

MYP COURSE OFFERING GUIDE

Grades 9-10



Lincoln
Community School
Learn, Lead, Connect



Revised March 2021
Reference: International Baccalaureate (www.ibo.org)

Welcome to the MYP@LCS

Welcome to the Middle Years Programme (MYP) Lincoln Community School's High School. "The MYP's holistic philosophy of education provides the basis for a broad and balanced curriculum that includes eight subject groups. The MYP is designed to help students develop disciplinary and interdisciplinary understanding through concurrently taught courses in each subject group in each year of the programme" (*MYP From principles into practice* 40). Aligned with this philosophy, students at LCS choose courses within the eight areas of study.

- [Group 1: Language and Literature](#)
- [Group 2: Language Acquisition](#)
 - Students can select either French or Spanish as their course of study.
 - Students may additionally enroll in a GOA language acquisition course of their choice.
- [Group 3: Individuals and Societies](#)
 - Students can enroll in the Ghana Studies course in addition to the I&S course.
- [Group 4: Science](#)
 - In Year 10, students can select Biology, Chemistry and/or Physics (up to two).
- [Group 5: Mathematics](#)
 - Students can enroll in Mathematics or Mathematics Extended in years 9 and 10.
- [Group 6: The Arts](#)
 - Year 9 Students enroll in foundational arts courses in Theatre, Film, Visual Arts, or Symphonic Band.
 - Year 10 students may choose Advanced Theatre, Visual Arts, or Symphonic Band.
- [Group 7: Physical Health and Education](#)
- [Group 8: Design](#)
 - Year 9 students enroll in Introduction to Design.
 - Year 9/10 students may choose Advanced Design.
- [Group X Global Online Academy](#)
 - For students interested in independent and self-guided study, we offer a range of courses through [Global Online Academy](#).
 - Year 9 students can enroll in a GOA course only in Semester 2.
 - Year 10 students can enroll in a GOA course in Semester 1 and/or 2.

Personal Projects

In grade 10, all MYP students at LCS will complete the Personal Project. **The Personal Project** allows students to demonstrate their ability to connect and transfer the extensive skills, knowledge and understandings they have acquired in one or more of their MYP disciplines to a global context, in order to achieve a meaningful goal of their own design. The project prepares students for success in the IB Diploma Programme by introducing them to the challenges of independent work, in which self-motivation is essential. The extensive research required by the project and the presentation of an academic report are an introduction to the rigor and skills required by the DP Extended Essay.

During the course of the personal project, students choose a topic and develop a goal that connects that topic to an authentic, global context that has relevance and meaning beyond the project itself. This concept frames and guides the project, and allows students to apply their knowledge, skills and analysis to an issue that resonates in our complex, interconnected world. In doing so, students demonstrate their understanding of one of the MYP Global Contexts.

e-Assessments in the MYP

The e-Assessments are optional online examinations and portfolios for the eight subject groups of the MYP. There is a large time requirement needed in order for students to practice specimen exam questions and to

ensure that the familiarisation of the technical requirements of the on-screen examinations are met before students sit for these external examinations in Spring of their Grade 10 year.

Teachers, IB Coordinators and Administrators here at LCS are committed to the mission statement and philosophy of the IB in general and the MYP in particular. We believe in our Learning Principles of inquiry-based conceptual learning while we also trust our faculty's ability to plan rigorous learning experiences and assessment through the cycle of the MYP unit planners. Although the e-Assessments also assess these concepts and skills, the time taken away from teaching and learning in order to practice the on-screen assessments is problematic. Moreover, our MYP faculty devise original authentic assessments in order to assess the content, skills and concepts for each subject; we believe external assessments within each subject are not necessary.

As such, the school decided that the MYP e-Assessments will not be implemented here at LCS and only the Personal Project is externally moderated.

Service as Action in the MYP

The MYP Service as Action program provides an avenue for experiential learning through a range of physical, service and community activities including after school or co-curricular activities.

- Service as Action is a requirement of the IB Middle Years Programme.
- Service as Action means taking part in activities which benefit others.
- Activities should benefit individuals or a community.
- Activities can take place in or out of school.
- Activities can be done individually or as a group.
- Student reflect upon activities and show evidence of their participation
- Doing Service as Action is one prerequisite for a student to be considered for the IB Diploma Programme at LCS.

With appropriate guidance and support, students are expected to achieve these learning outcomes:

- become more aware of own strengths and areas for growth;
- undertake challenges that develop new skills;
- discuss, evaluate and plan student-initiated activities;
- persevere in action;
- work collaboratively with others;
- develop international-mindedness through global engagement, multilingualism and intercultural understanding; and
- consider the ethical implications of their actions.

Group 1: Language and Literature

Overview

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

Assessment Criteria

Criterion A: Analysing

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

Criterion B: Organizing

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

Criterion C: Producing text

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

Criterion D: Using language

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

Related Links

- [MYP Overview of Language and Literature in the MYP](#)
- [Link to MYP Subject Brief](#)

Language and Literature Courses Offered

Language and Literature 9

Prerequisites: none

In MYP Language & Literature 9, students are challenged to think creatively and critically about language and the different modes of communication. They read a variety of short stories, consider their own perspectives during a novel unit, learn how to better communicate with drama, and write using a range of writing styles for a variety of purposes. In addition, students have opportunities to become more confident and accomplished speakers & presenters. Language is fundamental to learning, thinking, and communicating; the study of language and literature encourages the development of imagination and creativity. The program is designed to build on prior knowledge in order to deepen and broaden students' understanding of language and literature, to use language as a vehicle for thought, creativity, reflection,

self-expression and analysis, and challenge our students to be internationally-minded in order to see the world in new ways. The six skill areas covered by this course are speaking, listening, reading, writing, viewing, and presenting. These skills are developed through the study of both language and literature during the course of the year. Students are assessed in a variety of ways; they write persuasive & expository essays; they create original poetry with analyses; they create an original script for a play; they write original short stories by emulating the voice and conventions of master storytellers. We have fun in this class, we think deeply and we seek purpose in order to become lifelong learners.

Language and Literature 10

Prerequisites: none

In MYP Language & Literature 10, students are challenged to think creatively and critically about language and the different modes of communication. They read a variety of fiction and nonfiction, explore different types of texts, and write using a range of writing styles for a variety of purposes. In addition, students have opportunities to become more confident and accomplished speakers/presenters. Language is fundamental to learning, thinking, and communicating; the study of language and literature encourages the development of imagination and creativity. The program is designed to build on prior knowledge in order to deepen and broaden students' understanding of language and literature, to use language as a vehicle for thought, creativity, reflection, self-expression and analysis, and challenge our students to see the world in new ways. The six skill areas covered by this course are speaking, listening, reading, writing, viewing, and presenting. These skills will be developed through the study of both language and literature during the course of the year. The five major units of study this year are as follows: we improve our academic writing via a study of African Writers; we study master storytelling by analysing the novel: *Chronicle of a Death Foretold* by Gabriel Garcia Marquez; *Travels with Charley* by John Steinbeck; we learn about rhetoric & persuasion by analysing and creating a variety of text types like newspaper articles, brochures, editorials, historical speeches, interviews; we gain context about leadership and life choices in our study of *Macbeth* by William Shakespeare; plus we will strive to become lifelong readers for the sake of wisdom and pleasure in our sharing of our independent readings which are continuous throughout the academic school year. Students are assessed in a variety of ways; they create original storyboards and films; they practice ethos, pathos and logos by creating their own original text types; they write original shorts stories and magazine-style travel essays. We have fun in this class, we think deeply and we seek purpose in order to become lifelong learners.

Group 2: Language Acquisition

Overview

MYP Language Acquisition courses involve exploring and reflecting on the cultural perspectives of our own and other communities. Additionally, these courses:

- are central to developing critical thinking and international-mindedness;
- provide an intellectual framework to support personal development, cultural identity and conceptual understanding;
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills;
- equip students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

The MYP Language Acquisition guide was recently updated in May 2020.

Assessment Criteria

Criterion A: Listening

Students interpret and construct meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Reading

Students construct meaning and interpret written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Speaking

Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness while speaking in the target language.

Criterion D: Writing

Students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways while writing in the target language.

Related Links

- [Overview of Language Acquisition in the MYP](#)
- [Link to MYP Language Acquisition Blog](#)

The MYP phases of language instruction can be correlated to the Common European References for Languages Indicator.

- MYP phase 6 (proficient) is C2 / C1 of CEFR
- MYP phase 5 (proficient) is B2 of CEFR
- MYP phase 4 (capable) is B1 of CEFR
- MYP phase 3 (capable) is A2 of CEFR
- MYP phase 2 (emergent) is A1 of CEFR
- MYP phase 1 (emergent) is Pre A1 of CEFR

Movement between phases is not automatic with each new school year; phases do not correlate with a particular grade level or age of student, but rather, their skill level. A student is promoted to the next phase due to their ability in reading, writing, listening and speaking in the target language.

Language Acquisition Courses Offered

The Language Acquisition course is a two year cycle of four units each year.

French/Spanish: Emergent (Phase 1, 2)

Prerequisites: Teacher recommendation and/or placement test

This course is designed for students with no or little knowledge of the language. Students familiarize themselves with the basics of grammar and spelling and acquire a range of vocabulary and structure from basic to more sophisticated. Upon successful completion of this course, students are able to confidently approach a number of everyday situations and develop their writing, speaking, listening and reading skills.

French/Spanish: Capable (Phase 3, 4)

Prerequisites: Teacher recommendation and/or placement test

This course is designed for students with prior intermediate knowledge of the language to build fluency and accuracy in communication. Students strive to use more complex grammar. Upon completion, students are expected to be able to use a wide range of vocabulary and grammar structures in spoken and written form.

French/Spanish: Proficient (Phase 5, 6)

Prerequisites: Teacher recommendation and/or placement test

This course is designed for students with prior upper intermediate knowledge of the language. Upon completion, students are expected to be able to use a wide range of grammar structures and have a strong command of vocabulary in spoken and written forms and in familiar and unfamiliar situations. This course also introduces students to a wider range of fiction and non-fiction texts.

Group 3: Individuals and Societies

Overview

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

Assessment Criteria

Criterion A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking critically

Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Related Links

- [Overview of Individuals and Societies in the MYP](#)
- [Link to MYP Subject Brief](#)

Individuals and Societies Courses Offered

Individuals and Societies 9

Prerequisites: none

The Individuals and Societies 9 course is designed to provide MYP Year 4 students with engaging and challenging activities that will expose them to the methodologies and approaches taken by historians, economists, geographers, and political scientists as they deconstruct the causes and impacts of the key concepts of peace, conflict and development. Thematic units include the causes and impacts of World War One; Girls' access to education in the developing world; the rise and impact of the United Nations on globalization; and the link between child labor and poverty in our current context of Ghana. Skills development units include research tactics; essay writing; analytical thinking from the perspective of historians, economists and political scientists. Students regularly engage with contemporary events, linking them back to their historical roots. Throughout the course, an emphasis is placed on building and

developing students' skills in critical thinking, research, and writing -- all areas that will be vital to students' success in IB courses during Grades 10, 11 & 12.

Individuals and Societies 10

Prerequisites: none

The Individuals and Societies(I&S) 10 course is designed to be a bridge - both in content and in skills - between the I&S 9 course and the Group 3 IB Diploma Program courses (History, Economics, or Global Politics) that students may choose to take beginning in Grade 11. The class is designed as a survey course to give students a taste of each of those three Social Studies disciplines - history, economics, and politics. Additionally, the course focuses a great deal on the development of skills such as research, writing, and critical thinking, which will be important for students' ultimate success in the IB/DP. Students finish out the year with an individual research project that enables them to investigate a modern world issue of their choosing while also building the skills that will ultimately be necessary for the successful completion of the DP Extended Essay.

Ghana Studies 9/10 (Semester Course)

Prerequisites: none

Students will explore the history, geography and culture of Ghana. They will discover aspects of the socio-linguistic patterns of Twi, Ghana's most widely spoken local language; the regional divisions; the traditional authority reposed in chiefs and queen mothers; cultural practices associated with the major rites of passage; traditional wisdom embodied in Adinkra symbols and *Ananse* stories; popular local cuisines and their recipes; colonial rule and the fight for independence. Throughout this course, students will explore how all these developments have impacted the people of Ghana and shaped their history.

Group 4: Sciences

Overview

The MYP science curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Assessment Criteria

Criterion A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criterion B: Inquiring and designing

Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

Criterion C: Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

Criterion D: Reflecting on the impacts of science

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.

Related Links

- [Overview of Sciences in the MYP](#)
- [Link to MYP Subject Brief](#)

Sciences Courses Offered

Integrated Science 9

Prerequisites: none

Integrated Science 9 is a required course for Grade 9 students, which is aligned with the Next Generation Science Standards (NGSS). The course will prepare the student for the options of science study available in Grade 10. Integrated Science 9 emphasizes an inquiry approach to science utilizing modeling, practical investigations, and student-driven inquiry. The course focuses on understanding the structure of and interactions between matter and the role energy has in our everyday lives. All life and Earth processes have their foundation in matter and how it interacts. Students will explore the origins of all matter and energy and how they are important in physical, Earth and biological systems. An understanding of the properties of matter will be applied to evaluate new and innovative uses of materials. The study of concepts from life, Earth and space, and the physical sciences lays a foundation for deeply understanding the driving principles that allow matter to exist and function as it does in the universe. By the course's end, students can expect to have developed a variety of investigative skills and a level of scientific literacy that will help them better understand the world around them.

Biology 10

Prerequisites: none

Biology 10 is a year-long course in which students study life and living organisms, and examine biology and biochemistry in the real world. The course encompasses traditional concepts in biology and encourages exploration of new discoveries in the field. The components include cell biology, biochemistry, cell processes, heredity and genetics, natural selection and the evolution of life, and ecology. Biology 10 is aligned with the Next Generation Science Standards (NGSS) and emphasizes an inquiry approach to science utilizing modeling, practical investigations, and student-driven inquiry.

Chemistry 10

Prerequisites: none

Chemistry is a branch of science that blends theoretical concepts with the acquisition of practical and investigative skills. In MYP Chemistry 10, the course focuses on the concepts of systems, relationships and change in the study of properties, composition, and bonding of matter, and how these undergo changes under specific conditions. Students are exposed to a variety of units that challenge their application, investigation, mathematical, and evaluation skills. These enable them to understand and make connections to the real world and everyday life chemistry.

Physics 10

Prerequisites: none

Grade 10 Physics at LCS offers students a chance to practice applied maths in science. The course explores the key concepts of *change* and *relationships* with respect to energy transformations in the mechanical world and the human body. Students will first explore classical mechanics through the lens of exercise, human performance and Marvel superheroes. They are challenged to apply physics concepts in real world applications that primarily deal with energy and the laws that govern energy transformation. The remainder of the course introduces concepts of energy transformation through the lens of power production and global energy resources. Although the course is focused on practicing applied math in science, students will have plenty of opportunity to develop skills in inquiry, modeling, designing practical solutions and scientific communication.

Group 5: Mathematics

Overview

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

The MYP Mathematics guide was recently updated in May 2020.

Assessment Criteria

Criterion A: Knowing and Understanding

Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (numerical and abstract reasoning, thinking with models, spatial reasoning, and reasoning with data).

Criterion B: Investigating Patterns

Students work through investigations by applying problem solving techniques to become risk-takers, inquirers and critical thinkers.

Criterion C: Communicating

Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Criterion D: Applying Mathematics in Real-Life Contexts

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Related Links

- [Overview of Math in the MYP](#)
- [Link to MYP Math Blog](#)

Mathematics Courses Offered

Mathematics 9

Prerequisites: Teacher Recommendation and/or Placement Examination

Students in Mathematics 9 engage in rigorous, collaborative, inquiry-based learning to explore foundational concepts in high-school mathematics. Topics of study include probability, equations and inequalities, coordinate geometry and linear functions, trigonometry of right triangles, and exponential functions. Students learn to use the TI-Nspire graphic display calculator to investigate mathematical concepts. Throughout the course, students develop appropriate strategies to organize complex information to solve problems and communicate their thinking. Students who successfully complete Mathematics 9 are well-prepared to take Mathematics 10, followed by Standard Level Mathematics in the IB Diploma Program in either Analysis and Approaches or Applications and Interpretations.

Mathematics Extended 9

Prerequisites: Teacher Recommendation and/or Placement Examination

The Mathematics Extended 9 course takes a similar approach to learning and skill development as Mathematics 9, but with more challenging content and assessments. Topics of study are largely the same, but this course includes more advanced concepts within each topic along with the addition of non-right triangle trigonometry and logarithms. Students who are successful in Mathematics 9 Extended enjoy tackling new and challenging problems both collaboratively and independently and have strong foundational skills, including operations with fractions and integers, proportional reasoning, and solving equations. Students who successfully complete Mathematics Extended 9 are well-prepared to take Mathematics Extended 10, followed by Standard or Higher Level Mathematics: Analysis and Approaches in the Diploma Program.

Mathematics 10

Prerequisites: Teacher Recommendation and/or Placement Examination

Students in Mathematics 10 continue to engage in collaborative, inquiry-based learning with a focus on modeling their world with mathematics. Topics of study include univariate and bivariate statistics, exponential functions, quadratic functions, modeling, and geometry of 3D solids. Students also develop more advanced problem-solving capabilities with and without the TI-Nspire graphic display calculator. Students who successfully complete Mathematics 10 are well-prepared to take Standard Level Mathematics in the DP in either Analysis and Approaches or Applications and Interpretations.

Mathematics Extended 10

Prerequisites: Teacher Recommendation and/or Placement Examination

Students in Mathematics Extended 10 study similar topics to MYP Mathematics 10, but the investigation of topics is deeper and more challenging. Topics include univariate and bivariate statistics, quadratics, modelling, functions, trigonometric functions and the unit circle, and some 2D and 3D geometry. The course is inquiry-based and encourages the development of critical thinking and problem solving skills. Just as in Mathematics 10, students will develop more advanced problem-solving capabilities with and without the TI-Nspire graphic display calculator. The extended course will prepare students to take either Standard Level or Higher Level Mathematics in the Diploma Program in Analysis and Approaches.

Group 6: The Arts

Overview

MYP Arts encourages students to become learners of the Arts. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and hone those developed in prior learning.

Assessment Criteria

Criterion A: Knowing and understanding

Students discover the aesthetics of art forms and are able to analyse and communicate using specialized language. Students inform their work and artistic perspective using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context.

Criterion B: Developing skills

Students develop their artistic ideas to a point of realization by applying their skills. Students make final commitments to their artwork by presenting it to audiences.

Criterion C: Thinking creatively

Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realize their artistic identity.

Criterion D: Responding

Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives / world.

Related Links

- [Overview of Arts in the MYP](#)
- [Link to MYP Subject Brief](#)

Performing Arts Courses Offered

Introduction to Theatre (Semester Course)

Prerequisites: none

Introduction to Theatre is a semester-long course focused on providing students with an appreciation for the aesthetics and approaches to theatre-making. This course studies the fundamentals principles, skills and elements of theatre-making: acting, playwriting, directing, and production. Through participatory and collaborative practice, students experientially gain knowledge about theatre as a tool to analyze one's self and the human condition. Each quarter, the course will focus on a different topic in theatre at the discretion of the teacher. Potential topics include: scene study, improvisation, world theatre traditions, physical comedy and satire, and devising. Students in this course learn the fundamental building blocks of theatre-making to create art reflective of themselves and their understanding of the world around them.

Advanced Theatre (Semester Course)

Prerequisites: Foundations in Theatre or Placement Examination* (*for new and transfer students)

Advanced Theatre is a semester course focused on providing students with a deeper study into theatre, its aesthetics, and making. It is ideal for students interested in DP Theatre, professional career in the industry, or pursuing theatre as a course of study in university. This course builds upon the foundational skills of the first course in order to foster an understanding from appreciation to practitioner. Advanced Theatre focuses on production and performance. Performance and participation in school theatre productions are a requirement of this course. Students move from appreciation to practical and theoretical understanding of theatre ideas, theory, and approaches to theatre-making. Writing, research performance, and reflection are consistently used practices in this course as students further hone their understanding of themselves as artist scholars. Each quarter, the course will focus on a different topic in theatre at the discretion of the teacher. Potential topics include: site-specific theatre, Augusto Boal's Theatre of the Oppressed, devising, and production.

Symphonic Band 9/10 (Yearlong Course)

Prerequisites: Previous Band Experience or Teacher Recommendation

Symphonic Band is a performance-based class, intended to help an experienced instrumental musician advance their individual instrument technique, their sense of musicality and their ensemble concepts. In Symphonic Band, students further develop their technique and musicality through exercises, warm-ups, and a variety of musical repertoire. They also have the opportunity to experience the pleasures and the challenges of making music together with others, forming an effective ensemble. Throughout their years playing in the band, they will enhance their creativity, taking on the role of composer and improviser. And they will strengthen their listening skills, learning to better recognize the elements of music that endure across the timeline and around the world. Opportunities for Independent Projects based on student interest are an important component of Symphonic Band. Out of class and in-class performances are a required part of this course. Enrichment opportunities will be offered through after school activities including Jazz Combo, AMIS International Honor Band and WAISAL Festival Band.

Visual Arts Courses Offered

Film Arts '21: Lighting for Shadows (Semester Course)

Prerequisites: none

Filmmaking, as the poet says, contains multitudes, and there is a cut of every subject in the art form. It's not just visual. In it, one finds literature and leadership, timing and teamwork, art, architecture, science, psychology, casting and catering. In Film Arts '21, we develop a mental library of visual and critical skills by observing the work of some of the world's best filmmakers and then duplicating elements of their work from our own perspective. It is a class more about developing our eyes rather than handling equipment: most of our work can be done on a phone, and we will produce short films that focus on specific cinematic moves. By the end of the semester, students have a new understanding of the art of filmmaking, and a range of cinematic techniques that benefit all creative work.

Introduction to Creative Expressions (Semester Course)

Prerequisites: none

An introduction to the elements of design and principles of design enables an appreciation of knowing how to observe and represent objects in their proper perspectives in drawing. Students must have a desire to learn drawing and painting skills, equipping themselves for sketching for leisure and for other courses requiring visual representations. An opportunity to draw and paint in various media helps students appreciate and learn the techniques and styles of other artists. Sketching outdoors develops observational alertness for the development of landscape paintings. Introduction to printmaking spans printing in lino, wood stamps and developing designs for screen printing. Lessons in selected art history topics advances

the appreciation of art movements in art history timelines. Observations and drawing of the human figure leads to drawing from memory and interpretative study for the end of the course.

Advanced Creative Expressions (Semester Course)

Prerequisites: *Teacher recommendation and/or Introduction Course

The concept of idea development is introduced to students, while defining the process of developing an artwork opens the options of creating artworks from inspiration from others' artworks. Portraiture using the techniques of other artists will be represented in paintings. Drawing from observing moving figures - e.g, children at a playground - will be encouraged by outdoor sketching and the use of mixed media. Students will develop large murals for selected spaces in this course. Students are introduced to print media as an option to painting on surfaces and developing print from screens and from wood blocks and carving will be part of the concluding exercises.

Introduction to 3D Expressions (Semester Course)

Prerequisites: none

In this course, students are introduced to what sculpture is, why sculpture is done and its social and cultural significance. Research into African and European sculptures afford students the opportunity to relate similarities and differences in these sculptures and make an informed opinion of their significance. An attempt at creating sculptures with paper pulp, or papier mache, follows with lessons in modelling in clay and other malleable materials. Carving is introduced as the other sculptural option of "taking away" to get the form as opposed to "adding on" in modelling.

Advanced 3D Expressions (Semester Course)

Prerequisites: *Teacher recommendation and/or Introductory class

This course begins with a recap of the Art History of African and European sculptures and is followed by creating sculptures inspired by African and European sculpture. Idea development concepts are employed by students to create sculptures that will reflect given criteria. Carving in wood and soap are explored and tools and techniques relevant to carving introduced. Students have the opportunity to visit and work with a local sculptor, learning about techniques and challenges in their work. The stages of developing life-sized sculptures are learned and students create life-sized sculptures for appropriate spaces in the community. The course ends with experiments in casting modelled forms in cement and plaster of paris.

Group 7: Physical and Health Education

Overview

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.

Assessment Criteria

Criterion A: Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Criterion B: Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criterion C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criterion D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others

Related Links

- [Overview of PE and Health in the MYP](#)
- [Link to MYP Subject Brief](#)

Physical and Health Education Courses Offered

Physical and Health Education 9

Prerequisites: none

Grade 9 Physical and Health Education aims to empower students to understand and appreciate the value of being physically active and literate, and to develop the motivation for making healthy life choices. The course is designed to foster the development of knowledge, skills and attitudes that contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, students learn to embody and promote the holistic nature of well-being. In Health, students use one quarter to explore mental and emotional health, with a focus on stress and stress management, and substance use. Students engage in physical education that explores a variety of concepts, through the TGFU model, that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. Activities may include:

- Invasion/Territorial Games: Football, Basketball, Floor Hockey
- Net/Wall Games: Volleyball, Badminton, PickleBall

- Striking/Fielding Games: Kickball, Cricket, Baseball
- Target Games: Golf, Bowling, Croquet
- Individual Pursuits: Swimming, Track & Field, Dance

Physical and Health Education 10

Prerequisites: none

Grade 10 Physical and Health Education aims to empower students to understand and appreciate the value of being physically active, literate, and develop the motivation for making healthy life choices. The course is designed to foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, students will learn to embody and promote the holistic nature of well-being. In Health, students will use one quarter to explore mental and emotional health, with a focus on stress and stress management, and substance use. Students engaged in physical education will explore a variety of concepts, through the TGFU model, that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. Activities may include:

- Invasion/Territorial Games: Football, Basketball, Floor Hockey
- Net/Wall Games: Volleyball, Badminton, PickleBall
- Striking/Fielding Games: Kickball, Cricket, Baseball
- Target Games: Golf, Bowling, Croquet
- Individual Pursuits: Swimming, Track & Field, Dance

Group 8: Design

Overview

MYP design encourages students to apply practical and creative-thinking skills to solve design problems; to explore the role of design in historical and contemporary contexts; to raise students' awareness of their responsibilities when making design decisions and to take action.

Assessment Criteria

Criterion A: Inquiring and analyzing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

Criterion B: Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

Criterion C: Creating the solution

Students plan the creation of the chosen solution, then follow the plan to create a prototype sufficient for testing and evaluation.

Criterion D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

Related Links

- [Overview of Design in the MYP](#)
- [Link to the MYP Subject Brief](#)

Design Courses Offered

Fundamentals of Design: Product Design (Semester Course)

Prerequisites: none

Design 9 gives students the opportunity to apply skills learned in math, science, and previous design classes to solve real problems around development and sustainability. Students will be challenged to repurpose-recycle-reuse plastic or wood in their product design as they explore the impact humans are having on the planet, through units such as "We are parasites on the planet," and "A message to save our planet." The organization and self-management skills developed through the course will support students in their other courses, as well as their Personal Project work in Grade 10. As in all other LCS Design classes, students will document their design process in a design portfolio.

Visual Language and Media Design (Semester Course)

Prerequisites: none

In Visual Language and Media design, students will explore how every aspect of visual language influences the messages we convey to an audience. With a focus on communication, students will create media products intended to deliver messages with an impact. Units in this course encourage students to act as consultants to improve the digital footprint of a real client, and the production of a provocative documentary. The organization and self-management skills developed through the course will support students in their other courses, as well as their Personal Project work in Grade 10. As in all other LCS Design classes, students will document their design process in a design portfolio. Students do not need to have previous media design experience to take this course.

Advanced Design: Product & Media Design (Semester Course)

Prerequisites: Fundamentals of Design or Visual Language and Media Design

With a focus on communities, students will act as professional consultants to create products for a real client or target audience. Projects could include improving the digital footprint of a business or individual client, or building a physical product based on identified needs. The organization and self-management skills developed through this process will support students in their other courses, as well as their Personal Project work in Grade 10. As in all other LCS Design classes, students will document their design process in a design portfolio.

Group X: Global Online Academy

Overview

Global Online Academy (GOA) is an online and not-for-profit group of innovative schools from all over the world. GOA enables LCS high school students to learn alongside their global peers in courses in the social sciences and contemporary issues that are not offered within the LCS course catalogue. GOA's mission is to reimagine learning to empower students and educators to thrive in a globally networked society.

GOA semester elective courses are designed for high school students and are open to students enrolled at LCS. All GOA students must be 13 years of age or older at the time of enrollment. GOA courses are primarily asynchronous, meaning that students do not need to attend pre-determined class meetings. Instead, GOA teachers design and publish coursework and calendars, and students can, within that framework, work on their own schedules. All student work is submitted and assessed in GOA's Learning Management System. In addition, students communicate frequently with teachers and peers via tools like email, chat, and video call. Students can expect to connect synchronously with teachers and classmates via video on a weekly or biweekly basis. Because of the nature of the courses, student motivation and self-management skills are imperative.

Assessment

GOA teachers assess student work in the Learning Management System in an open gradebook, meaning students, schools and teachers can get real-time updates on performance. In addition, GOA sends a narrative grade report to students, families and LCS at the midterm and the end of each semester. The GOA percentage score is translated into an MYP 1-7 final grade.

Related Links

- [Global Online Academy Course Catalogue](#)
- [GOA Course Offerings Matched to LCS Subject Groups 2021-22](#)

GOA Courses Offered

Varies, depending on student interest and current course offerings. See link above.

Grade 9-10 MYP Course Offerings Overview (2020-21)

Groups	Course Names	Course Helpful Documents
Group 1 Language and Literature	<ul style="list-style-type: none"> • Language & Literature 9 • Language & Literature 10 	<ul style="list-style-type: none"> • Overview of Language and Literature in the MYP • Link to MYP Subject Brief
Group 2 Language Acquisition	<p>Language Acquisition course selections will be based on current teacher recommendations.</p> <ul style="list-style-type: none"> • French/Spanish Phase 1-2 • French/Spanish Phase 2-3 • French/Spanish Phase 4 -5 	<ul style="list-style-type: none"> • Overview of Language Acquisition (Language B) in the MYP • Link to MYP Language Acquisition Blog
Group 3 Individuals and Societies	<ul style="list-style-type: none"> • Individuals and Societies 9 • Individuals and Societies 10 • Ghana Studies 9/10 (choice by Semester) 	<ul style="list-style-type: none"> • Overview of Individuals and Societies in the MYP • Link to MYP Subject Brief
Group 4 Sciences	<ul style="list-style-type: none"> • Integrated Sciences 9 • Physics 10 • Biology 10 • Chemistry 10 	<ul style="list-style-type: none"> • Overview of Science in the MYP • Link to MYP Subject Brief
Group 5 Mathematics	<p>Math course selections will be based on teacher recommendations.</p> <ul style="list-style-type: none"> • Mathematics 9 • Mathematics Extended 9 • Mathematics 10 • Mathematics Extended 10 	<ul style="list-style-type: none"> • Overview of Math in the MYP • Link to MYP Mathematics Blog
Group 6 The Arts	<ul style="list-style-type: none"> • Introduction to Theatre • Advanced Theatre • Grade 9/10 Film Art: Lighting for Shadows • Introduction to Creative Expressions • Advanced Creative Expressions • Introduction to 3D Expressions • Advanced 3D Expressions • Symphonic Band 9/10 (yearlong course) 	<ul style="list-style-type: none"> • Overview of Arts in the MYP • Link to MYP Subject Brief
Group 7 Physical and Health Education	<ul style="list-style-type: none"> • PE / Health 9 • PE / Health 10 	<ul style="list-style-type: none"> • Overview of PE and Health in the MYP • Link to MYP Subject Brief
Group 8 Design	<ul style="list-style-type: none"> • Fundamentals of Design: Product Design • Visual Language and Media Design • Advanced Design: Product & Media Design 	<ul style="list-style-type: none"> • Overview of Design in the MYP • Link to MYP Subject Brief
Group X Global Online Academy	<ul style="list-style-type: none"> • Global Online Academy (choice by semester) 	<ul style="list-style-type: none"> • Global Online Academy Website • LCS GOA Course Catalogue