

# M4

## 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 texts from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

#### The outline for the units taught this year in M4

Topic/Unit Name	Main Content	Tentative Time Frame
1.Transformations	<ul style="list-style-type: none"> <li>• A Study in Scarlet</li> <li>• Sherlock (BBC)</li> <li>• Hamilton</li> </ul>	August - November
2.The Representations of Race	<ul style="list-style-type: none"> <li>• Possible IDU with the Arts</li> <li>• Poetry by African American writers</li> <li>• Othello</li> </ul>	November- February
3.The English Language	<ul style="list-style-type: none"> <li>• Etymology</li> <li>• Linguistic engineering</li> <li>• Conventions of spoken English</li> <li>• English as a world language</li> </ul>	February-June

#### Main resources

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

#### Homework

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

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

### Major Assessment tasks

1. Task 1: Nothing is Original! How important is originality in art?
- Task 2: Choose a historical figure and write a monologue which confronts a current issue
- Task 3: Essay: How Racist is Shakespeare's 'Othello'?
- Task 4: Create a and write a dialogue between
- Task 5: Speech responding to a question of freedom of speech OR whether English is a positive force in the world
- Task 6: Analysis of my own spoken language

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

### 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 M4:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Det moderne gennembrud	<ul style="list-style-type: none"> <li>● Main text:               <ul style="list-style-type: none"> <li>○ A variety of texts from The Modern Breakthrough</li> </ul> </li> <li>● Knowledge and skills:               <ul style="list-style-type: none"> <li>○ The history of literature</li> <li>○ Writing style</li> <li>○ Image analysis</li> <li>○ Analysis and interpretation</li> <li>○ Rights and equalisation during The Modern Breakthrough</li> </ul> </li> </ul>	August - October
3. Mere avis - naturligvis	<ul style="list-style-type: none"> <li>● Main text:               <ul style="list-style-type: none"> <li>○ A selection of different newspaper genres</li> <li>○ Work book "Mere avis? Naturligvis"</li> </ul> </li> <li>● Knowledge and skills:               <ul style="list-style-type: none"> <li>○ Knowledge of different newspaper genres</li> <li>○ Communication</li> <li>○ Image analysis - press photo</li> <li>○ Understanding of audience</li> </ul> </li> </ul>	November - January

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<p>2. Når person og værk smelter sammen</p>	<ul style="list-style-type: none"> <li>● Main text:             <ul style="list-style-type: none"> <li>○ Tove Ditlevsen "Barndommens gade" and a variety of short stories and poems written by Tove Ditlevsen</li> </ul> </li> <li>● Knowledge and skills:             <ul style="list-style-type: none"> <li>○ Authorship - the authors unique style</li> <li>○ Genre knowledge - poetry and short stories</li> <li>○ Figurative language</li> <li>○ Interpretation</li> </ul> </li> </ul>	<p>January - April</p>
<p>4. Ungdommen i litteraturen</p>	<ul style="list-style-type: none"> <li>● Main text:             <ul style="list-style-type: none"> <li>○ Extracts of graphic novels</li> <li>○ Sarah Engell "Fuglemanden" (graphic novel)</li> </ul> </li> <li>● Knowledge and skills:             <ul style="list-style-type: none"> <li>○ Exploration and knowledge of the genre - graphic novels</li> <li>○ Image analysis</li> <li>○ Figurative language</li> <li>○ Theme</li> <li>○ Reading between the lines</li> </ul> </li> </ul>	<p>April - June</p>

### Main resources

We use the textbook system *Fandango*, the workbook *Mere avis? Naturligvis* 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*, 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 register individual reading. Besides daily reading, the students will get reading assignments to complete at home. We expect parents to support their children when reading at home. During the year, students will furthermore receive grammar homework to be completed at home. The grammar homework will be assigned to improve individual difficulties.

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### Assessment

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

### Major Assessment tasks

- Write a speech about young people's rights
- Write an essay with the theme *Childhood*
- Write a reportage
- Create a blog post

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 the 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 M4

##### Phase: 2

Topic/Unit Name	Main Content	Tentative Time Frame
1. De viaje por el mundo	Superlativos y comparativos Future (ir infinitive, future conjugation) Conjugating reflexive verbs in the future with IR A	August - November
2. Problemas y soluciones.	Superlativos y comparativos Future (ir infinitive, future conjugation)	November- February



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	Conjugating reflexive verbs in the future with IR A	
3. Noticias	Conjunctions and connectors. Content revision.	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: Un pais del mundo (Final submission and presentation)
- Task 2: Objetivos de desarrollo sostenible (Final submission and presentation)
- Task 3: Mi reportaje (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.

## Course Outline 2021-2022

### 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 M4

#### Phase: Emergent and Capable

Topic/Unit Name	Main Content	Tentative Time Frame
1. Travelling the world/ Die Welt bereisen	First hand experiences of different places, cultures and people are an effective strategy to understand our similarities and differences.	August - October

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2. Problems and solutions/ Probleme und Lösungen	Imagining and manufacturing solutions to our most relevant problems requires creativity, knowledge and skill.	November- December
3. News/ Nachrichten	Our capability to discern reliable sources and detect bias in news sources determines the quality of the information we consume.	January-March
4. TBA		April-June

### Main resources

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

### Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must 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, German 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 Assessment tasks (Phase 2/Y1)

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

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

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 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. 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 M4

#### Phase: 2 and 3

Topic/Unit Name	Main Content	Tentative Time Frame
1. Ole Lund Kirkegaards forfatterskab	Vocabulary, rhyme, sentence structure, creativity	August - October
2. Eventyr (Fairytales)	What is a fairytale? What are the genre features? What is the purpose of fairytales? Why do the children need fairy tales?	October - December

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3.	Miniværk	Reading, writing, creativity What are the genre features of children's books? Any cultural differences? What makes it a classic?	January - March
4.	Musik (Music)	What characterizes the different kinds of music? What is the value of the lyrics? How does music affect us? Why is music important?	April - June

### Main resources

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

### Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must 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, Danish acquisition		
Students grades will be made up of marks from the following criteria		
<b>Criterion A</b>	Comprehending spoken and visual texts	Maximum 8
<b>Criterion B</b>	Comprehending written and visual texts	Maximum 8
<b>Criterion C</b>	Communicating in response to spoken and/or written and/or visual text	Maximum 8
<b>Criterion D</b>	Using language in spoken and/or written form	Maximum 8

### Major Assessment tasks

- Task 1: Write a poem and present it (A+B+D)
- Task 2: Write a fairytale (C+D)
- Task 3: Write your own book for children (B+D)
- Task 4: Design and present a hit list/music program (C+ 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*

## Course Outline 2021-2022

### 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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. In how many different ways can we express the same thing?	<ul style="list-style-type: none"> <li>• Number sets</li> <li>• Exponents and brackets</li> <li>• Working with radicals</li> <li>• Scientific notation</li> <li>• Fractional exponents</li> <li>• Logarithms and bases</li> <li>• Rounding numbers</li> <li>• Order of operation</li> <li>• Irrational numbers</li> </ul>	August - September
2.	<ul style="list-style-type: none"> <li>• Algebra</li> </ul>	October - January

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<p>Why does algebra look so clever?</p>	<ul style="list-style-type: none"> <li>• Expanding and factoring</li> <li>• Quadratic Expressions</li> <li>• Solve equations</li> <li>• Using Algebra in everyday life</li> <li>• Linear Equations</li> <li>• Digital graphing tools</li> <li>• Simultaneous equations</li> <li>• Distance between spots on a cartesian plane</li> <li>• Vectors</li> <li>• Applying linear equations</li> <li>• Finding and drawing perpendicular lines</li> </ul>	
<p>3. How is technical innovation changing our ideas of public and private space?</p>	<ul style="list-style-type: none"> <li>• Trigonometry</li> <li>• Pythagoras' theorem</li> <li>• Geometric shapes</li> <li>• Ratio</li> <li>• Solving simpler equations</li> <li>• Geometry</li> <li>• Graphic construction</li> <li>• Circle theorems</li> </ul>	<p>January - April</p>
<p>4. How well do data reflect reality?</p>	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Outliers</li> <li>• Mean, mode, median</li> <li>• Describing data</li> <li>• Deviation</li> <li>• Understand bias</li> <li>• Describing data</li> <li>• Organizing data</li> <li>• Evaluate data</li> <li>• Line of best fit</li> </ul>	<p>April - May</p>

### Main resources

'MYP by Concept 4 & 5, Mathematics'. Supplemented with 'International Mathematics for the Middle years 4' 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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### Assessment

<b>Assessment criteria, Mathematics</b>		
Students grades will be made up of marks from the following criteria		
<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Integrating patterns	Maximum 8
<b>Criterion C</b>	Communicating	Maximum 8
<b>Criterion D</b>	Applying Mathematics in real-world contexts	Maximum 8

### Major Assessment tasks

Task 1: Test on unit 1

Task 2: Investigation of patterns, unit 1

Task 3: Investigation on real life patterns, unit 2

Task 4: Test unit 2

Task 5: Investigation on real life patterns, unit 3

Task 6: Test unit 3

Task 7: Investigation of Mathematics in a real-life context, unit 4

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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### 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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. Cold War	<p><u>Causes of the cold war</u>: Aftermath of WW2, arms race, authoritarian communism vs liberal democracy (Capitalist and Marxist ideologies), space race</p> <p><u>Main events of the cold war</u>: Berlin airlift, Suez crisis, Red scare, Berlin wall, Bay of pigs, Cuban missile crisis, The Third Way: Yugoslavia, Collapse of the soviet union</p> <p><u>Main wars</u>: Korean war, Vietnam war, Chinese civil war, Soviet-Afghan war</p>	August- September
2. Natural Resources & Conflict Resolution	<p><b>Resource Degradation</b>: The effects of climate change on vulnerable communities;</p> <p><b>Resources &amp; Conflict</b>: the increased possibility of conflict occurring, and reoccurring, because of disputes involving land and resource issues; the disparity between economic and social development in countries that produce or extract particular natural resources and those that consume them;</p>	October- December

# M4

## Course Outline 2021-2022

	<b>Conflict Resolution:</b> the principles of conflict resolution and management; the structure and role of the UN in conflict management and resolution, case studies	
3. French and American revolution	<p>Time of enlightenment and main ideas of enlightenment thinkers, Hobbs, Locke, Montesquieu, Rosseau, Voltaire. Scientific revolution with Copernicus and Newton</p> <p>American Revolution: Causes of the revolution, Stamp Act, the Boston massacre and the Boston tea party, Benjamin Franklin, George Washington, the declaration of independence, Battles and independent wars, treaty of Paris.</p> <p>French revolution: Timeline of the French revolution, causes of the French revolution, Estates General, the National Assembly, Storming of the Bastille, Women's march on Versailles, Reign of terror, the Directory, Symbols of the French revolution. Consequences of the revolution and the beginning reign of Napoleon Bonaparte. Key players: Robespierre, Marie Antoinette, Napoleon Bonaparte, Marquis de Lafayette, Louis XVI</p> <p>Comparison of the role of enlightenment philosophy in the development of the western world.</p>	January- March
4. Industrial revolution	<p><u>Beginning of the Industrial Revolution</u> in Europe and the US, first and second industrial revolution, timeline of major events.</p> <p><u>Inventions and technology</u>, steam engine, transport and communications, factory systems, new jobs and occupations.</p> <p><u>Culture changes</u>, labour unions, working conditions, child labour, woman during the industrial revolution</p>	April-May
5. Sociology of Crime	Ancient Views of Crime and Punishment, The First Laws and Codes, Religion and Crime, Early Philosophy and Crime, Crime and Punishment in the Middle Ages, Foundations for the Modern View of Crime, the Capital Punishment	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.

# M4

## Course Outline 2021-2022

### 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, Individuals and societies</b>		
Students grades will be made up of marks from the following criteria		
<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Investigating	Maximum 8
<b>Criterion C</b>	Communicating	Maximum 8
<b>Criterion D</b>	Thinking critically	Maximum 8

### Major Assessment tasks

- Vernis River Case Study debate
- MUN Conference delegation
- Revolutions playscript, Exam style questions
- Industrial revolution DBQ in class essay
- Mock exam
- Crime classroom presentation

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 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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. What makes a material world?	Naming compounds Organic chemistry Chemical bonds Lewis symbol Balancing equations Fermentation	August - October
2. How do we obtain the energy we need?	Energy and state of matter Energy sources Fossil fuels Enzymes Photosynthesis and respiration Efficiency Sankey diagrams Environmental impacts Global warming	October- January
3. Ionizing radiation	Nuclear power plants Fission	January - March

## Course Outline 2021-2022

	Types of radiation Decay Radiocarbon dating Nuclear waste Mutations	
4. Do you feel electric?	Induction The generator Transformation Electrolysis	March - May

### Main resources

Our main book is *MYP by Concept 4&5; Science* but extra materials, videos and activities will be added. The students will use OneNote as an online book/workbook and Google Classroom as a hand in platform.

### Homework

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

### Assessment

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

### Assessment tasks

During the year, students will make both smaller and more compressive lab reports and do a variety of tasks including video recordings, presentations and written tests.

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

The students will also be introduced to e-assessments in preparation for next year's exam.

# M4

## Course Outline 2021-2022

### Visual Art

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 M4 and M5, students focus on only **one** of the Art disciplines which is taught throughout the year for two years.

### Aims and Objectives

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

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

### The outline for the units taught this year in M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. Gentileschi, Kahlo, Neshat, and others.	Looking at the contributions of female artists from around the world. We will look at female artists who were not considered artists either because of the media they used or because their fathers/husbands/brothers overshadowed them; female artists who shattered glass walls and joined their male counterparts. We will also look at female artists who struck out on their own and are today recognised for their art and strength. Students will be free to choose and will be supported in their choice of media and techniques that work best for their form of expression.	August - November
2. Representations of Race (IDU between the Arts and English Language & Literature)	Students will look at works by various artists who have expressed their experiences and views on race, in order to understand, or challenge or bring about awareness to the issues of Race. The students will focus on their own and others racial backgrounds and create a work that sets out to answer their questions on Race. They will build this understanding through the work done in English Language & Literature and the art and artists we will discuss in Visual Art. Students will then look at a range of artwork and find an artwork/artist that interests them.	November- February

# M4

## Course Outline 2021-2022

3. Mock e-portfolio)	Students will use the same IB M5 e-portfolio from the current year. They will find and work with artists similar to those that have been suggested on the PCUPs and develop their own artwork based on research of the artist and their work. Students will work towards completing all four criteria.	March - May
4. Exhibition	Exhibiting art is an important aspect for a Visual Art student. They will, time permitting, help planning and organising the MYP Visual Art exhibition.	May - June

### 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		
<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Developing Skills	Maximum 8
<b>Criterion C</b>	Thinking creatively	Maximum 8
<b>Criterion D</b>	Responding	Maximum 8

### Major Assessment tasks

- Task 1: Research an artist/artwork, paying careful attention to the context in which the artist worked/the artwork was created.
- Task 2: Use prior knowledge, skills and techniques and develop new skills and techniques in the development of your artwork.
- Task 3: Apply prior and new skills and techniques to create an original artwork.
- Task 4: Reflect on your processes and development through the trimester.

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



# M4

## Course Outline 2021-2022

### Music

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 M4 and M5, students focus on only **one** of the Art disciplines which is taught throughout the year.

#### Aims and Objectives

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

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

#### The outline for the units taught this year in M4

Topic/Unit Name	Main Content	Tentative Time Frame
Jazz and blues	History of Jazz and Blues Main pioneer artists. 7th and major 7th chords. II-V-I Chord progressions. Dissonance and consonance. Tension and resolution. Jazz standards, major ii - V - I, seventh chords, melodies and accidentals, walking bass lines, syncopation, swing. Blues standards, major 12 bar blues, shuffle, blue notes, seventh chords, melody articulation.	August - November
Representations of race (IDU between the Arts and English Language & Literature)	Song writing: Form, structure and lyrics of protest songs. Using instrumentation, texture, time-signatures and rhythm to convey emotions. Mood and harmony. The use of DAWs for music recording. Horizontal and vertical visualization of music.	December- March
A cinematic experience	The life and work of John Williams Using chord voicings and inversions to express moods and convey emotions Using intervals to express moods and convey	April- June

## Course Outline 2021-2022

	emotions Creating chords Layering texture using DAW	
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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 have also been asked to get themselves 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

- Protest music: Investigation, presentation, process journal, artistic intent and final product/performance.
- Jazz: Investigation, presentation, process journal, artistic intent and final product/performance.
- A cinematic experience: Investigation, presentation, process journal, artistic intent and final product/performance.

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

# M4

## Course Outline 2021-2022

### Drama

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 M4 and M5, students focus on only **one** of the Art disciplines which is taught throughout the year for two years.

### Aims and Objectives

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

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

### The outline for the units taught this year in M4

Topic/Unit Name	Main Content	Tentative Time Frame
<b>1. The Origin of Tragedy</b>	This unit will look at the history of tragic theatre, focusing primarily on Greek tragedy. The students will consider why human suffering is something we find entertaining to watch on stage and whether or not Ancient Greek tragedies are still relevant to us today. They will learn to identify the technical, thematic and performative features of Greek tragedy and apply these to their own performances.	August - November
<b>2. Representations of Race</b> (IDU between the Arts and English Language & Literature)	This unit will explore how race is represented in theatre and the complexities associated with this. We will study the history of race in theatre as well as modern representations of race, considering issues such as casting, accessibility, authenticity and creation.	November- February
<b>3. Mock E-Portfolio</b>	Students will use this year's M5 E-Portfolio as a practice run for the following year. Students will complete the unit as presented by the IB.	March - May

## Course Outline 2021-2022

### 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 have also been asked to get themselves 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

- Plan and storyboard a modern tragic scene using Ancient Greek conventions
- Critique the portrayal of human suffering in Greek tragedy, Medea
- Script and annotate an 'Exodus' using appropriate terminology and including relevant features
- Choral performance - collaborative work
- Critique the representation of race in text written by white playwright vs a playwright of colour
- Script a scene with a main character of a different race
- Perform dialogue about representing race

Students will be given detailed information about the tasks, due dates, expectations, and 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 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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. E-Portfolio simulation	Simulation of a real e-portfolio PHE in the IB system. A coach-client situation relationship to prepare them for the M5 final exam. Sport topic at their own choice and interest. Knowledge about different skills used in their sport. Develop training plans to improve and achieve their client's physical and health goals. Apply and demonstrate their own physical skills and reflect on the whole experience.	August - November
2. Movement concept	Basic movement techniques and components, body awareness, spatial awareness, effort awareness, flow, connection between usage of space and different body parts, balance.	November-March
3. Volleyball	Teamwork and skill development. Learning different skills such as passing, serving, smashing cooperation, movement in the court, Participating in a volleyball tournament against other teams in Billund kommune.	November-March
4. Nutrition for teenagers	Different types of nutrients and how they affect the life of teenagers. Safe party aspects such as alcohol, smoking, drugs	March-June
5. School Olympics	Students will learn proper techniques and various skills on athletics, rowing, orienteering, triathlon. 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:

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 - E-portfolio: Students will go through a coach-client scenario for E-portfolio, simulating the next year exam. In this unit, students will be assessed on crit A, B, C and D.
- Task 2 – Volleyball: Students will participate in a volleyball tournament against other schools in Billund Kommune. Also reflect on their own learning. In this unit students will be assessed on crit C and D.
- Task 3 – Movement concept: Students will show knowledge and understanding of the movement concepts. In this unit students will be assessed on crit A.
- Task 4 - Nutrition for teens: Students will show knowledge and understanding of various nutrition and teen related issues (smoking, drinking). They will develop a healthy plan to raise awareness of the topic. In this unit students will be assessed on crit A and B.
- Task 5 – School Olympics: Students will participate in the School Olympics with other schools around Denmark and apply the skills learned during the unit. Reflect on their own learning. 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.

## 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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. FLL - First Lego League  <i>Optional robot game participation.</i>	<ul style="list-style-type: none"> <li>• Using the Design cycle in its entirety.</li> <li>• Researching the theme 'Cargo Connect' - how cargo is transported, sorted, and delivered to its destinations</li> <li>• Designing and creating a design solution to fit the theme.</li> <li>• Optional participation</li> <li>• Competing in First LEGO League.</li> <li>• Building and programming Spike Prime robots.</li> </ul>	August - November
2. 'How to Videos'	<ul style="list-style-type: none"> <li>• Analyzing 'how to' videos</li> <li>• Storyboarding</li> <li>• Video recording</li> <li>• Editing using Premiere Pro</li> <li>• conducting user trials/observations</li> </ul>	November - March
3. You are never too small to make a difference.	<ul style="list-style-type: none"> <li>• Focus on sustainability and waste reduction.</li> <li>• Using a past e-portfolio task.</li> </ul>	March - June

# M4

## Course Outline 2021-2022

	<ul style="list-style-type: none"> <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>	
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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:

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

### Major Assessment tasks

- Task 1  
The FLL competition: Finished product and documented material on how the student developed a design solution.
- Task 2  
'How to videos': Finished product and documented material on how the student created their design solution.
- Task 3  
You are never too small to make a difference: Finished product and design portfolio documenting 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.