

# M5

## Course Outline 2025-2026

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

Sincerely,  
Tue

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## Course Outline 2025-2026

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

#### The outline for the units taught this year in M5:

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

#### Main resources

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

#### Homework

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

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### Assessment

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

### Major Assessment tasks

- Task 1: Compare & Contrast task
- Task 2: A speech to the Australian Government on the topic: Should we draw a line under the treatment of the Stolen Generations and move on?
- Task 3: Compare and Contrast the representation of the powerful/powerless in 'Parasite' and 'Follow the Rabbit Proof Fence'
- Task 4: A task based on this year's Global Context
- Task 5+: Practice exam questions

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

## 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 the Danish state authorities.

### Aims and Objectives

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

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

### The outline for the units taught this year in M5:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Familien på godt og ondt	<ul style="list-style-type: none"> <li>• Tekster i forløbet: <ul style="list-style-type: none"> <li>○ Et udvalg af fiktive og ikke-fiktive tekster omkring temaet 'familie'</li> <li>○ Værklæsning: Zakiya Ajmi, <i>Vulkan</i></li> </ul> </li> <li>• Viden og kompetencer: <ul style="list-style-type: none"> <li>○ Genrekendskab</li> <li>○ Personararakteristik</li> <li>○ Analyse og fortolkning</li> <li>○ Sproglige virkemidler</li> <li>○ Filmiske virkemidler</li> <li>○ Showing/telling</li> <li>○ Begreber omkring familie og identitet</li> </ul> </li> </ul>	August - november
2. Ondskab	<ul style="list-style-type: none"> <li>• Tekster i forløbet: <ul style="list-style-type: none"> <li>○ Forskellige tekster med tematikker omkring begrebet og temaet 'ondskab'</li> </ul> </li> <li>• Viden og kompetencer: <ul style="list-style-type: none"> <li>○ Genrekendskab</li> <li>○ Afsender/modtager forhold</li> </ul> </li> </ul>	August - november

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	<ul style="list-style-type: none"> <li>○ Litterære og sproglige virkemidler</li> <li>○ Analyse og fortolkning</li> <li>○ Billedanalyse</li> <li>○ Filmiske virkemidler</li> <li>○ Tema</li> <li>○ Perspektivering</li> </ul>	
3. Reklamer	<ul style="list-style-type: none"> <li>● Tekster i forløbet: <ul style="list-style-type: none"> <li>○ Et udvalg af faste og levende reklamer</li> </ul> </li> <li>● Viden og kompetencer: <ul style="list-style-type: none"> <li>○ Analysemodeller</li> <li>○ Billedanalyse</li> <li>○ Filmiske virkemidler</li> <li>○ Sproglige- og retoriske virkemidler</li> <li>○ Kommunikationsmodeller</li> </ul> </li> </ul>	Februar - april
4. Eksamensforberedelse		Maj - juni

### Main resources

We use a selection of different texts and different learning websites including [dansk.alinea.dk](http://dansk.alinea.dk). For grammar and spelling exercises we use the online resources CampStavning, Alinea Turbo and [grammatip.com](http://grammatip.com).

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

### Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework on time. This will allow the teacher to understand the student's problems and support the student better. Students may occasionally need to do additional work at home for some assessment tasks. In Danish, students have to read 15 min. at home every day. Besides daily reading, the students will get reading assignments to complete at home. We expect parents to support their children when reading at home. During the year, students will occasionally receive grammar homework to be completed at home.

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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

- Tekstanalyse
- Skriv et debatindlæg
- Skriv et essay
- Synopsis - reklameanalyse

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

### Spanish Acquisition

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

### Aims and Objectives

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

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

### The outline for the units taught this year in M5

#### Phase 2

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

### Main resources

## Course Outline 2025-2026

We do not use a single set textbook in this subject, but rather a collection of online and offline resources, many of which are of teachers own creation and are posted on Google Classroom and other platforms.

### Homework

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

### Assessment

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

### Major Assessment tasks

- Task 1: Entrevista de trabajo (Final submission and presentation)
- Task 2: E-portfolio

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

### Additional comments:

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

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### German Acquisition

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

### Aims and Objectives

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

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

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### The outline for the units taught this year in M5

#### Phase: Emergent

Topic/Unit Name	Main Content	Tentative Time Frame
1. Die Umwelt - The Environment	The environment, taking care of it and youth actions for it Climate change Weather Recycling	August - December
2. Das Leben nach der Schule	Life after school - growing up, further studies, the future and adolescent life Professions and jobs	December- March
2. die Prüfung	Preparation for oral exams and eAssessment, depending on the global context of 2026	December - March

### Main resources

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

### Homework

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

### Assessment

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

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

## Course Outline 2025-2026

### 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 M5, Phase 1-2, 3-5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Sport og fritid	<b>Phase 1-2:</b> Store sportsstjerner Ugens sportsperson Sundhed Daglige rutiner Skrive og tale om egne erfaringer med sport Tidsangivelser Nutid/udvidet tid Navneordsendelser	August - november

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	<b>Phase 3-5:</b> Store sportsstjerner Ugens sportsperson Sundhed Sygdom Skrive og tale om egne erfaringer med sport Tidsangivelser Nutid/udvidet tid Navneordsendelser	
2. Miljø	<b>Phase 1-2:</b> Danske byer Dansk natur Klimaforandringer - vejret Natur Vaner Genbrug Greta Thunberg  <b>Phase 3-5:</b> Danske byer Dansk natur Klimaforandringer - vejret Sara Ejersbo: <i>Flokdyr</i> Dilemmaer Natur Vaner Genbrug Greta Thunberg Modalverber Udsagnsord - fremtid Synes, mener, tænker, tror	November - marts
3. De smukke unge mennesker	<b>Phase 1-2:</b> Seje danske unge Ungdomskultur i DK Regler og love Fritidsjob Danske ungdomsserier Modalverber Eksamensforberedelse  <b>Phase 3-5:</b> Seje danske unge Regler og love Ungdomskultur i DK Danske ungdomsserier Sociale medier Fritidsjobs Modalverber Eksamensforberedelse	Marts - juni

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## Course Outline 2025-2026

### 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, 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

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

## Course Outline 2025-2026

### MYP language acquisition global proficiency table

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

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

## Course Outline 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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Numbers & Sequences	<ul style="list-style-type: none"> <li>• Recap Number Skills MYP 1 - 4</li> <li>• Recap Solving Equations</li> <li>• Inequalities</li> <li>• Predicting terms in a sequence</li> <li>• Using the general formula to find terms of a sequence</li> <li>• Creating the general formula for a linear sequences</li> <li>• Creating the general formula for a quadratic sequences</li> </ul>	August - October
2. Functions - How many forms has a quadratic?	<ul style="list-style-type: none"> <li>• Recap of Algebra Skills MYP 1 - 4</li> <li>• Function notation</li> <li>• Graphing functions</li> </ul>	October - January

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	<ul style="list-style-type: none"> <li>Solving Quadratic Functions</li> <li>Translation of all functions (including sine and cosine functions)</li> </ul>	
3. Geometry	<ul style="list-style-type: none"> <li>Recap MYP 1 - 4 Geometry</li> <li>Midpoint</li> <li>Parallel &amp; Perpendicular</li> <li>Conversion between units</li> <li>Vector Transformation</li> <li>Movement on a plane</li> <li>Circle Geometry</li> </ul>	January - February
4. Probability & Data	<ul style="list-style-type: none"> <li>Recap MYP 1 - 4 Probability</li> <li>Recap MYP 1 - 4 Statistics</li> <li>Set Notation</li> <li>Venn Diagrams</li> <li>Probability with Venn Diagrams</li> <li>Percentiles</li> </ul>	February - April
5. Exam preparations	<ul style="list-style-type: none"> <li>Repetitions</li> </ul>	April →

### 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

With the students sitting the eAssessment at the end of MYP 5, there will be weekly homework to help them review content from previous years, helping them get ready for the exam and lowering the cognitive load of new material. The students can access all work from Math class through their Google classroom.

### 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.

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

## 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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Prague - City of 100 spires	<ul style="list-style-type: none"> <li>• Historical significance</li> <li>• Rebirth of the country (1918)</li> <li>• The Cold War and The Prague Spring</li> <li>• The end of Czechoslovakia</li> <li>• The country today - Prague as a tourist goal and as a top 10 european sustainable city</li> <li>• Culture and art (Alphonse Mucha, Mengs, Dvorak, Forman, Menzel).</li> </ul>	August - October
2. Migrations: Past and Present*	<ul style="list-style-type: none"> <li>• Historical migrations: Migration within Europe, Africa, and Asia (17th century onwards), Slavery (1550 to the end of the 18th century), Indentured servitude/labor (1834-1917), Migration to the New World, Post-WWII Migration (late 1940s to 1960s), Post-1970s migration</li> <li>• Factors determining migrations: Social, Economic, Political and Environmental factors</li> <li>• Voluntary and forced migrations</li> <li>• Migration patterns from our school population.</li> <li>• Lee's theory of push and pull factors</li> <li>• Contemporary examples of forced migrations and displacements: Ukraine and Palestine.</li> <li>• UNCHR and EU immigration problems due to climate change and changes in Biomes</li> </ul>	November-December

## Course Outline 2025-2026

3. Genocide: The Art of Killing	<ul style="list-style-type: none"> <li>Using historical methods to recognize signs of the stages of Genocide in different cultures, is a necessary step in the prevention of future Genocide/</li> <li>Identifying and recognizing historical signs of when people abuse power is essential to prevent future genocidal tragedies</li> <li>What is the definition of genocide?</li> <li>What are the biggest historical examples of genocide and where do they still take place today?</li> <li>Should the killing of the Rohingya be termed as genocide?</li> </ul>	January-March
4. Ethiopia - cradle of Mankind - if time permits	<b>IDU with Math</b> <ul style="list-style-type: none"> <li>World population growth: Review Hans Rosling from the Factfulness unit</li> <li>Ethiopia's Urban Expansion Programme and development plan: Introduce dual graph theory using visuals and pair discussions</li> <li>Ethiopian cultural expressions (music, steel of Axum, Baobab tree, running, and coffee culture): WHAT ARE CULTURAL INDICATORS?</li> <li>Architecture using natural surroundings: examples from around the world - reading information and learning from analyzing pictures and mathematical representations.</li> <li>How culture shapes our cities - UNESCO heritage sites in the world: UNESCO world heritage sites in Denmark and in the student's home countries.</li> </ul>	March
5. eAssessments and exam prep	Skills needed for eAssessments and curriculum review	April - May

### Main resources

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

### Homework

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

### Assessment

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

# M5

## Course Outline 2025-2026

### Major Assessment tasks

- Class presentations (own choice of presentations), study trip report
- Written essay on migrations
- DBQ, short written answers
- In class written test and exam styled questions
- Mock exam

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 combines aspects of Physics, Chemistry and Biology.

### Aims and Objectives

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

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

### The outline for the units taught this year in M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. How do we pass on our inheritance?	Biology Classification of living things Dichotomous key Transcription, translation Osmosis, diffusion Meiosis, mitosis Gas exchange Biodiversity Command terms	August - September
2. Where might we be going?	Physics Forces Recap Newton's three laws of motion Calculations Circuits Waves Wave phenomena Ozone layer Variables	October - January
3. How do different chemical environments support life?	Chemistry Calculating atomic weights Polymers Acids and bases	January - March

## Course Outline 2025-2026

	Neutralisation Buffer solution Endo- and exothermic reactions Writing chemical reactions Balancing equations Dilution	
4. Exam preparation	Repetitions	March →

### Main resources

Our main book is *MYP by Concept 4&5; Science*, but extra materials, videos and activities will be added. The students will have most of their work collected in the 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		
<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Inquiring and designing	Maximum 8
<b>Criterion C</b>	Processing and evaluating	Maximum 8
<b>Criterion D</b>	Reflecting on the impact of science	Maximum 8

### Major Assessment tasks

Task 1: Test unit 1: Biology

Task 2: A written article, unit 1

Task 4: Lab report unit 2: Spike Prime robots

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

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

## Course Outline 2025-2026

### Visual Art

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. In M4 and M5, students focus on only **one** of the Art disciplines which is taught throughout the year. This year the choice is between Visual Art, Music and Media.

### Aims and Objectives

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

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

### The outline for the units taught this year in M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Tree of Life	Students will look at the concept of the Tree of Life across different cultures and time. They will find modern and traditional artwork that depicts a Tree of Life from that culture/country. They will analyse the artwork and work on their ideas, skills and techniques to develop their final artwork, their own Tree of Life. This will be a mixed-media artwork showing their ability to use 2 or more different techniques. All 4 criteria will be addressed. Individual students will be asked to focus on areas they are strong in and develop those that they need to further strengthen.	August- November
2. E-portfolio	Topic and main content as per the partially completed planners provided by the IBO in November for the e-portfolio requirement. Students will work towards completing all four criteria.	December - March

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

### 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 critique 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 criteria are being marked for each assessment task.

## Course Outline 2025-2026

### Music

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. In M4 and M5, students focus on only **one** of the Art disciplines which is taught throughout the year.

### Aims and Objectives

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

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

### The outline for the units taught this year in M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. A cinematic experience - Film music	<p>Timbre: Manipulating the tone quality of the music and the different sounds made by the instruments used to evoke feelings and emotions.</p> <p>Harmony: Simple use of harmony and melody (intervals) to evoke feelings and emotions beyond the range of major and minor keys.</p> <p>Harmony: Manipulating tension and resolution to enhance and dramatic emotional effect.</p> <p>Texture: How the use of monophonic, polyphonic and homophonic textures can enhance the expressive range of a simple musical idea.</p>	August - October
2. eAssessment unit	<p>Topic and main content as per the partially completed planners provided by the IBO in November for the e-portfolio requirement. Students will work towards completing all four criteria.</p>	December - March

## Course Outline 2025-2026

### 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		
<b>Criterion A</b>	Investigating	Maximum 8
<b>Criterion B</b>	Developing	Maximum 8
<b>Criterion C</b>	Creating/Performing	Maximum 8
<b>Criterion D</b>	Evaluating	Maximum 8

### Major Assessment tasks

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

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

# M5

## Course Outline 2025-2026

### Media

The following outline indicates the topics and the approximate dates that they will be studied. Please be aware that these are intended dates only and can be altered at the teacher's discretion. Additional curriculum information and submission dates will be available on ManageBac. In M4 and M5, students focus on only **one** of the Art disciplines which is taught throughout the year.

### Aims and Objectives

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

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

### The outline for the units taught this year in M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Silence	<p>In this unit, we will look at how silent films and how they represent the beginning of the visual moving images culture that has foundation for today's entertainment industry. We will look at how silent films can convey emotions and develop following skills:</p> <p><b>Media and Technical Skills:</b></p> <ul style="list-style-type: none"> <li>• Cinematography:</li> <li>• Acting</li> <li>• Editing</li> </ul> <p><b>Creative and Artistic Skills:</b></p> <ul style="list-style-type: none"> <li>• Visual Composition</li> </ul> <p><b>Analytical and Critical Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>• Film Analysis</li> </ul> <p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>• Non-Verbal Communication</li> </ul>	August- November

## Course Outline 2025-2026

23. E-portfolio	Topic and main content as per the partially completed planners provided by the IBO in November for the e-portfolio requirement. Students will work towards completing all four criteria.	December - March
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### Main resources

We do not use any one textbook on this subject, but rather a collection of resources, many of which come from the teachers own research and are shared with the students on Google Classroom or as websites. The students have also been asked to get themselves linked to their local commune libraries to access various online resources, this needs their NemID and might need to request their parents for help.

### Homework

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

### Assessment

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

### Major Assessment tasks:

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

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

## 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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
Track and Field	Students engage in sprints, middle-distance running, relays, jumping, and throwing events. Focus is placed on biomechanics, pace strategy, and performance tracking. Students set personal goals and analyze their technique using technology (timing apps, video analysis).	August -October
Target Games	Students engage with games such as modified combat archery, bocce, and golf-style challenges. Focus is placed on target acquisition, body alignment, force control, and repetition of successful techniques.	November - December
MYP Years in review	In this culminating unit, students revisit key units and experiences from across their MYP Physical and Health Education journey. Revisiting modified versions of games or challenges they experienced over the years.	January- April

#### Main resources

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

## 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 on time. This will allow the teacher to understand the student's problems and support the student better. Students may occasionally need to do additional work at home for some assessment tasks.

### Assessment

Assessment criteria, Physical and health education		
Students grades will be made up of marks from the following criteria		
<b>Criterion A</b>	Personal Engagement	Maximum 8
<b>Criterion B</b>	Application of Concepts	Maximum 8
<b>Criterion C</b>	Skill Performance	Maximum 8
<b>Criterion D</b>	Social Skills	Maximum 8

### Major Assessment tasks

For all four units, students will be assessed based on four criteria: A, B, C, and D.

- **Criterion A (Personal Engagement):** This includes students' effort and preparedness throughout the unit.
- **Criterion B (Application of Concepts):** This focuses on the application of strategies within the context of games, as well as the processes involved in skill acquisition.
- **Criterion C (Skill Performance):** Assessment will focus on the execution of skills, including movement quality and technique.
- **Criterion D (Social Skills):** This evaluates students' sportsmanship and their initiative during activities.

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 M5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Designing for Wellbeing (Mock ePortfolio)	<ul style="list-style-type: none"> <li>• Following the design cycle to design and create a product- building on our strengths</li> <li>• Investigating how to improve the wellbeing of a chosen target audience.</li> <li>• Researching the importance of designing to support wellbeing.</li> <li>• Which design discipline is where our strengths lie?</li> <li>• Focus on building on our strengths and focussing on developing areas for improvement in our documentation.</li> </ul>	August - November
2. E - Portfolio	<ul style="list-style-type: none"> <li>• Framework will be released by the IBO in November.</li> </ul>	November - April

## Course Outline 2025-2026

### 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 - Designing for Wellbeing

Documentation of the production of a research-led design project relating to the wellbeing of a chosen target audience.. This should include the entire design cycle.

#### Task 2 - E-portfolio

Students will complete their e-portfolio as their final MYP Design assessment.

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