



Programme of Study

MYP 5
2018-2019



ST. FRANCIS COLLEGE



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LANGUAGE & LITERATURE ENGLISH

Unit One: An Inspector Calls

Genre: Drama

- Read and analyse such aspects as
 - themes
 - characterisation
 - language
 - conventions
- write essays based on the above
- analyse longer passages and write essay
- develop analytical skills (PEE)

Unit Two: My Antonia

Genre: Novel

- Read and respond to the chapters in the novel
- Understand the social implications of the story
- Write a text response essay
- Learn new vocabulary and maintain a glossary
- Use literary terms in writing and oral presentations

Unit Three: Writing to Argue and Persuade

IGCSE preparation

- learn the conventions of an argumentative and a persuasive essay
- respond to a variety of prompts to write essays

Unit Four: Writing to describe and narrate

- practice descriptive writing skills
- respond to prompts

LANGUAGE & LITERATURE PORTUGUESE

1. Ampliação de aspectos da Teoria do Discurso - IGCSE:

- a. Estudo dos conceitos de Texto *versus* Discurso; (U1)
- b. Recursos linguísticos: persuasão, expressão, representação. (U2)
- c. Argumentação: construção de argumentos (U2)

2. Introdução à Teoria Literária – Ensino Médio:

- d. Recursos de estilo; (U1)
- e. Tipos de texto: descrição, narração e dissertação; (U1)
- f. Estudo dos valores estético e cultural de textos literários. (U3)

3. Estudo direcionado ao ensaio crítico – Ensino Médio e IGCSE:

- g. Introdução a ensaios argumentativos; (U2)

- h. O uso do modo subjuntivo para a composição de argumentos (U2)
- i. Análise crítica de excertos/textos literários; (U1) (U3)
- j. Seleção e apresentação de seminários acerca de questões globais por meio de leitura de periódicos. (U4)

4. História da Literatura – Ensino Médio: (U1) (U2) (U3)

- k. Estabelecimento de relações entre história e teoria da literatura;
- l. Atribuição de valor estético e cultural a movimentos literários;
- m. Estabelecimento de recursos comparatistas entre Portugal e Brasil.

5. Leitura – Ensino Médio e IGCSE

- a. *Capitães da areia* – Jorge Amado
- b. *Vidas Secas* – Graciliano Ramos
- c. *Sagarana* – João Guimarães Rosa
- d. *O cortiço* – Aluísio Azevedo
- e. *A cidade e as Serras* – Eça de Queiroz
- f. *Mayombe* – Pepetela
- g. *Iracema* – José de Alencar
- h. *Claro enigma* – Carlos Drummond de Andrade
- i. *Memórias póstumas de Brás Cubas* – Machado de Assis

Calendário de leitura

Unit Planner 1	Unit Planner 2	Unit Planner 3 Interdisciplinar – Visual Arts	Unit Planner 4	Unit Planner 5
<ul style="list-style-type: none"> a. <i>Capitães da areia</i> b. <i>Vidas Secas</i> c. <i>Sagarana</i> 	<ul style="list-style-type: none"> d. <i>O Cortiço</i> e. <i>A cidade e as Serras</i> 	<ul style="list-style-type: none"> f. <i>Mayombe</i> g. <i>Iracema</i> 	<ul style="list-style-type: none"> h. <i>Claro enigma</i> 	<ul style="list-style-type: none"> i. <i>Memórias póstumas de Brás Cubas</i>

LANGUAGE & LITERATURE SPANISH

Unidad 1: El comentario de un texto literario [Preparación IGCSE]

- Identificar las partes y convenciones de un ensayo argumentativo.
- Adecuar el registro a los propósitos de un texto académico.
- Redactar fragmentos a partir de diferentes propuestas de comentario de textos.

- Redactar un comentario de texto completo.

Unidad 2: “Con un cuchillo, con un cuchillito que apenas cabe en la mano...”

Género literario: el drama

- Leer, analizar y comentar los siguientes aspectos de *Bodas de sangre* de Federico García Lorca:
 - a) Tema
 - b) Estructura
 - c) Caracterización de los personajes
 - d) Lenguaje
- Analizar y discutir pasajes de la obra.
- Desarrollar las habilidades necesarias para el análisis de un texto dramático.
- Redactar ensayos a partir de fragmentos del texto.

Unidad 3: “Yo no le debo besos, pero quise deberle este poema”. Género literario: la poesía

- Leer analizar y comentar una **selección de poemas** de Luis García Montero:
 - a) identificar los temas de los textos
 - b) Reconocer su estructura
 - c) Identificar los recursos verbales que utiliza el poeta para conseguir determinados efectos en los textos.
 - d) Relacionar el tema con los recursos verbales usados para desarrollarlo.
- Analizar y discutir los diferentes poemas.
- Desarrollar las habilidades necesarias para el análisis de un texto poético.
- Redactar ensayos a partir de poemas seleccionados.

Unidad 4: “Yo he querido pelear por la causa santa de los desventurados...”

Género literario: La novela

- Leer, analizar y comentar los siguientes aspectos de *Los de abajo* de Mariano Azuela:
 - a) Tema y estructura de la novela
 - b) Lenguaje
 - c) El contexto socio político cultural de la Revolución mexicana.
- Analizar y discutir pasajes de la obra.
- Desarrollar las habilidades necesarias para el análisis de un texto dramático.
- Redactar ensayos a partir de fragmentos del texto.

LANGUAGE & LITERATURE JAPANESE

1. Poetry by various authors

- Appreciation of poetry
- Learning of rhetoric
- Appreciation of popular song lyrics
- Oral presentation

2. Literature – Short stories : “Rashomon” by Ryûnosuke Akutagawa and others

- Appreciation of Japanese literature in modern era
- New idioms, expressions and Chinese characters
- Writing exercise – about the memory of childhood

3. Critics

- Introduction of genre critics
- New idioms, expressions and Chinese characters
- Writing exercise – summarize the texts
- Oral presentation – research on the topic and its presentation

4. Preparation for IGCSE

- Writing exercises
- Revision of grammar and vocabulary
- Reading newspapers

LANGUAGE ACQUISITION FRENCH

Déboussolés

Genre: Novel, drama

- Talk about yourself and your family(personal details, hobbies)
- Talk about self-esteem, identity and acceptance.
- Discuss family life in France and at home
- Talk about change and growing up
- Talk about teenage issues and risky behaviours
- Talk about prejudice
- Write a self-portrait.
- Describe a person.
- Express feelings and judgements.
- Talk about immigration and integration in France and in Brazil.
- Talk about the French language in the world.
- Talk about conflict and how to solve it.
- Talk about teenage issues at home and at school
- Talk about how school has changed and discuss values
- Compare French and local school environments

Agissons!

Genre: poster, petition

- Talk about solidarity and charity.
- Learn and use expressions to encourage.
- Learn and use expressions to claim and demand.
- Find out about French youth's thoughts.
- Write a petition for a cause.
- Use communication strategies and various Medias to advocacy for a cause.
- Talk about May 1968 student uprisings.
- Talk about citizenship.

Je me cultive.**Genre:** review

- Talk about places in a town or city
- Describe a recent visit
- Talk about leisure activities (hobbies, using the Internet, etc.)
- Describe an event or performance in the past.
- Talk about various types of artistic expression.
- Learn and use expressions to judge and praise.
- Write a book or movie review.

Passé, Présent et Futur**Genre:** CV, cover letter

- Plan a trip abroad
- Talk about international-mindedness
- Talk about how IB education is an asset in someone's school career.
- Talk about exams, revision and future plans
- Describe work experience
- Exchange opinions about further education and careers
- Talk about different aspects of a job
- Talk about pocket money and weekend jobs
- Apply for a holiday job
- Discuss about language and communication in the work
- Reflect upon end of MYP
- Make plans for the future
- Envisage career choices & student life.
- Write a CV and cover letter.

LANGUAGE ACQUISITION SPANISH

Unidad 1: Desplazados
de teatro breve y el autorretrato literario

Género textual: Obra

- Profundizar sobre el concepto de identidad a través de textos literarios y no literarios.
- Leer, comprender e identificar las ideas principales de una obra de teatro y realizar actividades relacionadas.
- Narrar el argumento de una obra de teatro, describiendo los sentimientos y deseos de los personajes resaltando la importancia personal que dicha obra tiene para el alumno.
- Participar con espontaneidad y fluidez en conversaciones informales siendo capaz de proporcionar explicaciones adecuadas, realizar comentarios, defender argumentos y persuadir al lector.
- Escribir un autorretrato literario haciendo uso de conectores y recursos adecuados.
- Comprender con detalle material audiovisual, siendo capaz de identificar actitudes y opiniones tanto explícitas como implícitas.

Unidad 2: Con voz y voto
al director

Género textual: la carta

- Leer, comprender y analizar una carta al director siendo capaz de identificar el estado de ánimo, el tono y el punto de vista del autor.
- Debatir de forma breve y detallada acerca de un tema de actualidad, siendo capaz de comunicar información y enlazar las ideas de forma coherente.
- Escribir un texto breve y en un registro formal sobre un tema de actualidad siendo capaz de exponer problemas, hacer hipótesis sobre las causas y valorar las ventajas y desventajas de posibles soluciones.
- Escuchar y comprender las ideas principales de una entrevista oral sobre temas de actualidad.
- Relatar problemas valorando de forma sencilla la actuación propia y la de otros.

Unidad 3: Amor al arte
sobre una obra de arte

Género textual: Comentario

- Comprender las ideas principales de artículos periodísticos sobre temas relacionados con la expresión artística.
- Analizar y elaborar comentarios sobre obras de arte.
- Comprender las ideas principales de un poema, siendo capaz de identificar el estado de ánimo, el tono y el punto de vista del autor.
- Interactuar en conversaciones sobre temas relacionados con la expresión artística y cultural en el mundo hispano.
- Comprender material audiovisual, siendo capaz de tomar notas, sintetizar la información y elaborar una respuesta personal.
- Expresar juicios de valor.

Unidad 4: El mundo del trabajo
presentación y el curriculum vitae

Género textual: la carta de

- Participar con espontaneidad en conversaciones sobre temas laborales y académicos siendo capaz de comentar los puntos de vista, tomar la iniciativa, conceder la palabra e interrumpir al interlocutor.
- Escribir una carta de presentación para un trabajo y el *curriculum vitae*, siendo capaz de comunicar información detallada, organizar la información y enlazar las ideas de forma coherente.
- Comprender las ideas principales de un artículo periodístico sobre temas educativos, siendo capaz de identificar el estado de ánimo, el tono y el punto de vista del autor.
- Obtener información detallada de noticias de prensa, radio y televisión sobre la relación entre el mundo laboral y la formación académica y profesional.

LANGUAGE ACQUISITION PORTUGUESE

O curso visa atender às necessidades emergentes do aluno que acaba de entrar em contato com uma nova língua e uma nova cultura. Objetivamos:

- Desenvolver habilidades para que o aluno que está entrando em contato pela primeira vez com a língua portuguesa possa utilizá-la de maneira satisfatória em diferentes contextos sociais.
- Explorar as competências linguísticas intermediárias, avançando no conteúdo e na gramática da língua, fazendo com que o aluno caminhe para ser inserido em ambientes acadêmicos onde a língua portuguesa é o instrumento de estudo.

O curso é dividido em fases.

Fase 1

Unidade 1 - Fazendo apresentações

- Expressões de sobrevivência em sala de aula (com material escolar)
- Cumprimentos e despedidas formais e informais
- Pronomes pessoais do caso reto
- Pronomes de tratamento você, o senhor, a senhora
- Alfabeto
- Verbo “ser” no presente do indicativo
- Pronomes possessivos: meu(s), minha(s), seu(s), sua(s), nosso(s), nossa(s), dele(s), dela(s)
- Profissões no masculino/feminino/singular/plural: escritor, professor, aluno, secretária, engenheiro, dentista, motorista, advogado

- Nacionalidades no masculino/feminino/singular/plural: francês, argentino, brasileiro, chinês, japonês, espanhol, coreano.
- Países
- Pronomes demonstrativos: este(s) como sinônimo de esse(s), esta(s) como sinônimo de essa(s), isto como sinônimo de isso, aquele(s), aquela(s) e aquilo.
- Números (0 – 1000)
- Verbos regulares terminados em “ar” (gostar, precisar, ligar, telefonar, conectar, morar) “er”, “ir” no presente do indicativo
- Preposição em, na e no com o verbo “morar”
- Vocabulário de família: pai, mãe, marido, esposa/mulher, filho, filha, irmão, irmã, avó, avô.
- Vocabulário: amigo, amiga, colega, namorado, namorada.
- Perguntas pessoais
- Rotinas diárias
- Verbo “poder”, “querer” no presente do indicativo.
- Cores
- Horas
- Parlenda “1, 2 feijão com arroz”
- Comidas básicas (leite, pão, refrigerante, suco, arroz, carne, peixe, frango, água, macarrão, ovo, salada)
- Matérias da escola
- Esportes

Unidade 2- Conversando nos locais que frequento

- Vários locais e o que fazer em cada um deles (academia – fazer ginástica, parque – andar, correr, cinema – assistir filme, teatro – assistir peça, ponto de ônibus – esperar o ônibus)
- Comprar remédio na farmácia.
- Conversa ao telefone (pegar recado)
- Conversa no taxi
- Pedir e dar sugestão de comidas em restaurantes.
- Vocabulário básico de utensílios de mesa (prato, copo, garfo, etc)
- Convidar para ir ao restaurante
- Tipos de restaurante (buffet, à la carte)
- Comidas favoritas
- Expressões: estar com/ ter fome, sede, calor, sono, frio, medo; estar com/ ter vontade de
- Conjunção nem...nem
- Saber usar a moeda brasileira
- Verbo querer no sentido de oferecer (quer um taxi?) e achar que para expressar opinião
- Situações no trabalho
- Adjetivos cansado, atrasado
- Revisão: dias da semana, advérbios de tempo: hoje, ontem, anteontem, amanhã, depois de amanhã, meses do ano
- Verbos: achar, comprar, telefonar, conectar, precisar, saber, poder, ter, ter que e ir no presente do indicativo

- Rotina com detalhes (hora e dia) Ex. Eu pratico ___ às ___ horas.
- Advérbios de frequência (uma vez, duas vezes, com que frequência?, --- por mês/ano/sempr/nunca/às vezes)
- Onde? De onde? Qual? O quê? Quando? Quem? Cadê?
- Relações familiares: expandir (tio, tia, avô, avó, prima, primo, sobrinho)
- Meios de transportes + adjetivos: seguro, confortável, perigoso, rápido, devagar, caro, barato
- Verbos TER e VIR
- Estar + adjetivo (simpático, antipático, complicado, inteligente, estressado, atarefado, cansado, feliz, descansado, relaxado)
- Sugestão: Por que vc não...?
- Verbo saber como habilidade vs conhecer (pessoas e lugares), tocar, nadar
- Verbo preferir (Vc conhece....? Vc prefere.....? Vc sabe onde é....?)

Unidade 3 Passeando no tempo

- Presente do indicativo – revisão dos verbos regulares e do verbo ser e estudo de alguns verbos irregulares
- Pretérito perfeito (advérbios de tempo, verbos regulares ar/er/ir e alguns irregulares: usar jornal, biografias)
- Futuro Composto (planos para as férias, transporte, resoluções de ano novo, turismo, folhetos turísticos para descrever lugares)
- Partes do corpo
- doenças e tratamentos associados às viagens + sugestões(precisar + verbo)
- Ter/ precisar + comprar/ estar com / ficar com - dor de cabeça, dor de garganta, etc)
- Verbos ir e vir
- Estar + adjetivo (simpático, antipático, complicado, inteligente, estressado, atarefado, cansado, feliz, descansado, relaxado)
- Sugestão: por que você não...?
- Verbo saber como habilidade (tocar, nadar) + contraste com conhecer pessoas e lugares

Fase 2

Unidade 1 - A casa ideal

- Partes da casa
- Gostaria de comprar x gosto de ...
- Veja – expressão fixa (Veja estas fotos)
- Ficar – localização – Onde fica....?
- Advérbios de lugar – em frente a, atrás, entre, ao lado do , na esquina , na rua
- Móvelia – eletrodoméstico
- Presente contínuo com partes da casa (está lendo na sala, esta cozinhando etc)
- Pronomes indefinidos – algum, alguma, nenhum, nenhuma, ligado a bairro. No seu bairro tem algum....

Comparativo de igualdade, superioridade, inferioridade.

Unidade 2 - A Vida Antigamente

- Descrição física e psicológica – adjetivos generoso, cruel
- Pretérito imperfeito regular e irregular (ir, por, ser, ver, vir)
- Revisão das cores
- Vestuário social associado às situações
- Vestuário esportivo e íntimo às situações
- Adjetivo roupas – curto - apertado

Unidade 3 - A Importância do Passado

- Pretérito perfeito e pretérito mais que perfeito composto
- Pretérito perfeito regular e irregular (estar)
- Comparação entre o pretérito perfeito e imperfeito

Fase 3

Unidade 1

- Desinências nominais – derivação prefixal, sufixal prefixal e sufixal, parassintética
- Desinência de superlativo sintético
- Superlativo relativo de superioridade e inferioridade – regular e irregular
- Desinência de particípio passado – ado-ido com verbo principal no presente ou passado (é casado – era usado)
- Futuro composto & futuro do presente (desinência de futuro do presente)
- Futuro do pretérito (desinência de futuro do pretérito)
- Retomar outras desinências – o pretérito imperfeito – do presente do indicativo, do pretérito perfeito
- Pronomes oblíquos – me, o, a, os, as, os, no, na, nos, nas, lhe, lhes, nos, comigo, com ele, com ela, com ele, com eles, com elas, com você, com vocês, com a gente, conosco.
- Linguagem informal – encontrar ele, convidar ela
- Saber como deixar recado ao telefone.
- Falar ao telefone na situação de trabalho
- Expressões relativas ao telefone – ocupado, caiu a ligação, acabou a bateria.
- Tipos de telefone – fixo, celular
- Discurso direto e indireto

Unidade 3

- Regência verbal – pensar em, andar de, gostar de, ir a ,ser do tipo
- Futuro do subjuntivo
- Planos para férias + vocabulário de hotel – reserva
- Problemas no hotel + roupa de banho e cama
- Verbos relacionados a viagem e hospedagem- avisar, conseguir, aproveitar, combinar, reparar+ verbos reflexivos (vestir-se, lembrar-se, queixar-se, sentar-se, levantar-se, lavar-se, cortar-se, enxugar-se) conectados a hospedar-se
- Tipos de souvenir com materiais – criar texto sobre algo típico do Brasil + haver no sentido de existir Ex: Em São Paulo há muitos prédios.

Fase 4

Unidade 1

- Regência verbal – pensar em, andar de, gostar de, ir a ,ser do tipo
- Futuro do subjuntivo
- Planos para férias + vocabulário de hotel – reserva
- Problemas no hotel + roupa de banho e cama
- Verbos relacionados a viagem e hospedagem- avisar, conseguir, aproveitar, combinar, reparar+ verbos reflexivos (vestir-se, lembrar-se, queixar-se, sentar-se, levantar-se, lavar-se, cortar-se, enxugar-se) conectados a hospedar-se
- Tipos de souvenir com materiais – criar texto sobre algo típico do Brasil + haver no sentido de existir Ex: Em São Paulo há muitos prédios.
- Imperfeito do subjuntivo
- Presente do subjuntivo
- Vocabulário sobre partes do carro
- Vocabulário sobre desastres naturais
- Vocabulário sobre casamento. (noivo, noiva, madrinha, lista de presentes, alianças etc)

Unidade 2

- Voz ativa e voz passiva
- Sujeito indeterminado
- Imperativo
- Revisão e ampliação das partes do corpo (U1 Avenida Brasil)
- Órgãos mais importantes
- Verbos relativos aos problemas de saúde (quebrar, torcer, engessar)
- Revisão e ampliação dos diálogos: ligar para mandar consulta + imperativo com direções
- Revisão e ampliação dos diálogos: conversa com o médico + imperativo com recomendações (durma, coma, não fume)

Unidade 3

- Discurso direto
- Discurso indireto
- Pontuação (aspas, travessão, dois pontos)
- Recontar contos e histórias em quadrinhos
- Projeto: histórias em quadrinhos

Unidade 4

- Verbos irregulares no presente (mentir, sentir, valer, caber, pentear, passear, construir, distribuir e odiar)

- Rever os verbos reflexivos (+ suicidar-se, arrepender-se)
- Revisão do verbo haver com diversos significados
- Revisão do verbo ficar com diversos significados
- Futuro do Pretérito composto do Indicativo (teria dito)
- Pretérito mais que Perfeito Composto do Subjuntivo (tivesse tido)
- Expressões: ser o braço direito, estar de olho em, estar com dor de cotovelo, ter olho gordo, ser todo ouvidos, estar com a pulga atrás da orelha, entrar com o pé esquerdo, quebrar o galho
- Aprofundar o vocabulário de animais domésticos, da fazenda, aquáticos, selvagens, aves, insetos
- Aprofundar o vocabulário sobre a família: enteado, ex marido, madrinha, meio irmão, etc.
- Aprofundar o vocabulário sobre profissões
- Ampliar o vocabulário com o sufixo Eiro e atividades da casa (lavar roupas, passa, etc)
- Rever e ampliar vocabulário de roupas, acessórios, roupas de cama, massa e banho
- Aprofundar o vocabulário sobre comidas
- Uso formal e informal do pronome oblíquo (lhe)
- Leitura de textos literários relativos ao assunto
 1. “A Falta Que Ela Me Faz”, Fernando Sabino
 2. “Apelo”, Dalton Trevisan
 3. “O Homem Nu”, Fernando Sabino
 4. “A Sogra”, Sebastião Nery
 5. “Elas Mandam, O Mercado Obedece”, Veja
 6. “O Lixo”, Luís Fernando Veríssimo
 7. “O Defunto Vivo”, Antonio Henrique Weitel
 8. “A Chuva”, Gabriel Garcia Edson
 9. “Quadrilha”, Carlos Drummond de Andrade
 10. “Havia uma Pedra no Meio do Caminho”, Carlos Drummond de Andrade
 11. “Irene no Céu”, Manoel Bandeira
 12. Entrevista com Will Smith
 13. Quadrinhos
 14. Fábula “O Leão e o Ratinho”
 15. Textos jornalísticos atuais
 16. Carta do Leitor
 17. Comerciais Atuais
 18. Literatura Fantástica “O Homem que Devia Entregar a Carta”, Ignácio De Loyola Brandão
 19. “177 Bilhetinhos de Desculpas”
 20. “As Meninas São Mais Discretas”, texto sobre bullying
 21. “Como ser Ruim no Futebol”, Marcelo Coelho
 22. Provérbios

MATHEMATICS

1ST TERM

INTERNATIONAL IGSCE CURRICULUM.

1. Angles :

Revision of basic rules, angles on parallel lines, in triangles, in polygons.
Circle Theorems : Tangents, Angle inside a semi-circle, Angle at the centre,
Cyclic Quadrilaterals, Angles subtended at a point on the circumference

2. Trigonometry :

Revision of right-angled trigonometry, Sin, Cos & Tan, finding angles and sides,
applications to bearings and 3D situations.
Non-Right-angled trigonometry : Sine & Cosine Rules and area of a triangle.
Angles in all 4 quadrants, Trigonometric Functions.

3. Sets & Probability

Venn diagrams and tables, Intersections, Unions & Complementary Sets.
Probability $P(A)$ as a fraction, decimal or percentage, Significance of its value
Relative frequency as an estimate of probability, Expected frequency of
occurrences
Combining events: the addition rule $P(A \text{ or } B) = P(A) + P(B)$ (Mutually Exclusive
Events)
the multiplication rule $P(A \text{ and } B) = P(A) \times P(B)$, (Independent Events)
Rules of probability.
Tree diagrams including successive selection with or without replacement.

4. Exponentials & Logarithms : Revision of the rules of exponentials, solving
exponential equations.
Logarithms, rules of logarithms and logarithmic functions.

5. Statistics : Linear Regression

Revision : Use of a graphics calculator to calculate mean, median, and quartiles
for discrete data and mean for grouped data
Plotting bi-variate data and recognizing positive and negative correlation.
Understanding and description of correlation (positive, negative or zero) with
reference to a scatter diagram Straight line of best fit (by eye) through the mean
on a scatter diagram

Use a graphics calculator to find equation of linear regression and using this to make predictions.

6. Transformations and vectors in two dimensions

Revision of Transformations, Rotation, Reflection, Translation, Enlargement, Stretch & Shear. Inverses and combinations of transformations.

Vectors as directed line segments, component form, addition, subtraction of vectors, transformations

7. Algebra : Inequalities & Inequations. Variation, Algebraic fractions, The Modulus function.

8. Exam review & preparation

SCIENCES

MYP 5 Science is the fifth year of a five-year programme consisting of an integrated science curriculum. The goal of the program is to allow the students to gain a greater understanding of the importance of Biology, Chemistry and Physics as individual sciences, and also to reflect upon the inter-dependence of the three sciences in the world around us. The course will also provide the students with the information they need to obtain an IGCSE in Science and will prepare them to make informed decisions in the Diploma Programme. Topics will be taught using concepts and guiding questions and will require the application of knowledge from previous years of study.

Unit 1 - What is the importance of electricity?

- Electricity
- Electric circuits: series and parallel
- Electricity and chemistry
- Electrical energy
- Dangers of electricity
- Metals: properties, extraction, reactivity, common uses
- Redox

Unit 2 - How do waves affect our lives?

- Waves
- Light and electromagnetic spectrum
- Sound
- Communication

Unit 3 - How do industrial processes affect our lives?

- Acids, bases and salts
- Oxides
- Organic chemistry: fuels, hydrocarbons and organic compounds
- Air and water: composition of atmosphere, production of carbon dioxide, rusting, combustion

Unit 4 - How do living things reproduce?

- Asexual and sexual reproduction
- Plant reproduction: seed germination and flower structure
- Male and female anatomy
- Pregnancy
- Contraceptive methods and STDs (review)

GEOGRAPHY MYP/IGCSE

Energy and water resources

- Describe the significance of non-renewable fossil fuels (coal, oil and natural gas) and renewable energy supplies (geothermal, wind, running water, solar and biofuels).
- Describe the factors influencing the development and siting of power stations (thermal, hydro-electric and nuclear).
- Describe the uses, provision and competition for water resource and the impact of water shortages.

Population

- Population change and the demographic transition model.
- Over and under population.
- Reading and interpreting population pyramids.
- Population structure and control - Policies and ethics.
- Population density.
- Migration.

Settlement

- Factors influencing the size, development and function of urban and rural settlements and their spheres of influence.
- The characteristics of land-use zones of urban areas in less economically developed countries (LEDCs) and more economically developed countries (MEDCs).
- Problems of urban areas in LEDCs and MEDCs, their causes and possible solutions.
- The impact on the environment resulting from urbanisation and possible solutions to reduce this impact.

Tourism

- Tourism and space transformation.
- Tourism at different levels (local, national and international).
- The growth of leisure facilities and tourism in relation to the main attractions of the physical and human landscape.
- Assess the benefits and disadvantages of tourism to receiving areas.
- Sustainable tourism.

HISTORY MYP/IGCSE

Unit 1: Why had international peace collapsed by 1939?

Focus Points

- What were the long-term consequences of the peace treaties of 1919–23?
- What were the consequences of the failures of the League in the 1930s?
- How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
- Was the policy of appeasement justified?
- How important was the Nazi-Soviet Pact?
- Why did Britain and France declare war on Germany in September 1939?

Specified Content

- The collapse of international order in the 1930s
- The increasing militarism of Germany, Italy and Japan
- Hitler's foreign policy to 1939:
 - the Saar
 - remilitarisation of the Rhineland
 - involvement in the Spanish Civil War
 - Anschluss with Austria
 - appeasement
 - crises over Czechoslovakia and Poland
 - the outbreak of war.

Unit 2- Why did events in the Gulf matter, c.1970–2000? Paper 2 Question

Focus Points

- Why was Saddam Hussein able to come to power in Iraq?
- What was the nature of Saddam Hussein's rule in Iraq?
- Why was there a revolution in Iran in 1979?
- What were the causes and consequences of the Iran-Iraq War, 1980–88?
- Why did the First Gulf War take place?

Specified Content

- The rise to power of Saddam Hussein in Iraq
- The rule of Saddam Hussein up to 2000, and the consequences of his rule for different groups in Iraq
- The nature of the Shah's rule in Iran and the Iranian Revolution of 1979
- The causes and consequences of the Iran-Iraq War, 1980–88; Western involvement in the war
- The causes, course and consequences of the Gulf War, 1990–91.

Unit 3: Who was to blame for the Cold War?**Focus Points**

- Why did the USA-USSR alliance begin to break down in 1945?
- How had the USSR gained control of Eastern Europe by 1948?
- How did the USA react to Soviet expansionism?
- What were the consequences of the Berlin Blockade?
- Who was the more to blame for starting the Cold War: the USA or the USSR?

Specified Content

- The origins of the Cold War:
 - the 1945 summit conferences and the breakdown of the USA-USSR alliance in 1945–6
 - Soviet expansion into Eastern Europe to 1948, and American reactions to it
 - the occupation of Germany and the Berlin Blockade.

Unit 4: How effectively did the USA contain the spread of Communism?**Focus Points**

- This Key Question will be explored through case studies of the following:
 - America and events in Cuba, 1959–62
 - American involvement in Vietnam

Specified Content

- events of the Cold War:
 - case studies of:
 - American reactions to the Cuban revolution, including the missile crisis and its aftermath
 - American involvement in the Vietnam War.

Unit 5: How secure was the USSR's control over Eastern Europe, 1948–c.1989?

Focus Points

- Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?
- How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?
- Why was the Berlin Wall built in 1961?
- What was the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe?
- How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?

Specified Content

- Soviet power in Eastern Europe:
 - resistance to Soviet power in Hungary (1956) and Czechoslovakia (1968)
 - the Berlin Wall
 - 'Solidarity' in Poland
 - Gorbachev and the collapse of the Soviet Empire.

HISTÓRIA E GEOGRAFIA

Term 1

Novos caminhos da sociedade brasileira: A industrialização e a urbanização

- A Belle Époque tropical: modernidade nas cidades x atraso rural
- Os novos agentes sociais: industriais e operários
- Cotidiano operário
- Urbanização ao longo do século XX: o boom após a década de 50
- Consequências do processo de urbanização

Crise na Primeira República e a chegada de Vargas ao poder

- Crise do café
- Tenentismo na década de 20 e Coluna Prestes
- Semana de arte moderna de 22
- Revolução de 30 e o fim da república do café com leite

Term 2

As contradições em torno da figura de Getúlio Vargas

- O governo provisório
- Constituição de 34 e as conquistas trabalhistas

- O Estado Novo

A cidade como expressão visível das desigualdades socioespaciais

- A segregação socioespacial: cidade formal x cidade informal
- A internalização da vida: espaços de consumo x espaços de lazer
- Condomínios clubes x favelas
- Movimentos sociais urbanos e autogestão

VISUAL ART

Observational Drawing

- Process Journal; Elements of Art, Principles of Design - Design Process
- Artifacts - Two Worlds unit

3 D Installation Art

- Discovering two cultures: Two Worlds
- Carnival - Textile construction
- Collaborative Installation 'Conflict/Peace Perspective' unit

Print / Painting / Mixed Media Techniques

- 'Stop copying me' appropriation unit

Art History

- Appropriation in Art
- Carnival - Cultural history

Individual Projects

- Students are required to initiate their own studies from a chosen theme e.g. Human Ingenuity, Metamorphosis...

DRAMA

Mime

- What are some well-known approaches to mime?
- How can mime be used to communicate and tell a story?
- Can mime be used in more mainstream performance to good effect?

Oliver!

- What are the elements of the performing style of a Musical?
- How can performance, scenic art and music can be used to interpret and express the core ideas of the Musical?
- How can you apply identifiable elements of Musical style to your own performance?

Devised Performance

- How can you build a relationship with your audience in devised work? How does an audience identity arise?
- What are some techniques to improve your work as a performer or a deviser in the devising process?
- What are the advantages and disadvantages of the devising process compared with scripted and improvised work?

Critical Review

- What is the function of a performance review?
- Choose a performance. What do you expect to see in a review of that performance?
- How can reviews affect a performance?

MUSIC

Students are involved in three lessons per week and work on three key skills - listening and analysis, composing and performing. During the weekly instrumental lessons, students will develop their performance skills. Where possible, the repertoire used coincides with the units studied in class. The other two music lessons will focus more on listening and analysis and composing (music theoretical knowledge).

The studied units will include

Film Music

Students will study through listening and harmonic analysis the purpose of film music and the relation between the on-screen action and the music. They will be asked to create their own theme music to accompany a key scene from a film of their choosing.

Music Production II

Students will learn intermediate techniques of composition/mixing/mastering and how they can be applied to their own compositions. They will also learn how to use effects and how to process audio.

Twentieth Century Music

Students will learn about the various techniques used to compose music in the twentieth century. These include dissonance and discordant harmonies, used in a deliberate and systematic form, in order to communicate beauty and emotion, which can be difficult for the listener to aesthetically appreciate without any prior knowledge.

DESIGN

Design and Technology in MYP 5 is taught through the MYP curriculum using the Design Cycle as its main focus for the process of its learning. Students will work through and complete a total of four units of work structured around the Design Cycle. These units of work will give students opportunities to develop and improve their design and making skills on a more constructive plain. Students will reflect on their learning and development throughout the programme and will be tested towards the end of the year to give an overall indication of their Design skills, knowledge and understanding.

MYP Focus:

Throughout their time at St. Francis students will follow a progression of foci that give them the skills and competencies needed to be a designer and develop their individual design philosophy.

MYP 1: Designers that shape our world

MYP 2: Function

MYP 3: Form

MYP 4: Branding/Messaging

MYP 5: Design Philosophy

Course Schedule:

MYP across Design at St. Francis is composed of 4 units. These units are sequential and take us through the whole year. These units are the same every year however foci, individual tasks and assessment vary at year level.

Unit 1: Designing Our Year - First Term

Unit 2: Digital Design - Second Term

Unit 3: Product Design - Third Term

Unit 4: Design of Student's Choice - Fourth Term

Skills & Assessment:

Students are always assessed on 4 Criteria that enables students to go from idea to creation;

Criterion A: Inquiring and Analyzing

Criterion B: Developing Ideas

Criterion C: Creating the Solution

Criterion D: Evaluating

PHYSICAL & HEALTH EDUCATION

General skills:

- apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- apply and refine non-locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

Dance:

- apply the principles of dance to improve performance

- choreograph and perform dances for self and others; e.g., jazz, social and novelty

Games and sports:

- adapt and improve activity specific skills in a variety of games
- select, plan and create games that incorporate simple and more challenging strategies and tactics

Individual activities:

- adapt and improve activity specific skills in a variety of individual pursuits; e.g., resistance training, aerobics

Functional fitness:

- design, analyse and modify nutrition programs that will positively affect performance in physical activity
- demonstrate, monitor, analyse and reflect upon ways to achieve a personal functional level of physical fitness
- plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration

Body image:

- acknowledge and analyse the media and peer influences on body image
- discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being:

- clarify the positive benefits that occur as a result of participation in physical activity
- understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR)
- select and perform appropriate physical activities for personal stress management and relaxation

Communication:

- communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- discuss issues related to positive athletic/active living role models

Fair play:

- demonstrate etiquette and fair play

Leadership:

- describe, apply, monitor and assess leadership and followership skills related to physical activity

Teamwork:

- develop and apply practices that contribute to teamwork

- identify and demonstrate positive behaviours that show respect for self and others

Effort:

- demonstrate a commitment to an active lifestyle through participation in and out of class
- develop a personal plan that is self-motivating and encourages ongoing participation

Safety:

- select and apply rules, routines and procedures of safety in a variety of activities
- analyse, design and assess warm-up and cool-down activities
- define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others

Goal setting / personal challenge:

- analyse current physical activity lifestyles and establish personally challenging goals to maintain participation for life

Active living in the community:

- investigate participation in community activity programs for all ages and the influences that affect participation
- demonstrate decision-making skills that reflect choices for daily activity within the school and the community

MISSION

WE EMPOWER PUPILS:

- to be passionate lifelong learners
- to achieve academic and personal excellence
- to be committed to impact the world positively



ST. FRANCIS COLLEGE



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