

*Grade 8*

# Curriculum Guide

# Grade 8

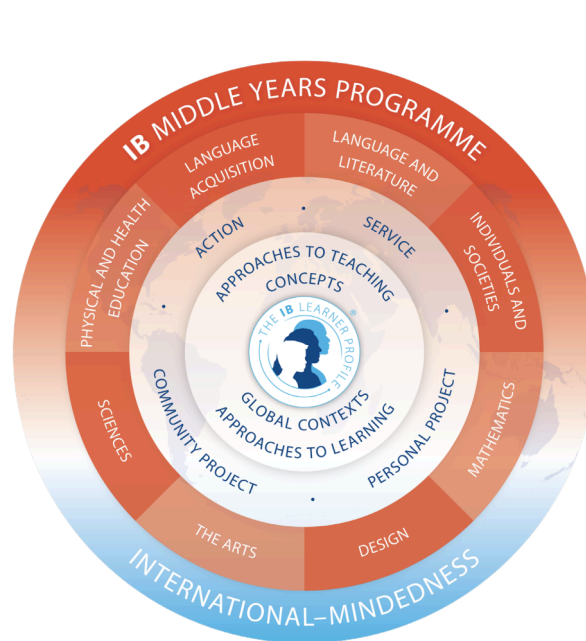
## Curriculum Guide 2024 - 2025

### Table of Contents

PROGRAMME INFORMATION	2
ASSESSMENT	6
LANGUAGE ACQUISITION	11
MATHEMATICS	30
INDIVIDUALS AND SOCIETIES	34
PHYSICAL AND HEALTH EDUCATION	36
DESIGN	39
OPTIONS	45

## PROGRAMME INFORMATION

The Middle Years Programme (MYP) of the International Baccalaureate Organization is designed for students aged 11 to 16 (Grades 6 – 10). Within the MYP, students are challenged to make practical, relevant connections between what they learn at school and the real world. This learning framework empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The MYP goal is to develop intellectually challenged and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.



Above is the programme model for the MYP.

**The first ring** around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding. These are:

Approaches to Learning (ATL): demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning

Approaches to Teaching: emphasizing MYP pedagogy, including collaborative learning through inquiry

Concepts: highlighting a concept-driven curriculum

Global contexts: showing how learning best takes place within a specific context

**The second ring describes** some important outcomes of the programme:

Community service reflects the themes of responsibility, global perspectives, outward-looking thinking promoted within the curriculum

The MYP culminates in the Personal Project (starting in Grade 9 and concluding in Grade 10).

**The third ring describes** the MYP's broad and balanced curriculum framework.

The MYP organizes teaching and learning through eight subject groups: Language and Literature, Language Acquisition, Mathematics, Sciences, Individuals and Societies, Physical and Health Education, Design and Arts.

In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, History or Geography within the Individuals and Societies subject group; Modular Sciences within the Sciences subject group.

The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

Subject Groups	Individual Subjects	Lessons per 2 week cycle
<b>Language and Literature</b>	English, German	7
<b>Language Acquisition</b>	English, German	7
<b>Mathematics</b>	Mathematics	7
<b>Sciences</b>	Sciences	7
<b>Individuals and Societies</b>	Individuals and Societies	7
<b>Physical and Health Education</b>	Physical and Health Education	8
<b>Design</b>	Digital Design, Product Design	6
<b>Arts</b>	Visual Art, Music	6
<b>Options</b>	Spanish Language Acquisition, Spanish Language and Literature, French Language and Literature, French Language Acquisition, English as Additional Language, Junior Sports Leadership, Band, Musical Theater, Mother Tongue, Drama, Supervised Study, Coding	5

\*On the basis of individual needs, some students may have Learning Support or English Language Acquisition in place of one or more of the subjects listed.

The Learner Profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content.

## **Service as Action**

Community service is a central part of the Middle Years Programme and complements the MYP curriculum. Service in Action is essential for holistic student development and:

- enables students to increase their awareness of the world around them
- fosters positive values and attitudes towards society such as respect and altruism
- increases student's sense of responsibility
- helps students to develop their leadership and organizational skills

Students keep a journal in which they plan, record and reflect on their service activities. Some activities may happen in class others are likely to be carried out as a group or independently.

## **Approaches to Learning**

"Approaches to Learning" (ATL) refers to the communication, social, research, self-management, and thinking skills which help students become independent, life-long learners. These skills are taught within the context of the different disciplines.

## ASSESSMENT

MYP assessments are aligned with subject group objectives. Teachers use a range of tasks relevant to each subject and the knowledge, skills and understandings under evaluation. The criteria related assessments are designed appropriately for the grade level and reflect the development of the students within the subject group. Assessments provide evidence of student understanding through authentic performance and not simply the recall of factual knowledge.

### **Formative assessment** (assessment for learning)

Teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer- and self-assessment can be important elements of formative assessment plans.

### **Summative assessment** (assessment of learning)

Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject group specific assessment criteria.

### **Assessment criteria and MYP command terms**

There are four assessment criteria for all subjects. Each assessment criterion has a maximum possible achievement level of 8. All assessment criteria and all strands from each criterion are assessed at least once every semester.

Teachers use the MYP command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. Students are expected to understand and be able to respond effectively to the MYP command terms. ***Please see the annex at the end of this document for a complete list of the MYP command terms and the expectations associated with them.***

Teachers give feedback to students within two weeks after an assessment date. Feedback focuses on the criteria and is submitted through ManageBac. If the feedback is annotated on the work itself there will be a note on ManageBac as to where to find the feedback.

### **Reporting final achievement levels**

At the end of each semester, teachers report on their students' achievement levels for each of the four criteria based on evidence gathered throughout the assessment period. The best-fit achievement levels for each of the four criteria are added together to achieve the composite MYP grade. The final MYP grade is achieved by using the MYP grade boundaries from the MYP general grade descriptors.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



# LANGUAGE AND LITERATURE

## English

<b>Unit name: Inequality, Injustice and Oppression</b>	
<b>Content</b>	<b>Assessments</b>
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. In this unit we will read the novel <i>Monster</i> by Walter Dean Meyers. The text deals with issues of inequality and discrimination. We will also be studying various other forms of texts that complement our understanding of this concept.	Creative writing (C, D) Extract analysis (A, B)
<b>Unit name: Twenty-First Century Communication</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, we will explore a variety of non-literary text types with a specific focus on how various registers have been used to convey information to an audience in a particular context. We will inquire into how these ideas have manifested and been formed in texts from various times and places. Students will complete a variety of formal and informal activities and practice their oral and written language skills.	Analytical comparison of editorial texts (A, D) Editorial (B, C)
<b>Unit name: Human experience through Language</b>	
<b>Content</b>	<b>Assessment</b>
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. The primary study will be examining poetry that expresses personal experience like emotions and relationship with place. Students will complete a variety of formal and informal activities and practice their oral and written language skills.	Poetry analysis (A, D) Composing a poem (C, D)
<b>Unit Name: Violence and division</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students will read and analyse how literary techniques are used in <i>Romeo &amp; Juliet</i> and a literary text of their choice. Throughout this unit focus will be given to strengthening the student's understanding of a variety of literary elements such as theme and conflict. Students will develop comparative analysis skills and complete the entire writing process for a full essay.	Comparative essay (A,B,D)

## LANGUAGE AND LITERATURE: German

<b>Unit Name: Wilhelm Tell</b>	
<b>Content</b>	<b>Assessment</b>
<p>Die SuS sollen sich in dieser Einheit mit unterschiedlichen Fabeln und Schillers Drama Wilhelm Tell aus der Epoche der Aufklärung befassen. Es wird untersucht, auf welche Art und Weise Autoren unterschiedlicher Gattungen Kritik üben. Dies kann zum Beispiel ein friedlicher Ansatz wie bei den Fabeln sein oder im Gegensatz dazu der gewaltbereite Tell. Das Aufsatzschreiben wird durch Belegen und Schreiben in Absätzen mit Textbeispielen geübt. Die drei Teile: Einleitung, Hauptteil und Schluss werden sprachlich begleitet und durch Ausdrucksübungen untermauert. Informationen aus Texten entnehmen, Textverständnis, Inhaltsangaben schreiben (Tell), Konfliktbewältigungsstrategien in Literatur verstehen, in eigenem Text wiedergeben und kritisch untersuchen (Essay), Persönliche Meinung darlegen. Sprache: präziser und angemessener sprachlicher Ausdruck, Redebegleitsatz und Wörtliche Rede erkennen bzw. korrekt anwenden, Satzstrukturen erkennen (Hauptsatz, Nebensatz, Konjunktionen) und korrekte Zeichensetzung anwenden, Präteritum korrekt anwenden.</p>	<p>Analyse (Criteria A&amp;B&amp;D)</p>
<b>Unit Name: Sprache im Kontext - Expeditionen</b>	
<b>Content</b>	<b>Assessment</b>
<p>Die SuS sollen in dieser Einheit einen literarischen Primärtext als Ausgangspunkt für eigene Textproduktion nutzen. Anhand des histographischen Prosatextes Scott, Amundsen und der Preis des Ruhms wird eine Situation kreiert, in der die SuS unterschiedliche Textsorten kennenlernen und verfassen sollen. Dazu gehören E-Mail, Rede, Brief, Blog, Tagebucheintrag etc. Es wird verdeutlicht, dass es einen Zusammenhang zwischen dem (Schreib)-Sprachstil und dem jeweiligen Kontext, dem Autor, dem Adressaten und der Wirkung gibt. Auch visuelle Unterstützung können etwas bewirken, so z.B. Emoticons. Je nach Textsorte wird zum Verfassen der Texte das iPad oder der Laptop benutzt. Erfassen/Arbeiten mit Sachtexten, Informationen entnehmen, Arbeitsanweisungen lesen, verstehen und umsetzen, Vor- und Nachteile verschiedener Medien erarbeiten, Autor/Zielgruppe/Intention/Kontext von Sachtexten erkennen, Abstraktionsvermögen und Einfühlungsvermögen, Sprache: Sprachlicher Ausdruck, Abkürzungen, Fremdwörter, Kommasetzung, Rechtschreibung/Grammatik.</p>	<p>Textproduktion (Criteria C&amp;D))</p>

<b>Unit Name: Traumatische Erlebnisse in der Literatur</b>	
<b>Content</b>	<b>Assessment</b>
<p>Die SuS sollen in dieser Einheit erkennen, dass traumatische Erlebnisse in der Kindheit prägend sein können. Dies wird am Beispiel von "Der Sandmann" (E.T.A Hoffmann) und dem Weltliteraturroman Der gelbe Vogel (Levoy) verdeutlicht. Das empathische Verhalten gegenüber Mitmenschen soll dadurch gefördert werden. Das Auseinandersetzen mit Gefühlen und deren Auswirkungen sind zu formulieren. Dabei geht es darum, die Entwicklung eines Charakters aufzuzeigen und anhand von Textstellen zu belegen. Das Einsetzen passender Sprache (Adjektive) bei Beschreibungen bzw. Eigenschaften wird trainiert. Außerdem werden im Zusammenhang mit Der Sandmann die Epoche der Schauerromantik und das Thema Künstlicher Mensch aufgegriffen. Die SuS verfassen einen analytischen Aufsatz und erstellen eine kreative Präsentation.</p>	<p>Analyse (Criteria A&amp;B&amp;D)</p> <p>Mündliche Präsentation (Criterion D)</p>

<b>Unit Name: Rund um Auditive Medien</b>	
<b>Content</b>	
<p>Die SuS untersuchen in dieser Einheit auditive Texte wie Reportage, Reklame, Kommentar, Podcast, Hörermeinung etc. Sprachliche und organisatorische Gestaltungsmittel von Hörtexten sind zu identifizieren und zu analysieren. Um die Absichten der Verfasser zu zeigen, wird untersucht, welche Wirkung verfolgt wird und mit welcher Absicht, welche Zielgruppe angesprochen wird. Ein eigener Hörtext wird erstellt und aufgenommen. Ein aktuelles Thema dient als Grundlage für die Sendung. Es werden Informationen gesammelt, in Partnerarbeit gefiltert und ein Skript erstellt. Unter technischer Anleitung wird dann eine Hörsendung erstellt. Dabei sollen unterschiedliche Sequenzen erstellt werden wie Werbung, Nachrichten, Reportagen und Interviews.</p>	<p>Textproduktion (Criteria C&amp;D)</p>

# LANGUAGE ACQUISITION

## English (Phases 1 and 2)

<b>Unit Name: Let's Celebrate! Exploring and Sharing our Culture and Traditions</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit will enable students to reflect on their cultures and to develop their understanding of how culture shapes us. Students will discuss the similarities and differences, both material and non-material, between cultures. This exploration of culture will be undertaken through research using multimedia sources that include photographs, videos, and written texts. Students will share celebrations from their home cultures and will explore variance across cultures in rituals, housing, language, clothing, pop culture, traditions, celebrations, customs, taboos, and facial expressions. Students will write and speak to inform, describe, and advise.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: PLUGGED-IN: THE ROLE OF TECHNOLOGY</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will examine the role the internet plays in our everyday lives. They will form a perspective about the impact of technology in the classroom and how AI is changing the way we learn. Students will create arguments for and against the use of technology as a classroom learning experience. They will then pick a side and present their research findings - as a speech and in a debate by choosing the most important parts of their research. Students will learn about how to select credible sources, read with a purpose and review valid evidence to form a perspective. In this unit, students will focus on listening and reading for details, tone, and purpose. They will use language to discuss and to critically examine and evaluate.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: Current Events - Our Lives in These Times</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will explore some of the current events affecting their lives and those of people around the world. They will research global issues using websites, news sources, and other news media to examine the latest events and will synthesize the information they find to produce informational texts. This unit will present the opportunity for students to make connections to their life here in Germany and in their home country. Students will work on developing formal and academic language, mixing verb tenses, and further improving research skills. They will focus on using language to explain.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: <i>Seedfolks</i> and the Communities We Create</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this literature unit, students will read the book <i>Seedfolks</i>, with a focus on characters and themes, particularly the book's theme of community. As students examine the characters' contributions to their neighborhood, they will then explore more broadly the impact that individuals can have on their communities. In turn, they will reflect on how being part of a community impacts us. Students will develop skills in identifying details and main ideas in texts and on making connections between literature and real life. They will develop key language skills in identifying, summarizing, and interpreting.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

## LANGUAGE ACQUISITION: English (Phases 3 and 4)

<b>Unit Name: Global Issues</b>	
<b>Content</b>	<b>Assessment</b>
In the global issues unit, students will begin to explore some of the pressing topics that affect their lives in the world around them. Students will look at and read various websites, news sources, and other news media to research the latest events. This unit will present the opportunity for students to make connections to their life here in Germany and to life in their home country. Further, students will perform written and spoken tasks that will show their understanding and language usage. This unit will include factual writing, grammar elements and learning and improving research skills.	Students will show their learning through a mix of formative and summative assessments below:  <ol style="list-style-type: none"><li>1. Reading Assessment</li><li>2. Listening Assessment</li><li>3. Oral Assessment</li><li>4. Written Assessment</li></ol>

<b>Unit Name: Critical Lens</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students will use a critical lens to analyse how gender roles and gender stereotypes affect the world in which we live. Students will explore nonfiction articles to gain background information about the development of different gender roles and stereotypes over the course of history and use this information to critique current images in the media and social interactions in our everyday environment. Once students have completed this important analytical work, they will work to synthesize their learning into a multimedia presentation to share ways in which gender roles and gender stereotypes can be approached differently in the media and elsewhere to create a more balanced representation.	Students will show their learning through a mix of formative and summative assessments below:  <ol style="list-style-type: none"><li>1. Reading Assessment</li><li>2. Listening Assessment</li><li>3. Oral Assessment</li><li>4. Written Assessment</li></ol>

<b>Unit Name: Injustice</b>	
<b>Content</b>	<b>Assessment</b>
<p>We know from history that injustices have occurred since the beginning of time. These inequities have caused people to ask hard questions and explore devastating realities. They have also forced us to look at ourselves and dig deeply into our strengths, areas of growth, values and beliefs. Throughout the past, we see individuals passionately drive for change based on their own identity and the things that they feel are wrong in the world, based on their perspective. The acts of courage and bravery of the past inspire us to learn more about ourselves to discover the areas of injustice that matter most and effect change. We will look at the power of argumentative writing and language to shift ideas and transform lives.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: The Hunger Games</b>	
<b>Content</b>	<b>Assessment</b>
<p>Some people say that “a picture is worth a thousand words” but other people say that “the book is always better than the movie.” Who is right? Can both be true? In this unit, students will read a portion of the novel <i>The Hunger Games</i> and analyse the text for its use of different literary techniques and the ways in which it illustrates the reality of the human experience. They will then have the opportunity to view the film and compare and contrast the two versions of the same story. Finally, students will decide which medium told the story best. They will defend their perspective by analysing the tools of each art form and offer specific evidence of how human nature was portrayed in the text versus on screen. As a way to assess what students have learned, they will present their perspective in a well-written compare and contrast essay.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

## **LANGUAGE ACQUISITION: German & Spanish**

German is divided into Language & Literature (LL) and Language Acquisition (LA). LL caters mainly for German native speakers, while LA is the acquisition of German as a foreign language. The grouping in LL depends on the number of students altogether in the combined years (5/6, 7/8 or 9/10). In LA, combined groups are divided according to the ability and experience of the students. The groups at BIS cover Phases 1 to 5.

Beginner: Phase 1

Advanced Beginner: Phase 2, etc.

A “phase” does not necessarily correspond to a year. After Phase 1, it is more common to spend two years or more at one phase, but progress through the phases can be accelerated or decelerated according to the individual needs of each student. As a consequence, there may be students in the first or second year of any given phase in the same class; the curriculum has been conceived to take account of this.

At the end of a school year, the individual teacher and the department members decide which phase is expected to best suit the individual child for the following school year. The teachers consider both the oral and the writing ability of each student and the final grade. Assessment is adapted to the phase of language acquisition at which each class group is working.

During the year, a change of group may be recommended if a student is underachieving, struggling or performing at a very high level for the group. This means a student with a 7 could move up a group, or a student performing below a 4 could be transferred to the group below once the Semester Report is published. Changes can only take place at the start of a new semester.

The transfer needs to be shared with the Subject Leader and will then be reported by the teacher to the MYP Coordinator. For the transition, the teacher needs to collect evidence to pass on to the MYP Coordinator. If this is approved, the parents will be informed via the MYP Coordinator. Such changes will be made in the best interests of the child.



## LANGUAGE ACQUISITION: German (Phase 1)

<b>Unit 1: Ich und meine Familie</b>	
In this first unit, students will learn how to introduce and identify themselves in German, to answer personal questions, and to talk about other people as they learn basic vocabulary about family and relations. The amount of personal information given will slowly be increased by adding details such as age, nationality, birthday and freetime activities. Additionally, students will learn to express likes and dislikes. For this, the students will also become familiar with the German alphabet, sounds and numbers. Basic concepts of German grammar are introduced (basic rules for nouns and the present tense of verbs). Placing this topic in a cultural context, students consider their own mother tongue in relation to German and learn how language works.	Speaking (Crit. C) Reading (Crit. B)
<b>Unit 2: Mein Alltag</b>	
<b>Content</b>	<b>Assessment</b>
Students will grow familiar with the vocabulary related to their own daily routines, meals, school life, e.g. materials and subjects, after-school activities. Placing the topic of school in a cultural context, the students investigate the German education system compared to other school systems. The grammar and language focus will be plurals, expressing preferences, telling the time, describing routines and using both reflexive and separable verbs. Furthermore, they will discover how to link ideas in chronological order using expressions of time (temporal adverbs) and the effect that these expressions have on sentence structure (word order, verb second position). The students will also increase their knowledge of the accusative case using " <i>ich habe...</i> " and " <i>es gibt...</i> ".	Listening (Crit. A) Writing (Crit. D)

<b>Unit 3: Mein Umfeld</b>	
<b>Content</b>	<b>Assessment</b>
In this unit the students will extend their vocabulary for talking about the weather in the region they live in, their surroundings, their housing situation and their room, e.g. by giving the location and names of items of furniture. They will also learn to speak about different types of houses and describe their own area and activities to do there, before describing the city they live in, as well as cultural differences regarding these aspects. Given the time of the year, there will also be a short introduction to the customs and traditions of <i>Karneval</i> in Germany and typical Easter celebrations. The grammar focus of this unit lies on the accusative case, the use of adjectives and the present tense.	Reading (Crit. B) Speaking (Crit. C)
<b>Unit 4: Essen, trinken, einkaufen</b>	
<b>Content</b>	<b>Assessment</b>
The students will learn about the topics of eating, drinking and shopping. They will expand their vocabulary and learn new grammar that is needed to express themselves. We will practise how to use these new expressions in their everyday life (if possible by going on field trips to local stores). We will practise various situations, for example grocery shopping or ordering food and drink in different restaurants and shops. In addition, we will learn how to complain about things. The students will figure out local conventions and differences between their home countries and Germany. As far as grammar is concerned, we will review the accusative case as well as the use of adjectives and personal pronouns for "it" (er, sie, es).	Listening (Crit. A); Writing (Crit. D)

## LANGUAGE ACQUISITION: German (Phase 2)

<b>Unit 1: Sport (Phase 2a)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will talk about their free time, with a focus on sports. They will learn how to describe their equipment and their performance and will compare it with the performance of others. They will practise expressing likes and dislikes and will learn the comparative and superlative forms of adjectives and the conjugation of the modal verbs <i>müssen</i>, <i>dürfen</i> and <i>können</i>. We will also cover the rules for word order when applying these new structures. Revision will also cover the conjugation of other verbs. The students will improve their listening comprehension skills and will write a text about themselves and their sports activities.</p>	<p>Listening Comprehension (Criterion A) and Oral Task (Criterion C)</p>
<b>Unit 2: Was ist passiert? (Phase 2a)</b>	
<p>In this unit students will learn the German past tense (<i>Perfekt</i>) of regular and irregular verbs. We will read the book <i>Papierhelden</i> and talk about what happens in the different chapters. They will discuss the value of friendship and evaluate the behaviour and reaction of the protagonists of the story. Shorter writing and oral assignments are based on the events of the story. Besides the grammar focus on past tense and rules of word order, we will focus on broadening the students' range of vocabulary and learn techniques to summarise chapters. Students will be in a position to describe their own free time and talk about past events in general.</p>	<p>Reading Comprehension (Criterion B) and Writing Task (Criterion D)</p>

<b>Unit 3: Musik (Phase 2a)</b>	
This unit will cover the topic "Music" and the role it plays in our daily lives. Students will learn how to describe the music they like and will talk about instruments they play. Describing concerts – whether as a musician or as a spectator – is also part of this unit. The students apply structures from the prior units (present perfect and comparative forms) in a new context and will learn how to use modal verbs ( <i>dürfen, müssen, wollen</i> ) in the past. The writing skills focus on the different styles used in objective descriptions and more personal texts such as diary entries or letters. Students practice their listening skills and watch the movie <i>Die Kinder des Monsieur Mathieu</i> . Some of the tasks will be based on the events of the film.	Reading Comprehension (Criterion B), Listening Comprehension (Criterion A) and Speaking Task (Criterion C)
<b>Unit 4: Wir verreisen (Phase 2a)</b>	
In this unit, the students will get to know different trip destinations in Germany with a focus on the region of Northrhine-Westphalia. Students will learn about Youth hostels in Germany and will learn how to describe them. They will then do research on the first Youth hostel in Altena. We will talk about class trips, what can students do and why are such trips important and (hopefully) fun? This unit gives students a chance to apply all the acquired language skills from this school year.	Writing Task (Criterion D)
<b>Unit 1: Die Sommerferien (Phase 2b)</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by talking about their experiences during the summer holidays, before moving on to describing the place they visited in more detail, revising the topic of shops & local area in the process. Via the topic of house & home, they consider different types of holiday accommodation and how to best promote them. Placing the topic in a cultural context, the students complete the unit by investigating holiday homes in Germany.	Reading Comprehension Task (Crit. B); Oral Assessment (Crit. C)
<b>Unit 2: Deutschland und die Deutschen (Phase 2b)</b>	
In this unit, students begin by using the perfect tense to describe the lives of some historical German personalities, before moving on to looking at other aspects of their host country. In the process, they discover how to compare people and places. Via the topic of travel & transport, they compare different ways to travel around the country and give their opinions. Placing the topic in a cultural context, the students complete the unit by investigating some famous cities in Germany.	Listening Comprehension (Crit. A); Written Task (Crit. D)

<b>Unit 3: Gemeinschaft und Wohltätigkeit (Phase 2b)</b>	
In this unit students investigate the country of Namibia and what there is to see there, including a safari in the Etosha National park. They consider the connections between Germany and Namibia and the responsibility that goes with being an ex-colonial power. This leads to considering how we can all play a part in Community & Service and to specific discussion of each student's Service & Action project and their personal development in terms of the IB Learner Profile.	Listening Comprehension (Crit. A); Reading Comprehension Task (Crit. B); Oral Assessment (Crit. C)

<b>Unit 4: Erinnerungen und Zukunftspläne (Phase 2b)</b>	
In this unit, students begin by talking about their first day at school, before moving on to describing other key events in their lives. In the process, they revise and practise once again how to use the perfect tense to describe events in the past and talk to their parents and other relatives to find out how their experiences differ. Placing the topic in a cultural context, the students complete the unit by investigating the careers of some famous German musicians.	Listening Comprehension (Crit. A); Written Task (Crit. D)

## LANGUAGE ACQUISITION: German (Phase 3)

<b>Unit 1: Eine Reise durch Deutschland</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit the students will learn about Germany and its federal states with their particular culture. The focus will, however, be on the Rhine region and its meaning for the country. Basic geographical knowledge will be taught through quizzes and a WebQuest, during which the students will complete research that they then share during an oral presentation. For more language practise (reading, listening and writing) the students will follow a curriculum and material designed by the Deutsche Welle simulating a trip by two teams through Germany. The grammar focus will be on the revision and strengthening of the perfect tense, subordinate clauses, prepositions. The students will also repeat German sentence structure including adverbs. During their presentation, we will practise to correctly research, cite and structure information.</p>	<p>Speaking (Criterion C), Reading (Criterion B)</p>
<b>Unit 2: Alles inklusiv!</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit students will learn how disabled people, particularly children, communicate. Initially they will learn about different types of disability and learn the appropriate vocabulary. Using authentic material produced by the 'Sternsinger' the students will focus on a range of topics including: How do children with disabilities live in other countries? What possibilities do they have to improve their situation? What technology has been developed to support them? How could their lives be improved? The grammar/structure focus will be on the passive and verbs+prepositions.</p>	<p>Listening (Criterion A), Writing (Criterion D)</p>

<b>Unit 3: Tiere und Natur in Gefahr</b>	
<b>Content</b>	<b>Assessment</b>
<p>The focus of this unit lies on becoming aware of the importance of environmental protection. During this unit the students will first revise and broaden their vocabulary knowledge about the world of animals and nature. The initial focus will be put on pets, their care and needs. The students will read a variety of texts on pets and write instructions as to how to take care of them. The students will then consider, compare and express their opinion on adequate and inadequate habitats of wild animals, eg. zoos, circuses, parks, etc. The topic lends itself to a variety of resources from brochures from local organisations to international films - therefore the students grow familiar with a number of different text-types and their formats. The grammar will be mainly focused on the use of the imperative and the passive tense. The agreement of adjectives and conditional sentences will also be practised.</p>	<p>Writing (Criterion D), Listening (Criterion A)</p>
<b>Unit 4: Wer oder was ist mir wichtig?</b>	
<b>Content</b>	<b>Assessment</b>
<p>During this unit the students will reflect on the question "Who and what matters to me at this stage of my life?" They learn to communicate about relationships, conflicts that involve the people that are close to them (friends and family) and to express feelings and assumptions. They will also develop the vocabulary in order to describe their relationship with others, discuss past events together or make common plans for the future. For the first time during the school year, the students will read excerpts from literary texts and work on their reading techniques and pronunciation. From a grammar point of view, the students will strengthen their ability to use different tenses, infinitive constructions and reflective verbs.</p>	<p>Reading (Criterion B), Speaking (Criterion C)</p>

## LANGUAGE ACQUISITION – German (Phase 4)

<b>Unit 1: Freundschaft und Jugend unterm Hakenkreuz</b>	
<b>Content</b>	<b>Assessment</b>
Reading a fictional text is the topic of this unit. Students will learn how to understand and read the novel <i>Damals war es Friedrich</i> by Hans Peter Richter. They will summarise the content in writing and research on the topics: Everyday life in Germany during the Second World War, friendship and identity. Learning and using new vocabulary in unfamiliar language is another focus of this unit.	Listening Comprehension (Crit.A); Reading comprehension (Crit.B); Written task (Crit. D)
<b>Unit 2: Sport - inklusiv und weltoffen?</b>	
<b>Content</b>	<b>Assessment</b>
How do we express ourselves in sport and how can sport enable us to develop our personality? In this unit students will discuss all questions connected to the topic of sport. Hereby they will learn how to convince others, how to listen and how to defend one's opinion. Successful communication is an important topic of this unit. Oral presentations will be held in class and students will interview each others and they will discuss questions concerning fairness and equality of opportunities. The grammar studied will be the passive voice, modal verbs and the use of persuasive language.	Oral task (Crit.C)
<b>Unit 3: Das Mittelalter in Deutschland</b>	
<b>Content</b>	<b>Assessment</b>
Students will read the novel <i>Oskar und die verschwundenen Kinder</i> by Claudia Frieser. The topic is a journey into the town of Nuremberg in the Middle age.They complete a series of comprehension, grammar and written response exercises. The text serves as a springboard for discussion on the topic.	Listening Comprehension (Crit.A); Reading comprehension (Crit.B); Written task (Crit. D)
<b>Unit 4: Migration und Mobilität</b>	
<b>Content</b>	<b>Assessment</b>
In this unit students will investigate the issue of migration, immigration and refugees. They will look at the "push" and "pull" factors that cause emigration, the conditions under which such migration takes place and reactions it engenders in the new host countries. They will investigate various political and social attitudes to the issue and develop their own understanding and arguments.	Oral task (Crit.C)



**LANGUAGE ACQUISITION: Spanish (Phase 1)**

<b>Unit 1: ¿Quién soy?</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students learn to introduce themselves and other people in simple sentences (name, age/birthday, nationality, languages, family, pets, etc.). They are introduced to the basic concepts of Spanish grammar (gender of nouns, conjugation of verbs) and will be asked to compare the rules and conventions of this new language with their own mother tongue. This way they should begin to see how language functions and to understand the process of language acquisition, in particular the use of patterns to help us find our way in a new language and the importance of learning new vocabulary and grammatical structures.	Reading Comprehension (Criterion B); Speaking (Crit. C)
<b>Unit 2: La vida diaria</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students learn verbs and other expressions and phrases that enable them to talk about their daily routines, their weekend activities and their free time and hobbies. They learn how to say what time it is and when and how often they do things. Part of this unit will be dedicated to school life and students talk about their school subjects and their school buildings. The grammar focus of this unit is the conjugation of regular and irregular verbs and the phrases we use to express our opinion, likes and dislikes. By this stage, students should be developing a greater awareness of how Spanish functions differently to other languages and of the best ways in which they themselves can learn and internalise these concepts.	Listening Comprehension task (Criterion A); Written Task (Criterion D)

<b>Unit 3: Mi entorno</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students learn verbs and other expressions and phrases that enable them to talk about their daily routines, their weekend activities and their free time and hobbies. They learn how to say what time it is and when and how often they do things. Part of this unit will be dedicated to school life and students talk about their school subjects and their school buildings. The grammar focus of this unit is the conjugation of regular and irregular verbs and the phrases we use to express our opinion, likes and dislikes. By this stage, students should be developing a greater awareness of how Spanish functions differently to other languages and of the best ways in which they themselves can learn and internalise these concepts.	Listening Comprehension (Criterion A); Reading Comprehension (Criterion B); Writing Task (Criterion D)
<b>Unit 4: La comida</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students learn about different dishes and food in Spain. In the process, they learn how to order drinks and meals in a restaurant and practise this by designing their own menus and acting out role-plays with their fellow students. The main focus of this unit is of a cultural nature, as students discover a wealth of new vocabulary and dishes that do not exist in their own culture.	Speaking (Criterion C)

## LANGUAGE ACQUISITION: Spanish (Phase 2)

<b>Unit Name: De viaje por España</b>	
<b>Content</b>	<b>Assessment</b>
In this unit students will use the past tense to discuss their recent holidays, investigate the many regional facets of Spain and consider their personal travel preferences.	Reading comprehension (Criterion B); Written task (Criterion D)
<b>Unit Name: El ocio en nuestro entorno</b>	
<b>Content</b>	<b>Assessment</b>
In this unit students learn about different leisure activities (sports) and combine this with information about their local environment. In this context, they learn to use impersonal verbs such as <i>doler</i> and <i>gustar</i> , to name parts of the body and to use modal verbs such as <i>tener que</i> , <i>deber</i> and <i>poder</i> .	Listening comprehension (Criterion A) Oral task (Criterion C)
<b>Unit Name: Una estancia en España</b>	
<b>Content</b>	<b>Assessment</b>
In this unit students revisit the topics of daily routine and school life, this time looking at them in greater depth than they did in Phase 1 and using them as a springboard for discovering the preterite.	Listening comprehension (Criterion A); Oral task (Criterion C)
<b>Unit Name: Vidas movidas</b>	
<b>Content</b>	<b>Assessment</b>
In this unit students will practise and reinforce their knowledge of the preterite tense, which they learnt in the previous unit. They will do so in the context of biographies, looking at both famous Spaniards and their own families.	Reading comprehension (Criterion B); Written task (Criterion D)

## LANGUAGE ACQUISITION: French (Phase 1)

<b>Unit 1: C'est moi !</b>	
<b>Content</b>	<b>Assessment</b>
Students begin by discovering the basic language to communicate who they are. They learn to greet each other, to introduce themselves and to handle everyday situations in the classroom. Placing the unit in a cultural context, students learn not only to say where they live but also considering the various places around the French-speaking world where their contemporaries live.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C)
<b>Unit 2: Chez moi</b>	
<b>Content</b>	<b>Assessment</b>
Students expand the range of their introductions to include their homes and families. They learn to identify and describe both people and pets, thus coming to understand the importance of gender and agreement in French. Placing the unit in a cultural context, students consider variations on the family structure beyond the "conventional" model and look at how the concept of "home" differs from country to country.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C); Written task (Crit. D)
<b>Unit 3: Ma vie</b>	
<b>Content</b>	<b>Assessment</b>
Building on their understanding of nouns and adjectives from the previous two units, students now focus on the correct use of verbs to describe what they do. They learn to describe what they do in their spare time and on special occasions, thus coming to understand the importance of verb-endings in French. Placing the unit in a cultural context, students consider a range of festivals and celebrations from across the French-speaking world.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Written task (Crit. D)
<b>Unit 4: Ma journée</b>	
<b>Content</b>	<b>Assessment</b>
To round out the year, students begin to frame what they have learnt so far in the context of a "typical" day. They learn to describe what they do every day before, during and after school, thus learning to use more complex verbs and expanding their vocabulary to cover both the school day and mealtimes. Placing the unit in a cultural context, students discover some of the key differences between their daily routine and a "typical" day in France and other countries; they also look at some of the key culinary highlights of both France and the rest of the French-speaking world.	Oral task (Crit. C)

## LANGUAGE ACQUISITION: French (Phase 2)

<b>Unit 1: L'école</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by reviewing their daily routine and the subjects they learn at school, before moving on to discussing what they actually do in those lessons and how they learn. In the process, they discover the full range of IB vocabulary in French, including the Learner Profile and Approaches to Learning. By considering the value of school and education, they learn how to express their opinions and use this as a springboard for writing personal texts about their school life and hopes for the future.	Reading comprehension (Crit. B); Written task (Crit. D)
<b>Unit 2: Le monde francophone</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by reviewing the countries that make up the French-speaking world, before moving on to reading about actual people from those countries. In the process, they revise how to present themselves and others effectively. Via the topic of national traditions, they learn how to describe celebrations and use this as a springboard for revising how to describe events in the past. They use the perfect tense to talk and write about family celebrations and people's lives.	Listening comprehension (Crit. A); Oral task (Crit. C)
<b>Unit 3: Le sport et la santé</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by reviewing the sports they practise and the sporting options available at school, before moving on to considering specific sports in detail. In the process, they revise the parts of the body and consider the links between sport and healthy living. By investigating a popular sport in the French-speaking world, they learn how to synthesise and present information in an effective manner; finally, they use this as a springboard for writing about famous sporting events in the past.	Reading comprehension (Crit. B); Oral task (Crit. C)
<b>Unit 4: La communication</b>	
<b>Content</b>	<b>Assessment</b>

<p>In this unit, students begin by discussing the very nature of communication and the media by which they themselves communicate, before moving on to considering how we keep ourselves informed. In the process, they learn how we need to adapt our language and abide by conventions in order to ensure effective communication. By reading and writing about significant events in the news, they learn how to put together a basic article using the perfect tense and compare how this research process has changed since their parents were at school; finally, they use this as a springboard for writing about significant historical developments in communication.</p>	<p>Listening comprehension (Crit. A); Written task (Crit. D)</p>
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# MATHEMATICS

<b>Unit Name: Number</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will learn basic set vocabulary (element, subset, null set, etc.), and the properties of sets (commutative, associative, distributive). They will learn to draw and interpret Venn diagrams, and use these to solve real life situations. Students will learn to understand and use decimal places and significant figures for rounding and convert recurring decimals to fractions. Students will learn to understand the concept of Rational and Irrational numbers. They will then learn to use rounding to estimate complex arithmetic problems and will apply this estimating by rounding every number to one significant figure before calculation. Students will study the concept of Absolute Value, and will learn to use ratios in more complex situations. They will learn to increase and decrease a quantity by a given percentage and apply proportional change to scale and other problems.</p>	<p>Solving a real-life application using Venn Diagrams (Criteria C&amp;D) Number – Unit Test (Criterion A)</p>
<b>Unit Name: Geometry</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will investigate the application of the Pythagorean Theorem and the relationships of angles in different geometric figures. They will apply the Pythagorean theorem in various settings including real life examples. Students will investigate Pythagorean Triads and various formulae for producing them. Students will solve problems of unknown leg lengths as well as unknown hypotenuse lengths. They will investigate irrational solutions to the Pythagorean theorem. Also they will extend to the cases of 30-60-90 triangles and 45-45-90 triangles. Students will investigate adjacent angles, complementary angles, supplementary angles, vertically opposite angles, alternate angles, co-interior angles and corresponding angles. Students will continue to use angle properties in increasingly complex problems involving Algebra. Students will study the relationship of the sum of the interior and exterior angles of a polygon to the number of sides.</p>	<p>Geometry Investigation - discovering pattern (Criteria B&amp;C)  Geometry – Unit Test (Criterion A)</p>
<b>Unit Name: Algebra</b>	

<b>Content</b>	<b>Assessment</b>
Students will investigate the manipulation of algebraic expressions and apply the same skills to solving linear equations. They will use the algebraic symbol system to manipulate and simplify terms including algebraic fractions. Students will then move on to manipulating algebraic expressions by combining like terms, expanding brackets and factoring. Students will then use these skills to solve basic as well as more complex linear equations and inequalities. They will practice writing general algebraic expressions and equations for real situations and use them to reach solutions to real-life problems. In addition, students will investigate substituting values into formulae and rearranging them to isolate a particular variable.	Algebra – Unit Test (Criterion A)

<b>Unit Name: Statistics and Probability</b>	
<b>Content</b>	<b>Assessment</b>
Students will investigate basic descriptive statistics by collecting data and analyzing it numerically and graphically. Students will study different types and methods of data collection. Students will organize data examining raw data, repeated data and grouped data. Students will calculate the centroid value as the mean, median and the mode for grouped and ungrouped data including determining the median with a cumulative frequency plot. Students will discuss the significance of the difference in values of the centroid. Students will investigate the spread of the data using the range and interquartile range. Students will plot and analyze histograms and frequency plots for both grouped and ungrouped data. Additionally students will explore and calculate basic experimental and theoretical probabilities.	Real-life application of Statistics investigation (Criteria C&D)  Probability Investigation - discovering pattern (Criteria B&C)

<b>Unit Name: Further Geometry</b>	
<b>Content</b>	<b>Assessment</b>
Students will investigate properties of the Cartesian plane including plotting points, determining the distance and midpoint between two points and plotting straight lines. Students will investigate the equation of a line gradient–intercept form ( $y = mx + b$ ) as well as properties of linear graphs in detail. Specifically they will learn to calculate the gradient between two points, determine the equation of a line given a graph, plot a line using calculated ordered pairs, use gradient–intercept form to rapidly calculate order pairs and calculate the equation given: the gradient and $y$ –intercept, gradient and a point or two points. Additionally, students will calculate the perimeter and area of circles and basic polygons as well as sectors and compound shapes.	Further Geometry – Written Unit Test (Criterion A)  End of year Exam (Criterion A)

## SCIENCES



<b>Unit Name: Light, Sight and Perception: How Do We See Our World?</b>	
<b>Content</b>	<b>Assessment</b>
Students will learn about the properties of light and how we interact and interpret them. They will then focus specifically on reflection and refraction and will investigate these using laboratory equipment, including perspex blocks and prisms. They will also make use of simulations and other computer software for further investigation and analysis. Students will explore the structure and function of the mammalian eye with a special emphasis on the refraction of light by the lens and how the eye creates an image to be perceived by the brain. This will include theory as well as hands-on practical work.	Criterion B and C - Lab investigation where students will study the effect of refraction  Criterion A - Test
<b>Unit Name: Matter and Materials: What Makes Up Our World?</b>	
<b>Content</b>	<b>Assessment</b>
The unit will begin with an exploration of the Big Bang as the origin of all matter and energy in our universe. Students will learn about the atoms, molecules and compounds, and how to write and interpret chemical formulae. This will begin by classifying matter into pure substances, heterogeneous mixtures or homogeneous mixtures. Students will then explore the difference between physical and chemical changes. They will then further explore separating techniques such as the use of paper chromatography, using separating funnels, filtration, distillation and more.	Criterion A - Test  Criterion D - Essay on a specific material (metal alloy, composite, polymer, etc.)
<b>Unit Name: Infectious Diseases</b>	
<b>Content</b>	<b>Assessment</b>
Students will learn that health is more than the absence of infirmity or disease. They will consider how agents of infection and disease are transmitted. The main focus of this unit will be on bacteria. Students will learn aseptic techniques and will apply this in an investigation into the efficacy of natural antiseptic substances against bacterial growth using an entirely safe strain approved for use in schools. They will learn broadly how antibiotics work and how their overuse is threatening our ability to manage serious bacterial infections. Students will learn that some bacteria are also beneficial to our health. They will learn about viruses and the ways in which these differ from bacteria. Towards the end of the unit, they will learn about the human immune response, the importance of vaccines in controlling the spread of disease and why it can be challenging to create a vaccine for a virus.	Criterion A - Test  Criterion D - Research an impact of overuse of antibiotics to create an essay.
<b>Unit Name: Climate Change and Action</b>	
<b>Content</b>	<b>Assessment</b>

<p>Students will understand that carbon can be cycled between the Earth, its oceans and atmosphere and be able to construct, describe and explain a simple version of the carbon cycle. Students will learn that the 'greenhouse effect' is a natural phenomenon without which there would be no life on Earth. Students will explore some properties of greenhouse gases. Human impacts with respect to the enhanced greenhouse effect will then be explored, and how this affects the acidity of the ocean. The concept of a "carbon footprint" will be introduced and explored. Students will practice thinking routines to explore the interactions between people and factors of climate change, and will then participate in a strategy challenge game to create a net zero carbon emissions policy plan for a specific country.</p>	<p>Criterion B and C Ocean Acidification Lab Investigation</p> <p>Criterion A - presentation</p>
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## INDIVIDUALS AND SOCIETIES

<b>Unit Name: 1. What was life like in Europe in the Middle Ages?</b>	
<b>Content</b>	<b>Assessment</b>
<p>Today we often believe that a combination of hard work and providence or luck enable us to 'get on' in life. But was it always this way? Some of our counterparts from the Middle Ages might think otherwise! This course asks students to investigate what the Dark and Middle Ages were like for men, women and children of various stations in life in Europe. Students will examine the concept of a 'system' and how it could be argued that our societies are examples of such systems. Students will consider how hierarchical systems, often seen as necessary for providing social order, often impact heavily upon individuals, both in the past and in the present. This course will consider the role that religion and the church played in creating social structures and providing forms of government in Western Europe.</p>	<p>Students will complete two activities from a choice board (Criteria A, B, C and D).</p>

<b>Unit Name: 2. The Renaissance and Reformation</b>	
<b>Content</b>	<b>Assessment</b>
<p>What period followed the Middle Ages in Europe? In this unit, students will learn about the Renaissance and Reformation (around 1300-1600), where scholars, political thinkers, engineers and artists in European city-states such as Venice, Florence and Bruges embraced ideas from Ancient Greece and Rome and sought to apply them to their own times. Many of these writings had been preserved by Muslim scholars and were able to be translated into Latin.</p>	<p>Students will complete an in-class quiz (Criteria A, B, C and D)</p>

<b>Unit Name: 3. Natural hazards</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, we will learn about the physical causes and consequences of natural hazards by exploring case studies and considering how societies have responded to them. We will consider physical geographical processes (such as plate tectonics) as well as cultural themes (such as how disasters can affect the identities of societies exposed to them). The four major natural hazards that we will explore are earthquakes, tsunamis, hurricanes and volcanoes.</p>	<p>Group presentation with marks for individual participation (Criteria A, B and C).</p>

<b>Unit Name: 4. How are societies governed?</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, we will find out about different systems of governance that are used to run societies. We will explore case studies of countries that use monarchies, democracies and dictatorships. Students will use the case studies of Great Britain, Japan and North Korea to explore these three broad styles of government.	In-class essay based (Criteria A, C and D).

## PHYSICAL AND HEALTH EDUCATION

### Integration of health throughout Physical and Health Education

To support the social, emotional and mental health of our learners at Bonn International School, the Physical and Health Education curriculum integrates the following health related topics throughout the Grade 8 curriculum. These units are not assessed through summative methods, but focus on emotional growth and development through formative forms of assessment. Units covered included and integrated throughout the year include: goal setting, health and well-being, interpersonal skills, dignity, digital citizenship, comprehensive sexuality education, substance education, study skills and stress management.

### Unit Name: Change Through Wellbeing and Activity

Content	Assessment
<p>Within this unit, students will participate in a range of different activities in the unit. Students will choose 3 different activities to participate in over the course of the unit. One must be a team activity based on invasion games, and one must be an individual activity. Students will also look at their personal wellbeing. Wellbeing is a concept that includes physical, social, mental/emotional and spiritual wellbeing. These 4 things combined help make us balanced and healthy. Being aware of what our strengths and areas of improvement are is helpful to improve ourselves. During this unit students will look at the 4 areas of wellbeing and how activity impacts the areas and themselves.</p>	<p>Written task on wellbeing (Criterion A)</p>

### Unit Name: Relationships through Net and Wall Games

Content	Assessment
<p>Within this unit, students will look at self-improvement and interaction with others through activities of their choice. Relationships with others and ourselves are important in how we interact and the choices we make as humans. By choosing and developing a skill on their own, students have to reflect upon their own skill level. The interaction with others comes with sharing equipment, space and helping each other. They will create a personal development plan by creating a goal for improving skill and working on how to improve that goal during the unit. They will also look at the interpersonal skills they will use to help do this. At the end of the unit they will reflect on the success of the goal and the interpersonal skills they used within class.</p>	<p>Plan for improvement and reflection of plan (Criteria B and D)</p> <p>Performance in chosen activity (Criterion C)</p>

<b>Unit Name: Creative Movement and Student Agency</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students explore how dance can be present in many elements of sport. Students have the opportunity to use dance as a way to freely express themselves and how they naturally move during their favourite sports. Skills such as researching, note taking, brainstorming and mind mapping, will be used in order for students to develop their research skills. This will allow students to gain knowledge and understanding about different issues. From this knowledge, students will use the elements of dance to plan a creative movement routine that represents an issue. The dance will tell a story and express students feelings and ideas about their issue. Elements of dance will include: Body - considering the overall shape of the body while dancing, using specific body parts. Action - it can include dance steps, facial movements, lifts, carries, and catches, and even everyday movements such as walking. Space - Altering the direction, level, size, and pathways of movements. Time - event-sequence and timing to music. Energy - movement flow and use of force, tension, and weight.</p>	<p>Reflection of dance planner and performance (Criterion D)</p>

<b>Unit Name: Developing Fitness Through Physical Activity</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will focus on their physical well-being by choosing a fitness component and working towards improving it by participating in different sports and activities. Students will set goals linked to their chosen fitness component and interpersonal skills to improve while participating in games and activities in class. Negotiate with partners in the class to look at improving their chosen fitness component. This unit will also dive deeper into related concepts and how they work. They will use these concepts as a vehicle to review their own development. They will look at how they can improve their fitness levels by focusing on the amount of activity they do per week both in and outside of school. Within this unit students will be assessed on criterion B by setting goals and planning for improvement, students will still be required to reflect to help improve their session plans. In addition, criterion A will be assessed.</p>	<p>Written test (Criterion A)</p> <p>Goal setting and Planning (Criterion B)</p>

<b>Unit Name: Invasion Games</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will work in teams to develop their invasion game movement concepts and ultimate frisbee skills in a variety of ultimate frisbee games. This will involve students working with interpersonal skills and team strategy goals to help them to improve their individual skills and movement concepts within the games. Students will be assessed on how well they use these skills and movement concepts and demonstrate a range of the skills, strategies, and movement concepts they are taught.</p>	<p>Apply and Perform the skills taught. (Criterion C)</p>

## DESIGN

<b>Unit Name: Thinking Outside the Box - Organizer (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit focuses on developing Design drawing skills and the importance of understanding how components fit together. Students develop an organizational product, through detailed drawings and prototypes, focused on satisfying a specific client's needs.</p> <p>Drawing skills are developed during this unit with the focus on sketching, orthographic and isometric drawing. Project will be adjusted to skills, time and individual preferences.</p>	<p>Criterion A- Inquiry: Background research</p> <p>Criterion B- Developing Ideas: Planning and design sketches, technical drawing</p> <p>Criterion C- Creation: Making the solution</p> <p>Criterion D- Evaluation: Analysing the success of the solution</p>

<b>Unit Name: Mechanical Toys (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will investigate how the different parts of a system work together. This unit emphasizes learning how an input goes through a process to create a desired output.</p> <p>Students will research the mechanics of levers, pulleys, cams, and input and output function used in mechanical toys and automata.</p> <p>With young clients in mind, students will design a toy which performs a specific function and movement. A variety of materials are available, in addition to wood, for individual preferences.</p>	<p>Criterion A- Inquiry: Background research</p> <p>Criterion B- Developing Ideas: Planning and design sketches, technical drawing</p> <p>Criterion C- Creation: Making the solution</p> <p>Criterion D- Evaluation: Analysing the success of the solution</p>



<b>Unit Name: The HTML Project (Digital Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>This project focuses on learning about the systems that communicate information on the worldwide web. Students will learn the importance of using logical systems for developing a website using the web language, HTML. When investigating, students will explore: which HTML tags can be used to develop an informative HTML web page? How does innovation impact our lives? When is innovation and perspective more important than systems? Students analyse existing products and investigate the logical structure of HTML. Students develop design drawings to plan the layout, content, a site-map, and HTML tags to use. When 'creating the solution' students follow the production plan and the chosen design to create the final product. Students have the opportunity to further broaden their knowledge by developing style sheets that attach to the page, Javascript and developing multimedia for a page.</p>	<p>Formative feedback is given throughout the entire project.</p> <p>Criterion A: Students investigate the HTML.</p> <p>Criterion B: developing ideas for a website product</p> <p>Criterion C: Creating the solution</p> <p>Criterion D: Evaluating the solution</p>

<b>Unit Name: Digital illustration (Digital Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>This project focuses on communicating ideas, perspectives, and experiences through digital images. Practise in the technical skills are at the heart of this project that includes, the document set-up, user-interface and organisation of drawn content. These central ideas are explored throughout the unit are:</p> <ul style="list-style-type: none"> <li>- How can you apply vector tools and digital illustration tools to communicate a message?</li> <li>- How does the design of the story impact our perspectives and perceptions of the world?</li> <li>- Why do design principles communicate ideas effectively?</li> <li>- What are CMYK and RGB colour modes?</li> <li>- How do colour modes impact images?</li> </ul> <p>This project is in development and is being reviewed for this academic year.</p>	<p>Formative feedback is provided throughout the project. Criteria B specifically will be formatively assessed.</p> <p>Criterion A: Investigation on the topic</p> <p>Criterion B: 1 design idea</p> <p>Criterion C: Creating the Solution</p> <p>Criterion D: Evaluating the product success and problem-solving skills.</p>

**ARTS: Music**

<b>Unit Name: Jazz</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will learn to recognize a range of different jazz styles, listening to and appraising a variety of different pieces. This unit will inquire into Jazz music's cultural and historical background with a focus on creativity, identity and innovation. This unit will cover the history of jazz and important composers and performers, ragtime and swing rhythms. Students will learn and understand the emergence of Jazz, Jazz harmony and chord changes. They will also be able to identify the key characteristics (Call and response, off-beat, syncopation, improvisation) of jazz and create/play a Jazz improvisation.</p>	<p>Assessments include but are not limited to: Written and listening exam, jazz improvisation performance process journal</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>
<b>Unit Name: Communicating with an audience – performing</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will learn about the contrast between improvised and organised sections of music. This unit will inquire into the relationship between artist and audience and the way in which the presentation communicates the intentions of the performer. The unit will cover the following: learning individual instrumental part of the class performance pieces for school concerts. Students will understand how improvisation has been used by a variety of composers in different times and places. They will practice and perform/improvise their instrumental part of the overall score focusing on sound production, rhythm, note accuracy, dynamics and musicality.</p>	<p>Assessments include but are not limited to: scales and exercises related to the performance piece, written reflection process journal</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>

<b>Unit Name: Minimalism – Composition</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will learn about the key musical features of minimalist music and how to combine different motifs when composing and performing a piece written in this style. The unit will inquire into how the expressive intention of a composer is mirrored in the beauty of the composition. This unit will cover the following: rhythm in music, use of rhythmic notation, melodic, rhythmic and harmonic patterns, motifs and ostinato. The students will gain an understanding that minimalism is a style of music which uses and combines features from different genres. They will recognize that being able to maintain your own rhythm as part of a group texture increases your skill and confidence in performing. They will listen to minimalist pieces which use rhythmic and melodic motifs and compose their own minimalist performance piece.</p>	<p>Assessments include but are not limited to:            Essay,            composing own minimalist performance piece,            written reflection,            process journal</p> <p><i>Arts Assessment Criteria include:</i>            A: Investigating            B: Developing            C: Creating            D: Evaluating</p>

<b>Unit Name: Language of Music Theory</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit will focus on music theory there will be the opportunity to sit an external exam from the ABRSM (Associated Board of the Royal Schools of Music) which is an internationally recognised qualification in the music world. The students will build on their previous theory knowledge and extend their understanding in major and minor keys with four sharps or flats, transposing between clefs, compound time and the grouping of notes, writing four bar rhythms and understanding phrase structure. The unit will enable the students to improve their playing of an instrument by understanding the music notation necessary to develop their musical knowledge. They will be regularly assessed on the various elements of music theory.</p>	<p>Assessments include written assessments in the musical elements as listed. There will also be playing and listening assessments.</p> <p><i>Arts Assessment Criteria include:</i>            A: Investigating            B: Developing            C: Creating            D: Evaluating</p>

## ARTS – Visual Arts

1. Unit Name: Mask-making	
Content	Assessment
By the end of this unit, students should be able to analyse and discuss the symbolism and cultural significance of masks. They will create two-dimensional and three-dimensional mask artworks using various materials and techniques and will develop their research and presentation skills. They will also reflect on the role of masks in personal and cultural identity.	Assessment: Research Process journal  <i>Assessed Criteria:</i>  A: Investigating B: Developing
2. Unit Name: Voices in Clay: Exploring Social Justice through Ceramic Art	
Content	Assessment
Students will explore social justice themes through the medium of ceramics. Using the slab technique, they will design and create clay boxes that express a social justice issue of their choice. This unit will encourage students to think critically about societal issues, develop their artistic skills, and reflect on the role of art in promoting change.  AtL: Communication Skills	Assessment : Ceramic box, analysis of completed artwork.  <i>Assessed Criteria:</i>  C:Creating D:Evaluating
3. Unit Name:	
Content	Assessment
The goal of this unit is to define and explain the concepts of 1-point, 2-point, and 3-point perspective while considering how artistic choices reflect unique artistic identities. Students will analyse and critique artworks that use perspective effectively, connecting the artistic choices to the artists' identities and their relationship with the world. They will apply perspective to enhance the composition and storytelling of their own artworks, aiming to deepen their connection to the world and convey personal narratives.  AtL: Thinking Skills	Assessment: Research,final drawing  <i>Assessed Criteria</i>  A: Investigating C: Creating

<b>4. Needlework - Embroidered Mandalas</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit addresses the development of technical skills, design choices, and craftsmanship. Students are encouraged to express their creativity and personal meaning through their embroidered mandalas. This slow, time consuming media encapsulates the essence of mindfulness and fosters a supportive and collaborative learning environment by allowing students to share techniques, ideas, and inspirations with one another.</p> <p>AtL: Self Management Skills</p>	<p>Assessment: Research, process journal, analysis of final work</p> <p><i>Assessed Criteria</i></p> <p>B: Developing D: Evaluating</p>

# OPTIONS

## LANGUAGE AND LITERATURE: French

<b>Unit name: Mythologie et monde moderne</b>	
<b>Content</b>	<b>Assessment</b>
<p>Lecture de textes fondateurs de la mythologie gréco-latine et découverte des récits de la Création, de L'Enfer, du Paradis, rencontres avec des monstres et des héros. Réflexion sur le monde moderne.</p> <p><i>L'Énéide</i>, de Virgile et <i>La Divine Comédie</i>, de Dante</p> <p><i>Les Métamorphoses</i>, d'Ovide et <i>Les Voix intérieures</i>, de Victor Hugo</p> <p>Le culte à Déméter (François Busnel, James George Frazer, Henry David Thoreau, Pierre Rabhi, Soren Seelow, Karen Blixen)</p> <p>Homère</p> <p>La figure d'Orphée : récits, poésie et opéra</p> <p>Goya, Nathaniel Hawthorne, Eduard Petiska</p> <p><i>Le Roi et l'Oiseau</i>, Film d'animation (Prévert et Grimault)</p> <p><i>L'Odyssée de Pi</i>, Film (Ang Lee)</p> <p>Langues et cultures de l'Antiquité.</p> <p>Ce que disent les mythes, des héros, face aux monstres. Ce que dit le discours scientifique. Écrire pour réfléchir sur nos modes de vie.</p> <p>Escape Game pédagogique sur la mythologie</p>	<p>Production de texte-image : rédiger un carnet de voyage imaginaire (Criteria A,B,C&amp;D)</p>
<b>Unit name: Science et Littérature - Au pays de Jules Verne</b>	
<b>Content</b>	<b>Assessment</b>
<p>Imaginer des univers nouveaux, avec les progrès scientifiques du XIXe siècle, avec la figure du héros chez Jules Verne, avec ses récits d'aventure. Comprendre comment les avancées scientifiques nourrissent l'imaginaire.</p> <p>Extraits : <i>Voyage au centre de la Terre</i>, <i>Le Tour du monde en 80 jours</i>, <i>Vingt mille lieues sous les mers</i>, <i>Une fantaisie du Dr Ox</i>, <i>Autour de la Lune</i>, <i>L'île mystérieuse</i>, <i>Les Indes noires</i>, <i>Cinq semaines en ballon</i>, <i>Voyage au centre de la terre</i>, <i>Un hivernage dans les glaces</i>, <i>De la Terre à la Lune</i></p> <p>Escape Game pédagogique sur Jules Verne</p> <p>Science et fiction : "Les voyages extraordinaires"</p> <p>Prolongement : Récit de voyage avec <i>Le bonheur d'être en route</i> de Sylvain Tesson</p>	<p>Production de texte : rédiger un journal de lecteur (Criteria A,B,C&amp;D)</p>

<b>Unit name: Espace théâtral - Relations humaines en terme de voisinage</b>	
<b>Content</b>	<b>Assessment</b>
Découverte de l'espace de l'écriture avec Georges Perec et <i>Espèces d'espaces</i> Découverte de l'espace de vie avec Georges Perec et <i>La vie mode d'emploi</i> Étude d'une pièce de théâtre de Jean-Pierre Martinez Source d'inspiration : L'immeuble, de Francis Debyser Création d'une pièce de théâtre basée sur les relations entre voisins dans un immeuble. Prolongement : Série télévisée humoristique avec <i>Nos chers voisins</i>	Création, mise en scène et performance d'une pièce de théâtre sur les relations entre voisins (Criteria A,B,C&D)
<b>Unit Name: Poésie - Enfance et Liberté</b>	
<b>Content</b>	<b>Assessment</b>
Poèmes d'hier à aujourd'hui, au nom de la liberté : <i>Liberté, cent poèmes pour les enfants</i> de Bernard Lorraine <i>Liberté</i> de Maurice Carême, chanté par Grégoire Entretien avec Maram al Masri pour son poème "Les enfants de la liberté" <i>La Marseillaise</i> de Claude Rouget de Lisle Photos-poèmes Hymnes Visées : émouvoir, convaincre, dénoncer Rêves d'évasion, sources d'inspiration par la musique Langage poétique, mise en espace, situation d'énonciation Analyse de tableaux, d'oeuvres de Street Art Prolongement : entretien avec Fernando Morales-de la Cruz (militant des droits de l'homme et défenseur des droits des enfants)	Analyse texte-image (Criterion A)  Présentation : création d'une mosaïque de la classe avec des photo-poèmes (Criteria B,C&D)

## LANGUAGE AND LITERATURE: Spanish

Unit Name: <b>Viaje a alguna parte</b>	
Content	Assessment
<p>En esta unidad descubriremos la literatura de viajes como género literario y viajaremos a lo desconocido a través de textos literarios y no literarios, de fragmentos de novelas de aventuras, las experiencias de Marco Polo en sus viajes,...</p> <p>También viajaremos a través del arte con el Bosco y su Jardín de las Delicias y de la gastronomía con un <i>taller de los sentidos</i> donde los/as estudiantes viajarán al Nuevo Mundo como lo hizo Jean de Léry.</p>	<ul style="list-style-type: none"> <li>- Análisis de un texto (Criterio A: Análisis)</li> <li>- Expresión escrita y artística: creación de un haiku con música o una pequeña historia ilustrada de tu propio <i>Jardín de las delicias</i>. (Criterios B, C &amp; D)</li> </ul> <p>(Criterio B: Organización Criterio C: Producción textos Criterio D: Uso de la lengua)</p>
Unit Name: <b>Familia, amistades y redes</b>	
Content	Assessment
<p>En esta unidad se tratará de las relaciones con otros miembros de la familia (padres-hijos/as, abuelos/as), entre amistades y en las redes sociales.</p> <p>Estudiaremos la tolerancia y la denuncia del acoso para reflexionar sobre el hecho de ser diferentes. El alumnado visionará la película <i>Little Miss Sunshine</i> y luego la analizaremos. Objetivos: analizar el poster de la peli, el tráiler y una escena. Los estudiantes darán su punto de vista justificando por qué piensan así. También leeremos <i>El Club de la Cuatro Emes</i>, de Juan Ramón Santos</p>	<ul style="list-style-type: none"> <li>- Análisis de un texto (Criterio A)</li> <li>- Expresión escrita y oral: escribir un diálogo teatral entre los miembros de una familia (Criterios B, C &amp; D)</li> </ul>



Unit Name: <b>Héroes, heroínas, heroísmo: de ayer a hoy</b>	
Content	Assessment
<p>En esta unidad los/as estudiantes :</p> <ul style="list-style-type: none"> <li>- analizarán los distintos papeles que juegan los/as personajes dentro de un texto literario en distintas épocas y distintos géneros narrativos.</li> <li>- identificarán el por qué los/as autores/as eligen a ciertos personajes con características muy definidas.</li> <li>- desarrollarán la capacidad de identificar las caracterizaciones directas e indirectas de los personajes (qué conforma un/a héroe/heroína), así como evaluar el efecto que produce en los/as lectores/as.</li> <li>- conocerán la influencia de los cambios históricos en la presentación de los personajes literarios como reflejo de la sociedad y</li> <li>- analizarán la caracterización de personajes literarios desde Virgilio (70 - 19 a. C) hasta nuestros días.</li> </ul> <p>Para todo ello será necesario profundizar formalmente en el tiempo, el espacio y el uso de la lengua en los que se desenvuelven los/as personajes.</p>	<ul style="list-style-type: none"> <li>- Análisis de los personajes (caracterización) de un fragmento narrativo. (Criterio A)</li> <li>- Expresión escrita y oral (Criterios B, C &amp; D)</li> </ul>

Unit Name: <b>Comicidad</b>	
Content	Assessment
<p>La comedia es un subgénero dramático representado a lo largo de toda la historia que en algunas épocas proliferan de manera extraordinaria por su carácter pedagógico. En esta unidad los/as estudiantes analizarán las estrategias empleadas por los/as autores/as para provocar la risa en el receptor y las ideas que subyacen en el chiste del emisor.</p> <p>Para ello analizarán la comicidad en una comedia mexicana contemporánea sobre el descubrimiento de América <i>Cristóbal Colón</i> de Vivian Blumenthal, en la que se intercalan aspectos culturales, de manera que se puede apreciar la diversidad cultural en su lengua materna, así como las similitudes culturales transmitidas a través del humor.</p>	<p>Análisis del humor en un texto (Criterio A)</p> <p>Presentación de un monólogo cómico (Criterios B, C &amp; D)</p>

## Coding (Grades 6 - 8)

<b>Unit Name: Introduction to Coding</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this coding class students are introduced to the programming language Python, which has become the most popular language in recent years.</p> <p>We will be starting the year with <a href="#">imagiCharms</a>, which are devices with a matrix of multi-colour pixels that allows the creation of patterns and even animations through Python code. As wearables, they were specifically designed to attract girls into coding, which we would like to achieve here at BIS as well. For the rest of the year there will be a variety of projects that will be chosen based on the ability, needs and wishes of the group. Such projects could include drawing patterns with turtle and programming games with pygame.</p> <p>Students will also learn some basics of Linux as they install additional libraries.</p>	<p>The students will produce an assessed journal, in which they will document their learning.</p> <p>There will be at least one project involving the imagiCharms, where students will be assessed on their Python knowledge, communication of their understanding and their creativity.</p>

<b>Unit Name: Applications in Coding</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will learn in more detail the use of functions, objects, classes and various commands used to harness the power of programming.</p> <p>Projects that students will work on will include quizzes, calculators, drawing images upon programmed instruction. Students will also gain experience in Graphical User Interfaces, creating forms and interactive dialogue boxes including images, command buttons, labels and textboxes. Using pygame, the students will create their own computer games towards the end of the year.</p>	<p>In each project, students will be assessed on their Python knowledge, communication of their understanding and their creativity.</p>

## Theatre

<b>Unit Name: Let's Get Weird</b>	
<b>Content</b>	<b>Assessment</b>
<p>To develop a positive relationship with one's voice and body is one of the most profound skill sets that a person can learn. This unit is called "Let's Get Weird" because it is a fun and interactive approach to learning voice and body awareness that will be used consistently throughout every unit of this class and in every subsequent theatre course. Here we play with the many ways students can use their voice and communicate through different types of body language. We isolate the skills and then learn how to integrate them all together. Exercises and games are designed to build class cohesion, provide a safe place to take risks, develop voice/body awareness, and teach how to string beats of action together to tell simple stories.</p>	<p>Students will work with a partner to tell a short story with a clear beginning moment, middle action, and final resolution. Each student will decide upon and document which elements of voice and body language they will emphasize in their performance in a way that allows them to effectively present their chosen character to the class audience.</p> <p><i>Arts Assessment Criteria include:</i>            A: Investigating            B: Developing            C: Creating/Performing            D: Evaluating</p>

<b>Unit Name: Yes, and...</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will learn and explore the rules and techniques of improvisation. This will be practically explored through a variety of Improvisation techniques starting from constrained acting methods to eventually having open scenes with minimal guidance. During this unit students will develop an understanding of the fundamentals of improv practice, incorporating props into performance, and establishing and using the stage space.</p> <p>Students will practice thinking in the moment then speaking extemporaneously. They will learn to maintain proximity to other actors and the audience, and they will learn to work with a variety of partners for the unique experience and perspective others hold.</p>	<p>Students will create an original improv scene based on a collaboratively established theme. Assessment will take the form of 'in class' presentations. Students will be evaluated on their ability to demonstrate the techniques of improv and to reflect upon their learning process.</p> <p><i>Arts Assessment Criteria may include:</i>            A: Investigating            B: Developing            C: Creating/Performing            D: Evaluating</p>

<b>Unit Name: Tell Me a Story</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students work in small production teams to create original dramatic scenes using the traditional story arc format. The norms of collaboration will be taught and followed for excellent group work dynamics.</p> <p>Students will complete this unit understanding story arc, how to apply it in a performance, and how to work effectively in a collaborative environment.</p> <p>Formatively, student presentations are workshopped with the rest of the class to provide an opportunity to receive feedback from others. This feedback is then to be used in group self reflection to further develop their performance skills and allow for an understanding of how their performance is received by an audience.</p> <p>This unit will be a further opportunity to develop and refine the voice and body skills learned in the first unit.</p>	<p>The assessment will take the form of an 'in class performance'. Students will be required to assess their individual progress through an interactive discussion. The process journal will be used to document artistic choices- including the elements of voice/body to be emphasized, the main story arc beats, and the creative elements to be brought into the performance. Each student will be assessed individually based on how effectively they can bring their artistic choices into the performance.</p> <p><i>Arts Assessment Criteria may include:</i></p> <p>A: Investigating  B: Developing  C: Creating/Performing  D: Evaluating</p>

<b>Unit Name: Production Presentation</b>	
<b>Content</b>	<b>Assessment</b>
<p>Theatre is way more than acting. This unit will more explicitly look at the skills related to creating, designing, directing an original theatre piece. Using an artistic intention and audience impact statement students will learn how to plan, schedule, practice, rehearse, and reflect throughout the process of going from page to stage. Students will expand upon their growing collaboration skills to brain storm ideas, apply their designs to stage the script, practice the acting on stage, fix creative ideas that do not work as planned, and present the final performance to a live audience, first formatively, for feedback from their peers, and finally for completion of the unit.</p>	<p>This unit will have assessment components that are evaluated throughout.</p> <p>Part 1- Creation and Design will look at the ability to create an original story idea that has a clear artistic intention and production designs that can bring this vision to life on stage.</p> <p>Part 2- Production development and rehearsal will be where ideas are put into motion and scripts are practiced and learned. This phase will look at how students adapt to challenges, plan rehearsal time, and work together within the provided schedule to complete all tasks.</p>

	<p>Part 3- Performance will be where students have a live performance for an audience. Formatively students will have a dress rehearsal in front of peers for feedback before the final summative performance.</p> <p><i>Arts Assessment Criteria may include:</i>  A: Investigating  B: Developing  C: Creating/Performing  D: Evaluating</p>
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<b>Unit Name: I've been framed! Intro to Film</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit provides students an introduction to the fundamental production techniques used in film. Students will bring their design, directing, and acting skills from the theatre perspective and explore how they translate in this different medium. The students will learn the fundamentals incrementally and have several formative skill building opportunities to practice these skills before a more substantial piece is created and filmed for the summative.</p>	<p>The students submit a film and planning document demonstrating their ability to adapt their creative intentions into a final product. Additionally, while each student must film a project, they must also be the actor in at least one other student's project, enabling them to practice their acting skills in the film medium. While this unit is highly collaborative and interactive each student will be assessed on their own level of completion of the task criteria.</p> <p><i>Arts Assessment Criteria include:</i>  A: Investigating  B: Developing  C: Creating/Performing  D: Evaluating</p>

## BAND

<b>Unit Name: Exploring Instrumental Technique</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will learn that through the elements of musical expression a performer can effectively communicate with an audience. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. They will consider their role and the role of others within an instrumental ensemble and gain an understanding of band music. The use of warm-ups and technique builders will be the foundation for developing aural independence and harmonic interdependence.</p>	<p><b>Assessments will include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Stylistic understanding through musical analysis</li> <li>-Solo and/or ensemble performance</li> <li>-Reflection</li> </ul> <p><b>Arts Assessment Criteria may include:</b></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating/Performing</li> <li>D: Evaluating</li> </ul>
<b>Unit Name: Performance Skills Development</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will learn how to use their instruments effectively to communicate a musical score. Samples will be used from famous movies, classical pieces, and other popular contemporary tunes to provide a variety of options for students to develop their performance voice. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. Students will combine these skills to clearly portray selected music to an audience in concerts and recitals.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> <li>-Solo/group performance</li> <li>-Audience Impact reflection</li> <li>-Action Plan</li> </ul> <p><b>Arts Assessment Criteria may include:</b></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating/Performing</li> <li>D: Evaluating</li> </ul>

<b>Unit Name: Score and Music Analysis</b>	
<b>Content</b>	<b>Assessment</b>
<p>In the third unit in Band, students will learn the processes required in preparation of a concert performance. Students will have begun to develop their instrumental presentation skills by the start of this unit. They will have a basic understanding of note reading and how musicians can most effectively use it to make a musical performance. In this unit students will work collaboratively to develop interpretive skills to a variety of choral and musical theatre pieces. These stylistic choices will be student generated based on inspiration derived from various musical styles and performance traditions. The aim of this unit will be to combine note reading, interpretation, understanding of genre, and playing into performances that may be enjoyed by the school.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> <li>-Recording/video of choreography</li> <li>-Ensemble performance</li> <li>-Scene Blocking Plan</li> </ul> <p><i>Arts Assessment Criteria may include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating/Performing</li> <li>D: Evaluating</li> </ul>

## JUNIOR SPORTS LEADERSHIP

Junior Sports Leadership (JSL) is a class that has the goal of providing students with leadership skills in the context of lectures, group projects, as well as authentic, educationally rich sport experiences. This includes the following features:

The Sports Education Model (SEM): Students will learn sports leadership skills such as effective communication, decision making, conflict resolution, knowledge about rules and regulations while playing and organizing various units of sports. SEM emphasizes student led activities giving the students the opportunity to become competent and enthusiastic leaders in each of the sports they participate in. It is within the SEM that students will assume leadership roles in teams within their assigned sport. The units will be 6 weeks in duration, which will promote in-depth understanding of the sports covered while the students concurrently develop their leadership skills. The JSL class will use a multi-activity method covering 6 different sports over the entire year. This affords the students the opportunity to learn the fundamental skills of each sport and provides the students time to practice their leadership skills.

In class theory presentation. The in-class portion of JSL will involve lectures and activities on the theories of leadership with a focus on practical application. Toward that end, students will undertake activities where they will be able to demonstrate their knowledge of what makes a good leader.

Considering the many aspects of this class, there are various ways in which JSL will enhance students' leadership knowledge and well being.

The students will be graded in two elements for each unit described below. Units covered may include: Volleyball, Floor hockey, Football, Turbo Touch Rugby, Basketball, and Handball.

Grading:

**Element One:** Will be applied to all of the units/sports

30% of the student's grade will be based on their participation in the unit sport including how well the student assumed a leadership role in the unit sport as well as the following aspects: appropriate behavior, being prepared for class, teamwork, effective communication skills, effort, and sportsmanship, evidenced through their participation. Sports skill levels in the units will not be assessed. Additionally, 20% of their grade will be based on quizzes focusing on the sport's rules and drills.

**Element Two:** 40% of the student's grade will be based on two written assignments intended to allow the student to demonstrate their practical knowledge of leadership theories.

**Element Three:** 30% Quizzes regarding leadership theories, rules and regulations in the sports covered over the year.



## WELLNESS, BODY, AND MIND

<b>Unit Name: Running for our Body and Mind</b>	
<b>Content</b>	<b>Assessment</b>
The WBM running unit focuses on developing both physical fitness and mental resilience. Students engage in various running activities, including sprints, long-distance runs, and relays, to build cardiovascular endurance and muscle strength. The program emphasizes goal-setting, pacing, and proper running techniques. Mindfulness exercises and positive self-talk are integrated to enhance mental stamina and reduce stress. Students track their progress and reflect on their personal achievements. The unit fosters teamwork, discipline, and a growth mindset, encouraging students to persevere through challenges and celebrate their improvements, both individually and as a group.	Knowing and Understanding  Reflecting on Performance

<b>Unit Name: Sport-specific Training</b>	
<b>Content</b>	<b>Assessment</b>
The WBM sport-specific training unit emphasizes goal setting to enhance skills in a chosen sport, such as basketball, soccer, or volleyball. Students begin by identifying personal and team goals, focusing on measurable and attainable objectives. The unit includes drills, scrimmages, and skill-building exercises tailored to the sport, promoting both physical development and strategic understanding. Regular progress assessments help students stay on track and adjust their goals as needed. Emphasis is placed on teamwork, communication, and resilience, fostering a supportive environment. This approach not only improves athletic performance but also teaches valuable life skills in goal setting and perseverance.	Planning for Performance  Performance

<b>Unit Name: Functional Training</b>	
<b>Content</b>	<b>Assessment</b>
The WBM unit on functional training through strength and conditioning focuses on planning for performance and developing a deep understanding of fitness principles. Students learn to create personalized workout plans that include exercises for strength, flexibility, and endurance, tailored to their individual fitness goals. The curriculum covers key concepts such as muscle groups, proper form, injury prevention, and the importance of rest and recovery. Emphasis is placed on understanding how each exercise benefits the body and enhances performance in everyday activities and sports. This unit aims to build a foundation of knowledge and skills for lifelong physical fitness and well-being.	Knowing and Understanding  Planning for Performance

<b>Unit Name: Physical Activity for Mood</b>	
<b>Content</b>	<b>Assessment</b>
<p>The middle school PE physical activity for mood unit focuses on how exercise impacts emotional well-being, emphasizing reflection. Students participate in various activities like yoga, dance, and aerobic exercises designed to elevate mood and reduce stress. After each session, they engage in reflective practices, such as journaling or group discussions, to explore the connection between physical activity and their emotional states. The unit teaches mindfulness and self-awareness, encouraging students to recognize how movement influences their mood. This holistic approach aims to foster a lifelong appreciation for physical activity as a tool for managing emotions and enhancing overall mental health.</p>	<p>Performance</p> <p>Reflecting on Performance</p>