

# The Courage IMYC mind map

Each unit is incorporated and summarised within a mind map. This mind map is for the unit 'Courage'. You will see that the overview of what your students will be doing in each subject is closely connected both to the Big Idea and to the Learning Goals of each subject. You will find a comprehensive list of the Learning Goals in the Teachers' File. The mind maps are really helpful in making sure that every teacher knows how their colleagues are helping students learn.

Throughout every unit and in every subject, there are opportunities to assess the progression of your students' skills. Learning Goals in bold denote key skills which correspond to rubrics in the IMYC Assessment for Learning Programme.

**The International Middle Years Curriculum** A curriculum for 11-14 year-olds from Fieldwork Education  
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## Learning Goals

### Students will:

- Know that the study of history is concerned with the past in relation to the present
- Know the history of the periods being studied
- Know about the ideas, beliefs, attitudes and experiences of people in the past
- Know about the social, cultural, religious and ethnic diversity of the periods studied
- Be able to enquire into historical questions and their effects on people's lives**
- Be able to describe how the countries studied have responded to the conflicts, social changes, political changes and economic developments that represent their history**
- Be able to describe aspects of the past from a range of sources
- Be able to describe and identify the causes for and the results of historical events, situations and changes in the periods they have studied**
- Be able to describe and make links between the main events, situations and changes both within and across periods**
- Be able to describe how the history of the countries studied affects the lives of the people who live there now**
- Be able to select and record information relevant to a historical topic**
- Be able to place the events, people and changes in the periods they have studied into a chronological framework**
- Be able to describe how certain aspects of the past have been represented and interpreted in different ways
- Develop an understanding of how historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint
- Develop an understanding for how contradicting views of power, morality and religion lead to local and global cooperation and conflicts

## Learning Goals

### Students will:

- Know about ways in which the lives of people in the countries they have studied affect each other
- Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups
- Be able to identify ways in which people work together for mutual benefit
- Be able to develop an increasingly mature response to the 'other'**
- Be able to appreciate another country, culture, society while still valuing and taking pride in one's own
- Be able to show consideration for others when making choices and decisions both in and outside of the school community**

**CONNECTING  
LEARNING  
DEVELOPING  
MINDS**



## History

In this unit, students will analyse the way in which entire generations of Australian children were taken from their families and communities as part of the process of 'civilising' Australia initiated by the white settlers. They will explore the way in which the 'stolen generation' were prevented from being themselves, and will look at the ways in which the victims of this responded to their experiences. They will then study examples of bravery; people who resisted and tried to stay true to themselves and their culture. They will examine the process by which the government changed its policy towards aboriginal children and what measures were introduced in order to create a different kind of society, in which everyone in Australia would have the right to be true to themselves.



## International-Mindedness

This unit has been designed to help students develop an awareness about the kind of courage it takes to remain true to oneself, one's beliefs and one's own convictions. Students will look at various examples of how individuals have done this for both themselves and for the groups with which they identify. Students will have the opportunities to look at examples of courage throughout history and today and gain an awareness of how they can act bravely to remain true to themselves.



## Dispositions

This unit has been designed to help students negotiate the difficult situations they will encounter now and in the future. They will explore how various individuals and groups have acted courageously and consider what tools and skills they need to find the courage to remain true to themselves. At this age, students will need the confidence and conviction to stand up for themselves and for the things they value.



## Music

The first part of this unit focuses on Shostakovich during the period of The Great Terror in Russia, under the rule of Stalin. Students will learn about the political and artistic climate in Russia in the mid-1930s and will look at the ways in which Shostakovich, as well as other musicians and artists, bravely used their work to express their true feelings and attitudes towards Stalin's brutal political rule. With particular reference to Shostakovich's Fifth Symphony, students will explore the ways in which music can be used to express political and social ideas, the ways in which this act of defiance represents an artist being true to themselves, and the reasons why a person might choose to express themselves in this way, even when it puts them in danger of persecution.

In the second part of this unit, students will look at the musical techniques that composers use to represent bravery. They will then have the opportunity to use these techniques in their own compositions, conveying the idea of bravery in the face of danger or fear.

## Learning Goals

### Students will:

- Know that the study of music is concerned with musical expression and communication
- Know the uses of the elements of music
- Know the functions music serves, roles of musicians, and conditions under which music is typically performed in several cultures
- Be able to use music vocabulary and apply the elements of music to analyse and describe musical forms**
- Be able to sing and/or play a melody with accompaniment
- Be able to make links between music and other disciplines taught in school
- Be able to create or compose short pieces within specified parameters
- Be able to perform a repertoire of music, alone or with others, with attention to performance practice, breath-control, posture, and tone quality**
- Be able to make judgments about pieces of music, showing understanding, appreciation, respect and enjoyment as appropriate
- Be able to display a range of emotions while playing instruments and singing
- Be able to improvise, extend or create music to express emotion, ideas, creativity and imagination
- Be able to perform as part of an ensemble and contribute to the overall experience of the collaboration**
- Be able to consider pieces of music in terms of meaning, mood, structure, place and time**
- Understand that the work of musicians is influenced by their environment and experiences

## Learning Goals

### Students will:

- Be able to cope with unfamiliar situations
- Be able to approach tasks with confidence
- Be able to be at ease with themselves in a variety of situations
- Be better able to deal with their own and other's feelings
- Be able to cope with the disappointment they face when they are not successful in their activities
- Be able to act on their own moral standpoints
- Be able to explain the reasons for their actions
- Be better able to recognise their value as individuals
- Be able to reflect on what they have learned and its implications for their own lives and the lives of other people
- Be better able to make decisions and apply possible solutions to a variety of problems that young people encounter
- Be able to work alongside and in cooperation with others to undertake activities and achieve targets
- Be able to show respect for the needs of other people, other living things and the environment
- Be able to act in accordance with the needs of other people, other living things and the environment



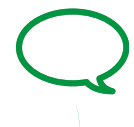
## Art

In this unit, students will explore Frida Kahlo's self-portraits, considering the ways in which Kahlo combined images and symbols with frank depictions of herself and her physical impairments, in order to truthfully and bravely represent her identity. Students will consider the role of Kahlo's personal and political ideas in her work and will consider her approach in the light of the Surrealist art movement. They will then have the opportunity to create some of their own self-portraits, incorporating surrealist principles and thinking about ways of using painting as a means of being true to themselves and their beliefs.



## Geography

In this unit, students will explore ways in which different indigenous groups of people try to remain true to themselves and their culture. They will then examine the factors that are threatening traditional ways of life. They will then investigate the people who have demonstrated their bravery in attempting to protect their ability to be true to themselves and their cultural identity. They will evaluate the level of success the groups have had and consider the prospects for traditional ways of life in the future.



## Language Arts

In this unit, students will look at the ways in which Arthur Miller wrote his play *The Crucible* specifically to challenge McCarthyism, using the allegory of the Salem Witch Trials that took place in 1692. Miller was the living embodiment of the Big Idea: someone brave enough to risk his career and his freedom in order to stay true to himself and his beliefs. Many characters in *The Crucible* are faced with an even more dire decision: to give in to false accusations and to betray their friends in order to stay alive, or to maintain their integrity, honesty and loyalty to others, knowing that they would be tried as a witch, and hanged.

Students will explore this central dilemma and the impact it has on the characters' development, as well as the themes of truth and justice, naming and identity, and power. They will research the play's context to establish how and why this phenomenon could have occurred, and why the Salem Witch Trials were such a potent and relevant symbol for Miller, more than 250 years after they took place.

## Learning Goals

### Students will:

#### Speaking and Listening

- Be able to play a variety of roles in group discussions by reading required material and being prepared
- Be able to ask and answer questions to obtain clarification and elaboration with relevant evidence**
- Be able to integrate strategies and tools such as multimedia to enhance listening comprehension and add interest
- Be able to use the content, intention and perspective of what is said to them in a variety of situations
- Be able to convey information, experiences, arguments and opinions clearly and confidently when speaking to others**
- Be able to analyse the purpose and motivation of the information presented
- Be able to use spoken language that is appropriate to the situation and purpose**

#### Reading

- Be able to read and comprehend for different purposes including stories, dramas, poems and literature**
- Be able to use a variety of strategies to understand meaning**
- Be able to determine the theme of a text and its relationship to plot, setting and characters**
- Be able to cite evidence that supports explicit and inferred meaning from the text**
- Be able to distinguish between fact and fiction
- Be able to read for pleasure and enjoyment**
- Develop an understanding for how meaning is constructed using word choice, tone and timing

#### Writing

- Be able to write narratives to communicate real or imagined events using descriptive details and event sequences
- Be able to write arguments to support claims using evidence from texts and research from credible sources

## Learning Goals

### Students will:

- Know that the study of art is concerned with visual, tactile and personal expression used to share and express emotions, ideas and values
- Know the contributions and impacts of various artists in different countries and how their work influenced or was influenced by society
- Know how art, history and culture are interrelated and reflected through one another over time
- Be able to recognise influential artists from particular countries, genres or periods and the pieces of art they produced**
- Be able to evidence how artists, craftspeople and designers from a variety of traditions from around the world use materials, forms and techniques to express their feelings, observations and experiences**
- Be able to use the elements of art and principles of design to discuss and critique works of art showing understanding, respect and enjoyment as appropriate**
- Be able to create an original work of art using a variety of processes, materials, tools and media to express their ideas, thoughts, emotions and views of the world**
- Be able to create art to achieve a particular purpose so that the idea goes beyond art being exclusively for self-expression and creativity
- Be able to evaluate their initial artistic products and adjust the work to better suit their expression**
- Be able to describe works of art in terms of meaning, design, materials, technique, place and time**
- Begin to develop an understanding of the benefits, limitations and consequences of visual communication media around the world such as film, the Internet, print, television and video
- Begin to develop an understanding of how artists are influenced by their background and experience and that they in turn affect others through their work

## Learning Goals

### Students will:

- Know that the study of geography is concerned with places and environments in the world
- Know about the main physical and human features and environmental issues in particular localities
- Know about the geography, weather and climate of particular localities
- Know how the features of particular localities influence the nature of human activities within them
- Know about recent and proposed changes in particular localities
- Know how people and their actions affect the environment and physical features of a place
- Know the relationship between weather, climate and environmental features
- Know how the weather and climate affect, and are affected by, human behaviour
- Know how the geography of a region shapes economic development
- Know how the combination of the geographical, environmental and economic features of a region impact human distribution patterns
- Be able to use and interpret globes, maps, atlases, photographs, computer models and satellite images in a variety of scales**
- Be able to explain how geographical features and phenomena impact economic interactions between countries and regions**
- Be able to explain the relationships between the physical characteristics and human behaviours that shape a region
- Develop an understanding of how and why people seek to manage and sustain their environment

- Be able to write informative or explanatory texts to examine a topic and share ideas in an organised manner

### **4.21 Be able to use writing to organise thoughts, experiences, emotions and preferences**

- Be able to write short reports to answer a question

### **4.23 Be able to use a range of strategies and tools for planning, drafting and revising their writing**

#### Language Awareness

(Schools will choose the Language Awareness goals that suit their content and the individual needs of their students.)

- Be able to recognise the devices used by an author to accomplish a purpose
- Be able to recognise different forms, genres and themes
- Be able to explain and describe the main features, ideas, themes, events, information and characters in a text
- Be able to recognise and use descriptive language
- Be able to recognise and use different linguistic conventions
- Develop an understanding that language is used differently in different situations
- Develop an understanding that language and the way it is used affects the relationships between people
- Develop an understanding that the meaning of language can be influenced by the situation, form, unexpressed intentions, physical posture, facial expression and gestures
- Develop an understanding that forms of communication benefit from the application of rules

#### Drama

- Know that everyone has a creative side
- Be able to improvise a play, using the roles, situation and elements of a story
- Be able to perform a scripted play
- Be able to make use of voice, language, posture, movement and facial expression**
- Be able to make use of scenery, stage properties, costume and make-up
- Be able to evaluate their own performance and that of others
- Be able to respond to a performance identifying the key elements and devices