

Introduction

August 2025

Dear Students, Parents and Guardians

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 teaching and learning that take 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 extracurricular 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 or set up a meeting.

Sincerely,
Tue

M1

Course Outline 2025-2026

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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 M1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Media & Factual Writing?	<ul style="list-style-type: none"> • Interviews • Profiles (self-written and in newspapers/magazines) • Representing the self online 	August - November
2. Poetry of Identity	<ul style="list-style-type: none"> • Half Caste - John Agard • I Am - John Clare • I am African -(Wayne Visser/Puno Selesho) • Still I rise - Maya Angelou • Identity poetry from around the world 	November- February
3. Stories through Place and Time	<ul style="list-style-type: none"> • Anthology: Thor (Scandinavia), Savitri (India), The Great Bell of Peking (China), The Monkey who would be King (China), Geriguaguiatugo (Brazil) Death and The Boy (West Africa) 	February-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 Google Classroom. Our major texts are detailed 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.

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: Transform a first person account in to a third person report
- Task 2: Interview with someone to achieve a purpose
- Task 3: Create a social media profile and annotate representation
- Task 4: Select a poem that speaks to you and create a poster that conveys its meaning to an audience
- Task 5: Write and perform a poem to reflect your own identity
- Task 6: Organise a Point, Evidence, Explain paragraph
- Task 7: Analytical essay: how are female characters/death presented in two of the stories we read?
- Task 8: Create a scene from a story based upon an image

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

Course Outline 2025-2026

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

The outline for the units taught this year in M1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Barske børnefortællinger	<ul style="list-style-type: none"> • Tekster i forløbet: <ul style="list-style-type: none"> ◦ Mette Hegnshøj Mortensen "Møgungen" • Viden og kompetencer: <ul style="list-style-type: none"> ◦ Billedanalyse ◦ Personkarakteristik ◦ Tema 	August - november
2. Fagtekster fanger	<ul style="list-style-type: none"> • Tekster i forløbet: <ul style="list-style-type: none"> ◦ Forskellige typer af fagtekster ◦ Arbejdsbog: "Fagtekster fanger", Dansklærerforeningen • Viden og kompetencer: <ul style="list-style-type: none"> ◦ Fakta vs. fiktion ◦ Genrekendskab (fagtekster) ◦ Læseforståelse ◦ Skriveteknikker 	November - marts
3. Når de voksne svigter	<ul style="list-style-type: none"> • Tekster i forløbet: <ul style="list-style-type: none"> ◦ Bent Haller "Hønsepigen" ◦ Bent Haller "Wildsvin" ◦ Bent Haller noveller • Viden og kompetencer: <ul style="list-style-type: none"> ◦ Personkarakteristik ◦ Showing and telling ◦ Idiomer ◦ Intertekstualitet ◦ Tema ◦ Forfatterkendskab 	Marts - juni

Main resources

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We use various novels, the workbook *Fagtekster fanger* and different learning websites including dansk.alinea.dk. For grammar and spelling exercises we use 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: Lav din egen billedfortælling
- Task 2: Skriv en fagtekst
- Task 2: Analyser en fagtekst
- Task 3: Forfatterportræt
- Task 3: Mundtlig 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 M1

Phase: 1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Así soy yo	Saludos y presentaciones Números 1-20 Familia Nacionalidad Colores Partes del cuerpo Singular y plural. Verbos regulares (basic actions) Verbos irregulares (Ser/Estar/Tener) Adjetivos Género de las palabras.	August - November
2. Tradiciones y países	Tradiciones en España y América latina. Comida y platos tradicionales. La ropa El clima Verbos irregulares (Ir) Artículos determinados e indeterminados	November- February

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	Adjetivos descriptivos	
3. Vida cotidiana y en la escuela.	La escuela Los días de la semana Números de 0-100 La hora Asignaturas y pasatiempos Verbos reflexivos Adverbios de lugar Estructura gramatical de las frases (word order)	February - June

Main resources

We do not use a single set textbook in this subject, but rather a collection of online and offline resources, many of which are of teachers' 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: Mi personaje (Final submission and presentation)
- Task 2: Tradiciones (Final submission and presentation)
- Task 3: Mi rutina diaria (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. Students on higher phases will be taught the same units with differentiated materials.

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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 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 M1:

Phase: 1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Das bin ich	Begrüßung sich vorstellen und beschreiben Familie Nationalitäten Tiere Zahlen 0 bis 20 Farben relevante Alltagsbegriffe	August - November

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2. Unsere Traditionen	Traditionen in Deutschland Essen und Gerichte relevante kulinarische Vokabeln Wetter und Jahreszeiten	November - February
3. Unsere Schule	Schule in Deutschland die Zeit Zahlen von 0 bis 100 relevante Schulvokabeln der/die/das Meinungen: 'weil es ... ist'	February - June

Main resources

In this subject we use the textbook "Zoom Deutsch 1" for most of the Units as well as "Pirana" for a few Units (in Phase 1). 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 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

Each topic will be finalized with a major assessment task addressing the relevant Assessment Criteria for German 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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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 needs, hence students in one class might be placed in different phases and receive differentiated instruction. The MYP language acquisition global proficiency table is used by teachers to place students in the correct phases and is included after the language acquisition section in this document. Students who progress to phase 5 or 6 will be considered for the Danish Language and Literature course at the discretion of the teacher.

Aims and Objectives

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

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

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The outline for the units taught this year in M1

Phase 1-2, 3-5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Skole og fritid	<p>Phase 1-2: Faste vendinger Ordforråd - skolerelateret Relevante programmer Fritid med venner Navneordsbøjninger</p> <p>Phase 3-5: Faste vendinger Ordforråd - skolerelateret Relevante programmer Fritid med venner Navneordsbøjninger Udsagnsord i nutid</p>	August - november
2. Dyr og natur	<p>Phase 1-2: Danske dyrearter Dyr i andre lande Truede dyrearter Levesteder Kæledyr Navneord Tillægsord / beskrivende sprog Service as Action</p> <p>Phase 3-5: Fagtekster om dyr og natur (Sebastian Klein) Danske dyrearter Dyr i andre lande Truede dyrearter Levesteder Kæledyr Ordklasser Beskrivende sprog / tillægsord Service as Action</p>	November - marts
3. Spisetid	<p>Phase 1-2: Ord om mad Køkkenredskaber Bagedysten Navneordsbøjninger Udsagnsord i nutid</p> <p>Phase 3-5: Ord om mad Læse og skrive opskrifter At bestille mad på en restaurant At læse en menu Køkkenredskaber Bagedysten Navneordsbøjninger Udsagnsord i bydeform, nutid og datid</p>	Marts - juni

M1

Course Outline 2025-2026

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.

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.

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

Course Outline 2025-2026

MYP language acquisition global proficiency table

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

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

Course Outline 2025-2026

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 M1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Playful Positivity - Working with positive numbers	<ul style="list-style-type: none"> • Understand that multiplication and division are inverses of each other • Be able to multiply and divide whole numbers • Recognise odd and even numbers • Divide numbers with integer answers • Solve word problems involving the four operations • Recognise square numbers and square roots • Understand and use the rules of order of operations • Round numbers to the nearest 10, 100, and 1000. • Multiply and divide whole numbers by 10, 100 and 1000 • Use grid method (or similar) for multiplication • Find factors of a number • Complete prime factorisation • Complete division • Use order of operations • Round whole and decimal numbers 	August - September
2. Dealing with Negativity - Working with Negative Numbers.	<ul style="list-style-type: none"> • Understand that multiplication and division are inverses of each other • Be able to multiply and divide whole numbers • Understand negative numbers • Solve word problems involving the four operations 	September - November

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	<ul style="list-style-type: none"> Add and Subtract with Negative Numbers Multiply and divide negative numbers Use Negative numbers in real world examples 	
3. Algebra	<ul style="list-style-type: none"> Understand the idea of a variable in an expression. Understand the difference between an expression and an equation Understand the basic language of algebra. Understand that inputs and outputs can be represented on a co-ordinate grid. Understand that an equation of a line is a rule which allows you to find any co-ordinate on that line. 	November - January
4. Factors, Multiples & Primes	<ul style="list-style-type: none"> Factors, multiples, and primes Prime factorization (using factor trees) Highest Common Factor (GCF) Least Common Multiple (LCM) Venn diagrams for comparing sets Applications in real-life situations (scheduling, cryptography, etc.) 	January - March
5. Decimal Numbers	<ul style="list-style-type: none"> Understand the concept of decimals Place value in our decimal system. Add and subtract decimal numbers Multiply and Divide decimal numbers Use of decimal numbers in real world scenarios. 	March - April
6. Fractions, Decimals & Percentages	<ul style="list-style-type: none"> Use fractions to describe a proportion of something Understand the concept of an equivalent fraction Put fractions in order Understand that a fraction also represents division Simplify fractions to their lowest form. Find a fraction of an amount. Change mixed numbers to improper fractions. Add and subtract fractions Multiply & divide fractions Convert between simple fractions and decimals without a calculator. Convert decimals into fractions. Understand percentages Convert Percentages to Fractions Convert Percentages to Decimals Convert Fractions to Percentages 	April - May
7. Geometry	<ul style="list-style-type: none"> I understand what perimeter means. I can find the perimeter of squares, rectangles and triangles. I can find the perimeter of L and T shapes. I can find the area of squares, rectangles and triangles. I can find the area of L and T shapes. I can estimate the size of an angle. I can label an angle as acute, obtuse, reflex or right angled. I can calculate missing angles on a straight line and around a point. I have an understanding of why a triangle has an angle sum of 180 degrees. I can calculate missing angles in a triangle. I understand why a quadrilateral has an angle sum of 360 degrees. 	May - June

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	<ul style="list-style-type: none"> • I can calculate missing angles in quadrilaterals. • I understand the difference between line and rotational symmetry. • I can construct patterns using rotational symmetry. 	
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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

We expect them to finish unfinished classwork tasks.

Assessment

Assessment criteria, Mathematics		
Students grades will be made up of marks from the following criteria		
Criterion A	Knowing and understanding	Maximum 8
Criterion B	Integrating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	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 2025-2026

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 M1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Ancient Egypt	Online Reasoning & Critical Thinking: developing research skills, reliability/bias, documenting, Sources: Primary and Secondary sources, source analysis.	August - November
2. Ancient Greece	Geography and the settlement of Greece: The rise of democracy (Monarchy, oligarchy, tyranny, and democracy), The city states of Greece, Greece Warfare & Culture: The Persian war, The Olympics, Greek Religion, Science, Art and Architecture. Influences Today: impact of Greek thinking on contemporary society.	December - March
3. Violent Earth	Historical disaster(s): Pompeii Case study <ul style="list-style-type: none"> • what historians can learn from disaster, UN Millenium Development & Global Goals <ul style="list-style-type: none"> • what are they & how are they different? • are things really that bad? What does 'sustainable development' mean? Why should Global Goals matter to me? <ul style="list-style-type: none"> • How and why are they connected? • how understanding interconnectedness helps us to find solutions to the problems surrounding them. 	April - 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 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: Cracking History's Cold Cases
- Task 2: Time capsule
- Task 4: Historical Disaster study: Historical Lessons
- Task 5: Weather Forecast Show
- Task 6: Build your dream city!

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

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Science

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

Aims and Objectives

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

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

The outline for the units taught this year in M1

Topic/Unit Name	Main Content	Tentative Time Frame
1. What changes?	Safety Scientific method Lab report Scientists from around the world Three states of matter Water cycle Intro. atoms Element, compound, mixture Separation	August - October
2. How do living things work?	Cells Organelles Intro to photosynthesis and respiration Intro Evolution Food webs and food chains Producers and consumers Herbivores, omnivores, carnivores The characteristics of living things Kingdoms of living things	November - February
3. What makes change happen?	Energy (What is energy?, Laws of Thermodynamics) Producing energy (Wind power, Nuclear power, Solar power, Fossil fuels, Geothermal power, Hydropower) Energy types (Kinetic energy, Potential energy, Chemical energy, Mechanical energy) Energy transfer (Conduction, Convection, Radiation)	February - April

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	Heat (Measuring temperature: Celsius, Fahrenheit, Kelvin) Combustion Energy efficiency (Insulators) Intro to electricity (Hands-on Circuits, series and parallel)	
4. How does nature's power shape our lives?	The Earth's different spheres <ul style="list-style-type: none"> • Atmosphere • Hydrosphere • Lithosphere • Biosphere Greenhouse effect Plate tectonics Wind systems Energy systems Weather/climate Bioms Ecosystems Sustainability UN goals Natural disasters	May - June

Main resources

Our main book is *MYP by Concept 1; 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 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

Test with reflection unit 1: Matter

Investigation and lab report unit 1: Clean water for all

Investigation and Lab report unit 2: Living things

Test with reflection unit 3: Energy

Formative video on natural disasters

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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.

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. Parallel classes might not have the same Arts discipline at the same time.

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 M1

Topic/Unit Name	Main Content
1. Visual Art – Self-portraits: Who am I?	Self-portraits to Selfies – Self-portraits. Students will look at portraiture, learn how to make self-portraits and understand how to tell a story through a portrait. We will go from realism to abstract art while creating portraits displaying a strong emotion and along the way transfer those skills in turning them into expressive abstract portraits. They will analyse a portrait by Frida Kahlo together in class in addition to analysing their portraits towards the end of the unit. They will be using their phones in class, under supervision, to be able to photograph their work. In addition they will use a variety of media such as charcoal, oil pastels and acrylic on canvas and their phone cameras.
2. Music - Traditional and Popular Music in West Africa.	Traditional Music of West Africa - In this course we will examine music's role as an expression of cultural identity and means of social cohesion in specific regions of West Africa, and examine the role of the individual musician within a group context. We will study key elements of music such as rhythm, 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 percussion instruments in small and large group contexts. Finally, the students will compose, rehearse, and perform original compositions that incorporate key musical elements and concepts in small groups.
3. Media - Quiet on set: Editing and making movies	Quiet on set: Editing and making movies - in this course we will look at a range of filming and editing techniques when working with Adobe Premiere. They will analyse videos to develop their understanding of filmmaking

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	techniques. The students will create a video between 3 to 5 minutes expressing their understanding, ideas and views of the world around them using learned media techniques.
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Main resources

We do not use any one textbook for the Arts, but rather a collection of resources, many of which come from the teachers own research and development into the unit and are shared with the students on relevant platforms. The students will be asked to get linked to their local kommune libraries to access various online resources, this needs their NemID and might need help from parents, if the students have not already done this in the lower M classes.

Homework

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

Assessment

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

Major Assessment tasks

- Task 1/ Criterion A: Research an artist/artwork/performer and describe artwork by the chosen artist (Visual Art/Music/Media)
- Task 2/ Criterion B: Use prior knowledge and develop new skills and techniques in your artwork. (Visual Art/Music/Media)
- Task 3/ Criterion C: Apply prior knowledge and new skills and techniques to create original artwork. (Visual Art/Music/Media)
- Task 4/ Criterion D: 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.

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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 M1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Cycling for Fitness and Well-being	They will explore the physical, mental, and social benefits of cycling. They will develop cycling skills, understand safety measures and engage in activities.	August - October
2. Jump into fitness	This unit introduces students to the fundamentals of skipping (jump rope), focusing on coordination, rhythm, endurance, and skill development. Students will learn various skipping techniques, apply movement strategies, and reflect on their progress.	October-November
4. Floor Hockey	Introduction to rules, strategies and how hockey can promote fitness and wellbeing. Development of movement skills and applying theoretical knowledge to game situations.	January - March
School Olympics/ Orienteering	Students will learn proper techniques and various skills. Possible events include athletics, orienteering, and archery. They will participate in the school Olympics and apply their learnt skills as a team.	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 the teachers' own creation and disseminated on Google Classroom.

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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, 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 Cycling- students will show knowledge and understanding of cycling components. They will apply their knowledge in the physical portion of PHE. They will also reflect on their learning process. In the cycling unit, students will be assessed on crit A, C, D.
- Task 2 Jump into fitness- Students will be assessed on criterias B and C. Criteria B students will set goals and create a plan to achieve the desired outcome and criteria C will be performing the plan set out by criteria B.
- Task 3 Floor Hockey- Students will be assessed on 3 criteria. Criteria A Students will demonstrate their knowledge and understanding of the game through a written task focused on rules, and strategies. Criteria C will assess how students are applying skills, techniques, and movement strategies, and how they are applying information. Criteria D, students will reflect on their goals and personal performance during the unit.
- Task 4- Students will participate in the School Olympics with other schools around Denmark and apply the skills learned during the unit. They will also reflect in the end on the whole process. In this unit, students will be assessed on crit B and D.

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

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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 M1

Topic/Unit Name	Main Content	Tentative Time Frame
1. Mascot Me	<ul style="list-style-type: none"> • Students design and create a soft mascot using sewing machines and hand-stitching techniques that represent aspects of their identity, values, or culture. • The unit follows the MYP Design Cycle, guiding students through research, idea generation, prototyping, making, and evaluating. • Focus is placed on personal and cultural expression, with identity as the central theme and creativity and perspective as related concepts. • Students build practical skills in textile work, including machine setup, pattern making, fabric handling, and stitching. • Assessment includes a design journal, a finished mascot product, peer feedback, and self-reflection, emphasizing both process and final outcome. 	August - October
2. Mini FLL First Lego League robot game.	<ul style="list-style-type: none"> • Learning about SPIKE Prime robots. • Building and programming Spike Prime robots. • Analysing the effectiveness of robot designs. • Analysing effective strategies when programming robots for competition. • Competing against other teams during our internal FLL competition. 	November - January

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3. 3D Design	<ul style="list-style-type: none"> Exploring the use of TinkerCAD to generate ideas and make models. Practice using new tools to create our design ideas. Exploring the benefits and limitations of 3D software. 	February - April
5. Visualising the UN Sustainable development goals	<ul style="list-style-type: none"> Using the Design cycle. Researching existing products. Interviewing a client. Exploring effective graphic design and design principles. Developing skills in vector based programs - RD works and Adobe Illustrator. Prototyping. 	May - June

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 can 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 - Mascot Me

Assessment focus on criteria B and C and documentation of the designing and making process.

Task 2 - Mini FLL

Assessment focus on criteria A and D (research and testing). Documentation of design process, final robot and participation in Mini FLL competition.

Task 3 - 3D Design

Documentation of design process and presentation of a final 3D printed design.

Task 4 - Visualising the UN Sustainable development goals: Finished product and documented material.

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