ACS
INTERNATIONAL
SCHOOL
EGHAM

MIDDLE YEARS PROGRAMME GUIDE 2020-2022

Contents

Page 1	Philosophy and Objectives Welcome to the IB Middle Years Programme (MYP)
Page 2-3	Subject Areas Subject Area Organisation at ACS Egham Other Elements of the MYP MYP eAssessments ACS Egham MYP Policy Documents IB Learner Profile
Page 4	Language and Literature (English)
Page 5-6	Language Acquisition – French/Spanish
Page 6-7	Sciences
Page 7-8	Mathematics
Page 9-11	Individuals and Societies
Page 11-12	Arts
Page 12-14	Physical and Health Education
Page 14-15	Design
Page 16	Additional Subjects: English as an Additional Language (EAL) MYP Core Block Advisory Elective Personal Project
Page 17	Language Pathways for Middle and High School

Please note: The contents of this guide are correct at time of going to print but are subject to change. We reserve the right to change our curriculum at any time which may not always be reflected in this document.

Philosophy and Objectives

Philosophy
At ACS Egham International School, we offer the International Baccalaureate Programme in our Lower, Middle and High Schools. The curriculum and instruction are respect for unique learning styles and understanding of our international student population. Our school promotes high standards of scholarship, responsibility and citizenship in a supportive learning community. We implement a developmental, student-centred approach to instruction following an inquiry-based, interdisciplinary curriculum. The success of our school relies on the partnership between students, parents and staff in providing a positive and enjoyable educational experience.

As a school community, we embrace the attributes of the International Baccalaureate (IB) learner profile. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, risk-takers, balanced, caring and reflective. ACS Egham International School inspires, encourages and supports the development of the child as an independent, life-long learner.

Objectives
At ACS Egham International School, we:

- Encourage students to become responsible, contributing citizens of the school and the world
- Nurture an abiding sense of integrity and personal accountability
- Develop cooperative skills through collaborative, activity-based learning
- Foster respect for self and others, as well as for natural and created environments
- Promote active involvement in community service, both locally and globally
- Address a variety of learning needs, such as English as an additional language, native language, special education, enrichment and counselling, within the resources available
- Prepare students for success at the next stage of their education, including admission to competitive universities worldwide
- Strive for constant improvement by actively seeking input from students, parents and staff and by referencing academic research and external agencies
- Facilitate ongoing professional development for staff
- Enhance everyone's understanding of our school's vision, philosophy and practices.

ACS Egham International School's Philosophy and Objectives guide our work in fulfilling our vision to achieve excellent in international education and promoting consistent values throughout our school community.

Welcome to the IB Middle Years Programme (MYP)

The International Baccalaureate Middle Years Programme (MYP) is a curriculum framework that is designed speci cally to address the unique needs of students aged from 11 to 16. The programme is founded on three main principles: holistic learning, communication and intercultural awareness. Underpinning the MYP, as well as the other three IB programmes, is the IB Learner Profile.

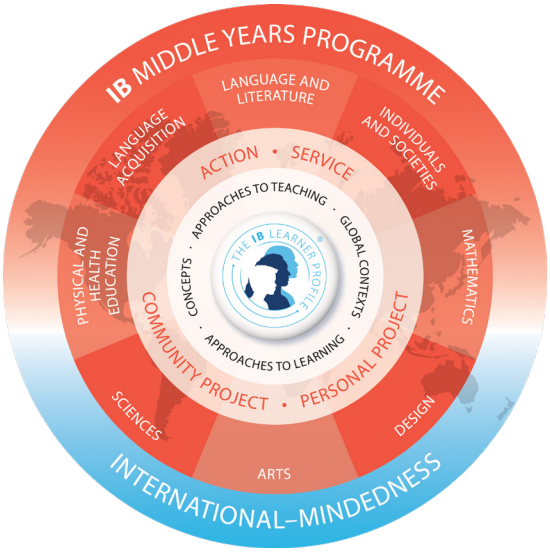
The MYP aims to educate the whole person and to show the impact of each individual on the world around them. Its goal is to constantly place learning within a context, and to make explicit the relationship between the various disciplines.

The IB provides a rigorous framework for assessment, and student work is evaluated according to criteria that clearly reflect the holistic philosophy of the programme. Self and peer assessment are integral parts of the process. The MYP is designed to build upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and also to prepare students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (IBCP).

Subject Areas

The MYP consists of eight subject areas. At ACS Egham, we offer:

• Language and Literature (English)
• Language Acquisition (French and Spanish)
• Mathematics (Foundation, Standard and Extended)
• Sciences (Integrated Sciences, Biology,Chemistry and Physics)
• Individuals and Societies (Integrated Individuals and Societies, History, Geography and Economics)
• Arts (Drama, Music and Visual Art)
• Design (Product Design, Digital Design, Combined Design, Architectural and 3D Design, Media and Communication Design, Software Design and Development)
• Physical and Health Education



Subject Area Organisation at ACS Egham

- Language and Literature (English), Language Acquisition (French or Spanish), Mathematics and Physical and Health Education are studied in Grades 6, 7, 8, 9 and 10 as full year subjects.
- Science is studied as a full year integrated subject in Grades 6, 7 and 8 and as separate trimester subjects of Biology, Chemistry and Physics in Grades 9 and 10.
- Individuals and Societies is studied as a full year integrated subject in Grades 6, 7 and 8 and as separate trimester subjects of Economics, History and Geography in Grades 9 and 10.
- Drama, Music and Visual Art are studied as separate trimester subjects in Grades 6, 7, 8 and 9. At the end of Grade 9, students choose one Arts discipline to study for a full year in Grade 10.
- Product Design, Digital Design and Combined Design are studied as separate trimester subjects in Grades 6, 7 and 8. At the end of Grade 8, students choose two subjects from the following: Architectural and 3D Design; Media and Communication Design; Product Design; and Software Design and Development. They then study these two subjects for a semester each. At the end of Grade 9, students choose one subject from the same range of subjects to study for a full year.

The two other essential components of the MYP are the Personal Project and Service as Action. The Personal Project is an individual, research-based task undertaken by every student in grade 10. All students from grades 6-10 are required to fulfill a specific service obligation each year.

MYP eAssessments

The IB offers schools the option to receive IB-validated grades at the end of the Middle Years Programme (Grade 10 at ACS Egham). These external grades are awarded to students who have completed external assessments in the form of electronic portfolios and on-screen examinations, which are known as eAssessments. Students who undertake these external assessments are eligible for IB Course Results and the IB MYP Certificate. The eAssessment qualifications are Level 1/Level 2 OFQUAL-registered quali cations (the UK Office of Qualifications and Examinations Regulation). Please contact the MYP Coordinator to learn more about the eAssessments offered at ACS Egham.

ACS Egham MYP Policy Documents

In addition to this curriculum guide, ACS Egham has also produced a number of policy and procedures documents. These are available on the school intranet in the 'Policies' section.

Academic Honesty Policy
This policy regards malpractice as laid down by the IB that will bring "together the cultural/educational background of [our] students, address the research and citation skills [our] school values and understands, and guide [our] students on how [our school] expects them to meet the academic honesty expectations of the IB."

Assessment Policy
This policy focuses on methods of assessment including grading, feedback, examinations, the multiple purposes of assessment and more within the school.

Language Policy
This policy states the school's approach to meeting the language needs of its students and providing effective support for students' linguistic development. All IB programmes require the study of at least one world language in addition to the principal language of instruction. The policy reflects the school's position on mother tongue support and what steps are taken to meet the needs of additional language learners.

Inclusion/Special Educational Needs Policy
The Student Services Handbook provides clear explanation of the approaches to the teaching and learning of students with special educational needs at ACS Egham. The handbook identifies the school's support structures in the areas of special educational needs, counselling, enrichment and language programmes, including Native Language Enrichment (NLE) and English as an Additional Language (EAL).

IB Learner Profile

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

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Language and Literature (English)

The difficulty of literature is not to write, but to write what you mean; not to affect your reader, but to affect him precisely as you wish – Robert Louis Stevenson

GRADE 6

The Grade 6 English course is intended to introduce students to a variety of literary and language concepts and skills that will be of high importance to them in their future studies. Studies are focused in four main areas: analysing, organising, producing text and using language, and each area is assessed multiple times in an academic year. Examples of units studied are: Mythology of the world, Forms of poetry, World literature (short stories), and a novel study. Examples of assessment tasks include: a creative short story, a poetry anthology, structured analytical writing, oral presentations and an animated film.

Some of the 'big ideas' students will gain in this course are:

- Myths transcend time, place, and language because they help us connect to our environments and each other through universal themes.
- The use of poetic conventions allow us to express experiences and ideas with beauty, even if those truths are ugly.

Some of the inquiry questions students will address are:

- What do creation myths reveal about human nature?
- Does culture shape how one writes?

GRADE 7

Language and Literature (English) in Grade 7 focuses on the consolidation of language skills acquired in Grade 6, and the development of new skills in areas of reading, writing, speaking and listening. Examples of units studied in Grade 7 are: Advertising, Short Stories, the non-fiction text **I am Malala**. Examples of assessment tasks include: in-class poetry analysis, an advertising poster, a persuasive speech and an analytical essay.

Some of the 'big ideas' in this course are:

- Fictional characters can challenge our perceptions of other personal and cultural points of view, as well as increase our appreciation of diversity.
- Poetry is a vehicle for self-expression that poets use to make connections to their identity and through this they try to make a relationship to the world they live in.

Some of the inquiry questions students will address are:

- Does the use of advertising in today's world cause us more harm than good?
- How can a character's experiences influence our understanding and awareness of diversity?

GRADE 8

In students' final year of Middle School, the Grade 8 English course is designed specifically to prepare them for the rigours of Language and Literature in High School. There is a considerable focus on the skills and conceptual understandings that students will need as they begin to appreciate and analyse various texts in increasing depth. Examples of units studied are: Shakespeare and the Dark Side of Human Nature, Media (News reporting), Social Justice Poetry, Public Speaking, and Characters and Survival in Literature (novel study). Examples of assessment tasks include: a Shakespearean group performance, analytical essay writing, an original poem based on a social justice issue and an inspirational speech.

Some of the 'big ideas' in this course are:

- An audience's awareness and appreciation of social justice can be influenced by the creative medium of poetry, as a poet's style is often affected by their personal perspective on issues.
- News editors manipulate stories to suit their audience. Through a careful selection of images, layout, and language features, 'facts' can be distorted to a greater or lesser extent.

Some of the inquiry questions students will address are:

- What can fictional characters and their stories teach us about how power and ambition affect human nature?
- Should the power of the press be limited?

GRADE 9

The Grade 9 English course is designed to consolidate many language skills students have acquired in their previous years of study, and to also refine these skills. In addition to this, there is an increased focus on technical writing skills and the most effective ways of expressing ideas. Examples of units studied include: Travel Writing (non-fiction), World Literature (novel study), Dystopian Literature and Poetry of Love and Loss. Examples of assessment tasks include: a travel blog, a poetry presentation, a utopian/dystopian creative task and analytical essay writing

Some of the 'big ideas' in this course are:

- Reading about characters from unfamiliar circumstances and settings increases our empathy for those different from us.
- Poetry is a vehicle to explore the complexities of love as expressed over centuries and across cultures.

Some of the inquiry questions students will address are:

- What is the relationship (connection) between personal identity and faith?
- How can travel writing educate us about commonalities across cultures or different perspectives?

GRADE 10
In students' final year of MYP, the Grade 10 Language and Literature course is tailored in many ways to prepare students for entrance into the IB Diploma Language and Literature and the IB Diploma Literature courses at both Higher and Standard levels. Students are encouraged to develop their independent study skills and to challenge themselves to analyse both literary and non-literary texts in increasing depth. Examples of units studied include: Twentieth Century Conflict Poetry, Language and Mass Communication, **The Kite Runner**, and Gothic Literature. Examples of assessment tasks are: a research task on an element of the Gothic genre, literary response essay, text deconstruction, poetry analysis and group presentation.

Some of the 'big ideas' in this course are:

- Conflict is a universal experience and can be approached from many perspectives, depending on context.
- Mass media is a social construction, with language purposely used to persuade, and as such only presents a version of reality.

Some of the inquiry questions students will address are:

- In what ways can literature be a call for change?
- How can we avoid being manipulated by what we see, hear, and read?

Language Acquisition – French/ Spanish

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart – Nelson Mandela

Note: In Language Acquisition, the curriculum is designed by grade and phase level, so students in different language phases will study the same unit topics, albeit at different levels.

While there are six phases in MYP Language Acquisition, Phases 1 – 4 are offered most regularly. The phases available in each grade level is subject to change each year, as this is dependent on student numbers and the language placement testing that takes place for all students at the beginning of each academic year. For more information about the phases that are likely to be offered in each grade level in the next academic year, please contact the Middle School Principal or High School Principal.

As a general guideline, Phases 1 and 2 are considered beginner/ emergent level, Phases 3 and 4 are capable level and Phases 5 and 6 are proficient level.

PHASE 1 (GRADES 6-10)
The Phase 1 curriculum is designed in order to introduce beginners to various aspects of French/ Spanish language and culture, and to also develop the skills of those who may have studied the language previously. There is a considerable focus on building a solid skills base and good language practices that students will then be able to develop in future studies. Examples of units studied are: Who Am I?, Art and Fashion, Sports and Body Parts, and Cities of the World. Examples of assessment tasks include: interactive orals, letter to a penpal, reading comprehension tasks and a travel brochure.

Some of the 'big ideas' in this course are:

- To express ourselves and communicate with others in every language, accent and patterns play an important role in our lives.
- Through observing and describing fashion and paintings, one can develop the ability to appreciate fashion in its cultural context.

Some of the inquiry questions students will address are:

- How can I transfer the knowledge of my mother tongue in the target language?
- Why should we learn a foreign language?
- What set of vocabulary do we need to describe ourselves physically and talk about clothes?

COMBINED GRADE 7 AND 8 (PHASES 2 - 4)
Grade 7 and 8 classes are combined in order to allow students to transition between phases easily in these grade levels, and to offer a wider range of phases. There is a continued emphasis on culture and students also work on their speaking, reading, writing and listening skills. Examples of units studied are: School, Food and Sports, Hobbies and Invented Sports. Examples of assessment tasks include: letter writing, reading comprehension tasks, visual comprehension tasks and an interview of a 'famous' sportsperson.

Some of the 'big ideas' in this course are:

- By using some patterns of structure and accent, we can describe our routines in school and at home and communicate them to my peers.
- By using the correct linguistic form, we can promote the message of healthy eating in any cultural setting.

Some of the inquiry questions students will address are:

- What is the ideal school day?
- Is it true that French eat healthier than many other cultures?
- Why is it important to be healthy?

GRADE 9 (PHASES 2 - 5)
Phase 2-5 will develop and deepen students' knowledge, conceptual understanding and skills in all areas of language acquisition. There is considerable focus on the accuracy and fluency of students' written and spoken language. Examples of units studied are: Technology, Short Stories and cinema.
Examples of assessment tasks include: grammar and vocabulary work, film comprehension and interactive oral tasks.

Some of the 'big ideas' in this course are:

- Our personal context can help us to understand and empathise with the complexity of relationships within families.
- Through the study of TV shows and movies, we learn to form a critical opinion and to communicate our ideas and feelings by using a set of structures.

Some of the inquiry questions students will address are:

- What does the cinema bring to your life?

GRADE 10 (PHASES 2 - 5)
Language Acquisition in Grade 10 is designed to prepare students for entry into IB Diploma Language B at either Standard, Higher or Ab Initio level, or Language A. Students study a number of complex ideas and aim to refine their language skills in areas of grammar, vocabulary, comprehension and expression. Examples of units studied are: Education, Tourism. Examples of assessment tasks include: postcard, brochure and blog writing, interactive oral tasks, comprehension of written, aural and visual texts and for students in the highest phase, a persuasive essay.

Some of the 'big ideas' in this course are:

- The role of education.
- The importance of education
- What does eco-friendly tourism mean?

Sciences

Science is a way of thinking much more than it is a body of knowledge – Carl Sagan

GRADE 6
The Grade 6 Science course introduces students to the scientific disciplines of biology, chemistry, physics and environmental science. A number of important subject-specific skills are developed during the course in order to provide students with a solid basis for future studies in the sciences. Examples of units studied are: Forensics (chemistry), Cook (chemistry), Extinction (biology) and Electromancer (physics). Examples of assessment tasks include: research essays, unit tests, laboratory reports and data interpretation tasks.

Some of the 'big ideas' in this course are:

- Scientific techniques which make use of evidence and patterns in results can be used to solve crime.
- The relationship between heat energy transfer and structural form of matter can lead to the creation of innovative dishes.
- The consequences of increasing globalisation has an impact on the environment, on the climate and on the survival of other species.

Some of the inquiry questions students will address are:

- To what extent are electrical models useful in explaining the phenomenon called electricity?
- How does heat travel in solids, liquids and gases?
- What is the relationship between levels of carbon dioxide and the average Earth temperature?

GRADE 7
Science in Grade 7 is focused on four areas of equal importance: knowing and understanding; inquiring and designing; processing and evaluating; and reflecting on the impacts of science. These areas of focus allow students to further develop the skills introduced in the first year of MYP studies. Examples of units studied are: A and E (biology), NViz (chemistry), Pyrotechnics (chemistry) and Studio Magic (physics). Examples of assessment tasks include: a one world research essay on animal testing research, a lab investigation on exercise and fitness, a research oral presentation and unit tests.

Some of the 'big ideas' in this course are:

- Body systems take on different forms that are related to their function. These systems can be maintained and manipulated to improve the health and well-being of an individual.
- Human activities impact the environment and the relationships within the biosphere have to be in balance to avoid catastrophic consequences for all living organisms.
- An understanding of the way in which chemicals interact and change, has led to massive scientific and technical advancements in the field of pyrotechnics.

Some of the inquiry questions students will address are:

- Why has the life expectancy of humans increased dramatically in the last 100 years?
- With all of our energy requirements, what will our world look like in 2050?
- How do the eye and ear work?

GRADE 8

In the final year of Middle School, students approach increasingly sophisticated content, concepts and skills in preparation for their entrance into High School. Students are able to inquire into a variety of scientific issues relevant to our global society. Examples of units studied are: Plants and Photosynthesis (biology), Plants and Food (biology), Space exploration (physics) and Polymers (chemistry). Examples of assessment tasks include: a Hook's law investigation, a transpiration investigation, polymer investigation, unit tests and two essays one on composite materials and one on the Amazon Rainforest and ecology.

Some of the 'big ideas' in this course are:

- Plants function as a system and contribute to our physical environments in ways that we can both hinder and help through our lifestyle choices.
- The interaction of chemical and physical relationships between plants and their surroundings enable us to model the natural world, and we need to understand this interconnectedness in order to preserve resources.
- Laws of physics can be used to predict future changes to moving objects and we can use scientific predictions to show how humans can adapt to the constraints of life in Space.

Some of the inquiry questions students will address are:

- How good is biomass as a solution to our energy needs?
- How do atoms of nitrogen and carbon move around our environment?
- Can Science predict the future?
- Are there good and bad polymers, how can we decide and what does the future hold ?

GRADE 9

Students in Grade 9 study trimester courses of Biology, Chemistry and Physics as equal sections of the full-year Science course. Studies in each trimester provide students with discipline-specific knowledge and skills and, in conjunction with the Grade 10 Science course, prepares them for potential entrance into any of the IB Diploma Science courses offered at the school. Examples of units studied are: Fuels and Acids (chemistry), Cells, Ecology, and Evolution (biology) and Electricity and Magnetism (physics). Examples of assessment tasks include: unit tests, an essay on the role of halogens and their derivatives and an electrical resistance investigation.

Some of the 'big ideas' in this course are:

- The evidence for natural selection helps us to analyse the systems and processes which create and sustain life on earth but more than this, evolution is central to the story of life on earth and thus it gives us a sense of our orientation in time and space.
- The understanding of electromagnetism as one of the fundamental forces of the universe has changed human history and transformed individual lives, but it also presents challenges in achieving the fair distribution of the benefits of technology.
- Significant damage is done to natural and human environments by a lack of human understanding about how acid and fuel patterns of reactivity cause chemical change.

Some of the inquiry questions students will address are:

- Which periodic table is the best?
- Is carbon dioxide responsible for climate change or are rising global temperatures a natural phenomenon?
- How can we understand the universe in terms of just three fundamental forces?

GRADE 10

In the final year of MYP, students continue the cultivation of the knowledge, concepts and skills introduced in their Grade 9 Science courses. They complete trimester courses of Biology, Chemistry and Physics in order to prepare for entrance into Diploma courses in Physics, Chemistry, Biology, Environmental Systems and Societies, and Sports, Exercise and Health Science. Examples of units studied are: Newtonian Mechanics (physics), Chemical Reactivity (chemistry) and Human Physiology (biology).
Examples of assessment tasks include: an essay on organ transplantation, an enzyme activity laboratory report, an essay on road safety, unit tests and semester exams.

Some of the 'big ideas' in this course are:

- The understanding of Newton's laws and how their discovery changed human history and transformed individual lives, but also how the resulting technologies present opportunities and challenges in achieving safe societies.
- The organs of a human body are part of a system in which their form and function contribute to the processes of life. A consideration of their interconnection is essential to an understanding of human physiology.
- Studying the relationships and patterns in chemical reactivity can create technological solutions to human problems, but these can impact communities and environments. Chemical change occurs all the time. Is it important to control these chemical changes?

Some of the inquiry questions students will address are:

- How is the structure of each different human body system related to its function.
- How do scientists measure chemical change?
- Are all chemical changes important and should they be controlled ?
- How does the use of mathematical models help us to understand the world around us?

Mathematics - Guidance only, new curriculum description to follow

The study of mathematics, like the Nile, begins in minuteness but ends in magnificence – Charles Caleb Colton

GRADE 6

In Grade 6 Standard Mathematics, students review basic mathematical concepts in order to provide them with a sound basis for more complex concepts. Correct mathematical techniques are focused upon also. In this course, students begin to appreciate the real-world relevance of mathematics and its uses in everyday life. Examples of units studied are: Fractions, Decimals and Percentages, 3D Shapes, Statistical Measurements, and Simple Equations. Examples of assessment tasks include: unit tests, graded homework tasks, mathematical investigations and semester exams. Some of the 'big ideas' in this course are:

- Equivalence is the key relationship to be considered when solving problems (performing operations with decimals and fractions mentally, manually and technologically).
- The calculation of statistical measurements enables us to see the relationship amongst the data and identify patterns.
- Using logic allows us to make changes without
- altering solutions.

Some of the inquiry questions students will address are:

- Can estimations be trusted?
- What are the requirements when drawing a statistical diagram?
- How can we manipulate algebra correctly?

GRADE 7

In Grade 7 Standard Mathematics, students are introduced to a variety of new mathematical concepts in all branches of mathematics. They are able to continue the development of skills acquired in Grade 6. Examples of units studied are: Number and Algebra, Shapes and Angles, Handling Data, Linear Equations and Expressions, Equations and Formulae. Examples of assessment tasks include: unit tests, graded homework tasks, mathematical investigations, real-life application tasks and semester exams.

Some of the 'big ideas' in this course are:

- Quantities expressed in terms of their composite elements help identify possible relationships.
- The form of a shape allows us to establish relationships with other shapes, ultimately leading to generalisations about its properties.
- The same data can be analysed in a variety of ways with each way conveying its own message.

Some of the inquiry questions students will address are:

- How can algebraic structures be changed yet balance preserved?
- What is the most effective way to represent relationships within and between sets of data?
- When quantities are multiplied or divided, what changes and what remains constant?

GRADE 7 EXTENDED

Grade 7 Extended Mathematics covers the same core content as the Standard and Foundation courses, however units are sequenced differently. Students are also able to develop their higher level thinking skills by examining mathematical concepts in a variety of contexts. For example, the Extended course includes additional units on problem-solving, brackets and equations and Pythagoras' Theorem in order to increase students' awareness of the relevance of their mathematical studies.

GRADE 8

Grade 8 Standard Mathematics is designed to allow students the opportunity to demonstrate their mathematical understanding in four distinct areas – knowing and understanding, investigating patterns, communicating and applying maths in real-life contexts. The course is designed to review previously studied mathematical concepts and also introduce students to new ideas and skills. Examples of units studied are: Calculator and integer calculations, Percentages, Statistics, and Proportion, Variation and Kinematics. Examples of assessment tasks include: unit tests, graded homework tasks, mathematical investigations, graphing tasks and semester exams.

Some of the 'big ideas' in this course are:

- It is possible to use percentages to find changes in quantities and use our previous understanding to simplify the arithmetic.
- The relationship between statistical quantities can be used to justify conclusions on the nature of the data.
- We will use the idea of rates and change to determine motion in time, space and other forms of variation.

Some of the inquiry questions students will address are:

- Why are integers important?
- How can we use statistics to help us in the future?
- Is velocity and speed the same?

GRADE 8 EXTENDED

The Grade 8 Extended Mathematics course is structured differently than the Standard and Foundation courses, as the course is designed to allow students at an extended level to explore more advanced areas of mathematical understanding in areas such as factors, proportion and variation, statistics, simultaneous equations and surds and indices. This course requires students to have a solid grasp of core mathematical skills and the ability to transfer these skills from one situation to another.

GRADE 9 STANDARD

Grade 9 Standard Mathematics is designed to address each of the four branches of MYP Mathematics – Number, Algebra, Geometry and Trigonometry, and Statistics and Probability. Students begin to explore mathematical skills in more depth and complexity, and are able to more independently apply these skills to problem-solving and real-world applications. Examples of units studied are: Measurement and Similarity, Equations and Formulae, Money, and Quadratics and Functions. Examples of assessment tasks include: unit tests, graded homework tasks, mathematical investigations, real-life applications and semester exams.

Some of the 'big ideas' in this course are:

- Models (expressions, equations and graphs) can be used to show the process of growth and variation of investments over time.
- Using a logical process to create a formula to represent or model a problem, helps us better understand the world and solve problems.

Some of the 'big ideas' in this course are:

- Conflict between individuals can be catalysts for change.
- The identity of a society is shaped and formed by the values, beliefs and power of individuals or groups in that period of time.
- Our planet and its resources are constantly under pressure due to global human actions.

Some of the inquiry questions students will address are:

- What are the causes and effects of flooding?
- What could happen if the current rate of population growth becomes unsustainable?
- To what extent was justice fair in the Middle Ages?

GRADE 10 STANDARD

While course content is identical in all Grade 10 Standard Mathematics classes in the first semester, in the second semester course content is tailored specifically to prepare students for their intended Maths subject pathways in the IB Diploma – either Standard Mathematics or Maths Studies. Examples of units studied are: Algebra, Mensuration, Sets and Venn Diagrams, Trigonometry, Graphs and Statistics. Examples of assessment tasks include: unit tests, graded homework tasks, mathematical investigations and semester exams.

Some of the 'big ideas' in this course are:

- Mathematical principles, such as geometric relationships, are used in space modelling and 3D situations.
- Statistics can be used, with caution, to make generalisations about relationship between correlation, cause and effect which can enable us to make judgements about global development and how it can continue sustainably.
- The rigorous logic of algebra enables us to simplify complex problems and analyse concepts such as scale, self-similarity and infinity.

GRADE 10 EXTENDED

The Grade 10 Extended Mathematics course is designed specifically to prepare students for the external IB MYP Extended Mathematics examination and entrance into IB Diploma Higher Level Mathematics. It follows a different track to the Standard Mathematics course in Grade 10. Examples of units studied are: Algebra and Functions, Sequences and Series, Vectors, Probability and Calculus. Examples of assessment tasks include: unit tests, graded homework tasks, mathematical investigations and semester exams.

Some of the 'big ideas' in this course are:

- Repeated patterns identify sequences and shows the relationship with their sums.
- Vectors are used to represent orientation of geometric figures in space, and to solve kinematic problems involving rates of change.
- Calculus shows the equivalence between derivatives and integrals and identifies how these relationships may be used to model rates of change.

Some of the inquiry questions students will address are

- What real life problems may be modelled using calculus?
- Can probability be used to make definite predictions?
- Can sequences and series be used to model financial situations?

Individuals and Societies

If we are to teach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children – Mahatma Gandhi

Note: The Individuals and Societies course in Grades 6-8 incorporates both History and Geography units. In Grades 9 and 10, students study trimesters of History, Geography and Economics.

GRADE 6

In Grade 6, students are introduced to a number of highly important concepts that will benefit their Individuals and Societies studies in Middle and High School. There is also a considerable focus on introducing and developing research and source analysis skills. As part of their History studies, students undertake their own archaeological dig at school and visit the city of York each year as a grade level trip. Examples of units studied are: An Introduction to History, Ancient History: Rome, An Introduction to Geography, and Contemporary Global Issues. Examples of assessment tasks include: a personal timeline, research essays and presentations, tests and projects.

At the end of Grade 6, the curriculum culminates in an interdisciplinary unit with Science on endangered species. This allows students to study the topic in both subjects, and to develop their own practical and sustainable solutions to save endangered species and their environments.

Some of the 'big ideas' in this course are:

- Both past and present cultures result from the expression of personal and shared identities.
- Civilisations are shaped by the systems they implement in order to exercise power and control.
- Global issues significantly impact environmental systems, limiting the possibility of a society achieving a sustainable future.

Some of the inquiry questions students will address are:

- To what extent can we trust any historical evidence?
- How can maps mislead or distort the truth of data?
- What global issues are affecting the world today?

GRADE 7

Grade 7 Individuals and Societies focuses on four key areas: knowing and understanding, investigating, communicating and thinking critically. Each area is assessed multiple times over the course of the academic year. Geography units are supplemented by the annual Grade 7 trip to Wales. Examples of units studied are: Investigating the Norman Conquest, Life in Medieval Times, Introduction to World Population and Resources, and Rivers and Landscapes. Examples of assessment tasks include: a rivers and coasts investigation, a global issues letter to the local Member of Parliament, a poster or ebook and semester exams.

Some of the 'big ideas' in this course are:

- Conflict between individuals can be catalysts for change.
- The identity of a society is shaped and formed by the values, beliefs and power of individuals or groups in that period of time.
- Our planet and its resources are constantly under pressure due to global human actions.

Some of the inquiry questions students will address are:

- What are the causes and effects of flooding?
- What could happen if the current rate of population growth becomes unsustainable?
- To what extent was justice fair in the Middle Ages?

GRADE 8

Individuals and Societies in Grade 8 focuses on the refinement of students' research skills, emphasising the importance of correct citing and referencing, notetaking, summarising and evaluating sources. Examples of units studied are: Development in a Global Society, Tourism – Looking Beyond the Brochure, The Renaissance – Rebirth of Ideas and The Age of Exploration and Discovery. Examples of assessment tasks include: a Fair Trade advertisement, a research task on the United Nations Development Goals, and a source analysis task.

Some of the 'big ideas' in this course are:

- The power of individuals and groups can lead to economic, political and social change.
- The struggle for power can lead to conflicts that become turning points in time, leading to significant changes in people's beliefs.
- Global interactions between countries can change people's perspectives about the world.

Some of the inquiry questions students will address are:

- Do tourists have a responsibility to the areas they visit?
- To what extent should More Economically Developed Countries (MEDCs) give aid to Less Economically Developed Countries (LEDCs)?
- How does exploration lead to changes in relations between countries?

GRADE 9

Students in Grade 9 study modular courses of History, Geography and Economics as equal sections of the full-year Individuals and Societies course. Studies in each trimester allow students to access discipline-specific content in addition to refining their research, analysis, communication and critical thinking skills. Examples of units studied are: Warfare and Peacekeeping, Settlement and Urban Morphology, and Development Economics. Examples of assessment tasks include: case study analysis, research projects and extended written responses.

Some of the 'big ideas' in this course are:

- Global competition for resources can be a cause of war and lasting peace is dependent on sustained global co-operation.
- Settlement models are less relevant to urban management as adaptation and ingenuity are better suited to achieving sustainable development.
- Development is multidimensional in nature and is measured using a range of indicators.

Some of the inquiry questions students will address are:

- Why do historians have different perspectives on the causes of war?
- Can cities be developed so that they are more sustainable?
- How does economic growth differ from economic development?

GRADE 10

History, Geography and Economics modular courses in Grade 10 are designed to prepare students for potential entrance into IB Diploma Group 3 subjects such as History, Economics, and Environmental Systems and Societies. Students are encouraged to engage in advanced inquiry into issues of personal, local and global significance in their studies. Examples of units studied are: Rights and social protest, Trade, Aid and Exchange, and Resource Management. Examples of assessment tasks include: a debate, case study report, essay writing, source analysis tasks and semester exams.

Some of the 'big ideas' in this course are:

- Civil rights and social protest movements have led to significant changes in the fairness and equality of societies.
- Sustainable management of resources can be achieved through innovation and responsibility.
- Differences in resource endowments causes exchange and global interactions that leads to economic integration.

Some of the inquiry questions students will address are:

- To what extent do you agree with this statement: 'Civil rights and social protest groups are irrelevant in the 21st Century'?
- Can resources be managed in a sustainable way to ensure that carrying capacity of our planet isn't exceeded?
- How has the role of banks changed over time?

Arts

To create one's world in any of the arts takes courage – Georgia O'Keeffe

Note: Visual Art, Music and Drama are studied in trimester subject rotation in Grades 6-9. Students then choose one Arts discipline to study for a full year in Grade 10.

GRADE 6

Students in Grade 6 Arts are introduced to the variety of Arts disciplines – Visual Arts, Drama and Music – on offer at ACS Egham. They begin to use process journals to cultivate their artistic ideas and bring them to fruition. Examples of units studied are: Mystery and Morality Plays, Tudor Music and an Artist's Influence. Examples of assessment tasks include: dramatic performance, a thriller musical composition and observational studies in pencil and watercolour.

Some of the 'big ideas' in this course are:

- The genre of still life has provided a platform for artists of different eras, to explore their relationship with the world of objects that surround them.
- The concept of the aesthetics of Tudor music forms a narrative part of the 'big history' – Tudor history.

Some of the inquiry questions students will address are:

- What do we need to know in order to create characters?
- Was music important in the Tudor times?
- What makes a successful still life study?

GRADE 7

Artistic, musical and dramatic skills and concepts form the core of the Grade 7 Arts course. Students continue to develop the discipline-specific skills introduced to them in Grade 6. Examples of units studied are: Elements of Storytelling, Musicals and An Artist's Interpretation. Examples of assessment tasks include: a world puppets presentation, to transform a painting into a 3D form in clay and a keyboard composition.

Some of the 'big ideas' in this course are:

- While the modes of performance vary greatly, the narratives of people of diverse cultures have many elements in common, such as structure.
- Structure, genre and other elements of music analysis become the method of forming the identity of a musical composition.
- The process of artistic creation can lead to self-discovery.

Some of the inquiry questions students will address are:

- In order to feel 'complete', must a story have a resolution?
- What are the main concepts that form the basis of music analysis?
- What are the most significant elements of a painting?

GRADE 8

In Grade 8 Arts, students begin to explore more challenging mediums and ideas in their study of each artistic discipline. There is also a closer focus on individual performance and artworks, although group work is still an important aspect of the course. Examples of units studied are: Building a Character, Keyboard Technique – 'I Got Rhythm', and From Reality to Abstraction. Examples of assessment tasks include: performance of a scripted monologue, a science fiction-themed musical composition, and a series of lino prints.

Some of the 'big ideas' in this course are:

- On the stage, the identity of a character role is expressed through appearance, actions, speech, and interaction with other characters.
- Creation of a composition is closely linked to the understanding of the elements of music theory, such as chord progression and harmonization of a melody
- Symbols and conventions used to portray an individual's perspective are influenced by relationships and surroundings.

Some of the inquiry questions students will address are:

- Does a character need to be likable in order to evoke sympathy from an audience?
- Does the chord progression match the melody?
- Should a portrait be completely honest?

GRADE 9

Studies in the Grade 9 Arts course focus closely on the refinement of core skills, as students prepare to choose one artistic discipline to study in their final year of MYP. Students demonstrate their abilities in four areas – knowledge and understanding, developing skills, thinking creatively, and responding to their own and others' artwork. Examples of units studied are: Social Responsibility, Time Periods in Music History, Patterns and the Face. Examples of assessment tasks include: a physical theatre performance, a 'signature tune', composition and a research task on portraits

Some of the 'big ideas' in this course are:

- The choices we make have an impact on those around us and through our awareness and understanding of empathy it helps us to learn from others' mistakes.
- Examining portraits explores identity through artistic representations of personal and cultural expression.
- In order to compose music to accompany a 'signature tune' video clip, it is important to combine elements of play and experimentation with the knowledge of primary and secondary chord progression

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Some of the inquiry questions students will address are:

- What is subtext and how does it work?
- Which chords are Primary and which ones are Secondary?
- Does empathy play a role in helping to learn about our social responsibilities?
- How have portraits changed over time?

GRADE 10 - INTRODUCTION

In grade 10, students take a single Arts subject for the whole year. However, during grade 10, all Arts students are involved in work for the MYP Arts e-Portfolio, exploring a theme provided by the IB through the lens of their chosen subject. In addition, towards the end of the year, all Arts students participate in an Inter-disciplinary unit (IDU) working together and in collaboration with students in all Arts subjects, and Languages.

GRADE 10 - VISUAL ART

Visual Art is studied as a full year course and is designed to prepare students for potential entrance into IB Diploma Visual Arts. There is an emphasis on the principles of composition and a range of technical skills and different media. There is also a strong focus on the personal and cultural nature of artistic work and students are encouraged to reflect on how context can affect creation.

Students explore art movements such as Cubism, followed by a focus on the tasks inspired by the e-Portfolio.Examples of assessment tasks include research tasks and exploring different forms of art-making.

Some of the 'big ideas' in this course are:

- Skills can be developed and acquired through sustained practice and exploration of expressive media and techniques.
- Art asks questions

Some of the inquiry questions students will address are:

- Can artistic skills be acquired or improved with practice?
- How do masks represent culture?

GRADE 10 – MUSIC

Grade 10 Music is studied as a full year course and is designed to prepare students for potential entrance into IB Diploma Music. Composition, theory of music, music appreciation and music history are all key components of the course, and students from different musical backgrounds, from beginners to experienced musicians, can access the course content. Examples of units studied are: Research into the development of Pop and Film music, Composition using Sibelius notation program and Theory unit with the help of an online Clements theory program. Examples of assessment tasks include: original compositions, research projects and theory tests.

Some of the 'big ideas' in this course are:

- The identity of a particular piece of music is presented by the boundaries set by the main musical elements as well as the cultural and historical background.
- Deconstruction of the whole to investigate individual narratives often changes or challenges the original perception of the whole.

Some of the inquiry questions students will address are:

- Can one appreciate the piece of music without knowing the cultural/historical background of the piece?
- How can we compare a piece of pop music to a song from film music?
- How do we select the instruments for the composition?

GRADE 10 – DRAMA

Grade 10 Drama is studied as a full year course and is designed to prepare students for potential entrance into IB Diploma Theatre Studies. Students study performance skills (acting and directing) in a variety of theatrical genres, theatre practitioners and practices, and plays from different cultures. Practical work such as theatre games, group work, improvisation, presentation of scenes and dialogues, and use of mixed media forms a significant part of the course. Examples of units studied are: Farce, Slapstick, Molière and Satire. Examples of assessment tasks include group and solo performances, process journal work and research tasks.

Some of the 'big ideas' in this course are:

- The form and essential structure of a dramatic genre, indicates how the nature of comedy has developed, and how it can highlight the power of some and the privileges associated.
- Does the role of aesthetics in a production affect the composition of a play and how it is presented, particularly when the scripted work involves a different social history or heritage?

Some of the inquiry questions students will address are:

- Does the use of production elements, like sound, lighting and directing, impact the aesthetics of a production?
- Can ideas be presented effectively through the use of facial expressions and body language?
- Does satire allow one to make a viable comment on society?

Physical and Health Education

The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand. – Vince Lombardi

GRADE 6

In Grade 6 Physical and Health Education, students are introduced to numerous individual and team sports and skills. Students also begin to develop an understanding the global context explorations of impact of decision making of humans, creation, teams, use of natural and human landscapes and difference and inclusion. Examples of units studied are: Striking and Fielding, Creative Movement, Invasion Games, Net Games, Orienteering, Nutrition and Swimming. Examples of assessment tasks include: a choreographed gymnastics and Boxing routine, physical skills assessments, a meal plan, and reflections on skills developed.

Some of the 'Statements of Inquiry' in grade 6 are:

- Strong relationships facilitate risk-taking in the face of changing situations
- Personal and cultural expression can be communicated through a variety of movement concepts and interaction.
- Teams function when all members interact effectively by understanding and applying physical literacy.
- Understanding relationships between map reading and the physical landscape will help orientation in changing environments.

GRADE 7

In Grade 7 Physical and Health Education, students are able to continue the development of their physical skills and techniques and examine global contexts explorations such as difference & inclusion, team work, lifestyle choices, cooperation, commonality and models.

Examples of units studied are: Striking and Fielding, Health related Fitness and anatomy, Gymnastics, Invasion Games and Track and Field.
Examples of assessment tasks include: a striking and fielding skills analysis, reflections on physical performance, developing a health and fitness circuit and a gymnastics performance.

Some of the 'Statements of Inquiry' in grade 7 are:

- For a team to adapt to situations effectively, all team members must interact through various forms of communication and fair play principles
- Development of different training systems can help to improve the function of the body, to promote a healthy lifestyle.
- Through cooperative relationships and reflection we can refine creative movement and communicate our ideas effectively.
- Performers respond and adapt to changing environments, challenges and situations
- Through the use of technology we can analysis performance and learn how to refine and adapt technique in order to bring about positive change to game play.
- Through engaging in various events and training methods we can explore the ways in which one reaches peak performance.

GRADE 8

In Grade 8 Physical and Health Education, students begin to examine in depth the broader benefits of various physical activities. We look into the global context explorations of teams, creation, health and well-being, exchange and adaption. Examples of units studied are: Invasion Games, Hip Hop Dance, Health Related Fitness & Physiology, Net Games and Striking and Fielding games. Examples of assessment tasks include: peer and teacher observation of physical performance, developing a health related fitness program and creating a hip hop sequence.

Some of the 'Statements of Inquiry' in grade 8 are:

- Through communicating we can interact and function in teams successfully
- Artistry can be communicated through the use of movement in space.
- Teams can work together to develop interconnected, responsive movement patterns to maintain positional balance.
- Using technological innovation we can adapt and change our technique in order to refine our performance.

GRADE 9
In Grade 9, students extend their knowledge of specific physical skills and health concepts and are able to refine their performance in a variety of physical skills areas. Examples of units studied are: Net Games, Youth Health Issues, Acrogymnastics and Track and Field. Examples of assessment tasks include: Net Games skills assessment, 'acrogym' choreography and reflection, and a youth health issues awareness campaign.

Some of the 'Statements of Inquiry' in grade 9 are:

- The balance of a team requires the effective functioning of all members
- Development of movement aesthetics through space and time can refine our routines.
- Stages of learning can help to refine a movement to allow more efficient change.
- Through the effective use of knowledge adaptations can be made to performance.

GRADE 10
In the final year of MYP, students are encouraged to develop their appreciation of the importance of physical activity in relation to emotional and mental wellbeing and academic performance. This is particularly important for students who plan to complete the IB Diploma in Grades 11 and 12. Examples of units studied are: Health Related Fitness, Coaching and Performing and Ceroc Dance.

Two of the 'Statements of Inquiry' in grade 10 are:

- Important changes to health choices relate to improvements in wellness, energy balance and functioning.
- Exploring the influence of culture on movement can be communicated through interactions to contemporary music.

Design

What is design? It's where you stand with a foot in two worlds – the world of technology and the world of people and human purposes – and you try to bring the two together – Mitchell Kapor

Note: In Middle School (grades 6-8), students complete one trimester each of Product Design, Digital Design and Combined Design. In High School (grades 9 and 10), students complete one semester each of Product Design and Digital Design.

GRADE 6
In Grade 6 Design courses, students are introduced to the MYP design cycle. This model requires them to work through a defined process in order to solve design problems. Additionally, students study concepts and issues of internet safety as part of their Digital Design trimester. Examples of units studied are: Toy Plane (traditional skills with 2D CAD laser cutting), Internet Safety and Film Creation. Examples of assessment tasks include: creation of an original design of toy plane, creation of an e-safety film and the development of design portfolios.

Some of the 'big ideas' in this course are:

- The innovative use of iMovie filming techniques can produce an outstanding outcome when communication and class collaboration is employed effectively.
- Traditional wood working skills can be adapted with the development of modern, innovative techniques in order to create an original product.
- The innovative use of 3D printing can easily change the form and improve the function of traditional spinning tops using an open loop system.

Some of the inquiry questions students will address are:

- Are traditional skills being lost with the invention of computer-controlled machines?
- How have children's toys evolved through the ages in different parts of the world?
- Do people of all ages commit cyberbullying offences?

GRADE 7
Students in Grade 7 Product Design, Digital Design and Combined Design work through stages of inquiry and analysis, development of ideas, creation of a solution and evaluation of their design. They are able to consider real-life, authentic problems and devise original solutions. Examples of units studied are: Image Editing and BBC Microbits and Boxing Clever. Students will learn the basics of photo editing using Adobe Photoshop and use the software to promote the use of Photoshop by showcasing the various effects that can be created. In Boxing Clever, students inquire into the application of artistic and mathematics disciplines to create a functional and appealing box which allows the user to express his or her personality or culture.

Some of the 'big ideas' in this course are:

- Working together to raise awareness about wasteful behaviours that impact on our environment can send a powerful message.
- Creation of a functional electronic 'steady hand game' will require an input-process-output system of control.

Some of the inquiry questions students will address are:

- Do we have enough material resources to sustain our present consumption?
- How have electronic games improved training hand and eye co-ordination for the future?
- How do mobile apps impact our lives?

GRADE 8

By Grade 8, students have developed a basic understanding of the design cycle. In this Design course, they devise more sophisticated ways to go from identifying a design opportunity to the testing and evaluation of a solution. Examples of units studied are: Graphics & Desktop Publishing, Mobile App Development and "The Fifth Element".
Students will be using Adobe Illustrator along with integrating Adobe Photoshop to learn basic graphics design and desktop publishing skills (DTP). Students will also learn how to think procedurally, logically, concurrently nand think ahead using MIT App Inventor. Additionally, students will investigate a sustainable technological system and develop a product that communicates and champions part of the system, by problem solving its material and mechanical needs.

Some of the 'big ideas' in this course are:

- The adaptation and integration of biological, mechanical and electronic systems can improve the ability of humans to function in the world.
- As designers one of our jobs is to make sure that we can use our knowledge as communicators to create effective and memorable images to help raise awareness for social concerns.

Some of the inquiry questions students will address are:

- Is our need for entertainment, food or housing, greater than the need to protect animals?
- Which software can be used to create mobile apps?
- What are the possible ethical dilemmas of robots being able to think for themselves?

GRADE 9

Students in Grade 9 choose two semester course options in order to fulfil their Grade 9 Design requirement. They can choose from 3D and Architectural Design, Media and Communication Design, Product Design and Software Design and Development. By Grade 9, students are able to use increasingly sophisticated techniques and technologies in the design process. They are also able to organise their own learning and work quite independently on each project, although peer and teacher support and training on new techniques is also required. Examples of units studied are: Cultural Jewellery, Worthy Websites and Get Fit Microbit. Examples of assessment tasks include: the creation of a website and the design of a personal health-monitoring electronic device.

Some of the 'big ideas' in this course are:

- Designers utilise graphical modelling as a tool to explore creative solutions and refine ideas from technically impossible to technically possible, widening the constraints of what is feasible.
- Adapting communication enhances audience engagement with effective resources.

Some of the inquiry questions students will address are:

- How does design improve connection between the human body and electronic devices created in order to monitor it?
- How can the impossible become possible?
- Can a multimedia website adapt and motivate the human race to change their attitudes and habits?

GRADE 10

Students in Grade 10 choose to study one of the following options as a full-year course: 3D and Architectural Design, Media and Communication Design, Product Design and Software Design and Development. These courses are each designed to prepare students for potential entrance into the IB Diploma courses of Information Technology in a Global Society (ITGS) and Design Technology. Students are also have the option of completing the ePortfolio for Design in their final year of MYP.

Some of the 'big ideas' in this course are:

- Online video and the capability to easily edit video has changed communication and information distribution to the public.
- Applying scientific information when designing and adapting products can help to improve a user's experience.

Some of the inquiry questions students will address are:

- Can different design techniques enhance a viewer's perception?
- How has Robot technology developed in recent years?
- How does innovation impact our environments and vice versa?

Additional Subjects

We are the creative force of our life, and through our own decisions rather than our conditions, if we carefully learn to do certain things, we can accomplish those goals – Stephen Covey

English as an Additional Language (EAL)

GRADES 6-10
The English as an Additional Language (EAL) course in Grades 6-9 is designed specifically in order to provide students who have non-English speaking backgrounds with the levels of English needed to study all subjects at grade level. All EAL classes focus on speaking, listening, reading and writing skills in English. Units on specific aspects of the English language are merged with support for other subjects that students are studying. In addition to dedicated EAL lessons, 'push-in' and 'pull-out' support is also utilised in other lessons in order to provide individual students with a greater level of support.

MYP Core Block

MYP Core Block in Grade 10 is designed to consolidate particular learning skills and encourage students' independent learning abilities. Time management, personal organisation, study planning, inquiry-based research and presentation display skills are all addressed, primarily with reference to the MYP Personal Project. Students are also introduced to formal interview techniques, which are valuable skills for work experience and early preparation for potential college and university admissions.

Advisory

GRADES 6-10
The Advisory programme in Grades 6-10 helps students to develop skills in three areas. Firstly, there is a significant focus, particularly in Middle School, on helping students develop good study habits that will be of benefit to them in all areas of their education. Time management, personal organisation, goal setting and revision techniques are taught in considerable detail. Secondly, as part of their MYP service requirement, students in Grades 6-9 complete a Service Project each year and instructions on how to do this is delivered in Advisory.

In this programme, students work in advisory groups to identify issues of importance in our school, local or global community. They then devise ways to raise awareness of these issues and work towards a viable solution. Thirdly, students each year complete a series of wellbeing units. These units can include body image awareness, making suitable personal choices, gender stereotyping, cyber safety, sex and relationships, and self-motivation, perseverance and resilience.

Elective

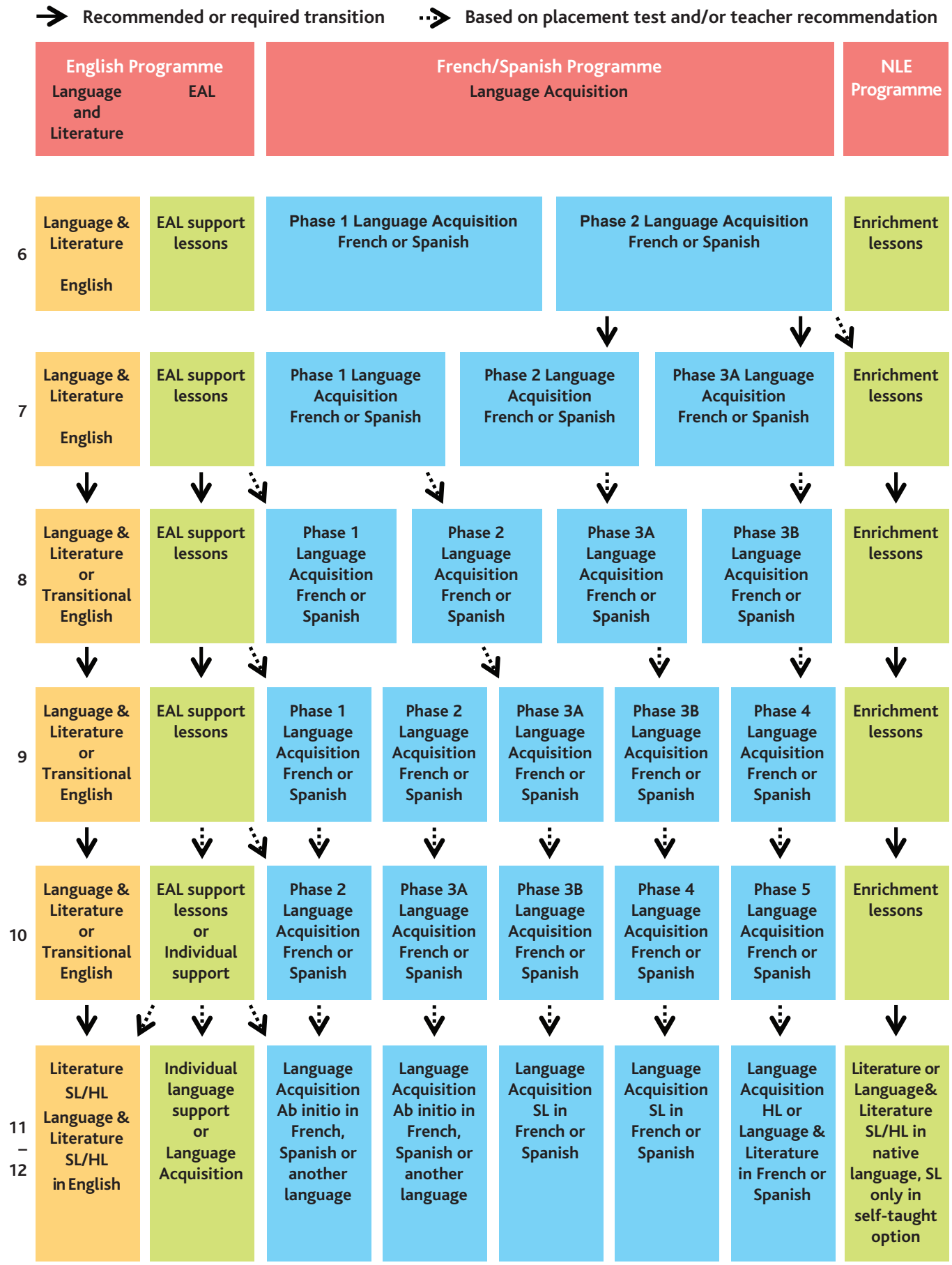
GRADES 6-8
In Grades 6, 7 and 8, students complete an elective subject of their choice. The Middle School elective programme is designed to allow students to explore an area of personal interest and extend their learning in this area. Examples of electives offered in recent years include: Art, Band, Wall Climbing, Fun Science, Theory of Horse Care (links to after school horse riding club), Yearbook, Community and Service, Photography, Chess, Strategy Games, Study Hall and Film Club.

Personal Project

GRADE 10
The Personal Project is undertaken in the final year of the MYP (Grade 10). Students independently create a product of their choice, or aim to achieve a specific outcome, based on a personal interest. They are expected to research and keep a journal as part of the process and compose a final project report about their learning experience. Examples of Personal Projects completed in recent years include: filming a documentary about the Egyptian Revolution, building an electric guitar, composing and recording original songs, training for and running a marathon to raise money for charity, writing a novel and building a model of a wind turbine machine.

The Personal Project represents a significant time commitment on behalf of each Grade 10 student. Although each student is individually supported and supervised, they are responsible for meeting deadlines, arranging meetings with their supervisor, researching their topic, creating their product, managing their time, remaining motivated, keeping a regular process journal and planning and composing their final report. Each year, students rise to the challenge and create Personal Projects that they can be very proud of.

Language Pathways for Middle and High School



MYP Programme Guide
Grade 6 to Grade 10 / Age 11-16
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