

Introduction

October 2018

Dear Students and Parents,

In conjunction with the publication 'Welcome to the MYP' available in the MYP section of the ISB website, this curriculum guide is designed to give both students and parents an overview of the MYP learning programme at ISB. Together these two publications aim to clarify the key areas of the teaching and learning that takes place at each grade level, as well as explain some of the philosophical ideas that underpin the programme and lay the foundation for our educational approach.

Our curriculum is organized according to the framework provided by the International Baccalaureate Middle Years Programme (IBMYP) and heavily influenced by our mission statement and core philosophy of learning through play.

The approach to teaching and learning in the MYP is student-centred and has a strong emphasis on 'learning how to learn'. Students develop a broad range of skills, knowledge, and understanding, which provides a solid basis for further studies at an upper secondary level.

While not covered directly in this guide, learning at ISB also involves a number of projects, Student Composed Schedule weeks and Interdisciplinary Units, which ISB considers powerful tools towards developing strong independent learners who are curious and intrinsically motivated to learn.

Our community and service projects are partly curricular and partly extra-curricular by nature and involve personal as well as class projects. The purpose is to encourage responsible citizenship, deepen the students' knowledge of the world around them and to increase intercultural awareness.

While the details in this publication are correct at the time of publication, the Middle Years Programme is dynamic and constantly evolving, hence details may be subject to change at any time. Students and parents will be informed of bigger changes or initiatives as they occur.

If you have comments or questions about the Middle School curriculum, you are always welcome to contact me on tuex0829@edu.isbillund.com or set up a meeting.

Sincerely,
Tue

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English Language and Literature

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac.

Aims and Objectives:

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

The outline for the units taught this year in M10:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Fame and the Media	<ul style="list-style-type: none"> • Newspaper articles • News photography • Film stills • Chicago 	August - November
2. Post-Colonialism	<ul style="list-style-type: none"> • Follow the Rabbit Proof Fence • Newspaper and social media reports 	November- March
3. Exam Preparation	<ul style="list-style-type: none"> • Past papers • Essay practice • Terminology Revision 	March-May
4. TBA	<ul style="list-style-type: none"> • End of year project 	May-June

Main resources:

We do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teachers own creation and disseminated on Google Classroom. Our major texts are listed in the Unit table above.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Language and Literature		
Students grades will be made up of marks from the following criteria		
Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using Language	Maximum 8

Major Assessment tasks:

- Task 1: Song analysis – comparing text and image
- Task 2: A film profile using techniques to create bias
- Task 3: A report on the Stolen Generations with personal choice as to format and audience
- Task 4: Mini-personal project responding to racism
- Task 5: Mock examination

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

Danish Language and Literature

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. Furthermore, the Danish Language and Literature course at ISB follow the aims and objectives set for the subject from Danish state authorities.

Aims and Objectives:

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

The outline for the units taught this year in M10:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Forfatterskabslæsning – Jesper Wung-Sung	The students will read a variety of stories of Jesper Wung-Sung. They will investigate his personal style and the themes and issues he is focusing on. They will compare and analyse the texts and stories and interpret on the themes and perspectives the author has got his inspiration from.	August - October
2. Kortfilm	The students will, in the first part of the unit, learn about the different analytical concepts and theory about effects in short movies. Furthermore they will use these concepts and effects on different analyzes of a variety of short movies. At the end of the unit, the students should produce their own short movie, where they use what they have learned in the unit and try to use the effects practical during the different phases of a movie production.	October - February
3. Det moderne gennembrud	The students will get to know the period of The modern breakthrough and focus on different issues in that age. They will read and analyze a variety of texts in different genres from the period	March - April

	and draw perspectives to their own life and society. At the end of the unit, the students should write a contribution to a debate about social conditions during the period of The modern breakthrough.	
4. Lyrik	The students will focus at the genre of poetry and get to know the linguistic effects used on poetry, to make analysis and interpretation of different poems. The students will learn how single moments and feelings can be expressed through poetry and how they can interpret these through analysis of the different linguistic effects.	May - June

Main resources:

We use the textbook system Fandango, which include the main reading book and assignment book and ny-dansk.alinea.dk for language. We also use the textbook system Dansk Direkte and iStavning.dk for grammar. Other resources and tasks will be assigned in our Google Classroom.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Language and Literature		
Students grades will be made up of marks from the following criteria		
Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using Language	Maximum 8

Major Assessment tasks:

- Portrait of the author including literature analysis
- Short movie production
- Contribution to a debate about social condition during The modern breakthrough
- Write an essay "Exam-ish"

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

Spanish Acquisition

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. Spanish acquisition places students in phases suitable to individual need, hence students in one class might be placed in different phases and receive differentiated instruction. The MYP language acquisition global proficiency table is used by teachers to place students in the correct phases and is included after the language acquisition section in this document.

Aims and Objectives:

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The outline for the units taught this year in M10:

Phase: 2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Entrevista de trabajo.	Oraciones interrogativas, preguntas y respuestas, profesiones, fortalezas y debilidades.	August - November
2. Noticias.	Presente y pasado perfecto.	November- February
3. Vida después de la escuela.	Futuro, expresiones de causa, por/para/cuando/si.	February- June

Main resources:

We do not use a single set textbook in this subject, but rather a collection of online and offline resources, many of which are of teachers own creation and are posted on Google Classroom and other platforms.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Spanish acquisition		
Students grades will be made up of marks from the following criteria		
Criterion A	Comprehending spoken and visual texts	Maximum 8
Criterion B	Comprehending written and visual texts	Maximum 8
Criterion C	Communicating in response to spoken and/or written and/or visual text	Maximum 8
Criterion D	Using language in spoken and/or written form	Maximum 8

Major Assessment tasks:

- Task 1: Entrevista de trabajo (Final submission and presentation)
- Task 2: Noticias e informes (Final submission and presentation)
- Task 3: Mi future como professional. (Final submission and presentation)

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

German Acquisition

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. German acquisition places students in phases suitable to individual need, hence students in one class might be placed in different phases and receive differentiated instruction. The MYP language acquisition global proficiency table is used by teachers to place students in the correct phases and is included after the language acquisition section in this document.

Aims and Objectives:

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The outline for the units taught this year in M10:

Phase: 2/Y1

Topic/Unit Name	Main Content	Tentative Time Frame
1. News	Different types of media Explaining preferences	August - October
2. Spooky Spooky	Halloween	November- January
3. Back to the future/ePortfolio unit	Value of technology and how it will change in the future	January-March
4. Travel	Vocabulary of different types of transportation	April-June

Main resources:

In this subject we use the textbook “Zoom Deutsch 2” for some of the Units. Apart from that, the teacher creates her own resources, which are disseminated on OneNote.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, German acquisition		
Students grades will be made up of marks from the following criteria		
Criterion A	Comprehending spoken and visual texts	Maximum 8
Criterion B	Comprehending written and visual texts	Maximum 8
Criterion C	Communicating in response to spoken and/or written and/or visual text	Maximum 8
Criterion D	Using language in spoken and/or written form	Maximum 8

Major Assessment tasks (Phase 2/Y1):

- Task 1: German article & news report
- Task 2: First part: oral review, Second part: Horror story
- Task 3: Future product
- Task 4: I need a ticket

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

Danish Acquisition

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. Danish acquisition places students in phases suitable to individual need, hence students in one class might be placed in different phases and receive differentiated instruction. The MYP language acquisition global proficiency table is used by teachers to place students in the correct phases and is included after the language acquisition section in this document. Students who progress to phase 5 or 6 will be considered for the Danish Language and Literature course at discretion of the teacher.

Aims and Objectives:

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The outline for the units taught this year in M10:

Phase: 2 and 3

Topic/Unit Name	Main Content	Tentative Time Frame
1. Hjem kære hjem (Home sweet home)	What do you call the different rooms and furniture in a home? How does the interior of your home reflect where you live? How is living in Denmark different from or similar to living in your home country?	August - October
2. Jeg er Frede (I am Frede)	„Jeg er Frede“, reading, analysing How to read and understand How do we see ourselves? How do our peers influence us?	October - November
3. Fejringer (Celebrations)	Christmas, celebrations, invitations, expectations, traditions, speeches, adjectives How do we celebrate? Why do we celebrate? Is it defined by our culture?	December
4. Kendte danskere (Famous Danes)	Which Danes are famous? What does it take to be famous? Why should you know these Danes? What value have they had for Denmark/the world?	January - March
5. The Rain	TV series Pollution, survival, challenges, development	April - June

Main resources:

We do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teacher's own creation and disseminated on OneNote or Google Classroom.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Danish acquisition		
Students grades will be made up of marks from the following criteria		
Criterion A	Comprehending spoken and visual texts	Maximum 8
Criterion B	Comprehending written and visual texts	Maximum 8
Criterion C	Communicating in response to spoken and/or written and/or visual text	Maximum 8
Criterion D	Using language in spoken and/or written form	Maximum 8

Major Assessment tasks:

- Task 1: Presentation of your room/house (A+B+D)
- Task 2: Rewrite the story seen from another person's perspective (C+D)
- Task 3: Design a celebration; invitation, menu, speech, thank you card (B+D)
- Task 4: Interview a famous Dane/narrative about their life (A+B)
- Task 5: Write a continuation to the story (C+ D)

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment

MYP language acquisition global proficiency table

Emergent communicator	
Phase 1	Phase 2
<ul style="list-style-type: none"> • Understand and respond to simple phrases, statements and questions. • Identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. • Convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. • Begin to be aware that language use is connected to a purpose and an audience. 	<ul style="list-style-type: none"> • Understand and respond to simple spoken and written texts. • Identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. • Interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. • Be aware that language varies according to purpose and audience.

Capable communicator	
Phase 3	Phase 4
<ul style="list-style-type: none"> Understand and respond to a limited variety of spoken and written texts. Understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. Engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. Understand that they can speak and write in different ways for different purposes and audiences. 	<ul style="list-style-type: none"> Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. Interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. Engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. Can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. Identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

Proficient communicator	
Phase 5	Phase 6
<ul style="list-style-type: none"> Analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. Draw conclusions, infer information and recognize implied opinions and attitudes. Respond and react to questions and ideas in a range of spoken, visual and written texts. Engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. Organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. Interpret aspects of format and style, and are able to adapt register and style of language to suit the context. 	<ul style="list-style-type: none"> Evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. Analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. Engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. Organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

Adapted from *Middle Years Programme language acquisition guide, for use from September 2014 or January 2015*

Mathematics

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac.

Aims and Objectives:

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

The outline for the units taught this year in M10:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Making the world a fairer and more equal place?	Common difference Inequality Series Strict Interval Sequence Term	August - September
2. How many forms has a quadratic?	Expression Intercept Maximum Minimum Quadratic Vertex	September - November

3. How do functions function?	Composite Corresponding Exponential Extrapolate Function Interpolate Inverse	November-December
4. What do I get by learning these things?	Axiom Chord Proof Secant Tangent Theorem	January-February
5. The only sure thing?	Certain Chance Coincidence Empirical Impossible Risk Theoretical Unlikely	March – April
6. Am I ready?	<p>In this unit you will:</p> <ul style="list-style-type: none"> • Find out how much you've learned and where you need to revise or refresh. • Explore the most appropriate course in Diploma Programme Mathematics for you. • Take action by considering ethical, moral and social implications of mathematics. • Practise 'slow judgement' rather than 'no judgement' as a good preparation for Theory of Knowledge (TOK). <p>By activity:</p> <ul style="list-style-type: none"> • Revision of simultaneous equations. • Transformation of trigonometric functions. • Revision of algebraic equations. • Quadratic functions, vertices and intercepts. • Numbers and number sets. • Probability – combinations and permutations. • Geometry, facts. • Data collection and probability. • Data representation. • Trigonometric ratios & Pythagoras. • Angle & polygon construction and measurement. 	April - May

Main resources:

'MYP by Concept 4&5, Mathematics'. Supplemented with 'International Mathematics for the Middle years', 'Mathematics for the international student' and a variety of online resources. In Maths OneNote is the main platform.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Mathematics		
Students grades will be made up of marks from the following criteria		
Criterion A	Knowing and understanding	Maximum 8
Criterion B	Integrating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying Mathematics in real-world contexts	Maximum 8

Major Assessment tasks:

- Unit 1: 'Summative test' Criterion A and B
- Unit 2: 'A farmers pen' Criterion D
- Task 3: 'Finding information from a model' Criterion A and D
- Task 4: 'Summative test' Criterion A
- Task 5: 'Combinations versus permutations' Criterion C and D
- Task 6: E-assessment from earlier year, all criteria

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

Individuals and Societies

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. The ISB course at ISB is taught as an integrated humanities course including aspects of History, Geography, Economy, Sociology and Religion.

Aims and Objectives:

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

The outline for the units taught this year in M10:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Migration	Reasons for migration - Push and Pull factors (economic, social, political, environmental), Finding migration trends in different big world migrations (Chinese, Irish, Jews post WW2, Eastern Europeans, Scandinavians, Jordanian, Native Americans), Rural–Urban Migration in Brazil, The Partition of India, Israel & The Palestinians: The “Right of Return”.	August - September
2. South Africa	Geography of South Africa (Biomes, natural resources), Demography, Origins of Apartheid, Rise of apartheid, Protest and resistance, Nelson Mandela and the ANC, The birth of democracy, Truth and reconciliation commission, South Africa today socially, politically, culturally and economically.	October-November
3. Money makes the world go around	What is money, Where does money come from, how did the money system develop, Characteristics of money, Functions of money, Barter system, gold standard, credit, IMF, world bank and the reserve bank.	December-February

4. Worlds largest lesson	GOAL 1: No Poverty, GOAL 2: Zero Hunger, GOAL 3: Good Health and Well-being, GOAL 4: Quality Education, GOAL 5: Gender Equality, GOAL 6: Clean Water and Sanitation, GOAL 7: Affordable and Clean Energy, GOAL 8: Decent Work and Economic Growth, GOAL 9: Industry, Innovation and Infrastructure, GOAL 10: Reduced Inequality, GOAL 11: Sustainable Cities and Communities, GOAL 12: Responsible Consumption and Production, GOAL 13: Climate Action, GOAL 14: Life Below Water, GOAL 15: Life on Land, GOAL 16: Peace and Justice Strong Institutions, GOAL 17: Partnerships to achieve the Goal	May-April
5. eAssessments	Skills needed for eAssessments and curriculum review	June-July

Main resources:

In Individuals and Societies we do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teachers own creation and disseminated on OneNote or Google Classroom.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Individuals and societies		
Students grades will be made up of marks from the following criteria		
Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

Major Assessment tasks:

- DBQ, short written answers
- Project presentation and documentary film
- In class written test
- Money essay
- Mock exam

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

Science

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. At ISB the science programme is taught as an integrated science course and combine aspects of Physics, Chemistry, Biology and Environmental Science.

Aims and Objectives:

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

The outline for the units taught this year in M10:

Topic/Unit Name	Main Content	Tentative Time Frame
1. What makes a material world?	Chemical bonds, Balancing equations, Naming compounds.	August - September
2. How do we obtain the energy we need?	Fossil fuels, Metabolism, Enzymes, Photosynthesis	October- November
3. How do machines make our life better?	Forces and Motion	December- January
4. Who are we?	Genes, DNA, Inheritance, Radiation	February - March
5. Making electricity	Induction, transformation	April - may

Main resources:

'MYP by concept' 4&5 plus a collection of resources, which are of teachers own creation and disseminated on OneNote or Google Classroom.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Science		
Students grades will be made up of marks from the following criteria		
Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impact of science	Maximum 8

Assessment tasks:

During the year, students will make both smaller and more compressive lab reports. In addition, they will make smaller tests and different formative tasks.

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

Music

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. In M9 and M10, students focus on only **one** of the Art disciplines which is taught throughout the year.

Aims and Objectives:

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

The outline for the units taught this year in M10:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Mozart vs Super Mario	Themes and variations as musical form, historical overview Mozart's variations of 'Ah, vous dirai-je, Maman'- Analysis of musical elements: Melody, texture, instrumentation and harmony Koji Kondo's variations for 'Super Mario World'- Analysis of musical elements Musical theory: Major/minor scales, triads, harmonization using primary and secondary triads MuseScore notation software, technical aspect	August - October
2. Pimp up Christmas	Analyzing cover versions in terms of musical elements such as instrumentation, timbre, stylistic features and performance skills. Development and performance of students own cover version of a Christmas song. Process Journal entries and process work.	November- December
3. eAssessment unit	TBA, unit only released from the IB in November.	January- March
4. Group performance	Group performance of a chosen song: performance skills, technical skills, stage presence and performance for a live audience.	April-June

Main resources:

We do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teachers own creation and disseminated on OneNote or Google Classroom.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Arts		
Students grades will be made up of marks from the following criteria		
Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

Major Assessment tasks:

- Staff notation composition
- Group performance
- Music composition and Process Journal
- Live performance

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

Physical and Health Education

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and may be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac.

Aims and Objectives:

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

The outline for the units taught this year in M10:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Invasion Games	Different strategies and playing systems, team concepts	August - October
2. Football	Continuous development of skills,	November- December
3. E-Portfolio	The unit for M10 e-portfolio PHE in the IB system. Based on a coach client situation.	January- March
4. Volleyball	Team work and skill development.	April - May
5. Dance with me!	Basic dance moves, different types of exercises included in a dance routine.	May-June
6. Safe party	Smoking, alcohol, drugs and other issues for teenagers during a party.	November- December
7. What is health	Mental health, emotional health, social health, physical health.	January- March
8. Healthy diet	Nutrients for our body, how to develop a personal diet and awareness of what we eat today	April - May
9. Olympic games	History and development of the Olympic games, winter and summer games, impact of media in the Olympic games.	May-June

Main resources:

We do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teachers own creation and disseminated on OneNote or Google Classroom.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Physical and health education		
Students grades will be made up of marks from the following criteria		
Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

Major Assessment tasks:

- Task 1 Play with me an invasion game
- Task 2 Football - Miss or score!
- Task 3 - coach-client scenario for E-portfolio
- Task 4 – Volleyball tournament with other schools in Billund Kommune.
- Task 5 – Design a dance choreography
- Task 6 - Party with me!
- Task 7 – what is health
- Task 8 – Do I eat healthy?
- Task 9 – Olympic games

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

Design

M10

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac.

Aims and Objectives:

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

The outline for the units taught this year in M10:

Topic/Unit Name	Main Content	Tentative Time Frame
1. The Playline	The research and idea development process of an "outdoor teenage activity"	August - October
2. Christmas presents	The design cycle and craftsmanship	November- December
3. E - assessment unit	Framework will be released in November	January - April

Main resources:

We do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teachers own creation and disseminated on OneNote or Google Classroom.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

Assessment criteria, Design		
Students grades will be made up of marks from the following criteria		
Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

Major Assessment tasks:

- Journal of the research and idea generation process of an “outdoor teenage activity”
- Journal of the design process of a Christmas present
- E-portfolio Deadline in April 2019

Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.