



## Language Acquisition

### FRENCH

- Unit 1: Entre les murs
- Unit 2: Si j'étais toi
- Unit 3: Agissons!
- Unit 4: Je me cultive

### SPANISH

- Unit 1: Desplazados
- Unit 2: Yo que tú
- Unit 3: Con voz y voto
- Unit 4: Amor al arte

## Mathematics

- Unit 1: Probability
- Unit 2: Statistics
- Unit 3: Mensuration
- Unit 4: Geometry
- Unit 5: Vectors and Transformations

## Science

- Unit 1: Nuclear Physics
- Unit 2: Waves, not just up and down
- Unit 3: Electromagnetism and Electricity
- Unit 4: Chemical mathematics

## Integrated Humanities

- Unit 1: Money
- Unit 2: China
- Unit 3: Refugees
- Unit 4: Development Indexes



## Language & Literature

### ENGLISH

- Unit 1: The Crucible
- Unit 2: IGCSE Language Preparation
- Unit 3: 1984
- Unit 4: IGCSE Language Preparation
- Unit 5: Poetry Revision

### PORTUGUESE

- Unit 1: O amor através dos tempos
- Unit 2: O indivíduo e suas demandas: a literatura como registro das emoções individuais e do sujeito social
- Unit 3: A literatura como instrumento de crítica social.

### SPANISH

- Unit 1: El comentario de un texto literario
- Unit 2: Lorca y la tragedia: Bodas de sangre
- Unit 3: La poesía moderna española: Luis García Montero
- Unit 4: Los de abajo, una crónica de la Revolución mexicana

## The Arts

### DRAMA

- Unit 1: Art Speaks Out
- Unit 2: E-Assessment
- Unit 3: Reflections and Recollections

### MUSIC

- Unit 1: Film Music
- Unit 2: Twentieth Century Music
- Unit 3: Exploring

### VISUAL ART

- Unit 1: Model IB E-Assessment
- Unit 2: Final IB E- Assessment

## Physical & Health Education

- Unit 1: Moving On
- Unit 2: I am under control
- Unit 3: Hobbies
- Unit 4: How can I be a good leader?
- Unit 5: How do I maximise my potential?
- Unit 6: Obstacles

## Personal Project

In MYP 5, the personal project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

## Service & Action

Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Service, as a subset of action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community.

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