

## Course Outline 2023-2024

### Introduction

August 2023

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 [tra@isbillund.com](mailto:tra@isbillund.com) or set up a meeting.

Sincerely,  
Tue

# M3

## Course Outline 2023-2024

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## Course Outline 2023-2024

### Language and Literature in English

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

#### Aims and Objectives

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

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

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

#### Main resources

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

#### Homework

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

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### Assessment

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

### Major Assessment tasks

- Task 1: Explore the representation of gender in different media formats
- Task 2: Redesign a media text that stereotypes gender and write an email explaining your concerns
- Task 3: Analyse an aspect of the symbolism in 'If Cats Disappeared From the World'
- Task 4: Create a dialogue between yourself and the antagonist of the novel
- Task 5: Discuss the following: 'Spirited Away' is not a true bildungsroman as Chihiro learns nothing during her stay in the spirit world that she did not know before
- Task 6: Create a screenplay in which you interact with mythical creatures from your culture

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

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### English Language Acquisition

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

#### Aims and Objectives

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

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

They will be studying the same breadth of literature although they may not reach the same level of detail in regard to context or literary techniques.

This parallel course structure will continue to enhance students' literature skills levels and allow them to transfer onto the Language and Literature course when they are ready - at the latest after the first term in M3. This will help them prepare for the MYP exams in M5, as per IB requirements.

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

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

#### Main resources

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

#### Homework

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

## Course Outline 2023-2024

### Assessment

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

### Major Formative and Summative Assessment tasks

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

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

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### Danish Language and Literature

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. Furthermore, the Danish Language and Literature course at ISB follow the aims and objectives set for the subject from Danish state authorities.

### Aims and Objectives

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

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

Topic/Unit Name	Main Content	Tentative Time Frame
1. Alting kunne være meget værre	<ul style="list-style-type: none"> <li>• Main text: <ul style="list-style-type: none"> <li>◦ Mette E. Neerlin: <i>Hest, hest, tiger, tiger</i> and Mette Vedsø: <i>Langt fra Det Hvide Hus</i></li> </ul> </li> <li>• Knowledge and skills: <ul style="list-style-type: none"> <li>◦ Genrekenskab</li> <li>◦ Personkarakteristik</li> <li>◦ Temaer og plot</li> <li>◦ Sproglige virkemidler</li> </ul> </li> </ul>	August - November
2. Reality-TV	<ul style="list-style-type: none"> <li>• Main text: <ul style="list-style-type: none"> <li>◦ De dyre piger</li> </ul> </li> <li>• Knowledge and skills: <ul style="list-style-type: none"> <li>◦ Genrekendskab</li> <li>◦ fiktionskoder</li> <li>◦ TV-historie</li> <li>◦ TV-tendenser</li> <li>◦ Argumenterende fremstillingsformer</li> </ul> </li> </ul>	November - March
3. Når tekster er alt andet end Tavs	<ul style="list-style-type: none"> <li>• Main text: <ul style="list-style-type: none"> <li>◦ Camilla Hübbe: 'Tavs'</li> </ul> </li> <li>• Knowledge and skills: <ul style="list-style-type: none"> <li>◦ Genrekendskab</li> <li>◦ Personkarakteristik</li> <li>◦ Tema og plot</li> <li>◦ Intertekstualitet</li> <li>◦ Multimodalitet</li> </ul> </li> </ul>	March - June

## Course Outline 2023-2024

### Main resources

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

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

### Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. Students may occasionally need to do additional work at home for some assessment tasks. In Danish, students will receive monthly grammar tasks to be handed in by the end of every month. Furthermore, the students will have to read 15 min. every day at home. We will provide a reading record where parents can sign off the students' reading progress at home.

### 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: En klumme
- Task 2: Medieanalyse
- Task 3: Booktrailer

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



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### Spanish Acquisition

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. Spanish acquisition place students in phases suitable to individual needs, hence students in one class might be placed in different phases and receive differentiated instruction. The MYP language acquisition global proficiency table is used by teachers to place students in the correct phases and is included after the language acquisition section in this document.

### Aims and Objectives

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

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

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

Phase:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Pasatiempos y vacaciones	Vocabulario relevante para la Unidad Actividades cotidianas y pasatiempos Expresar preferencias Oraciones con objeto directo Verbos regulares - conjugaciones Verbos irregulares recap	August - November
2. La historia de mi vida	Vocabulario relevante para la Unidad Verbos pasado : Pretérito perfecto simple y Pretérito imperfecto Adverbios de tiempo (primero, después, luego) Adverbios de frecuencia y conjunciones.	November- February

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3. Mi círculo social	Vocabulario relevante para la Unidad. Círculos sociales y las personas importantes en nuestra vida Nuestro árbol familiar Descripciones de personas Características personales. Verbos en pretérito e imperfecto (Irregular verbs)	February- June
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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: Mis actividades (Final submission and presentation)
- Task 2: Línea de tiempo (Final submission and presentation)
- Task 3: Mi círculo social (Final submission and presentation)

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

### Additional comments:

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

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### German Acquisition

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. German acquisition place students in phases suitable to individual need, hence students in one class might be placed in different phases and receive differentiated instruction. The MYP language acquisition global proficiency table is used by teachers to place students in the correct phases and is included after the language acquisition section in this document.

### Aims and Objectives

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

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

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

#### Phase: 2 & 4

Topic/Unit Name	Main Content	Tentative Time Frame
1. Freizeit und Hobbies	Different types of media Explaining preferences Giving reasons about preferences and likes/dislikes	August - October
2. Meine Lebensgeschichte	Childhood experiences German fairytales	November- January
3. Meine Familie und mein Freundeskreis	Social circles and who is important to us Characteristics of personality Describing people Explaining relationships with people	March - June

## Course Outline 2023-2024

### Main resources

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

### Homework

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

### Assessment

Assessment criteria, German acquisition		
Students grades will be made up of marks from the following criteria		
Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

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

## Course Outline 2023-2024

### Danish Acquisition

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. Danish acquisition place students in phases suitable to individual need, hence students in one class might be placed in different phases and receive differentiated instruction. The MYP language acquisition global proficiency table is used by teachers to place students in the correct phases and is included after the language acquisition section in this document. Students who progress to phase 5 or 6 will be considered for the Danish Language and Literature course at the discretion of the teacher.

### Aims and Objectives

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

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

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

#### Phase 1-2, 3-5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Store danskere	Celebrities, pronouns, past tense, sentence structure Who has had an impact on Danish culture? What are they known for? Why are they famous? Adjectives Proper names	August - November

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2. Fejringer	Christmas, weddings, birthdays celebrations, invitations, expectations, traditions, speeches, adjectives, conjunctions How do we celebrate? Why do we celebrate? Is it defined by our culture? Pronouns Nouns Verbs	November - March
3. Teenageliv	Daily life, hobbies, friendship, love, puberty, youth culture in Denmark, movies, music Prepositioner Adjectives Opposites Reflexive pronouns	March - June

### Main resources

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

### Homework

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

### Assessment

Assessment criteria, Danish acquisition		
Students grades will be made up of marks from the following criteria		
Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

### Major Assessment tasks

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

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### 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 2023-2024

### Mathematics

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

#### Aims and Objectives

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

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

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

Topic/Unit Name	Main Content	Tentative Time Frame
1. Number Exploration & Index Laws.	<ul style="list-style-type: none"> <li>• Review of Number Skills from MYP 1 &amp; 2</li> <li>• Index form</li> <li>• Power, multiply &amp; dividing index laws</li> <li>• Powers of 0</li> <li>• Negative Indices</li> <li>• Standard form (scientific notation)</li> <li>• Operations in Standard Form</li> </ul>	August - September
2. Algebra & Graphing	<ul style="list-style-type: none"> <li>• Review of Algebra from MYP 1 &amp; 2</li> <li>• Distributive Law</li> <li>• Expansion of double brackets</li> <li>• Factorizing double brackets</li> <li>• Solving Linear Equations</li> <li>• Understand Inequalities</li> <li>• Solve linear equations involving inequalities</li> <li>• Using table of values to graph a linear equation</li> <li>• Gradient</li> <li>• Equation of a line</li> </ul>	October- January



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	<ul style="list-style-type: none"> <li>Algorithms</li> <li>Modeling with graphs</li> </ul>	
3. Surds & Pythagoras	<ul style="list-style-type: none"> <li>Understand surds</li> <li>Know how to use the Surd rules</li> <li>Operations with Surds</li> <li>Understand Pythagoras Theorem to find missing sides.</li> <li>Understand the converse of Pythagoras.</li> <li>Identify Pythagorean triples.</li> </ul>	January - February
4. Length, Area & Volume	<ul style="list-style-type: none"> <li>Recap of previous area skills from MYP 1 &amp; 2:</li> <li>Find the circumference of a circle</li> <li>Find the area of a circle</li> <li>Find the perimeter of compound shapes</li> <li>Find the area of compound shapes</li> </ul>	February - April
5. Probability	<ul style="list-style-type: none"> <li>Explain different probabilities</li> <li>Calculate a simple theoretical probability.</li> <li>Use sample space diagrams, 2D diagrams and tree diagrams</li> <li>Calculate an experimental probability.</li> <li>Understand the difference between experimental and theoretical probability.</li> </ul>	April - June

### Main resources

'MYP by Concept 3, Mathematics'. Supplemented with 'International Mathematics for the Middle years 3' and a variety of online resources. In Mathematics Google classroom is the main platform.

### Homework

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

### Assessment

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

For all units, there will be a Unit test and small explorations for assessing students against the criteria. Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task.

## Course Outline 2023-2024

### Individuals and Societies

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. The IS course at ISB is taught as an integrated humanities course including aspects of History, Geography, Economy, Sociology and Religion.

#### Aims and Objectives

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

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

Topic/Unit Name	Main Content	Tentative Time Frame
Eyewitness 2 History	Recording your experience as a primary source <ul style="list-style-type: none"> <li>• What does this mean, is it important?</li> <li>• How do you see the world?</li> </ul> Report Card & 'To improve you could' <ul style="list-style-type: none"> <li>• What could we do better?</li> <li>• What positive events would you like to draw attention to?</li> </ul> Online Reasoning & Critical Thinking <ul style="list-style-type: none"> <li>• focus on 1 event, movement, topic to explore!</li> </ul>	August - September
Walls That Separate Us	Exploring forms of separation: <ul style="list-style-type: none"> <li>• between countries, communities</li> <li>• how it is created, the effects and the solutions,</li> <li>• boundary disputes</li> </ul> Examples of walls between people: <ul style="list-style-type: none"> <li>• The Berlin Wall, US-Mexico border, Israel-Palestine,</li> </ul> Lessons to learn from human approaches to segregation	October - December
The Balkans - At the crossroads	Introduction: geography, history, societies <ul style="list-style-type: none"> <li>• The Ottoman Legacy</li> <li>• Nationalism and Nation states</li> <li>• The Powder Keg, part 1. (prior to WWI)</li> <li>• The Ideology Battle (Communism vs Capitalism)</li> <li>• The Powder Keg, part 2. (The Rise of Nations)</li> <li>• Present and future</li> </ul>	January - March

# M3

## Course Outline 2023-2024

World War II	<p>The Cult of Personality:</p> <ul style="list-style-type: none"> <li>characteristics of a good/bad leader,</li> <li>political, religious, culture-based cults,</li> </ul> <p>Rise of National Socialism &amp; the Third Reich:</p> <ul style="list-style-type: none"> <li>explore key events &amp; organisations,</li> </ul> <p>Characteristics of Political Ideologies:</p> <ul style="list-style-type: none"> <li>Fascism, Liberalism, Capitalism, Communism,</li> <li>could Hitler have risen in 'the West'?</li> <li>Propaganda</li> </ul>	April - June
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### Main resources

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

### Homework

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

### Assessment

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

### Major Assessment tasks

- Task 1: What makes a good leader and for whom?
- Task 2: Social Media Role Play exploring NSDP organisation/key event from a Cult of personality perspective,
- Task 3: Students are asked to design a population campaign for a self-chosen country with an explosive/shrinking population growth/decline.
- Task 4: Create Primary Source & critically explore a specific event/topic/movement.

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

## Course Outline 2023-2024

### Science

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

### Aims and Objectives

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

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

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

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

## Course Outline 2023-2024

### Main resources

Our main book is *MYP by Concept 3; Science* but extra materials, videos and activities will be added. The students will have most of their work collected in the on-line platform Google Classroom.

### Homework

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

### Assessment

Assessment criteria, Science		
Students grades will be made up of marks from the following criteria		
<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

- Task 1: Test unit 1: Waves
- Task 2: Lab report: Protect yourself from the sun
- Task 3: Test unit 2: Foods
- Task 4: Lab report: Energy in foods
- Task 5: Raw food debate
- Task 6: Lab report: Wire length and resistance
- Task 7: Reflective text on electricity
- Task 8: Test unit 4: Genes
- Task 9: Reflective text on the topic of GMO

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

## Course Outline 2023-2024

### The Arts (Visual Art, Music and Media)

The following outline indicates the topics they will study in the relevant trimester. Additional curriculum information and submission dates will be available on ManageBac. In M1-3, each of the art disciplines are taught in half a semester, allowing students to engage with **The Arts: Visual Art, Music and Media** during the year. The final semester half is reserved for a course of **well being**.

### Aims and Objectives

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

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

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

Topic/Unit Name	Main Content
1. Visual Art	<b>Movement and Change</b> – Students will look at the concept of Movement, and form and balance in Japanese woodblock prints. They will look at, choose an artwork and analyse it to develop their understanding of Movement in Japanese woodblock prints. They will then work on making their own prints. The students will go through a process of creating their drawing, tracing it, transferring it onto linoleum and cutting it to make either a simple single colour print or a more complex print with 2 or more layers. The process of making linocuts requires a different way of thinking through the creative process. This unit is created to give the students an understanding of Visual Art practices and concepts from a different time and space but also a very different technique of creating art.
2. Music	<b>The Blues</b> - The Blues provides an artistic framework and style for sharing personal narratives and musical expressions about life's struggles, and as a genre it has deeply influenced music and musicians around the world. We will study key elements of music such as harmony, melody, form, and texture through careful listening to and analysis of musical examples, and we will further our understanding of these elements through the playing of stringed instruments, percussion, keyboards, and singing in small and large group contexts. Finally, the students will compose, rehearse, and perform original compositions that incorporate concepts from this unit in small to medium-sized groups.
3. Media	<b>Recording: Podcasts and sound editings</b> - in this course we will look at a range of recording and editing techniques when working with Adobe Audition. They will analyse different podcasts to develop their understanding of scriptwriting, communication and sound editing.. The students will create a podcast between 3 to 5 minutes expressing their understanding, ideas and views of the world around them using learned media techniques.

## Course Outline 2023-2024

### Main resources

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

### Homework

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

### Assessment

Assessment criteria, Arts		
Students grades will be made up of marks from the following criteria		
Criterion A	Investigating	Maximum 8
Criterion B	Developing	Maximum 8
Criterion C	Creating/Performing	Maximum 8
Criterion D	Evaluating	Maximum 8

### Major Assessment tasks

- Task 1: Research an artist/artwork/performer and analyze artwork by the chosen artist (Visual Art/Music/Media)
- Task 2: Use prior knowledge and develop new skills and techniques in your artwork. (Visual Art/Music/Media)
- Task 3: Apply prior knowledge and new skills and techniques to create original artwork. (Visual Art/Music/Media)
- Task 4: Reflect on the processes and development of your artwork and yourself as an artist through the trimester. (Visual Art/Music/Media)

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

## Course Outline 2023-2024

### Physical and Health Education

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

#### Aims and Objectives

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

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

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

Topic/Unit Name	Main Content	Tentative Time Frame
1. Badminton	Coach/Client scenario that works towards developing skills and participating in a Tournament. This unit is a very basic intro to the E-portfolio. Knowledge about badminton techniques, develop training plans, apply skills during a tournament and reflection on the process.	August - December
2. Badminton- theory	The basic knowledge on creating and developing good training plans. Content of warm-up, cooldown and main activity as well as choosing the proper physical exercises to develop different skills.	August - December
3. Intercultural games	Basic movement techniques and components, flow, usage of space, balance. Students will explore movement, rules through intercultural sports and games	January - March
4. First Aid	Students will explore through moral reasoning and ethical judgment, how to react at the right time to apply the necessary first aid in order to change outcomes.	March - June
5. School Olympics	Students will learn proper techniques and various skills on athletics, rowing, orienteering. They will participate in the school olympics and apply their learnt skills as a team.	March - June



## Course Outline 2023-2024

### 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		
<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Planning for performance	Maximum 8
<b>Criterion C</b>	Applying and performing	Maximum 8
<b>Criterion D</b>	Reflecting and improving performance	Maximum 8

### Major Assessment tasks

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

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

## Course Outline 2023-2024

### Design

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

#### Aims and Objectives

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

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

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

Topic/Unit Name	Main Content	Tentative Time Frame
1. FLL - First Lego League	<ul style="list-style-type: none"> <li>• Competing in the First LEGO League.</li> <li>• Building and programming SPIKE Prime robots.</li> <li>• Researching the theme 'Cargo Connect' - and how cargo is transported, sorted, and delivered to its destinations.</li> <li>• Designing and creating a design solution to fit the theme.</li> </ul>	August - November
2. Decorating Christmas	<ul style="list-style-type: none"> <li>• Using the Design cycle</li> <li>• Revising knowledge of vector based programs.</li> <li>• Using the laser cutter.</li> </ul>	November - December
3. Waste to wear	<ul style="list-style-type: none"> <li>• Following the Design cycle.</li> <li>• Designing and creating something wearable using waste materials.</li> <li>• Presentation and justification of design.</li> </ul>	January - April
4. Digital citizenship and fake imagery	<ul style="list-style-type: none"> <li>• Exploration into digital citizenship and being a good digital citizen.</li> <li>• How can we identify fake imagery online?</li> <li>• How can we protect ourselves from false news through imagery.</li> <li>• Manipulating images on Photoshop.</li> <li>• Using a range of different tools in Photoshop.</li> </ul>	

## Course Outline 2023-2024

### Main resources

We work close to the design cycle as described in the *Design Guide*. Most work is distributed via Google Classroom where we use Google Docs and Google Slides to create design portfolios.

### 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: SPIKE prime robot, evidence of programming skills, project presentation (feedback from judges).
- Task 2 - Decorating Christmas: Finished product and documented material on how the student created their festive decoration.
- Task 3 - Waste to wear: Fashion show or presentation of finished product and documented material on how the student developed a design solution.
- Task 4 - Digital citizenship and fake imagery: Demonstration of skills on Adobe Photoshop, an image that has been manipulated and other documented material on the design process.

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