

Course Outline 2026-2027

Introduction

August 2026

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

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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 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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1.Transformations	• SIX the Musical	August - October
2. Representations of Race	• Poetry by African American writers	November- December
3. Iconoclasm	• Othello • Hamilton	January - March
4.The English Language	• Etymology • Linguistic engineering • Conventions of spoken English • English as a world language	April-June

Main resources

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

Homework

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

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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: A monologue modelled on a Section 2 of the exam
- Task 2: A Compare & Contrast between historical and literary representation of one of the wives of Henry VIII of England
- Task 3: Short answer questions on poetry Write a letter to the head of the MYP arguing for or against teaching race representation through lynching poetry
- Task 4: Write a letter to the head of the MYP arguing for or against teaching race representation through lynching poetry
- Task 5: Compare & Contrast the way Shakespeare and Miranda break theatrical conventions in order to create something new
- Task 6: A Service as Action task creating a campaign to educate a specific audience on the power of words.

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

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Danish Language and Literature

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

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 M4:

Topic/Unit Name	Main Content	Tentative Time Frame
1. Det Moderne Gennembrud	• Tekster i forløbet: ○ Et udvalg af tekster fra den litterære periode "Det moderne gennembrud" • Viden og kompetencer: ○ Litteraturhistorie ○ Skrivestil ○ Billedanalyse ○ Tekstanalyse og fortolkning ○ Lighed og rettigheder ○ Perspektivering	August - november
2. Nyhedernes verden	• Tekster i forløbet: ○ Et udvalg af forskellige nyhedsgenrer og artikler ○ Arbejdsbogen: Dansk lærerforening, "Mere avis? Naturligvis" • Viden og kompetencer: ○ Forskellige nyhedsgenrer ○ Journalistiske analysemodeller ○ Kommunikationsmodeller ○ Kildetyper ○ Fake news ○ Sproglige virkemidler	November - marts

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	○ Objektivt og subjektivt sprogbrug	
3. Skæbner	● Tekster i forløbet: ○ Et udvalg af lyrik fra store danske forfattere ○ Værklæsning: Kristina Aamand, <i>Haram</i> ● Viden og kompetencer: ○ Forfatterskab - autofiktion ○ Digtanalyse ○ Genreforståelse ○ Sproglige virkemidler ○ Tema ○ Fortolkning	Marts - juni

Main resources

We use different learning websites including dansk.alinea.dk and DR.dk. For grammar and spelling exercises, we use the online resources 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. Furthermore, the students will have to read for 15 min. in Danish 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

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Major Assessment tasks

- Skriv en tale
- Skriv en reportage
- Artikelanalyse
- Digtanalyse

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

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Spanish Acquisition

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

Aims and Objectives

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

- gain proficiency in an additional language while supporting the 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 M4

Phase: 2

Topic/Unit Name	Main Content	Tentative Time Frame
1. Países del mundo	Vocabulary: related to countries, geography, economy and communities. Grammar: Superlativos y comparativos. Present tense. Connectors.	August - November
2. Problemas y soluciones	Vocabulary: related to sustainability, sustainable behaviour, our environment, cities and our homes. Grammar: Imperativos negativos y afirmativos. Present tense.	November- February

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3.	(Mock exam unit) Noticias	Vocabulary: According to mock exam content. Grammar: Conjunctions and connectors. Past tense, content revision.	February- June
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Main resources:

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

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework 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: Un país del mundo (Final submission and presentation)
- Task 2: Objetivos de desarrollo sostenible (Final submission and presentation)
- Task 3: Mi reportaje (Final submission and presentation)

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

Additional comments

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

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German Acquisition

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

Aims and Objectives

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

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

The outline for the units taught this year in M4

Phase: Emergent and Capable

Topic/Unit Name	Main Content	Tentative Time Frame
1. die Länder der Welt	Countries of the world Descriptions of countries with basic facts: population, flag, area Comparatives	August - October
2. Problems and solutions	Habits and how to improve them Stating problems and solutions using modal verbs Modal verbs	November- February
3. Nachrichten	Mock exam preparation	March - June

Main resources

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

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Homework

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

Assessment:

Assessment criteria, 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

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 M4

Phase: 1,2-3-5

Topic/Unit Name	Main Content	Tentative Time Frame
1. Fritid, sport og sundhed	Phase 1-2: Fritidsaktiviteter Sundhed Daglige rutiner og vaner Tidsadverbier Udsagnsord - nutid/førnutid tid Navneordsbøjninger Phase 3-5:	August - november

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	Fritidsinteresser Danske sportspersonligheder Daglige rutiner og vaner Sundhed Sygdom Tidsadverbier Udsagnsord - nutid og før nutid Navneordsbøjninger	
1. Mig og min omgangskreds	Phase 1-2: Min familie Mine venner Stamtræ Personkarakteristik Navneordsbøjninger Udsagnsord - nutid + datid Tillægsord Phase 3-5: Min familie Mine venner Stamtræ Personkarakteristik Dilemmaer Udsagnsord - nutid + datid Tidsadverbier Novellelæsning	November - marts
2. Musik - Toppen af poppen	Phase 1-2: Dansk musik Dansk musikkultur og -traditioner herunder lejlighedssange MGP Udsagnsord - fremtid Instrumenter Phase 3-5: Dansk musik, danske musikere og bands Dansk musikkultur -og traditioner Festival Synes, tænker, mener, tror Fællessang og nationalfølelse Højskolesangbogen Udsagnsord i fremtid Tillægsord Pronominer	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 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
- 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.	- 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
- 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.	- 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
- 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.	- 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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. Numbers: Looking at the similarities around us	• Math Skills from MYP 1 - 3 • Identifying Congruent or Similar shapes • Translating Shapes • Reflecting shapes • Rotate shapes • Length scale factor • Area scale Factor • Volume scale factor • Mathematically describe translation using a vector	August - October
2. Geometry - Right Angled Trigonometry	• Review: re-arranging & solving equations • Review: Pythagoras • Pythagoras • Label the sides of the triangle • Know the trigonometric ratios • Use the trig ratios to find a missing side • Use the inverse trig ratios to find a missing angle	October - December
3. Simultaneous Equations	• Solving linear simultaneous equations by Graphing. • Solving linear simultaneous equations by	January- February

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	Substitution - Solving linear simultaneous equations by Elimination - Problem solving with simultaneous equations	
4. Algebra & Quadratics	- Review MYP 1 - 3 Algebra - Solving Quadratics by graphing - Solving Quadratics by factorizing - Solving Quadratics by quadratic formula - Constructing Quadratics in real life	February - April
5. Statistics	- Selecting Samples - Constructing Graphs (Bar, Pie, Scatter) - Interpreting Graphs (Bar, Pie, Scatter) - Finding Percentages from graphs - Line of best fit - Averages – Mean, Median, Mode - Spread – Range, Interquartile Range - Cumulative Frequency - Box & Whisker Plots - Statistics from Venn Diagrams	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

We expect them to finish unfinished classwork tasks.

Assessment

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

Major Assessment tasks

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

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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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. Enlightenment and the French revolution	Time of enlightenment and main ideas of enlightenment thinkers, Hobbes, Locke, Montesquieu, Rousseau, Voltaire. The scientific revolution with Copernicus and Newton French Revolution: Timeline of the French Revolution, causes of the French Revolution, Estates General, the National Assembly, Storming of the Bastille, Women's march on Versailles, Reign of Terror, the Directory, Symbols of the French Revolution. Consequences of the revolution and the beginning reign of Napoleon Bonaparte. Key players: Robespierre, Marie Antoinette, Napoleon Bonaparte, Marquis de Lafayette, Louis XVI	August - November
2. Cold War and the UN	<u>Causes of the Cold War</u>: Aftermath of WW2, creation of the UN, PARTICIPATING IN MUN (Model United Nations) conference, arms race, authoritarian communism vs liberal democracy (Capitalist and Marxist ideologies), space race <u>Main events of the Cold War</u>: Berlin airlift, Suez crisis, Red scare, Berlin wall, Bay of Pigs, Cuban missile crisis, The Third Way: Yugoslavia, Collapse of the Soviet Union <u>Main wars</u>: Korean War, Vietnam War, Chinese Civil War, Soviet-Afghan War	November-March

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3. Money makes the world go round.	History of banking and money: Goldsmith, the gold standard, origin of IOUs and paper money, commodity value, bartering, and bankruptcy. Macroeconomy: Rich-poor countries, import/export, supply and demand, closed and open market economies. Investment portfolio simulations—stock market, investments, market crashes Microeconomy: Private economy, taxes and tax distributions, salary slips and budgeting	March-May
4. IDU	Interdisciplinary unit: Fairytales - To what extent do fairy tales reflect societal norms, and what can they tell us about today's society? - What defines different political, societal, and government forms? - In what ways can lessons from fairy tales offer practical guidance in modern society? - To what extent are traditional fairy tales essential for maintaining cultural identity?	June

Main resources

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

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their children 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

- Revolutions playscript, exam-style questions
- Cold war essay/MUN Conference delegation speech
- Money presentations
- Mock exam

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

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Science

The following outline indicates the topics and the approximate dates 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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. What makes a material world?	Chemical bonds Lewis symbols Naming compounds Chemical formulas Balancing equations Organic chemistry Combustion	August - October
2. How do we obtain the energy we need?	Recap Newton's laws and forces Energy Photosynthesis Respiration Energy production sources Kinetic theory Diffusion, Osmosis Types of chemical reactions Endothermic and Exothermic reactions Fuels Sankey diagrams Efficiency Fossil fuels Environmental impacts, including Global warming UN development goals	November - February
3	DNA	March - May

Course Outline 2026-2027

Who are we?	Genes Chromosomes Reproduction Mitosis Meiosis Evolution Mutations Punnett squares Selective breeding Transcription, translation Genetic Modify organism	
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Main resources

Our main book is *MYP by Concept 2; Science*, but extra materials, videos and activities will be added. The students will have most of their work collected in the online platform Google Classroom. All students have been provided with a notebook and an A4 folder for collecting their notes and materials.

Homework

Students may occasionally need to do additional work at home, which will be assigned according to the ISB Homework policy. The students are required to study at home in preparation for the in-class tests at least two weeks before the test, and finish any unfinished work.

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: Chemistry
 Investigation unit 1: Electrical conductivity
 Test unit 2: Energy
 Investigation unit 2: Endo or Exothermic reactions
 Video on the effects of global warming
 Shorter test on unit 3: Genes (only grades 0 - 4 will be achievable)
 Investigation unit 3: Phenotypes
 Reflection on Genes

The students will complete a mock exam in May as preparation for their M5 eAssessment. Students will be given detailed information about the tasks, due dates, expectations, and which criteria are being marked for each assessment task. This information will be shared through Mangebac.

M4

Course Outline 2026-2027

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 for two years.

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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1. Futurism - Balla, Severini, Boccioni, Carra and others.	- Looking at the contributions of Italian artists involved in the Italian Futurist movement. Through this unit we will look at the innovations in Visual Art made by the Italian Futurists that were used to express ideas of the future. Their way of celebrating and expressing modernity, speed, technology, and the dynamism of urban life. Their breaking from traditional forms and embracing new techniques to convey motion and energy, often depicting machines, industry, and the chaos of the modern world; through the use of fragmented forms, bold colours, and abstract lines. How do we look at these artworks and use ideas to express our vision of our future?	August - November
2. Stolen voices, Reclaimed expression, Future perspectives.	Students will consider systemic racism with its roots in colonisation through the industrial revolution into the present. With this lens they will look at various works of art in Visual Art to learn what was stolen, suppressed, reclaimed and or expressed to build their own views on race. They will use this knowledge to build an idea of their future through Visual Art. . In short, this unit aims to help students understand, challenge or bring about awareness to the issues of Race.	November- February
3. Mock e-portfolio	Students will use the same IB M5 e-portfolio from the current year. They will find and work with artists similar to those that have been suggested on the PCUPs and develop their own artwork based on research of the artist and their work. Students will work towards completing all four criteria.	March - May

Course Outline 2026-2027

4. Exhibition	Exhibiting art is an important aspect for a Visual Art student. They will help with planning and organising the MYP Visual Art displays.	Ongoing
5. Developing skills.	Students will work towards developing creative skills by making smaller pieces of art using as much of a variety of media and techniques as possible.	June

Main resources

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

Homework

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

Assessment

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

Major Assessment tasks

- Task 1: 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 2026-2027

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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
Jazz and blues	History of Jazz and Blues Main pioneer artists. 7th and major 7th chords. II-V-I Chord progressions. Dissonance and consonance. Tension and resolution. Jazz standards, major ii - V - I, seventh chords, melodies and accidentals, walking bass lines, syncopation, swing. Blues standards, major 12 bar blues, shuffle, blue notes, seventh chords, melody articulation.	August - November
2. Stolen voices, Reclaimed expression, Future perspectives.	Students will consider systemic racism with its roots in colonisation through the industrial revolution into the present. With this lens they will look at various works of art in Visual Art to learn what was stolen, suppressed, reclaimed and or expressed to build their own views on race. They will use this knowledge to build an idea of their future through Visual Art. In short, this unit aims to help students understand, challenge or bring about awareness to the issues of Race.	November- February
A cinematic experience	The life and work of sound track composers. Using intervals to create melodic patterns and chords to express moods and convey emotions. Layering texture using DAW.	April- June

Course Outline 2026-2027

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 have also been asked to get themselves linked to their local kommune libraries to access various online resources, this needs their NemID and might need help from parents, if the students have not already done this in the lower M classes.

Homework

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

Assessment

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

Major Assessment tasks

- Protest music: Investigation, presentation, process journal, artistic intent and final product/performance.
- Jazz: Investigation, presentation, process journal, artistic intent and final product/performance.
- A cinematic experience: Investigation, presentation, process journal, artistic intent and final product / performance.

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

Course Outline 2026-2027

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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
Science Fiction: The future is now	• What is Science Fiction, and what sub-genres are there? • The importance of the protagonist • Locations • mood walls • Script Writing • Shooting plan • Audiovisual storytelling • Interviews • Creative process • How to translate an idea into a specific project • Sound editing.	August - November
Stolen voices, Reclaimed expression, Future perspectives.	Students will consider systemic racism with its roots in colonisation through the industrial revolution into the present. With this lens, they will look at various works of art in Media to learn what was stolen, suppressed, reclaimed and/or expressed to build their own views on race. They will use this knowledge to build an idea of their future through Media. In short, this unit aims to help students understand, challenge or bring about awareness to the issues of Race.	December- March
Mock 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.	April- June

M4

Course Outline 2026-2027

	• Shots • Compositions • Lights • Editing	
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Main resources

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

Homework

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

Assessment

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

Major Assessment tasks

- Task 1: 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 which criteria are being marked for each assessment task.

Course Outline 2026-2027

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 M4

Topic/Unit Name	Main Content	Tentative Time Frame
1.FLL Bio Glow - (First Lego League - PROJECT ONLY <i>robotics aspect is optional and completed outside of lesson time</i>).	• Introduction to new documentation style - Google Docs. • Researching the theme 'BioGlow' - an exciting journey through the fascinating ecosystems of our world. Teams explore how nature, technology, and innovation are connected while developing creative solutions to real-world challenges. • Designing and creating a design solution to fit the theme.	August - November
2. Living together in a highly interconnected world - designing a board game	• Following the design cycle to design and create a board game. • Investigating how to create connections between people and communities. • Researching topics to include in a board game that connects people. • Working effectively in small groups to organise and create a functioning board game prototype. • Strong focus on designing effective success criteria and testing in preparation for evaluation.	December - April

Course Outline 2026-2027

3. Electrical City	•	May - June
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Main resources

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

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must 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

Finished product and documented material on how the student developed a design solution.

Task 2 - Living together in a highly interconnected world

Designing and creating a board game and submitting documentation of the process.

Task 3 - Future cities

Finished product and design portfolio documenting how the student developed a design solution.

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

Course Outline 2026-2027

Physical and Health Education

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

Aims and Objectives

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

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

The outline for the units taught this year in M4

Topic/Unit Name	Main Content	Tentative Time Frame
Striking and Fielding Games	Students explore games such as cricket, kickball, and rounders. Emphasis is on developing both offensive (batting/striking) and defensive (fielding/positioning) strategies. Skill development includes catching, throwing, striking, and decision-making.	August - October
Invasion Games	This unit introduces students to invasion games, a category of team sports that require players to invade an opponent's territory to score points while preventing the other team from doing the same. Through a variety of invasion games such as basketball, soccer, ultimate frisbee, and capture the flag, students will develop their skills in passing, movement, offensive and defensive strategies, and teamwork. The unit emphasizes effective communication, tactical decision-making, and the role of leadership in team success.	November- December
Volleyball	Through volleyball, students will develop key skills in control, shot selection, footwork, and movement efficiency. The focus is on offensive and defensive play, game strategy, communication and improving through feedback.	January-March

Course Outline 2026-2027

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).	April-June
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Main resources

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

Homework

Homework will be assigned according to the ISB Homework Schedule in the assessment policy. Please remember parents must encourage their child to inform the teacher either by speaking to them or over email if they are not able to complete or hand in their homework 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	Personal Engagement	Maximum 8
Criterion B	Application of Concepts	Maximum 8
Criterion C	Skill Performance	Maximum 8
Criterion D	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.