Introduction:

The syllabus of Grade VII is designed in such a way that the students are introduced to a sound foundation in the basic concepts of Mathematics. An information and technology based society requires individuals, who are able to think critically about complex issues, analyze and adapt to new situations, solve problems of various kinds, and communicate their thinking effectively. The study of mathematics will equip students with knowledge, skills, and habits of mind that are essential for successful and rewarding participation in such a society. As students identify relationships between mathematical concepts and everyday situations and make connections between mathematics and other subjects, they develop the ability to use mathematics to extend and apply their knowledge in other curriculum areas, including science, music, and language. They will also be taught how to use mathematical instruments like compass, protractor etc. However usage of calculators will be discouraged in order to inculcate mental alertness.

STANDARDS IN MATHEMATICS

The Mathematics curriculum for Grade 7 is comprised of the following five standards.

- **STANDARD 1**: Numbers and operations
- **STANDARD 2**: Algebra
- **STANDARD 3**: Measurements and Geometry
- **STANDARD 4**: Handling data (Statistics)
- **STANDARD 5**: Reasoning and logical thinking
Aims and Objectives:

The mathematics curriculum continues the development of the learning of mathematics in the middle school. To enable students to cope confidently with the mathematics needed in their future studies, workplaces or daily life in a technological and information-rich society, the curriculum aims at developing in students:

- the ability to conceptualize, inquire, reason and communicate mathematically, and to use mathematics to formulate and solve problems in daily life as well as in mathematical contexts
- the ability to manipulate numbers, symbols and other mathematical objects
- the number sense, symbol sense, spatial sense and a sense of measurement as well as the capability in appreciating structures and patterns
- a positive attitude towards mathematics and the capability in appreciating the aesthetic nature and cultural aspect of mathematics
- The skills of investigation and research

Learning Outcome

Throughout Grade 7, the students will:

PROBLEM SOLVING
- develop, select, apply, and compare a variety of problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.

REASONING AND PROVING
- develop and apply reasoning skills (e.g., recognition of relationships, generalization through inductive reasoning, use of counter-examples).

REFLECTING
- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem. (e.g., by assessing the effectiveness of strategies and processes used, by proposing alternative approaches, and by verifying solutions).
SELECTING TOOLS AND COMPUTATIONAL STRATEGIES
• select and use a variety of appropriate computational strategies to investigate mathematical ideas and to solve problems.

CONNECTING
• make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, current events, art and culture, sports).

REPRESENTING
• create a variety of representations of mathematical ideas (e.g., numeric, geometric, algebraic, graphical, pictorial; onscreen dynamic representations), connect and compare them, and select and apply the appropriate representations to solve problems.

COMMUNICATING
• communicate mathematical thinking orally, visually, and in writing, using mathematical vocabulary and a variety of appropriate representations, and observing mathematical conventions.

LABORATORY SKILLS shall be evaluated using the following criteria: construction of hypothesis, designing experiments, data collection, data analysis, and making conclusions.

Curriculum Content

1. Algebraic manipulation and formulae
   • Simple algebraic fraction
   • Multiplication and division of algebraic fractions
   • Highest Common Factor and Least Common Multiple of algebraic expressions
   • Addition and Subtraction of algebraic fractions
   • Equations involving algebraic fraction
   • Problem solving involving algebraic fraction
   • Changing the subject of the formula

Learning outcome:
• manipulate algebraic fractions
• change the subject of a formula
• find the value of an unknown quality in a given formula
2. Expansion and Factorization of algebraic expression
   - Expansion of algebraic expressions
   - Factorization
   - Perfect squares and difference of two squares
   - Factorization by grouping

**Learning outcome**
- Expand product of algebraic expressions
- Factorize algebraic expressions
- Recognize and apply three algebraic identities

3. Statistics and Measures of Central Tendency
   - The averages
   - The mean
   - The mode
   - The median

**Learning Outcome**
- Find mean, median and mode of a set of data
- Make appropriate use of mean mode and median

4. Angle properties of Polygons
   - Polygons
   - Sum of interior angles of a polygon
   - Sum of exterior angles of a polygon
   - Regular polygons

**Learning Outcome:**
students will learn how to solve problems based on sum of interior and exterior angles of a polygon

5. Pythagoras Theorem
   - Pythagoras theorem
   - Application of Pythagoras Theorem

**Learning outcome**
- Pythagoras theorem
- How to find the length of a right angle triangle using Pythagoras theorem
- How to solve problems involving Pythagoras theorem
6. Simultaneous linear equations
   - Solving equations using elimination method
   - Solving equations by substitution method
   - Problem solving involving simultaneous equations

   Learning outcome
   - Solve a pair of simultaneous equations by elimination and substitution method
   - Apply the technique to solve some practical problems

7. Quadratic equations
   - Factorization by splitting the middle term
   - Problem solving involving quadratic equations

   Learning outcome
   - Solve quadratic equations by factorization
   - Solve problems involving quadratic equations

8. Linear Graphs and their application
   - Graphs of equations of lines parallel to the coordinate axes
   - Graphs of linear equations in two variables
   - Choice of appropriate scales of graphs
   - Solving simultaneous equations

   Learning outcome
   - Plot straight line graphs
   - Solve simultaneous equations graphically

9. Mensuration
   - Volume and surface area of simple solids like cube and cuboid.
   - Volume and surface area of cylinder and cone

   Learning outcome
   Calculate the volume and surface area of simple solids
10. Arithmetic problems

- Discount
- Profit and loss

Learning outcome
Solve problems on personal and household finance and simple financial transaction

11. Ratio and Proportion

- Ratio
- Equivalent ratios
- Increase & decrease in ratios
- Proportion
- Direct and inverse proportion
- Word Problems

Learning outcome
- Find the ratio of two or more quantities
- Use direct and inverse proportion
- Solve problems involving ratios and proportions

12. Set Language and Notation

- Introduction to Sets
- Number of elements in a set
- Venn Diagram
- Union and Intersection of Sets

Learning outcome
- Define a set, an empty set, equal sets, finite subsets and proper subsets, universal set and complement of a set.
- To show the relationship between sets by using Venn diagrams
- Define the intersection and the union of sets using Venn diagrams

13. Geometrical constructions

- Angle constructions (30°, 45°, 60°, 90°, and 120°) using compass and ruler

Learning outcome
- Use of geometrical instruments to construct the above angles.
INTRODUCTION

This course provides a brief survey of the history of Mathematics, the discoveries and ideas that originated and evolved, and look into the life - history of some Great Mathematicians. Maths was born with man and has developed down the centuries along with civilizations. The development of certain Mathematical facts which students can comprehend will be discussed in class and they will be encouraged to research upon. The main resource will be the school library and resource material from the internet.

AIMS AND OBJECTIVES:

- To help the student gain an insight into the way in which Math ideas have been originated and evolved.
- To know and appreciate some Great Mathematicians and their contributions.
- To look at results the way mathematicians do (ie. expect to find the deepest mysteries from simple fundamental concepts by developing them creatively).

LEARNING OUTCOMES:

Enables the students to develop:

- the ability to appreciate concepts and ideas in the field of mathematics.
- a sense of how Mathematicians were persistent in establishing facts that originated in their minds.
- the belief that practicing certain techniques to understand the concepts involved is essential.
- will provide extensive opportunity for reference work and expose students to the voluminous information available.
INVESTIGATING SKILLS

INTRODUCTION

Mathematical exercises that require investigation will be given to the student on a regular basis during the scheduled class lessons. These tasks are designed to develop the child’s creative and original thinking. There will be challenging activities with more than one solution that stimulates mathematical thinking and helps the student reach logical conclusions. These tasks have no right or wrong answers, but their interpretations will be assessed.

AIMS AND OBJECTIVES:

- To help the student develop his/her individual approach in understanding, processing and analyzing the task.
- To develop a methodical manner in analysis and to exhaust all the possible cases which the task requires.
- To help the student draw conclusions based on the findings.

LEARNING OUTCOMES:

- Tackles the task at their respective pace and feels self-motivated.
- Acquires logical, analytical and problem-solving skills.
- Encouraged to communicate his/her findings on paper which will help them learn to record mathematical findings with clarity.
- Some tasks involve group work and the group designates the responsibilities of each individual in the group and the effectiveness of working in a team is established.
MATHEMATICS LAB

INTRODUCTION

This includes activities in the Math Lab which help make Maths more pragmatic with a hand-on approach in understanding certain theorems and results. The activities involved in the Lab will help the student further enhance the formulae and theorems learnt in the regular lessons.

AIMS AND OBJECTIVES:

- The students explore mathematical concepts, facts and theorems through a variety of activities using different materials.
- Through this kind of hands-on-approach the student is helped to learn formulae better, to understand theorems and study geometric shapes.
- It provides scope for greater involvement of both the mind and the hand.

LEARNING OUTCOMES:

- an opportunity / scope for individual participation in the process of learning and becoming autonomous learners.
- to understand and internalize the basic mathematical concepts through concrete objects and situations.
- to verify or discover several geometrical properties and facts using models or by paper cutting and folding techniques.
- the laboratory allows and encourages the students to think, discuss with each other and the teacher and assimilate the concepts in a more effective manner.
- It enables the teacher to demonstrate, explain and reinforce abstract mathematical ideas by using concrete objects, models, charts, graphs, pictures, posters, etc.
The following are the Lab activities which will be conducted during the year:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Kit</th>
<th>Concepts taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tangrams</td>
<td>To be used as bridging activity&lt;br&gt;As a class activity to develop Thinking and reasoning</td>
</tr>
<tr>
<td>2</td>
<td>Expansion ((a + b)(c + d))</td>
<td>((a + b)(c + d)) proof</td>
</tr>
<tr>
<td>3</td>
<td>((a \pm b)^2)</td>
<td>((a \pm b)^2) Proof</td>
</tr>
<tr>
<td>4</td>
<td>((a^2 - b^2))</td>
<td>((a^2 - b^2)) Proof</td>
</tr>
<tr>
<td>5</td>
<td>Pythagoras theorem</td>
<td>Proof</td>
</tr>
<tr>
<td>6</td>
<td>Trinomial factorisation</td>
<td>Factorisation</td>
</tr>
<tr>
<td>7</td>
<td>3-D shapes (Cube and cuboid)</td>
<td>Surface Area and volume</td>
</tr>
<tr>
<td>8</td>
<td>Templates</td>
<td>Angle measure Sum</td>
</tr>
<tr>
<td>9</td>
<td>Coordinates</td>
<td>Coordinate system</td>
</tr>
</tbody>
</table>
ASSESSMENTS:

The two assessment objectives in Mathematics are:

A  Mathematical techniques

Candidates should be able to:

1. organise, interpret and present information accurately in written, tabular graphical and diagrammatic forms;
2. perform calculations by suitable methods;
3. understand systems of measurement in everyday use and make use of them in the solution of problems;
4. estimate, approximate and work to degrees of accuracy appropriate to the context and convert between equivalent numerical forms;
5. use mathematical and other instruments to measure and to draw to an acceptable degree of accuracy;
6. interpret, transform and make appropriate use of mathematical statements expressed in words or symbols;
7. recognize and use spatial relationships in two and three dimensions, particularly in solving problems;
8. recall, apply and interpret mathematical knowledge in the context of everyday situations.

B  Applying mathematical techniques to solve problems

In questions which are set in context and/or which require a sequence of steps to solve, candidates should be able to:

1. make logical deductions from given mathematical data;
2. recognize patterns and structures in a variety of situations, and form generalizations;
3. respond to a problem relating to a relatively unstructured situation by translating it into an appropriately structured form;
4. analyze a problem, select a suitable strategy and apply an appropriate technique to obtain its solution;
5. apply combinations of mathematical skills and techniques in problem solving;
6. set out mathematical work, including the solution of problems, in a logical and clear form using appropriate symbols and terminology.
Types of Assessment:

There will be formative and summative assessments.

**FORMATIVE ASSESSMENTS:** include both formal and informal methods, such as quizzes, oral questioning, observations, project works, and writing assignment, accompanied by peer group discussions, formation and display of information on Bulletin Boards.

**SUMMATIVE ASSESSMENTS:** are generally taken by the students at the end of a unit or term to demonstrate the “sum” of what they have learned.

**Resources:**

- NEW SYLLABUS MATHEMATICS 2 – SHINGLEE.
- NEW SYLLABUS MATHEMATICS 2 WORKBOOK – SHINGLEE
- Mathematics for the international student MYP 7- Haese and Harris Publications
- International Mathematics for the middle years 2 – Pearson
THE INTERNATIONAL SCHOOL
BANGALORE

MIDDLE SCHOOL COURSE DESCRIPTION
2012-2013

SUBJECT: ENGLISH
GRADE : VII
**INTRODUCTION:**

In studying English, students develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Students learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers. Looking at the patterns, structures, origins and conventions of English helps students understand how language works. Using this understanding, students can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

At TISB the middle years English programme forms a crucial connect between the CIPP and the IGCSE. Concepts and ideas introduced during initial years are reinforced during the middle years, which make for a smooth transition to the IGCSE programme.

Any literary study encompasses three genres – Prose, Poetry and Drama – which encourages exploration of a wide range of texts. Special emphasis is laid on writing from one’s own critical point of view. A variety of tasks and activities are used to this end – role play, class debates, speeches, small group discussions, presentations based on student research, creative writing, literary analysis of texts, and activities based on audio visual aids.

**AIMS:**

The aims are to:

- Enable students to communicate accurately, appropriately and effectively in speech and writing.
- Enable students to understand and respond appropriately to what they hear, read and experience.
- Encourage students to enjoy and appreciate a variety of language.
- Encourage students to make personal responses.
- Encourage students to use a dictionary effectively for sense, usage, derivatives, pronunciation, etymology thus enriching their appreciation of the language and expanding vocabulary.
- To be able to use the library, internet and other available resources effectively for research and thus develop their research skills in the form of projects and presentations.
- To provide a smooth transition into the IGCSE curriculum.

**OBJECTIVES:**

**LISTENING**

- Understand ideas and opinions
- Understand both simple and detailed information
- Understand more complex information
- Recognize statements of opinion and attitude
- Discern underlying assumptions and points of view
SPEAKING

✓ Articulate experience and express what is thought, felt and imagined
✓ Communicate clearly and fluently
✓ Order and present facts, ideas and opinions
✓ Speak audibly and intelligibly with appropriate tone, intonation and pace.
✓ Understand and convey both simple and detailed information
✓ Present facts, ideas and opinions in an orderly sequence
✓ Discuss statements of opinion and attitude.

READING

✓ Understand and relate ideas.
✓ Understand, explain and expand their vocabulary
✓ Select analyze and evaluate what is relevant to specific purposes

WRITING

✓ Articulate experience and express what is thought, felt and imagined
✓ Order and present facts, ideas and opinions
✓ Understand and use a range of appropriate vocabulary
✓ Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling
✓ express thoughts, feelings and opinions in order to interest, inform or convince the reader
✓ demonstrate adequate control of vocabulary, syntax and grammar
✓ write accurate simple sentences
✓ recognize the need for paragraphing
✓ write in well-constructed paragraphs
✓ use appropriate vocabulary

USAGE

Phonics, Spelling and Vocabulary
Students should, in addition to the curriculum framework for Grade 7:
✓ Learn an increasingly wide range of vocabulary appropriate to their needs.
✓ Learn the spelling of different and commonly misspelt words and develop strategies for correcting their own errors in spelling.

Grammar and Punctuation
Areas of study include:
✓ Parts of Speech
✓ Sentences
✓ Suffix / Prefix
✓ Tenses
✓ Reported speech
✓ Active & Passive voice
✓ Punctuation: the correct use to define shades of meaning
**ACTIVITIES:**

- Recitation, extempore, debate, PPP, group discussion, speech
- Listening to audio books – poems, prose extracts, speeches, plays, songs
- Listening to the teacher’s/students’ rendering of poems etc, debates, group discussions,
- Listening to – audio-visual aids
- Set tasks (written / oral) to analyse tone, vocabulary, syntax, pause etc.
- Text based exercises, advertisements, brochures, short passages from newspapers, magazines, stories, poems, plays
- Pre-writing tasks:
  - Reading, brainstorming, analyzing the question, planning and organizing
  - Writing various drafts and editing the final draft
- Guided reading in the Library --- students encouraged to read prose extracts, poems, play extracts and other kinds of non-fiction writing like travelogues, biographies, diaries etc.
- Various activities on the reading that they have done such as dramatisation, writing book reports, analyzing the style of the writer, research work on writers etc

**LEARNING OUTCOMES:**

Students are able to:

- communicate accurately, appropriately and effectively in speech and writing.
- write in different formats for different audiences
- formulate a suitable response to what they hear, read and experience.
- make personal responses to literary texts
- become familiar with how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions.
- understand how English varies locally and globally, and how these variations relate to identity and cultural diversity.
- use a dictionary effectively for sense, usage, derivatives, pronunciation, etymology thus enriching their appreciation of the language and expanding vocabulary
- use the library, internet and other available resources effectively for research and thus develop their research skills in the form of projects and presentations.

**THE LEARNER PROFILE:**

In keeping with the philosophy of the IBDP we develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Our students strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

THE SYLLABUS CONTENT

PRESCRIBED TEXTS:

1. New Oxford English 2
2. Swami And Friends
3. Stories Then And Now
4. The Oxford Treasury Of Classic Poems
5.
NEW OXFORD ENGLISH 2

MODULE 1 - NARRATIVE
Diaries and Journals
1. Zlata’s Diary
2. A Life Exposed
3. Developing Character

Setting the Scene
1. Fireweed
2. Under Milk Wood
3. Google Eyes

Horror!
1. Dollmaker
2. The Call

MODULE 2 – POETRY
Poem as Story
1. Limericks
2. Ballads

Poem as Picture
1. Metaphor
2. Personification
3. Riddles

Poem as Shape
1. Shaping Poems
2. Verse Pictures

Poem as Sound
1. Rhythm in Poetry
2. Onomatopoeia
3. Sound Echoes Sense
4. Alliteration

MODULE 3 – NON-FICTION
Giving Information
1. Making News 1 & 2
Magazines
1. What Makes a Magazine?
2. Women’s Magazines
3. A New Magazine
4. Magazines Past And Present

Media Texts
1. Image Making
2. Advertising Past And Present

Travel Writing
1. Brochure or Travelogue?
2. The Ends of the Earth

MODULE 4 – DRAMA
Plays and the Gods
1. Stories from Ancient Greece
2. The Murder of Agamemnon
3. The Greek Theatre
4. Oedipus and the Circle of Fate

Plays and the Bible
1. Judas and the Great Betrayal
2. Judas and the Mystery Plays
3. Mystery and Morality Plays
4. Changing the Audience

Plays and History
1. Writing about ‘Real’ Setting & People
2. Shakespeare’s Sources and Theatre

Language Study
1. Middle English-The Canterbury Tales

SWAMI AND FRIENDS

Chapters 1 to 19

STORIES THEN AND NOW

1. Lamb to the Slaughter
2. The Whole Town’s Sleeping
3. The Landlady
4. The Speckled Band

GRAMMAR to 14

1. Nouns
2. Pronouns
3. Verbs
4. Direct & Indirect Speech
5. Punctuation (Full Section)
6. Topic Sentences & Linking Paragraphs
7. Adjectives
8. Adverbs
9. Conjunctions
10. Prepositions
11. Prefixes
12. Suffixes
13. Active & Passive Voice
14. Tenses

THE OXFORD TREASURY OF CLASSIC POEMS (add more if required)

1. The Wild Swans At Coole – Yeats
2. Song – Rossetti
3. Leisure – Davies
4. The Way Through the Woods – Kipling
5. Lochinvar – Scott

WRITING TASKS AND GUIDELINES
DIRECTED WRITING:

- Students must read and understand the question carefully and highlight what they are required to do. They must then select **information that is relevant for particular task**.

- A specific time frame is allocated for this question and it is expected that the students will plan their essay and organize their thoughts (including what to write and how to elaborate points).

- Students are required to collect their material for the writing task from the text provided and use all the points given. It is advisable to cross out the points that have been used to be sure none is left out.

- Elaborate on the points given. A crucial aspect of this paper is language and the student’s ability to write can only be tested if sufficient language is provided for the examiner to gauge linguistic ability.

- Students are advised to not waste precious time by including points of their own unless they have been specifically asked to do so. Extra marks are not allotted for points not asked for.

- A variety of sentence structures should be used so that the essay is not dull and monotonous.

- A writing style must be adopted to suit the audience and purpose (that is, to adopt a formal or informal, persuasive or informative manner, assuming an audience that may be young or old, sympathetic or hostile, ignorant or knowledgeable etc.).

- An introduction and conclusion must be included and paragraphs well organised.

- A thorough knowledge of the format for different text types is expected (notes, summaries, letters, speeches, articles, leaflets, reports etc.).

- Students are expected to have read through what they have written and make amendments where necessary by rectifying grammatical, spelling and punctuation errors.

**TASKS:**

i. Diary Entry
ii. Formal and Informal letters
iii. Articles
iv. Reports
v. Travelogues
vi. Essays – narrative and descriptive
vii. Comprehension of unseen passages – with focus on context, sub-text and how punctuation, diction and figurative language contribute to meaning.
CREATIVE WRITING:

✓ Students must read and understand the question carefully and highlight what they are required to do. They must then select information that is relevant for particular task.

✓ A specific time frame is allocated for this question and it is expected that the student will plan his/her essay and organise their thoughts (including what to write and how to elaborate points).

✓ Students are advised and encouraged to use the question as a starting point and to include as many points of their own as possible.

✓ Since material for the writing task is not provided to the student it is expected that the student use his/her imagination and learn to think on their feet so detailed planning of the task becomes critical.

✓ All the points planned must be elaborated upon. A crucial aspect of this paper is language and the student’s ability to write can only be tested if sufficient language is provided for the examiner to gauge linguistic ability.

✓ Originality of thought, a feeling for words and the use of a variety of sentence structures will ensure that the essay is not dull and monotonous.

✓ A written style must be adopted to audience and purpose (that is, to adopt a formal or informal, persuasive or informative manner, assuming an audience that may be young or old, sympathetic or hostile, ignorant or knowledgeable etc.).

✓ An introduction and conclusion must be included and paragraphs well organised.

✓ A thorough knowledge of the format for different text types is expected (notes, summaries, letters, speeches, articles, leaflets, reports etc.).

✓ Students are expected to have read through what they have written and make amendments where necessary by rectifying grammatical, spelling and punctuation errors.

TASKS:

i. Descriptive Paragraphs
ii. Limericks
iii. Scripting a Play
iv. Story Writing

ASSESSMENT:

✓ Internal assessments include seven formative assessments and five summative assessments. Three formative and two summative assessments are conducted in Term I. Four formative and three summative assessments are conducted in Term II. There is an examination at the end of each term – in December and June respectively.
The duration of the assessments is one class period and the maximum mark is 20. The duration of the examination in the terminal examinations is two hours and the maximum mark is 80.

The formative assessments will test listening, speaking, reading and writing skills.

The summative assessment includes objective, short answer and structured questions.

The question paper is designed to test the students’ understanding of the concepts included in the curriculum.

**RESOURCES**

- Text books
- Reference books, magazines, newspapers, leaflets etc – from the library
- Internet
- Audio books
- Audio visual
- Dictionary

**READING LIST: (Please review this)**

**Term I**

- **London, J.** *White Fang*
- **Horowitz, Anthony** *Stormbreaker*
- **Betjeman-Hunter Trials** (from *The Oxford Treasury Of Classic Poems*)
- **Byron** - The Destruction of Sennacherib (from *The Oxford Treasury Of Classic Poems*)

**Term II**

- **Doyle, Sir Arthur Conan** *The Sign of the Four*
- **Riordan, Rick** *The Lightning Thief*
- **Walter De La Mare** - The Listeners (from *The Oxford Treasury Of Classic Poems*)
- **Burns** - My Heart’s in the Highlands (from *The Oxford Treasury Of Classic Poems*)

**RESEARCH DOCUMENT**

[Guidelines on how to acknowledge sources and websites for online research]

While using other sources, students need to keep in mind the following:

1. **Ensure that there is academic honesty in all the work done.**

2. **Underline** or **italicize** or **use inverted commas** while making a reference to the title of a book.

3. **Cite books in this manner in the bibliography:**


4. **Cite websites in this manner in the bibliography:**
5. Follow the pattern given below to footnote a printed text:


6. Follow the pattern given below to footnote a website:

   www.oxforddictionaries.com/, 10.08.10, 08:46 am

7. Leave a line between paragraphs. Do not indent.

8. Do not number the list of books in the Bibliography.

9. Use double inverted commas for quotes and make sure that they are well integrated.
MIDDLE SCHOOL CURRICULUM
2012-2013

SUBJECT: HISTORY & GAP
GRADE: VII
The history curriculum for Grade 7 has been devised in a way that will help students develop historical awareness about the importance of history. The teaching of history helps students explain the present, to analyze it and trace its course. The cause-and-effect relationship between the past and the present is important in history. History thus helps us to understand present day problems both at national and international levels.

Besides the prescribed Curriculum, the school promotes awareness of the contemporary world around us through the Global Awareness Programme (GAP). It is a well formulated, specially designed programme, that deals with personality profiles, global updates on past and current events, and interesting facts about countries in the world. Every week a lesson is devoted to current affairs and general knowledge. This programme is taught in our school at two levels—Basic and Advanced levels.

AIMS:

Learning of history creates an interest as well as a love for historical figures, characters, events and facts which are necessary for solving present problems effectively. History trains memory, reasoning, practices and the presentation of facts systematically and successfully.

Learning history enables pupils to achieve various instructional objectives such as:

- The students acquire knowledge of various terms, concepts, events, personalities and principles related to the study of history.
- The students develop understanding of terms, facts, events, etc. related to the study of history.
- The students develop the ability of critical and logical thinking.
• The students develop the practical skills necessary for the study and understanding of historical events.

• The students develop interests in the study of history and activities relating to history.

GENERAL LEARNING OUTCOME:

• To develop reasoning and critical thinking about the early established civilizations.

• To provide opportunities for independent research and analysis.

• To understand, analyze, and evaluate events leading to the emergence of new religions.

• To develop awareness among the students that human attitudes and opinions are widely diverse.

• To prepare students for discussions about international and global issues and events.

• To build awareness that human attitude, beliefs, and behavior can both be universal and diverse, depending upon cultural settings.

SYLLABUS OUTLINE

1. History of the Fertile Crescent

   This chapter deals with the World’s oldest civilizations in the region of Mesopotamia, part of a larger area known as the Fertile Crescent.

2. Judaism and Christianity

   This chapter is about the origins and spread of two major world religions—Judaism and Christianity.

3. History of the Islamic World

   The chapter focuses on the origins of Islam, its spread and the cultural achievements of the Muslim empires.

4. Eastern Mediterranean
This chapter deals with the history, government, economy and culture of the Eastern Mediterranean region –Turkey, Israel, Syria, Lebanon and Jordan.

5. The Arabian Peninsula, Iraq and Iran

The chapter speaks about the history, culture, and rich oil resources of the Arabian Peninsula, Iran and Iraq.

6. Africa

This chapter focuses on the history and culture of West, Central and Southern Africa

ASSESSMENT:

- Every topic in the curriculum is tested.
- The assessment includes a variety of questions.
- Students will have to maintain a scrap book which will be assessed from time to time.
- The question paper is designed to test students’ understanding and knowledge included in the curriculum.

a) Summative assessment will include unit tests and term tests. The papers will include short answers, detailed answers, map and source work. The question paper is designed to test students’ understanding and knowledge, thinking and analytical skills included in the curriculum.

b) Formative Assessment will include construction of models, oral presentations and preparation of charts that will stimulate creative thinking. Students will have to maintain a scrap book which will be assessed from time to time.

RESOURCE AND REFERENCE BOOK:

1. South West and Central Asia (Holt Social Studies) by Christopher L. Salter

2. Africa (Holt Social Studies) by Christopher L. Salter

3. Internet: online web site – activeschoolhistory, wikipedia, Google etc.
GLOBAL AWARENESS PROGRAMME

CURRICULUM CONTENT:

Since the programme is structured in the form of a monthly magazine, the curriculum content may differ from month to month.

1. Pick of the month - A current event of considerable significance will be picked and this will be discussed with students.

2. Gap Profiles - Profile of an eminent Personality in different fields will be discussed in detail.

3. Global update - The students will be informed about the latest global events.

4. Gappenings - Key past events

5. Discover India - Facts about India.

6. There are other interesting topics such as:
   - Amazing Firsts
   - Country watch
   - Politics
   - History
   - Culture
   - Science and Technology
   - Sports
   - Art and Entertainment
   - Word Origin
   - Born this Month and Monthly Quiz
7. The students will research on some of the pre-released topics and answer a data response test.

REFERENCE: Gaptopedia, a monthly magazine of GAP, Newspapers.
MIDDLE SCHOOL CURRICULUM
2012-2013

SUBJECT: GEOGRAPHY
GRADE: VII
INTRODUCTION:

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interaction between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. The grade 7 Geography curriculum is a structured and comprehensive syllabus that will introduce the students to physical and environmental geography, and also provide them an understanding of the economic activities of man. It lays emphasis on world issues such as global warming and energy usage. It stresses essential geographical skills such as map reading, use of graphs in the analysis and interpretation of data.

AIMS

- To develop the skills of map reading.
- To train the pupils in nature study.
- To enable the pupils to appreciate natural beauty and other physical forces.
- To help the pupils to acquire knowledge of their physical and social environment and thus to broaden their outlook.
- To enable the pupils to acquire a knowledge of natural resources.
- To acquaint the pupils with the living conditions of men in different parts of the globe.

GENERAL LEARNING OUTCOMES

- Students develop the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the activities of man in relation to the environment.
- Students develop a concern for human welfare and the quality of the environment and an understanding of the need for planning and sustainable management.
- Students appreciate the relevance of geography in analyzing contemporary issues and challenges, and develop a global perspective of diversity and change.
SYLLABUS OUTLINE: GEOGRAPHY

1. GEOGRAPHICAL SKILLS

- Graphs- Line, bar, pie, scatter and triangular.

  ❖ **Learning Outcomes:**
  1. Students recognize the importance of geography and appreciate its real-life applications.
  2. Students will draw graphs suitable to a range of data.

2. WEATHERING, RIVERS AND COASTS

- Weathering and erosion processes.
- Erosion and depositional features of rivers.
- Erosion and depositional features of coasts.
- Coastal erosion.
- Coral reefs – formation, types.

  ❖ **Learning Outcomes:**
  1. Students will identify the processes of weathering in fluvial and coastal areas. They will associate them with the resultant landform features.
  2. Students will describe and evaluate the different techniques of controlling coastal erosion.
  3. Students will relate their knowledge about coral reefs to examine the problems encountered by these ecosystems using a case study.

3. FARMING

- Types of agriculture- case studies.
- Green Revolution.

  ❖ **Learning Outcomes:**
  1. Students will compare and contrast between the different types of agriculture and relate them to various parts of the world.
  2. Students will evaluate the effects of the Green Revolution.

4. INDUSTRY

- Classification of industry.
- Location factors of an industry.
- Case Studies.
Learning Outcomes:
1. Students will study the factors determining the location of industries.
2. Students will relate their knowledge of the location factors in the growth of specific industries.

5. POPULATION

- Distribution of population.
- The Demographic Transition model.
- Population structure.
- Migration – types, effects.

Learning Outcomes:
1. Students will be able to relate a country’s population growth in terms of the Demographic Transition model.
2. Students will critically evaluate the effects of migration on a country’s population, using a case study.

6. WORLD ISSUES

- Global Warming – causes, effects.
- Change in energy usage.
- Water and food problems.
- Poverty- causes and reduction.

Learning Outcomes:
1. Students will realize the importance of conserving natural resources.
2. Students will list the causes and effects of global warming.
3. Students will understand the reasons for water and food shortages.
4. Evaluate the schemes taken up for poverty reduction.

7. RESOURCES AND THE ENVIRONMENT

- Environmental problems.
- Wildlife protection.
- Industry and pollution.
- Conservation of resources.

Learning Outcomes:
1. Students will study about different techniques of resource conservation.
2. Students will be aware of the endangered and extinct animal species.
3. Students will evaluate the importance of renewable energy sources.
ASSESSMENT

- **FORMATIVE**: Students will be assessed based on map skills, graphs, interpretation of aerial photographs, oral presentations, projects, debates, quiz and case studies.

- **SUMMATIVE**: There will be three summative assessments, one conducted in term one and two in term two. Every topic in the curriculum will be tested. ’Students’ assessment will be based on their knowledge, understanding and skills, which includes short answers, brief answers, maps, and diagrams.

REFERENCE BOOK/ INTERNET:

1. New Key Geography – Connections by David Waugh and Tony Bushell.
2. IGCSE geography- Paul Guinness and Garrett Nagle.
5. Topographic mapping skills – Grant Kleeman.
7. [http://www.geography-site.co.uk/pages/physical.html](http://www.geography-site.co.uk/pages/physical.html)
10. [http://maps.google.co.in/](http://maps.google.co.in/)
SUBJECT: HINDI

GRADE: VII
Introduction
This course has been tailored to develop the Hindi linguistic skills of those who plan to take up Hindi as a second language in IGCSE. The course concentrates mainly on all the four language skills namely: speaking, listening, reading and writing. A number of activities which are a part of the course help the students in developing the skills. Debates, documentary films, role plays, reading comprehension and writing are some examples of the activities included in the course.

Aims/ Objectives:
The main emphasis is on language acquisition and its usage in practical situations. Equal importance is given to the cultural exposure of the countries where Hindi is spoken, along with the regular development of the four main following linguistic skills:

Listening: The learners will be able to:
- understand the gist and some details of conversational exchanges and presentations;
- understand some colloquial language in a social context.

Speaking: The learners will be able to:
- engage in general conversation;
- give factual information and respond appropriately in a spontaneous discussion on a chosen topic;
- use some colloquial language;
- deal with various situations based on day to day life in the form of ‘Role plays’.
- interpret documentaries, excerpts from movies and songs to the target language and vice versa.

Reading: The learners will be able to:
- understand the main idea and some details of the information given in texts;
- skim and extract information from texts, including visual materials (such as charts and graphics);
- analyze texts;
- distinguish between key points and supporting details in texts.

Writing: The learners will be able to:
- convey straightforward information clearly;
- convey some straightforward concepts clearly;
- organize key points into a basic overall plan;
- provide some supporting details for the key points;
- express personal opinion competently;
- produce longer and structured pieces of writing such as emails, letters and essays.
- translate a variety of texts to the target language and vice versa.

Learning outcome
At the end of the course, the students should be able to:
- express themselves in written and spoken Hindi at an intermediate level;
- comprehend reading and audio materials at an intermediate level;
- learn to appreciate the culture of Hindi speaking countries;
- develop skills in giving personal opinions and asking questions.
**Assessments**

Internal assessments include 4-7 formative assessments and two summative assessments. Minimum two formative assessments and one summative assessment are conducted in each Term. There is an examination at the end of each term – in December and June respectively.

The duration of the summative assessments is 40 minutes and the maximum marks is 25. The duration of the examination in the terminal examinations is 1 hour 30 minutes and the maximum mark is 60.

The assessments will test listening, speaking, reading and writing skills. The end of term exam includes the testing of these skills as per the IGCSE pattern. The question paper is designed to test the students’ understanding of the concepts covered in the curriculum.

**Syllabus for the academic year 2015 – 2016**

- Customs and traditions
- Global issues
- Communication and media
- Science and technology
- Health
- Leisure

**Text and Resources list:**

1. Madhbaun Saral Hindi Pathamala (Text-cum-workbook) 6
2. Bhasha Vyavahar Vyaakaran 6
3. Collins Gem English-Hindi dictionary

**Resources**

Text books
Reference books, magazines, newspaper etc. – from the library.
Internet
Audio books
Audio visual
MIDDLE SCHOOL CURRICULUM
2015-2016

SUBJECT: MANDARIN-CHINESE

GRADE: VII
Introduction
The three year Middle Year Chinese curriculum has been planned to prepare students in an intensive manner to enter the IGCSE Chinese language programme. The grade 7 Mandarin-Chinese syllabus, in specific, is aimed at students with one year of prior knowledge in Mandarin-Chinese. The syllabus would build on their acquired knowledge of Mandarin-Chinese to further progress their expression in oral and written communication, as well as develop listening and reading comprehension skills.

Aims/ Objectives:
The main emphasis is on language acquisition and its usage in practical situations. Equal importance is given to the cultural exposure of the countries where Mandarin-Chinese is spoken, along with the regular development of the four main following linguistic skills:

Listening: The learners will be able to:
- understand the gist and some details of conversational exchanges and presentations;
- understand some colloquial language in a social context.

Speaking: The learners will be able to:
- engage in general conversation;
- give factual information and respond appropriately in a spontaneous discussion on a chosen topic;
- use some colloquial language;
- deal with various situations based on day to day life in the form of ‘Role plays’.

Reading: The learners will be able to:
- understand the main idea and some details of the information given in texts;
- skim and extract information from texts, including visual materials (such as charts and graphics);
- analyze texts;
- distinguish between key points and supporting details in texts.

Writing: The learners will be able to:
- convey straightforward information clearly;
- convey some straightforward concepts clearly;
- organize key points into a basic overall plan;
- provide some supporting details for the key points;
- express personal opinion competently;
- produce longer and structured pieces of writing such as emails, letters and essays.

Learning outcome
At the end of the course, the students should be able to:
- express themselves in written and spoken Mandarin Chinese at an intermediate level;
- comprehend reading and audio materials at an intermediate level;
- learn to appreciate the culture of Mandarin-Chinese speaking countries;
- develop skills in giving personal opinions and asking questions.
## Syllabus for the academic year 2015 - 2016

**TEXTBOOK – GO! CHINESE300**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My Family</td>
<td>Learn to express family structure</td>
</tr>
<tr>
<td>2</td>
<td>School Activities</td>
<td>Learn to say the extracurricular activities</td>
</tr>
<tr>
<td>3</td>
<td>Try Your Best</td>
<td>Learn to express learning attitude and result</td>
</tr>
<tr>
<td>4</td>
<td>I Am Sick</td>
<td>Learn to describe illness</td>
</tr>
<tr>
<td>5</td>
<td>Where Is Your Home?</td>
<td>Learn to describe geography and directions</td>
</tr>
<tr>
<td>6</td>
<td>My Moods</td>
<td>Learn to describe your moods</td>
</tr>
<tr>
<td>7</td>
<td>Watching a Ball Game</td>
<td>Learn to describe sports</td>
</tr>
<tr>
<td>8</td>
<td>My Hobbies</td>
<td>Learn to describe hobbies</td>
</tr>
<tr>
<td>9</td>
<td>Television Programs</td>
<td>Learn to discuss TV programs</td>
</tr>
<tr>
<td>10</td>
<td>The Weather Today</td>
<td>The use of 「著」 and the metaphor</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL CURRICULUM
2015-2016

SUBJECT: GERMAN

GRADE: VII
This course is taught as a continuation for students who have already studied German for one year in Grade 6. It builds on the grammatical and linguistic skills acquired in the first year.

Topics covered:

1. Holidays
2. Shopping and Food
3. After school activities
4. Health
5. Going out
6. Exchanges

Grammatical aspects covered:

Past and present tenses, irregular and regular verbs, adverbs, separable verbs

Cultural aspects covered:

Cultural elements are also taught in the course, including an introduction to Grimm’s Fairy tales, German festivals and traditions (St. Martin Laternenfest, Nikolaus, Ostern …) and German-speaking countries.

Assessment will be based on speaking, reading, listening and speaking skills throughout the year.

Skills Acquired

Basic listening, reading, writing and speaking skills acquired, along with basic grammatical and cultural knowledge.

Texts and Resources List

Text book:

Echo 2 (Publisher: Heinemann)

Echo 2 Workbook (Publisher: Heinemann)

German Grammar Guide: Sheela Mahadevan (Publisher: Goyal)
MIDDLE SCHOOL CURRICULUM
2012-2013

SUBJECT: French

GRADE: VII
**Introduction**
The MYP language curriculum for French comprising of three years will enable a student to begin learning the language in grade 6 from the basic level and reach the high intermediate level at the end of the language program in grade 8.
The grade 7 language syllabus in French is aimed at students with a minimum of one year prior knowledge of French.

**Aims/ Objectives:**
The main emphasis is on language acquisition and its usage in practical situations. Equal importance is given to the cultural exposure of the countries where French is spoken, along with the regular development of the four main following linguistic skills:

**Listening:** The learners will be able to:
- understand the gist and some details of conversational exchanges and presentations;
- understand some colloquial language in a social context.

**Speaking:** The learners will be able to:
- engage in general conversation;
- give factual information and respond appropriately in a spontaneous discussion on a chosen topic;
- use some colloquial language;
- deal with various situations based on day to day life in the form of ‘Role plays’.
- interpret documentaries, excerpts from movies and songs to the target language and vice versa.

**Reading:** The learners will be able to:
- understand the main idea and some details of the information given in texts;
- skim and extract information from texts, including visual materials (such as charts and graphics);
- analyze texts;
- distinguish between key points and supporting details in texts.

**Writing:** The learners will be able to:
- convey straightforward information clearly;
- convey some straightforward concepts clearly;
- organize key points into a basic overall plan;
- provide some supporting details for the key points;
- express personal opinion competently;
- produce longer and structured pieces of writing such as emails, letters and essays.
- translate a variety of texts to the target language and vice versa.

**Cultural exposure:** the learners will be able to:
- reinforce their knowledge by participating in educational and cultural tours
- attend various language events such as language week, other cultural activities outside school.
- describe, compare and reflect on the diversity of the target culture and their own culture.

**Learning outcome**
At the end of the course, the students should be able to:
- express themselves in written and spoken French at an intermediate level;
- comprehend reading and audio materials at an intermediate level;
- learn to appreciate the culture of French speaking countries;
- develop skills in giving personal opinions and asking questions.
**IB learner profile**

Each lesson plan will focus on developing the skills that come under the IB learner profile. At the end of each term each student will be assessed on the development of these skills under the following criteria:

- NS (needs support)
- App (Approaching)
- ACH (Achieved)

**Inquirer**

**Knowledgeable**

**Thinker**

**Communicator**

**Principled**

**Open-minded**

**Caring**

**Risk taker**

**Balanced**

**Reflective**

**Assessment** Term I 2012 -2013

<table>
<thead>
<tr>
<th>Formative Assessment (1)</th>
<th>Summative Assessment (1)</th>
<th>End of term I examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAKING</td>
<td>• READING</td>
<td>• PRE-EXAM FORMATIVE : SPEAKING</td>
</tr>
<tr>
<td></td>
<td>• LISTENING</td>
<td>• END OF TERM SUMMATIVE: LISTENING, READING AND WRITING</td>
</tr>
<tr>
<td></td>
<td>• WRITING</td>
<td></td>
</tr>
</tbody>
</table>

**Term II 2012-2013**

<table>
<thead>
<tr>
<th>Formative Assessment (2 and 3)</th>
<th>Summative Assessment (2 and 3)</th>
<th>End of term II examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAKING</td>
<td>• READING</td>
<td>• PRE-EXAM FORMATIVE : SPEAKING</td>
</tr>
<tr>
<td></td>
<td>• LISTENING</td>
<td>• END OF TERM SUMMATIVE: LISTENING, READING AND WRITING</td>
</tr>
<tr>
<td></td>
<td>• WRITING</td>
<td></td>
</tr>
</tbody>
</table>
Syllabus for the academic year 2012 - 2013

TERM I

Unit 1: En Ville (Text book, page no. 6 to 17)
Aims/Objectives - to be able to:
  • identify some French shops, know what they sell and shop for food;
  • talk about numbers, money and prices to indicate how much of something you want to buy;
  • form sentences using -er, -ir and –re ending verbs;
  • use negation such as ne…pas and ne…plus.

Unit 2: On fait des projets (Text book, page no. 18 to 33)
Aims/Objectives - to be able to:
  • discuss different countries, transport, town or region;
  • describe what you do there, what you can do;
  • obtain permission to do something;
  • read and write holiday post cards;
  • use prepositions (au, en, aux) with towns and countries;
  • form sentences using verbs voir and venir;
  • use aller+ infinitive and pouvoir+ infinitive.

Unit 3: Au college (Text book, page no. 34 to 49)
Aims/Objectives - to be able to:
  • describe your school, school day, travel to school, school routines;
  • express opinion about school subjects;
  • talk about the aspects of school life;
  • express likes and dislikes to do something;
  • use verbs dire, lire, écrire, apprendre, comprendre ;
  • use reflexive verbs ;
  • use verb vouloir.

Unit 4: En famille (Text book, page no. 50 to 65)
Aims/Objectives - to be able to:
  • introduce people;
  • talk about presents, souvenirs;
  • say good bye and thank you;
  • use perfect tense of regular verbs;
  • use expressions of time in the past;
  • use ce, cet, cette, ces.
Term II
Unit 5: Bon appétit! (Text book, page no. 66 to 81)
Aims/Objectives - to be able to:
- buy drinks, snacks and ice cream in a café;
- discuss likes and dislikes about food and drink;
- order a meal and describe a meal;
- use verb ‘boire’;
- use perfect tense of some irregular verbs;
- ask questions in perfect tense;
- use negative forms in perfect tense.

Unit 6: En Voyage (Text book, page no. 82 to 95)
Aims/Objectives - to be able to:
- talk about travel plans, by air, coach, boat;
- understand travel information, signs at a station;
- describe a recent day out;
- use present tense of verb ‘partir’;
- use the expression il faut + infinitive ;
- use perfect tense of verbs (with être).

Unit 7: Ça va? (Text book, page no. 96 to 109)
Aims/Objectives - to be able to:
- discuss clothes;
- describe people’s appearance;
- talk about parts of the body;
- say how you feel and what hurts you;
- use verb ‘mettre’ with clothing;
- use some more adjectives;
- use direct object pronouns (le, la, l’, les) ;
- use expressions using ‘avoir’;
- use imperative.

Unit 8: Rendez-vous! (Text book, page no. 110 to 119)
Aims/Objectives - to be able to:
- propose, accept or refuse invitations;
- buy tickets;
- discuss leisure activities;
- talk about things you have done and things to be done;
- use verb sortir ;
- use conjunctions si, quand and mais ;
- make comparisons.
MIDDLE SCHOOL CURRICULUM
2015-2016

SUBJECT: SPANISH
GRADE: VII
Introduction

This flexible, broad-ability course is the continuation of the course started in grade VI and offers a comprehensive foundation to continue at the next level. There is plenty of reinforcement and extension throughout. The course lays emphasis on pronunciation, contextual vocabulary; basic speaking through role-plays, CD-based listening activities, reading comprehension and written skills.

Curriculum Content

GRAMMAR TERM I/ TERM II:
- Demonstratives
- Expressing consequences, why / because/to/for
- Relatives, what
- More irregular verbs as querer, preferir,
- Future: verb to go + infinitive
- Adverbs here and there.
- Gerund
- Adverbs -ly
- Imperative
- Some irregularities in the gender.
- Conditional sentences.
- Direct/ indirect pronouns.

Skills Acquired

Students will learn during the TERM I/ TERM II:
- Talk about the house.
- Expressing preferences, desires, opinions and causes.
- Places in the city.
- Ask about plans.
- Describing personality and physical features.
- Present continuous.
- Moods.
- Body parts.
- Frequency
- Giving advices.
- Proposing plans, accept and reject them.
- Giving direction instructions.

Texts and Resources List

GRADE VII Generacion3.0, A2 textbook and student’s work book (A1 and A2)
(A1 Book from chapter 5/ A2 Book from 0 to 2)

RESOURCES:
Multimedia
Movies: will be selected by the instructor
Audio visual aid - CDs; video ele; miscellaneous grammar web sites
Electronic texts: TECLA
Supplementary worksheets provided by the instructor
Assessments
GRADE VI - VIII

TERM I
FORMATIVE ASSESSMENTS: Minimum of 2 and maximum of 4 assessments
ASSESSMENTS 1
END OF TERM EXAMINATION IN DECEMBER

TERM II
FORMATIVE ASSESSMENTS: Minimum of 2 and maximum of 4 assessments
ASSESSMENTS 2
END OF TERM EXAMINATION IN MAY

Reading List
Not applicable in foreign languages in Middle years.
THE INTERNATIONAL SCHOOL BANGALORE

MIDDLE SCHOOL CURRICULUM

2012-2013

SUBJECT: PHYSICS

GRADE: VII
Grade 7 PHYSICS (Year 2012-2013)

The Physics course for grades 7 is designed to inculcate the principles of scientific research and analytical skills. It is a student centered, investigation-based course. It is aimed at getting the students ready for the challenges in the senior school.

AIMS AND OBJECTIVES:

- Generate enthusiasm and interest in physical phenomena.
- Promote independence of thinking and approach to a range of physical phenomena.
- Formalize the scientific method in approaching problems and using that method in an organized and methodical way.
- Learning by doing approach.
- To promote the analytical skills required by all students to succeed in Science at IGCSE and IB.

Students will be able to formulate research questions, identify variables, plan and carry out a systematic investigation and then process and present their findings. They will research and reflect about their experimental processes and evaluate the strengths and weaknesses. They will develop manipulative skills, interpersonal skills, speaking and listening skills and most importantly they will develop technical writing skills. The application of Science in day-to-day life is closely studied. The environmental impact of technology and also its ethical implication is discussed. Students are encouraged to think and implement solutions to some of the issues.

LEARNING OUTCOME

The aim of the Physics course is to develop internationally-minded citizens who recognize their social responsibilities. Students are encouraged to inquire, think and communicate their learning in terms of written work and oral presentations. They learn to be caring towards the planet and to think beyond curriculum. They are encouraged to reflect upon the investigations and research they carry out. Academic honesty is stressed in all the learning activities.

Physics lessons will include a lot of experimentation which will include identifying research questions and then following through the full scientific process of experimental design, data collection/analysis and presentation. Students are encouraged to conclude the experiment and evaluate the set up. To supplement the investigations, background research will be carried out by the student. A varied range of classroom activities will be used including videos, animations, simulations and work with interactive whiteboards.

Students will also do non-quantitative research where they will find information not only from the internet but from books, encyclopedia and their own observations. They will be expected to process this information and make links and interpretations. These findings will be presented in the form of a written report or a presentation to the whole class.

Students will be given textbooks. These will be supplemented with resources compiled by the teacher. The resource material and text is to enhance the learning process. Students are not expected to memorize the resource materials.

However, the majority of the course involves investigations done by the students and their findings/notes from the laboratory equipment and various other printed resources.
ASSESSMENTS/SKILLS:

Formative assessments:
Written reports of lab work, presentations, and a notebook of fieldwork/labs/demonstrations will be a part of the formative assessment throughout the term. Students are encouraged to think beyond the books and to apply the concepts of Physics in day-to-day life and contemporary issues related to the subject will be taken up for class discussions. These will be assessed under the component of Applied Science.

Summative Assessments include standard paper-pencil tests, practical examinations and end of term examinations that are linked to their investigations and research projects.

Syllabus Outline:

Grade 7

Topic 1: Measurements
Using vernier caliper and screw gauge, Measuring density of a light – weight object

Topic 2: Forces and Motion
On the move, motion graphs, Thrills and spills, Forces in action, Force, Mass and acceleration, Weight and buoyancy, Balanced forces, Speed and safety, action-reaction, turning effect, pressure

Topic 3: Waves and Light
Rays of light, Flat mirrors, Bending light, Internal reflections, Waves, Ripples of water and light, Sending signals, Sound waves, Speed of sound, Noise and vibration, Ultrasound and Seismic Waves

Topic 4: Heat
Thermal Conduction, Convection, Radiation

Topic 5: Atoms and Nuclei
Inside atoms, Models of atom, Nuclear Radiation, Using Radioactivity

RESOURCE BOOK:

New Coordinated Science 3rd Edition Physics - Stephen Pople
LABORATORY DOCUMENT

In the course of the studying Physics in Grade 7, the students will be actively engaged in conducting various investigations towards furthering their understanding and interest in the subject. The students will be practising the scientific method in order to attain the appropriate practical skills and to understand the procedures involved in conducting effective experiments. The students are encouraged in the application of the theory learnt to practical and everyday life situations. By actually doing and experiencing Physics, students develop their critical thinking skills as well as discover scientific concepts leading to an enhanced appreciation of the multi-faceted scientific world. This provides an excellent foundation for advanced study in pure sciences, in applied science or in science-dependent vocational courses.

SKILLS DEVELOPED THROUGH THE CONDUCTION OF PRACTICAL WORK

1. **Manipulative Skills**: This involves
   (a) following instructions accurately from a handout or as explained by the teacher.
   (b) adapting to new circumstances (seeking assistance when required).
   (c) competent use of the equipments for the conduction of the experiment.
   (d) paying attention to the safety issues.

2. **Observation & Data Recording Skills**: This involves accurate measuring and accurate recording of results of the experiment.

3. **Analytical Skills**: This involves manipulating and analyzing the recorded data.

4. **Data Interpretation Skills**: This involves interpreting the analyzed data and drawing reasonable conclusions.

5. **Evaluation Skills**: This involves evaluating the strengths and weaknesses in the procedure used for experimentation and suggesting improvements in the same.

6. **Interpersonal Skills**: This involves communicating and interacting with rest of the students in the group. He/She will learn to recognize and acknowledge the contribution of others in the team and to integrate their views along with his/her own. It will help in developing the attitude of a team-player in the student.

GUIDELINES FOR THE RECORDING OF THE LAB WORK

- Each student should keep a record of her/his practical work in the interleaves note book provided to them, which will be common for both theory and practical. Legibility, correct use of symbols and terminology, neatness and clarity of presentation should be emphasized.

- Diagrams should be drawn with HB pencil. This can be a clearly labeled diagram of the setup or the equipments/apparatus used by the students in the lab.

- The lab report should include the following:
  - **Title**: The title should be specific and scientific.
  - **Aim/Research Question**: The aim/research question should be clearly stated.
  - **Materials Required**: All the materials used for the conduction of the experiment should be listed.
  - **Procedure**: A brief account of the procedure followed for experimentation should be given in a step-by-step format. Passive voice should be used in detailing the procedure.
  - **Observations & Presentation of the Data**: The observations must be recorded in a proper data table with clearly labeled rows and columns. The units of the quantities measured should be written in the column heading.
The data can be represented by using a graph. The graph should have a descriptive title. The graph should be plotted with the independent variable along the X-axis and the dependent variable along the Y-axis. The data points should be clearly marked on the graph and the points should be joined with a smooth line.

- **Conclusion/Result**: The result of the experiment should be clearly stated. Also, the sources of error in the experiment must be mentioned.

- **Reference**: The reference book used should be given as a footnote in the proper format. (Name of the Author, Name of the Book, Publication, Year of Publication, Page Number)

### Assessment

**Formative assessments:**
The students will be assessed on written reports of lab work, presentations, and a notebook of fieldwork/labs/demonstrations and the same will be a part of the formative assessment throughout the term. Students are encouraged to think beyond the books and to apply the concepts of Physics in day-to-day life and contemporary issues related to the subject will be taken up for class discussions. These will be assessed under the component of Applied Science.

**Guidelines for General Conduct and Safety Measures in the laboratory**

Lab safety is everyone’s responsibility. Here are some safety rules that should be adhered to by the students in the Physics laboratory.

- The Physics laboratory is to be used for serious work. Horseplay, practical jokes, and pranks are dangerous and prohibited. Always follow your teacher’s instructions.

- Study your lab assignment carefully before starting the lab. If you are in doubt about any procedure, ask your teacher for help. Pay particular attention to any cautions.

- Set up and use the prescribed apparatus as directed in the laboratory instructions or by your teacher.

- Experiments must be personally monitored at all times. You will be assigned a laboratory station at which to work. Do not wander around the room, distract other students, or interfere with the laboratory experiments of others.

- **DO NOT** perform unauthorized experiments or use materials and equipment in a manner for which they were not intended. Use only materials and equipment listed in the activity equipment list or authorized by your teacher. Steps in a procedure should only be performed as described in the textbook or lab manual or approved by your teacher.

- Notify the teacher immediately in case of accident or injury, no matter how minor. Report any incorrect procedure. Report any equipment that you suspect is malfunctioning.

- Tie back long hair to prevent injury. Long hair could catch on fire around an open flame, could block your view or the view of your lab partner, or could become caught in the equipment.

- Keep the work area and the floor around you clean, dry, and free of clutter. Keep the workstation free of non-essential materials.
Be careful when working with apparatus that may be hot. Exercise extreme caution when using a gas burner. Take care that hair, clothing and hands are a safe distance from the flame at all times. Do not put any substance into the flame unless specifically instructed to do so. Never reach over an exposed flame. Light gas (or alcohol) burners only as instructed by the teacher.

Never leave a lit burner unattended. Never leave anything that is being heated or is visibly reacting unattended. Always turn the burner or hot plate off when not in use.

Heated metals and glass remain very hot for a long time. They should be set aside to cool and picked up with caution.

Be careful when operating electrical equipment. When removing an electrical plug from its socket, grasp the plug and not the electrical cord. Hands must be completely dry before touching an electrical switch, plug or outlet.

Use electrical equipment only under the supervision of your teacher. Report any damaged electrical equipment immediately.

If a thermometer breaks, notify the teacher immediately. Do not heat glassware that is broken, chipped, or cracked. Use tongs or a hot mitt to handle heated glassware and other equipment that may be hot.

Food, beverages, and chewing gum are NEVER permitted in the laboratory.

Clean and dry your lab work area at the close of the lab period. Return all equipment and materials to the proper place.

Know what to do if there is a fire drill during the laboratory period; containers must be closed, gas valves turned off and any electrical equipments turned off.

**List of some suitable labs planned for Grade 7**

1. Finding the thickness of stationery materials with Vernier Calipers and Screw Gauge.
2. Finding the density of metal block.
3. Finding the density of thermocol.
4. Measuring the time taken by a student to walk a particular distance and hence finding the average speed of the student.
5. Finding the time taken to slide a metallic block down a ramp and hence finding the average speed with which the block slides down the ramp.
7. Finding the force needed to lift a block with pulley.
8. Finding the upthrust acting on a body in water.
9. Understanding the relationship between stopping distance and speed of the body.
10. Measuring the static frictional force between different types of surfaces in contact.
11. Finding the centre of gravity of a lamina.
12. Finding the moment of a force using a metre rule and slotted weights.
13. Ray diagram of the image formation in a plane mirror.
14. Refraction of light through a glass block (Ray Box Method)
15. Measuring the Speed of sound using echo method
16. Classifying thermal conductors and thermal insulators from the given samples.
17. Finding the time taken for the wax-fixed pins to fall from rods of different materials when the rods are heated.
18. Measuring the temperature of black and white bricks/sheet and hence to understand the difference in their absorptivity.
19. Studying the rate of cooling of hot water in shiny and black test tubes.
20. Study of Radioactive decay( using Dice)
THE INTERNATIONAL SCHOOL BANGALORE

MIDDLE SCHOOL CURRICULUM

2012-2013

SUBJECT: CHEMISTRY

GRADE : VII
INTRODUCTION

The syllabus of Grade 7 is designed in such a way that the students broaden their understanding of the topics learnt in Grade 6. They are also made aware of the relevance of chemistry and its impact on the environment.

AIMS

- To acquire sufficient understanding and knowledge of core concepts in Chemistry so as to be suitably prepared for the IGCSE course.
- To develop abilities and skills that are relevant to the study and practice of Chemistry.
- To cultivate enquiry and initiative that will help not just in the study of Chemistry but also in developing a greater appreciation for Science.
- To stimulate interest in the environment.
- To promote the awareness and importance of group work in scientific investigations.
- To develop skills that encourage safe and efficient practice.

OBJECTIVES

During the course of the year the following assessment objectives will be sought to be attained:

- Knowledge and understanding of scientific phenomena, laws, definitions, facts and theories.
- Knowledge and understanding of scientific vocabulary, terminology, symbols, quantities and units.
- Knowledge and understanding of scientific instruments and apparatus, including techniques of operation and safety.
- Ability to translate information from one form to another (e.g. words to symbols and vice versa).
- Ability to present reasoned explanations for phenomena, patterns and relationships.
- Ability to solve problems and to interpret and evaluate experimental observations and data.
- Ability to use apparatus, techniques and materials.
LEARNING OUTCOMES

The curriculum for grades 7 have been designed to provide a smooth transition into the grade 8 curriculum and the IGCSE curriculum. The students develop an analytical frame of mind and understand the scientific reasons to support their observation. Hands on experience in the laboratory enables them to enjoy the learning of chemistry. The lab activities develop skills in data collection and analysis of the data collected. They are able to relate and apply their learning to everyday life situations.

LEARNER PROFILE

- Knowledgeable- Students gains knowledge of the concepts taught and apply the concepts.
- Inquirers- Students develop a natural curiosity and acquire the skills necessary to conduct inquiry and research and show independence in learning.
- Thinkers- Students exercise initiative in applying thinking skills critically and creatively. They recognize and approach complex problems, and make reasoned, ethical decisions.
- Open mindedness- Students become open minded and learn to appreciate and value the findings of other individuals.
- Communicators- Students work effectively and willingly in collaboration with the others.
- Reflective- Students learn to be reflective and are able to assess and understand their own strengths and limitations in order to support their learning.

TOPICS

Atoms –deals with the structure of an atom, atomic number, mass number, isotopes, electronic configuration, valency and formula writing.

Learning outcome
- learns to draw the structure of an atom
- identifies isotopes
- understands the concept of valency and
- learns to derive valency of the elements from electronic configuration

Periodic Table- outline of the Periodic Table, based on the atomic number

Learning outcome
- identifies the position of an element in the periodic table from the electronic configuration of the element
- learns to predict the properties of elements from their position in the Periodic Table
- learns about the metal groups

Metals- properties of alkali metals and transition metals

Learning outcome
- learns to compare the reactivity of alkali metals and trends in physical properties
- learns to compare the reactivity of metals with metal solutions, oxygen, water and hydrogen
- learns about the special characteristic properties and uses of transition metals
Non-metals - Halogens -

**Learning outcome**

- learns to identify the halogens and
- understands the trends in physical properties and reactivity
- learns about some of the compounds of halogens
- understands the halogen displacement reactions

Acids and Bases reactions, properties and uses -

**Learning outcome**

- identifies acids and bases through simple tests
- identifies acidic substances, use of acids and alkalies in daily life
- learns about the reactions of acids with hydroxides, metals carbonates and metal oxides
- learns about the types of oxides

Chemical Equations -

**Learning outcome**

- using the concept of valency, learns to write molecular formula and
- apply it to represent chemical reactions in the form of simple equations
- Learns about the relative atomic mass
- Uses relative atomic masses to calculate relative formula mass

Percentage composition -

**Learning outcome**

- learns to calculate the percentage composition of different elements in a given compound
- applies the calculation to compare percentages of elements in different substances

Air and water -

**Learning outcome**

- learns about the percentage composition of air
- understands the method of measuring the percentage of oxygen in air and the method of liquefying air by fractional distillation of liquid air
- learns about hard and soft water
- understands the method of treatment of water
ASSESSMENTS

Students need to maintain an interleaf notebook to make notes of the content taught and to record the data collected during the lab sessions. Every topic in the curriculum is tested. The assessments enable students to interpret data, reason logically and develop critical, analytical and application oriented thinking. The pattern of assessments falls under two categories: formative and summative.

- Term I comprises two formative and two summative assessments.
- Term II comprises three formative and three summative assessments.
- The formative assessment includes a written test on the concepts taught, lab skills and research skills.
- Summative assessments include written tests and the end of term examination.

RESOURCES:


2. www.qldscienceteachers.tripod.com/junior/chem/acid.html

3. www.chemistry.about.com/

4. www.esf.org/conferences(pc06018

5. www.sciencespot.net/Pages/kdzchem2.html

6. www.softschools.com
MIDDLE SCHOOL CHEMISTRY LABORATORY DOCUMENT

Introduction:

Hands on learning reinforces the age old adage:

I hear and I forget

I see and I remember

I do and I understand

Laboratory studies and data analysis form the cornerstone of Chemistry. Lab work in the Middle School provides students with hands on experience. Hands-on learning involves the child in a total learning experience which enhances the child's ability to think critically. The child plans a process to test a hypothesis, puts the process into motion using various hands-on materials, sees the process to completion, and then is able to explain the attained results.

Students in a hands-on science program will remember the material better, feel a sense of accomplishment when the task is completed, and be able to transfer that experience more easily to other learning situations.

Skills: Through the Practical work conducted in the Middle School the following skills are sought to be developed:

1. Observation Skills
2. Measuring Skills
3. Background Research
4. Formulating Hypotheses
5. Experimental Design
   a) Recognizing variables (dependent and independent) b) Writing a procedure
6. Data Collection
7. Data Interpretation
8. Designing comprehensive data tables
9. Writing procedures / Instructions for an experiment
10. Graphical representation of data
11. Data Tabulation
12. Drawing of Inference
13. Predicting
14. Evaluation of experiment and stating reasons for experimental errors
15. Safety procedures
16. Drawing diagrams
17. Manipulative Skills (using equipment or apparatus for experiments)
18. Maintaining lab journals
19. Describing processes using scientific terminology
20. Creating scientific models
Assessment of labs:

Skills learnt and developed in the laboratory will be gauged and tested at two levels. Each student will be assessed in the laboratory itself based on the following:

- Carrying out a range of techniques proficiently with attention to safety,
- following a variety of instructions,
- ability to work in a team and
- approaching scientific investigations with self motivation and perseverance.

The Practical work covered in the laboratory will also be tested in the formative assessment and summative assessment. A test will also be conducted at the end of each term on all the labs done in that term.

Maintenance of laboratory work:

Students will record the labs performed in the same note books in the format given below

1. Title/ Aim:
   The title says what you did. It should be brief (aim for ten words or less) and describe the main point of the experiment or investigation.
2. Introduction / Purpose:
   Usually the Introduction is one paragraph that explains the objectives or purpose of the lab. In one sentence, state the hypothesis. Sometimes an introduction may contain background information, briefly summarize how the experiment was performed, state the findings of the experiment, and list the conclusions of the investigation. Even if you don't write a whole introduction, you need to state the purpose of the experiment, or why you did it. This would be where you state your hypothesis.
3. Materials:
   List everything needed to complete your experiment.
4. Methods:
   Describe the steps you completed during your investigation. This is your procedure. Be sufficiently detailed that anyone could read this section and duplicate your experiment. Write it as if you were giving direction for someone else to do the lab. It may be helpful to provide a Figure or diagram of your experimental setup.
5. Data:
   Numerical data obtained from your procedure is usually presented as a table. Data encompasses what you recorded when you conducted the experiment. It's just the facts, not any interpretation of what they mean.
6. Results:
Describe in words what the data means. Sometimes the Results section is combined with the Discussion (Results & Discussion).

7. Discussion or Analysis:
The Data section contains numbers. The Analysis section contains any calculations you made based on those numbers. This is where you interpret the data and determine whether or not a hypothesis was accepted. This is also where you would discuss any mistakes you might have made while conducting the investigation. You may wish to describe ways the study might have been improved.

8. Conclusions:
Most of the time the conclusion is a single paragraph that sums up what happened in the experiment, whether your hypothesis was accepted or rejected, and what this means.

9. Figures & Graphs:
Graphs and figures must both be labeled with a descriptive title. Label the axes on a graph, being sure to include units of measurement. The independent variable is on the X-axis. The dependent variable (the one you are measuring) is on the Y-axis. Be sure to refer to figures and graphs in the text of your report. The first figure is Figure 1; the second figure is Figure 2, etc.

10. References:
If your research was based on someone else's work or if you cited facts that require documentation, then you should list these references.

Safety Rules:
1. Conduct yourself in a responsible manner at all times in the laboratory.

2. Be familiar with your lab assignment before you come to the lab. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask the teacher before proceeding.

3. Never work alone. No student may work in the laboratory without an instructor present.

4. When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.

5. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.

6. Perform only those experiments authorized by the instructor. Never do anything in the laboratory that is not called for in the laboratory procedures or by your instructor. Carefully follow all instructions, both written and oral. Unauthorized experiments are prohibited.

7. Safety goggles and aprons must be worn whenever you work in the lab. Gloves should be worn whenever you use chemicals that cause skin irritation or you need to handle hot equipment.

8. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times. Bring only your laboratory instructions, worksheets, and/or reports to the work area.
10. Be alert and proceed with caution at all times in the laboratory. Notify the instructor immediately of any unsafe conditions you observe.

11. Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used only for water and those solutions designated by the instructor. Solid chemicals, metals, matches, filter paper, and all other insoluble materials are to be disposed of in the proper waste containers, not in the sink. Check the label of all waste containers twice before adding your chemical waste to the container. Cracked or broken glass should be placed in the special container for “Broken Glass.”

12. Labels and equipment instructions must be read carefully before use. Set up and use the prescribed apparatus as directed in the laboratory instructions provided by your teacher.

13. Keep hands away from your face, eyes, mouth, and body while using chemicals. Wash your hands with soap and water after performing all experiments. Clean (with detergent powder), rinse, and dry all work surfaces and equipment at the end of the experiment.

14. Experiments must be personally monitored at all times. You will be assigned a laboratory station at which to work. Do not wander around the room, distract other students, or interfere with the laboratory experiments of others.

The following are some of the suitable labs for grade VII that can be conducted:

1) Lab apparatus:
   a) Observation and uses
   b) Measurement of liquids
   c) Using a Bunsen burner
   d) Measuring the volume of a gas

2) Reactions of sodium with water

3) Physical and Chemical properties of Group I and Group VII elements.

4) To study the reactions of acids

5) To investigate the reaction between acids and bases, acids and carbonates and metals and acids

6) To investigate the pH of a range of acids and alkalis.

7) To test whether the solid has produced an alkaline solution when put into water.

8) To investigate the reaction of four different metals with acid, water

9) To investigate the reaction of metals with metal solutions

10) Testing hardness of water.
THE INTERNATIONAL SCHOOL BANGALORE

MIDDLE SCHOOL CURRICULUM
2012-2013

SUBJECT: BIOLOGY

GRADE : VII
INTRODUCTION

The biology curriculum for grade 7 envisages hands-on activity either in the lab or field (outdoors) supported by a strong open ended discussion oriented approach. This curriculum will be taught by encouraging the children to make their own observations in the field on living organisms in their natural habitat, as well as by encouraging children to conduct their own experiments under guidance by the teacher. The main resource material will be the textbook. The supplementary resource materials shall be sourced from the internet, the school library and resources available to the teacher.

Aims and objectives

- To enable the student, in a small way, to construct hypotheses on the basis of constructs chosen by him/her and to enable him/her to develop the logical skills this will help him/her to verify his/her hypotheses.

- To enable him/her to verify his/her skills in this subject, so as to examine the prospects of choosing a career option in this subject.

- To develop investigative and research based skills.

Learning outcomes

- The ability to appreciate scientific concepts and ideas in the field of biology in a global perspective will be encouraged.

- An understanding of how the bodies of living organisms function and the biochemical and physiological processes which keep them alive will be emphasized.

- Ability to compare life processes between plants and animals as well as between different animals and different plants will be emphasized so as to be able to evaluate the differences and give reasons for these differences.

- Extensive opportunity for reference work will be provided and they shall be exposed to the thoughts and investigations of great biologists who have contributed to the subject.

- They shall be exposed to TOK aspects of biological knowledge. Ample opportunity will be given to investigate TOK issues in the subject and present opinions, viewpoints and perceptions as well as to critically examine ethical issues related to global warming, human health cloning and genetic experimentation.
They will be given the opportunity to execute projects, conduct seminars and communicate their findings to peers.

Challenging and higher level problems and issues will be provided, both in the theory as well as in the investigative (laboratory) classes, so that the learner can be confronted with complex issues which involve prediction, ability to design experiments, data collection, hypothesis testing and extrapolation of data.

The opportunity to theorize, read, gather data, evaluate inferences from different sources and plenty of referencing will be provided.

Laboratory skills shall be evaluated using the following criteria: construction of hypothesis, designing experiments, data collection, data analysis, and making conclusions. In addition students will be encouraged to examine the design of experiments with a view to locating sources of error.

Curriculum Outline

Unit 1: Classification
- Observation of different specimens with the objective of learning dichotomous classification.
- Understanding of the criteria for classification.
- Appreciation of the importance of adaptations in evolution.
- Should be able to identify the important specimens available in the biology laboratory.

Unit 2: Cells
- Appreciation of the complex nature of cells.
- Understand that function of animal and plant bodies depends on cells.
- Understand the hierarchy in organization of animal and plant bodies.
- Appreciation of the need for tissues and organs in higher animals such as man.

Unit 3: Transport across cells
- Compare and contrast the way in which various systems of transport takes place and appreciate the need for each type of transport.
- Identify the parts of the cells necessary for transport and explain the nature of their effect on the movement of substances.

Unit 4: Transport and Transpiration in plants
Transport
• Appreciate the need for transport in higher plants.
• Give simple mechanisms which help in transport—transpiration, cohesion, and osmosis.
• Conduct simple investigative experiments on osmosis.
• Identify the tissues which help in transport.

Transpiration
• Understand and appreciate the impact of transpiration on plants as well as on climate.
• Explain the structure of leaves in relation to transpiration.
• Identify and state the adaptations which reduce transpiration.

Unit 5: Photosynthesis and Structure of leaf
Photosynthesis
• Should appreciate that photosynthesis is necessary for the production of food by plants and its significance to global ecology.
• Should be able to understand that photosynthesis will be reflected by the ability to evolve oxygen and produce starch.
• Should be able to define and understand simple terms related to photosynthesis.

Structure of leaf
• Should understand the various adaptations which make leaves function for the purposes they are designed for.
• Should appreciate the contribution of leaves to photosynthesis, respiration and transpiration.
• Should be able to identify the main tissues and cells in leaves.

Unit 6: Respiration
• Should be able to identify the important parts and their separate functions.
• Should appreciate the adaptations for respiration at the organ and cellular level in humans.
• Should understand the basic terms which are related to respiration and explain the mechanisms of respiration.

Unit 7: Excretion
• Should be able to identify the important mammalian excretory parts and their separate functions.
• Appreciate that excretion is important for eliminating metabolic wastes.
• Should be able to appreciate the contribution of the renal tubule to the excretory process.

Unit 8: Ecology
• Should understand the various ecosystems which make life better for living beings.
• Should learn how to conserve and protect the ecosystem, wild life and resources.
• Should be able to identify the impacts of pollution on the ecosystem and the life of organisms getting endangered.

**ASSESSMENTS**

**Objectives**

• The ability to make unbiased observations, make generalizations based on these observations, construct hypotheses, to be able to design experiments with the object of verifying these hypotheses.

• Knowledge of biological processes which will instill a sense of curiosity and critical thinking.

• The skills of communication, such as speaking and writing, essential for communicating scientific ideas.

• Written tests which will be objective, short answer as well as essay type, to strengthen competitive abilities in the field of academics.

• To test investigative skills based on the labs and activities done.

• To test application skills and awareness of new developments in the subject.

**Type of Assessment**

There will be formative and summative assessments:

**Formative assessments:**

• To test investigative skills based on the labs done.

• To test application skills and awareness of new developments in the subject.

**Summative Assessments:**

• Written assessments that will test small portions of topics done. There will be three such assessments in the course of the session.

• Two written exams in the course of the session, one at the end of each term.

**Resources:**


MIDDLE SCHOOL CURRICULUM

2012-2013

SUBJECT: COMPUTER SCIENCE

GRADE: VII
INTRODUCTION:

The syllabus of Grade 7 is designed in such a way that the students broaden their understanding in Computer Science and ICT. While the students are given a peek into the capabilities of computers in their grade 6, they are also taken to a higher level in Grade 7 where the influence of ICT in creating Public Information Systems and publishing them on web. The students are also taught the fundamentals of data models and presenting numeric data using ICT. The students will also learn to write computer programs using QBASIC.

AIMS:

- To acquire sufficient understanding and knowledge of ICT applications so as to be suitably prepared for the IGCSE course.
- To develop abilities and skills that is relevant to the study and practice of computer science technologies.
- To cultivate enquiry and initiative that will help attain capabilities and knowledge in all fields related to computer science technologies.
- To stimulate interest in the usage of correct computing environment
- To promote the awareness and importance of group work in scientific investigations.
- To develop the skills that encourages safe and efficient practice.

OBJECTIVES:

During the course of the year the following assessment objectives will be sought to be obtained.

- Knowledge and understanding of scientific phenomena, laws, definitions, facts and theories.
- Knowledge and understanding of scientific vocabulary, terminology, symbols, quantities and units.
- Knowledge and understanding of various tools and utilities including techniques of operation and security.
- Ability to translate information from one form to another.
- Ability to present reasoned explanations for phenomena, patterns and relationships.
- Ability to collect data and to interpret and evaluate experimental observations on collected data.
- Ability to use and understand technologies and utilities.
LEARNING OUTCOMES:

The curriculum in Grade 6 has been designed in such a way that the students will be able to collect data about any topic / subject, analyse the data collected and present the information in any required form using ICT. The assignments in data collection and analysis improve the analytical capability of the students and prepare them for larger requirements in IGCSE curriculum. The entire syllabus is organized in such a way that the students are able to get valuable inputs through practical learning and demonstration.

LEARNER PROFILE:

1. Knowledgeable- Students gain knowledge of the concepts taught and applies the concept.

2. Inquirers- Students develop natural curiosity and acquire the skills necessary to conduct inquiry and research and show independence in learning.

3. Thinkers- Students exercise in applying thinking skills using the knowledge from the concepts learned.

4. Open mindedness- Students become open minded and learn to appreciate and value the findings of other individuals.

5. Communicators- Students work effectively and willingly in collaboration with others.

6. Reflective- Students learn to be reflective and are able to assess and understand their own strengths and limitations in order to support their learning.

TOPICS:

1. Public Information Systems:

   - The sources of collecting data, gathering the collected data.
   - Planning and creating a simple public information system, automating and evaluating it.
   - Presentation of students’ ideas to the rest of the class.

Learning outcome:

The students get in depth knowledge of public information systems. The students are made to think about the various sources of collecting data as well as using information directly from web. Their thought process is also widened by putting their own ideas and designing their own public information system.
2. Publishing on the Web:

- Things to be considered when creating a website.
- Creating web pages using HTML, MS-Word, and FrontPage.
- Checking and publishing the website.
- Presentation of students’ website to the rest of the class.

**Learning outcome:**

The students learn to use the analytic techniques to create websites using different software. The students will learn the techniques on evaluating and publishing websites. They will also learn to create, evaluate and publish their own website.

3. Models and Presenting Numeric Data:

- Introduction to Models (representing real world objects) and presenting numeric data.
- Turning output into the input, creating models to determine break-even.
- Presentation of students’ models to the rest of the class.

**Learning outcome:**

The students get the experience of designing models to analyze and calculate various results based on numeric data. They will learn how the output of a process can be used as input for another.

4. Programming in QBASIC:

- Introduction to QBASIC.
- Writing programs using the program constructs – Sequencing, Selection (IF..THEN, IF..THEN.. ELSE), ITERATION(FOR..NEXT, DO..LOOP).
- Graphics in QBASIC.
- Presentation of students’ logic to the rest of the class.

**Learning outcome:**

The students get the experience of writing their own programs to solve problems. They will also be able to improve their analytical thinking and problem solving skills (logic). They will also be able to create their own graphics by writing codes.

**ASSESSMENTS**

Students need to maintain an interleaf notebook to make notes of the content taught and to record the data collected during the practical sessions.
Every topic in the curriculum is tested. The assessments enable students to interpret data, reason logically and develop critical, analytical and application oriented thinking.

The pattern of assessments falls under two categories: formative and summative.

- Term 1 comprises two summative and two formative assessments
- Term 2 comprises two summative and two formative assessments
- The formative assessment tests the skills in usage of various tools and utilities.
- Summative assessments include written tests and the end of the term examination.

**RESOURCES:**

MIDDLE SCHOOL CURRICULUM
2012-2013

SUBJECT: MUSIC

GRADE: VII
Introduction
Music contributes to the development of pupils and to the school curriculum by providing a powerful and distinctive form of communication and expression. Music can change the way children feel, think and act. It affects emotion and moods providing opportunity for personal expression, reflection and emotional wellbeing. It develops thinking, increasing perception, imagination, creativity and physical co-ordination: skills that can be transferred to other areas of experience and learning. Music enables children to define themselves in relation to others, their friends, social groups and to the culture in which they live. Music is an integral part of culture, past and present.

The teaching of music extends to everyday experiences, providing opportunities and links between home, school and other outside agencies. It develops the ability to focus on listening and analyse what is heard. It introduces pupils to different forms of music-making and encourages objective judgement of musical quality. Music stimulates the acquisition of the skills, attitudes and attributes needed for life such as listening skills, concentration, aural memory, presentation and teamwork. It also develops creativity, risk-taking, intuition, sensitivity, perseverance and a sense of achievement and enjoyment.

Approach to Teaching the Music
Music is taught to all pupils in Grade 7 for two periods a week. One period a week is dedicated to the development of performance skills through teaching all pupils to play a musical instrument (Guitar, Violin or Piano) in small groups with a member of the school’s instrumental music staff. The second period each week focuses on the development of general musicianship skills through the study of topics such as Jazz and Blues music, World music or periods of Western traditional music.
Aims and Objectives

- Develop pupils' listening skills to enable them to be able to describe music using correct vocabulary and voice opinions about pieces of music unfamiliar to them
- Pupils will be encouraged to develop their performance skills on an instrument of their choice within the range of instruments offered at TISB
- Have a knowledge of basic compositional techniques and structures within music
- Experience performing in public
- Have the theoretical knowledge to be able to achieve a better musical understanding

Learning Outcomes (see also IB Learner Profile for Middle School Music)
By the end of Grade 7 pupils will be able to:

- Identify the main musical periods of Western Classical Music
- Recognise and discuss, using correct musical vocabulary, the main elements in a piece of music they hear.
- Learn about film music: its structures and functions
- Learn about and compose hooks and riffs
- Understand the features and context of reggae music

- Perform in an ensemble and play simple music with up to one sharp or flat in the key
- Develop work on improvised music
- Perform in a public concert
Curriculum Content

Term 1

In term one, pupils cover work on the improvisatory nature of some music – they will develop the three main musical skills of listening, performing and composing. Pupils will also rehearse and prepare group pieces for an ensembles concert. A unit on film music also covers a significant amount of time in term 1.

Term 2

In term two, pupils cover a unit on reggae, looking at the technical features of this genre, in addition to some of the contextual issues that contributed to the development of the genre. There is another ensembles concert and a further work unit on night music.

Assessment

Pupils will be assessed as follows:

- Summative Assessment – a performance in the Middle Years ensembles concert. This will assess practical performance in addition to stage etiquette.
- Formative Assessment – will assess students’ technical and performance skills on their chosen instrument
- End of Term Assessment will be in two parts
  1. Practical assessment of performance skills
  2. Written assessment of Theory and Listening Skills
Resources, References & General Advice:

Pupils who wish to gain the highest marks in formative assessments are likely to dedicate some time each week to practising their instrument. A pupil in Grade 7 should practise for 20 minutes three times a week, outside of lesson times.

To support pupils’ development in general musicianship it would be useful to encourage students to listen and watch vocal and instrumental concerts available on the internet, or, when possible, to attend live concerts and recitals. Pupils in the middle school will study music from Western Classical music through to Popular music forms and World music.
The IBO Learner Profile for Middle School Music

Inquirers
Inquiry skills will be developed through exposure to the work of others, questioning of their own ideas and experimenting with a range of styles and genre. This will be achieved through a variety of activities and learning opportunities within the school and the learner will be encouraged to attend concerts, recitals and workshops offered at TISB.

Thinkers
They will be set questions to solve which will focus on the musical impact of their composition or recital, what composers and styles of music will be most effective in different situations.

Communicators
Learners should be able to communicate ideas and intent, through written, spoken and most importantly through musical communication. The learner will need to be able to collaborate with fellow students, teachers and musicians.

Risk-takers
Learners will need to explore new areas of music from outside of their existing musical experience and be prepared to experiment with new performance techniques and compositional ideas.

Knowledgeable
Learners will develop a breadth and depth of knowledge from their experiences in the music curriculum. They will have the knowledge to be able to choose the most appropriate types of music to suit different occasions and understand how different styles and genres of music influence a variety of different cultures.

Principled
Learners will be expected to take responsibility for their actions and will need to be self-disciplined in their preparation for lessons and performances.

Caring
Learners will need to have the emotional tolerance to deal with personal experiences, which are affected by working with other musicians and outside organisations.

Open-minded
Learners will need to develop a willingness to engage in and think about cultures, histories and traditions other than their own. They should respect other musicians’ thoughts and opinions and show openness towards new styles and musical techniques.
**Well-balanced**
As musicians they will need to learn to understand the importance of regular practice and preparation for lessons, rehearsals and performances.

**Reflective**
Musicians need to develop good skills in evaluating their work and performance skills in order to develop and enhance their musicianship.
MIDDLE SCHOOL CURRICULUM
2012-2013

Visual Art

GRADE: 7
Introduction

The Grade 7 Visual Art course has been designed to give students the opportunity to experience the visual arts from both a creative and academic perspective. The faculty believes that the skills and mental habits associated with visual art and design are obtainable by all students and are completely learnable with patience, hard work, time and practice. While natural ‘artistic talent’ is certainly helpful in some cases it is not in any way a pre-requisite for benefiting from the subject, nor for advancing towards higher level achievement in the subject.

During Grade 7 all students are required to take a one-term course that introduces the skills and principles of the visual arts that both helps them to develop artistic abilities of their own as well as understand the relationships between cultural progress and artistic progress. The course has been constructed in consideration of both the English National Curriculum for Art and Design as well as the US National Standards for the Arts, which aims to ensure that all the major dimensions of Arts Education (Creating works of art, Developing specific skills, Considering the cultural/historical perspectives, and developing Critical feedback skills) are included.

Approach to Teaching

The teaching approaches employed in the Grade 7 art course will be consistent with the general approach used for all Middle Years teaching in art. Lectures and teacher demonstrations will form one part of facilitation, but independent studio work by students will be the core learning experience used to generate skills and understanding in the classroom. Visual diagrams and permanent displays around the class room will also be available for every lesson and their presence and availability will be considered an instrumental tool in reinforcing skills and understanding, as well as an assistance device for students who gravitate towards other learning styles.
Aims and Objectives

Poster design, logo design, and text-to-image relationships will be explored and examined. In addition to looking at the picture plane from a structural perspective, students will also be looking at how symbols communicate and the ways that visual devices are manipulated so that mass audiences can be reached, as in advertising and product design. The Grade 7 art course will specifically prepare students for the type of visual arts problem solving they will be likely to encounter in an IGCSE Visual Art class if they elect to take it in the 9th grade. Skills and understanding will be reinforced through drawing, painting and design, as well as clay and ceramic activities.

Learning Outcomes

The TISB Grade 7 art program seeks to produce students who have:

- Skilfully demonstrate the planning and preparation of a work of art or design. They should be able to use a variety of sketching techniques as well as peer feedback to make effective and practical decisions about the production of their class work.

- Demonstrate a broad knowledge of the visual elements introduced (line, shape, colour, etc.) and how to use them effectively in a completed artwork, exhibiting some ownership over how they can be manipulated, underplayed, or exaggerated to best meet the expressive needs of their users.

- Presented effective understanding of the communicative abilities of art, and how to recognize them and assess their effectiveness expressed articulately both verbally and in writing.

- Demonstrated broad knowledge of some of the relationships between works of art and the cultural and/or historical conditions from which they came.

Curriculum Content

- ‘The Patterned Landscape’ Standards: Creating and Communicating Skills and Methods
  Objectives: Shape, Form, Pattern, Balance

- Motion in the Picture Plane Standards: Skills and Methods Analysing and Evaluating
Objectives: Shape, Form, Balance, Movement

- **Pattern and Image (The Patterned Portrait)** Standards: Creating and Communicating Understanding and Relating
  Objectives: Shape, Form, Colour, Pattern

- **Drawing Theme: ‘On the Move’** Standards: Creating and Communicating
  Analysing and Evaluating
  Objectives: Shape, Form, Colour, Balance, Movement

Assessment

As in all academic subjects taught at TISB, the Grade 7 Art course will use an assessment system based on both formative and summative outcomes. While the areas share criteria, the levels at which attainment is measured vary in time allocation, materials used, and other factors. The criterion areas were developed from the IGCSE Art and Design curriculum and modified for Middle Years students.

Criterion Areas:

**Practice and Planning:** explore ideas, develop solutions, and practice techniques in advance.

**Visual Elements:** The students’ understanding and use of the elements and principles involved in making a work of art or design successful.

**Skills Displayed:** The effective use of the materials the student has used for the completion of a project.

**Concepts and Ideas:** The way that the student has interpreted a given task as well as the personal innovation demonstrated in the work.

Resources, References & General Advice

*History of Art* Volume 1; HW Janson, Prentice Hall/Abrams 1991


*Masterworks of Asian Art from the Cleveland Museum of Art* Micheal R Cunningham, Thames and Hudson 1998
Art and Design IBO Learner Profile

Inquirers
Art inquirers push themselves to understand how different art forms communicate. They diligently strive to look for new or hidden qualities in works of art and to understand the relationships and/or the uniqueness of various art works or forms of art.

Communicators
Art communicators are willing to go beyond the appearance of things to try and understand what those appearances mean and what they are there to express. They also look inside themselves and their own feelings to determine what they want to say to and about the world, and look for artistic ways of doing so.

Thinkers
Art thinkers are willing to go the extra mile to try and understand what may not be immediately obvious. They internalize information, present explanations and test their explanations against already learned information.

Balanced
Balanced artists understand that art inspiration can come from anywhere and everywhere so they strive to be active and attentive in all the various physical, intellectual, social and spiritual aspects of their lives so they can approach their art work as healthy and aware individuals with a wide variety of experience to communicate.

Principled
Principled artists are willing to take responsibility for their own actions. They are proactive in understanding the rules, which govern activities and behaviour and are interested in adhering to them. Principled artists are proud of their own achievements and learning and are not looking to take credit for the work of others.
Open-Minded
Open-minded artists understand that great art can come from anyone, from anywhere at any time. They do not pre-judge based on others’ ideas and look to make their own evaluations. They see every instance of visual engagement as a learning opportunity that could lead to ways of broadening their horizons.

Knowledgeable
Knowledgeable artists actively engage with art, design, and craft from anywhere and any time. They seek to engage with as many forms as possible, and understand as much about each as they can, so they in turn can forward and create art that is worldly and informed.

Reflective
Reflective artists look within, both critically and searchingly. Critical reflection is necessary to look objectively at one’s work to honestly determine what improvements need to be made, and where one’s strengths may lay. Searching reflection is required to understand how one really responds to a work of art or to determine what they are really trying to communicate in their own work.

Risk Takers
Risk taking is incredibly important in art as it allows us to move from the familiar to the unknown. A major part of art learning involves practicing completely new skills or looking for ways of expressing very personal things without any model to follow. Therefore, to meet our full potential, we are frequently asked to perform tasks of which we have little or no previous experience.

Caring
Caring artists understand that to function effectively in a social environment such as an art studio, they must be empathetic and sympathetic to the needs of others. They must do their share to ensure the effective running of the studio, such as cleaning up after themselves and sharing the materials. They must also be able to understand the feelings and situations of others as subject matter for artwork.
THE INTERNATIONAL SCHOOL
BANGALORE

MIDDLE SCHOOL CURRICULUM
2012-2013

THEATRE ARTS
GRADE VII
INTRODUCTION
Theatre Arts at TISB introduces the fundamentals of Drama to Middle Years students. With this introduction, the students get an insight of the skills required and expectations of the IGCSE Drama programme, which, in turn will help them to decide on the best option for the study of an Arts subject at IGCSE level. Theatre Arts helps to develop an appreciation of Theatre Arts as well as contributing to the personal development of skills such as imagination, creativity, physical coordination and self-confidence. Theatre stimulates imagination as well the acquisition of individual thoughts and the sense of analysing through its classical and contemporary repertoire. It is a way to discuss social reality, human nature and the cultural and political difficulties of living in a society.

Students will experience Drama in either Term 1 or Term 2 of the school academic year. In grade VII the focus is on the theatre genre of Pantomime. Pantomime is the art of using movements and facial expressions, rather than the spoken word to communicate. In contrast to the pantomime skills that evolved from dance and circus related acrobatics that were recognizable in the early silent films, there seems to be a deficiency of pantomime as an independent modern art form. Most pantomime is presently seen within other forms of theatre rather as an art unto itself. Dance is also regarded as a form of pantomime. These are all examples of using the pantomime’s skill of silently communicating through body movements.

The student will showcase their learning through the Middle Year Showcase. With these performances it is hoped that students become more confident as we encourage them to enjoy theatre in a highly practical and creative way. In all Grades, students will keep a workbook/journal, which will encourage them to record and reflect on their own learning. Assessment formats will include formative and summative methods that will help students identify their strengths and work to improve their performance. The students also get the opportunity to ‘test’ their skills by getting involved with the school’s extracurricular Drama activities like the annual school production and performing for key school cultural events.

AIMS & OBJECTIVES
The Theatre Arts Programme for the Grade VII students aims to provide some foundation level theatre to the students. This will help to develop them as an individual as well as generate an interest in the areas of Theatre Arts. At this level, students will be introduced to improvisation skills and using the theatre techniques of mime.

The skills and abilities developed are:

**Group Physical Presentation whereby students:**
- Develop a deeper appreciation of the Theatre
- Theoretical knowledge to understand the different Theatre periods and genres
- Develop personal creativity and awareness for self-evaluation
- Develop spontaneity of improvising
- Use appropriate dramatic techniques and terms
• Cooperate in teams to solve problems
• Observe and criticize one another's work
• Articulate personal reactions to several art forms
• Understand elements of drama i.e. usage of space, voice, emotion and movement etc.
• Understand structure of drama – plot.
• Understand and develop basic Miming skills
• Experience performing in public

LEARNING OUTCOMES
• Creating a performance based on an improvised work or on play
  o Effective role-playing
  o Improvisation skills
  o Importance of body-language and timing
  o Deciding on costumes and props
  o The importance of rehearsing
• Responding to a Dramatic Situation
  o Identifying the objective of the role.
  o Identifying key messages and themes
  o Analysing characters
  o Analysing ‘dramatic tension’
  o Accessing a performance and improving it.
• Personal development as a Performer
  o Boost your self-confidence
  o Encourage self-expression & evaluation
  o Foster ability to empathize with others
  o Raise awareness of social and moral issues

CURRICULUM CONTENT
Students will develop their understanding of Pantomime, a theatre genre; through theory and practical classes. Students will learn the history and the evolution of Pantomime in the west and in others societies. They will discover different genres like Kathakali, Kabuki, Jinju, Topen using body language and also important mime actors who contributed to the evolution of the art form such as Charlie Chaplin, Marcel Marceau, Etienne Decroux.

There will be a focus on the acquisition of mime techniques and stage skills:
• Understanding the elements of improvisation
  o How to enter and exit the stage
  o Structure of a stage narration, beginning/climax/end
  o Moving and usage of space
• Basic technique of body gesture
  o Dissociation of body parts
  o Slow and speed motion
  o Moving in rhythm
• Characterization
  o Using facial expressions
  o The control of emotion
  o Importance of emphasis and exaggeration
ASSESSMENTS

Objectives

- To assess and monitor students' knowledge and progress in their basic performance skills, which includes Characterisation & Physicality, Voice, Spatial Awareness and Ensemble work.
- To assess the understanding of improvisation concepts and skills.
- To instil the right attitude towards learning theatre by having a self analysis of students’ attitude; their listening skills, understanding instructions, focus, participation and discipline in class.
- Self-assessment to make students aware of effective communication i.e. interacting and communicating at the right time, sharing ideas and reflecting on class work.
- To make students aware of their social skills by working together with classmates in class activities and the emotional ability to handle conflict.
- Review of every activity will help their learning and initiate the process of thinking, reviewing and writing.

Types of Assessment

There will be formative and summative assessments.

Formative Assessment

- A student’s personal self-evaluation on his/her attitude, self expression and reflective writing. There will be a discussion with the teacher during this self-evaluation process. The student is encouraged to be truthful and the teacher will motivate the student to achieve his/her potential.
- Via a self evaluation as well as an evaluation by teachers based on performing skills rubrics, the students will be assessed on their performing skills.

Summative Assessment

- A series of written tests that will help students reflect on their performance skills and observations, as well as expressing their views in writing.

RESOURCES

- Internet, magazines, newspapers or online publications and DVDs.
To support pupils’ development in acting skills it would be useful to encourage students to watch performances available on the Internet or when possible to attend theatre performance in Bangalore.

**IBO LEARNER PROFILE FOR MIDDLE YEARS THEATRE ARTS**

- **Inquirers** – The programme encourages development of students’ natural curiosity. Students need to acquire the skills necessary to perform via inquiry, research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** – Students need to explore concepts, ideas and issues that are not only related to theatre but also look into the local and global context. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** – Via Theatre Games and strategy activities, students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** – Students are encouraged to communicate their understanding and express ideas and information confidently and creatively through not only verbal and written work, but also through their theatre performance.
- **Principled** - Through their theatre work, students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded** – Students demonstrate their understanding and appreciation of their own cultures and personal histories. They need to be open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** – By working together as an ensemble, the students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others.
- **Risk-takers** – Being on stage and exploring their potential leads students to approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
- **Balanced** – The study of theatre is also a means for self-developement as students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective – After every activity, students are encouraged to give thoughtful consideration to their own learning and experiences through a discussions/drama journal. Through self-assessment, students are also able to assess and understand their strengths and limitations in order to support their learning and personal development.