



## INTERNATIONAL SCHOOL OF FLORENCE CURRICULUM FOR GRADES 6 - 10

At ISF, students in Grades 6-8 follow one of 2 programmes, the International or Italian Programme. Two-thirds of the MS programme is the same for all students where they are taught in mixed ability groups. The other third of the programme is either Italian Studies consisting of Italian, matematica & scienza, storia & geografia leading to the Terza Media Exam, or international studies in Italian language, maths and social studies. In Grades 9 & 10 students are all taught in mixed ability groups with the exception of languages, where the class is matched to the students' level of ability.

The table below shows the lesson breakdown by subject and number of lessons per 2 week cycle. Each lesson is 40 minutes, although practical subjects are mainly taught as double lessons of 80 minutes.

INTERNATIONAL PROGRAMME	ITALIAN PROGRAMME	LESSONS GRADES 6 - 8	LESSONS GRADES 9 & 10
Italian Beginners, Intermediate, Advanced	Italiano	9	9
Maths	Matematica & Scienza	11	11
Social Studies	Storia & Geografia	9	10
Science		10	10
English		9	10
French/Spanish		8	10
Physical Education		8	8
Art		4	8 LESSONS PER CYCLE ON A TRIMESTER ROTATION
Theatre		4	
Music		4	

Wellbeing	2	2
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## CURRICULUM CONTENT GRADES 6-8

This table illustrates the content covered in all subject areas. The Italian programme is highlighted in yellow and the international programme in green. All other subjects are taught to all students in mixed ability groups.

SUBJECT	GRADE 6	GRADE 7	GRADE 8
<b>MATEMATICA &amp; SCIENZA</b>	Grafici, Operazioni aritmetiche e espressioni, Potenze, Numeri relativi, Multipli e divisori, Grandezze e misure, I fondamenti della geometria, Angoli e rette, Poligoni, Triangoli e Quadrilateri.	Frazioni, Rapporti e Proporzioni, Statistica e Probabilità, Aree di Poligoni, Il teorema di Pitagora, Circonferenza e Cerchio.	Calcolo letterale, Equazioni, Il piano cartesiano, Geometria solida, Area e volume di poliedri e solidi di rotazione. L'Universo ed il Sistema Solare, Terra e Luna, Vulcani e terremoti, La genetica.
<b>STORIA &amp; GEOGRAFIA</b>	Il periodo storico di riferimento va dal crollo dell'impero Romano al Rinascimento. Gli studenti si concentreranno prevalentemente sullo studio dei contenuti e sull'esercizio orale, oltre ad acquisire un nuovo metodo di studio. A geografia si studieranno gli aspetti geografici dell'Italia e delle regioni italiane.	A storia, si studierà il periodo che va dalle Esplorazioni geografiche al Risorgimento italiano.  A geografia gli studenti studieranno le regioni europee con accenni all'Unione Europea e ai settori economici.	A storia, si studierà dal Risorgimento al secondo dopoguerra.  A geografia si affronteranno tematiche che riguardano il fenomeno della globalizzazione, problematiche globali e lo studio dei continenti.
<b>ITALIAN PROGRAMME ITALIAN</b>	Epica: lettura e analisi di Iliade, Odissea e Eneide. Antologia: Testo narrativo, testo descrittivo, Fiaba, Favola, primi elementi della poesia e del teatro. Particolare attenzione viene data allo sviluppo della lingua scritta e orale, all'apprendimento dei diversi metodi di studio e alla capacità di lavoro di gruppo.	Letteratura: si comincia lo studio della letteratura italiana a partire dal 1200, particolare attenzione allo studio di Dante, Petrarca e Boccaccio.  Antologia: Studio dei vari generi letterari, tra cui giallo e horror. Approfondimento dello studio della poesia e del teatro.	Letteratura: Studio della letteratura italiana dal 1800, con particolare attenzione alla connessione fra letteratura e vita quotidiana.  Antologia: lettura di brani antologici utili alla preparazione dell'esame a cui verrà posta particolare attenzione anche nella stesura dell'approfondimento personale.
<b>MATHS</b>	Review of Operations with Natural Numbers and Decimals, Number Properties, Fractions, Algebraic Expressions, Linear Equations, Percentage, Length	Operations with Integer Numbers; Factors, Multiples and Fractions; Exponents; Algebraic Expressions; Linear Equations and Inequalities;	Number Operations and Exponents; Linear Equations and Inequalities; Coordinates Geometry; Systems of Equations; Similarity, Congruence and

	Area and Volume, Statistics	Ratio, Proportion and Similar Shapes; Measure of Geometrical Shapes; Pythagoras Theorem; Statistics.	Constructions; Volume and Surface Area of complex 3D Shapes; Statistics and Bivariate Data; Factorisation and Quadratic Equations, Probability.
<b>SOCIAL STUDIES</b>	Introduction to Geography Human prehistory Mesopotamia and ancient Egypt Kush, Nubia, Ashtum, and other African kingdoms Sustainable Tourism	Geography of Asia, ancient China, and the Silk Road Ancient Greece The rise and fall of the Roman Empire	The Islamic world: culture of innovations The Crusades The Renaissance The Scientific Revolution The Age of Exploration
<b>FRENCH/SPANISH/ ITALIAN</b>  <b>BEGINNER/ INTERMEDIATE/ ADVANCED</b>	Develop a basic competence in oral and written language in many contexts and situations. Communicate in everyday situations. Have knowledge of grammatical structures. Learn and experience the main cultural aspects.	Consolidate acquired competence on a pre-intermediate level, both orally and written in many contexts and situations. Communicate in various situations. Improve knowledge of grammatical structures. Learn and experience other cultural aspects.	Extend acquired competence on an intermediate level, both orally and written in many other contexts and situations. Communicate in particular situations. Improve knowledge of more advanced grammatical structures. Learn and experience particular cultural aspects. Short novels.
<b>ENGLISH (LANGUAGE AND LITERATURE)</b>	Texts:  <b>Novels:</b>  <b>A Monster Calls</b> <b>The Ruby in the Smoke</b>  <b>Drama: Blood Brothers</b> <b>Poetry: Childhood</b> <b>Selected nonfiction</b>	Texts:  <b>Novels:</b> <b>Roll of Thunder Hear My Cry</b>  <b>Drama: A Midsummer Night's Dream</b> <b>Poetry: Identity and Place</b> <b>Selected nonfiction</b>	Texts:  <b>Novels:</b> <b>The Hunger Games</b> <b>To Kill a Mockingbird</b>  <b>Drama: Romeo and Juliet</b> <b>Poetry: Conflict</b> <b>Selected nonfiction</b>
<b>Social Studies</b>	Unit 1. What does it mean to be a Global Citizen? Global problems are a reality but individuals have the power and choice to make a positive difference.  Unit 2. How can maps provide us with a sense of time, place and space. Maps provide insights into time, place and space and show how the world has	Unit 1. How has Globalization shaped the world? Globalization has occurred due to a variety of processes that have changed the world, brining both opportunities and challenges  Unit 2. Why are Natural Environments important to individuals and societies? The	Unit 1. How are States governed? The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development  Unit 2. What are Natural Hazards and how do societies respond to them? Societies can be affected by different types of hazards and require innovative

	<p>changed over time, but they can be affected by different perspectives</p> <p>Unit 3. What can we learn from civilizations. Civilizations have developed at different times and locations bringing about change and innovation that often influence how we view them today</p> <p>Unit 4. Where do we live? Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location</p> <p>Unit 5. What do people believe in? Belief systems provide guidance to people in different ways and can shape personal identity and culture</p> <p>Unit 6. Fairness and Development of societies. Access to resources and equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions</p>	<p>relationship between living things in different environments can be viewed as a system and sustainability can help these environments to last into the future</p> <p>Unit 3. What was life like in the Middle Ages? The identity and development of past societies can be explored through the perspectives of the people who lived there</p> <p>Unit 4. How does exploration affect global interactions? In the past, humans explored the world, and continue to do so, for a variety of reasons. This exploration often affects global interactions in both positive and negative ways.</p> <p>Unit 5. How can energy be produced sustainably? Humans use resources in different ways around the world, and use innovative methods to be sustainable.</p> <p>Unit 6. How have innovations and ideas changed the world? Innovations and ideas are developed by a variety of causes and can bring about lasting change to individuals and societies.</p>	<p>systems and resources in order to respond effectively to them.</p> <p>Unit 3. How can technologies affect our identities and relationships? Technological innovation have different effects on our identifies and relationships with others.</p> <p>Unit 4. Where are all the people? The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies</p> <p>Unit 5. What is Culture? Culture forms a part of our shared identity with others, is often dependent on time, place and space, and can be expressed in many ways.</p> <p>Unit 6. Why do Societies experience revolution? At different times and locations, societies can experience revolutionary change, due to a variety of causes, and often with long lasting consequences.</p>
<p><b>Theatre</b></p>	<p>Singapore Trip</p> <ul style="list-style-type: none"> <li>- Introduce the term 'tableaux'</li> <li>- To use the skills taught to create a group presentation.</li> <li>- Negotiate working in a group to create a short performance</li> <li>- Enhance class cooperation through group work</li> <li>- Explore basic voice and movement skills</li> <li>- Raise awareness of performance etiquette</li> </ul>	<p>Pantomime</p> <ul style="list-style-type: none"> <li>- Understand and identify the features of the genre 'Pantomime'</li> <li>- Successfully use group working skills to negotiate performance ideas</li> <li>- Use literacy skills to evaluate the performance of others.</li> </ul> <p>Physical Theatre</p> <ul style="list-style-type: none"> <li>- To understand and be able to manipulate their physicality to</li> </ul>	<p>Stanislavski</p> <ul style="list-style-type: none"> <li>- To be familiar with understand new drama language, Naturalism, emotion memory, magic if etc</li> <li>- To participate and contribute fully in drama activities.</li> <li>- To gain an understanding of different theatre styles.</li> <li>- To consider the effect of the drama on the audience.</li> </ul>

	<p>The House on Haunted Hill</p> <ul style="list-style-type: none"> <li>- Use storytelling to create mood &amp; atmosphere</li> <li>- Use music &amp; lighting to create atmosphere</li> <li>- Use character cards to help create characters</li> </ul> <p>Shakespeare- Romeo &amp; Juliet</p> <ul style="list-style-type: none"> <li>- To study edited extracts from the play.</li> <li>- To gain an understanding of the whole of the play.</li> <li>- To focus on character and study an aspect of the character in more detail.</li> <li>- To be aware of interpretive choices a director makes.</li> <li>- To use physical theatre to create environments in which scenes take place.</li> </ul> <p>Melodrama</p> <ul style="list-style-type: none"> <li>- To study the performance style.</li> <li>- To gain an understanding of the style and its place in drama history.</li> <li>- To focus on the elements of storyline and typical plot scenarios.</li> <li>- To understand the stock characters and their roles in the drama.</li> <li>- To be aware of interpretive choices a director makes.</li> </ul>	<ul style="list-style-type: none"> <li>- express different emotions, concepts and ideas.</li> <li>- To understand and Berkoffs style of Total Theatre in their performances.</li> <li>- To experiment with Frantic Assemblies 'chair duets'.</li> </ul> <p>Shakespeare - A Midsummer Night's Dream</p> <ul style="list-style-type: none"> <li>- To study edited extracts from the play.</li> <li>- To gain an understanding of the whole of the play.</li> <li>- To focus on character and study an aspect of the character in more detail.</li> <li>- To be aware of interpretive choices a director makes.</li> <li>- To use physical theatre to create environments in which scenes take place.</li> <li>- To work using ensemble towards a whole class presentation.</li> </ul> <p>Commedia</p> <ul style="list-style-type: none"> <li>- Students learn to experiment with some of the commedia skills and practise using them in performance.</li> <li>- Students will all have the opportunity to take part in an ensemble production in front of a live audience.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the intentions of each drama theorist.</li> </ul> <p>Brecht</p> <ul style="list-style-type: none"> <li>- To be familiar with understand new drama language, epic theatre, half curtain, social comment, direct address</li> <li>- To participate and contribute fully in drama activities.</li> <li>- To gain an understanding of different theatre styles.</li> <li>- To consider the effect of the drama on the audience.</li> <li>- To understand the intentions of each drama theorist.</li> </ul> <p>Shakespeare - Macbeth</p> <ul style="list-style-type: none"> <li>- To study edited extracts from the play.</li> <li>- To gain an understanding of the whole of the play.</li> <li>- To focus on character and study an aspect of the character in more detail.</li> <li>- To be aware of interpretive choices a director makes.</li> <li>- To use physical theatre to create environments in which scenes take place.</li> <li>- To work using ensembles towards a whole class presentation.</li> </ul> <p>Mask</p> <ul style="list-style-type: none"> <li>- All students will have the opportunity to perform wearing masks.</li> <li>- They will have learnt the skills of clocking the audience and use this to help to communicate their character to the audience.</li> </ul>
<b>ART</b>	Studying Theory and Artists in Practice	Studying Theory and Artists in Practice	Studying Theory and Artists in Practice

	<p>Perspective/Landscape</p> <ul style="list-style-type: none"> <li>- To study the techniques of perspective in order to make an artwork look 3D.</li> <li>- To learn and practice the techniques and processes of collage.</li> <li>- To demonstrate understanding of perspective techniques using a choice of 2D materials.</li> </ul> <p>Group Painting + Color Theory</p> <ul style="list-style-type: none"> <li>- To understand how to work effectively to collaboratively create final artworks.</li> <li>- To practice the techniques and processes of acrylic paint.</li> <li>- To study and learn color theory.</li> <li>- To understand how to use the primary colors to make other colors.</li> <li>- To learn how to communicate effectively and work together to create final artworks.</li> <li>- To learn how to reflect on the creative process and the creative process of others.</li> </ul> <p>Weaving</p> <ul style="list-style-type: none"> <li>- To learn how to use the tools, techniques, and processes of weaving.</li> <li>- To imagine new artworks and steps to bring them to life.</li> <li>- To make artwork that conveys personal meaning through color and texture.</li> <li>- To learn how to reflect on the creative process and the creative process of others.</li> </ul>	<p>Self-Portraits + Color Theory</p> <ul style="list-style-type: none"> <li>- To understand how colors work together to create different skin tones.</li> <li>- To understand the processes of acrylic paint.</li> <li>- To understand how to use a range of skin tones to paint realistic portraits.</li> </ul> <p>Collaborative Zines</p> <ul style="list-style-type: none"> <li>- To understand how to work effectively to collaboratively create final artworks.</li> <li>- To understand how text and images work together in an artwork.</li> <li>- To be aware of the creative processes of a printed publication.</li> </ul> <p>Recyclable/Sustainable Art</p> <ul style="list-style-type: none"> <li>- To understand how to use sustainable and recyclable materials and repurpose them for art making.</li> <li>- To understand how to take three-dimensional risks.</li> <li>- To be aware of the challenges of working in groups and three-dimensionally.</li> </ul>	<p>Prehistoric/Ecological Collaborative Art Project</p> <ul style="list-style-type: none"> <li>- Understanding the prehistoric origins and the contemporary practices of ecological, land-based, and installation art</li> <li>- Generating conceptual and visual ideas collaboratively using a variety of tools</li> <li>- Resourcing images and inspiration from a variety of artist &amp; non-art sources</li> <li>- Experimenting with non-traditional and traditional art materials, considering the web of connections of our impact and production of art</li> <li>- Learning to collaborate, communicate, compromise across differences, and take ownership/share responsibility and leadership</li> <li>- Make connections with art's cross-disciplinary roots linking science, anthropology, and studio art practice with both artisans and indigenous as well as fine art traditions</li> </ul> <p>Activism Art</p> <ul style="list-style-type: none"> <li>- Resourcing images and inspiration from a variety of artist &amp; non-art sources</li> <li>- Selecting a topic of personal interest and learning how to develop personal artistic voice</li> <li>- Develop skills in translating concepts and ideas into image and form</li> <li>- Consider both artistic intention and audience/viewer impact</li> <li>- Learn and apply concepts of design and evaluate the impacts, roles, and effectiveness of image used with text</li> <li>- Develop comfort and familiarity with graphite, pen, and colored pencil drawing and tempera/watercolor painting</li> </ul>
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<b>MUSIC</b>	<p>Whole class instrumental ensemble (Ravel's Bolero)</p> <ul style="list-style-type: none"> <li>- Introduces the students to individual , ensemble and instrumental skills</li> </ul> <p>Hooks and Riffs</p> <ul style="list-style-type: none"> <li>- Understand how music is based on repeated musical Patterns.</li> <li>- Distinguish between Hooks, Riffs and Ostinatos.</li> </ul> <p>Sonority City</p> <ul style="list-style-type: none"> <li>- Learn about the layout and structure of the symphony orchestra.</li> <li>- Develop an understanding of musical instruments and how they are played, the</li> </ul>	<p>Folk music</p> <ul style="list-style-type: none"> <li>- This unit will investigate some of the different techniques of Musical Accompaniment through the exploration of Folk songs.</li> <li>- This unit will combine the inter-related musical strands of Performing :</li> <li>- Playing and Singing. Creating:</li> <li>- Composing and Improvising.</li> <li>- Critical Engagement Listening and Appraising.</li> </ul>	<p>Dance Music</p> <ul style="list-style-type: none"> <li>- Dance Music from Different Times and Places: The Baroque Dance Suite, and American American Line Dance.</li> <li>- Performance of line dancing (Achy Breaky Heart)</li> </ul> <p>Accompaniment Patterns in Dance Music, Rhythms in Dance Music, Texture: Melody and Accompaniment.</p> <p>The History of Western Music</p> <p>The Baroque v Romantic era music.</p> <ul style="list-style-type: none"> <li>- This work will include individual research and a presentation</li> <li>- Whole class performance of the"Canon in</li> </ul>

	<p>families/sections, construction , different sound production methods and characteristic timbres/sonorities.</p> <p>The Building Bricks of Music</p> <ul style="list-style-type: none"> <li>- Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE.</li> <li>- Draw on the Elements of Music as a resource when composing, creating and improvising.</li> <li>- Recognise the Elements of Music when listening to and appraising music from different times and different places.</li> <li>- Film music - How important is music in creating a mood?</li> </ul> <p>The Keyboard</p> <ul style="list-style-type: none"> <li>- Scales, chords, keys</li> </ul> <p>I've Got Rhythm</p> <ul style="list-style-type: none"> <li>- Understand that pulse is a fundamental upon which music is built and performed. Develop a feeling for and an awareness of a regular pulse in music from different times and places.</li> <li>- Distinguish between pulse/beat and rhythm.</li> <li>- Develop an understanding of note values in terms of duration, bars and simple time signatures.</li> </ul> <p>Traditional staff and Graphic notation</p> <p>World music - Gamelan music</p>	<p>Offbeat and Reggae</p> <ul style="list-style-type: none"> <li>- Pupils learn about the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line.</li> <li>- Let's play reggae class performance "Three little birds" - Bob Marley</li> </ul> <p>Variations</p> <ul style="list-style-type: none"> <li>- To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody</li> <li>- Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.</li> </ul> <p>World music</p> <p>Scales chords and keys extended</p> <p>"Battle of the Bands" competition</p> <ul style="list-style-type: none"> <li>- Students continue to develop their individual, ensemble and instrumental skills</li> </ul> <p>IT and SOUNDTRAP composition software project</p> <p><i>The course will integrate all 3 aspects of music which includes listening, composing and performing.</i></p>	<p>D" by Pacelbel</p> <p>World Music</p> <p>Scales, keys and chords extended</p> <p>"Battle of the Bands" competition</p> <ul style="list-style-type: none"> <li>- The students continue to develop individual , ensemble and instrumental skills</li> </ul> <p>Minimalism</p> <ul style="list-style-type: none"> <li>- Understand changes in twentieth century music and how composers 'broke away' from late-Romantic ideals.</li> <li>- Understand and demonstrate how minimalist composers develop pieces from small starting points.</li> </ul> <p>IT and SOUNDTRAP composition software project</p> <p><i>The course will integrate all 3 aspects of music which includes listening, composing and performing.</i></p>
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	<p>IT and SOUNDTRAP composition software - an introduction</p> <p><i>The course will integrate all 3 aspects of music which includes listening, composing and performing.</i></p>		
<b>SCIENCE (BIOLOGY, CHEMISTRY, PHYSICS)</b>	<p>Plant biology and animal biology</p> <p>Introduction to matter and elements and the periodic table</p> <p>Sound and Energy</p>	<p>Cell biology and human body systems</p> <p>Solids liquids, and gases Density and Buoyancy Acids &amp; bases and reactions Intro to stoichiometry</p> <p>Electricity</p>	<p>Evolution, DNA, and genetics</p> <p>Atoms and bonding and chemical reactions Balancing chemical equations Climate change and ocean acidification</p> <p>Astronomy and space science</p>
<b>WELLBEING</b>	<p>Empathy and Compassion</p> <p>Resilience</p> <p>Goal Orientation</p> <p>Finding Balance</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> <li>- Don't feed the phish</li> <li>- Who are you online</li> <li>- Chatting safely online</li> <li>- Digital Drama Unplugged</li> </ul> <p>Relationships</p> <p>Healthy Choices</p> <p>Equality and Diversity</p> <p>UN Rights of a Child</p>	<p>Empathy and Compassion</p> <p>Resilience</p> <p>Goal Orientation</p> <p>Finding Balance</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> <li>- The Power of Digital Footprints</li> <li>- Upstanders and Allies</li> <li>- Being aware of what you share</li> <li>- Responding to online Hate Speech</li> </ul> <p>Relationships</p> <p>Healthy Choices</p> <p>Equality and Diversity</p> <p>UN Rights of a Child</p>	<p>Empathy and Compassion</p> <p>Resilience</p> <p>Goal Orientation</p> <p>Finding Balance</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> <li>- Digital Media and Your Brain</li> <li>- Protecting Online Reputations</li> <li>- Sexting and Relationships</li> <li>- Responding to online Hate Speech</li> </ul> <p>Relationships</p> <p>Healthy Choices</p> <p>Equality and Diversity</p> <p>UN Rights of a Child</p>

<p><b>PE</b></p>	<p><b>Invasion Games</b></p> <p>“Positive interaction with your peers in game situations will enhance relationships”</p> <p>The students will practice different techniques and skills and there is also an emphasis on inclusion, rules and fair play.</p> <p><b>Net games</b></p> <p>“High levels of energy are required to function effectively and cover space in changing environments”</p> <p>Students practice the skills and strategy of net games with a focus on volleyball and badminton. badminton. Students will discuss strategies to become better players in both singles and doubles.</p> <p><b>Health Related Fitness - Inventive games</b></p> <p>“Making connections between how our body functions during different games, whilst adapting the rules and changing systems, can ensure the continued engagement of our peers.”</p> <p>Students will participate in a range of teacher-led activities and games with a fitness emphasis and will then invent their own games that they will share with other students in the class.</p> <p><b>Aesthetic Movement - Dance</b></p> <p>“Communicating and considering the perspectives of others is necessary to produce a refined and balanced personal or cultural performance”</p> <p>Students, in small groups, will collaborate to create a detailed plan for a "refined and balanced personal or cultural performance" of a movement composition dance.</p>	<p><b>Invasion Games</b></p> <p>“Modification through movement during a game will require a change in attacking/defensive systems to adapt”</p> <p>The students will practice different techniques and skills and there is also an emphasis on inclusion, rules and fair play.</p> <p><b>Net games</b></p> <p>“Working energetically with your peers in specific systems of play helps you cover space and function more effectively as a team”</p> <p>Students practice the skills and strategy of net games with a focus on volleyball and badminton. badminton. Students will discuss strategies to become better players in both singles and doubles.</p> <p><b>Health Related Fitness - Inventive games</b></p> <p>“Creating and choosing new games builds relationships between participants through positive interaction.”</p> <p>Students will participate in a range of teacher-led activities and games with a fitness emphasis and will then invent their own games that they will share with other students in the class.</p> <p><b>Aesthetic Movement - Dance</b></p> <p>“Making choices around preferred dance mediums will help students create a refined, balanced and aesthetically pleasing performance”</p> <p>Students, in small groups, will collaborate to create a detailed plan for a "refined and</p>	<p><b>Invasion Games</b></p> <p>“Developing a positive perspective on fair play impacts on team performance”</p> <p>The students will practice different techniques and skills and there is also an emphasis on inclusion, rules and fair play.</p> <p><b>Net games</b></p> <p>“Working energetically with your peers whilst functioning in different roles enhances the available attacking space”</p> <p>Students practice the skills and strategy of net games with a focus on volleyball and badminton. badminton. Students will discuss strategies to become better players in both singles and doubles.</p> <p><b>Health Related Fitness - Inventive games</b></p> <p>“Participating &amp; creating new physical activities broadens students' perspective of what makes an effective game.”</p> <p>Students will participate in a range of teacher-led activities and games with a fitness emphasis and will then invent their own games that they will share with other students in the class.</p> <p><b>Aesthetic Movement - Dance</b></p> <p>“Being able to produce an aesthetically pleasing performance requires refinement and collaboration”</p> <p>Students, in small groups, will collaborate to create a detailed plan for a "refined and balanced personal or cultural performance" of a movement composition dance.</p>
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	<p><b>Athletics</b>  “Creating warm-up activities to refine specific skills for individual pursuits will help attain optimal physical health and wellbeing within changing environments”</p> <p>Students will learn technique and practice a variety of running, jumping and throwing disciplines with the aim to be able to participate actively and with a good confidence in the whole school Field Day. As part of this they will learn what an effective warm up for specific events should include</p> <p><b>Striking and Fielding games</b>  “To maximize performance, students make choices that demonstrate an understanding of the process required to develop skills”</p> <p>Students will participate in different Striking and Fielding games, eg softball, kickball and cricket. In this unit they will develop new skills and also collaborate with each other in striking and fielding games.</p>	<p>balanced personal or cultural performance" of a movement composition dance.</p> <p><b>Athletics</b>  “Energy, functionality &amp; correct form are essential in enhancing your personal performance in athletics”</p> <p>Students will learn technique and practice a variety of running, jumping and throwing disciplines with the aim to be able to participate actively and with a good confidence in the whole school Field Day. As part of this they will learn what an effective warm up for specific events should include</p> <p><b>Striking and Fielding games</b>  “Refinement in striking and fielding games improves performance”</p> <p>Students will participate in different Striking and Fielding games, eg softball, kickball and cricket. In this unit they will develop new skills and also collaborate with each other in striking and fielding games.</p>	<p><b>Athletics</b>  “Perspective and a balanced athletic performance is directly influenced by the learning environment in which we practice”</p> <p>Students will learn technique and practice a variety of running, jumping and throwing disciplines with the aim to be able to participate actively and with a good confidence in the whole school Field Day. As part of this they will learn what an effective warm up for specific events should include</p> <p><b>Striking and Fielding games</b>  “Performers respond and adapt to changing environments, challenges and situations”</p> <p>Students will participate in different Striking and Fielding games, eg softball, kickball and cricket. In this unit they will develop new skills and also collaborate with each other in striking and fielding games.</p>
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## CURRICULUM CONTENT GRADES 9 & 10

The curriculum in Grades 9 & 10 builds upon the skills and learning outcomes from Grades 6-8 and prepares students for the IB Diploma programme in Grades 11 & 12.

SUBJECT	GRADE 9	GRADE 10
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<p><b>ENGLISH</b></p>	<p>Students explore a variety of literature by authors of different perspectives and times writing on a wide range of topics Improvement and refinement of writing skills will be an important part of the course. Students will also work to improve their skills of close reading and will continue to make connections between what they read, their own lives and the wider world.</p> <p>Texts: Novel: Animal Farm Drama: Macbeth Poetry: Culture and Identity Selected Short Stories Nonfiction texts</p>	<p>There is a strong emphasis on the analysis and criticism of literature in all of its major genres. In the examination of various types of literature and other media forms students will become better “readers” and interpreters of language from the individual word to the entire text and beyond. They will learn how to approach a variety of works through reflection, thoughtful critical analysis, discussion, and at times through a fearless foray into their own beliefs and ideas.</p> <p>Texts: Novels: Feed by MT Anderson and Purple Hibiscus by CN Adichie Drama: An Inspector Calls by JB Priestley Anthology of Selected Poems Nonfiction texts</p>
<p><b>ITALIAN</b></p>	<p>Beginner: Develop and consolidate a basic or acquired competence in oral and written texts in many contexts. Communicate in everyday situations. Acquire and develop knowledge of grammatical structures up to the pre-intermediate level. Learn and experience the main cultural aspects.</p> <p>Intermediate: Focuses on enhancing students’ speaking and reading skills at level B1 of the Common European Framework for Languages (CEF). At the end of this course (in Grade 10), students should achieve the B2 level of the CEF and be able to attend an Advanced Italian language class.</p> <p>Advanced: This course focuses on the study of cultural, geographical, historical and traditional Italian aspects with comparisons with the country of origin of each student to bring out similarities and differences between one state and another. Students will learn how to perfect the 4 skills (speaking, listening, writing, reading). The course focuses on using complex grammatical structures in order to express opinions and hypotheses. Students are required to write texts using a variety of registers. Students will focus on reading books, both in the classroom and at home and will begin to deal with the daily activities in the classroom by learning the different journalistic formats.</p>	
<p><b>ITALIAN LITERATURE</b></p>	<p>Il corso è finalizzato all'acquisizione delle competenze di base per l'analisi di testi in prosa, nello specifico il racconto breve e il testo teatrale, con</p>	<p>Gli obiettivi del corso sono quelli di raggiungere le competenze richieste per riconoscere gli elementi critici della struttura del romanzo, saperne valutare</p>

(for students that completed the terza media)	particolare attenzione al conseguimento di una certa capacità interpretativa dei testi da parte degli studenti in autonomia, in prospettiva di una preparazione concreta per il programma di lingua A del Diploma IB. Oltre a questo, particolare attenzione verrà data allo sviluppo delle competenze linguistiche specifiche sia nella produzione scritta che in quella orale.	le tipologie, nonché i differenti stili, scopi e spazi temporali. Il corso prevede anche lo studio del testo poetico, in funzione delle figure fonetiche, sintattiche e del significato, in prospettiva di una preparazione concreta per il programma di lingua A del Diploma IB. Verrà richiesta inoltre la competenza nell'espressione scritta del saggio e del saggio comparativo, che coinvolgerà sia brani letterari in prosa che poetici.
<b>FRENCH/SPANISH</b>	Develop a basic and/or intermediate up to an advanced competence in oral and written texts in many contexts and situations. Learn vocabulary related to a variety of different personal, social and cultural topics. Communicate in different situations. Master regular and irregular conjugations. Learn and experience the culture of Spanish/French speaking countries.	Reinforce knowledge in the four skills throughout various activities based on original documents and on their textbooks. Face some of the challenges of the IB Language B exams. Extend competence in oral and written texts in particular contexts and situations. Communicate in more formal and structured situations.
<b>MATHS</b>	Sets and Venn Diagrams Probability Radicals and Surds Coordinate Geometry Factorising Expressions Quadratic Equations Similarity and Trigonometry Angle Properties and Circle Theorems Statistics	Systems of Linear Equations Inequalities Correlation and Regression Algebraic Fractions Formulae Quadratics Functions and Graphs Function Notation Rational Functions Exponential Functions and Logarithms Sequences and Series
<b>History</b>	Unit 1. A Call for Change: the American and French Revolutions. Students will focus on how Revolutionary change is caused when individual's beliefs conflict with how they are governed. Unit 2. Modern societies and modern ills: The Industrial Revolution. Students explore how innovations in science and technology can lead to revolutionary changes in the way we live and work. Unit 3. Modern societies and modern ills: Capitalism or Communism? Students will investigate how intellectual and ideological movements have changed our identities and have impacted relationships within communities and between nations . Unit 4. Ideologies Turned Realities: the Russian Revolution. An analysis of how citizens have the responsibility to revolt against an unjust government to bring about change.	<b>Unit 1. War as a means of achieving political goals. Students will explore how governments often embrace war as a means of achieving goals.</b> <b>Unit 2. An uncertain peace. Students will focus on how nations form alliances to protect their military, cultural and economic interests.</b> <b>Unit 3. The Emergence of the Current World Order. Students will focus on how human reactions to ideology are shaped by time, place and space.</b> <b>Unit 4. Student led Enquiry Based Topic. Student led research into a historical topic of their own design.</b>

	Unit 5. Student led Enquiry Based Topic. Student led research into a historical topic of their own design.	
<b>THEATRE</b>	<p>DNA</p> <ul style="list-style-type: none"> <li>- Students will explore how they would imaginatively stage 1 specific moment of the play.</li> <li>- Student's will explore how they would use their performance &amp; production (scenic &amp; tech.) elements to effectively create tension, emotion, atmosphere and/or meaning for an audience.</li> </ul> <p>Home</p> <ul style="list-style-type: none"> <li>- Students will explore different methods of creating an original piece of devised performance drawing inspiration from different stimuli. .</li> <li>- Students will participate and contribute fully in drama activities.</li> <li>- Students will gain an understanding of different theatre styles.</li> <li>- Students will consider the effect of the dramatic intention on the audience using TEAM.</li> </ul>	<p>DNA</p> <ul style="list-style-type: none"> <li>- Students will explore how they would imaginatively stage 1 specific moment of the play.</li> <li>- Student's will explore how they would use their performance &amp; production (scenic &amp; tech.) elements to effectively create tension, emotion, atmosphere and/or meaning for an audience.</li> </ul> <p>Home</p> <ul style="list-style-type: none"> <li>- Students will explore different methods of creating an original piece of devised performance drawing inspiration from different stimuli. .</li> <li>- Students will participate and contribute fully in drama activities.</li> <li>- Students will gain an understanding of different theatre styles.</li> <li>- Students will consider the effect of the dramatic intention on the audience using TEAM.</li> </ul>
<b>ART</b>	<p>Drawing Exploration</p> <p>Intuitive, imaginative, kinesthetic drawing: Exploring how we already know how to draw starting in childhood and moving up through developmental stages of drawing and developing confidence and exploratory approach to developing personal visual language, symbolism, and expressive drawing</p> <p>Observational drawing: Using natural forms and Florentine architectural details to create observational drawings through a variety of tools, beginning with contour line, moving to value through loose hatching, hatching, and even tone, creating texture through combining tone and line, and exploring gesture drawing; collaborative and individual drawing projects</p> <p>Experimental and contemporary drawing approaches: Examining a range of experimental and traditional media, formats, and concepts of contemporary drawing, pursuing collaborative and individual drawing projects including graphite, ink, charcoal, watercolor, and mixed media</p>	<p>Painting Focus</p> <p>Tools of the artist &amp; the art process: Exploring tempera/gouache, watercolor, and mixed media through the lens of the artistic process and links to studio habits of mind &amp; the IB Learner Profile trait developing confidence, resilience, risk taking, personal visual language and expressive capabilities linking and developing imagery to express, explore, and communicate experience/emotion/concept</p> <p>Learning to see: Expressive and observational watercolor with abstract and observational still life painting experiences</p> <p>Learning to paint: Introduction to the history of still life painting including Renaissance, modern, and contemporary painting practices and approaches, collaborative and individual painting projects in oil painting and mixed media; learning to step back, assess, and approach painting as both additive and subtractive, balancing intention/concept with image/material</p>

		experiments and choices
<b>MUSIC</b>	<p>Battle of the Bands Students will explore various instruments in the form of ensemble band performances looking at skills such as improvisation, sight reading, aural etc. Students will investigate the different styles and musical concepts found in pop music.</p>	<p>Musical Theater This unit will combine the inter - related musical strands of Performing : Playing and Singing. Creating: Composing and Improvising. Critical Engagement Listening and Appraising.</p>
<b>SCIENCE</b>	<p>The Social Nature of Scientific Research Biology: Cell Biology &amp; Passive Transport Cell Respiration</p> <p>Chemistry: Chemical equations Moles Stoichiometric relationships</p> <p>Physics: Motion Forces</p>	<p>Biology: Enzymes Biochemistry Human nutrition</p> <p>Chemistry: Solution Chemistry Titration Reaction Rates</p> <p>Environmental systems and societies: Biogeochemical Cycles Population Ecology Biodiversity &amp; Conservation</p> <p>Physics: Behaviour, reflection, refraction and dispersion of light</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>- <b>Invasion Games</b></li> <li>- “Communication is essential to maximise space on a court or field, requiring individuals to develop effective systems”</li> <li>- The students will practice different techniques and skills and there is also an emphasis on inclusion, rules and fair play.</li> <li>-</li> <li>- <b>Net games</b></li> <li>- “Choosing to source trusted perspectives will help create positive changes in personal and group performance”</li> <li>- Students practice the skills and strategy of net games with a focus</li> </ul>	<p><b>Invasion Games</b> “Communication is essential to maximize space on a court or field, requiring individuals to make choices about how and where to move.”</p> <p>The students will practice different techniques and skills and there is also an emphasis on inclusion, rules and fair play.</p> <p><b>Net games</b></p>

on volleyball and badminton. badminton. Students will discuss strategies to become better players in both singles and doubles.

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- **Health Related Fitness - Inventive games**
- **“Consistent levels of energy are required to function and thrive in changing training environments”**
- Students will participate in a range of teacher-led activities and games with a fitness emphasis and will then invent their own games that they will share with other students in the class.
- 
- **Aesthetic Movement - Dance**
- **“Working collaboratively to adapt to individual strengths helps produce a refined, balanced and creative performance”**
- Students, in small groups, will collaborate to create a detailed plan for a "refined and balanced personal or cultural performance" of a movement composition dance.
- 
- **Athletics**
- **“Expending energy on developing and refining skills specific to individual pursuits will help one attain their athletic goals”**
- Students will learn technique and practice a variety of running, jumping and throwing disciplines with the aim to be able to participate actively and with a good confidence in the whole school Field Day.
- As part of this they will learn what an effective warm up for specific events should include
- 
- **Striking and Fielding games**
- **“For a team to function effectively, all team members must communicate efficiently and clearly.”**
- Students will participate in different Striking and Fielding games, eg softball, kickball and cricket. In this unit they will develop new skills and also collaborate with each other in striking and fielding games.
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**“Interacting with peers in a positive learning environment such as a sports court can enhance the transfer of knowledge and perspectives”**

Students practice the skills and strategy of net games with a focus on volleyball and badminton. badminton. Students will discuss strategies to become better players in both singles and doubles.

**Health Related Fitness - Inventive games**

**“Being intrinsically motivated to function effectively in changing training environments can assist in refining skills”**

Students will participate in a range of teacher-led activities and games with a fitness emphasis and will then invent their own games that they will share with other students in the class.

**Aesthetic Movement - Dance**

**“Energy and creativity determine group functionality and whether or not a routine is both balanced and successful”**

Students, in small groups, will collaborate to create a detailed plan for a "refined and balanced personal or cultural performance" of a movement composition dance.

**Athletics**

**“Making balanced, logical choices allow humans to reach our functional capability across a range of individual pursuits & life”**

Students will learn technique and practice a variety of running, jumping and throwing disciplines with the aim to be able to participate actively and with a good confidence in the whole school Field Day.

As part of this they will learn what an effective warm up for specific events should include

**Striking and Fielding games**

**“Athletes and performers analyse current movement patterns so that they can refine technique and maximize performance energy”**

Students will participate in different Striking and Fielding games, eg softball, kickball and cricket. In this unit they will develop new skills and also collaborate with each other in striking and fielding games.



<b>WELLBEING</b>	The Wellbeing Curriculum in Grades 9 & 10 covers the following themes in both years: <ul style="list-style-type: none"><li>- Empathy and Compassion</li><li>- Resilience</li><li>- Goal Orientation</li><li>- Finding Balance</li><li>- Digital Citizenship</li><li>- Money Management and Careers</li><li>- Relationships and Sexuality</li><li>- Healthy Choices, recognising and assessing risk, psychological pressure and manipulation, protecting yourself</li><li>- Equality and Diversity</li><li>- UN Rights of a Child</li></ul>	