

# Montessori International College Year 10 Overview – Plan of Study and Work

This overview shows the *Inter-Connected Curriculum*.

*Origins → Sustainability (physical/environmental & psychological/intellectual/spiritual)*

	<b>Interconnecting Theme</b>	<b>Community</b>	<b>Patterns</b>	<b>Truth &amp; Beauty</b>	<b>Sustainability &amp; Energy</b>	
	<i>Term</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
<b>Opportunities for Self Expression</b>	<b>Creative Expression</b>	<b>The Arts</b> and civil rights movements (particular focus on <b>Music, Drama</b> and <b>Visual Art</b> )	<b>Visual Art:</b> patterns in art and the elements of art <b>Music:</b> Patterns in music	<b>The Arts:</b> What is beauty? How has our concept of beauty changed through time? Does beauty transcend time and place? Is appreciation of beauty what makes us human?	<b>The Arts:</b> the natural environment as inspiration and the importance of song in storytelling and information sharing in indigenous societies (Australia & the Congo)	
	<b>Personal Project</b>	Focus on <b>choosing a project</b> , mind mapping, use of the <b>Project Journal</b> to document the process and developing a detailed plan – following the <b>design process</b> .	Focus on <b>research, learning skills</b> needed, <b>testing / trialling ideas</b> and development of the project itself. Students will complete a report at the end of Term 2 to report on progress.	Focus on the project ( <b>Project Product</b> ) itself – work on the product and the documentation / reflection on the process in the <b>Project Journal</b> .	Focus on completion of the <b>Project Product</b> , the <b>Project Report</b> (2000 words) and a display for the <b>Project Exhibition</b> .	
	<b>Physical Expression</b>	<b>Mountain biking</b> – trails in local forests, trail building on the MIC site	AFL and Touch Football	Basketball and volleyball	Surfing, skating, inline hockey	
	<b>Seminar</b>	<i>Fortnightly seminar with the whole group focusing on a current local or world issue</i>				
	<b>Showcase of Learning</b>	<b>Students present on an aspect of their learning to the parent and school community each term</b>				
	<b>Language Arts</b> (Study of English)	<b>History of The English Language: Past, Present and Future</b> Task: Oral factual presentation of created timeline + oral response to a seen interpretative questions	<b>Rhetoric, the Art of Effective Writing and Speaking</b> Fiction and non-fiction extracts: Court Thriller/ Drama, WWII Novels and Returned-soldiers writing (accounts, journals and poetry) Task: Written essay, argumentative or persuasive	<b>Why Are We Here? Age old wisdom to inform the man of today.</b> Philosophical, and reflective writing, Main reading <i>Sophie's World</i> , plus extract of primary texts Task: Written Reflective	<b>Utopia: What the Language Arts Teach Us about Sustainability.</b> The role of imaginative writing in affecting world change. Task: video or digital fictional story about life on this land in 20 years	
<b>Education in Relation to Psychic Development (formation of character)</b>	<b>Mathematics</b>	<b>1. History of Mathematics</b> <b>2. Measurement and Trigonometry</b>	<b>3. Chance</b> <b>4. Patterns and Algebra</b> <b>5. Linear and Non-linear Relations</b>	<b>6. Geometric Reasoning</b> <b>7. Patterns and Algebra (Part II)</b> <b>8. Linear and Non-linear Relations (Part II)</b>	<b>9. Data Representation and Interpretation</b> <b>10. Money and Financial Mathematics</b>	
	<b>Moral Education</b>	<b>Community Meetings, Philosophy, Thinking and Wellbeing, IB Learner Profile, Study and Organisation, Issues Seminars (focus on development of humanity and empathy), Career Planning</b>				
	<b>Reflecting on Learning</b>	<b>Goals:</b> Beginning of each term – set goals and student-led conferences to discuss how parents and teachers will support the student <b>Student-Led Conferences:</b> week 2-3 of each term <b>Report Reflections:</b> Students write a reflection with a focus on how to improve in response to teacher feedback (online reports) for each assessment task <b>Portfolios:</b> Students keep a portfolio of all assessment tasks, teacher feedback and reports (inc. student reflection) and goals				
<b>Education as Preparation for Adult Life (general education)</b>	<b>Study of Earth and Living Things</b>	<b>Biology:</b> Ecosystems, Biodiversity <b>Scientific Method:</b> design and conduct a scientific investigation ( <i>Rainforest focus</i> )	<b>Biology:</b> Genetics, DNA, Heredity and Protein Synthesis	<b>Earth Science:</b> Big Bang – Formation of the Earth <b>Biology:</b> Human Evolution	<b>Chemistry:</b> Rainforest and Marine Chemistry Global Systems and Climate Change	
	<b>Study of Human Progress and Building of Civilization</b>		<b>Chemistry:</b> History of the Atom and the Periodic Table		<b>Physics:</b> Energy, Forces, Newtons Laws in Sport (and Biomechanics)	
	<b>Study of History of Humanity</b>	<b>History:</b> Civil Rights Movements (focus on Indigenous Australians) <b>Civics &amp; Citizenship:</b> Government and Democracy (focus on Australia)	<b>History:</b> Conflict through history Case study: World War II	<b>History:</b> Globalisation through the 20 <sup>th</sup> and 21 <sup>st</sup> centuries. Refugees – with a focus on the current crisis in the Middle East, in particular Syria and the history of imperialism and conflict in this region (Focus on the notion of <i>truth</i> in history)	<b>History:</b> Human response to climate change (the past 50 years)	
	<b>Museum of Artefacts, Art and Technology</b>					
	<b>Economy – Production and Exchange</b>	Research ideas for commercial products to potentially sell at local markets (possibly use the rainforest as a source)	Product marketing (packaging and ideal product size/price)	Research retailing options (network, market stall, shops, online, etc.)	Selling products at market stalls.	
<b>Other Projects &amp; Programs</b>			X Terms, Year 10 Work Experience	Senior Phase Camp	Year 10 Work Experience	

*Seminars: seminars will occur as a fundamental tool for sharing and discussion of ideas in all areas of the program (including in subjects/disciplines)*