

Introduction

September 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 to develop 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

M6

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 M6:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Media: Factual Writing?	<ul style="list-style-type: none"> • Interviews • Profiles (self written and in newspapers/magazines) 	August - November
2. The Poetry of Identity	<ul style="list-style-type: none"> • No Problem - Benjamin Zephaniah • Half Caste - John Agard • Honour Killing - Imtiaz Dharker • I Am - John Clare • Nissen Ezekiel - • I am African - black and white version (Wayne Visser/Puno Selesho) • Still I rise - Maya Angelou 	November- March
3. Stories through Place and Time	<ul style="list-style-type: none"> • IDU with Visual Art • Pandora • Glaucus and Scylla • The Little Mermaid • When Water Sang Fire • Anthology: Thor (Scandinavia), Savriti (India), The Great Bell of Peking (China), The Monkey who would be King (China), Geriguiaguiatugo (Brazil) Death and The Boy (West Africa) 	March-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 detailed 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: Structure an interview into a coherent story
- Task 2 Self created profile with annotations describing meaning and impact
- Task 3: Write a poem to reflect your personal identity
- Task 4: Select and present a poem that speaks to you
- Task 5: Analysis of a common theme between two stories
- Task 6: Create a story to reflect the culture of your choice

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

M6

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 M6:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Realistisk Novelle	The students are going to read a variety of short stories. They will achieve knowledge about the genre and obtain knowledge about different analytical tools such as composition, characterization, narrator and narrative styles and how to use these to analyse and interpret different short stories. They will, furthermore, practice to write a short story and to use what they have learned about the genre through their reading.	August - October
2. Forfatterportræt	The students will explore Bent Haller's authorship by reading different texts written by him including the novel Hønspeglen. They will acquire knowledge about Bent Haller's different narrative choices, with a special focus on the themes that he writes about. Skills: They will, furthermore, create a portrait of Bent Haller's authorship, where the students justify opinions and ideas and use examples to show Haller's unique style. They will learn how to write a portrait. They will end	November- January

	the unit with writing a reader's letter, where they explore the main theme in Bent Haller's authorship. They will, furthermore, explore the importance of thinking about your audience when writing a persuasive piece of writing.	
3. Intertekstualitet	The students are going to know poetry as a genre by reading and exploring different types of poetry. They will practice using different poetic devices to write their own poem with intertextual references. They will learn what intertextuality is and how to use this term to compare texts. They will be able to tell how two texts are similar and different.	February- April
4. Fantasy	The students will learn different analytic tools used to analyse and interpret a fantasy text. They will get to know the genre features for the genre fantasy. The students will furthermore have to use their knowledge about this interaction to analyse and interpret the fantasy book Skammerens datter. They will end the unit with producing their own fantasy text, where they have to use, what they have learned about the genre fantasy.	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.

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: The students are going to write their own short story after exploring and analysing different short stories in class. The students are going to use the knowledge, they have gained about the genre in class. They will through writing their own story experience how stories allow us to express ourselves and connect with others
- Task 2: The students are going to create a portrait of Bent Haller's authorship with a focus on his narrative choices and how these have created his unique style.
- Task 3: The students will produce a poem with some intertextual references, where they explain and justify their choices. They furthermore have to identify and comment on intertextual references in the story
- Task 4: The students are going to create their own fantasy story.
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Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

Spanish Acquisition

M6

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 M6:

Phase: 1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Asi soy yo	Números 1-100, el alfabeto, saludos, presentaciones, familia, partes del cuerpo, ropa, verbos regulares, me gusta, adjetivos, verbos de primera necesidad (tener, ser, querer), profesiones.	August - November

	Determinate articles, indeterminate articles, personal pronouns, basic action verbs, descriptive adjectives, male, female agreement.	
2.Tradiciones	Saludos, presentaciones, la comida, el restaurante, el clima, ropa, partes del cuerpo, preguntas, adverbios de frecuencia. Adjetivos posesivos.	November- February
3.Vida en la escuela	Números 100-1000, la escuela, el salón de clase, días de la semana, meses del año, parts of the day, la hora, el clima, adverbios de lugar. Present tense, Irregular verbs, plural singular agreement, word order.	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: Mi personaje (Final submission and presentation)
- Task 2: Vitacora de viaje (Final submission and presentation)
- Task 3: My rutina diaria (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.

Additional comments:

The objectives and the assessment criteria prioritizes growth over proficiency. Thus, by using a subject specific rubric, students set their own individual expectations in relation to the assessment criteria.

Receptive skills (Criteria A and B): Comprehension of written, spoken and visual language input. (Understanding, analysing, evaluating, remembering)

Comprehensible input is provided in visual, auditory, kinaesthetic and in written text. The summative assessment consists of a number of tasks where strands of criteria A and B are addressed first (receptive skills). Students are to demonstrate understanding, identify information and recognize conventions.

Productive skills (Criteria C and D): Communicating and using language. (Applying, creating, remembering)

The language input in criteria A and B serves as template for what is expected in criteria C and D (productive skills). Students are free to choose the means by which they execute and present their summative assessment as long as it leads to demonstrate growth in the unit specific strands.

German Acquisition

M6

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 M6:

Phase: 1

Topic/Unit Name	Main Content	Tentative Time Frame
1. This is me	Meeting Greeting Ages Birthdays Family members	August - October

	Pets Adjective Ordinal and cardinal numbers	
2. Guten Appetit!	Items of food and drink Different courses when eating out Meals and mealtimes Food preferences and opinions Shopping for food and drink Amounts, weights, prices Eating out Former and future eating habits	November- January
3. School life	Description of school including facilities School subjects and opinions Teachers School routine (times) Uniform School rules	January-March
4. Health	Parts of the body & Clothing Illnesses and injuries Visiting a doctor/pharmacy Seeking and understanding medical help	April-June

Phase: 3

Topic/Unit Name	Main Content	Tentative Time Frame
1. Advertisement	- components of an advertisement - types of advertisement - basic linguistic features of an advertisement text - vocabulary related to advertising - Grammar structures: imperative	August - October
2. Celebration	Customs and festivals in German-speaking countries	November- January
3. Global Issues: The environment	Different types of environmental problems – considering the impact of people on physical systems and vice versa - examine causes and effects of major environmental problems – explore relationship between economic development and the environment	January-March
4. „Emil und die Detektive“	Book and movie “Emil und die Detektive” – Author Erick Kästner	April-June

Main resources:

In this subject we use the textbook “Zoom Deutsch 1” for most of the Units as well as “Pirana” for a few Units (in Phase 1). 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 1):

- Task 1: Pawtoon animation
- Task 2: MasterChef cooking competition
- Task 3: First part: Writing a letter/email, Second part: Describe a room
- Task 4: Design your superhero

Major Assessment tasks (Phase 3):

- Task 1: First part: Grammar, Second part: Analyse and advertisement
- Task 2: Making a presentation
- Task 3: Project with organisation
- Task 4: First part: Watching a clip, Second part: Writing a summary

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

Danish Acquisition

M6

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 place 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 M6:

Phase: 1

Topic/Unit Name	Main Content	Tentative Time Frame
1. This is me	Greeting, introducing yourself, colours, numbers, family members, clothing	August - October

2. Traditions	Tradition and celebrations in Denmark: Christmas, celebrations, invitations, expectations, traditions, speeches, adjectives	November- January
3. Let's eat	Vocabulary related to food and restaurant, how to order food, going shopping	January-March
4. Let's go on a vacation	Weather Past holiday destinations Holiday experiences Regions and sightseeing Future holiday plans Accommodation	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 paper 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: Writing a letter, reading a text
- Task 2: Design a celebration; invitation, menu, speech, thank you card
- Task 3: Conversation at a restaurant
- Task 4: Reading a brochure

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

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

M6

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 M6:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Is fairness always equal?	<ul style="list-style-type: none">- find out how to classify numbers in their various systems based on their form, the universal order of performing mathematical operations in an expression and how to convert between fractions, decimals and percentages- explore various applications of fractions and patterns in the decimal system- take action by raising awareness of companies which donate percentages of fixed amounts of their proceeds to charities and making informed	August - September

	choices about which charitable endeavors to support	
2. How can we bring things together?	<ul style="list-style-type: none"> - find out how learning algebra is like learning a new, and useful, language - explore the rules of algebra simplification - take action by promoting a mathematician who shares some of our identities 	September- October
3. How can data help us save the world?	<ul style="list-style-type: none"> - find out: <ul style="list-style-type: none"> -how to collect primary and secondary data from good sources - how to represent data effectively - how to read, interpret and analyze data from various graphs -explore: <ul style="list-style-type: none"> - the influences data can have on decisions in all kinds of industries - how new data can affect measures of central tendency - take action: <ul style="list-style-type: none"> - by investigating an online statistical study and discussing its implications for ourselves and our peers 	November- December
4. Should we cross the bridge or keep everything in balance?	<ul style="list-style-type: none"> - find out how substitution helps us to problem solve and prove our answers - explore how algebra can be hidden in everyday situations - take action by proving how online “mystical mind-reading” tricks work using mathematical logic 	January- February
5. How do we measure up?	<p>Find out:</p> <ul style="list-style-type: none"> - How to convert between units of measurement in the metric system - how to draw diagrams to scale and interpret scale diagrams - when and how to calculate area and perimeter of polygons, circles and composite figures, and how to measure and classify angles between two-lines segments <p>Explore:</p> <ul style="list-style-type: none"> - Differences among various types of polygons and circles - the constant (π) - angles inside polygons <p>Take action by researching other units of measurements, and creating an angles flipbook</p>	February- March
6. What’s next?	<ul style="list-style-type: none"> - Find out how far we have come this year and how much we have learned. - explore the ideas from previous chapters in new ways, each linked to a related concept - take action by creating interesting and innovative displays for our classroom and school, which will contribute to the wider school appreciation of mathematics 	April- June

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Main resources:

‘MYP by Concept 1, 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:

- Task 1: Should all basketball nets be regulations height?
- Task 2: Summative problems for “Is fairness always equal?”
- Task 3: Who invented algebra?
- Task 4: Home and Away

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

M6

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 IS 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 M6:

Topic/Unit Name	Main Content	Tentative Time Frame
1.Sources of History	Primary Secondary sources, source analysis, solving cold cases of crime and murder.	August - September
2.Ancient Greece	Geography and the settlement of Greece, The rise of democracy (Monarchy, oligarchy, tyranny and democracy), The city states of Greece, The Persian war, The Olympics Greek Religion, Science, Art and Architecture	October- November
3.Cities: How and where we live together	City plans, Actors involved in city planning - police, education, health care, social welfare systems, transportation networks, power, sanitation systems, general infrastructure, parks, monuments, culture, history Effects of urbanisation on the environment – pollution (air, water, visual and noise), the results of urban sprawl on surrounding areas, the growth of out-of-town urban activities – shopping areas, sports facilities, etc. Land-use models -Burgess model, Hoyt model Describe and explain the land-use zones of towns	December- January

	and cities to include the CBD, residential areas, industrial areas, the provision of open spaces and transport routes.	
4. Violent Earth	Pressure Density Energy/Heat Wind systems Social systems in regards to disasters	February-April
5. Country Profile	Cultural dimensions and definition of 'culture' Stories: Food, crops and climate in different countries The role of food in defining a culture Geographical profile of countries Demographic indicators (population pyramids, life expectancy, gender distribution, population density etc.) Cultural indicators (environmental and or social problems affecting a country)	Maj- 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, 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:

- Task 1: Cracking History's Cold Cases
- Task 2: Time capsule
- Task 3: Build your dream city!
- Task 4: Weather Forecast Show
- Task 5: Country website

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

Science

M6

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 M6:

Topic/Unit Name	Main Content	Tentative Time Frame
1. What do Scientists do?	Famous scientists, how to work in a laboratory, safety instructions.	August - September
2. First LEGO league	Using science and research skills to solve a problem in a real-world setting.	September - November
3. What changes?	Chemistry: the three states of matter, elements purity, different ways to separate materials, the water cycle	November - January
4. How do living things work?	Biology: The Earth's different spheres, the necessities of life, cells, photosynthesis, evolution, ecosystems, food chains, human impact on nature.	January - February
5. Violent Earth	Pressure, density, energy/heat wind systems, the Earth's tectonic plates, social systems in regards to disasters. This is an IDU, interdisciplinary unit, together with IS.	February - April
6. What makes change happen?	Physics: different types of energy, how energy is produced, energy efficiency, heat	April - June

Main resources:

Our main book is *MYP by Concept 1: Science* but extra materials, videos and activities will be added. The students will have most of their work collected in the on-line platform 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, 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

Major Assessment tasks:

- Task 1: Text about famous Scientists
- Task 2: The project part of the FLL competition.
- Task 3: Clean water for all? Design, test and market a water purifier.
- Task 4: Is that alive? Construct and conduct an investigation to find out if different given food groups are alive.
- Task 5: Weather Forecast Show. A video in where the students present their knowledge.
- Task 6: Insulation. Construct and conduct an investigation to test isolation materials to help saving heat.
- Additional assessment of criteria B and C
During the year, students will make both smaller and more compressive lab reports.

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

The Arts (Drama, Visual Art and Music)

M6

Course Outline 2018-2019

The International School of Billund

The following outline indicates the topics they will study in the relevant trimester. Additional curriculum information and submission dates will be available on ManageBac. In M6-8, each of the arts discipline are taught in a trimester, allowing students to engage with **Drama**, **Visual Art** and **Music** during the year. Parallel classes might not have the same Arts discipline at the same time.

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 M6:

Topic/Unit Name	Main Content
1. Visual Art – Self-portraits	Emotion and Feelings – Self-portraits (Realism to Abstract art). Students will look at portraiture, from realism to abstract art while creating a self-portrait displaying a strong emotion. They will analyse a portrait by Frida Kahlo together in class before choosing a portrait from one of the selected artists like Yue Minjun, Kathe Kollwitz, Tamara de Lempicka, which they will analyse independently. They will use a variety of media such as charcoal, oil pastels and soft pastels. Some might try their hand at painting with acrylic on canvas if time permits.
2. Drama - Mime	The focus of the Unit is on how feelings and emotions can be expressed through non-verbal communication and how this can impact and influence the way we act and react in everyday situations. Students will learn the elements of Drama and Mime and practice various Mime techniques. They will watch artworks (videos) from performers like Charlie Chaplin, Marcel Marceau and others, learning to analyse and critique these using the elements. They will create a solo and a groupmime using the various techniques they have learnt in class. This unit forms the basis for

	later Drama units, as they learn about using the Body as a tool in performance.
3. Music -	Major and minor chords. Tension and resolution. Dissonance and consonance. Tonic – 1st degree of a scale, Subdominant – 4th degree of a scale, Dominant – 5th degree of a scale. From quiet (Pianissimo) to loud (Fortissimo). Beat, meter and tempo. Note duration: Whole, half, quarter and eighth notes. Time Signatures, Binary, Ternary, Intro, Verse (A), Chorus (B). Pitch and melody, themes. Basic intervals. Instrument families: String instruments, percussion instruments. Texture: Monophonic, polyphonic and homophonic.

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 in class and/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:

- Task 1: Research an artist/artwork (Visual Art/Drama/Music)
- Task 2: Use prior knowledge and develop new skills and techniques in your artwork. (Visual Art/Drama/Music)
- Task 3: Apply prior knowledge and new skills and techniques to create original artwork (Visual Art/Drama/Music)
- Task 4: Reflect on your processes and development through the trimester. (Visual Art/Drama/Music)

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

M6

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 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 M6:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Ultimate Frisbee	Forms of Communication in a Team, verbal, non-verbal and body language, develop throwing and catching skills	August - October
2. First Aid	Students will learn the basics of first aid. When to give it, RICER concept, recovery position, Heimlich manouever, first aid kit. How to recognize the problem in the unfamiliar situation, take decision under pressure, lifesaving skills, focus.	August - October
3. Handball	History and rules of the game, different types of passing, receiving, passing to a moving target, moving with or without the ball, moving to open space.	November- January
4. Healthy heart	Cardio vascular system, blood circulation, heart and lungs, what is healthy for your heart	November- January
5. Hockey	Basic hockey skills (passing, dribbling, shooting, movement and creating spaces). Basic knowledge about tactics during a hockey game.	February- April
6. What is fitness?	Different types of exercises, fitness components, Endurance, strength, flexibility and stretching.	February- April
7. Track and field athletics	Students will learn different track and field events, sprinting, endurance, long jump, high jump, shotput.	May-June

8. Nutrition	Students will learn the basics about nutrients, proteins, fats, vitamins, minerals, water and glucoses.	May-June
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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 – During a Frisbee game, students need to understand and apply proper communication systems in order that the team functions effectively.
- Task 2 - Students will show their knowledge and record themselves when applying basic first aid techniques in various build up scenarios.
- Task 3 – Play with me and ‘What if’ in unfamiliar situations. Showing and applying handball skills during a game and reflect on their own learning
- Task 4 - Students will design their own poster about how a healthy heart should look like.
- Task 5 - Hockey – Apply skills and strategy concepts during a hockey game.
- Task 6 - Design a fitness plan to improve your overall fitness.
- Task 7 - Students will participate in an athletic tournament with other schools in Billund Kommune and apply the skills learned during the unit. They will also reflect in the end about the whole process.
- Task 8 - Students will develop and try a weakly healthy diet to raise awareness about their eating habits.

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

Design

M6

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 M6:

Topic/Unit Name	Main Content	Tentative Time Frame
1. FLL	Competing in First LEGO League. Building and programming LEGO, researching a given topic and working on presentation skills.	August - November
2. Dollhouse	Using the design cycle to design and build a dollhouse. Using different materials and tools for creating.	November - March
3. Teacup holder	Design and create a teacup holder. With greater independence, work the design cycle, different materials and tools.	March - June

Main resources:

We work close to the design cycle as described in the *Design Guide*.

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:

- Task 1
The FLL competition: Robot, programing, project and presentation.
- Task 2
Dollhouse: Finished project and documented material on how the student created their dollhouse.
- Task 3
Teacup holder: Finished product and documented material on how the student created their teacup holder.

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