

## 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](mailto: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 M3

Topic/Unit Name	Main Content	Tentative Time Frame
1.Representation of gender identity in the media	<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Short films</li> </ul>	August - November
2.The Meaning of Life	<ul style="list-style-type: none"> <li>• If Cats Disappeared From The World</li> </ul>	November- March
3.Bildungsroman and growing up around the world	<ul style="list-style-type: none"> <li>• Spirited Away</li> <li>• Extracts</li> </ul>	March-June

#### Main resources

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

#### Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must 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, 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: Explore the representation of gender in different media formats
- Task 2: Redesign an advert that stereotypes gender and write an email to the agency that created it, explaining your concerns
- Task 3: Create a screenplay in which you interact with mythical creatures from your culture
- Task 4: Compare and contrast the representation of growing up in 'Spirited Away' and one other text
- Task 5: Create a dialogue between yourself and the antagonist of the novel
- Task 6: Analyse a world belief system as a means of giving meaning to life

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

## Course Outline 2021-2022

### 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.

#### Aims and Objectives

In English Language Acquisition, there will be two foci; English language skills and the development of skills and knowledge of literature.

Students who will benefit significantly from developing their English language skills (Speaking, Listening, Reading and Writing) will be given an opportunity to do so in the English Language Acquisition class.

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 - at the latest after the first term in M3. This will help them prepare for the MYP exams in M5, as per IB requirements.

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

Topic/Unit Name	Main Content	Tentative Time Frame
1.Representation of gender identity in the media	<ul style="list-style-type: none"> <li>● Advertising</li> <li>● Short films</li> <li>● Language and structures for Letter Writing</li> <li>● Punctuation</li> <li>● Verb tenses: Present tense</li> <li>● Complex Conjunctions</li> </ul>	August - November
Students will transfer to the Language and Literature course.		

#### 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 OneNote or Google Classroom. Our major texts are listed in the Unit table above.

#### Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must 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.

## Course Outline 2021-2022

### Assessment

<b>Assessment criteria, English Language Acquisition</b>		
Students grades will be made up of marks from the following criteria		
<b>Criterion A</b>	Listening	Maximum 8
<b>Criterion B</b>	Reading	Maximum 8
<b>Criterion C</b>	Speaking	Maximum 8
<b>Criterion D</b>	Writing	Maximum 8

### Major Formative and Summative Assessment tasks

- Task 1: Reading comprehension: Explore the representation of gender in different media formats
- Task 2: Listening comprehension: Listen to TedTalk on Gender Misrepresentation
- Task 3: Writing: Redesign an advert that stereotypes gender and write an email to the agency that created it, explaining your concerns
- Task 4: Speaking: Compare and Contrast two adverts

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 M3

Topic/Unit Name	Main Content	Tentative Time Frame
1. En forlængelse af virkeligheden	<ul style="list-style-type: none"> <li>• Main text:               <ul style="list-style-type: none"> <li>○ Søren Jessen: <i>Liv på spil, Den hule pige, Den skæve dreng og Dødshacket.</i></li> </ul> </li> <li>• Knowledge and skills:               <ul style="list-style-type: none"> <li>○ A knowledge of Søren Jessen's authorship</li> <li>○ Genre knowledge</li> <li>○ Composition</li> <li>○ Themes</li> <li>○ Figurative language</li> <li>○ Characterization</li> </ul> </li> </ul>	August - October
2. Multimodale fortællinger/Identitet	<ul style="list-style-type: none"> <li>• Main text:               <ul style="list-style-type: none"> <li>○ Camilla Hübbe: 'Tavs'</li> </ul> </li> <li>• Knowledge and skills:               <ul style="list-style-type: none"> <li>○ Text type/genre knowledge - Interactive book vs. graphic novel</li> <li>○ Themes</li> <li>○ Intertextuality</li> <li>○ Image analysis</li> </ul> </li> </ul>	November - January

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	<ul style="list-style-type: none"> <li>○ Understanding how to read non-fiction texts</li> <li>○ What to include in a book trailer</li> </ul>	
3. Alting kunne være meget værre	<ul style="list-style-type: none"> <li>● Main text: <ul style="list-style-type: none"> <li>○ Mette E. Neerlin: <i>Hest, hest, tiger, tiger</i> and Mette Vedsø: <i>Langt fra Det Hvide Hus</i></li> </ul> </li> <li>● Knowledge and skills: <ul style="list-style-type: none"> <li>○ Genre knowledge</li> <li>○ Characterization</li> <li>○ Exploration of the theme</li> <li>○ Figurative language</li> <li>○ How humor is used to deliver a serious message</li> </ul> </li> </ul>	January - April
4. Blog og Vlogs	<ul style="list-style-type: none"> <li>● Main text: <ul style="list-style-type: none"> <li>○ Katja Gottlieb: <i>Blog og Vlogs</i></li> </ul> </li> <li>● Knowledge and skills: <ul style="list-style-type: none"> <li>○ Genre knowledge</li> <li>○ Language use among influencers</li> <li>○ Hidden advertising</li> <li>○ Image analysis</li> <li>○ Media ethics</li> </ul> </li> </ul>	April - June

### Main resources

We use the textbook system *Fandango* and different learning websites including [dansk.alinea.dk](http://dansk.alinea.dk). For grammar and spelling exercises we use the textbook system Dansk Direkte, CampStavning, Alinea Turbo and [grammatip.com](http://grammatip.com). To support your child's reading progression, we expect that all students have access to the online library website [E-reolen.dk](http://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 and sign their reading scrap journal. 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: Oral presentation and a written review of one of Søren Jessen's short stories
- Task 2: Book trailer
- Task 3: Create a blog
- Task 4: Write a column

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 M3

Phase:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Pasatiempos y vacaciones	Por - para, hobbies, actividades cotidianas. Oraciones con objeto directo. Pasado participio.	August - November
2. La historia de mi vida	Pretérito e imperfecto, adverbios de tiempo (primero, después, luego)	November- February
3. Mi círculo social	Verbos en pretérito e imperfecto (Irregular verbs), conjunciones, tareas domésticas.	February- June

## Course Outline 2021-2022

### 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: Mis actividades (Final submission and presentation)
- Task 2: Linea de tiempo (Final submission and presentation)
- Task 3: Mi circulo social (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 M3

#### Phase: 2 & 4

Topic/Unit Name	Main Content	Tentative Time Frame
1. Freizeit und Ferien	Different types of media Explaining preferences	August - October
2. Im Ausland leben	Halloween	November- January
3. Meine Lebensgeschichte	Value of technology and how it will change in the future	January-March
4. Travel	Vocabulary of different types of transportation	April-June

## Course Outline 2021-2022

### Main resources

In this subject we use the textbook “Zoom Deutsch 2” for some of the Units. Apart from that, the teacher creates her own resources, which are disseminated on 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, 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 2 and 4)

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

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

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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 M3

Phase:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Vikinger (Vikings)	Vocabulary, past tense, sentence structure What is a Viking? How did the Vikings impact their surroundings? What is the value of Vikings today?	August - October

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2. Fejringer (Celebrations)	Christmas, celebrations, invitations, expectations, traditions, speeches, adjectives How do we celebrate? Why do we celebrate? Is it defined by our culture?	November - December
3. Klassiske børnebøger (Classic children's books)	What are the genre features of children's books? Any cultural differences? What makes it a classic?	January - March
4. Rim og remser	Vocabulary, knowledge about poetic language and images, sentence structure, coherence between writing work and imagery, alliteration	March - June

### Main resources

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

### Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must 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: Interview with a Viking/narrative (A+B)
- Task 2: Write a poem accompanied by a fitting self made picture (B+D)
- Task 3: Write your own book for children (B+D)
- Task 4: Design a celebration; invitation, menu, speech, thank you card (B+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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### MYP language acquisition global proficiency table

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

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



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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 M3:

Topic/Unit Name	Main Content	Tentative Time Frame
1. How did we get where we are?	<ul style="list-style-type: none"> <li>• Number line</li> <li>• Fractions</li> <li>• Exponents</li> <li>• Absolute values</li> <li>• SI units</li> <li>• Venn diagram</li> <li>• Finding and justifying rules</li> <li>• Prime numbers</li> </ul>	August - September
2. How do we make choices?	<ul style="list-style-type: none"> <li>• Algebra</li> <li>• Linear equations</li> <li>• Present data in:               <ul style="list-style-type: none"> <li>○ table,</li> <li>○ algebraic form,</li> </ul> </li> </ul>	September - January

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	<ul style="list-style-type: none"> <li>○ graphic form</li> <li>● Algebra</li> <li>● Making graphs</li> <li>● Algorithms</li> <li>● History of games</li> <li>● Graph theory</li> <li>● Flowchart</li> <li>● The use of algorithms in everyday life</li> <li>● Modelling puzzles</li> <li>● Using algorithms in authentic situations</li> </ul>	
3. What are the chances?	<ul style="list-style-type: none"> <li>● Probability</li> <li>● Operations using fractions</li> <li>● Venn diagrams</li> <li>● Display different outcomes</li> <li>● Placing probability on scale</li> <li>● Tree diagram</li> </ul>	January - February
4. Where's the proof?	<ul style="list-style-type: none"> <li>● Geometry and trigonometry</li> <li>● Pythagoras' Theorem</li> <li>● Trigonometric ratio</li> <li>● Proof Pythagoras' theorem</li> <li>● Find triangles in everyday life</li> </ul>	February - May

### Main resources

'MYP by Concept 3, Mathematics'. Supplemented with 'International Mathematics for the Middle years 3' 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.

### Assessment

Assessment criteria, Mathematics		
Students grades will be made up of marks from the following criteria		
<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Integrating patters	Maximum 8
<b>Criterion C</b>	Communicating	Maximum 8
<b>Criterion D</b>	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.

## 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 M3

Topic/Unit Name	Main Content	Tentative Time Frame
Eyewitness 2 History	Recording your experience as a primary source <ul style="list-style-type: none"> <li>• What does this mean, is it important?</li> <li>• How do you see the world?</li> </ul> Report Card & 'To improve you could' <ul style="list-style-type: none"> <li>• What could we do better?</li> <li>• What positive events would you like to draw attention to?</li> </ul> Online Reasoning & Critical Thinking <ul style="list-style-type: none"> <li>• focus on 1 event, movement, topic to explore!</li> </ul>	August - September
Green is More than a Colour	Exploring forms of pollution: <ul style="list-style-type: none"> <li>• air, water, noise, ground</li> <li>• how it is created, the effects and the solutions,</li> </ul> Human and environment interaction: <ul style="list-style-type: none"> <li>• the effects of our consumption &amp; production habits,</li> <li>• UN Global Goals and sustainable living,</li> </ul> Making sustainable choices	October - December
World War 2	The Cult of Personality: <ul style="list-style-type: none"> <li>• characteristics of a good/bad leader,</li> <li>• political, religious, culture-based cults,</li> </ul> Rise of National Socialism & the Third Reich: <ul style="list-style-type: none"> <li>• explore key events &amp; organisations,</li> </ul> Characteristics of Political Ideologies: <ul style="list-style-type: none"> <li>• Fascism, Liberalism, Capitalism, Communism,</li> </ul>	January - March

# M3

## Course Outline 2021-2022

	<ul style="list-style-type: none"> <li>• could Hitler have risen in 'the West'?</li> </ul> Propaganda: <ul style="list-style-type: none"> <li>•</li> </ul>	
Space race	<ul style="list-style-type: none"> <li>• The Launch of Sputnik</li> <li>• The voyages of John Glenn, Yuri Gagarin, Neil Armstrong</li> <li>• The Voyager</li> <li>• Hubble telescope</li> <li>• NASA's "Hidden Figures" Katherine Johnson, Dorothy Vaughan, and Mary Jackson</li> </ul>	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 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: Create an infographic about a form of pollution connected to UN Global Goals,
- Task 2: Write a scientific magazine article about a form of pollution they have chosen,
- Task 3: What makes a good leader and for whom?
- Task 4: Social Media Role Play exploring NSDP organisation/key event from a Cult of personality perspective,
- Task 5: Students are asked to design a population campaign for a self-chosen country with an explosive/shrinking population growth/decline.
- Task 6: Create Primary Source & critically explore a specific event/topic/movement.

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

## 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 combine aspects of Physics, Chemistry, Biology and Environmental Science.

### Aims and Objectives

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

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

### The outline for the units taught this year in M3

Topic/Unit Name	Main Content	Tentative Time Frame
1. What does a wave tell us?	Light and the eye, Sound and the ear, Wavelength, frequency, amplitude, oscillation Electromagnetic spectrum Volume and pitch	August - September
2. What should I eat?	Digestive system Micronutrients, macronutrients Carbohydrates, proteins, fats Sugars, amino acids, enzymes Cellular respiration Gas exchange	October - February
3. How do we put electricity and magnetism to work?	Magnets, magnetic fields, Electricity, batteries, circuits, Current, resistance, voltage, Ohm's law Electromagnetics, Ørsted Generators	January - April
4. Who are we?	DNA, chromosomes, genes, genome Reproduction, mitosis, meiosis Mutations	April - May

## Course Outline 2021-2022

### Main resources

Our main book is *MYP by Concept 3; 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. 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. The students will also be asked to study at home in preparation for the in-class tests starting at least two weeks prior to the test.

### 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

- Task 1: Test unit 1: Waves
- Task 2: Lab report: Protect yourself from the sun
- Task 4: Test unit 2: Foods
- Task 5: Lab report: Energy in foods
- Task 6: Lab report: Electromagnets
- Task 7: Information video: DNA
- Task 8: Reflective text on the topic of GMO

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

## 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 half a semester, allowing students to engage with **Drama**, **Visual Art** and **Music** during the year. The final semester half is reserved for a course of **well being**.

### 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 M3

Topic/Unit Name	Main Content
1. Visual Art -	<b>Movement, form and Balance</b> – Students will look at the concepts of movement, form and balance in Japanese prints. They will look at and choose an artwork they feel shows movement, which they will analyse. They will then work on making their own prints. The students will go through a process of creating their drawing, tracing it, putting it onto a piece of linoleum and cutting it to make either a simple single colour print or a more complex print with 2 or more layers. The process of making linocuts requires a different way of thinking through the creative process. This unit is created to give the students an understanding of Visual Art practices and concepts from a different time and space but also a very different technique of creating art.
2. Drama -	<b>Adapting the Page, Stage and Screen</b> - In this unit, we will be looking at how pieces of drama can be adapted and reimagined to reflect different cultural values and experiences. The students will study classic dramatic works such as Romeo & Juliet and Antigone, and compare them to modern adaptations to understand how and why certain changes have been made. They will consider the value in reimagining art and debate the importance of an artist's intentions for their work. This unit will help give students a deeper understanding of the context within which drama is created and how we can displace this to enrich the story further.
3. Music -	<b>The Blues</b> - The Blues provides an artistic framework and style for sharing personal narratives and musical expressions about life's struggles, and as a genre it has deeply influenced music and musicians around the world. We will study key elements of music such as harmony, melody, form, and texture through careful listening to and analysis of musical examples, and we will further our understanding of these elements through the playing of stringed instruments, percussion, keyboards, and singing in small and large group contexts. Finally, the students will compose, rehearse, and perform original compositions that incorporate concepts from this unit in small to medium-sized groups.

## Course Outline 2021-2022

### Main resources

We do not use any one textbook on this subject, but rather a collection of resources, many of which come from the teachers own research and are shared with the students on Google Classroom or as websites.

### 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, 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, paying careful attention to the context in which the artist worked/the artwork was created (Visual Art/Drama/Music)
- Task 2: Use prior knowledge and develop new skills and techniques in your artwork. (Visual Art/Drama/Music)
- Task 3: Apply prior knowledge and new skills and techniques to create original artwork (Visual Art/Drama/Music)
- Task 4: Reflect on your processes and development through the trimester. (Visual Art/Drama/Music)

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



## 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 may be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac.

#### Aims and Objectives

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

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

#### The outline for the units taught this year in M3

Topic/Unit Name	Main Content	Tentative Time Frame
1. Badminton	Coach/Client scenario that works towards developing skills and participating in a Tournament. This unit is a very basic intro to the E-portfolio. Knowledge about badminton techniques, develop training plans, apply skills during a tournament and reflection on the process.	August - November
2. Training plans	The basic knowledge on creating and developing good training plans. Content of warm-up, cooldown and main activity as well as choosing the proper physical exercises to develop different skills.	November - March
3. IDU - Movement	Basic movement techniques and components, flow, usage of space, balance. Students will explore movement through a few intercultural sports (tai-chi, taekwondo or capoeira). This is an interdisciplinary unit and we will work together with Visual Arts, in which they explore movement in a different way.	November - March
4. Health	Students will explore topics like mental, social and physical health, nutrition and hydration, injuries and first aid, sleep and obesity.	March - June
5. School Olympics	Students will learn proper techniques and various skills on athletics, rowing, orienteering, ultimate frisbee. They will participate in the school olympics and apply their learnt skills as a team.	March - June

## 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 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

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

### Major Assessment tasks

- Task 1 - Badminton: Knowledge about the badminton techniques and develop training plans to improve different skills in badminton. Apply them during a tournament and reflect on their own learning. In this unit students will be assessed on crit A, B, C and D.
- Task 2 -Training plans: Students will show knowledge and understanding of the structure of a training plan and develop relevant training plans adapted to improve different skills. In this unit students will be assessed on crit B.
- Task 3 - IDU Movement: Students will explore and understand the movement concepts through tai-chi/ taekwondo/ capoeira. They will develop an aesthetic routine, perform it and reflect on the whole performance. In this unit students will be assessed on crit A, B, C and D.
- Task 4 - Health: Students will explore and get an understanding of what the whole health concept means. In this unit students will be assessed on crit A.
- Task 5 - School olympics: Students will participate in the School Olympics with other schools around Denmark and apply the skills learned during the unit. In this unit students will be assessed on crit C.

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

## 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 M3

Topic/Unit Name	Main Content	Tentative Time Frame
1. FLL - First Lego League	<ul style="list-style-type: none"> <li>• Competing in the First LEGO League.</li> <li>• Building and programming SPIKE Prime robots.</li> <li>• Researching the theme 'Cargo Connect' - and how cargo is transported, sorted, and delivered to its destinations.</li> <li>• Designing and creating a design solution to fit the theme.</li> </ul>	August - November
2. Can an object be playful if it is not meant for playing with?	<ul style="list-style-type: none"> <li>• Developing understanding of MYP Design Cycle and using the year 3 criteria.</li> <li>• Analysis of existing products.</li> <li>• Working with 3D hand and computer generated drawings, and 3D printing processes</li> <li>• Generating ideas through modelling</li> <li>• Creating and evaluating against a design specification.</li> </ul>	December - March

## Course Outline 2021-2022

3. How can we design products to support someone with limited mobility?	<ul style="list-style-type: none"> <li>• Further developing understanding of the Design cycle.</li> <li>• Identifying a problem.</li> <li>• Researching a specific target audience.</li> <li>• Developing a design brief.</li> <li>• Developing a design specification.</li> <li>• Developing a design solution using sketches, 3D modelling and other prototyping techniques.</li> <li>• Evaluating against design specification.</li> </ul>	March - June
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### Main resources

We do not use textbooks 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:

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

### Major Assessment tasks:

- Task 1  
The FLL competition: SPIKE prime robot, evidence of programming skills, project presentation (feedback from judges).
- Task 2  
Toy: Finished product and documented material on how the student created their toy.
- Task 3  
Designing for a client: 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.