

Curriculum: MYP 5

Term 1

Subject: English

I Term			
Unit 1: Science: Boon or Bane		Duration: July- August (8 weeks)	
<p>Texts(Literary and Non-Literary) Documentary trailer - Crip Camp: A Disability Revolution and Business Standard news articles on paralympics Poem by Sarojini Naidu (The Gift of India) and Extracts from the diary of Anne Frank Cooking documentary netflix series Salt Fat Acid Heat and Blog Homepage by Eat columnist Samin Nosrat Short story - Two Kinds by Amy Tan and The importance of creativity in teenagers' lives- Ted talk by Millie Vocabulary:- Pertaining to the texts Grammar: All previously taught concepts Writing Skills: News Report, Interview, Conversation/Dialogue, Blog, Writer's Effect</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
B,C,D	Home Task	23-07-2024	05-08-2024
A , B, C D	Textual Analysis and writing skills- News Report, Interview, Conversation/Dialogue, Blog	Assessment Week 2024	Assessment Week 2024
Unit 2: Explorations		Duration: September-Mid October (6 weeks)	
<p>Literature Texts:- Film: Frankenstein - Mary Shelley, supporting text- novel Graphic Novel: The strange case of Dr.Jekyll and Mr.Hyde - R.L.Stevenson , supporting text- novel Non Literary text: Mary Shelley Podcast- Journal of Sorrow Digital Brochure Impact of scientific innovations Compare and contrast the texts based on themes Vocabulary:- Pertaining to the texts Grammar:- Revise all that is done in MYP-4 Punctuation:- Revise</p>			

Concept: Genre of science fiction , historical background of the texts, literary features of the texts Analyse characters, Comparison of literary features across texts, Intertextuality across Science fiction, Reading/Speaking/Listening: Socratic Seminar
 Writing Skills: Reading/Writing: Narrative, Descriptive, Letters

Summative assessments:

Criterion/ task	Course content	Date of assignment	Date of submission
English (D)	Oral assessment	7th-10th-24	7th-10th-24
IGCSE component	Term End (Blueprint + IGCSE)	Term End	Term End

Subject: French

I Term	
Unit 1:Decouvrons!	Duration: June -August (8 weeks)
<p>Content:</p> <p>Phase 4</p> <p>Knowledge: Analysing holiday planning, tourist information, hotels and youth hostels, maps & routes, holiday activities, developing transferable skills such as comparison with previous holidays at the elementary level. (Analyser la planification des vacances, les informations touristiques, les hôtels et les auberges de jeunesse, les cartes et les itinéraires, les activités de vacances, développer des compétences transférables telles que la comparaison avec les vacances précédentes au niveau élémentaire)</p> <p>Skills: Describing future, present and past at the elementary level. Using prepositions with towns, countries and continents at the elementary level. Synthesising information about countries and continents. Synthesising information about holidays at the elementary level. Identifying information regarding hotels: location, facilities, services, etc. Analysing information regarding tourism and camping at the elementary level. Evaluating holiday activities and hostelling. Interpreting weather conditions at the elementary level. (Décrivez le futur, le présent et le passé au niveau élémentaire. Utiliser des prépositions avec des villes, des pays et des continents au niveau élémentaire. Synthétiser des informations sur les pays et les continents au niveau élémentaire. Synthétiser les informations sur les vacances au niveau élémentaire. Identification des informations concernant les hôtels : localisation, installations, services, etc au niveau élémentaire. Analyser des informations concernant le tourisme et le camping au niveau élémentaire. Évaluation des activités de vacances et de l'hébergement. Interpréter les conditions météorologiques au niveau élémentaire.)</p> <p>Concepts: Interpreting grammar - The future tense at the elementary level. Using prepositions with towns, countries and continents at the elementary level. Interpreting expressions avoir lieu, Après voir/être + past participle at the elementary level. (Interpréter la grammaire - Le futur. Utiliser</p>	

des prépositions avec des villes, des pays et des continents au niveau élémentaire. Utiliser les expressions: 'avoir lieu, Après voir/être + participe passé au niveau élémentaire.)

Phase 5

Knowledge:

Analysing holiday planning, tourist information, hotels and youth hostels, maps & routes, holiday activities, developing transferable skills such as comparison with previous holidays at the advanced level. (Analyser la planification des vacances, les informations touristiques, les hôtels et les auberges de jeunesse, les cartes et les itinéraires, les activités de vacances, développer des compétences transférables telles que la comparaison avec les vacances précédentes, au niveau avancé.)

Skills:

Describe the future, present and past. Using prepositions with towns, countries and continents in detail.

Synthesising information about countries and continents, extensively

Synthesising information about holidays at the advanced level. Identifying information regarding hotels: location, facilities, services, etc at the advanced level..

Analysing information regarding tourism and camping at the advanced level .

Evaluating holiday activities and hostelling. Interpreting weather conditions at the advanced level. (Décrivez le futur, le présent et le passé au niveau avancé..

Utiliser des prépositions avec des villes, des pays et des continents au niveau avancé.

Synthétiser des informations sur les pays et les continents au niveau avancé.

Synthétiser les informations sur les vacances au niveau avancé. Identification des informations concernant les hôtels : localisation, installations, services, etc. Analyse des informations concernant le tourisme et le camping au niveau avancé.

Évaluation des activités de vacances et de l'hébergement. Interpréter les conditions météorologiques au niveau avancé.)

Concepts:

Interpreting grammar - The future tense at the advanced level. Using prepositions with towns, countries and continents at the advanced level. Using conditional, expressions: avoir lieu, après avoir/être + past participle at the advanced level. (Interpréter la grammaire - Le futur au niveau avancé. Utiliser des prépositions avec des villes, des pays et des continents, le conditionnel, avoir lieu, Après voir/être + participe passé au niveau avancé.)

Summative assessments:

Criterion/ task	Course content	Date of assignment	Date of submission
Criterion A	Listening	25 July 2024	25 July 2024

I Term

Unit 2: La santé apporte la bonté

Duration: August-Sept (8 weeks)

Content

Phase 4

Knowledge:

Developing the ability to communicate using the target language at the elementary level. Synthesising knowledge about health, medicines, body parts, emergency services, accident practical knowledge components such as taking a doctor's appointment, personal feelings and problems at the elementary level. Identifying bad habits and addictions and interpreting their bad effects. Analysing different life-styles at the basic level. Evaluating examination situation handling techniques at the basic level. (Développer la capacité de communiquer efficacement en utilisant la langue cible au niveau élémentaire. Synthétiser les connaissances sur la santé, les médicaments, les parties du corps, les services d'urgence, les accidents, les connaissances pratiques telles que la prise de rendez-vous chez le médecin, les sentiments et les problèmes personnels. Identifier les mauvaises habitudes et les addictions et interpréter leurs mauvais effets. Analyser différents modes de vie au niveau élémentaire. Évaluer les techniques de gestion des situations d'examen au niveau élémentaire.)

Skills:

Synthesising communication skills while talking about health, medicines, doctor's appointment, maintaining good health, body parts and their functions in French, addictions and rehabilitation at the elementary level. (Synthétiser les habiletés de communication en parlant de santé, de médicaments, de rendez-vous chez le médecin, de maintien en bonne santé, des parties du corps et de leurs fonctions en français, des dépendances et de la réadaptation au niveau élémentaire.)

Concepts:

Interpreting grammar concepts such as reflexive verbs, reflexive pronouns 'qui', 'que', body parts, 'en' + present participle, expressions with avoir, use the present participle. (Interpréter des concepts grammaticaux tels que verbes réfléchis, pronoms réfléchis 'qui', 'que', parties du corps, 'en' + participe présent, expressions avec avoir, utiliser le participe présent au niveau élémentaire)

Phase 5

Knowledge:

Developing the ability to communicate effectively using the target language.

Synthesising knowledge about health, medicines, body parts, emergency services, accident practical knowledge components such as taking a doctor's appointment, personal feelings and problems at the advanced level;

Identifying bad habits and addictions and interpreting their bad effects.

Analysing different life-styles at the advanced level.

Evaluating examination situation handling techniques at the advanced level. (Développer la capacité de communiquer efficacement en utilisant la langue cible au niveau avancé.

Synthétiser les connaissances sur la santé, les médicaments, les parties du corps, les services d'urgence, les accidents, les connaissances pratiques telles que la prise de

rendez-vous chez le médecin, les sentiments et les problèmes personnels, au niveau avancé

Identifier les mauvaises habitudes et les addictions et interpréter leurs mauvais effets.

Analyser différents modes de vie.

Évaluer les techniques de gestion des situations d'examen, au niveau avancé.)

Skills:

Synthesising communication skills while talking about health, medicines, doctor's appointment, maintaining good health, body parts and their functions in French, addictions and rehabilitation at the advanced level. (Synthétiser les habiletés de communication en parlant de santé, de médicaments, de rendez-vous chez le médecin, de maintien en bonne santé, des parties du corps et de leurs fonctions en français, des dépendances et de la réadaptation au niveau avancé.)

Concepts:

Interpreting grammar concepts such as reflexive verbs, reflexive pronouns 'qui', 'que', body parts, 'en' + present participle, expressions with avoir, use the present participle at the advanced level. (Interpréter des concepts grammaticaux tels que verbes réfléchis, pronoms réfléchis 'qui', 'que', parties du corps, 'en' + participe présent, expressions avec avoir, utiliser le participe présent au niveau avancé.)

Summative assessments:

Criterion/ task	Course content	Date of assignment	Date of submission
C	Orals	7,8,9 August 24	7,8,9 August 24

B & D	Questions related to a reading comprehension(s) Writing task: Essay writing	August Assessment week	August Assessment week
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Unit 3: Nos rêves, nos efforts	September - October (1st Week)
<p>Content: Phase: 4 Knowledge: Analysing information regarding education, examinations, career, pocket money, part-time jobs, preparing for interviews, work, service, future planning, money at the elementary level. (Analyse des informations concernant l'éducation, les examens, la carrière, l'argent de poche, les emplois à temps partiel, la préparation aux entretiens, le travail, le service, la planification future, l'argent au niveau élémentaire) Skills: Developing the ability to communicate effectively using the target language at the elementary level. Evaluating skills regarding facing examination situations, making future plans, sharing of work experience, shaping further education and career, handling of pocket money, finding of holiday work, preparing a CV, discussing marriage and future at the basic level. (Développer la capacité de communiquer efficacement en utilisant la langue cible au niveau élémentaire. Évaluer les compétences face aux situations d'examen, faire des plans futurs, partager l'expérience professionnelle, façonner la formation continue et la carrière, gérer l'argent de poche, trouver du travail de vacances, préparer un CV, discuter du mariage et de l'avenir, au niveau élémentaire)</p> <p>Concepts: Interpreting grammar concepts such as usage of two verbs together, demander a/de and infinitive, future tense with quand at the elementary level. (Interpréter des concepts de grammaire tels que l'utilisation de deux verbes ensemble, demander a/de et infinitif, futur avec quand au niveau élémentaire.) Phase: 5 Knowledge:</p>	

Analysing information regarding education, exams, career, pocket money, part-time jobs, preparing for interviews, work, service, future planning, money at the advanced level. (Analyse des informations concernant l'éducation, les examens, la carrière, l'argent de poche, les emplois à temps partiel, la préparation aux entretiens, le travail, le service, la planification future, l'argent, au niveau avancé.)

Skills:

Developing the ability to communicate effectively using the target language at the advanced level.

Evaluating skills regarding facing examination situations, making future plans, sharing of work experience, shaping further education and career, handling of pocket money, finding holiday work, preparing a CV, discussing marriage and future at the advanced level. (Développer la capacité de communiquer efficacement en utilisant la langue cible, au niveau avancé.

Évaluer les compétences face aux situations d'examen, faire des plans futurs, partager l'expérience professionnelle, façonner la formation continue et la carrière, gérer l'argent de poche, trouver du travail de vacances, préparer un CV, discuter du mariage et de l'avenir au niveau avancé.)

Concepts:

Interpreting grammar concepts such as usage of two verbs together, demander a/de and infinitive, future tense with quand and the conditional at the advanced level. (Interpréter des concepts de grammaire tels que l'utilisation de deux verbes ensemble, demander a/de et infinitif, futur avec quand et le conditionnel au niveau avancé.)

Summative assessments:

Criterion/ task	Course content	Date of assignment	Date of submission
A	Unit 3	26 September 24	26 September 24

Unité 4: Sauvons notre terre notre mère!

September - 8th November

Content

Phase 4

Knowledge:

Analysing information regarding education, exams, career, pocket money, part-time jobs, preparing for interviews, work, service, future planning, money at the elementary level. (Analyse des informations concernant l'éducation, les examens, la carrière, l'argent de poche, les emplois à temps partiel, la préparation aux entretiens, le travail, le service, la planification future, l'argent au niveau élémentaire)

Skills:

Developing the ability to communicate effectively using the target language at the elementary level. Evaluating skills regarding facing examination situations, making future plans, sharing of work experience, shaping further education and career, handling of pocket money, finding of holiday work, preparing a CV, discussing marriage and future at the basic level.

(Développer la capacité de communiquer efficacement en utilisant la langue cible au niveau élémentaire. Évaluer les compétences face aux situations d'examen, faire des plans futurs, partager l'expérience professionnelle, façonner la formation continue et la carrière, gérer

l'argent de poche, trouver du travail de vacances, préparer un CV, discuter du mariage et de l'avenir, au niveau élémentaire)

Concepts:

Interpreting grammar concepts such as usage of two verbs together, demander a/de and infinitive, future tense with quand at the elementary level. (Interpréter des concepts de grammaire tels que l'utilisation de deux verbes ensemble, demander a/de et infinitif, futur avec quand au niveau élémentaire.)

Phase 5

Knowledge:

Analysing information regarding education, exams, career, pocket money, part-time jobs, preparing for interviews, work, service, future planning, money at the advanced level. (Analyse des informations concernant l'éducation, les examens, la carrière, l'argent de poche, les emplois à temps partiel, la préparation aux entretiens, le travail, le service, la planification future, l'argent, au niveau avancé.)

Skills:

Developing the ability to communicate effectively using the target language at the advanced level.

Evaluating skills regarding facing examination situations, making future plans, sharing of work experience, shaping further education and career, handling of pocket money, finding holiday work, preparing a CV, discussing marriage and future at the advanced level. (Développer la capacité de communiquer efficacement en utilisant la langue cible, au niveau avancé.

Évaluer les compétences face aux situations d'examen, faire des plans futurs, partager l'expérience professionnelle, façonner la formation continue et la carrière, gérer l'argent de poche, trouver du travail de vacances, préparer un CV, discuter du mariage et de l'avenir au niveau avancé.)

Concepts:

Interpreting grammar concepts such as usage of two verbs together, demander a/de and infinitive, future tense with quand and the conditional at the advanced level. (Interpréter des concepts de grammaire tels que l'utilisation de deux verbes ensemble, demander a/de et infinitif, futur avec quand et le conditionnel au niveau avancé.)

D	Unit 4	23 October '24 Cr D Submission	23 October '24 Cr D Submission
C	Unit 4	23 October '24 Cr C or	24 October 24 Cr C oral
B, D	Unit 1- 4	Term End	Term End

Subject :Hindi

I Term	
Unit1: Health and Entertainment	Duration: June -August (8 weeks)

Knowledge

Diary - Few pages from the diary of a teacher: Hemraj Bhatt

Article - What are the means of entertainment? Anjali Sinha

Report - Raahgiri : A unique confluence of health, fitness and entertainment Jhajjar. Blog - Entertainment and a cheap source of information Radio, Mohammad Abbas

Essay - modern resources of entertainment

The Internet site with pictures and titles - Definition, Characteristics, Principles of Entertainment

Speech - Speech on Health and Wellness

Concept -

Describe the elements of Diary discussion on type of article? Explaining the subjects of report writing. Analyse the Hindi blog. Outline of essay. Grammar Repetition- (Noun, Pronoun, Adjective, Attribute, Verb) Types of Word Power, and Sentence (Types of Sentence)

Skills -

To develop the skill of diary writing, to write poetry with context, to develop the art of writing summary of the text, to develop the skill of understanding the meaning of the text heard or seen, spoken language and rhetoric in the essay Develop the ability to use style, develop the skill of blog and report writing .

Summative assessments:

Criterion/ task	Course content	Date of assignment	Date of submission
Criterion A	Questions related to video audio clip(s).	25 July 2024	25 July 2024
Criterion C	Oral presentation: PPT Describe an image, questions related to the image and general question	7, 8, 9 August 2024	7, 8, 9 August 2024
Criterion B & D	Questions related to a reading comprehension(s) Complete grammar topics and writing skills covered in both units.	Assessment Week	Assessment Week

Unit 2: संस्कृति एवं परम्पराएँ

Duration: August-Sept (8 weeks)

Knowledge- Essay - What is Culture? Ramdhari Singh Dinkar, Poetry Between Culture and Tradition - Rabindra Swapnil Prajapati Articles - Indian culture, the basis of global progress, Stories (based of culture)- Examination - Premchand, Nai Roshni (Rabindra Nath Tagore) Ekanki - Upendranath Ashk - Sukhi Dali , Deepdan (Ramkumarvarma)

Concept - Describe the types of essay. Discuss the format of the article. Communicate elements of stories. Explain the differences of drama and playlet.

Grammar - Samshrutibhinaarthak words, prefix-suffixes, idioms with repetition of proverbs (types of words) and sentences (types of sentences)

Skills - To develop the art of understanding the story based on the elements of the story along with writing the author's introduction, to develop the ability to analyze with conclusions. To develop the ability to analyze with conclusions in essays and articles, to develop the ability to understand the use of colloquial language and rhetorical style in story and one-act. To develop the method of understanding simple and complex language, to teach the art of story writing and narration etc.

Summative assessments:

Criterion/ task	Course content	Date of assignment	Date of submission
Criterion A	Questions related to video audio clip(s).	September 26 , 2024	September 26 , 2024
Criterion C & D	Oral presentation PPT - on the topic_Culture and Tradition	October 23, 24, 25 , 2024	October 23, 24, 25 , 2024
Criterion B & D	Questions related to a reading comprehension(s) Writing task: Paragraph writing	Term End	Term End
IGCSE component	IGCSE	Term End	Term End

Subject: Mathematics

I Term	
Unit1: Graph & Differentiation	Duration: (July -August)
Content- <ul style="list-style-type: none"> • Non linear simultaneous equations and inequalities. • Graphs of linear and polynomial functions, Gradients and distances • Plotting curves. • Finding gradients and solutions on the graphs. • Sketching linear and quadratic curves. • Derivatives and its applications. • Linear programming. 	
Summative assessments:	

Criteria / task 1	Course content	Date of assignment	Date of submission
Criteria A	Simultaneous equations and inequalities, linear programming, graph and differentiation.	Assessment week-1	Assessment week
Summative assessments:			
Criterion/ task 2	Course content	Date of assignment	Date of submission
Crit B, C and D	Graph and differentiation	30/8/24	10/9/24
IDU	Graphs and Differentiation - Government and Macroeconomy	14/9/24	30/9/24
Unit 2: Set, Functions, Vectors and Transformations		Duration: [September -November]	
Contents: <ul style="list-style-type: none"> • Sets and set notations • Venn diagrams • Logical problems • Functions, Inverse and composite functions. • Vectors, Column vectors, modulus, • Simple transformations. 			
Summative assessment:			
Criteria / task	Course content	Date of assignment	Date of submission
Written exam (P1 and P2) questions based on IGCSE pattern	Whole IGCSE syllabus	Term End	Term End

Subject: Economics

I Term	
Unit 4 - Role of Government	Duration: June - October
Contents: Micro Economic Decision Makers Unit 4 - Role of Government - Role of Government - The Macroeconomic aims of government	

- Fiscal Policy
- Monetary Policy
- Supply-side policy
- Economic Growth
- Employment and Unemployment
- Inflation and deflation

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
B,C,D	Unit - 4	29th July 2024	6th August 2024
A	Unit - 4	Assessment Week	Assessment Week

Unit 5 - Economic Development

- Living Standards
- Poverty
- Population
- Differences in economic development in countries

Unit 6 - International Trade and Globalisation

- International Specialisation
- Globalisation, Free trade and protection
- Foreign Exchange rates
- Current Account of balance of payments

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
A,B	Unit - 4,5	30th September 2024	8th October 2024
A,C,D	Unit - 4,5	Assessment Week	Assessment Week
IDU	Graphs and Differentiation - Government and Macroeconomy	14th September 2024	30th September 2024

Subject: Global Perspectives

I Term			
Unit 1: Sustainable Living		Duration: July-Oct 2024	
Sustainable Living overview Sustainable development goals Clean Water and Sanitation, Affordable clean Energy, Responsible Consumption and Production, Climate Action			
Summative assessments			
Criteria / IGCSE COURSEWORK SUBMISSIONS	Course content	Date of assignment	Date of submission
BCD	Individual Research Report	16th July 2024	31th July 2024
A	Component 1- Written Paper	Assessment Week	Assessment Week
BCD	Team Project	12th September 2024	28th September 2024
ABCD	Component 1- Written Paper	Term End	Term End

Subject: Business Studies

I Term			
Unit 5: Financial information and decisions		Duration: July-Aug 2024	
Content: <ul style="list-style-type: none"> ● Business finance: needs and sources ● Cash-flow forecasting and Working capital ● Income statements ● Statement of financial position ● Analysis of Accounts 			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission

B,C,D	Unit 5 - Financial Informations and Decisions	2st Aug 2024	12th Aug 2024
A	Unit 5 - Financial Informations and Decisions; Marketing, Business Activity, Operations	Assessment wee	Assessment week
Unit 6: External influences on business activity		Duration: Sep-Oct 2024	
Content:			
<ul style="list-style-type: none"> • Economic issues • Environmental and ethical issues. • Business and the international economy 			
Unit 2: People in Business		Duration: Oct - Nov 2024	
Content-			
2.1 Motivating Employees			
2.2 Organisation and Management			
2.3 Recruitment, selection and training of employees			
2.4 Internal and External communication			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
B,C,D	Unit 3 - People in Business + External Influences	3rd Oct 2024	15th Oct 2024
A,B,C,D	Complete syllabus	Term-end	Term-end

Subject :Biology

I Term			
Unit 1: Control & Coordination		Duration: July- Sept	
Content- Coordination and response, Sense organs, Hormone Homeostasis, Tropic responses, Drugs, Reproduction in plant and Human.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Crit B, C- Reaction time experiment	Coordination and response	29 July 2024	12 Aug 2024

Criterion D	In vitro fertilisation (Use of sex Hormones)	3 Oct	15 Oct
Crit A- Test	Control & Coordination	Assessment week	Aug
Unit 2: Inheritance		Duration: Sept. mid to Oct.	
Content- Reproduction, Inheritance, Variation and selection,			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
Marks based assessment	Reproduction, Inheritance , Variation and selection,	Assessment week	Nov

Subject: Physics

I Term			
Unit 1: Electricity and Magnetism	Duration: June-Aug	10 Weeks	
<p>Contents: Electric currents: Charge, Current in circuit, potential difference, resistance, series and parallel circuits, power, mains electricity at home, Magnets and currents: Magnets, magnetic fields, Electromagnetism, force on current, motors, electromagnetic induction, generators, coils and transformers, Space science: Earth and Solar system, stars and our universe</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion B and C lab work	Electricity and Magnetism	30th July 2024	8th August 2024
Criterion A	Electricity and magnetism	Assessment week (20st-29th Aug 2024)	Same day

Unit-2 Atomic and Nuclear Physics		Duration: Aug- Sep (4 weeks)	
<p>Contents: Atoms and radioactivity: Inside atoms, Nuclear radiation, radioactive decay, Nuclear energy, atoms and particles.</p> <p>"Describing a scattering experiment • Explaining deviations from Rutherford scattering in high energy experiments Explaining the atomic structure, isotopes, Explaining radioactive decay- alpha, beta and gamma properties, Determining the half-life of a nuclide from a decay curve. Isotopes."</p>			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
Criterion D	Atomic and Nuclear Physics	6th September 2024	23th September 2024
IGCSE written exam	Complete syllabus of MYP5	Term End 2nd Nov- 8th Nov 2024	

Subject: Chemistry

I Term				
Unit 1: Stoichiometry		Duration: June-Aug (8 Weeks)		
<p>State that the mole, mol, is the unit of amount of substance and that one mole contains 6.02×10^{23} particles, e.g. atoms, ions, molecules; this number is the Avogadro constant. Use the relationship amount of substance (mol) = mass (g) molar mass (g /mol) to calculate: (a) amount of substance (b) mass (c) molar mass (d) relative atomic mass or relative molecular/formula mass (e) number of particles, using the value of the Avogadro constant. Use the molar gas volume, taken as 24dm^3 at room temperature and pressure, r.t.p., in calculations involving gasses. Calculate stoichiometric reacting masses, limiting reactants, volumes of gasses at r.t.p., volumes of solutions and concentrations of solutions expressed in g /dm^3 and mol/dm^3, including conversion between cm^3 and dm^3 6 Use experimental data from a titration to calculate the moles of solute, or the concentration or volume of a solution. Calculate empirical formula and molecular formulae, given appropriate data. Calculate percentage yield percentage composition by mass and percentage purity, given appropriate data.</p>				
Summative assessments:				
Criteria / task	Course content	Date of assignment		Date of submission
Criteria A and D	Unit -1	Assessment week		Same day

Criterion B and C	Effect of change in concentration/temperature on rate of reaction	19 July		26 July
Unit 2: organic chemistry and electrochemistry		Duration: Aug -september 4 weeks		
<p>Name and draw the structures of the unbranched alkanes, alkenes homologous series, up to four carbon atoms per molecule IUPAC NAMING Organic compound containing functional group(alcohols and acids, Ester containing) Fuels, Alkanes ,Alkenes Combustion reaction of alkane alkene and alkyne important chemical reaction of organic compound esterification, with repetition of units form polymers Types of polymer and its classification(polyethene, polyester, polyamide, plastics. Environmental challenges Fossil fuels fractional distillation,petroleum and its product as a mixture of hydrocarbons and its separation into useful fractions by fractional distillation. Define electrolysis,electrode products and the observations made during the electrolysis of: – aqueous copper(II) sulfate using inert (carbon/graphite) electrodes and when using copper electrodes .electroplating of metals.Predict the identity of the products at each electrode for the electrolysis of a halide compound in dilute or concentrated aqueous solution, Construct ionic half-equations for reactions at the anode (to show oxidation) and at the cathode (to show reduction)</p>				
Summative assessments:				
Task	Course content	Schedule of assignment	Date of submission	
IGCSE Mock I	Complete course	Nov.	Same Day	
IGCSE Mock II	Complete course	Dec.	Same Day	

Subject: ICT

I Term	
Unit 1: ICT Applications and the effects of using It	Duration: Jun - Jul
<p>Contents:</p> <ul style="list-style-type: none"> • Communication Applications • Data Handling Applications • Measurement Applications • Microprocessors In Control Applications • Modeling Applications • Applications In Manufacturing Industries 	

Presentation / Video Making	Entire course content of unit 3 & 4	20.09.2024	18.10.2024
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Subject: ARTS (Inst. Music)

Unit 1: Art of composing	Duration: 24th June - December 2024
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Content-

Elements review and revision

Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.

- Transcribe simple aural examples into melodic and rhythmic notation.
 - Learn, analyze and use the techniques of SONG ARRANGEMENT to PERFORM some existing composition.
 - Perform a repertoire of instrumental / vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles.
 - Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/ electronic media.
 - Improvise melodic and rhythmic embellishments and variations on given melodies.
- Use criteria according to the elements of music to evaluate the quality and effectiveness of musical performances and compositions.
- Analyze and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.
 - Compare music from Indian and Western cultures as to some of the functions music serves and the roles of musicians.
 - Compose, improvise, and perform basic rhythmic, and melodic patterns independently in classroom instruments
- Identify various methods of music composing and write your opinion about the best one.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
A - B - C - D All strands	Investigating a genre & critique of a composition Music performing & improvisation Process journal Appraising own performance	9th Sep. 24	17th Sep. 24

Unit 2: Dance - Storytelling	Duration: 28th June to December 2024
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Content

Compare and contrast 2 artists.

How artists tell stories through Dance Dramas.

How learners want to express a story and their own exploration of the medium.

Dance Drama techniques including basic Dance moves, facial expressions, composition, story depiction and techniques.

Summative assessments:

Criterion/ task	Course content	Date of assignment	Date of submission
<p>Criteria A, B , C and D (All strands)</p>	<p>Relationship between the artworks and their context (Context: facts or circumstances that surround an event or situation.) Critical analysis of two works from different artists.</p> <p>Demonstration of a range of creative-thinking behaviors related to the statement of inquiry.</p> <p>Creating Dance Drama Exploration of artistic ideas The product created / performed or presented.</p> <p>Impact of the student's artistic response on the world around them and their ability to convey their identity and creative expression through their artistic story. A critique of their own work including reflection on the statement on inquiry/inquiry questions.</p>	<p>9th Sep. 24</p>	<p>17th Sep. 24</p>
<p>Criteria A, B , C and D (All strands)</p>	<p>Critical analysis (compare and contrast) of two works from different artists. Relationship between the artworks and their context (Context: facts or circumstances that surround an event or situation A selection of process journal extracts including: · The development of the student's artistic intention which should be in line with the statement of inquiry and the global context.</p>		

	<p>Demonstration of a range of creative-thinking behaviours related to the statement of inquiry.</p> <p>Process and Product (Criteria B and C)</p> <p>A demonstration of individual student skills and techniques evidenced through:</p> <ul style="list-style-type: none"> · A minimum of three recorded examples of skills acquired, developed and applied (including one at the beginning, one near the middle and one at the end of the unit to show the acquisition of skill and progression of work. · Exploration of artistic ideas · The product created / performed or presented. <p>Task 4 – Commentary (Criteria A and D)</p> <p>A commentary that includes:</p> <p>Understandings gained about storytelling through art</p> <ul style="list-style-type: none"> · Evidence of the use of acquired knowledge to inform the development of student's own artwork · Impact of the student's artistic response on the world around them and their ability to convey their identity and creative expression through their artistic story. <p>A critique of their own work including reflection on the statement on inquiry/inquiry questions.</p>		
Unit 3: VA - Storytelling through visual compositions		Duration: 24th June to December 2024	
<p>MYP Content</p> <p>Compare and analyse two artists of contrasting cultures.</p> <p>How artists tell stories in VA.</p> <p>How learners want to express a story and their own exploration of the medium.</p> <p>Drawing and sketching techniques including basic proportions of human figures, facial expressions, composition, emotions and techniques.</p>			

Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
A Investigating B Developing C Creating D Evaluating	Relationship between the artworks and their context (Context: facts or circumstances that surround an event or situation.)	1. 8th Sep. 24	16th Sep. 24
Task 1 – Presentation (Criteria A and D)	Critical analysis of two works from different artists. Demonstration of a range of creative-thinking behaviours related to the statement of inquiry.	2. 18th Nov. 24	3. 25th Nov. 24
Task 2 – Proposal (Criterion B)	· Exploration of artistic ideas · The artworks created/ presented. Impact of the student's artistic response on the world around them and their ability to convey their identity and creative expression through their artistic story.		
Task 3 – Process and Product (Criteria B and D)			
Task 4 – Commentary (Criteria A and D)			
Unit 1: Fusion Music (Vocal)		Duration: 24. June to December 2024	
Content- · Introduction of Classical Music and Fusion · Practice and perform some popular Fusion · A brief idea about Classical Fusion (Raaga Rock) · Raaga Rock Tarana · Voice Grooming Session and Ear Training · Basic Idea about Western Chords · Basic idea about North Indian Classical Music · Read, write, and perform Traditional musical notations · Swarmalika (Two Thaats)—Bhairav and Todi · Introduction of Bandish based on any one of above mentioned Thaats · Clapping arrangement of Ektaal and Tritaal with full scanning · Compose, improvise, and perform basic rhythmic, and melodic patterns independently on instruments (using various interesting app on GarageBand) as well as vocal			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission

Criteria A - B - C D (All strands)	Fusion Music & Classical music Process journal . Listening and responding	9th Sep. 24	17th Sep. 24
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Subject : Physical and Health Education

Unit 1 Synergy in sports		Duration: July to Oct 2024	
<p>Contents:</p> <p>Planning in sports-Meaning and Objective</p> <p>Various committees and responsibilities</p> <p>Tournaments-</p> <p style="padding-left: 40px;">Knock out</p> <p style="padding-left: 40px;">League</p> <p style="padding-left: 40px;">Combination</p> <p>Procedure to draw fixture</p> <p>Intramural and Extramural</p> <p>Specific sports programme (Sports day, Intramurals)</p> <p>Team Games- Badminton, Basketball, football, Table tennis, tennis.</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignmer	Date of submission
Crit: A - Knowing and understanding	Planning in sports, its importance	07 Aug 2024	07 Aug 2024
	Crit: B&C - B:Plannin	04 Sep 2024	06 Sep 2024
for performance, C:Applying and performing	How to organise or conduct tournaments Various committees that organise tournaments Types of tournaments- Knock out League Combination		
Crit: D - Reflecting and improving performance	Procedure to draw fixtures Intramural and Extramural	4 Oct 2024	9 Oct 2024