

Language and Literature: MYP Subject Overview

I. Course description and aims

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

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.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Ridgeview Charter Middle School

Riverwood International Charter HS

| Subject | 6 th | 7 th | 8 th | 9 th | 10 th |
|---------|----------------------|----------------------|---|------------------|-------------------|
| English | English Lang Arts 6* | English Lang Arts 7* | English Lang Arts 8 th * 9th Literature | 9th Literature** | 10th Literature** |

*On-Level, Advanced, & TAG courses offered

**Magnet, Honors, Co-taught, & ESOL courses offered

II. Curriculum overview

Course content aligns to Fulton’s Standards Mastery Framework and the Georgia Standards of Excellence. The MYP promotes sustained inquiry in language and literature by developing conceptual understanding in global contexts. Key concepts such as *communication*, *connections*, *creativity* and *perspective* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language and literature include *genre*, *purpose*, *context and style*.

Through units of study, students explore key and related concepts through MYP global contexts of:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

III. Assessment criteria

Each language and literature objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

Over the course of the MYP, students are guided through a progression of learning to achieve the following objectives:

- | | |
|-----------------------------|--|
| Criterion A: Analyzing | <ul style="list-style-type: none"> i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts ii. analyze the effects of the creator’s choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts. |
| Criterion B: Organizing | <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. |
| Criterion C: Producing Text | <ul style="list-style-type: none"> i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas. |
| Criterion D. Using Language | <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell and pronounce with accuracy |

Physical Education & Health: MYP Subject Overview

1. Course description and aims

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.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world. Through physical and health education, students learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

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

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

| | Ridgeview Charter Middle School | | | Riverwood HS | |
|-------------|---|---|---|--|------|
| Subject | 6 th | 7 th | 8th | 9th | 10th |
| PE & Health | Phys Ed 6 Connections Health 6 Connections | Phys Ed 7 Connections Health 7 Connections | Phys Ed 8 Connections Health 8 Connections | Personal Fitness & Health Lifetime Sports & Advanced Weight-training (1 sem each - required for graduation) | |

II. Curriculum overview

Course content aligns to Fulton’s Standards Mastery Framework and the Georgia Standards of Excellence. The MYP promotes sustained inquiry in physical and health education by developing conceptual understanding within global contexts.

Key concepts such as *change, communication and relationships* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP physical and health education include *energy, balance, development, and refinement*.

Through units of study, students explore key and related concepts through MYP global contexts of:

- Identities and relationships
- Scientific and technical innovation

- Orientation in space and time
- Personal and cultural expression
- Globalization and sustainability
- Fairness and development

III. Assessment criteria

Each physical and health education objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

Over the course of the MYP, students are guided through a progression of learning to achieve the following objectives:

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|---|---|
| Criterion A: Knowing and Understanding | <ul style="list-style-type: none"> i. explain physical health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding. |
| Criterion B: Planning for Performance | <ul style="list-style-type: none"> i. design, explain and justify plans to improve physical performance and health ii. analyze and evaluate the effectiveness of a plan based on the outcome. |
| Criterion C: Applying and Performing | <ul style="list-style-type: none"> i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts iii. analyze and apply information to perform effectively. |
| Criterion D: Reflecting and Improving Performance | <ul style="list-style-type: none"> i. explain and demonstrate strategies to enhance interpersonal skills ii. develop goals and apply strategies to enhance performance iii. analyze and evaluate performance. |

Mathematics: MYP Subject Overview

I. Course description and aims

The framework for MYP mathematics outlines four branches of mathematical study including 1) Number systems 2) Algebra 3) Geometry and trigonometry and 4) Statistics and probability.

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

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 aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Mathematics Course Sequence

| | Ridgeview Charter Middle School | | | Riverwood International Charter High School | |
|-------------|---------------------------------|---------|----------------------|--|--|
| Subject | 6th | 7th | 8th | 9th | 10th |
| Mathematics | Math 6* | Math 7* | Math 8* Algebra I | Algebra I Geometry Accel Alg/Geom Accel Geom/Alg II | Geometry Accel Geom/Alg II <i>Pre-Calculus**</i> |

* On-Level, Adv, TAG courses offered

**Junior level course

II. Curriculum overview

The MYP promotes sustained inquiry in mathematics by developing conceptual understanding within global contexts. Key concepts such as *form, logic and relationships* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP mathematics include *equivalence, measurement, quantity and justification*.

Through units of study, students explore key and related concepts through MYP global contexts of:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

The MYP curriculum framework offers students engaging, relevant, challenging and significant content that aligns to Fulton County's Standards Mastery Framework and the GA Standards of Excellence. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of mathematics.

Each mathematics objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Over the course of the MYP (6-10), students are guided through a progression of learning to achieve the following objectives:

- | | |
|--|--|
| Criterion A: Knowing and understanding | i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts. |
| Criterion B: Investigating patterns | i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. prove, or verify and justify, general rules. |
| Criterion C: Communicating | i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete, coherent and concise mathematical lines of reasoning v. organize information using a logical structure. vi. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations |
| Criterion D. Applying Mathematics in real life contexts | i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. justify the degree of accuracy of a solution v. justify whether a solution makes sense in the context of the authentic real-life situation. vi. identify relevant elements of authentic real-life situations |

The Personal Project: Subject Overview

I. Project aims and objectives

The MYP personal project is a student-centered and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours.

The personal project formally assesses students' ATL skills for self-management, research, communication, critical and creative thinking, and collaboration. The personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

MYP year 5 students (10th Grade) must successfully complete the externally moderated personal project to be eligible for IB MYP course results and the IB MYP certificate. At Riverwood, the personal project is harbored through 10th grade literature classes.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Students identify a global context for their MYP projects to establish their relevance and significance. The following global contexts direct learning towards independent inquiry.

Identities and relationships

Orientation in space and time

Personal and cultural expression

Scientific and technical innovation

Globalization and sustainability

Fairness and development

MYP projects involve students in a wide range of student-planned learning activities that extend knowledge and understanding, and develop important academic and personal skills.

II. Project components

Students address personal project objectives through:

- the process they follow
- the product or outcome they create
- the report or presentation they make that explains what they have done and learned.

Students document their thinking, research process and development of their initial ideas by developing an outline of a challenging but manageable goal. Example goals include the development of original works of art, models, business plans, campaigns, blueprints, investigative studies, scientific experiments, performances,

fieldwork, narrative essays, courses of study or learning engagements, films, computer programming, and many other forms of work.

Students document their project work in the process journal. This learning strategy helps students record and learn from their work, and it promotes academic honesty. As a record of progress, journals can take many forms and can be recorded in a variety of media. They represent an evolving record of plans, ideas and accomplishments. The process journal provides a repository for essential reflections on learning and formative feedback on students' work.

Extracts from the journal, which demonstrate achievement in all criteria, are submitted as appendices of the report or presentation after the project. The personal project report explains the project process in a concise and succinct form.

The report contains a formal bibliography and a statement of academic honesty.

III. Assessment criteria

Each personal project objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Investigating

- i. define a clear goal and global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Criterion B: Planning

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Criterion C: Taking Action

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Criterion D: Reflecting

- i. evaluate the quality of the product/outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

Student scores are submitted to IB and projects are externally moderated. Upon successful completion of MYP coursework and the personal project, the IB will award a Middle Years Programme Certificate.

Sciences: MYP Subject Overview

I. Course description and aims

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences 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.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavor with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

MYP Course Sequence

| | Ridgeview Charter Middle School | | | Riverwood High School | |
|----------|---------------------------------|-----------------|-----------------------------------|---------------------------------|---|
| Subject | 6th | 7 th | 8th | 9th | 10th |
| Sciences | Earth Science 6* | Life Science 7* | Physical Sci 8* Physical Sci 9 | Biology Honors Earth Systems | Honors Physics & Honors Chemistry <u>OR</u> Biology |

*14 hours of Design Instruction are embedded in the Sciences 6-8
See Course Overview - Design

II. Curriculum overview

The MYP curriculum framework offers students engaging, relevant, challenging and significant content that is aligned to Fulton County’s Standards Mastery Framework and the Georgia Standards of Excellence (GSE). The MYP promotes inquiry in sciences by developing conceptual understanding within global contexts.

Key concepts such as *change*, *relationships* and *systems* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP sciences include *energy*, *movement*, *transformation* and *models*.

Students explore key and related concepts through MYP global contexts.

Identities and relationships

Scientific and technical innovation

Orientation in space and time
Personal and cultural expression

Globalization and sustainability
Fairness and development

These same global contexts are discussed across the curriculum, supporting transfer and interdisciplinary learning. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of sciences.

III. Assessment criteria

Each sciences objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Over the course of the MYP (6-10), students are guided through a progression of learning to achieve the following objectives:

| | |
|--|---|
| Criterion A: Knowing and understanding | <ol style="list-style-type: none">i. Explain scientific knowledgeii. Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situationsiii. Analyze and evaluate information to make scientifically supported judgements. |
| Criterion B: Inquiring and designing | <ol style="list-style-type: none">i. explain a problem or question to be tested by a scientific investigationii. formulate a testable hypothesis and explain it using scientific reasoningiii. explain how to manipulate the variables, and explain how data will be collectediv. design scientific investigations. |
| Criterion C: Processing and evaluating | <ol style="list-style-type: none">i. present collected and transformed dataii. interpret data and explain results using scientific reasoningiii. evaluate the validity of a hypothesis based on the outcome of the scientific investigationiv. evaluate the validity of the methodv. explain improvements or extensions to the method. |
| Criterion D: Reflecting on the impacts of science. | <ol style="list-style-type: none">i. explain the ways in which science is applied and used to address a specific problem or issueii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issueiii. apply scientific language effectivelyiv. document the work of others and sources of information used. |

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.

Language Acquisition: MYP Subject Overview

I. Course description and aims

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB’s mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The aims of MYP language acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multi-literacy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

| Subject | Ridgeview Charter Middle School | | | Riverwood HS | |
|----------------------|---------------------------------|-----------------|--------------------------------------|---------------------|----------------------|
| | 6 th | 7 th | 8 th | 9 th | 10 th |
| Language Acquisition | Spanish 6* | Spanish 7* | Spanish 8* | Spanish I, II, III | Spanish I, II, III |
| | French 6* | French 7* | French 8* | French I, II, III | French I, II, III |
| | Japanese 6 | Japanese 7 | Japanese 8 | Japanese I, II, III | Japanese I, II, III |
| | Connections 6** | Connections 7** | Connections 8** Native Spker Span | Native Spker Span I | Native Spker Span II |
| | Connections 6** | Connections 7** | Connections 8** Native Spker Span | Native Spker Span I | Native Spker Span II |

II. Curriculum overview

The MYP curriculum framework offers students engaging, relevant, challenging and significant content that is aligned to Fulton County’s Standards Mastery Framework and the Georgia Standards of Excellence (GSE). The MYP promotes inquiry in language acquisition by developing conceptual understanding within global contexts.

Key concepts such as communication, connections, creativity and culture broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language acquisition include word choice, conventions and idiom.

Students explore key and related concepts through MYP global contexts.

Identities and relationships
Orientation in space and time
Personal and cultural expression

Scientific and technical innovation
Globalization and sustainability
Fairness and development

This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of language acquisition.

MYP language acquisition is a required component in every year of the MYP, except for bilingual students who pursue courses of study in multiple languages in the MYP language and literature subject group.

IV. Assessment criteria

Each language acquisition objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Over the course of the MYP (6-10), students are guided through a progression of learning to achieve the following objectives:

Criterion A.

- i. analyze and draw conclusions from information, main ideas and supporting details
- ii. analyze conventions
- iii. engage with the spoken and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

Criterion B.

- i. analyze and draw conclusions from information, main ideas and supporting details
- ii. analyze basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

Criterion C:

- i. respond appropriately to spoken, written and visual text
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
- iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
- iv. communicate with a sense of register, purpose and style

Criterion D.

- i. write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
- ii. organize information and ideas; use a wide range of cohesive devices
- iii. use language to suit the context

Design: MYP Subject Overview

I. Course description and aims

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students’ awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyze problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others’ viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty and take responsibility for their own actions developing effective working practices.

| IB Subject | Ridgeview Charter Middle School | | | Riverwood International Charter HS | |
|---|---------------------------------|-----------------|-----------------|---|--|
| | 6th | 7 th | 8 th | 9th | 10th |
| MYP Design or Career Pathway | Engineering 6* | Engineering 7* | Engineering 8* | Audio/Video Tech & Film Intro to Digital Tech Intro to Culinary Arts Intro to Business Tech Foundations of Engineering Intro to Healthcare | Audio/Video Tech & Film 2 Principles of Computer Sci/AP CSP Culinary Arts 1 Business Legal & Entrepreneurship Engineering Concepts Essentials of Healthcare |
| Embedded Design | Science 6 | Science 7 | Science 8 | | |
| *Offered in 6-8 as a semester or as a 9-week Connections *HS courses are year-long | | | | | |

II. Curriculum overview

The MYP curriculum framework offers students engaging, relevant, challenging and significant content that is aligned to Fulton County’s Standards Mastery Framework and the Georgia Standards of Excellence (GSE). The MYP promotes inquiry in design by developing conceptual understanding within global contexts.

Key concepts such as communication, communities, development and systems broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP design include adaptation, ergonomics, sustainability and innovation.

Students explore key and related concepts through MYP global contexts.

| | |
|----------------------------------|-------------------------------------|
| Identities and relationships | Scientific and technical innovation |
| Orientation in space and time | Globalization and sustainability |
| Personal and cultural expression | Fairness and development |

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of design.

II. Assessment criteria

Each design objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Over the course of the MYP (6-10), students are guided to achieve the following objectives:

- | | |
|-------------------------|---|
| Criterion A: | i. explain and justify the need for a solution to a problem for a specified client/target audience |
| Inquiring and analyzing | ii. identify and prioritize primary and secondary research needed to develop a solution to the problem |
| | iii. analyze a range of existing products that inspire a solution to the problem |
| | iv. develop a detailed design brief, which summarizes the analysis of relevant research. |
| Criterion B: | i. develop design specifications which clearly states the success criteria for the design of a solution |
| Developing Ideas | ii. develop a range of feasible design ideas, which can be correctly interpreted by others |
| | iii. present the chosen design and justify its selection |
| | iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. |
| Criterion C: | i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution |
| Creating the solution | ii. demonstrate excellent technical skills when making the solution |
| | iii. follow the plan to create the solution, which functions as intended |
| | iv. fully justify changes made to the chosen design and plan when making the solution |
| | v. present the solution as a whole. |
| Criterion D: | i. describe detailed and relevant testing methods, which generate data, to measure the success of the solution |
| Evaluating | ii. critically evaluate the success of the solution against the design specification |
| | iii. explain how the solution could be improved |
| | iv. explain the impact of the solution on the client/target audience. |

Individuals & Societies: Subject Overview

I. Course description and aims

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.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty.

This subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyze data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

| | Ridgeview Charter Middle School | | | Riverwood International Charter HS | |
|--|---------------------------------|-------------------|------------------|--|-----------------------------------|
| Subject | 6th | 7 th | 8th | 9th | 10th |
| Individuals & Societies (Social Studies) | Global Studies 6* | Global Studies 7* | Georgia History* | AP Government OR U.S. Govt/World Geography | AP World History World History |

**6-8 On- Level, Advanced and TAG sections offered*

II. Curriculum overview

The MYP curriculum framework offers students engaging, relevant, challenging and significant content that is aligned to Fulton County's Standards Mastery Framework and the Georgia Standards of Excellence (GSE). For MYP individuals and societies, schools develop courses in integrated humanities, history, economics, geography, sociology, and psychology.

The MYP promotes inquiry in these subjects by developing conceptual understanding within global contexts. Key concepts such as change, global interactions, time, place and space, and systems broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP individual and societies include causality, globalization, culture and sustainability.

Students explore key and related concepts through MYP global contexts.

Identities and relationships
 Orientation in space and time
 Personal and cultural expression

Scientific and technical innovation
 Globalization and sustainability
 Fairness and development

This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of individuals and societies.

II. Assessment criteria

Each individuals and societies objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

Over the course of the MYP (6-10), students are guided through a progression of learning to achieve the following objectives:

| | |
|--|---|
| Criterion A: Knowing and understanding | <ul style="list-style-type: none"> i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. |
| Criterion B: Investigating | <ul style="list-style-type: none"> i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the process and results of the investigation. |
| Criterion C: Communicating | <ul style="list-style-type: none"> i. communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention. |
| Criterion D: Thinking Critically | <ul style="list-style-type: none"> i. discuss concepts, issues, models visual representation and theories ii. synthesize information to make valid, well-supported arguments iv. analyze and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations v. interpret different perspectives and their implications. |

The Arts: MYP Subject Guide for Visual Arts and Performing Arts

I. Course description and aims

In MYP arts, students function as artists as well as learners of the arts. Artists are curious. 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 master those developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey. Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills.

MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

MYP Course Sequence

| | Ridgeview Charter Middle School | | | Riverwood International Charter HS | |
|------------|---|---|--|---|---|
| IB Subject | 6th | 7th | 8th | 9th | 10th |
| Arts | Vis Arts 6* AV & Film 6* General Music 6* Band, Orch, Chorus 6** | Vis Arts 7* AV & Film 7* General Music 7* Band, Orch, Chorus 7** | Vis Arts 8* AV & Film 8 General Music 8* Band, Orch, Chorus 8** | Intro to Art & Design Acting I, II Band*** Chorus*** | Photo I, II Ceramics I, II Acting III Band*** Chorus*** |

*6-8 Visual Arts, AV & Film, and General Music are offered as 9-week Connections segments.

** 6-8 Band, Orchestra and Chorus are year-long courses.

***9-10 Chorus & Band courses are available in Mastery, Intermediate, & Advanced levels.

II. Curriculum overview

The MYP curriculum framework offers students engaging, relevant, challenging and significant content that is aligned to Fulton County's Standards Mastery Framework and the Georgia Standards of Excellence (GSE).

The MYP promotes sustained inquiry in arts by developing conceptual understanding within global contexts.

Key concepts such as *aesthetics, change, communication* and *identity* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP arts include *interpretation, narrative, boundaries* and *innovation*.

Students explore key and related concepts through MYP global contexts.

Identities and relationships
 Orientation in space and time
 Personal and cultural expression

Scientific and technical innovation
 Globalization and sustainability
 Fairness and development

This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of arts.

iv. Assessment criteria

Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

Over the course of the MYP (6-10), students are guided through a progression of learning to achieve the following objectives:

| | |
|--|--|
| Criterion A: Knowing and understanding | <ul style="list-style-type: none"> i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate understanding of the role of the art form in original or displaced contexts ii. use acquired knowledge to purposely inform artistic decisions in the process of creating artwork. |
| Criterion B: Developing skills | <ul style="list-style-type: none"> i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. |
| Criterion C: Thinking creatively | <ul style="list-style-type: none"> i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviors iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. |
| Criterion D: Responding | <ul style="list-style-type: none"> i. construct meaning and transfer learning to new settings ii. create an artistic response that intends to reflect or impact on the world around them iii. critique the artwork of self and others. |