

Introduction

October 2018

Dear Students and Parents,

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

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

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

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

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

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

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

Sincerely,
Tue

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English Language and Literature

M8

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 M8:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Leadership and Allegory	<ul style="list-style-type: none"> • Lord of the Flies 	August - November
2. Japan in World War II	<ul style="list-style-type: none"> • IDU with I.S. • Grave of the Fireflies • Sadako and the thousand paper cranes 	November- March
3. Media: Identity and Body Image	<ul style="list-style-type: none"> • Advertising • Social Media 	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. Our major texts are listed in the Unit table above.

Homework

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

Assessment:

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

Major Assessment tasks:

- Task 1: Who has the most power at the end of Chapter 7? Argument presentation.
- Task 2: Forest re-enactment and reflection
- Task 3: IDU task part 1 (war in Japan)
- Task 4: IDU task part 2 (war in Japan)
- Task 5: Annotation of print advert poster
- Task 6: Creation of subversive advert

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

M8

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 M8:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Forfatterskabslæsning	Students should be able to read a literary text actively using different strategies of understanding. Explain their analysis of motive, point of view, characters and structure in a selection of Søren Jessen's works (texts and illustrations) and find out the theme. Explain the stylistic coherence between Søren Jessen's works and relate these to other genres. Explain what characterizes Søren Jeese'n unique style of writing.	August - October
2. Graphic Novels	The students should be able to obtain knowledge about the fantasy genre and use it to produce a fantasy story of their own.	November- January
3. Reportage	The students should be able to obtain knowledge about the reportage genre and use this to produce an opinion based article using appropriate expression.	February- April

4. Oplysningstiden	The student will gain knowledge about these periods. The student will reflect on the importance of these periods and use den moderne teologiske metode til tekstlæsning in relation to this reflection. The student will also rewrite a text from one of the authors from those periods.	May-June
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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: An oral presentation of one of Søren Jessen's short stories
- Task 2: The student will make a booktrailer for the graphic novel "TAVS"
- Task 3: The student will create a reportage article of their own
- Task 4: The student will write a short story set in oplysningstiden
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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

M8

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 M8:

Phase:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Vamos de vacaciones	La maleta y equipaje, actividades de vacaciones, direcciones e indicaciones, el aeropuerto. Futuro y el verbo "ir".	August - November

2. Pasatiempos	Por - para, hobbies, actividades cotidianas. Oraciones con objeto directo. Pasado participio.	November- February
3. Una gran familia	Verbos en pretérito e imperfecto (Irregular verbs), conjunciones, tareas domésticas.	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: Vitacora de viaje (Final submission and presentation)
- Task 2: Entrevista (Final submission and presentation)
- Task 3: Descripción y perfiles (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

M8

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 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.

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 M8:

Phase: 2 & 4

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

4. Travel	Vocabulary of different types of transportation	April-June
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Main resources:

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

Homework

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

Assessment:

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

Major Assessment tasks (Phase 2 and 4)

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

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

Danish Acquisition

M8

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 M8:

Phase:

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

2. Vikinger (Vikings)	Vocabulary, past tense, sentence structure What is a Viking? How did the Vikings impact their surroundings? What is the value of Vikings today?	October - November
3. Fejringer (Celebrations)	Christmas, celebrations, invitations, expectations, traditions, speeches, adjectives How do we celebrate? Why do we celebrate? Is it defined by our culture?	December
4. Klassiske børnebøger (Classic children's books)	Reading, writing, creativity What are the genre features of children's books? Any cultural differences? What makes it a classic?	January - March
5. Hobby og sport (Hobby and sport)	Verbs, interests, rules What hobbies/sports do you know? What characterizes a good/bad hobby/sport? Why do we have/need hobbies/sports?	April-June

Main resources:

We do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teacher's own creation and disseminated on 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: Description of the school + comparison to former school in e.g. a pamphlet, power point, video (C+D)
- Task 2: Interview with a Viking/narrative (A+B)
- Task 3: Design a celebration; invitation, menu, speech, thank you card (B+D)
- Task 4: Write your own book for children (B+D)
- Task 5: The best hobby/sport video (A+C)

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. 	<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.

<ul style="list-style-type: none">• Interpret aspects of format and style, and are able to adapt register and style of language to suit the context.	
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Adapted from *Middle Years Programme language acquisition guide, for use from September 2014 or January 2015*

Mathematics

M8

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 M8:

Topic/Unit Name	Main Content	Tentative Time Frame
1.How did we get where we are?	Operate with integers, fractions, decimals, percentages, ratios and rates. Round to a specified number of significant figures. Convert between fractions and decimals and between rates. Approximate and estimate. Substitute into simple formulae. Solve number problems. Increase and decrease by a percentage or ratio. Calculate proportional change (direct proportion)	August - September
2.How do we make choices?	- Find out about linear relations	October- January

	<ul style="list-style-type: none"> - explore how to model relationships using algebra tables of values, and graphs - take action by developing linear equations and graphs to identify the most efficient fundraising activity, then carry it out to complete a very specific goal for a cause of your choice 	
3. How does a network work?	<ul style="list-style-type: none"> - find out how logic can influence or change our decision-making - explore the connection between invisible algorithms and our everyday lives - take action by appreciating, and improving, our library and media-centre spaces 	February- March
4. What are chances?	<ul style="list-style-type: none"> - find out how to calculate simple probabilities - explore different ways to visualize outcomes - take action by putting risk into perspective for those who don't take the time to look into it 	April- Mai
5. Where's the proof?	<ul style="list-style-type: none"> - find out how shapes lengths and angles depend on each other - explore why a theorem is a fundamental idea in mathematics - take action by looking for answers to out of reach problems 	Mai-June
6. What is mathematician?	<ul style="list-style-type: none"> - find out about important and inspiring mathematical pioneers - explore the key concepts in a variety of mathematical areas - take action by building up a team to attend a mathematics competition, and by participating in crowdsourcing research 	June

Main resources:

'MYP by Concept 3, 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: Overview of the history of mathematics
- Task 2: Fair pay
- Task 3: The personal and local
- Task 4: Chance carnival
- Task 5: Measurements
- Task 6: #Actuallivingscientist

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

M8

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 M8:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Pollution	The student will gain knowledge the different kind of pollutions, how it is created, the effects and the solutions to counter the pollution.	August - October
2. World War 2	The student will gain knowledge about the period leading up to and the causes for WW2. They will get to know who the Axis and Allied where. The students will look into the European Theater of War and the Pacific Theater of War. They will get to know "Die Endlösung der jüdischen Frage". The students will analyze and create their own propaganda material. They will analyze the Nazi ideology.	October - December
3. The Vikings	The student will gain knowledge, about who the Vikings were, early Viking raids, the conquest of the British Isles, Viking settlements in Europe and beyond, Viking life and religion and the end of the Viking age.	January - Marts
4. Ancient India	The student will gain knowledge about tracking early Hinduism, the importance of the Ganges river, the origin of Sanskrit, the Vedas and Mahabharata, the various Hindu gods, Ashoka's	April - May

	victory at Kalinga and his renunciation of violence and conversion to Buddhism, trade, spices, Muziris, Roman trade with India, the silk route, British East India company, Indian accomplishments made in mathematics and science during the Gupta era, Akbar, the Mughal conquest of India, basic tenets of Hinduism, Sikhism, Buddhism, Islam, Jainism and Akbar's vision of a universal religion.	
5. Population Change	Population Dynamics, Distribution and Density, Population structures and policies, Global migrations of people, Anti child campaigns, Epidemics impact on population, Population theories, Lees push and Pull theory, Case studies France, Gambia, India, China, USA, Brazil and Mexico.	May - June

Main resources:

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

Homework

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

Assessment:

Assessment criteria, 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: The students have to create a scientific magazine article about a pollution they have chosen. They have to fulfill certain criteria and follow a checklist.
- Task 2: Students write a diary from a 2 different perspectives of an antagonist and a follower of the Nazi ideology
- Task 3: Students brochure aimed at explaining newcomers to Denmark about the Vikings influence on today's Danish culture.
- Task 4: Students will create a travel log focusing on either the *Mohenjo Daro/Harappa* or the *Vedic period*
- Task 5: Students are asked to design an anti/population campaign for a self-chosen country with an explosive population growth.

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

Science

M8

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 M8:

Topic/Unit Name	Main Content	Tentative Time Frame
1. How do we make it work?	Energy, efficiency, fuel	August - September
2. Space	The Solar system, gravity, gas properties	October - November
3. Who are we?	Genes, DNA, Inheritance	December - January
4. What should I eat	Food chemistry, Digestion, metabolism	February- April
5. How do we put electricity and magnetism to work?	Force fields, circuits, static electricity	May-June

Main resources:

'MYP by concept 3' plus a collection of resources, which are of teachers own creation and disseminated on OneNote or Google Classroom.

Homework

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

Assessment:

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

Assessment tasks:

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

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

The Arts

M8

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 M8:

Topic/Unit Name	Main Content
1. Visual Art -	Movement and Change – expressing motion in still paintings or sculptures. Students will look at and choose works that depict movement and/or change by artists such as Hokusai, Boccioni, Riley and Balla to gain a deeper understanding of. Students will take their own photographs or make videos that show movement as their source material and learn about copyright. Their artwork could be a painting or sculptural work showing movement.
2. Drama -	Puppets – looking at the world through puppetry and creating a performance.
3. Music -	World music - Fundamental aspects of African percussion, melody structure and music notation. Articulation: Legato – Smooth, Staccato – Short, detached, Accent - Emphasise the note, Tenuto – Stress the note. Triplets/duplets. Polyrhythms. Syncopation. Binary and Ternary structures. Diatonic Themes. Ensembles.

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, paying careful attention to the context in which the artist worked/the artwork was created (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

M8

Course Outline 2018-2019

The International School of Billund

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

Aims and Objectives:

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

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

The outline for the units taught this year in M8:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Badminton	Coach/Client work towards a Tournament scenario	August - October
2. IDU – Art of self defence	Various self defence techniques, differences between western and eastern cultural understanding of martial arts.	November- February
3. Football	Different types of passing, receiving, passing to a moving target, moving with or without the ball, moving to open space. Introduction of basic strategy concepts and formations.	March- April
4. Fitness – step aerobic	The main step aerobics moves, build their own choreography.	May-June
5. Components of fitness	FITT principle, S.M.A.R.T., endurance, strength, flexibility, balance, speed, power, agility. Design and follow their own fitness plan.	August - October
6. Sport in different cultures	Similarities and differences in sports from around the world.	November- February
7. Planning ISB mini Olympics	All aspects that are involved in planning a sports event and design their own ISB event	March- April
8. Energy systems in sport	Aerobic and anaerobic systems, Krebs cycle, how energy is produced and used in our body.	May-June

Main resources:

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

Homework

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

Assessment:

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

Major Assessment tasks:

- Task 1 - Badminton tournament – plan, play reflect
- Task 2 - Self defence
- Task 3 - Football - Pass, dribble, shoot!
- Task 4 - Step aerobic choreography
- Task 5 - How fit am i?
- Task 6 – What is *sport*?
- Task 7 - Plan the ISB mini Olympics
- Task 8 - Aerobic vs anaerobic

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

Design

M8

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 M8:

Topic/Unit Name	Main Content	Tentative Time Frame
1. First Lego League	Technical design, Project planning	August - October
2. Christmas presents	Analysing designs, Craftsmanship	November- January
3. The Playline	The research and idea development process of an outdoor activity	February- April
4. Webpage design	Digital design	May-June

Main resources:

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

Homework

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

Assessment:

Assessment criteria, 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:

- FLL presentations and reports.
- Journal of the design process of a Christmas present.
- Journal of the research and idea generation process of an outdoor activity.
- Process journal and final webpage design.

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