



**International School Dhaka**

**Secondary School**

*A fully accredited International Baccalaureate world School*

**Parent Syllabus Outline**

**Grade 10**

**Semester I**

**2009-2010**

**Tutors:**

**10A Kevin Lane**

**10B Tahsina Rahman**

**10C Caitlin MacLachlan**

**Head of Secondary:**

**Ross Hall**

**MYP Coordinator:**

**Totty Ellwood Aris**

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## Subject: Drama

### Ms Gisèle Lewis

During this semester the students will be looking at the history of theatre and seeing how historical events have affected the way in which history has affected theatre. They will also be required to perform a monologue to show their characterization skills. Towards the end of the semester they will be asked to develop of short performance of a scene with another student.

## Subject: French

### Ms.Catherine Viart

This semester students will work intensely across three units: 'Tourism', 'Fears' and 'Intercultural awareness'. They will start the year working towards answering the guiding question 'how can a country/region best attract tourists?' The end of unit assessment will be reading comprehension and writing tasks. During the second unit, they will seek to answer the guiding question 'What am I afraid of and why?' The end of unit assessment will be speaking and writing tasks. They will end the semester researching and answering the guiding question 'Why do we make fun of other nationalities?' The end of unit assessment will be reading comprehension and speaking tasks.

The three units will be covered studying material selected from a variety of sources: French magazines, websites, interviews, text books, and literary texts (for the students registered in French Advanced level)

The students will be assessed against the Foundation, Standard and Advanced criteria, depending on what level they are registered in. The assessment tasks will be adapted to meet with their level and the IBO requirement.

## Subject: Bangla A

### তাহসিনা রহমান, ফারজাহান এহসান

এ পর্বের শুরুতে শিক্ষার্থীরা বাংলা রচনা লিখনের বিভিন্ন ধরন ও কৌশলের সাথে পরিচিত হবে। বাংলাদেশ টেক্সটবুক বোর্ডের নির্ধারিত বই থেকে তারা কয়েকটি রচনা ও কবিতা পড়বে। সেগুলো হলো:

- গল্প: ছুটি - মাধ্যমিক বাংলা সংকলন (গদ্য)
- গল্প: অপূর্ব ক্ষমা - মাধ্যমিক বাংলা সংকলন (গদ্য)
- গল্প: মহাপতঙ্গ - মাধ্যমিক বাংলা সংকলন (গদ্য)
- কবিতা: জীবন বিনিময়, উমর ফারুক - মাধ্যমিক কবিতা সংকলন
- গল্প: রিলিফ ওয়ার্ক - মাধ্যমিক বাংলা সংকলন (গদ্য)

১ম সেমেস্টার শেষে ছাত্র-ছাত্রীরা বাংলায় একটি পরীক্ষায় অংশগ্রহণ করবে।

## Subject: Bangla B

**Ms.Syeda Sultana**

This year, the focus is on the Bangla Language. The students will learn the name various types of natural disaster in Bangladesh ct on “Months, seasons and name of natural disaster in Bangladesh”. They will write few paragraphs on “Tourism in Bangladesh, Biography” ,this term will help them to develop their Bangla vocabulary, speaking and writing skills. They will learn the name of various routes in Bangladesh and how to move from one place to another (name of transport).

### **O’ Level**

The students will follow the O-Level Bangla syllabus provided by Edexcel International. They will be working on translation of sentences from English to Bangla and Bangla to English. They will practice writing essays in Bangla on various topics. They will also learn the techniques of writing personal letters as part of the O-Level syllabus.

## Subject: Science

**Mr Ross Hall, Mr Kysar Shahnawaz & Ms Kathy Binns**

Grade 10 science this year is taught by subject specialists within the science discipline. Early this semester all of the grade level will be going on a curriculum trip to Malaysia to study the ecosystems of Tioman Island. The students will therefore be studying a unit on Ecosystems. During the semester the students will also be studying a unit on Electricity and a unit on Stoichiometry.

During this semester all the assessment areas required: scientific writing, investigations and tests, will be covered at least twice and a full examination will take place at the end of the semester.

## Subject: Humanities

**Mr.John Maressa & Ms.Fahima Choudhry**

MYP Grade 10 is a stepping stone to the Group 3 Diploma Program (Individuals and Societies) and therefore this semester we will introduce students to some of the disciplines in Individuals and Societies, namely ‘Economics’ and ‘Environmental Systems & Societies.’ In order to prepare students well to the demands and rigours of the Grade 11 and Grade12 Diploma Program, students will be required to refine their essay writing skills, referencing skills and decision – making skills. Assessments in the form of argumentative essays, research papers and tests will aid in developing and enhancing those essential skills.

Unit 1 - **Ecosystems** as part of Environmental Systems & Societies will focus on how physical and human processes influence ecosystem, including:

- i) the characteristics and distribution of one major biome
- ii) how the ecosystems of this biome are related to climate, altitude, latitude and human activity
- iii) environmental issues, including: i) how conflicting demands on an environment arise ii) what are the positive and negative effects of *change* on the ecosystem in terms of political, economic, social, environmental factors

The excursion to Tioman, Malaysia will help students gain an insight into the ecosystems of Tioman and help them understand what has been the effect of human intervention on those ecosystems?

Unit 2 – Students will study the following topics in **Economics**: What is Economics? What do we mean by opportunity cost? What is the Law of Demand and Supply? What Factors Shift Demand and Supply? How is the Market Clearing Price Established? Students will also gain an insight into the different economic systems around the world.

## Subject: Technology

### Technology at ISD

Technology has inquiry and problem solving as the main focus. This includes using the technology design cycle as a tool to investigate, design, plan, create and evaluate products/solutions. MYP technology is structured into three main branches: information, materials and systems. Over the 5-year course students will design and create a range of outcomes with a balance of these three. In Grade 10 students will complete each unit below on a rotation throughout the year.

### Systems

#### Mr. Michael Gau

In their Systems unit “How can we use computer systems to solve problems” Grade 10s will extend their programming skills to create their own computer application. Their computer application will need to use information to deliver a solution for common problems. This will involve a knowledge and understanding of the basics of web interface design using HTML, the basics of script programming in Java and the technology design cycle.

The students will follow the Technology design cycle in order to develop their health and social orientated application;

- Investigate a problem that can be solved using a technological system such as designing labour-saving devices, or analysis and application of new technological breakthroughs.
- Design possible solutions and select one design
- Construct a plan to create the selected design
- Create the on-line application
- Test and evaluate the final application

### Information

#### Mr. Vik Gecas

Students are to explore some of the complexities of developing ideas and themes into short movies and cartoon animations. Focus will be on creating short movies that seek to address a specific audience group and apply a solution to a problem set in a social context. The design ideas to be explored in this will be the development of movies that seeks to address the theme and to explore different strategies for filming and editing the story to make an effective message. Students will develop skills in camera use and some of the complexities of file compatibilities and conversion so that the footage can be edited in the digital video editing software of their choice. They will work through each phase of the design cycle to complete their short film, exploring the problem, and the approaches taken to story construction and the rhetorical techniques of film making. The unit can have an area of interaction focus in community, health and social education or in human ingenuity; it is for the student to explore how their work conforms to ideas in their chosen area of interaction.

## **Materials**

### **Mr. Matthew Aris**

Guiding question: Find a need; how do I help others?

The first task is to find a problem. Their task will then be to search and find a solution. Students will employ the stages of the design cycle, and they must apply ergonomic principles and base those on anthropometrical data. The opportunity for the students to express their ideas and to work independently will be encouraged throughout. It is expected that students will produce written, graphic, DTP and the practical object in this discipline.

Technology affects our world and everything that we do. Our standard of living and the quality of our lives are influenced too. Here at ISD the course will be a creative, purposeful activity arising from problem recognition.

## **Subject: Mathematics**

### **Ms. Alice Benson & Mr. Sudhamsu D Rao**

Mathematics 10 is designed to equip students with fundamental mathematical skills. It is designed to build confidence and encourage an appreciation of mathematics in students. The course is integrated in nature and includes topics from Algebra, Geometry, Statistics, Probability, Logical Reasoning and Discrete Mathematics. This semester we will cover:

- Indices, and their laws and applications
- An introduction to Sequences and Logic
- Algebra; simplification, expansion equations and problem solving
- Rounding, Estimation, Decimals, Percentage and Ratio and Rates

## **Extended Mathematics**

### **Mr. Paul Husken**

Extended Mathematics 10 is designed to prepare students who intend to enroll in IB Mathematics SL or Mathematics HL in grade 11. It caters for students who anticipate they will need a strong mathematical background in preparation for future studies. Students most likely to select this course will be those who expect to go on to study in fields that have a significant mathematical content, for example, engineering, computer programming, physics, chemistry, and economics. Extended Mathematics 10 is a demanding course and looks to challenge students who are talented in mathematics. The primary focus of this course is Advanced Algebra. This course is both fast paced and in-depth. It considers such topics as linear equations, systems of equations, polynomials, sequences, complex numbers, quadratic relations, logarithms, probability, trigonometry and Matcies.

This semester we will cover:

- Indices and Radicals
- Coordinate Geometry
- Pythagoras, Congruence and Similarity
- Trigonometry

## **Subject: English**

### **Ms Bidita Sadiq & Mr. Martin Fry**

In grade 10 students will be working toward gaining their MYP Certificate. They will be required to complete all aspects of the course including written, reading and oral tasks. All assignments must be handed in by the due date. Besides set work, students are expected to read books, and other material

of their own selection daily.

The topics to be covered include a study of various *short stories*, *creative writing*. With the IB/ISD Diploma now established in the school we will introduce a World Literature text (*Albert Camus, The Outsider*) into G10 Language class since World Literature will form an important part of the IB/ISD Diploma course in Grade 11. Also included is a study of Shakespeare's *Macbeth*. Students are expected to work independently and form the habit of long hand note taking as well as productively use the ICT tools at their disposal when required.

## Subject: English B

### Ms. Nilanthi Das

MYP English B aims to develop reading, writing and oral skills of students who are from an ESOL (English for speakers of other languages) background and are relatively new to the English language. It is an MYP subject and is assessed under the MYP assessment criteria for language B. Students who follow MYP language B also receive additional language support in the form of ESL.

Units will be based on both language and literary themes and each unit will include a variety of reading genres and a focus writing genre. Vocabulary and grammar will be based on the theme under study and oral communication will be an important part of every unit. 'Energy Resources' is the theme of study for the first unit followed by Unit 2 based on the study of an abridged version of Shakespeare's 'Macbeth'. Unit 3 is based on short stories which will involve both reading and writing of short stories.

## Subject: Physical Education

### Ms. Lorinda Wishart, Mr. Terry Weston & Mr. Christopher Hesse

1. **Dance**
2. **Swimming**
3. **Health Related Fitness**
4. **Athletics**
5. **Gymnastics**

**Dance:** This unit is the culminating dance unit for MYP dance at ISD. Students take previously learned dance skills and choreograph a routine in small groups. They are required to research and provide information about the genre of dance they selected as well as a journal, fully reflecting their experiences in planning and implementing their routine.

**Swimming:** In this unit, students continue to monitor and evaluate their abilities for various swimming strokes. They work to improve their swimming endurance as well as their dives and turns. Later in the year, students are required to peer teach. They select an aquatic related topic, research it and create a short presentation to educate the class.

**Health Related Fitness:** Students demonstrate knowledge of how to assess, plan and implement a fitness program by producing a fitness video.

**Athletics:** Students further refine their skills in athletics by taking a look at athletics from a biomechanical standpoint. They peer assess and refine skills in smaller groups.

**Gymnastics:** Similar to dance, students take previously learned gymnastics skills and choreograph a short routine in small groups. Students focus on combining simple and complex moves into a routine that flows smoothly.

## Subject: Personal Project

**Ms.Totty Aris**

This is based around an area of interaction on a topic/ guiding question of the student's own choice. It consists of the product itself, a personal statement and a journal. The final deadline is February 1st 2010 and is required for the MYP certificate. The product part of the project is due to be completed by Sunday 29<sup>th</sup> November.

The Personal Project Exhibition will take place on Sunday 14th February, 6 pm, all parents are invited. All students have a supervisor to help guide them through the process; however the work should be completed independently.

