

# 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.....	22
Music.....	24
Visual Art.....	26
Physical and Health Education.....	28
Design.....	30

# English Language and Literature

M9

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 M9:

Topic/Unit Name	Main Content	Tentative Time Frame
1.Transformations	<ul style="list-style-type: none"> <li>• Sherlock (BBC)</li> <li>• Hamilton</li> </ul>	August - November
2.The Representations of Race	<ul style="list-style-type: none"> <li>• IDU with Visual Art</li> <li>• Othello</li> <li>• Freedom Writers</li> </ul>	November- March
3.The English Language	<ul style="list-style-type: none"> <li>• The history of English</li> <li>• Language and gender</li> <li>• Language and power</li> <li>• English around the world</li> </ul>	March-June

### Main resources:

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

1. Task 1: Nothing is Original! How important is originality in art?
  - Task 2: Choose a historical figure and write a monologue or script which uses them to confront a current issue
  - Task 3: Debate: What impact does Othello's race have on the play?
  - Task 4:
  - Task 5: My Language: annotated poster
  - Task 6: Is English a positive force in the world?

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

M9

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 M9:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Forfatterskab (Oscar K. og Dorte Karrebæk)	<p>The students will be introduced to the two authors and read different examples or selections of graphic novels. They will work with the interaction between pictures and text in the graphic novels and analyze the effects in this interaction. They will furthermore meet a variety of personalities, which in different ways, praise diversity and differ from what the students usually read about or knows. This will put a perspective the students own world.</p> <p>The second part of the unit will focus on the work "Lejren" - a graphic novel, with different strong themes. We will focus on the theme "Childhood". The students will investigate Childhood as a concept - historically and social. After they have read the book, they</p>	August - October

	will analyze the main characters, narrator, environment, and the composition.	
2. Eventyr og intertekstualitet	The students get to know and read different fairytales, some re-written in an inter-textual context. They will furthermore learn about the genre and the use and understanding of the term intertextuality. The students will investigate the interaction between texts, visuals, genre, content and real life.	October-December
3. Reklamer og billeder	The students will be introduced to advertising and learning the concepts to analyze and reflect about how advertising communicates. The students will also learn about pictures and advertising in the social media, and what it means for our communication with each other.	January-March
4. Romantikken	The students will read and analyze a variety of texts and work, focusing on the theme Longing in Romanticism. The history of literature and the period of Romanticism can help us understand the literary characteristic of this period. Understanding the history of literature can help us understand historical and social contexts and correlations.	April-June

#### Main resources:

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

#### Homework

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

#### Assessment:

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

**Major Assessment tasks:**

- Write an essay with the theme *Childhood*
- Write a short story with intertextual references
- Make your own advertising
- Write a synopsis with analysis of a text from the Romantic period

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

# Spanish Acquisition

M9

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 M9:

### Phase: 2

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

**Main resources:**

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

**Homework**

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

**Assessment:**

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

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

# German Acquisition

## M9

### 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 M9:**

**Phase: 2/Y1**

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

**Phase: 2/Y2**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Myths (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	Different education plans Future life plans Where to live Family plans Future job intentions	April-June

**Phase: 5**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Gesundheit & Selbstwert	Learning about a healthy lifestyle & nutrition	August - October
2. Meine Rechte und Verpflichtungen	Kinderrechte – Argumentation – Diskussion	November- January
3. Rund um die Zeitung	Entstehung einer Zeitung und die verschiedenen Textsorten, die in diesem Medium vorkommen	January-March
4. Kurzgeschichte	Textsorte Kurzgeschichte und deren spezifische Merkmale	April-June

**Main resources:**

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

**Homework**

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

**Assessment:**

Assessment criteria, German acquisition		
Students grades will be made up of marks from the following criteria		
Criterion A	Comprehending spoken and visual texts	Maximum 8
Criterion B	Comprehending written and visual texts	Maximum 8

Criterion C	Communicating in response to spoken and/or written and/or visual text	Maximum 8
Criterion D	Using language in spoken and/or written form	Maximum 8

**Major Assessment tasks (Phase 2/Y1):**

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

**Major Assessment tasks (Phase 2/Y2):**

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

**Major Assessment tasks (Phase 5):**

- Task 1: Zitatinterpretation
- Task 2: Kinder- und Jugendhilfe in unserer Stadt
- Task 3: eigene Zeitung erstellen
- Task 4: Interpretation eines Werkes (Franz Kafka)

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

# Danish Acquisition

## M9

### Course Outline 2018-2019

#### *The International School of Billund*

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 M9:**

##### **Phase: 2 and 3**

Topic/Unit Name	Main Content	Tentative Time Frame
1. Hjem kære hjem (Home sweet home)	What do you call the different rooms and furniture in a home? How does the interior of your home reflect where you live? How is living in Denmark different from or similar to living in your home country?	August - October

2. 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. Eventyr (Fairytales)	What is a fairytale? What are the genre features? What was the purpose of fairytales? Why do the children need fairytales?	January- March
5. Musik (Music)	What characterizes the different kinds of music? What is the value of the lyrics? How does music affect us? Why is music important?	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: Presentation of your room/house (A+B+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 a fairytale (C+D)
- Task 5: Design and present a hitlist/musicprogram (C+ D)

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

## M9

### 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 M9:**

Topic/Unit Name	Main Content	Tentative Time Frame
1. In how many different ways can we express the same thing?	Using number set notation. Algebraic products. Rounding to dp and sf. Using standard form or scientific notation. Adding, subtracting, multiplying and dividing surds or radicals. Using fractional exponents. Using negative exponents. Finding logs.	August - September

2. Why does algebra look so clever?	Substitution Visualizing and solving linear equations Expanding and factorizing Inverse Transpose	September- November
3. Can you walk the line?	Gradient Intercept Intersection Quadrant Simultaneous	November-December
4. How is technical innovation changing our ideas of public and private space?	Revision and development of Pythagoras' Theorem. Trigonometric ratios Sine, Cosine and Tangent Rules Radians, including simple conversion and definition.	January-March
5. How can we move in space?	Cartesian grid length of line segments Magnitude Slanted Quadrant Vector	March- April
6. How well do data reflect reality?	Anomalies Bias Causation Correlation Deviation Outliers Privacy Sensitive	May - June

**Main resources:**

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

**Homework**

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

**Assessment:**

<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:**

- Unit 1: 'Summative test' Criterion A, C and D
- Unit 2: 'Perfect square trinomials' Criterion B. 'Backdrop' Criterion C, 'Summative test' Criterion A
- Unit 3: 'Summative test' Criterion A, C and D
- Unit 4: 'Will the relationships work in 3D models?' Criterion D, 'Would the sine rule work on a right-angled triangle as well?' Criterion C, 'Summative test' Criterion A
- Unit 5: 'Distances on a real-life Cartesian grid' Criterion C and D, 'Creating curves from lines' Criterion B, 'Mobile app' Criterion D
- Unit 6: 'Compare and contrast' Criterion C and D, 'Summative test' Criterion A and D

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

## M9

### 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 M9:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Natural Hazards	<p><u>Case study:</u> the disappearance of Kiribati            Definition of natural disasters and hazards, classification of hydro-meteorological, and Geophysical disasters. Development indicators (LEDC and MEDC). Effects of natural disasters on people in different regions. Classification of hazards and geographical hotspots</p> <p><u>Physical Geography Project:</u> Lithospheric plates, structure of the earth, continental plate boundaries and movements (convergent, divergent, conservative), earthquakes, bushfires, volcanoes, global warming, hurricanes and tornadoes, acid rain.</p>	August - October
2. Cold War	<p><u>Causes of the cold war:</u> Aftermath of WW2, arms race, authoritarian communism vs liberal democracy (Capitalist and Marxist ideologies), space race</p> <p><u>Main events of the cold war:</u> Berlin airlift, Suez crisis, Red scare, Berlin wall, Bay of pigs, Cuban missile crisis, Collapse of the soviet union</p>	November- January

	<u>Main wars</u> : Korean war, Vietnam war, Chinese civil war, Soviet-Afghan war	
3. French revolution	<u>Main events</u> : Time of enlightenment and enlightenment thinkers. Timeline of the French revolution, causes of the French revolution, Estates General, the National Assembly, Storming of the Bastille, Women’s march on Versailles, Reign of terror, the Directory, Symbols of the French revolution, consequences of the revolution and effect of Napoleon Bonaparte. <u>Key players</u> : Robespierre, Marie Antoinette, Napoléon Bonaparte, Marquis de Lafayette, Louis XVI	February- April
4. Industrial revolution	<u>Beginning of the Industrial Revolution</u> in Europe and the US, first and second industrial revolution, timeline of major events. <u>Inventions and technology</u> , steam engine, transport and communications, factory systems, new jobs and occupations. <u>Culture changes</u> , labour unions, working conditions, child labour, woman during the industrial revolution	May-June
5. Crime and punishment	Ancient Views of Crime and Punishment, The First Laws and Codes, Religion and Crime, Early Philosophy and Crime, Crime and Punishment in the Middle Ages, Foundations for the Modern View of Crime, the Capital Punishment	

#### 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:**

- Kiribati Brochure
- Natural disaster journalist diary extracts
- French revolution in class written DBQ (document based question)
- Industrial revolution TED talk
- Crime test and quiz

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

# Science

## M9

### 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 M9:**

Topic/Unit Name	Main Content	Tentative Time Frame
1. How do we make it work?	Energy, Power, Efficiency	August - September
2.Space	The Solar system, Gravity, Newton's laws, Radiation, The planet Mars	October- November
3. Who are we?	Genes, DNA, Inheritance	December- January
4. What makes a material world?	Chemical bonds, Balancing equations, Naming compounds.	February - March
5. How do we obtain the energy we need?	Chemical reaction types, fossil fuels, Metabolism, Enzymes, Photosynthesis	April - June

#### **Main resources:**

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

#### **Homework**

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

**Assessment:**

<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

**Assessment tasks:**

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

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

# Music

## M9

### Course Outline 2018-2019

#### *The International School of Billund*

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

#### Aims and Objectives:

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

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

#### The outline for the units taught this year in M9:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Protest music	Music: form, structure and lyrics of protest songs, instrumentation, texture, time-signatures and basic rhythms, word-painting and melismas, vamps, riffs, diatonic word families (Tonic, sub-tonic and dominant and their parallels) Composition and performance: forms of lyrics writing, communication when playing (non verbal), stage presence.	August - November
2. String instruments	Leonardo da Vincis instruments, famous instrument developers (Stratevari, Cristofori, Stoelzel and Bluhmel, Torres Jurado etc.) Sound production, timbre, pitch, overtones and acoustics. Workshop skills, designing and building successful products. Designing, annotating and justifying designs. Performance and composition: Musical Poems, ensemble play.	December- March
3. Music around the world	Composition: IT compositions using DAWS (GarageBand, Audacity, Online applications), recording techniques, electronic sound manipulation, sequencing, mixing (volume, compression, panning, reverb as basic effects).	April- June

	Major and Minor pentatonic scales, World Music scales (Major-Minor pentatonic, Arabic, Whole Tone, Chinese pentatonic, Hungarian Gypsy scales). Textures: Drones, Duration, Polyphony, Heterophony, Monophony, Homophony.	
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**Main resources:**

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

**Homework**

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

**Assessment:**

<b>Assessment criteria, Arts</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:**

- Protest music: Investigation, presentation, process journal, music idea and performance.
- String instrument: Investigation, presentation, process journal, music idea and performance.
- Music around the world: Investigation, presentation, process journal, music idea and performance.

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

# Visual Art

## M9

### Course Outline 2018-2019

#### *The International School of Billund*

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

#### 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 M9:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Calder and Moore	Looking at two landmark artists who made large sculptures exploring the idea of space. Students will look at and choose works that for them show the artists understanding of the concept of space. The students will make a sculpture to occupy one of the display cubes.	August - November
2. Representations of Race IDU	Students will look at works by various artists who have depicted their own and others racial backgrounds to create a work that is their own understanding of their own and others racial identities. They will create 2D and/or 3D artworks as part of their final creation. Some of the artists the students may look at are Dana Schutz, Emmet Till, Basquiat, Vincent Valdez and Wangechi Mutu.	November- February
3. Storytelling	Students will look at how stories are told through art. They students will find their own artists/artworks using Artsy and Google Arts and Culture and analyse and develop their artwork based on their research. The will make 2D or 3D art as their final artwork.	March - May
4. Exhibition	Exhibiting their work is an important requirement for Visual Art students. They will plan and put	June

	together the end of year Visual Art exhibition for the MYP as well as a presentation for the End of year Arts Showcase.	
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**Main resources:**

We do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teachers own creation and disseminated in class and/or Google Classroom. The students have also been asked to get themselves, linked to their local commune libraries to access various online resources, this needs their NemID and might need to request their parents for help.

**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. Students have been asked to practice sketching for the whole weekly homework time if there is no set homework for them to work on.

**Assessment:**

<b>Assessment criteria, Arts</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: Research an artist/artwork, paying careful attention to the context in which the artist worked/the artwork was created.
- Task 2: Use prior knowledge, skills and techniques and develop new skills and techniques in the development of your artwork.
- Task 3: Apply prior and new skills and techniques to create an original artwork.
- Task 4: Reflect on your processes and development through the trimester.

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

## M9

### 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 M9:**

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

#### **Main resources:**

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

## Homework

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

## Assessment:

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

## Major Assessment tasks:

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

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

# Design

## M9

### 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 M9:**

Topic/Unit Name	Main Content	Tentative Time Frame
1. LEIS room follow up	Craftsmanship	August - September
2. The Playline	The research and idea development process of a GPS based activity	October- November
3. String instruments	Creating and evaluating	December- January
4. Key rack	The design cycle	February - March
5. Webpage design	Digital design	April - June

#### **Main resources:**

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

#### **Homework**

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

**Assessment:**

<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:**

- Journal of research and idea generation process of a GPS based activity
- Journal of the creation and evaluation of a string instrument.
- Complete journal of the design process of a key rack
- 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.