

## Course Outline 2024-2025

### Introduction

August 2024

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 (IB MYP) and is furthermore shaped by our mission and vision statement and our 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 several projects, Project Weeks and Interdisciplinary Units which we consider 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 student's knowledge of the world around them and 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 at [tra@isbillund.com](mailto:tra@isbillund.com) or set up a meeting.

Sincerely,  
Tue

# M2

## Course Outline 2024-2025

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## Course Outline 2024-2025

### 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 M2

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

#### Main resources

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

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### Homework

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

### Assessment

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

### Major Assessment tasks

- Task 1: Select and analyse an object that best represents you
- Task 2: The 21st Object: describe an object that doesn't exist but would represent you perfectly
- Task 3: Research task: define the language of Museum Guides and create an entry for your 21st Object in this style
- Task 4: Poster: The Context of 'Of Mice and Men'
- Task 5: The Trail: Who is responsible for Lennie's death?
- Task 6: Compare and contrast of degrees of innocence and guilt of the characters implicated in the death of Lennie.
- Task 7: Create a biased article
- Task 8: Analyse the lyrics and audience imperatives in a song from 'Chicago'

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

## Course Outline 2024-2025

### Danish Language and Literature

The following outline indicates the topics and the approximate dates 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 follows the aims and objectives set for the subject by Danish state authorities.

#### Aims and Objectives

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

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

#### The outline for the units taught this year in M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Humor og alvor	<ul style="list-style-type: none"> <li>• Tekster i forløbet:               <ul style="list-style-type: none"> <li>○ Anders Matthesen "Ternet Ninja" (bog og film)</li> </ul> </li> <li>• Viden og kompetencer:               <ul style="list-style-type: none"> <li>○ Teknik og stil</li> <li>○ Sproglige virkemidler</li> <li>○ Humors effekt</li> <li>○ Multimodalitet</li> <li>○ Filmiske virkemidler</li> <li>○ Personkarakteristik</li> </ul> </li> </ul>	August - november
2. Avis? - Naturligvis!	<ul style="list-style-type: none"> <li>• Tekster i forløbet:               <ul style="list-style-type: none"> <li>○ Forskellige artikelgenrer</li> <li>○ "Avis? Naturligvis"</li> </ul> </li> <li>• Viden og kompetencer:               <ul style="list-style-type: none"> <li>○ Genrekendskab</li> <li>○ Kommunikation</li> <li>○ Sprogbrug</li> <li>○ Afsender/modtager</li> <li>○ Målgrupper</li> <li>○ Information vs. opinion</li> <li>○ Billedanalyse</li> </ul> </li> </ul>	December - marts
3. Når livet er svært	<ul style="list-style-type: none"> <li>• Tekster i forløbet:               <ul style="list-style-type: none"> <li>○ Stine Haynes "Tæl til ti"</li> </ul> </li> </ul>	Marts - juni

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	<ul style="list-style-type: none"> <li>○ Joy Liberkind "Når man kalder på døden"</li> <li>● Viden og kompetencer: <ul style="list-style-type: none"> <li>○ Sproglige virkemidler</li> <li>○ At læse på og mellem linjerne</li> <li>○ Fortællertyper</li> <li>○ Plot</li> </ul> </li> </ul>	
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### Main resources

We use the workbook *Avis - Naturligvis* and different learning websites including dansk.alinea.dk. For grammar and spelling exercises we use the textbook system Dansk Direkte, CampStavning, Alinea Turbo and grammatip.com. To support your child's reading progression, we expect that all students have access to the online library website *E-reolen.dk*, where audiobooks, 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.

### 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: Personligt brev
- Task 2: Analyser en artikel
- Task 3: Skriv en artikel, læserbrev, reportage eller anmeldelse
- Task 4: Mundtlig præsentation af personkarakteristik

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

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### Spanish Acquisition

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. Spanish acquisition places students in phases suitable to individual 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 M2

Phase:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Mi casa es tu casa	Vocabulario referente a la casa : habitaciones, muebles, colores, materiales. La cocina y la comida. Tener-hay Preposiciones(1) Verbos reflexivos e irregulares (Ser/Estar) Adjetivos demostrativos.	August - November
2. Días feriados y tradiciones	Vocabulario relevante para la Unidad Países hispanohablantes y sus tradiciones Comida tradicional e ingredientes Restaurante y diálogos. Preposiciones (2) Interrogativos	November- February
3. Modelo a seguir	Vocabulario relevante para la Unidad	February- June

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	Ropa, partes del cuerpo, profesiones, pasatiempos. Comparativos y superlativos Adjetivos de personalidad y físicos Verbos regulares conjugaciones Verbos irregulares: Ser/ Estar/Tener/ Ir	
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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 on time. This will allow the teacher to understand the student's problems and support the student better. Students may occasionally need to do additional work at home for some assessment tasks.

### Assessment

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

### Major Assessment tasks

- Task 1: La casa de mis sueños (Final submission and presentation)
- Task 2: Tradiciones (Final submission and presentation)
- Task 3: Mi modelo a seguir (Final submission and presentation)

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

### Additional comments:

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



## Course Outline 2024-2025

### 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 M2

#### Phase 1 & 2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Mein Zuhause	Countries and different places to live e.g. the mountains, countryside etc. Descriptions of homes: rooms, layout, furniture, colours Daily routine Household chores	August - October

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2. Meine Ferien	Countries and languages Weather Past holiday destinations Holiday experiences Regions and sightseeing Future holiday plans Accommodation	October - February
3. Unsere Vorbilder	Famous German people and why they are famous Profiles of people with basic information e.g. name, age, where live Characteristics Difference between an idol and a role-model	February - June

### Main resources

In this subject we use the textbook "Zoom Deutsch 2" for most of the Units and 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

## Course Outline 2024-2025

### Danish Acquisition

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

### Aims and Objectives

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

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

### The outline for the units taught this year in M2

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

Topic/Unit Name	Main Content	Tentative Time Frame
1. Ferie, ferie, ferie	<p><b>Phase 1-2:</b>            Vejr            Transport            Ferieerfaringer            Ferieattraktioner            Udsagnsord i nutid</p> <p><b>Phase 3-5:</b>            Vejr            Transport            Tidligere feriedestinationer            Ferieerfaringer            Ferieattraktioner</p>	August - november

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	Fremtidige ferieplaner Udsagnsord i nutid	
2. Traditioner	<p><b>Phase 1-2:</b>            Danske traditioner            Traditioner i andre lande            Mad og egnsretter            Sange            Ordenstal            Talehandlinger            Udsagnsord i nutid + datid</p> <p><b>Phase 3-5:</b>            Danske traditioner            Traditioner i andre lande            Traditioner i 'dit hjemland'            Mad og egnsretter            Sange            Stedord            Ordenstal</p>	November - marts
3. Hjem, kære hjem	<p><b>Phase 1-2:</b>            Interiør            Hjem i forskellige kulturer            Hustyper            Tale og skrive om eget og andres hjem            Navneord            Forholdsord            Tillægsord            Boligprogrammer</p> <p><b>Phase 3-5:</b>            Interiør            Hjem i forskellige kulturer            Hustyper            Tale og skrive om eget og andres hjem            Navneord            Forholdsord            Tillægsord            Boligprogrammer</p>	Marts - juni

### 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' creation and disseminated on paper or Google Classroom.

### Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework 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 2024-2025

### 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 major assessment tasks 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.

## Course Outline 2024-2025

### 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 2024-2025

### Mathematics

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

#### Aims and Objectives

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

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

#### The outline for the units taught this year in M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Numbers: Using ratios to balance the world around us	<ul style="list-style-type: none"> <li>• Review of all main skills from MYP 1</li> <li>• Understand what ratio represents</li> <li>• Understand the difference between a ratio and a proportion</li> <li>• Understand how ratios relate to scale drawings and maps.</li> <li>• Write a ratio as a fraction.</li> <li>• Express one quantity as a ratio of another</li> <li>• Simplify ratios and write equivalent ratios</li> <li>• Write a ratio as a unit ratio in order to make comparisons and solve problems.</li> <li>• Divide a quantity into a given ratio.</li> <li>• Solve ratio and proportion problems.</li> </ul>	August - October
2. Algebra & Sequences	<ul style="list-style-type: none"> <li>• Recap of Algebra from MYP 1</li> <li>• Expand single brackets and simplify.</li> <li>• Simplify expressions involving brackets</li> <li>• Factorise an expression into a single</li> </ul>	October - January

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	<ul style="list-style-type: none"> <li>• bracket.</li> <li>• Solve linear equations</li> <li>• Rearrange simple formulae to change the subject</li> <li>• Create linear equations to describe a problem.</li> <li>• Understand that the nth term formula</li> <li>• Find the nth term formula of a linear sequence.</li> </ul>	
3. Data - Statistics	<ul style="list-style-type: none"> <li>• Understand what an average is</li> <li>• Can calculate the range, mean, median and mode</li> <li>• Understand a bar chart and frequency table.</li> <li>• Create a bar chart and histogram.</li> <li>• Construct a pie chart</li> <li>• Can analyse and interpret diagrams, graphs and charts</li> </ul>	February - April
4. Geometry	<ul style="list-style-type: none"> <li>• Angle properties of intersecting lines</li> <li>• Angle properties of triangles</li> <li>• Understand regular polygon and an irregular polygon.</li> <li>• Angle properties of polygons</li> <li>• Convert between metric units of length (mm, cm, m, km)</li> <li>• Area of parallelograms and rhombus.</li> <li>• Area of trapezium</li> <li>• Can find the surface area of a cube or cuboid.</li> <li>• Understand what a prism is.</li> <li>• Can find the volume of a cube or cuboid</li> <li>• Can find the volume of a prism</li> <li>• Understand what the net of a shape is. (</li> </ul>	April - May

### Main resources

Google classroom will be a bank of resources for each class. We will use Dr Frost for many core tasks. There are infinite practice questions here as well as instructional videos. In the classroom there are also the textbooks 'MYP Mathematics by Concept' & 'International Mathematics'.

### 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



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<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.

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

## Course Outline 2024-2025

### Individuals and Societies

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

#### Aims and Objectives

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

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

#### The outline for the units taught this year in M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Faith Foundations - Judaism, Christianity and Islam	<p>Exploring background knowledge and concepts of religion:</p> <ul style="list-style-type: none"> <li>• exploring and comparing the world's 7 largest religions,</li> <li>• the idea of the soul and faith.</li> </ul> <p>Analyzing and comparing the rise and spread of Christianity, Judaism, and Islam:</p> <ul style="list-style-type: none"> <li>• Judaism and the Romans,</li> <li>• Life and teachings of Jesus (Use of parables, the golden rule, life, crucifixion, and resurrection), the Apostles and early Christian leaders, and the spread of Christianity.</li> <li>• The Islamic civilization, Muhammad and his message, beliefs, and practice of Islam, the spread of Islam, life in the Islamic world</li> <li>• Commonalities and differences between Christianity, Judaism, and Islam.</li> </ul>	August - November
2. The Middle Ages - From Darkness to Light	<p>Early Middle Ages:</p> <ul style="list-style-type: none"> <li>• the Fall of Rome &amp; the 'Dark Ages',</li> <li>• the concept of Invaders and Barbarians,</li> </ul> <p>Feudalism and the rise of towns;</p> <ul style="list-style-type: none"> <li>• Knights, castles, and cities,</li> <li>• Kingdoms and crusades;</li> </ul> <p>Culture and the Church:</p> <ul style="list-style-type: none"> <li>• education, the arts, and the role of religion in everyday life;</li> </ul> <p>Late Middle Ages:</p>	November - March

## Course Outline 2024-2025

	<ul style="list-style-type: none"> <li>the cause and consequence of famine and the plague, the story of Joan of Arc.</li> </ul>	
3. Brave New World: Renaissance	New ideas (based on classical/antique principles) <ul style="list-style-type: none"> <li>- Conquests and explorations</li> <li>- Perception of God (The Schism and The Protestant Reformation, Thirty Years' War)</li> <li>- Art, literature, and architecture</li> </ul>	April - June

### Main resources

We do not use a single set textbook in this subject, but rather a collection of resources, many of which are of teachers' own creation and disseminated on 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 - Feudal Roleplay (highlight roles, responsibilities, and issues)
- Task 2 - Medieval Topic Research Project (personal interest),
- Task 3 - Create a new religion (complete with manifesto, belief system, and structure),
- Task 4 - Write a travel journal, while (digitally) visiting Italian cities during the Renaissance period.

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

## Course Outline 2024-2025

### Science

The following outline indicates the topics and the approximate dates 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 M2

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

## Course Outline 2024-2025

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

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

### Homework

Students may occasionally need to do additional work at home, which will be assigned according to the ISB Homework Schedule in the assessment policy. The students will also be asked to study at home in preparation for the in-class tests starting at least two weeks before the test.

### Assessment

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

### Assessment tasks

Investigation and presentation: Playground Physics

Test unit 2: Matter

Investigation unit 2: Acids and Bases

Test unit 3: Body

Investigation unit 3: Individually made research question

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

## Course Outline 2024-2025

### 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 a trimester, allowing students to engage with **The Arts: Visual Art, Music** and **Media** during the year.

### Aims and Objectives

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

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

### The outline for the units taught this year in M2

Topic/Unit Name	Main Content
1. Visual Art	<b>Persian and Indian Miniature Paintings</b> – Students will learn about Persian and Indian miniature paintings renowned for their intricate detail, vibrant colours, and exquisite craftsmanship, often reflecting cultural and other themes of their respective regions. Delicate brushwork, richly ornate designs, blending of indigenous styles to show daily life is the aspect of miniature paintings we will look at in class. The students will try to create their own miniature paintings - small in scale but rich in detail and creating an interesting memory of days in the summer break.
2. Music	<b>The Evolution of Pop Music</b> - In this course we will examine the musical and cultural influence of pop music on our collective identities. We will study key elements of music such as harmony, melody, and form through careful listening to and analysis of musical examples, and we will further our understanding of these elements through the playing of pop song covers in small and large group contexts. Finally, the students will compose, rehearse, and perform/record original compositions in small groups that incorporate key musical elements and concepts inspired by our unit topic.
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.

### 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.

## Course Outline 2024-2025

### 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	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 describe 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.

# M2

## Course Outline 2024-2025



## Course Outline 2024-2025

### Physical and Health Education

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

#### Aims and Objectives

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

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

#### The outline for the units taught this year in M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. HIIT	This unit will introduce students to High-Intensity Interval Training (HIIT) as a method to improve cardiovascular fitness, muscular strength, and overall health. Students will engage in various HIIT workouts, learn about the benefits and principles of HIIT, and create their own HIIT routines. Using and understanding subject-specific terminology, develop knowledge about a variety of physical exercises. How to perform physical exercises correctly.	August - November
2. Basketball	Basic rules of the game, different types of passing, receiving, passing to a moving target, moving with or without the ball in an open space. Technique and basic strategies. Compete in an in-class tournament. The basic knowledge on creating and developing good training plans. Content of warm-up, cooldown and how to choose an effective main activity to develop different skills.	November- March
5. School Olympics	Students will learn proper techniques and various skills in athletics, orienteering, non-stop cricket. They will participate in the school olympics and apply their learnt skills as a team. fair play, inclusion, gender equality, racism, violence.	April - June

#### Main resources

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

#### Homework

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

## Course Outline 2024-2025

### 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** - HIIT: Plan a HIIT routine of their choice. Perform and reflect on the experience. In this unit students will be assessed on crit B, C and D. For criteria A, students will use PHE terminology to show understanding and describe different exercises, why they are used and how to perform them correctly.
- **Task 2**- Knowing and understanding rules and strategies, and how to plan for performance as a team and individually. Apply skills and strategies in a game situation. Reflect on performance.
- **Task 3**- Apply skills and strategies, and reflect on performance.

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

## Course Outline 2024-2025

### Design

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

#### Aims and Objectives

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

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

#### The outline for the units taught this year in M2

Topic/Unit Name	Main Content	Tentative Time Frame
1. FLL - First Lego League	<ul style="list-style-type: none"> <li>• Competing in the First LEGO League.</li> <li>• Building and programming SPIKE Prime robots.</li> <li>• Researching the theme 'Submerged' - exploring the ocean and our responsibilities in having a healthy ocean to support the future.</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. Pop up book	<ul style="list-style-type: none"> <li>• Consolidating understanding of the Design cycle.</li> <li>• Analysing existing products.</li> <li>• Using knowledge from other subjects to develop own graphics.</li> <li>• Learning about paper mechanics.</li> <li>• Using different materials in graphic design.</li> </ul>	December - March

## Course Outline 2024-2025

4. Collectable toys	<ul style="list-style-type: none"> <li>Continuing to consolidate understanding of the design cycle and expectations in preparation for new grading criteria in M3.</li> <li>Analysing existing products.</li> <li>Exploring different collectable toy artists from around the world.</li> <li>What is CAD, CAM and FDM?</li> <li>Using basic 3D programs to create a collectable toy.</li> </ul>	March - June
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### 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 inform the teacher if students are not able to hand their homework in on time. Students may occasionally need to do additional work at home for some assessment tasks.

### Assessment

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

### 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

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

- Task 4

Collectable toys - Design and creation of collectable toy (3D printed) and hand in of design portfolio.

# M2

## Course Outline 2024-2025

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