

M5

Course Outline 2021-2022

Introduction

August 2021

Dear Students and Parents,

In conjunction with the publication 'Welcome to the MYP' available in the MYP section of the ISB website, this curriculum guide is designed to give both students and parents an overview of the MYP learning programme at ISB. Together these two publications aim to clarify the key areas of the teaching and learning that takes place at each grade level, as well as explain some of the philosophical ideas that underpin the programme and lay the foundation for our educational approach.

Our curriculum is organized according to the framework provided by the International Baccalaureate Middle Years Programme (IBMYP) and heavily influenced by our mission statement and core philosophy of learning through play.

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

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

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

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

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

Sincerely,
Tue

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English Language and Literature

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac.

Aims and Objectives

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with 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 M5:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Post-Colonialism	<ul style="list-style-type: none"> • Follow the Rabbit Proof Fence • Political speeches 	August-October
2. Parasite and the Global Context	<ul style="list-style-type: none"> • Parasite 	November-February
3. Exam preparation	<ul style="list-style-type: none"> • Revision materials using a variety of texts 	February-May
4. Year Book	<ul style="list-style-type: none"> • Supporting the Yearbook team to complete this year's addition 	May-June

Main resources

We do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teachers own creation and disseminated on Google Classroom. 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: A screenplay of a key scene in 'Follow the Rabbit Proof Fence'
- Task 2: Summative Assessment modelled on the IDU examination
- Task 3: A monologue by a character in 'Parasite', explaining their perspective on the events of the film
- Task 4: Compare and Contrast the representation of the powerful/powerless in 'Parasite' and 'Follow the Rabbit Proof Fence'
- Task 5+: Practice exam questions

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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. I krig	<ul style="list-style-type: none"> • Main text: <ul style="list-style-type: none"> ○ A selection of different genres referring to the theme "war" • Knowledge and skills: <ul style="list-style-type: none"> ○ Knowledge of the different genres ○ Communication ○ Understanding of audience ○ Audience imperatives ○ Theme ○ Perspectives 	August - October
2. Familien på godt og ondt	<ul style="list-style-type: none"> • Main text: <ul style="list-style-type: none"> ○ "Mellem os" (collection of short stories - various authors) ○ Documentary/movie • Knowledge and skills: <ul style="list-style-type: none"> ○ Exploration and knowledge of the genre - short stories and documentary/movie ○ Characterization ○ Figurative language ○ Theme ○ Reading between the lines 	October - January

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	<ul style="list-style-type: none"> ○ Types of families ○ Social heritage 	
3. Kortfilm	<ul style="list-style-type: none"> ● Main text: <ul style="list-style-type: none"> ○ A variation of short movies ● Knowledge and skills <ul style="list-style-type: none"> ○ Analysis and interpretation ○ Film terminology ○ Knowledge of the genre 'short movies' ○ Symbols ○ Theme 	January - April
4. Eksamensforberedelse	<ul style="list-style-type: none"> ● Exam prep and final exam 	May - June

Main resources

We use the textbook system *Fandango* and different learning websites including dansk.alinea.dk. For grammar and spelling exercises we use the textbook system Dansk Direkte, CampStavning, Alinea Turbo and grammatip.com. To support your child's reading progression, we expect that all students have access to the online library website E-reolen.dk, where audio books as well as online books are available. To get access to this, the students have to visit their local library.

Homework

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

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

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Major Assessment tasks

- Written contribution to a debate
- Mock exam - synopsis
- Write an essay

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 M5

Phase 2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Vida después de la escuela	Oraciones interrogativas, preguntas y respuestas, profesiones, fortalezas y debilidades. Presente y futuro. Talking about the future. Planning. Expressing wants and wishes.	August - November
2. E-exams	To be decided by the IB in November	November - March

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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: Entrevista de trabajo (Final submission and presentation)
- Task2: E-portfolio

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 places students in phases suitable to individual need, hence students in one class might be placed in different phases and receive differentiated instruction. The MYP language acquisition global proficiency table is used by teachers to place students in the correct phases and is included after the language acquisition section in this document.

Aims and Objectives

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The outline for the units taught this year in M5

Phase 2/Y1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Life after school/ Das Leben nach der Schule	Professions, Me today, Me in the past, Me in the future. Talking about the future. Job interview	August - November
2. E-Portfolio component unit	To be decided by IB in November	December- March
3. E-Exams		March - May

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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, 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: Job interview
- Task 2: Make a CV
- Task 3: Oral and written exercises
- Task 4: ePortfolio assessment and exam

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 M5

Phase 2 and 3

Topic/Unit Name	Main Content	Tentative Time Frame
1. Mine interesser	Reflection, knowledge about interests, sentence structure, coherence between writing work and interest, compare written work with own experiences,	August - October
2. Jeg er Frede (I am Frede)	„Jeg er Frede“, reading, analysing How to read and understand	October - November

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	How do we see ourselves? How do our peers influence us?	
3. Miniværk:	Reflection, interpretation, theme, genre, characteristics, compare written work with own experiences,	December - March
4. Eportfolio	IB Eportfolio will be available in November	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 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, 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: Create (write and draw) your own monster and tell its story (B + D)
- Task 2: Rewrite the story seen from another person's perspective (C + D)
- Task 3: Review (B + D)
- Task 4: IB Eportfolio will be available in November

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

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MYP language acquisition global proficiency table

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

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

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Mathematics

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac.

Aims and Objectives

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

The outline for the units taught this year in M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. How is technical innovation changing our ideas of public and private space?	<ul style="list-style-type: none"> • Trigonometry • Pythagoras' theorem • Geometric shapes • Ratio 	August - September
2. How can we move in space?	<ul style="list-style-type: none"> • Distance between spots on a cartesian plane • Vectors • Applying linear equations • Finding and drawing perpendicular lines. 	October - November
3. How many forms have a quadric?	<ul style="list-style-type: none"> • Quadratics • Quadratic equations • Identifying equations 	November - January

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	<ul style="list-style-type: none"> • Visual and algebraic representation of quadratics • Solving equations • Different types of functions and their characteristics • Explore functions • Polynomials • Exponential growth 	
4. The only sure thing?	<ul style="list-style-type: none"> • Probability • Chance and coincidence • Randomness • Probability tree • Combinations • Permutations • Information gathering • Observation • Fraction, decimal, percentage • Theory vs observation • Calculated probability vs statistical probability 	January - February
5. Exam preparations	<ul style="list-style-type: none"> • Repetitions 	March →

Main resources

'MYP by Concept 4 & 5, Mathematics'. Supplemented with 'International Mathematics for the Middle years 5' 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		
Criterion A	Knowing and understanding	Maximum 8
Criterion B	Integrating patters	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying Mathematics in real-world contexts	Maximum 8

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Major Assessment tasks

Task 1: Test unit 1

Task 2: Investigation of patterns, unit 2

Task 3: Investigation of Maths in everyday life, unit 3

Task 4: Test unit 4

The students will complete mock-exams in preparation for the final eAssessment.

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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Migrations	Population Dynamics, Distribution and Density: <ul style="list-style-type: none"> • Population structures and policies, • Global migrations of people, • Anti-child campaigns, Epidemics impact on population, Population theories, <ul style="list-style-type: none"> • Lee's push and Pull theory, • Rosling on Population explosion • statistical review/research 	August - October
2. Factfulness	Ten reasons why we are wrong about the world and why it is better than we think <ul style="list-style-type: none"> • Ten instincts that are wrong (Gap, negativity, straight line, fear, size, generalization, destiny, single perspective, blame, urgency - instincts) • World population: demography, population increase, resource distribution, health, political, social and economical indicators • Five global risks we should worry about 	October-December
3. History of Killing: Genocide	Definition of Genocide History of Killing <ul style="list-style-type: none"> • Characteristics of genocide • Ten stages of genocide (Stanton) Holocaust <ul style="list-style-type: none"> • The Origins & The Final Solution • Concentrations camps Genocide today	January-March

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	<ul style="list-style-type: none"> Armenian Genocide, Bosnia, Rwanda, Cambodia, Is it possible to prevent genocides in the future? What could be the role of the international community, the UN etc.?	
4. World's largest lesson	UN Millenium Development & Global Goals <ul style="list-style-type: none"> what are they & how are they different? are things really that bad? What does 'sustainable development' mean? Why should Global Goals matter to me? <ul style="list-style-type: none"> How and why are they connected? how understanding interconnectedness helps us to find solutions to the problems surrounding them. 	April
5. eAssessments	Skills needed for eAssessments and curriculum review	April/May

Main resources

In Individuals and Societies 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

- TED talk
- Written essay
- DBQ, short written answers
- In class written tes
- Mock exam

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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Science

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. At ISB the Science programme is taught as an integrated science course and combines aspects of Physics, Chemistry and Biology.

Aims and Objectives

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

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

The outline for the units taught this year in M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. How do we pass on our inheritance?	<ul style="list-style-type: none"> • Classification of living things • Punnett squares • Transcription • Osmosis • Meiosis, mitosis • Gas exchange 	August - October
2. Are you balanced?	<ul style="list-style-type: none"> • Forces • Recap Newton's three laws of motion • Calculation of forces • Connections between force and energy • Lenses • Ozone layer • Variables 	October - January
3. How do different chemical environments support life?	<ul style="list-style-type: none"> • Calculating atomic weights • Polymers 	January - March

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Course Outline 2021-2022

	<ul style="list-style-type: none"> • Acids and bases • Buffer solution • Endo and exothermic reactions • Dilution • Assessment criteria • Command terms 	
4. Exam preparation	<ul style="list-style-type: none"> • Repetitions 	March →

Main resources

Our main book is *MYP by Concept 4&5; Science* but extra materials, videos and activities will be added. The students will have most of their work collected in the on-line platform Google Classroom.

Homework

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

Assessment

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

Major Assessment tasks

Task 1: Test unit 1

Task 2: A written article, unit 1

Task 3: Lab report, unit 2

Task 4: A written article, unit 3

The students will complete mock-exams in preparation for the final eAssessment.

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

M5

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.

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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Storytelling: Our stories	Students will look at how some artwork tell a story. The students will find their own artists/artworks using Artsy and Google Arts and Culture and analyse and develop their artwork based on their research. They will make mix-media artwork as their final artwork, showing their ability to use 2 or more different techniques. All 4 criteria will be addressed.	August- November
23. E-portfolio	Topic and main content as per the Partially completed planners provided by the IBO in November for the e-portfolio requirement. Students will work towards completing all four criteria.	December - March.

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. The students have also been asked to get themselves linked to their local commune libraries to access various online resources, this needs their NemID and might need to request their parents for help.

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 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, 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, 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.

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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Mozart vs Super Mario	Themes and variations as musical form, historical overview Mozart's variations of 'Ah, vous dirai-je, Maman'- Analysis of musical elements: Melody, texture, instrumentation and harmony Koji Kondo's variations for 'Super Mario World'- Analysis of musical elements Musical theory: Major/minor scales and harmonies, triads, harmonization using primary and secondary triads, melodic embellishment, timbral experimentation, texture variations within one or more instruments (monophonic, polyphonic homophonic) and variations of rhythm, tempo and registers. MuseScore notation software, technical aspect	August - October
2. eAssessment unit	Topic and main content as per the Partially completed planners provided by the IBO in November for the e-portfolio requirement. Students will work towards completing all four criteria.	December - March

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 will be asked to get linked to their local kommune libraries to access various online resources, this needs their NemID and might need help from parents, if the students have not already done this in the lower M classes.

Homework

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

Assessment

Assessment criteria, Arts		
Students grades will be made up of marks from the following criteria		
Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

Major Assessment tasks

- Mozart vs Super Mario: Investigation, presentation, process journal, artistic intent and final product/performance.
- ePortfolio unit: Music composition and Process Journal (Investigation, Analysis, Critique and Process work)
- Live performance

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

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Course Outline 2021-2022

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.

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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Naturalism vs Melodrama	In this unit, we will study the Naturalist and Melodramatic theatrical conventions to work out which dramatic approach we find the most effective at portraying the human experience. The students will consider what the purpose of drama is: authenticity or entertainment. The students will develop their skills in both approaches and learn which suits their performance style better.	August- November
23. E-portfolio	Topic and main content as per the Partially completed planners provided by the IBO in November for the e-portfolio requirement. Students will work towards completing all four criteria.	December - March.

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. The students have also been asked to get themselves linked to their local commune libraries to access various online resources, this needs their NemID and might need to request their parents for help.

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 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, 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:

- Research the dramatic conventions of Naturalist and Melodramatic theatre, carefully considering the context surrounding the genres
- Compare and contrast the Melodramatic and Naturalist approaches
- Perform a melodramatic soliloquy
- Script and storyboard a Naturalist scene
- Perform a collaborative Naturalist scene
- Critique the Naturalist performances

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

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Course Outline 2021-2022

Physical and Health Education

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and 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 M5

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 final exam. Sport/activity 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. E-Portfolio	The unit for M10 e-portfolio PHE in the IB system. Based on a coach client situation. Details about the content will be released in november by the IB.	November- April

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.

M5

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 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 Students will have a simulation of an E-portfolio unit through a sport at their choice, where they will show knowledge, develop plans, perform and reflect on their own learning. In this unit, students will be assessed on crit A, B, C and D.
- Task 2 Final MYP exam in the forms of a coach-client scenario for E-portfolio. In this unit, students will be assessed on crit A, B, 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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Intro activity	<ul style="list-style-type: none"> • Mechanical designs • Collaboration 	August
2. Poster design: 'The third teacher'	<ul style="list-style-type: none"> • Designing for a client • Analysing an environment • evaluating design solutions • Designing in illustrator • Evaluating final designs 	September - October
3. Toys (if time allows)	<ul style="list-style-type: none"> • 3D design • 3D printing 	November
3. E - assessment	<ul style="list-style-type: none"> • Framework will be released by the IBO in November. 	December - April

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.

M5

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

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

Graphic Design: Documentation of the production of graphic design products.

- Task 2

You are never too small to make a difference: Design development and design portfolio including documentation of how the student identified a problem and the ideation of a solution.

- Task 3

E-portfolio

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