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Course Outline 2021-2022

Introduction

August 2021

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 (IB MYP) 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

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 M1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|-----------------------------------|---|----------------------|
| 1. Media & Factual Writing? | <ul style="list-style-type: none"> • Interviews • Profiles (self written and in newspapers/magazines) • Representing the self online | August - November |
| 2. Poetry of Identity | <ul style="list-style-type: none"> • Half Caste - John Agard • I Am - John Clare • I am African -(Wayne Visser/Puno Selesho) • Still I rise - Maya Angelou • Identity poetry from around the world | November- February |
| 3. Stories through Place and Time | <ul style="list-style-type: none"> • Anthology: Thor (Scandinavia), Savriti (India), The Great Bell of Peking (China), The Monkey who would be King (China), Geriguaguaiatugo (Brazil) Death and The Boy (West Africa) | February-June |

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Main resources

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

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. 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: Transform a first person account in to a third person report
- Task 2: Interview with someone to achieve a purpose
- Task 3: Create a social media profile and annotate representation
- Task 4: Select a poem that speaks to you and create a poster that conveys its meaning to an audience
- Task 5: Write a poem to reflect your own identity
- Task 6: Organise a Point, Evidence, Explain paragraph
- Task 7: Analytical essay: how is justice presented in different stories?
- Task 8: Create a story to reflect the culture of your choice

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

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English Language Acquisition

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 English Language Acquisition, there will be two foci; English language skills (Speaking, Listening, Reading and Writing) and the development of skills and knowledge of literature. They will be studying the same breadth of literature as students in the English Language and Literature class although they may not reach the same level of detail in regard to context or literary techniques.

This parallel course structure will continue to enhance students' literature skills levels and allow them to transfer onto the Language and Literature course when they are ready and at the latest in M4 so they are ready to sit the MYP exams in M5, as per IB MYP requirements.

The Language Acquisition classes will be assessed according to Phase 4 criteria of the Language Acquisition course which is the level just below native fluency.

The outline for the units taught this year in M1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|-----------------------------------|--|----------------------|
| 1. Media: Factual Writing? | <ul style="list-style-type: none"> • Interviews • Profiles (self written and in newspapers/magazines) • Sentence structuring • Punctuation • Verb tenses | August - November |
| 2. The Poetry of Identity | <ul style="list-style-type: none"> • Poetry techniques • Poetry for language development • Sentence structures • Verb tenses | November- March |
| 3. Stories through Place and Time | <ul style="list-style-type: none"> • TEDx Greek Myths • Pandora's Box • The Cambodian Myth of Lightning and Thunder • Bawang Putih and Bawang Merah • The Giant's Causeway • Conjunctions • Language and techniques for comparing and contrasting | March-June |

Main resources

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

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Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. 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 | Listening | Maximum 8 |
| Criterion B | Reading | Maximum 8 |
| Criterion C | Speaking | Maximum 8 |
| Criterion D | Writing | Maximum 8 |

Major Summative and Formative Assessment tasks

- Task 1: Interview a friend
- Task 2: Write a letter to introduce a friend
- Task 3: Annotate a Facebook page. Present the work
- Task 4: Reading Comprehension
- Task 5: Listening Comprehension
- Task 6: Reading comprehension about a poem
- Task 7: Choose a poem and annotate to show poetry techniques
- Task 8: Listening Comprehension: Maya Angelou *Still I Rise*
- Task 9: Make your own poem and write to explain choices.
- Task 10: Listening comprehension task: Cambodian myth
- Task 11: Reading Comprehension: Bawang Merah, Bawang Putih
- Task 12: Speak to present ideas on Justice in The Little Mermaid

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

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Danish Language and Literature

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 texts 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 M1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|-----------------------------|---|----------------------|
| 1. Barske børnefortællinger | <ul style="list-style-type: none"> • Main text: <ul style="list-style-type: none"> ○ Mette Hegnhøj Mortensen "Møgungen" • Knowledge and skills: <ul style="list-style-type: none"> ○ Image analysis (text/picture relationship) ○ Characterisation ○ Theme | August - October |
| 2. Fagtekster fanger | <ul style="list-style-type: none"> • Main text: <ul style="list-style-type: none"> ○ Different types of factual prose • Knowledge and skills: <ul style="list-style-type: none"> ○ Fact vs. fiction ○ Factual prose genres ○ Reading comprehension ○ Research and understanding the importance of being critical | November - January |
| 3. Når de voksne svigter | <ul style="list-style-type: none"> • Main text: <ul style="list-style-type: none"> ○ Bent Haller "Hønsepigen" | January - April |

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| | <ul style="list-style-type: none"> ○ Bent Haller short stories ● Knowledge and skills: <ul style="list-style-type: none"> ○ Characterisation ○ Showing and telling ○ Idioms ○ intertextuality ○ themes | |
| 4. Kulturmøder | <ul style="list-style-type: none"> ● Main text: <ul style="list-style-type: none"> ○ Different texts and images reflecting on meeting of cultures ● Knowledge and skills: <ul style="list-style-type: none"> ○ Image analysis ○ Interpreting a text ○ Themes ○ Planning, organising and presenting | April - June |

Main resources

We use the textbook system *Fandango*, the workbook *Fagtekster fanger* and different learning websites including dansk.alinea.dk. For grammar and spelling exercises we use the textbook system Dansk Direkte, CampStavning, Alinea Turbo and grammatip.com.

To support your child's reading progression, we expect that all students have access to the online library website *E-reolen.dk*, where audio books as well as online books are available. To get access to this, the students have to visit their local library.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. Students may occasionally need to do additional work at home for some assessment tasks. In Danish, students will receive a reading scrapbook to register individual reading. Besides daily reading, the students will get a monthly reading assignment to complete at home. During the year, students will furthermore receive grammar homework to be completed at home. The grammar homework will be assigned to improve individual difficulties.

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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: Create your own graphic novel
- Task 2: Write a factual text
- Task 3: Create an author portrait
- Task 4: Create a multimodal story that reflects meeting of cultures

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

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Spanish Acquisition

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 place students in phases suitable to individual needs, 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 M1

Phase: 1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|-----------------|---|----------------------|
| 1. Así soy yo | Números 1-20, el alfabeto, saludos, presentaciones, familia, partes del cuerpo, ropa, verbos regulares, me gusta, adjetivos, verbos de primera necesidad (tener, ser, querer), profesiones. | August - November |

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| | Determinate articles, indeterminate articles, personal pronouns, basic action verbs, descriptive adjectives, male, female agreement. | |
| 2. Vida en cotidiana y en la escuela. | Números 20-100, la escuela, el salón de clase, días de la semana, meses del año, parts of the day, la hora, el clima, adverbios de lugar. Present tense, Irregular verbs, plural singular agreement, word order. | November- February |
| 3. Tradiciones | Números 100-1000, Saludos, presentaciones, la comida, el restaurante, el clima, ropa, partes del cuerpo, preguntas, adverbios de frecuencia. Adjetivos posesivos. | 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 encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. 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 | Listening | Maximum 8 |
| Criterion B | Reading | Maximum 8 |
| Criterion C | Speaking | Maximum 8 |
| Criterion D | Writing | Maximum 8 |

Major Assessment tasks:

- Task 1: Mi personaje (Final submission and presentation)
- Task 2: My rutina diaria (Final submission and presentation)
- Task 3: Bitácora de viaje (Final submission and presentation)

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

Additional comments:

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

Students on higher phases will be taught the same units with differentiated materials.

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German Acquisition

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. German acquisition places students in phases suitable to individual needs, 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 M1:

Phase: 1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|-----------------|---|----------------------|
| 1. Das bin ich | Begrüßung sich vorstellen und beschreiben Familie Nationalität | August - November |

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|-----------------------|--|---------------------|
| | Körperteile Kleidung Tiere Zahlen 0 bis 20 Farben relevante Alltagsbegriffe | |
| 2. Unsere Traditionen | Traditionen in Deutschland Essen und Gerichte relevante kulinarische Vokabeln Wetter und Jahreszeiten | November - February |
| 3. Unsere Schule | Schule in Deutschland Zahlen von 0 bis 100 relevante Schulvokabeln | February - June |

Main resources

In this subject we use the textbook "Zoom Deutsch 1" for most of the Units as well as "Pirana" for a few Units (in Phase 1). Apart from that, the teacher creates her own resources, which are disseminated on Google Classroom.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. 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 | Listening | Maximum 8 |
| Criterion B | Reading | Maximum 8 |
| Criterion C | Speaking | Maximum 8 |
| Criterion D | Writing | Maximum 8 |

Each topic will be finalized with a major assessment task addressing the relevant Assessment Criteria for German Language Acquisition. Students will be given detailed information about the specific tasks, due dates, expectations, and which criteria are being marked for each assessment task.

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Danish Acquisition

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 the 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 M1

Phase 1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|-----------------|---|----------------------|
| 1. This is me | Greeting, introducing yourself, colours, numbers, family members, clothing | August - October |
| 2. Traditions | Tradition and celebrations in Denmark: Christmas, celebrations, invitations, expectations, traditions, speeches, adjectives | November- January |

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|---------------------------|---|---------------|
| 3. Let's eat | Vocabulary related to food and restaurant, how to order food, going shopping | January-March |
| 4. Let's go on a vacation | Weather Past holiday destinations Holiday experiences Regions and sightseeing Future holiday plans Accommodation | April-June |

Main resources

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

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework in on time. This will allow the teacher to understand the student's problems and support the student better. 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 | Listening | Maximum 8 |
| Criterion B | Reading | Maximum 8 |
| Criterion C | Speaking | Maximum 8 |
| Criterion D | Writing | Maximum 8 |

Major Assessment tasks:

- Task 1: Writing a letter, reading a text
- Task 2: Reading a text and writing answers, listening and understanding a video,
- Task 3: Designing a restaurant, create a menu, backstory of the restaurant
- Task 4: Reading a brochure, Write postcard, create dream vacation

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

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MYP language acquisition global proficiency table

| Emergent communicator | |
|---|--|
| Phase 1 | Phase 2 |
| <ul style="list-style-type: none"> Understand and respond to simple phrases, statements and questions. Identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. Convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. Begin to be aware that language use is connected to a purpose and an audience. | <ul style="list-style-type: none"> Understand and respond to simple spoken and written texts. Identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. Interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. Be aware that language varies according to purpose and audience. |
| Capable communicator | |
| Phase 3 | Phase 4 |
| <ul style="list-style-type: none"> Understand and respond to a limited variety of spoken and written texts. Understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. Engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. Understand that they can speak and write in different ways for different purposes and audiences. | <ul style="list-style-type: none"> Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. Interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. Engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. Can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. Identify aspects of format and style, and speak and write with a clear sense of audience and purpose. |
| Proficient communicator | |
| Phase 5 | Phase 6 |
| <ul style="list-style-type: none"> Analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. Draw conclusions, infer information and recognize implied opinions and attitudes. Respond and react to questions and ideas in a range of spoken, visual and written texts. Engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. Organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. Interpret aspects of format and style, and are able to adapt register and style of language to suit the context. | <ul style="list-style-type: none"> Evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. Analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. Engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. Organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes. |

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

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Mathematics

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 M1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|--|--|-----------------------|
| 1. Numbers & Number Systems: Is fairness always equal? | <ul style="list-style-type: none"> • use the base 10 place value system to represent the magnitude of very large and very small quantities • use the associative and commutative properties to express quantities and expressions in multiple equivalent forms • use the relationships between the operations of addition, subtraction, multiplication and division in order to process information to solve problems • use fractions and decimals to represent whole-part relationships | August - Autumn break |

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| | <ul style="list-style-type: none"> • model complex operations in a variety of ways, such as algorithms or flow charts • Forms of numbers (fractions, decimals and percentages) and transforming between them • Factors of numbers • Integers • Number operations • Greatest common factor, lowest common multiple • Number lines and simple inequalities • Exponents and powers • Square and square roots • Flowcharts and simple algorithms | |
| 2. Algebraic expressions and equations: How can we bring things together? | <ul style="list-style-type: none"> • analyse and identify rules for patterns • use functions or rules to extend patterns and describe patterns • Prime numbers and prime factors • Operating with algebraic expressions • Forming equations • Transposing and solving simple equations • Substitution into expressions | Week 43 - End January |
| 3. Statistics: How can data help us save the world? | <ul style="list-style-type: none"> • collect, organize, display and interpret data in different ways • use different graph forms to highlight different aspects of data • Graphical representations (including: pie charts, bar charts, stem and leaf plots, pictograms) • Data processing: measure of central tendency (mean, mode, median) for discrete and grouped data | February - March |
| 4. Geometric constructions: How do we measure up? | <ul style="list-style-type: none"> • apply a range of procedures to measure different attributes of objects and events • describe the accuracy of measurements with reference to the situation and the precision of the tool • convert units and measurements to describe the world we live in, in terms that make sense • Time zones, clocks and timetables • Classifying shapes and angles • Calculations with angle properties • Perimeter (circumference), area and volume • Surface area and nets • Classifying shapes and angles • Calculations with angle properties • Perimeter (circumference), area and volume • Surface area and nets | March - June |

M1

Course Outline 2021-2022

Main resources

'MYP by Concept 1, Mathematics'. Supplemented with 'International Mathematics for the Middle years 1' 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.

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

For all units, there will be a Unit test and small explorations for assessing students against the criteria.

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

M1

Course Outline 2021-2022

Individuals and Societies

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 M1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|--|---|----------------------|
| 1.Sources of History | Online Reasoning & Critical Thinking: developing research skills, reliability/bias, documenting, Sources: Primary & Secondary sources, source analysis, Cold Cases: solving cold cases of crime and murder | August - October |
| 2.Ancient Greece | Geography and the settlement of Greece: The rise of democracy (Monarchy, oligarchy, tyranny, and democracy), The city states of Greece, Greece Warfare & Culture: The Persian war, The Olympics, Greek Religion, Science, Art and Architecture. Influences Today: impact of Greek thinking on contemporary society. | October - January |
| 3.Cities: How and where we live together | City plans, Actors involved in city planning: police, education, health care, social welfare systems, transportation networks, power, sanitation systems, general infrastructure, parks, monuments, culture, history Effects of urbanisation on the environment: pollution (air, water, visual and noise), the results of urban sprawl on surrounding areas, the growth of out-of-town urban activities – shopping areas, sports facilities, etc. Land-use models: Burgess & Hoyt models | January - April |

M1

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|------------------|---|--------------|
| | Describe and explain the land-use zones of towns and cities to include the CBD, residential areas, industrial areas, the provision of open spaces and transport routes. • | |
| 4. Violent Earth | <p>Historical disaster(s): Pompeii Case study</p> <ul style="list-style-type: none"> • what historians can learn from disaster, <p>UN Millenium Development & Global Goals</p> <ul style="list-style-type: none"> • what are they & how are they different? • are things really that bad? <p>What does 'sustainable development' mean?</p> <p>Why should Global Goals matter to me?</p> <ul style="list-style-type: none"> • How and why are they connected? • how understanding interconnectedness helps us to find solutions to the problems surrounding them. | 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 Google Classroom.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

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

Major Assessment tasks

- Task 1: Cracking History's Cold Cases
- Task 2: Time capsule
- Task 4: Historical Disaster study: Historical Lessons
- Task 5: (Interconnected) UN Global Goals
- Task 6: Weather Forecast Show
- Task 7: Build your dream city!

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

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Course Outline 2021-2022

M1

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Science

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 combines aspects of Physics, Chemistry and Biology.

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 M1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|--------------------------------|---|----------------------|
| What changes? | The scientific method, Working in a lab, Atoms and compounds The three states of matter, Purity and how to separate materials The water cycle | August - October |
| How do living things work? | The necessities of life Cells Photosynthesis The Earth's different spheres Evolution Ecosystems and food webs. | November - February |
| What makes change happen? | Energy and energy transformation Efficiency and heat | February - April |
| Violent Earth (IDU with IS) | Density Pressure Earth systems: <ul style="list-style-type: none"> • Atmosphere • Hydrosphere • Lithosphere • Biosphere Greenhouse effect Plate tectonic | April - June |

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Course Outline 2021-2022

Main resources

Our main book is *MYP by Concept 1; Science* but extra materials, videos and activities will be added. The students will use OneNote as an online book/workbook and Google Classroom as a hand in platform.

Homework

Students may occasionally need to do additional work at home which will be assigned according to the ISB Homework Schedule in the assessment policy.

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 and do a variety of tasks including video recordings, presentations and written tests.

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

M1

Course Outline 2021-2022

The Arts (Drama, Visual Art and Music)

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 M1-3, each of the art disciplines are taught in a trimester, allowing students to engage with **The Arts: Drama, Visual Art** and **Music** during the year. Parallel classes might not have the same Arts discipline at the same time.

Aims and Objectives

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

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

The outline for the units taught this year in M1

| Topic/Unit Name | Main Content |
|--|--|
| 1. Visual Art – Self-portraits to Selfies. | Self-portraits to Selfies – Self-portraits to Selfies. Students will look at portraiture, understand differences between Self-portraits and Selfies. We will go from realism to abstract art while creating a self-portrait displaying a strong emotion and along the way transfer those skills in turning our selfies into selfie-portraits. They will analyse a portrait by Frida Kahlo together in class in addition to analysing their selfies towards the end of the unit. They will be using their phones (the tool that made selfies possible) in class, under supervision and so should be able to take pictures and transfer them to the Google doc. They will use a variety of media such as charcoal, oil pastels and acrylic on canvas and their phone cameras. |
| 2. Drama - Monologuing Identity | Monologuing Identity - In this unit, students will investigate how unpacking and developing dramatic monologues allows us to gain a deeper understanding of ourselves and others. Students will focus on learning basic performance skills, such as positioning, expression, body language and projection, as well as character performance skills including voice, mannerisms and emoting. Students will perform a memorized monologue, incorporating basic character performance skills. |
| 3. Music - Traditional and Popular Music in West Africa. | Traditional Music of West Africa - In this course we will examine music's role as an expression of cultural identity and means of social cohesion in specific regions of West Africa, and examine the role of the individual musician within a group context. We will study key elements of music such as rhythm, form, and texture through careful listening to and analysis of musical examples, and |

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| | we will further our understanding of these elements through the playing of percussion instruments in small and large group contexts. Finally, the students will compose, rehearse, and perform original compositions that incorporate key musical elements and concepts in small groups. |
|--|--|

Main resources

We do not use any one textbook for the Arts, but rather a collection of resources, many of which come from the teachers own research and development into the unit and are shared with the students on relevant platforms. The students will be asked to get linked to their local kommune libraries to access various online resources, this needs their NemID and might need help from parents, if the students have not already done this in the lower M classes.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to personally inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems, find personal solutions and so support the individual student better. Students may occasionally need to do additional work at home for some assessment tasks. Students have been asked to practice their skills and techniques for the whole weekly homework time if there is no set homework for them to work on.

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 | Developing Skills | Maximum 8 |
| Criterion C | Thinking Creatively | Maximum 8 |
| Criterion D | Responding | Maximum 8 |

Major Assessment tasks

- Task 1: Research an artist/artwork/performer (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.

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Physical and Health Education

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 M1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|-------------------------------------|---|----------------------|
| 1. What is fitness? | Different types of exercises, physical and health skill related components, Endurance, Strength, Flexibility and Stretching. Develop training plans. Apply training plans in the gym to improve different skills. | August - January |
| 2. Warm-up, stretching & cool down. | Basic introduction of physical activities (muscles, joints), purpose of warm up, stretching techniques, cooldown. Heart rate and introducing diversity in your training exercises. | November - March |
| 3. Track and field athletics | Students will learn different track and field events, sprinting, endurance, long jump, high jump, shot put. They will perform the skills learnt in a local Billund Kommune competition. | February - April |
| 4. Nutrition | Students will learn the basics about nutrients, proteins, fats, vitamins, minerals, water and glucose. Healthy plates and create a proper meal plan. | March - June |
| 5. School Olympics | Students will learn proper techniques and various skills on athletics, table tennis, orienteering, archery. They will participate in the school olympics and apply their learnt skills as a team. | April - June |

M1

Course Outline 2021-2022

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 encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment

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

Major Assessment tasks

- Task 1 – During the fitness unit, students will show knowledge and understanding about the basic fitness components. They will learn how to create training plans to develop different skills. They will apply their training plans in the gym. They will also reflect on their learning process. In this fitness unit, students will be assessed on crit A, B, C, D.
- Task 2 - Students will show understanding of the purpose of different types of exercises and develop a basic warm-up and cooldown routine. They will develop different warm-up and stretching routines. In this unit students will be assessed on crit A and B.
- Task 3 – Students will participate in an athletic tournament with other schools in Billund Kommune and apply the skills learnt during the unit. In this unit students will be assessed on crit C.
- Task 4 - Students will show knowledge about the basics of nutrition. Students will develop a healthy nutrition plan to raise awareness about their eating habits. Reflect on their experience in the unit. In this unit students will be assessed on crit A, B and D.
- Task 5 - Students will participate in the School Olympics with other schools around Denmark and apply the skills learned during the unit. They will also reflect in the end on the whole process. In this unit students will be assessed on crit C and D.

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

M1

Course Outline 2021-2022

Design

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 M1

| Topic/Unit Name | Main Content | Tentative Time Frame |
|--|---|----------------------|
| 1. Bridge Building Challenge | <ul style="list-style-type: none"> • Introduction to the design cycle | August |
| 2. Stickers and Christmas crafts | <ul style="list-style-type: none"> • Using the Design cycle. • Researching existing products. • Developing skills in vector based programs - RD works and Adobe Illustrator. • Prototyping. • Introduction to using the foil cutter and laser cutter | September - December |
| 3. Naturfagsmaraton | <ul style="list-style-type: none"> • Combining knowledge of Science and Design. • Using a combination of the engineering and design process. • Learning by mistakes. • Solving real-life problems. | January - April |
| 4. Mini FLL First Lego League robot game. | <ul style="list-style-type: none"> • Learning about SPIKE Prime robots. • Building and programming Spike Prime robots. | April - June |

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|--|---|--|
| | <ul style="list-style-type: none"> Analysing the effectiveness of robot designs. Analysing effective strategies when programming robots for competition. Competing at Sønder Omme at the Mini FLL competition, with the theme 'Cargo Connect' - how cargo is transported, sorted, and delivered to its destinations. | |
|--|---|--|

Main resources

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

Homework

Homework can be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment

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

Major Assessment tasks

- Task 1
Bridge building: Finished product feedback
- Task 2
Sticker: Finished project and documented material.
- Task 3
Naturfagsmaraton: Documentation of design process and participation in the final competition.
- Task 4
Mini FLL: Documentation of design process, final robot and participation in Mini FLL competition.

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