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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 (IBMYP) and heavily influenced by our mission statement and core philosophy of learning through play.

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

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

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

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

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

Sincerely,
Tue

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English Language and Literature

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 M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. The Museum of Me	<ul style="list-style-type: none"> • Consumerism • Museum websites • Documentary 	August - November
2. Representation and Conflict	<ul style="list-style-type: none"> • Of Mice and Men 	November- February
3. Fame and the Media	<ul style="list-style-type: none"> • Articles • Media extracts • Chicago film analysis 	February- May

Main resources

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

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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	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: Poster: create the story of me in 20 objects
- Task 2: Descriptive writing: The 21st object
- Task 3: Create an excerpt from a documentary on the museum, analysing the object for an outside audience
- Task 4: Analytical piece: What does this story tell us about economic power?
- Task 5: The River: create a flow chart to illuminate connections between current issues
- Task 6: Create a biased article
- Task 7: Analyse the lyrics and audience imperatives in a song from 'Chicago'
- Task 8: Create production number to convey meaning + process journal

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 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 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 M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. The Museum of Me	<ul style="list-style-type: none"> ● Consumerism ● Museum websites ● Language to interpret ● How to write a Brochure ● Language to Describe ● Language to Review ● Verb tenses: Present tense 	August - November
2. Representation and Conflict	<ul style="list-style-type: none"> ● Of Mice and Men ● Language for recounting and reflecting ● Sentence types and Conjunctions ● Language for Paraphrasing ● Proof reading 	November- February
3. Fame and The Media	<ul style="list-style-type: none"> ● Articles ● Media extracts ● <i>Chicago</i> film analysis ● Language for Reflection ● Language for description (adjectives). ● Language for Bias ● Language for Analysis (Conjunctions) ● Point-Evidence-Explain paragraphing 	February- May

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 listed 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 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 Summative and Formative Assessment tasks:

- Task 1: Poster: create the Story Of Me in 20 objects and present your poster
- Task 2: Reading Comprehension: Different museum guides
- Task 3: Write to describe your 21st Object.
- Task 4: Listening Comprehension: Museums from around the world.
- Task 6: Make a context poster and present
- Task 7: Reading Comprehension
- Task 8: Listening Comprehension
- Task 9: Write to describe
- Task 10: Write an article to show bias
- Task 11: Listening Comprehension: Song lyrics from the film *Chicago*
- Task 12: Reading comprehension: A *Chicago* film review
- Task 13: Present thoughts and ideas on Fame

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 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 M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Humor og alvor	<ul style="list-style-type: none"> • Main text: <ul style="list-style-type: none"> ○ Anders Matthesen "Ternet Ninja" • Knowledge and skills: <ul style="list-style-type: none"> ○ Technique and style ○ Figurative language ○ The effect of humor ○ Multi modalities ○ Characterisation 	August - October
2. Avis - naturligvis	<ul style="list-style-type: none"> • Main text: <ul style="list-style-type: none"> ○ Different newspaper genres ○ Workbook "Avis? Naturligvis" • Knowledge and skills: <ul style="list-style-type: none"> ○ Genre knowledge ○ Communication ○ Using language ○ Audience awareness ○ Target groups ○ Image analysis 	November - January

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3. Når livet er svært	<ul style="list-style-type: none"> ● Main text: <ul style="list-style-type: none"> ○ Stine Haynes “Tæl til ti” ● Knowledge and skills: <ul style="list-style-type: none"> ○ Figurative language ○ Symbols ○ Read between the lines ○ Narrator ○ Point of view ○ Plot 	January - April
4. Forskelligheder	<ul style="list-style-type: none"> ● Main text: <ul style="list-style-type: none"> ○ “På den anden side” Collection of short stories ● Knowledge and skills: <ul style="list-style-type: none"> ○ Genre knowledge ○ Composition ○ Themes ○ Figurative language ○ Showing and telling ○ Proofreading 	April - June

Main resources

We use the textbook system *Fandango*, the workbook *Avis - Naturligvis* 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 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. In Danish, students will receive a reading journal to register individual reading. Besides daily reading, the students will get a monthly reading assignment to complete at home. We expect parents to support their children in reading. 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

- Reader's letter
- Newspaper article
- Write a personal letter
- Realistic short story with the theme 'Differences'

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 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 M2

Phase:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Mi casa es tu casa	La casa, la cocina, la comida, los muebles, rutina diaria, adjetivos, verbos de acción, verbos reflexivos, ser y estar, preposiciones. Adjetivos demostrativos.	August - November
2. Vamos de vacaciones	Adverbios de lugar, preposiciones, Ir a + infinitive (futuro), por y para, adverbios de frecuencia,	November- February

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	conjunciones, interrogativos, pasado, construcción de oraciones.	
3. Modelo a seguir	Comparativos y superlativos, adjetivos de personalidad. Ser and estar.	February- June

Main resources

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

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must 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, 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: La casa de mis sueños (Final submission and presentation)
- Task 2: De viaje (Final submission and presentation)
- Task 3: Mi modelo a seguir (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.

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German Acquisition - **German is currently under review and will be updated soon**

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 M2

Phase 1 & 2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Mein Zuhause	Countries Nationalities House and home including descriptions, rooms etc... Daily routine Household chores	August - October

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2. Ferien und Hobbies	Facts and information about yourself and your family	November- January
3. Unsere Vorbilder	TV programmes Films and opinions Leisure time with friends Past and future hobbies Sports and games with opinions Past and future sporting events Famous German sports people	January-March
4. Let's go on a vacation	Countries and languages Weather Past holiday destinations Holiday experiences Regions and sightseeing Future holiday plans Accommodation	April-June

Phase 2

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

Main resources

In this subject we use the textbook "Zoom Deutsch 2" for most of the Units as well as "Pirana" for a few Units. Apart from that, the teacher creates her own resources, which are disseminated on 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.

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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

Major Assessment tasks (Phase 1)

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

Major Assessment tasks (Phase 2)

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

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

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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 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. 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 M2

Phase: 2

Topic/Unit Name	Main Content	Tentative Time Frame
1. A typical day	Everyday life activities Daily routine Household chores	August - October
2. Hjem kære hjem	Countries, nationalities, house and home including descriptions, rooms etc	November- January

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3. Free-time activities	TV programmes Films and opinions Leisure time with friends Past and future hobbies Sports and games with opinions Past and future sporting events Famous Danish sports people Present tense	January- March
4. Schoollife	Vocabulary, calendar, schedule, "Klassen", facilities, values, global comparison, a good school?	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: Part 1: Writing a letter/email, Part 2: Making an oral presentation
- Task 2: Presentation
- Task 3: Writing – Join my club
- Task 4: People Magazine Interview

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

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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 M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. What really makes the world go round?	<ul style="list-style-type: none"> • Decimals, fractions and percent • Operations of fractions • Division • Finding parts of a whole • Analyse contents and proportions • Calculating fractions, decimals and percentages • Converting • Ratios • Interest 	August - October

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<p>2. Fact or friction, truth or lies?</p>	<ul style="list-style-type: none"> ● How to collect, represent and analyse data ● Explore fake news vs fact checking ● Take action, learn about voting ● Patterns in math ● Explore data sets ● Promote healthy habits ● Visualise data ● Explore and choose graphs ● Organize and interpret data ● Make calculations based on datasets 	<p>October - January</p>
<p>3. How can we travel between dimensions?</p>	<ul style="list-style-type: none"> ● Shapes and geometry, 2D and 3D ● Dimensions ● Area and volume ● Manufacturing ● Celebrate π-day ● The Cartesian plane ● Transformations ● Graphs and Equations ● Geometry ● Work with angles and measures ● Geometry ● Calculate area and volume ● 3D ● Geometry ● Plotting in functions ● Drawing graphs 	<p>February - April</p>
<p>4. How does it all tie together?</p>	<ul style="list-style-type: none"> ● Expand and factorize algebraic expressions ● Factors ● Equivalence ● Substitution ● Binary ● Patterns ● Primes 	<p>April - May</p>

Main resources

'MYP by Concept 2, Mathematics'. Supplemented with 'International Mathematics for the Middle years 2' and a variety of online resources. In Mathematics Google classroom is the main platform.

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy.

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Course Outline 2021-2022

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.

M2

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 M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Faith Foundations	Exploring background knowledge and concepts of religion: <ul style="list-style-type: none"> • exploring and comparing the worlds 7 largest, • the idea of the soul and faith. Analysing and comparing the rise and spread of Christianity, Judaism and Islam: <ul style="list-style-type: none"> • Judaism and the Romans, • Life and teachings of Jesus (Use of parables, the golden rule, life, crucifixion and resurrection), the Apostles and early Christian leaders, the spread of Christianity. • The Islamic civilization, Muhammad and his message, beliefs and practice of Islam, the spread of Islam, life in the Islamic world Commonalities and differences between Christianity, Judaism and Islam	August - October
2. The Middle Ages	Early Middle Ages: <ul style="list-style-type: none"> • the Fall of Rome & the 'Dark Ages', • the concept of Invaders and Barbarians, 	November- January

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	<p>Feudalism and the rise of towns;</p> <ul style="list-style-type: none"> ● Knights, castles and cities, ● Kingdoms and crusades; <p>Culture and the Church:</p> <ul style="list-style-type: none"> ● education, the arts, and the role of religion in everyday life; <p>Late Middle Ages:</p> <ul style="list-style-type: none"> ● the cause and consequence of famine and the plague, ● the story of Joan of Arc. 	
3. Brave New World: Renaissance	<p>New ideas (based on classical/antique principles)</p> <ul style="list-style-type: none"> - Conquests and explorations - Perception of God (The Schism and The Protestant Reformation, Thirty Years' War) - Art, literature and architecture 	February- April
4. The Story of Stuff	<p>Consumerism and the materials economy:</p> <ul style="list-style-type: none"> ● Extraction, production, distribution, consumption, and disposal, ● Carbon footprints and the demands of supply chains of modern technology, ● the history of consumerism and an analysis of advertisements. 	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 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.

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Course Outline 2021-2022

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 - Feudal Roleplay (highlight roles, responsibilities, and issues)
- Task 2 - Medieval Topic Research Project (personal interest),
- Task 3 - Create a new religion (complete with manifesto, belief system, and structure),
- Task 4 - Sustainability Project (identify and explore Glocal problem and select strategies to address issues),
- Task 5 - Create a work of art with a renaissance theme in mind (God vs Man, Man and Nature).

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

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, 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 M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Where are we now and where might we be going?	SI units Coordinates Gravity Newton's laws Forces Friction Speed Acceleration Motions Velocity	August - November
2. How do we map matter?	Matter Conservation of matter Periodic table Atoms Molecules Element, compound, mixture Chemical reactions Acids and alkalis Concentrations pH	November - March

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	Naturalization Metals	
3. How do we respond to our world?	Body systems: The Immune system The Skeleton The Cardiovascular system The Muscular System The Digestive system The Nervous system The Respiratory System The Reproductive System The Endocrine System The Urinary System Stimulus Behaviour Sense organs	March - May

Main resources

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

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. The students will also be asked to study at home in preparation for the in-class tests.

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

Investigation and presentation: Playground Physics

Test unit 2: Matter

Investigation unit 2: Acids and Bases

Test unit 3: Body

Investigation unit 3: Individually made research question

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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 **Drama**, **Visual Art** and **Music** during the year.

Aims and Objectives

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

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

The outline for the units taught this year in M2

Topic/Unit Name	Main Content
1. Visual Art	A day in the life: Miniature Painting – Students will learn about Indian and Persian Miniature paintings. They will then use photographs, to plan, frame and understand the subject of their painting. They will learn how to use tracing, printing (on a printer) as techniques to create and develop artwork. They might use their phones in school or at home to take pictures of a ‘scene’ that expresses a day in their life. This could be something that already exists or they might want to set up to show their creativity and imagination. Students will work with tracing paper, water based paint, waterproof fineliners and their phone cameras to create their artwork.
2. Drama	The Audience’s Role in Comedy – Comedy has always been a way to survive great trials and struggles, and connects us to others' experiences and other times. This unit will explore the major comedic forms of theatre and performance in order to assess how and why comedy has evolved and what role the audience plays in comedic drama. We will look at different forms of comedy, from Shakespearian comedy to modern stand-up comedy, in order to provide students with a foundation in classic and contemporary comedic mediums.
3. Music	The Evolution of Pop Music - In this course we will examine the musical and cultural influence of pop music on our collective identities. We will study key elements of music such as harmony, melody, and form through careful listening to and analysis of musical examples, and we will further our understanding of these elements through the playing of pop song covers in small and large group contexts. Finally, the students will compose, rehearse, and perform/record original compositions in small groups that incorporate key musical elements and concepts inspired by our unit topic.

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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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Course Outline 2021-2022

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 M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Dance	Students will inquire into a variety of dance styles and moves. They will develop a basic plan to improve one dance style of their choice. Develop and work with coordination, balance, creativity, rhythmicity, negotiation. Reflect on the learning experience.	August - October
2. World of physical exercises	Using and understanding subject-specific terminology, develop knowledge about a huge variety of physical exercises. How to perform physical exercises correctly.	August - November
3. Basketball	Basic rules of the game, different types of passing, receiving, passing to a moving target, moving with or without the ball in an open space. Technique and basic strategies. They will participate in a local Billund Kommune basketball tournament.	October - January
4. Human body and muscles	Students will learn the basic muscle groups engaged in different physical activities. Aerobic and anaerobic. They will also develop different plans to improve different skills on different parts of the body. A very brief introduction in biomechanics of movement.	November-March

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5. Invasion games	Students will develop a basic understanding of various tactics during different games and apply those during a game. Team cooperation.	January - April
6. Issues in sport	Obesity, fair play, doping, inclusion, gender equality, racism, hooliganism, violence.	March - June
7. School Olympics	Students will learn proper techniques and various skills on athletics, rowing, orienteering, archery. They will participate in the school olympics and apply their learnt skills as a team.	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 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, 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** - Dance: Plan a dance routine of a dance style at their choice. Perform and reflect on the experience. In this unit students will be assessed on crit B, C and D.
- **Task 2** - World of physical exercises: Students will use PHE terminology to show understanding and describing different exercises and how to perform them correctly. In this unit students will be assessed on crit A.
- **Task 3** - Basketball tournament - Students will take part in a local tournament against other Billund Kommune schools and apply their skills. In this unit students will be assessed on crit C.
- **Task 4** - Human body and muscles - Students will show their knowledge and understanding of the main muscle groups used during physical movement. Develop a training plan that helps improve different body parts. In this unit students will be assessed on crit A and B.

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- **Task 5** - Invasion games - Students will apply different strategies learned in the unit to help their team succeed. In this unit students will be assessed on crit C.
- **Task 6** - Issues in sport - Students will show knowledge about all the current issues in sport and design a Ted talk video to express their ideas. In this unit students will be assessed on crit A.
- **Task 7** - School Olympics - Students will participate in the School Olympics with other schools around Denmark and apply the skills learnt 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.

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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 M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. FLL - First Lego League	<ul style="list-style-type: none"> • Competing in the First LEGO League. • Building and programming SPIKE Prime robots. • Researching the theme 'Cargo Connect' - how cargo is transported, sorted, and delivered to its destinations. • Designing and creating a design solution to fit the theme. 	August - November
2. How can tifos motivate sports teams?	<ul style="list-style-type: none"> • Developing understanding of the Design Cycle. • Analysing existing products. • Researching Pop-up mechanisms. • Prototyping and testing. • Using the laser cutter. • Using vector based graphics. 	November - March
3. Can an object be playful if it is not meant for playing with?	<ul style="list-style-type: none"> • Further developing understanding of the Design cycle. • What are smart materials? • What are the uses of smart materials? • Developing a design brief. • Developing a design specification. 	March - June

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	<ul style="list-style-type: none"> • Researching a specific target audience. • Redesigning products using knowledge of smart materials. 	
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Main resources

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

Homework

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

Assessment

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

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.

Major Assessment tasks:

- Task 1

The FLL competition: Spike prime robot, evidence of programming skills, project presentation (feedback from judges).

- Task 2

Pop-up book: Finished product and documented material on how the student created their pop-up book.

- Task 3

Designing for a client - smart materials: Finished product and documented material on how the student developed a design solution.

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