

# 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](mailto:tuex0829@edu.isbillund.com) or set up a meeting.

Sincerely,  
Tue

## Table of contents

Introduction .....	1
Table of contents .....	2
English Language and Literature .....	3
Danish Language and Literature .....	5
Spanish Acquisition .....	8
German Acquisition .....	10
Danish Acquisition .....	13
Mathematics .....	16
Individuals and Societies .....	19
Science .....	21
The Arts .....	23
Physical and Health Education .....	25
Design .....	27

# English Language and Literature

## M7

### 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 M7:**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Fame and the media	<ul style="list-style-type: none"> <li>• Chicago</li> <li>• Newspaper articles and images</li> </ul>	August - November
2. Judging by Appearances	<ul style="list-style-type: none"> <li>• Of Mice and Men</li> </ul>	November- January
3. Lyric writing and the Blues	<ul style="list-style-type: none"> <li>• IDU with Music</li> </ul>	February- 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 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:**

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

**Major Assessment tasks:**

- Task 1: Song analysis
- Task 2: Create production number to convey meaning + process journal
- Task 3: A poster of prejudice in America over time
- Task 4: The trial: Who is responsible for Lennie's death?
- Task 5: Lyrics as poetry – writing a modern blues song
- Task 6: Creating a musical – uniting our songs to tell a staged story

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

## M7

### 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 M7:**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Novellelæsning	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. Forfatterskabslæsning	The students will read, analyse and interpret a variety of texts written by Cecilie Eken to explore Eken's unique style. They will get to know the uniqueness of her writing style. Practice using literary terminology to analyse and interpret the different texts. Obtain good reading experiences. Understand how language is used as a literary device.	November- January

3. Intertekstualitet	The students will get to know what poetry is and learn different poetic devices. They will furthermore gain knowledge about the term intertextuality (including neologism and symbols). The students will learn to compare texts and to explain what they have in common and how they are different. They will have to plan and write their own poem with intertextual references - to show their knowledge.	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 learn what are and use their knowledge about this interaction to analyse and interpret the fantasy book Wildsvin. 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:**

<b>Assessment criteria, Language and Literature</b>		
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 write about Cecilie Eken's unique style by making a portrait about her authorship. They will furthermore explore the thematics that Cecilie Eken's authorship is focusing on by writing a short story that investigates the same themes.
- Task 3: The students are going to produce a poem with one or more intertextual reference, where they explain and justify their choices. They furthermore have to identify and comment on intertextual references in the story 'Den lilla møghætte og pulven'.
- Task 4: The students will create their own fantasy story

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

# Spanish Acquisition

## M7

### 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 M7:

#### **Phase:**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Mi casa es tu casa	La casa, la cocina, la comida, los muebles, rutina diaria, adjetivos, verbos de acción, verbos reflexivos, ser y estar, preposiciones. Adjetivos demostrativos.	August - November

2. La historia de mi vida	Verbos en pretérito e imperfecto, adverbios de frecuencia, conjunciones, interrogativos, Pasado, construcción de oraciones.	November- February
3. Super heroes	Comparativos y superlativos, adjetivos de personalidad. Ser and estar.	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:**

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

**Major Assessment tasks:**

- Task 1: La casa de mis sueños (Final submission and presentation)
- Task 2: Linea de tiempo (Final submission and presentation)
- Task 3: Mi super heroe (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

## M7

### 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 M7:**

##### **Phase: 1**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Home Sweet Home	Countries Nationalities House and home including descriptions, rooms etc	August - October

	Daily routine Household chores	
2. The story of my life	Facts and informations about yourself and your family	November- January
3. Free-time activities	TV programmes Films and opinions Leisure time with friends Past and future hobbies Sports and games with opinions Past and future sporting events Famous German sports people	January-March
4. Let's go on a vacation	Countries and languages Weather Past holiday destinations Holiday experiences Regions and sightseeing Future holiday plans Accommodation	April-June

**Phase: 2**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Fairytales	being able to read a German fairytale knowing typical words and sentences, that are being used in fairytales learning about the Grimm brothers learning about elements of fairytales	August - October
2. My opinion	How to express likes and dislikes/ preferences	November- January
3. Music	learn about famous German musicians/ bands (both nowadays and in the past) describing likes/dislikes learning about different music genres listening to German songs and analyzing them	January-March
4. Future plans	Future education plans Future life plans Where to live Family plans Future job intentions	April-June

**Main resources:**

In this subject we use the textbook "Zoom Deutsch 2" for most of the Units as well as "Pirana" for a few 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:**

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

**Major Assessment tasks (Phase 1):**

- Task 1: Room description
- Task 2: Make a book about your life
- Task 3: Writing – Join my club
- Task 4: Making a brochure

**Major Assessment tasks (Phase 2):**

- Task 1: Roll-a-story
- Task 2: Discussion
- Task 3: Sing a song
- Task 4: Job Interview

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

# Danish Acquisition

## M7

### 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 M7:

#### **Phase: 2**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Schoollife	Vocabulary, calendar, schedule, "Klassen", facilities, values, global comparison, a good school?	August - October

2. Hjem kære hjem	Countries, nationalities, house and home including descriptions, rooms etc	November- January
3. Free-time activities	TV programmes Films and opinions Leisure time with friends Past and future hobbies Sports and games with opinions Past and future sporting events Famous Danish sports people Present tense	January- March
4. A typical day	Everyday life activities Daily routine Household chores	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: Part 1: Writing a letter/email, Part 2: Making an oral presentation
- Task 2: Presentation
- Task 3: Writing – Join my club
- Task 4: People Magazine Interview

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

Capable communicator	
Phase 3	Phase 4
<ul style="list-style-type: none"> <li>Understand and respond to a limited variety of spoken and written texts.</li> <li>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.</li> <li>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.</li> <li>Understand that they can speak and write in different ways for different purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Capable communicators in phase 4 understand and respond to a variety of spoken and written texts.</li> <li>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.</li> <li>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.</li> <li>Can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class.</li> <li>Identify aspects of format and style, and speak and write with a clear sense of audience and purpose.</li> </ul>

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

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

# Mathematics

## M7

### 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 M7:**

Topic/Unit Name	Main Content	Tentative Time Frame
1. What really makes the world go around?	Fractions and decimals review Operating and converting between Percentages – finding percentage off, increasing and decreasing by a fraction, finding quantities as percentages of another quantity. Converting between FDP review Ratios – simplifying and finding dividing quantities into ratios Proportional reasoning and logic Action: The chapter outlines a potential curriculum-driven Action for health education and awareness in school foods. Students may choose to create some large and bright stickers with the	August – September

	percentages on them, so people can make informed choices. They might consider colour coding them for even more information. Share out as many as you can among your class and coordinated campaign for healthier choices. Links to: PHE through healthy living and understanding of energy and with Design to create informative and eye-catching labels.	
2. Fact or fiction, truth or lies?	Defining and explaining statistical terms Collecting and organising data Tabulating results Classifying and ordering data Data representation: •Histogram • Line graph • Pictogram •Dot and bubble plots •Scatterplot •Stem and Leaf •Barchart • Piechart •Creative visualisations. Grouping and classifying data Infographics and Data visualisations Analysing data Using data to perform text analysis Bias and fairness in data Sampling	September- October
3. How can we travel between dimensions?	Construction of physical shapes: Using compass to draw circles Using isometric paper to create shapes Using a protractor to draw (not measure) angles.	November- December
4. Where do conclusions come from?	Recall what the three measures of central tendencies are and how to calculate them. Present quartile data in box-and-whisker plots. Comment on the strength and type of correlation being observed, and on possible reasons for the outcomes in question. Select the appropriate measure of central tendency based on the context and on the types of numbers being examined. Some students could: Explore how the correlation coefficient changes as data moves closer to and farther from the LOBF. Justify the reasons behind patterns that are present in the data.	January-February
5. Can mathematics be beautiful?	Recall how to plot points on a number line and how to make algebraic substitutions. Calculate y-values after given x-values are entered into a table of values Identify points on a Cartesian plane using ordered pairs Sketch polygons on a Cartesian plane as well as their transformations Some students could: Explore relationships between x- and y-coordinates and come up with an equation to represent them.	February- March
6. How does it all tie together?	Recall the basic concepts studied throughout the year, and how to simplify expressions/solve equations from last year. Show that the expanded and factored forms of an expression are equal. Explore the binary number system. Justify conclusions in a systematic way. Identify geometric patterns. Some students could: Create their own geometric patterns.	April- June

**Main resources:**

'MYP by Concept 2, 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:**

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

**Major Assessment tasks:**

- Task 1: The "Coffee craze"
- Task 2: Fairness
- Task 3: Create your own puzzle using 3D tangrams
- Task 4: Does your height determine your best sport?

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

## M7

### 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 M7:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Islam and Christianity	Exploring background knowledge and concepts of religion and exploring and comparing the worlds 7 largest, and the idea of the soul and faith. Analysing and comparing the rise and spread of Christianity, Judaism and Islam: Judaism and the Romans, Life and teachings of Jesus (Use of parables, the golden rule, life, crucifixion and resurrection), the Apostles and early Christian leaders, the spread of Christianity. The Islamic civilization, Muhammad and his message, beliefs and practice of Islam, the spread of Islam, life in the Islamic world Commonalities and differences between Christianity, Judaism and Islam	August - October
2. The Middle Ages	The early Middle Ages including: the Franks, the concept of Invaders, Feudalism and the rise of towns; Knights, castles and cities, Kingdoms and crusades; William the Conqueror and the Magna Carta; Henry II, Culture and the Church, universities and the role of religion in everyday life; the Late Middle Ages and the cause and consequence of famine and the plague, and story of Joan of Arc.	November- January

3. The Story of Stuff	Consumerism and the materials economy: Extraction, production, distribution, consumption, and disposal of raw materials, goods and products; how we create Carbon footprints and the demands of supply chains of modern technology; the history of consumerism and an analysis of advertisements.	February- April
4. Africa – the Lost Continent	Early African settlements: African geography and climate zones (Dessert, Mediterranean, Rainforest, Savannah, Landforms and Rivers); African Governments and Religions (Ghana, Mali); The slave trade and Life in Africa today.	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:**

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

**Major Assessment tasks:**

- Task 1 – create a new religion (complete with manifesto, belief system, and structure) and reflect on similarities with existing world religions,
- Task 2 - Students design a summative task which shows knowledge of medieval events and cultures and discuss the impact of the middle ages on today’s world,
- Task 3 – Students design a project about sustainability, analyse the results and discuss strategies as to how consumerism may be nudged in a more sustainable direction,
- Task 4 - Letter to ministry of foreign affairs in Denmark which challenge our development politics as well as creating a class presentation: Development plan for an African country,

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

# Science

## M7

### 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 M7:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Where are we now and where might we be going?	Physics: SI units, coordinates, velocity, acceleration, friction, Newton's laws, forces, gravity	August – December (with pause for FLL)
2. First LEGO league	Using science and research skills to solve a problem in a real-world setting.	September - November
3. How do we map matter?	Chemistry: matter, atoms, molecules, periodic table, chemical reactions, acids, alkalis, pH, dilution	December - March
4. What does a wave tell us?	Light, the eye, sound, the ear, vibration, wavelength, frequency, amplitude, oscillation, electromagnetic spectrum, volume, pitch	March - May
5. How do we respond to our world?	Biology: Stimulus, behaviour, sense organs, central nerve system, the brain, natural selection, adaptations	May - June

#### Main resources:

Our main book is *MYP by Concept 2; Science* but extra materials, videos and activities will be added. The students will have most of their work collected in the on-line platform One Note.

## 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:

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

## Major Assessment tasks:

- Task 1: Playground Physics, describe and balance forces.
- Task 2: The project part of the FLL competition.
- Task 3: E-cycling, research and write a text on recycling copper from technology waste.
- Task 4: Protect ourselves from the sun, investigation on how materials can be used protect us from UV-light.
- Task 5: Seeing (and smelling, feeling, hearing and tasting) is believing, explain how we respond to different stimuli and how the responses help us survive.
  
- 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

## M7

### 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.

#### 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 M7:

Topic/Unit Name	Main Content
1. Visual Art	<b>It's all paperwork</b> – look at our world through collage. Looking at collage work by famous artists such as Hannah Hoch, Matisse, Eileen Agar. The students will choose an artist and look at their collage works before choosing one they would like to look deeper into. The students will analyze and develop ideas for their own collage work, which will be based on a global context they are aware of from lessons in IS, the news or discussions at home.
2. Drama	<b>Storytelling</b> – this unit will focus on How to use our voice and body in Drama, understand the elements of voice and be introduced to storytelling techniques. They will create characters and dramatise either an Aboriginal, Indian or African folktale. They will be involved in the entire process from page to stage when dramatising their stories. ....understanding stage techniques.
3. Music	1, 4 ,5 chord progressions, Intervals and pythagoras, 7th Chords. Transitions: Crescendo, Diminuendo, Subito. Duration: Whole, half, quarter and eighth notes. Up and down beats. Ostinato/Loop/Repetition. Intro, Verse (A), Chorus (B). Bridge, Outro/Coda. Major and minor scales. Strings: Woodwind, Brass, Percussion.

#### 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

## M7

### 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 M7:**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Yoga	Physical and Mental Wellbeing are connected, a wide variety of yoga poses and their benefits, yoga for strength, yoga for balance, yoga for relaxation.	August - October
2. Basketball	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
3. Rhythmic Gymnastics	Basics of the rhythmic gymnastics, equipment used during the exercises, various body movement depending on the dance game. How to use the different equipment based on the dance game (balls, hula hoop, ribbon tape), movements to respond the dance game (jumping, turning, cartwheel, throwing/catching/passing different objects).	February- April
4. Handball	Understanding the handball terminology. Knowing the handball basics and introduction in simple and basic game strategies. Different types of passing, dribbling, shooting.	
5. Team Building	Leadership and cooperation, different ways of communication, trust and relationships	May-June
6. Technology in sports	Sports performance, Increase accuracy in time measurements,	August - October

	sports facilities and stadium architecture Improvements in the design of sport equipment, Providing spectators with better view, sports for the disabled.	
7. We are what we eat	Food groups, the healthy eating food pyramid, the healthy food plate, healthy eating habits.	October - December
8. Individual vs team sports	Cultural differences in sport world-wide, individual and team sports characteristics.	January - March
9. Issues in sport	Obesity, Match-fixing and doping, inclusion, equality, gender, racism, hooliganism, violence	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 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** - Yoga Create a Class: Plan the postures, Demonstrate and teach the class, Reflect on the connections between physical and mental wellbeing.
- **Task 2** - Students will show their knowledge and understanding of how technology impacts different sports.
- **Task 3** - Show me your moves - Students will create a choreography that will include most of the rhythm gymnastics moves exercises, and perform it as a whole group.
- **Task 4** - Basketball tournament - Students will take part in a local tournament against other Billund Kommune schools and show their skills.
- **Task 5** - Students will try to solve different games, together with the team and reflect on the process.
- **Task 6** - I will help my team will be THE team! Students will apply the skills learned during the unit in a handball game.
- **Task 7** - Be my nutritionst – Students will design a healthy eating plan for a week.
- **Task 8** - Students will take part in a debate on individual vs team sports. They with bring arguments, pro and cons for how sport is valued in different cultures around the world.
- **Task 9** - Students will show knowledge about all the current issues in sport and design a Ted talk video to express their ideas.

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

# Design

## M7

### 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 M7:**

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:**

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