measurement. At the end of each topic the students will apply their learning to real-life applications and explore the necessity for both quantity and measurements within human-made systems.

**Quadratic equations:** In this unit students will explore the concept of patterns by looking at equivalent forms of quadratic expressions. They will then analyze the



representation of these quadratics in a given space, with the real-life application of examining quadratic models in given contexts. Students will solve quadratic equations both algebraically and graphically, discussing the benefits of representing the equations in different forms.

**Transforming functions:** In this unit students will begin to understand how graphs of functions can be transformed in a variety of ways. They will explore how these mathematical transformations change and have implications on real-life models. With specific knowledge of exponential models, students will examine the effects of carbon dating.

**Trigonometry:** In this unit students will begin by looking at measurements in right-angled triangles using trigonometry. They will discover special triangles which have important results and this will lead them into understanding trigonometric functions. By analyzing the graphs of these functions, along with their knowledge of transformations, they will develop the skills to create models that can be used to solve real world problems.

**Data inferences:** In this unit students will learn how identifying generalized trends through scatter graphs and linear regression can enable predictions. Students will learn about making generalizations, and by studying correlation and lines of best fit they should begin to comment on trends and differentiate between interpolation and extrapolation. They will learn about different sampling techniques and how inferences can be made from populations. Pupils studying extended mathematics will be introduced to standard deviation and the normal distribution.

**Radicals and proportion:** In this unit students will explore the concepts of form,

simplification and change by looking at different forms of irrational numerical expressions. Students will look at describing patterns as general rules to find links between the related concepts and application to real-life situations. Students studying Extended mathematics will consolidate their knowledge by applying the rules to positive and negative fractional exponents.

## MY5 Mathematics

**Equations and inequalities:** In this unit the students learn how to form and solve systems of linear equations, creating mathematical models to solve real-world problems. the students will look at using and moving between appropriate forms of mathematical representation to present the information in the most suitable manner to inform decisions. The extended component of this unit looks at more complex situations and by association more complex equations.

**Sequences:** In this unit students will explore how conjecture works in mathematics, identify patterns in number problems. They will learn how to solve complicated problems by generalizing simpler cases. Students will find and justify general rules for arithmetic and geometric sequences in different contexts. In the Extended topic, the students will use formal notation to express finite and infinite arithmetic and geometric series.

**Probability:** In this unit students will use their knowledge of representing different sample spaces to develop probability axioms. They will begin by understanding the purpose and necessity for probability and how they can apply it to real-life situations. determine outcomes based on their knowledge and consequently make good

# MATHEMATICS

choices when faced with lifestyle decisions. Student studying the extended component will look at conditional probability, which will help consolidate learning and ensure that all pieces of the jigsaw fit together.

**2D and 3D shapes:** In this unit students will begin by recalling key characteristics and measurements of a circle, looking at circles in history and their mathematical significance. Students will begin to understand the importance of the circle; this naturally leads into looking at how to measure 3D spaces and how to find the surface area and volume of pyramids, cones and spheres. In the extended component of the unit, students will develop their understanding of Pythagoras' theorem and trigonometry in the 3rd dimension.

**Circle theorems:** In this unit students will extend their knowledge of circles to explore circle theorems, investigating and formulating proofs and justifications. By revisiting the study of circles throughout history they will see how culturally important circles are, and that having a comprehensive understanding of circle theorems is paramount to enjoying their beauty. The students studying the extended component will comprehensively study similarity and congruence and the importance of these mathematical characteristics.

**Algebraic Fractions:** In this unit students will begin by consolidating their algebraic skills for manipulating formulae and complex expressions. By integrating technology, students will begin to see how they can use these scientific principles to make models. In the extended components of the unit, students will be graphing the functions and using transformations of these functions to make more precise models. Students will cover biology, chemistry, and

physics through integrated topics that are rooted in questioning, experimenting student's generalizations, and relating to global issues across 5-6 distinct units.



# INTEGRATED SCIENCES



## MY1 Integrated Sciences

### Being a Scientist

The first unit looks at what it is to be a scientist and for students to familiarize themselves with the IB Investigation Cycle. Students will also investigate into the media's use of science to recognize the difference between a scientific article and a sensationalized article. Finally, students will discuss the impacts of science and how we need to monitor the impacts of our progress made through science.

### Energetic Changes

The second unit students begin to identify changes in energy that occur in our daily

lives, the positives and negatives associated with these energy changes, and how we can take advantage of these changes and best utilize these for specific geographical regions. Students will also look to design and create insulated medical boxes using their knowledge of heat transfers.

### How to Live

The third unit looks at relationships between living organisms, discussing their needs, and our impact on their environments. Students will also look into how we can make more sustainable choices to improve environments whilst also making better choices for our diets.

# INTEGRATED SCIENCES

## **Changing Substances**

The fourth unit looks at identifying different materials and how our need for these resources impacts water systems. Students will investigate the need for creating clean water systems for low economic countries and the impact this knowledge can have on individual's livelihood.

## **Our Place on Earth**

The last unit students will engage in discovering about the systems that make the Earth work. Students will learn through modelling and discussing how our knowledge of these systems improves our quality of life.

## **MY2 Integrated Sciences**

### **Where Are We Going?**

The first unit looks into how we make sense or where we are and where we are going. Student's will investigate relationships between forces and acceleration, as well as practicing calculation and graph skills to transform these relationships visually.

### **Mapping Matter**

The second unit looks at the importance of modelling, perseverance, and collective scientific endeavor to enhance our knowledge of the matter we encounter. Students will investigate how metals react with one another and how we map these trends to organize the periodic table to help us make more accurate predictions.

### **Responding to the World**

The third unit looks at how we make sense of the stimuli around us in our environment and how this enables us to survive as a species. Students will look at linking their knowledge of reflex actions and desirable traits that have allowed our species to continue growing. Similarly, students will

discuss the potential for these desirable traits to having a negative effect as our trends in food change.

### **Who Are We?**

The fourth unit looks at recognizing who we are and how our identities are formed by interactions at a cellular level. Students will also discuss how genetic diseases occur and how we can begin to identify these at an early stage. This unit will require students to think about ethics and social implications in a variety of situations.

### **Earth's Systems**

The fifth unit looks at expanding our knowledge of our world, the trends and relationships that we can make in our ecospheres and the impacts this has on where we live. Students will focus on making more informed choices and developing early warning signs for natural disasters to improve the human experience of where we live.

## **MY3 Integrated Sciences**

### **Cell Biology**

Cell biology influences our identity but to what extent? Students will discover the forms and structures that make up a variety of cells and investigating this through microscope experiments to help answer our debatable question.

### **Atomic Structure**

Students will look to understand how our knowledge of the atomic structure helps us make more informed decisions about the materials that we use to lower our impact on the environment.

### **Forces and Motion**

Forces and motion allow us to work more



# INTEGRATED SCIENCES

cohesively over larger distances as a global community. Students will look at the applications and limitations of Newton's Laws and discuss to what extent we should continue development on new technologies that take us beyond our own planet.

## Plant Biology

Plant structures have wide ranging implications to our own survival and wider ecospheres on a global scale. By understanding the structures and functions of plants we can make more sustainable choices that have more positive social, economic and ethical consequences for all living organisms.

## Meeting the Elements

The development of the periodic table is one

of the greatest achievements of science and has far reaching implications to our modern-day life. Using our understanding of this we learn how atoms bond together and how we can use these properties to our advantage. However, students must also consider negative impacts of these uses and how we can start making more ethical choices with this knowledge.

## Atomic Physics

Students will investigate the development of models for the atom and how scientists communicated and investigated the discovery of the sub-atomic particles. Students will use this as a base to understand what a theory is and how models help to continue towards perfecting these theories.







## MY4

**Anatomy & Physiology:** Students will look at the systems and structures that interact for our body to function. The systems students will focus on will be the circulatory system, nervous system, digestion system and hormones. Students will use their understanding of these interacting systems to then make decisions around diet, exercise, and lifestyle choices that impact the functioning of these systems.

**Classification:** Students will gain an understanding of how biology is used to classify living organisms to help us connect relationships between these organisms. This evidence will then be looked at as a means for discussing fossil records over millions of years.

**Ecology:** In this unit will look at the interconnections between all living organisms in a variety of ecosystems and how we can make more sustainable choices to encourage a healthier world. Students will start with food chains and look at cycles of matter and how to monitor these changes to make inferences into the effects of increasing and decreasing biodiversity.

## MY5

**Cellular Reproduction:** Students will study how reproduction occurs in cells and between organisms. This will also link with the anatomy and physiology unit at MYP4 where we discuss how lifestyle choice can lead to mutations in growth and the diseases associated with these forms of reproduction.

**Evolution:** Here students will extend beyond the Classification unit at MYP4 and investigate examples of natural selection and evidence for evolution through fossil records. Students will discuss the limitations of the theories supposed for evolution and make measured decisions on the validity of this theory.

**Biotechnology:** This unit looks to make connections between the Ecology, Evolution, and Cellular Reproduction units by discussing the use of our understanding of genetics and their modification. Students will discuss at length the implications of genetic modification to plant and animal life and make arguments for the ethics, social, economic, and political issues around biotechnology.

## MY4

**Pure & Impure Substances:** This unit students look at the bonding that occurs between different mixtures and separation techniques used on an industrial scale, such as electrolysis. Students will look at what substances are separated and for what use.

**Acids & Bases:** Students will undertake recognizing different substances and their pH and understanding their uses in everyday lives. There will also be discussions around neutralization and the importance of this process towards sustainable industrial processes which links to the Pure & Impure Substances unit.

**The Atmosphere:** In this unit the atmosphere will be looked at in detail making use of student's skills for interpreting and plotting graphs to show trends in how our atmosphere has developed throughout history. Students will create arguments to discuss the validity of claims around global warming and the greenhouse gas effects, as well as evaluate the effect of industry efforts to reduce their carbon emissions.

## MY5

**Gas Laws & Energetics:** This unit looks at how we map out the energy required, used, and wasted during chemical reactions and the impact of catalysts on these reactions for more sustainable industrial processes. Students will consider the impacts of more sustainable reactions by evaluating the principles of the Green Revolution.

**Stoichiometry:** This unit looks to continue from the previous unit by describing these industrial reactions by balancing equations, calculating the yield of a reaction and transforming this in a ratio of their moles. This data will then be used as evidence to evaluate the principles of the Green Revolution.

**IUPAC:** This unit ties together our understanding of compounds and molecules, the reactions that occur to obtain useful substances and the energy required to separate or create these bonds. Students will look at the chemical structure of compounds and molecules and use guidance from the IUPAC to identify trends in structure, energy, and their useful properties.

## MY4

**Sound & Light:** Energy can be transferred by waves and change our experiences of the world we live in. Students will gain an understanding of how these waves work, how we use these waves to our advantage, as well as how new technologies will allow us to experience the world in different, unseen ways that before.

**Machines, Work, Energy & Power:** Students will look at the influence of simple and compound machines in the development of the human population. With this knowledge they will link this to calculations to make our work more efficient and how we can produce more power to develop further.

**Electricity:** Electricity is a fundamental source of energy in modern life, students will connect their knowledge of atom structure, attractive and repulsive forces, to explain how we are able to transform electricity to power simple machines and into larger systems such as the national grid.

## MY5

**Electromagnetism:** Here students will expand on their knowledge of electricity and apply this in combination with magnetic fields to create useful, more efficient means of travel through understanding principles such as Fleming's Left Hand Rule.

**Pressure:** Students will consider the travel that allows us to have a greater depth of understanding the world we live in and the issues that must be overcome to make this possible. Pressure is one of these issues that students will investigate to identify how to counteract pressure to ensure our safety during exploration.

**Space & Radiation:** Our universe is in constant flux with many theories put forward to explain this phenomenon. Is the universe expanding? Shrinking? Cooling? Warming? Students will look to gain a knowledge of all these theories and make balanced arguments for which makes most reasonable sense.

# INDIVIDUALS AND SOCIETIES (INS)



Individuals and Societies encourages students to understand and respect the world around them. Students develop the skills to inquire into a range of factors that impact individuals and societies in both a local and global context. These include current and past geographical, historical, economic, political and philosophical issues. Through studying a range of social science topics students are encouraged to reflect on the impact humans have had on the world, as well as consider how we can ensure we make a positive impact in the future.

## MY1 INS

In MY1 students begin by inquiring into **Global Citizenship**. This unit focuses on current global issues such as, climate change, plastic waste and human rights abuses. Students investigate a range of issues and

consider proactive steps we can take to address them. Students then select an issue to investigate further and will produce a campaign to address their issue. Students will be assessed on their investigation of the issue, their campaign and final presentation. The second unit in MY1 is all about **Maps**,



# INDIVIDUALS AND SOCIETIES (INS)

focusing on map reading skills and how maps can help us to understand the world around us. Students will learn how to read and use maps for navigation, as well as how maps influence our perspectives. Students'

knowledge will be assessed through their ability to create their own map.

The third unit of MY1 focuses on **Ancient Civilisations**, with students investigating civilisations such as the Romans, Egyptians, Sumerians, Greeks and Incas. Students' inquiry will focus on the innovations developed by these civilisations and their continued relevance. Students will produce a museum exhibition about an ancient civilisation of their choice, focusing on the role it has had on shaping modern day society.

The fourth unit in MY1, **Where do we live?** focuses on migration. Students will investigate the pressure increased migration places on global resources. Students will inquire into the causes of urban migration by looking at different global case studies. Students will research a settlement of their choice, carrying out primary and secondary research into migration and sustainability of the settlement. They will use this information to identify the challenges facing the settlement and suggest how it can become more sustainable.

In the final unit of MY1 students will look at **Fairness and Development**. They will inquire into the different countries around the world, considering the causes behind discrepancies in development. Students will explore and evaluate different means of reducing inequality and poverty, before creating a plan for reducing poverty in a country of their choice. Students will be assessed on their knowledge of development theory, as well as their ability to evaluate initiatives to reduce poverty.

## MY2 INS

In MY2 students will investigate the causes and consequences of increased **Globalisation**. Students will explore the impact of increased interconnectivity on individuals, business, governments, the environment and our cultures. Students will produce an article discussing the effects of globalisation on a region/industry of their choice.

The second unit in MY2 focuses on **Natural Environments**. In this unit students explore a range of different biomes including; rainforests, tundra, grasslands and deserts. Students inquire into how geography shapes these environments, as well as how they have been impacted by climate change. Students will investigate a biome of their choice, identifying the geographical features and how human behaviour has impacted the biome.

The third unit of MY2 allows students to explore **Solutions From the Past**. Students will explore significant events of the past e.g. The Black Death and consider how the lessons from these events can help us to solve modern day challenges, such as the global pandemic. Students will analyse a range of historical sources, drawing comparisons between the past and the modern day. Students will evaluate whether past interpretations are reliable and the extent to which we can transfer past understanding to new situations.

The fourth unit of MY2 focuses on **Natural Disasters**. Students will investigate the causes and consequences of earthquakes, volcanoes and tsunamis. Students will look at case studies of different disasters to understand the short-, medium- and long-term impacts on individuals and societies. Students will use their understanding of Tectonic Plates and disaster management to

# INDIVIDUALS AND SOCIETIES (INS)

write an article about a significant natural disaster.

In the final unit of MY2, **Innovation and Invention**, students demonstrate their entrepreneurial abilities by identifying an everyday problem that they or others face, and come up with an innovative solution. Students will be taught creative thinking skills, as well as exploring recent innovations, to help them come up with their idea. They will also explore concepts such as market research and financial projections. Students will be assessed on the viability and profitability of their idea.

## MY3 INS

In MY3 students begin by looking at **Systems of Governance**. Students will explore different political ideologies, such as democracy, dictatorship and monarchy. They will inquire into examples of each, assessing the merits and downsides of these political systems. Students will be encouraged to explore their own political ideologies before using their knowledge and personal beliefs to propose an 'ideal' system of governance.

The second unit of MY3 focuses on different **Beliefs**. Students will explore religious and non-religious beliefs, considering how these beliefs shape both individuals and societies. Students will explore factors that have shaped their own beliefs and identities. Students will create an exhibition about a belief of their choice, focusing on how it has shaped culture and identity.

In the third unit of MY3 students investigate the impact and consequences of **Technology development** over the past 30 years. Students will produce a short documentary highlighting the benefits and downsides of modern-day technology, as

well as considering how we can manage our technology use.

In the fourth unit of MY3 students explore **Population Change** and investigate how populations around the world have changed over the past 50 years. They will learn how to use models to predict future changes in population and inquire into possible population issues e.g. ageing populations. They will explore how population issues can be managed and addressed by looking at past, current and future policies. Students will create a research question to inquire into a research question and use research methods to answer their question.

In the final unit of MY3 students will explore **Revolution**. They will inquire into past revolutions such as the French and Russian revolutions, as well as exploring what revolution looks like today. Students will investigate a revolution of their choice, identifying the causes and consequences of the revolution. They will present their findings, with a focus on whether the revolution was successful in producing a fairer society.

## MY4 INS

In the first unit of MY4 students will develop their knowledge of natural environments to explore the **Human impact on natural environments**. Students will inquire into how human behaviour has impacted different biomes in regard to the sustainability and availability of resources. Students will also consider how we can change our behaviour to ensure we positively impact the environment in which we live. Students will use this knowledge to write a report about the impact humans are having on an environment of their choice. The second unit in MY4 focuses on **Empire Formation**. Students will inquire into the

# INDIVIDUALS AND SOCIETIES (INS)

factors that drove the formation of different empires, including the Roman and Mongolian empires. Students will explore how authority, the military, innovation and technology, economics and the environment interact to determine an empire's development. Students will use this knowledge to investigate an empire of their choice and produce an essay critically analysing the importance of different factors.

The third unit in MY4 explores the formation and workings of the **European Union, including the reasons for its formations and its main functions.** Students will assess the impact of the EU from the perspectives of multiple countries and stakeholders. Students will inquire into the advantages and disadvantages of the EU, using this information to hold a debate focusing on whether the EU has met its original goal of making the world a safer and fairer place.

In the final unit of MY4 students focus on **Using Economics to Stimulate Growth** and investigate the different economic policies that governments can use to support their economy in times of crisis. Students will inquire into how governments have supported economic recovery in the past and use this knowledge to suggest policies in times of future crises. Students will present their economic recovery plans, outlining the theory behind their suggestions and providing critical analysis of their proposals.

## MY5 INS

In the first unit of MY5 students will look at **Nudge Theory** investigating behavioural economics, political theory and behavioural science. Students will build on the knowledge they have developed throughout the course to identify current global problems. They will explore economic,

political and sociological solutions to past and present issues. They will consider how human behaviour can be manipulated to ensure that we make the 'right' choices. They will then use this knowledge to propose solutions to current global problems.

The second unit of MY5 focuses on **Civil Rights and Social Protest, in which** students explore how different ideologies have fueled social protest around the world. They will inquire into past and present civil rights issues, investigating how they have been addressed. They will also consider whether people should be held accountable for past behaviour when judged under modern day ideologies.

In the third unit of MY5 students will inquire into the significance of **Genocide** as identified in the aftermath of the Holocaust. Students will investigate the agents, victims, goals, scale, strategies and/or intent of genocide, in different contexts – from the Atlantic Slave Trade, Armenia, Rwanda, and the killing fields of Cambodia, to contemporary examples which sadly continue. Students will consider the extent to which individuals are responsible for mass, systemic violence by examining the concept of Groupthink and will critically examine the extent to which individuals' moral reasoning is affected by the desire to conform. The unit also focuses on many of the individual heroes who resisted genocide and stood up to protect their fellow human beings and reduce killing. Students will also consider, through links to their Art lessons, the significance of cultural genocide.

The fourth unit of MY5 focuses on **Improving Living Standards** by building on the knowledge that students have gained

# INDIVIDUALS AND SOCIETIES (INS)

throughout the course to investigate global inequality. They will explore how we can narrow the gap between the rich and poor by investigating different theories of development. Students will suggest ways resources can be reallocated in order to create a fairer global society.

In the final unit of MY5 students will investigate **How our everyday lives have changed over the past century.** Students will reflect on whether the way we live our lives has improved, with reference to changing philosophies, technologies and habits. They will investigate a range of different perspectives by interviewing people from multiple generations.

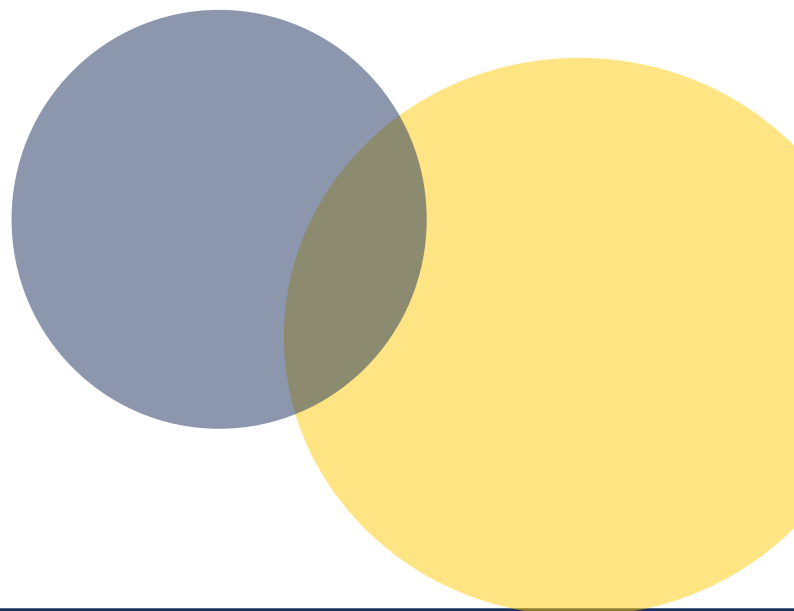




# THE ARTS



Students have two periods each of Visual Arts, Music and Drama during MY1-3. At the end of MY3, students will then select two from the following subject options to specialize in during MY4-5: Visual Arts; Drama; Music and/or Design.





# VISUAL ARTS

In MY1 students will develop their critical and creative thinking, as well as powers of interpretation, through units of inquiry that develop students' observational drawing skills, analysis of artwork and artists' expression, and experimentation with materials, sculpture design and construction.

In MY2 students explore the aesthetics of composition and debate whether beauty and aesthetics can be measured. Students will explore visual culture, including the persuasive artwork of propaganda. Students will also examine genre within art disciplines by looking at impressions within both art and music.

In MY3 students look at influences on their identity and personal expression and how feelings about relationships can be expressed

through abstract art. Students will also design a sustainable bag and examine the relationship between human impact on the environment, including issues such as consumer power and recycling. Finally, students will examine the history of art over time and consider how changes in style, technologies and the wider historical context has influenced artists and art movements.

In MY4 and MY5 students explore how art has the power to impact the world and how expressive choices influence change. Students will develop a range of artistic skills based upon their interests through deliberate practice and experimentation, and will complement these skills with research into current and past masters.





## MY1 Music

In MY1 students learn about the **Foundations of Music** theory including different symbols and expressive instructions. They explore the wider concept of language and whether an understanding of a common language, like western music notation, is required to successfully express ourselves. Students apply their understanding to create their own melody - allowing them to use their knowledge and understanding creatively.

In the second unit students will study *Camille Saint-Saëns "Carnival of the Animals"* and learn about **The Orchestra**, a wide variety of instruments and how the sounds

they make and the music they play can be used to represent different themes and ideas. They will then learn about various instruments and ensembles from across the world and will choose their own world style to present to their peers. As a class we will focus on learning and performing rhythms associated with *Ghanian Drumming*.

Their third unit will focus on **Music and Technology** where students will be required to collaboratively plan out and create their very own radio show, related to a theme of their choice. They will use software such as Garageband to record, mix and edit their product which will develop their ability and understanding of how to manipulate sound and use technology creatively.

Throughout the year and within the various units, students will regularly practice and

perform individually and as a class on an instrument of their choice (ukulele, guitar, drum kit, keyboard, bass guitar, glockenspiel) a variety of popular music pieces to develop their skills in performance.

## MY2 Music

In MY2 students will begin the year re-visiting Music Theory in order to revise and consolidate learning from MY1 and progress onto more complex theory concepts in rhythm, harmony and instrumentation.

Their **Musical Integrity** unit will require them to apply this understanding in music theory to analyse pieces and argue whether plagiarism has taken place through a class debate. They will learn about and demonstrate how evolving technologies in our world are making it easier for copyright infringement to take place.

For their second unit (**Music Moves Us**) students will begin to think of music more conceptually and how it can be used to evoke or represent particular emotions or themes. They will study *Gustav Holst's "The Planets"* suite and make detailed and insightful connections between the music and the various Roman Gods the music seemingly represents. With this understanding, students will go on to create their own music that has been inspired by particular themes or images and will have to explain and justify their creative decisions in their process journals.

Throughout the year and within the various units, students will practice and perform individually and as a class on an instrument of their choice (ukulele, guitar, drum kit, keyboard, bass guitar, glockenspiel) a variety of popular music pieces to develop their skills in performance.

## MY3 Music

In MY3 students will explore the concept of **Music and Identity** and how people express it – personally and collectively. They will then connect their understanding of this concept to music with a focus on Hip-Hop. Students will learn about the beginnings and history of hip-hop and how it was born out of the oppression and discrimination experienced by African Americans. An overview of their social, political and economic circumstances will give context to the lyrical analysis of particular raps including *Tupac Shakur's "Changes"*. There will also be a musical analysis of hip-hop including the musical and technological elements that give hip-hop its distinct sound. After a historical and cultural analysis students will pick a global theme of their choice and write and record their own rap.

Unit 2 will see students learn about **Music for Film** and the impact sound can have on the visual arts and the relationship between music and our emotions. They will create a soundtrack based on a given film and analyse and identify how the music of a particular film moves us to feel in certain ways. They will have to employ skills across numerous different technologies including GarageBand and MuseScore.

Throughout the year and within the various units, students will practice and perform individually and as a class on an instrument of their choice (ukulele, guitar, drum kit, keyboard, bass guitar, glockenspiel) a variety of popular music pieces to develop their skills in performance.



## MY4 Music

In MY4 students will study music as an art form that can make a positive impact on the world (**Music can Impact the World**). They will study more complex theoretical concepts in harmony and multi-part score writing in the style of Blues Music. After analysing "*Strange Fruit*" by Billie Holiday, they will conduct a research project based on an artist who has made a social / political impact through their music. Students will use their skills to create their own Blues composition and write and record their own song that has a meaningful message or highlights a global issue. Their progress will be documented in their unit and performance process journals.

For their second unit students will focus on **Western Art Music** and more specifically music from the **Classical period**. They will learn about this within the global context of Space and Time and consider how music is influenced by its place in time and the cultural and stylistic boundaries of the space it occupies. Students will learn about specific classical compositional techniques (enhancing understanding in orchestration and harmony) and will apply these skills to re-arrange a piece of popular music into the 'classical' style.

A significant amount of time will be spent performing as a group throughout the year. Performance pieces will be based on the styles of music studied or will be chosen specifically to challenge and develop performance skills.

## MY5 Music

In MY5 students learn about the various music styles popular across Central and South America (**Latin American Music**) and how they are the outcome of the mixing of various music elements from African, European and Native South American cultures. They will study the music (instrumental and songs) in the context of colonisation and migration (voluntary and forced) and how the connection of cultures and styles of music can be a positive thing but has often been born out of something negative. Students will also focus on different Latin American rhythms, instrumentation, dances and songs and how these vary across the continent. There will be a real focus on rhythmic features such as syncopation and cross rhythms. Students will form a Samba Band and will have to create their own music for percussion ensemble to be performed by the class.

In unit 2 students will again revisit **Western Art Music** but this time will focus on music from the **20th and 21st century** (Impressionism/Modernism/Minimalism). They will study how composers challenged the accepted and formal rules of music making in the western world and how dramatic innovations in musical form and style was influenced by advances in technology and changed how music was created, recorded and accessed. They will compose several pieces in the style of 20th century western art music and will perform their pieces to an audience.

A significant amount of time will be spent performing as a group throughout the year. Performance pieces will be based on the styles of music studied or will be chosen specifically to challenge and develop performance skills.



## MY1 Drama

### Darkwood Manor

This unit serves as an introduction to the core skills required in drama. Darkwood Manor is an abandoned house with a spooky past. Students will embody a character of their choice and explore the narrative of Darkwood Manor whilst being exposed to a variety of skills along the way. We will develop both physical and vocal confidence whilst enhancing our understanding of what it means to be an effective communicator.

### Urban Legends

Unit 2 develops the skills acquired in unit 1. Students will use physical theatre to creatively explore a variety of Urban Legends before researching and creating their own version of an Urban Legend. The primary focus of this unit is developing a clear narrative whilst exploring storytelling from a range of cultures. During this unit students will begin to explore the importance of identity when creating a piece of drama.

### The World is in Your Hands

Unit 3 encourages students to utilize the skills acquired in previous units and create a piece of provocative devised theatre. We will look at the impact humans have on the environment and how drama can be used as a tool to highlight these issues. Students will develop their research skills as they explore a variety of theatre practitioners who focus on environmental issues. They will draw inspiration from their research, culminating in them producing their own innovative piece of drama.

## MY2 Drama

### The Island

Unit 1 is a skills-focused unit in which students develop a range of more challenging and abstract drama skills

including reverse chronology and cross-cutting. Students will be marooned on a desert island with no idea why they are there. Through collaborative creation, students will challenge their imaginations and create a piece of drama that transcends time and space. We will focus on the aesthetics of drama and how we can use symbols to express meaning on stage.

### Shakespeare

Unit 2 will be an exploration of a Shakespearean text. We will aim to complete this in conjunction with the text discussed in English so there is a link between the subjects. This unit will provide students with an invaluable opportunity to practically explore the key themes, characters and language of a Shakespearean text. Students will be required to re-imagine the text and adapt it to suit a different context.

### Theatre for Change

Unit 3 will highlight how theatre can be a tool for change. We will explore the techniques of Frantic Assembly and understand how the physical style of their performances can be used to promote a positive message. Students will be required to push themselves both physically and mentally throughout this unit with a core focus being on effective communication. By the end of this unit students will have a deep appreciation of how our bodies can be used to communicate meaning on stage.

## MY3 Drama

### Have You Thought About This?

Unit 1 requires students to think about the specific audience they are communicating to and how this will impact their piece of drama. We will work on developing a piece of "Theatre in Education" using a variety of techniques in order to educate our audience about a relevant topic. Students will explore

forum theatre and direct address whilst continuously considering the impact their drama work will have on their audience.

## **Shakespeare**

Unit 2 will be an exploration of a Shakespearean text. We will aim to complete this in conjunction with the text discussed in English so there is a link between the subjects. This unit will provide students with an invaluable opportunity to practically explore the key themes, characters and language of a Shakespearean text. Students will be required to perform a scene in its original context and in a re-imagined context. This will develop from MY2 and will require an in-depth appreciation of the impact context has on interpretation of a text.

## **Giving a Voice to the Voiceless**

Unit 3 will explore verbatim theatre and how empowering theatre can be. Students will have the opportunity to conduct interviews to gain their own original material as well as exploring documentary theatre. The concept of change will be interrogated during the unit and students will be reflecting on the impact theatre can have, particularly when using the words of real people.

## **MY4 Drama**

The MY4/5 curriculum will be adapted to suit the students who choose to continue with studying drama. For example, the text unit will explore a text most suited to the current cohort.

## **A Journey Through Theatrical Space and Time**

This unit is an exploration of key moments and significant influencers of theatre. We will discuss the impact of these and how they have shaped modern theatre. We will consider how theatre has changed

throughout history and why. This unit allows students to expand their knowledge of key theatrical influences. They will explore how theatre has changed due to societal changes and how society has changed due to theatre.

## **Design**

This unit will allow students to explore the importance of design in theatre. We will look at costume and set design and use our knowledge to create designs for a set-text. Students will be able to make choices dependent on their strengths and interests whilst gaining insight into the role design plays in theatre. The focus will be on the aesthetics of theatre and how the use of semiotics communicates significant meaning to audiences.

## **Text**

In this unit students will interrogate a set-text and consider the context the play was written in and how it translates in the current climate. We will explore characterization and how a director's interpretation of a text can influence the overall meaning of a play. Students will adopt the role of both director and performer throughout this unit and will perform their own original piece of drama based on the key themes of the text.

## **MY5 Drama**

### **Political Theatre**

This unit aims to explore how theatre can be used as a tool to challenge both the performer and spectator's perspectives. We will discuss how drama both reflects change and inspires change whilst considering what it means to "perform". Throughout the unit we will explore how theatre can challenge and has challenged boundaries between performer and audience with a focus on performers being used as a catalyst to disrupt pre-conditioned public boundaries.

# DRAMA

Theatre can provide a voice for the voiceless and a strong narrative can reflect a point of view as well as being used as a persuasive tool which can encourage an audience to reconsider a point of view. We will be focusing on the theatre practitioner Augusto Boal and how his “Theatre of the Oppressed” inspired change.

## **Monologues/Duologues**

This unit will explore how acting skills can communicate a character’s emotions and create purposeful meaning for an audience. Acting is designed to enable Learners to develop a wide range of acting skills. Learners will perform their chosen scenes from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness.

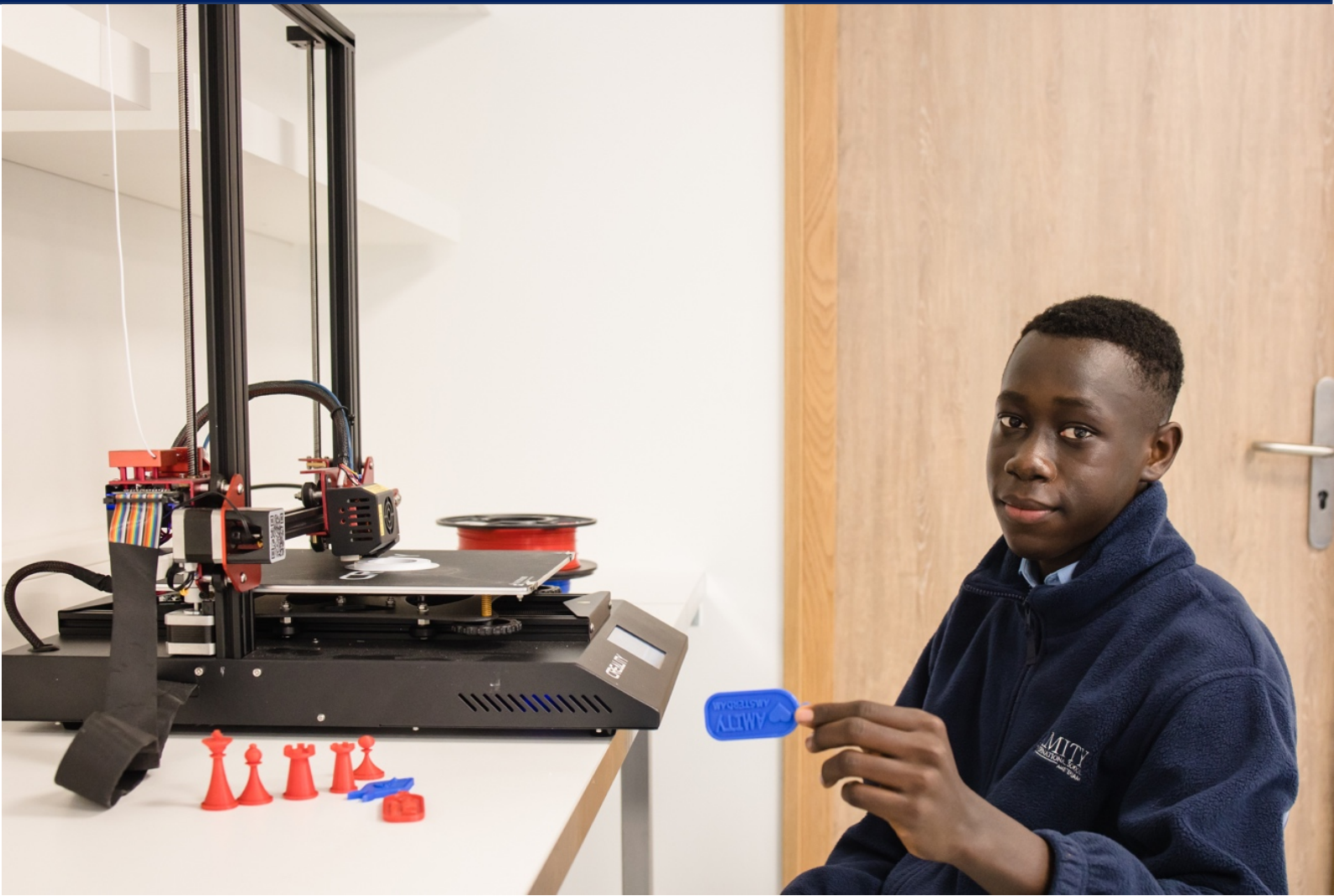
Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to support and inform characterisation and engage the audience. We will explore a variety of play texts within this unit, so students truly understand the context of their chosen monologues or duologues. Students will complete a LAMDA examination at the end of this unit.

## **World Theatre**

In this unit students will research and examine the various contexts of a world theatre tradition. We will practically examine the performance conventions of a world theatre tradition and apply this to the staging of a piece of theatre (text or devised). We will consider how cultural differences have impacted on theatrical style and use this to inform our work.







***MYP Digital Design*** challenges all students to ***apply practical*** and ***creative thinking skills*** to ***solve design problems*** using ***digital technologies***.

## **MY1 Design**

In MYP1, students are introduced to the IB design cycle and how it can be used to guide students to a tangible outcome to a given problem, usually in a global context.

The first unit focuses on **2D graphical communication** and how we can use the visual power of a poster to change people's perspective on cyber bullying (digital citizenship). Students will learn new 2D computer aided design (CAD) skills including drawing shapes, adding colour or texture, accurate dimensions, and the manipulation

of digital images to create a physical poster that can be displayed around the school building.

The second unit allows the students to try **traditional drawing techniques** including 2-point perspective, isometric and orthographic. Students learn how to add 2 tone or 3 tone shading as well as thick & thin lines to make the drawing more realistic before comparing & contrasting the same techniques using **digital tools**.



The third unit builds upon the CAD skills learnt in the first two units but challenges the students to think and draw creatively in **3D** using **Sketchup**. Students are tasked with designing a key chain for a specific customer using a sustainable material. As part of this unit students will consider the global issues of oil-based plastics and bio-plastics. Several initial designs will be created, modelled and evaluated using plasticine before applying Sketchup skills to model a realistic outcome in a 3D environment before slicing it into layers ready to be **3D printed**.

## MY2 Design

In MYP2, students continue to learn how to use the IB design cycle as a guide to produce a tangible outcome to a given problem, usually in a global context.

The first unit in MYP2 Digital Design allows student to start their journey into the world of **coding**. Using the Design cycle, students will research, design, create and evaluate an “**All about me**” app aimed at the Amity School community. We create this application using **Scratch**, a very popular online block-based coding program developed by Massachusetts Institute of Technology (MIT). During this unit students will also learn how to create and animate their own sprites, add/record sounds, introduce special effect and problem solve (**debug**) along the way to make a truly interactive app.

The second unit in MYP2 introduces students to the world of electronics. They will be asked to design and make an **electronic USB decoration/nightlight** aimed at a specific audience (selected by the student). The project involves designing and testing a multiple LED circuit powered by a 5-volt USB cable housed in a MDF base, topped with an

individually designed shaped piece of 3mm light gathering acrylic, both designed using a **CAD** application and manufactured using an industrial laser cutter (**CAM**).

The third and final unit of MYP2 gives the students the opportunity to take on the role of an architect by giving them the chance to investigate, design and model in 3D their very own eco-friendly dream house using Sketchup.

## MY3 Design

In MYP3, students continue to learn how to use the IB design cycle and appreciate its elegance & power to produce an outcome to a given problem, usually in a global context.

The first unit allows students their first look at basic **electronics and systems**. During this unit students will become familiar with discrete electronic components such as LED's, transistors, switches, resistors and light sensors to name a few. They will have the opportunity to simulate circuits using screen-based applications before using breadboards to prototype and test the circuit in real life. Finally, students will design and create a layout for the circuit before learning how to safely use a **soldering** iron to make the circuit using copper tape and investigating any faults using a multimeter.

The second unit introduced in MYP3 focuses on **Programmable Electronics** or PICs (computer on a microchip) and naturally builds upon the basic electronics and coding units. Students will use dedicated experimental circuit boards populated with several inputs and outputs that can be programmed up to 100,000 times to solve real world challenges such as traffic light control, reaction games, light detectors and timers. Students will learn to use **system** diagrams to

show how inputs, processes and outputs are connected to form a complete system.

The third project undertaken in MYP3 Digital Design allows students to access their previous knowledge, skills and understanding by designing and making their own **Cyber Pet**. This unit combines several elements including using a real printed circuit board and populating it with discrete components, creative programming skills and finally 2D CAD skills to control a laser cutter to design the look and shape of the pet.

## MY4 Design

In MYP4, students build upon their knowledge of the IB design cycle to independently research, design, make, and evaluate high quality products to meet specific customer needs.

The first unit delivered in MYP4 gives the students the opportunity to design and make an **educational app** for primary school children. They will challenge themselves with more advanced **coding** techniques including mathematical operators, multiple variables and conditionals. The final solution will be tested in class with peers and then with primary children, leading to vital feedback to improve the app.

The second MYP4 unit focuses on **2D CAD** skills and how the best product development occurs over several iterations. Students are tasked with designing and making a **mobile phone holder** aimed at teenagers. Ideas start off as basic paper models and move to more precise card models using various modelling tools. Student's progress to 2D CAD to draw their selected idea more accurately using digital tools and digital images before cutting the card model out using an industrial **laser cutter (CAM)**. Once the student has arrived at a working solution in card, they proceed to

cut the final design out using 3mm acrylic plastic and shape it using hand tools before final assembly and testing.

The final unit in MYP4 looks at **road safety** issues when using a bicycle in the Netherlands. The focus of the unit will be constructing a programmable electronic circuit on a pre-bought printed circuit board (PCB) to allow connectivity to a laptop via a USB programming cable. Students then use their creative coding skills to program the light sensor and LEDs to operate in a manner dictated by their imagination. Finally, the working circuit will be packaged in a red triangular injection moulded case that can be worn on a belt or rucksack and be turned on/off as required.

## MY5 Design

In MYP5, students build upon their knowledge of the IB design cycle to independently research, design, make, and evaluate high quality products to meet specific customer needs.

The first unit delivered in MYP5 will give students the chance to develop and create their very own experimental **walking robot**. Students will follow accurate plans that allows them to draw all the separate parts of the robot on a **2D CAD** application and cut them out of corrugated card using a **laser cutter (CAM)**. Students then have the task of assembling the frame of robot and its pulley systems before adding a motor, switch and battery pack to make it walk. Once the robot has been fully modelled and tested in corrugated card, students will re-make the robot using laser cut MDF and given the opportunity to use their creative skills to decorate the robot!

The second unit delivered in MYP5 will allow students to develop and create their very

# DESIGN

own retro style arcade game using **Scratch**. They will stretch their creative and problem-solving skills while attempting to make a fun interactive game limited only by their imagination. This final voyage into the world of coding will allow them full control over the digital product and push their coding skills to the max.

The third unit revisits the world of **3D printing** and gives the students the opportunity to investigate nature, especially local nesting birds and their habitats.

Students will be tasked with designing a small **nesting box** to encourage certain birds to the local community. Students will master the basic skills of a true industrial engineering 3D CAD system used the world over called **Onshape** (similar to Solidworks), this will give them an insight into professional CAD software and prepare them for further education. The nesting box will be modelled using various modelling materials (foam board, different cards, dowel etc) before creating an accurate 3D CAD model ready for 3D printing.





# PHYSICAL AND HEALTH EDUCATION (PHE)



## Course Description

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

## Aims

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

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



# PHYSICAL AND HEALTH EDUCATION (PHE)

## MY1 PHE

Unit Title	Unit Description
FMS (Fundamental Multi Skills)	Students will apply practical skills across a variety of physical activities. This includes (but is not limited to): games, athletic events, aesthetic activities and problem solving. This unit provides students with an opportunity to demonstrate (and develop) the basic movement patterns that are used across a variety of physical activities.
Fitness Testing	Students will learn about the components of fitness and how they are applied in different physical activities. Students will develop their knowledge and understanding of fitness testing protocol (systems). They are required to demonstrate their knowledge and understanding of testing protocols by producing instructional videos.
Tag Rugby	Students will be introduced to the game of Rugby. This is an opportunity for students to develop their understanding of 'creating and denying space' in the context of games. They will learn how to run and pass effectively. They will develop the core skills of Rugby through Tag Rugby but will be given the opportunity to practice tackling.
Gymnastics	Students will develop their ability to accurately replicate gymnastic movements. They will be taught how to balance, travel, and jump in an 'aesthetically pleasing' manner whilst demonstrating the fitness components of strength, balance, and flexibility. They will compose routines to demonstrate their understanding of the principles of gymnastics.
Basketball	Students will consolidate their understanding of games activities through Basketball. They will learn how to pass, dribble and shoot; these skills will be applied in isolated and opposed situations. They will experience a variety of roles and positions to develop their communication and teamwork.
Striking and Fielding	Students will learn how the concept of 'creating and denying space' apply in striking and fielding games. They will learn how to play Rounders and Cricket identifying the similarities and differences between the two games. Students will experience the roles of performer, coach and official.

# PHYSICAL AND HEALTH EDUCATION (PHE)

## MY2 PHE

Unit Title	Unit Description
Fitness	Students will re-visit fitness testing (from MY1) and use their knowledge and understanding to set SMART targets for their development for the year. They will explore a variety of training methods, making links to the fitness tests. They are then required to re-test after the unit of learning and evaluate their success at achieving their targets. The unit will be revisited at the end of the year in order for students to review how successful they were at achieving their SMART target.
Table Tennis	Students will be taught the basics of table tennis, including stance, serve, push and drive. This is their first opportunity to be assessed in Net/Wall games. Students' performance of practical skills and their reflections (to improve performance) will be assessed.
Rowing	Students will be taught the different phases of a rowing stroke. They will be taught on Concept2 rowers with the focus on refining technique through reflection and performance analysis. Flexibility, speed, power, and muscular endurance will be developed throughout the unit.
Dance	Students will be introduced to the concepts of Dance. They will explore different motifs and phrases. They will learn a set phrase/motif and develop their own, linking them together in a final performance. Students will be required to plan and reflect throughout the unit.
Athletics	Students will be taught the principles of different track and field events with reference to the Olympic motto: Citius - Altius - Fortius (Faster - Higher - Stronger). They will develop their appropriate components of fitness for each event/discipline and set themselves targets in relation to their own performance.
Tennis	Students will receive Tennis coaching from Aemstelburgh Tennis Club. Students will work with the teacher/coaches to set individual targets. They will be required to monitor their progress through weekly reflections and target setting.

# PHYSICAL AND HEALTH EDUCATION (PHE)

## MY3 PHE

Unit Title	Unit Description
Orienteering	Students will learn how to navigate in different environments. They will learn how to use a compass and develop an understanding of the fitness required for orienteering. This unit will draw on their problem-solving skills and develop their cardiovascular fitness. There is an opportunity for inter-disciplinary learning.
Table Tennis (Officiating)	Students will learn how to umpire Table Tennis matches. For part of the unit, they will follow the 'Table Tennis England – Junior Umpire Award' receiving certification after the successful completion of the course. Students will be required to log their officiating hours. The unit culminates in students organising and officiating in a Table Tennis tournament for peers in other groups.
Project	Students have the opportunity to develop their understanding in different sports science concepts. Students will work with their peers to develop their project. They will develop their research skills and produce a presentation to inform an audience of their topic/concept.
Rowing	Students will consolidate their skills on the Concept2 rowers. They will review their development from the previous year and set new targets for improvement. Developing muscular endurance will be the main fitness focus. Students will work in teams to develop their communication.
Athletics	Students will be taught the principles of different track and field events with reference to the Olympic motto: Citius - Altius - Fortius (Faster - Higher – Stronger). They will develop their appropriate components of fitness for each event/discipline and set themselves targets in relation to their own performance. This unit builds upon the foundation from MY2.
Personal Exercise Programme (PEP)	Students will complete fitness tests to identify their current fitness levels. They will use their results to develop SMART targets. They will then design a training programme that enables them to achieve their SMART target (and thus improve their fitness). Students will complete their training programme and reflect on their progress each week. At the end of the programme students will re-test and evaluate their results.

# PHYSICAL AND HEALTH EDUCATION (PHE)

## MY4 PHE

Unit Title	Unit Description
Basketball	Students will consolidate their experience of games whilst learning the skills that are specific to Basketball. Students will need to demonstrate their knowledge and understanding of Basketball through a written assessment and their practical performance. They will explore different roles and positions in Basketball and how they can affect the team.
Skiing	Students will receive skiing instruction from instructors at SnowWorld Amsterdam. They will be assessed in a wide range of skiing techniques and will be assessed according to the progress they have made from their relative start points. Students will be required to complete a session log and a reflection after each ski lesson.
Anatomy and Physiology	Students will study the anatomy and physiology of the human body. They should develop an understanding of functions of the different body systems, how they relate to each other and how they affect sporting performance. Students will be taught both theoretically and practically (to help contextualise their learning).
Methods of Training	Students will explore a variety of different training methods including: Circuit, Continuous, Fartlek, Interval and Weight. They will review each training method, identifying the benefits of each method and link the training method to performers that would most benefit from it.
Expedition	Students will follow a programme of study that is linked to the International Award. They will set personal objectives in: volunteering, physical and skills, with an expedition at the end of the programme of study. In MY4 students complete the Bronze award. The International Award challenges students and provides opportunities for 'learning how to learn.' The International Award (Duke of Edinburgh) provides many opportunities for students to develop their learner profile attributes and prepare students for the CAS at DP level.



# PHYSICAL AND HEALTH EDUCATION (PHE)

## MY5 PHE

Unit Title	Unit Description
Skiing	Students will receive skiing instruction from instructors at SnowWorld Amsterdam. They will be access in a wide range of skiing techniques and will be assessed according to the progress they have made from their relative start points. Students will be required to complete a session log and a reflection after each ski lesson.
Jump Rope	Students will complete an aesthetic routine in jump rope. They will be required to plan, perform and reflect on their work. They will work as a team to complete the different tasks and take on different roles and responsibilities. This is also an opportunity for students to develop their cardiovascular fitness.
Expedition	Students will follow a programme of study that is linked to the International Award. They will set personal objectives in: volunteering, physical and skills, with an expedition at the end of the programme of study. Students will build upon their expedition experience from MY4 – those that have already received their Bronze award will work towards their Silver award. The International Award challenges students and provides opportunities for 'learning how to learn.' The International Award (Duke of Edinburgh) provides many opportunities for students to develop their learner profile attributes and prepare students for the CAS at DP level.
Sports Coaching and Leadership	Students will develop knowledge and understanding of the roles, responsibilities and techniques used by sports coaches/leaders. They will learn to coach in different sporting contexts. At the end of the unit, they will apply their coaching skills and understanding by delivering a coaching session to younger students withing the school community.

# SPECIAL EDUCATIONAL NEEDS (SEN)

SEN support is offered to qualifying students to identify and overcome barriers to accessing their learning and development. An Individual Education Plan (IEP) is developed together with the student, parents/guardians, and relevant stakeholders to give context to the barriers students are facing, identify strengths and challenges, outline goals with key strategies and supports in place, and designate accommodations to the environment, curriculum/materials, instruction, and/or assessments. Learning Support classes focus on supporting students toward these goals and utilize ATL skill-building (thinking skills, communication skills, research skills, social skills, self-management skills) to increase access and engagement and develop confident and competent learners.

# PERSONAL PROJECT

The personal project is the culmination of the Middle Years Programme and provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills. The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP. It is also an opportunity for parents to witness and contribute to the consolidation of skills developed throughout the programme.

Students are introduced to the Personal Project in the final term of MY4 and will submit their project to the IB for external assessment in the following spring of their MY5 year. Students are allocated one period per week during these three terms, and will receive the support of a supervisor as they plan, take action and reflect on their personal project process. The Personal Project is a great opportunity for students to enhance their self-management skills over a sustained period in preparation for the demands and requirements of the IB Diploma Programme.



# PERSONAL, SOCIAL, HEALTH AND ECONOMICS EDUCATION (PSHE)

All students will follow the PSHE programme of approximately 35 lessons per year. This is structured around three key themes: Health and Wellbeing; Relationships; and Living in the Wider World. In the former, students will examine the importance of healthy lifestyles and decisions as they grow and mature, including how to manage risk and take greater responsibility for their personal safety, as well as managing stress and anxiety and exploring mental health. Through the exploration of Relationships, students will consider their own values, personal consent, and social influences including bullying, as well as the qualities required for great leadership. The theme of Living in the Wider World examines students' relationship to a wide range of global considerations, from media literacy and human rights to financial choice and citizenship.

## CAREERS AND UNIVERSITY APPLICATIONS

A core component of Living in the Wider World is preparing students for career options and appropriate university courses and application processes. From MY1 upwards, students will explore careers in relation to their own interests, values and competencies, and be guided on how best to position themselves as strong applicants for university admissions officers. In MY4 –5 students will receive further mentoring and guidance on virtual college visits, with specific advice on writing personal statements and applications for university during the first year of the Diploma programme.



# LIBRARY LESSONS

Each week students will have two dedicated periods in the library, with the librarian, working on various skills to develop information literacy, inquiry skills and digital citizenship. Developing these fundamental skills will empower students to take control of their own learning and help to connect their existing knowledge to new understandings.

The focus on Information literacy enables students to: access and evaluate information efficiently and effectively to inquire, think critically, and gain knowledge; to use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society; to appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth. Digital Citizenship enables students to understand and practice Internet safety and wellbeing when using electronic media for educational, social, or recreational purposes; and to examine rights and responsibilities, privacy and security and consumer awareness.



# CO-CURRICULAR ACTIVITIES (CCAs)



In addition to our core curriculum provision, Amity International School Amsterdam offers various co-curricular activities after school to complement and extend students' learning experiences and to provide alternative opportunities to socialize and interact with peers. The CCA offering for 2021-22 is, at the time of writing, to be confirmed, but below you will find descriptions of some of the activities we've been able to offer during 2020-21 following an easing of COVID-19 restrictions.

## **Amity Dog Programme**

Students will take part in developing our School Dog Programme with Samwise! Students can voice their support for ways our school dog can enhance learning and wellbeing around school. We will start by looking at examples of programmes of

schools with a School Therapy Dog, further develop her job description and schedule, and give input on materials to explain procedures and policies for interacting with Samwise at school. Students will help to guide next steps and show leadership in developing this programme schoolwide.



# CO-CURRICULAR ACTIVITIES (CCAs)

## **Gardening**

Students will engage in growing produce and identifying and designing future areas of the school to benefit from more greenery.

Students will make use of our flower beds and greenhouse (pending construction).

Students will also take part in studying different conditions for optimizing growth and preserving the ecology of our school grounds.

## **Sports Games**

This is an opportunity for students to play a variety of invasion games, for example: Flag Football; Tag Rugby; Basketball; Netball; Football (Soccer); Frisbee. Students are encouraged to make links between the different games and develop their tactical awareness (in relation to creating and denying space). The games will give students the opportunity to be communicators and risk-takers.

## **Computer Games**

Students have the opportunity to use teamwork, communication, tactics, stealth and skill to capture or defend their team's intelligence documents hidden deep within the other team's base. Students can select from 9 unique character classes such as Scout, Medic, Spy, Sniper or Engineer to assist their team in victory during this lighthearted cartoon based online game. The game server uses the schools own local area network (LAN) which only allows access to Amity students using the laptops from Digital Design – making it safe and isolating it from other users on the internet.

## **Board Games**

Students play their favourite games, discover new games or even design their own! A club which encourages creativity, strategy and interaction.

## **CREST Award**

This is a universally recognized STEM program from the UK which offers students the opportunity to independently investigate a variety of topics related to STEM careers at varying levels (Gold, Silver, and Bronze). This accreditation also offers older students the opportunity to set themselves apart from others when it comes to university applications. The Crest Awards organisation offers a wide range of investigations.

## **International Award**

Students are supported to work towards the Bronze, Silver and ultimately, the Gold Award of the Duke of Edinburgh's International Award. At each level, students follow the International Award's core framework, including: physical recreation; skills; voluntary service; and ultimately an adventurous journey. Amity now has a sub-license as operator for the International Award and encourages students to participate as part of their holistic learning experience as young persons.

## **Music**

Students perform on their chosen instrument the music that they would like to learn, in a relaxed and fun environment. They can work collaboratively and practice with their friends or use the time to practice independently with teacher support as and when they need it. Students can also take part in specific ensembles such as samba band, rock band, ukulele group and vocal group!

