

Course Outline 2025-2026

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

M3

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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 M3

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

Main resources

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

Homework

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

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Assessment

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

Major Assessment tasks

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

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

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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 from Danish state authorities.

Aims and Objectives

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

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

The outline for the units taught this year in M3

Topic/Unit Name	Main Content	Tentative Time Frame
1. Alting kunne være meget værre	<ul style="list-style-type: none"> • Tekster i forløbet: <ul style="list-style-type: none"> ○ Mette E. Neerlin: <i>Hest, hest, tiger, tiger</i> and Mette Vedsø: <i>Langt fra Det Hvide Hus</i> ○ Filmen <i>Honey</i> • Viden og kompetencer: <ul style="list-style-type: none"> ○ Genrekenskab ○ Personkarakteristik ○ Temaer og plot ○ Sproglige virkemidler 	August - november
2. SoMe	<ul style="list-style-type: none"> • Tekster i forløbet: <ul style="list-style-type: none"> ○ TikTok, Instagram, reality shows, podcasts ○ Jane Susanne Andersen: <i>Hybenhjerter</i> ○ Jesper Wung Zung: <i>Sukkermusen</i> • Viden og kompetencer: <ul style="list-style-type: none"> ○ Kommunikation ○ Genrekenskab ○ Fiktionskoder ○ Sociale medier ○ Influencere ○ Reklamering og lovgivning ○ Argumenterende fremstillingsformer ○ Billedeanalyse 	November - marts

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3. Når tekster er alt andet end tavse	<ul style="list-style-type: none"> • Tekster i forløbet: <ul style="list-style-type: none"> ◦ Camilla Hübbe: 'Tavs' • Viden og kompetencer: <ul style="list-style-type: none"> ◦ Genrekendskab ◦ Personkarakteristik ◦ Tema og plot ◦ Intertekstualitet ◦ Multimodalitet ◦ Billedanalyse 	Marts - juni
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Main resources

We use various novels and different learning websites including dansk.alinea.dk. For grammar and spelling exercises we use tasks from 'Grammatikrytteren', 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: Podcast
- Task 2: Debatindlæg
- Task 3: Analyse af opslag fra selvvalgt grafisk roman

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

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Spanish Acquisition

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

Aims and Objectives

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

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

The outline for the units taught this year in M3

Phase:

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

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3. Mi círculo social	Vocabulario relevante para la Unidad. Círculos sociales y las personas importantes en nuestra vida Nuestro árbol familiar Descripciones de personas Características personales. Verbos en pretérito e imperfecto (Irregular verbs) Escribir historias	February- June
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Main resources

We do not use a single set textbook in this subject, but rather a collection of online and offline resources, many of which are of teachers' 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: Mis actividades (Final submission and presentation)
- Task 2: Mi infancia (Final submission and presentation)
- Task 3: Mi círculo social (Final submission and presentation)

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

Additional comments:

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

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German Acquisition

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. German acquisition 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 M3

Phase: 2 & 4

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

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	Explaining relationships with people	
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Main resources

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

Homework

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

Assessment

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

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

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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.

The outline for the units taught this year in M3

Phase 1-2, 3-5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Store danskere	Phase 1-2: Pronominer Sætningsstruktur Tillægsord Egennavne Udsagnsord i datid Hvem er H.C. Andersen, Kong Frederik X og	August - november

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	<p>Kim Larsen. Og hvad er de kendte for? Hvilken indflydelse har de/har de haft på dansk kultur?</p> <p>Phase 3-5: Pronominer Sætningsstruktur Tillægsord Egennavne Datid Hvem er H.C. Andersen, Karen Blixen og Kim Larsen? Og hvad er de kendte for? Hvilken indflydelse har de/har de haft på dansk kultur?</p>	
2. Fester og fejring	<p>Phase 1-2: Livets fester: barnedåb, konfirmation, bryllup, begravelse:</p> <ul style="list-style-type: none"> • invitationer • traditioner • forberedelser <p>Stedord Udsagnsord Navneord</p> <p>Phase 3-5: Livets fester: barnedåb, konfirmation, bryllup og begravelse:</p> <ul style="list-style-type: none"> • invitationer • traditioner • forberedelser <p>Fejring i mit hjemland Stedord Udsagnsord Navneord Udtrykke mening: synes, mener, tænker og tror</p>	November - marts
3. Teenageliv	<p>Phase 1-2: Dagligliv Hobbyer Venskab Kærlighed Pubertet Ungdomskultur TV serie Tillægsord - modsætninger Udsagnsord Når/da</p> <p>Phase 3-5: Dagligliv, hobbyer, venskab, kærlighed, pubertet, ungdomskultur, TV serie Tillægsord - modsætninger Udsagnsord Når/da</p>	Marts - juni

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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 the teacher's creation and disseminated on Google Classroom.

Homework

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

Assessment

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

Major Assessment tasks

Each topic will be finalized with 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.

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MYP language acquisition global proficiency table

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

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

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Mathematics

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

Aims and Objectives

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

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

The outline for the units taught this year in M3:

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

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

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. The students are expected to finish Dr.Frost tasks at home if not completed in class.

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.

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Individuals and Societies

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

Aims and Objectives

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

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

The outline for the units taught this year in M3

Topic/Unit Name	Main Content	Tentative Time Frame
Industrial Revolution	Statement of Inquiry: The advancements in technology and industrial processes during the Industrial Revolution led to significant societal changes, influencing economic, social, and environmental systems globally. Introduction, Technological Innovations, Economic Impact: (Growth of industries (textile, coal, iron), Rise of factories and urbanization; Social Changes: Changes in labor (child labor, working conditions), Shifts in population and urban life; Industrialization's spread beyond Britain; Environmental Consequences,	August - October
World War I (The Balkans - At the Crossroads)	Introduction: Prelude to the war geography, history, societies <ul style="list-style-type: none"> • The Legacy of Empires • Nationalism and Nation-states • The Powder Keg, part 1. (before WWI) • The Ideology Battle (Communism vs Capitalism) • The Powder Keg, part 2. (The Rise of Nations) • Present and future 	November - February
World War II	The Cult of Personality: <ul style="list-style-type: none"> • characteristics of a good/bad leader, • political, religious, culture-based cults, Rise of National Socialism & the Third Reich: <ul style="list-style-type: none"> • explore key events & organizations, Characteristics of Political Ideologies:	March - June

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	<ul style="list-style-type: none"> • Fascism, Liberalism, Capitalism, Communism, • could Hitler have risen in 'the West'? • Propaganda 	
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Main resources

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

Homework

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

Assessment

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

Major Assessment tasks

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

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

Course Outline 2025-2026

Science

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. At ISB the science programme is taught as an integrated science course and combine aspects of Physics, Chemistry 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 M3

Topic/Unit Name	Main Content	Tentative Time Frame
1. How do we put electricity and magnetism to work?	Static electricity Batteries Parallel and series circuits Current, resistance, voltage, Ohm's law Magnets, magnetic fields Electromagnetics, Ørsted Alternating and Direct current Induction Generator Transformers Electrolysis	August - October
2. What should I eat?	Food chains and webs Digestive system Cellular respiration Photosynthesis Gas exchange Macro nutrients Fats (saturated/unsaturated) Carbohydrates (simple/complex) Proteins Amino acids Enzymes Micro nutrients	October - February

M3

Course Outline 2025-2026

3. What does a wave tell us?	Light Sound Eye Ear Wavelength Frequency Amplitude Volume Pitch Electromagnetic spectrum Wave phenomena	March - June
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Main resources

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

Homework

We expect them to finish unfinished classwork tasks.

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 unit 1: Electricity
 Lab report: Wire length
 Reflective text on Electricity
 Test unit 2: Foods
 Lab report: Enzymes
 Raw food debate
 Shorter test on unit 3: Waves (only grades 0 - 4 will be achievable)
 Lab report: Protect yourself from the Sun
 Reflective text on Bats and Wind Turbines

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

Course Outline 2025-2026

The Arts (Visual Art, Music and Media)

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

Aims and Objectives

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

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

The outline for the units taught this year in M3

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

Course Outline 2025-2026

Main resources

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

Homework

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

Assessment

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

Major Assessment tasks

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

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

Course Outline 2025-2026

Physical and Health Education

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

Aims and Objectives

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

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

The outline for the units taught this year in M3

Topic/Unit Name	Main Content	Tentative Time Frame
1. Badminton	Coach/Client scenario that works towards developing skills and participating in a Tournament. This unit is a very basic intro to the E-portfolio. Knowledge about badminton techniques, develop training plans, apply skills during a tournament and reflection on the process.	August - November
2. Step Aerobics	Students will create their own step aerobics routine. Looking at the skills and benefits of performing a step routine.	November- December
3. Intercultural games/ SA	Students will explore movement, rules through intercultural sports. They will research the history and origin of their chosen game and introduce their game to a Primary class.	January - March
4. Track and Field	Students will learn proper techniques and various skills on athletics and field events. They will participate in inter class competition and focus on setting personal goals and creating plans to achieve their goals.	March - June

Main resources

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

Course Outline 2025-2026

Homework

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

Assessment

Assessment criteria, Physical and health education		
Students grades will be made up of marks from the following criteria		
Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

Major Assessment tasks

- Task 1 - Badminton: Knowledge about the badminton techniques and different skills in badminton. Applying them during a tournament and reflecting on their own learning. In this unit students will be assessed on crit A, C and D.
- Task 2 - Step aerobic: Students will be assessed on crit. B and C. Students will be creating the step aerobic routine plan for crit. B and apply it for performing in crit.C
- Task 3 - Students will be assessed on all four criteria: A, B, C, and D.
- This is a Servis as Action unit in which students will research traditional and modern games from around the world. Based on their research, they will set learning goals and develop a lesson plan. As part of their performance task, M3 students will teach these games to PYP students. At the end of the unit, students will reflect on their overall experience and learning throughout the project.
- Task 4 - Students will be assessed on crit. B and C. Students will create an athletic training plan for crit. B and apply it for performing in crit.C.

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

Course Outline 2025-2026

Design

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

Aims and Objectives

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

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

The outline for the units taught this year in M3

Topic/Unit Name	Main Content	Tentative Time Frame
1. FLL Unearthed - (First Lego League project)	<ul style="list-style-type: none"> • Competing in the First LEGO League. • Building and programming SPIKE Prime robots. • Researching the theme 'Submerged' - exploring the ocean and our responsibilities in having a healthy ocean to support the future. • Designing and creating a design solution to fit the theme. 	August - November
2. Decorating Christmas - laser cutting	<ul style="list-style-type: none"> • Using the Design cycle • Revising knowledge of vector based programs. • Using the laser cutter. 	November - December
3. Waste to wear	<ul style="list-style-type: none"> • Following the Design cycle. • Designing and creating something wearable using waste materials. • Presentation and justification of design. 	January - April
4. Sustainable solutions	<ul style="list-style-type: none"> • Students design and build a functional wooden product using basic woodworking skills. • The focus is on sustainability, with an emphasis on choosing eco-friendly materials and responsible consumption. • The unit follows the MYP Design Cycle, guiding students through research, ideation, creation, and evaluation. 	April - June

Course Outline 2025-2026

	<ul style="list-style-type: none"> Key skills include safe tool use, wood joinery, technical drawing, and testing a finished product. 	
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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 encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. Students may occasionally need to do additional work at home for some assessment tasks.

Assessment:

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

Major Assessment tasks:

Task 1 - The FLL competition

SPIKE prime robot, evidence of programming skills, project presentation (feedback from judges).

Task 2 - Decorating Christmas

Finished product and documented material on how the student created their festive decoration.

Task 3 - Waste to wear

Fashion show or presentation of finished product and documented material on how the student developed a design solution.

Task 4 - Sustainable solutions

Demonstration of skills and safety in the wood workshop, a finished product made from sustainable materials and other documented material on the design process.

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