

*Grade 7*

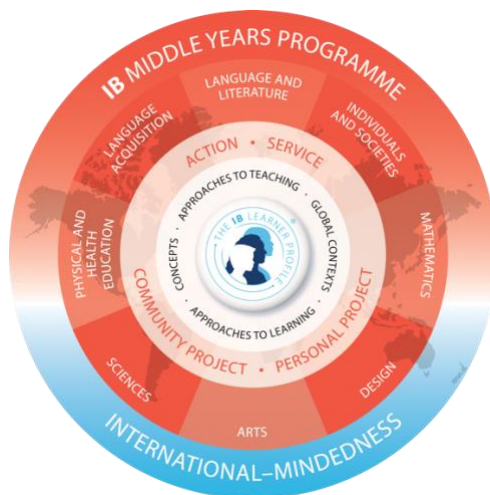
# Curriculum Guide

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## 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.

<b>Subject Groups</b>	<b>Individual Subjects</b>	<b>Lessons per 2 week cycle</b>
<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 Arts, 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 nature of the knowledge, skills and understandings under evaluation. [L] [SEP]

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. [L] [SEP]

Teachers use the MYP command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. [L] [SEP] 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 the assessment date. The 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 <sup>[L]</sup><sub>[SEP]</sub>

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.

<b>Grade</b>	<b>Boundary guidelines</b>	<b>Descriptor</b>
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: 1. Factual Fiction</b>	
<b>Content</b>	<b>Assessment</b>
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. Students will read multiple historical fiction texts about a particular topic in history and compare the events to actual historical facts through research through following the BIS Research Process with the guidance of the Media Center. Students will inquire into the effectiveness of using historical fiction as a tool to learn truth about historical events. They will practice fact checking and the idea of using reliable sources to check what they know. In addition to this content, there will be focus on spelling, grammar, punctuation, sentence structure, and writing skills.</p>	<p>Newspaper Report Poster</p> <p>Criteria A, C</p>
<b>Unit Name: 2. Class and Identity</b>	
<b>Content</b>	<b>Assessment</b>
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. Students will explore the concept of social classes. They will explore characteristics that come along with social classes in regards, to socio-economic status, education, appearance, opportunities and stereotypes. We will look at these concepts through the reading of fictional texts and look at non-fiction texts related to these topics. All of these readings will help students to consider the world around them for themselves and for others. In addition to this content, there will be focus on spelling, grammar, punctuation, sentence structure, and writing skills.</p>	<p>(RAFT) Role Audience Format Topic piece of writing</p> <p>Criteria B, C, D</p>

**Unit Name: 3. Colonialism and Racism**

<b>Content</b>	<b>Assessment</b>
<p>This is a broad conceptual unit in which students will be studying a variety of literary and linguistic forms of communication about colonialism in Australia and the harsh treatment of the Aboriginals. Students will look at different media forms and discuss how they communicate and the effectiveness of that particular media type. Students will explore how to best express ideas about a particular message. The concept and origins of racism, as well as its changes through time will be analyzed as part of this unit. In addition to this content, there will be focus on spelling, grammar, punctuation, sentence structure, and writing skills.</p>	<p>Students will write an in class analytical essay comparing and contrasting the book, <i>Follow the Rabbit Proof Fence</i> and the movie, <i>Rabbit Proof Fence</i>. Criteria A, B</p>

## LANGUAGE AND LITERATURE: German

<b>Unit Name: Kritik in Fabeln und im Drama (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 Weimarer Klassik 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>Essay (Criteria A, B&amp;D)</p>
<b>Unit Name: Traumatische Erlebnisse in der Literatur (Der gelbe Vogel/Der Sandmann)</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" 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</p>	<p>Oral presentation (Criteria C&amp;D)</p>

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.	Essay (Criteria A, B&D)
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**Unit Name: Sprache im Kontext**

<b>Content</b>	<b>Assessment</b>
<p>Die SuS sollen in dieser Einheit einen literarischen Primärtext als Ausgangspunkt für eigene Textproduktion nutzen. Anhand eines Auszugs aus dem Jugendroman Crazy (Lebert) wird eine Situation kreiert, in der die SuS unterschiedliche Textsorten kennenlernen und verfassen sollen. Dazu gehören E-Mail, Rede, SMS, 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>Creative Writing (Criteria B, C&amp;D)</p>

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<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>Oral presentati on (Criterion D)</p>

## LANGUAGE ACQUISITION: English

### LANGUAGE ACQUISITION: English (Phases 1 and 2)

<b>Unit Name: Cultural Identity and Celebrations</b>	
<b>Content</b>	<b>Assessment</b>
<p>The <b>CULTURAL IDENTITY and CELEBRATIONS</b> unit will enable students to develop their understanding of how culture and heritage, in the family, in the community and internationally, establish who we are. Students will discuss the similarities and differences, both material and non-material, between aspects of culture using a variety of methods to collect information such as discussion, research, books and online resources. Students will also explore aspects of identity through literary passages of assorted kinds.</p> <p>Students will also engage in writing texts to portray both their identity and aspects of their culture. They will deepen their knowledge of cultural significance including studying some of the following: rituals, governance, housing, language, clothing, pop culture, fairy tales, and celebrations.</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: Global Issues: What's Going On In the World?</b>	
<b>Content</b>	<b>Assessment</b>
<p>In the <b>GLOBAL ISSUES: WHAT'S GOING ON IN THE WORLD</b> unit, students will begin to explore some of the issues that affect their lives in the world around them. Students will look at and read websites, news sources, and other news media to research the latest events. This unit will present the opportunity to make connections to their life here in Germany and to the events occurring in their home country. Further, students will perform written and spoken tasks that will show their understanding and language usage.</p> <p>This unit will include factual writing, grammar elements, and learning and improving research skills.</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: Poverty: How Can We Help?</b>	
<b>Content</b>	<b>Assessment</b>
<p>In the unit <b>POVERTY</b>, the students will explore how poverty is prevalent throughout the world and how it is relevant to everyone. Using the UN Sustainability Goal #1, "No Poverty", students will access information about a given country and how poverty affects that location. Through written work and class discussions, students will begin to understand how language allows us to articulate similarities and differences, and communicate crucial information. Students will further their thinking to include word meaning (both written and spoken) and how empathy is necessary in many situations. Students will view written texts as well as video clips and discuss in writing their findings on given topics.</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: Novel Study: Oliver Twist</b>
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Content	Assessment
<p>The unit <b>NOVEL STUDY: OLIVER TWIST</b> will allow students to make connections to the poverty unit, and to begin learning literary devices such as theme, character development, setting, etc. Students will read an illustrated, abridged version of Charles Dickens’s classic novel, “Oliver Twist”. Students will also read other excerpts from literature, to begin comparing and contrasting characters, settings, etc. Vocabulary development, reading, and discussing skills, will be emphasized.</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:  1. Reading Assessment  2. Listening Assessment  3. Oral Assessment  4. Written Assessment

<b>Unit Name: CRITICAL LENS</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students will use a critical lens to analyze 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:  1. Reading Assessment  2. Listening Assessment  3. Oral Assessment  4. Written Assessment

<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>
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<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 analyze 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 analyzing 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, French & 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>	
<p>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.</p>	<p>Speaking (Crit. C)  Reading (Crit. B)</p>
<b>Unit 2: Mein Alltag</b>	
<b>Content</b>	<b>Assessment</b>
<p>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>”.</p>	<p>Listening (Crit. A)  Writing (Crit. D)</p>

<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>
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.	Listening Comprehension (Criterion A) and Oral Task (Criterion C)
<b>Unit 2: Was ist passiert? (Phase 2a)</b>	
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.	Reading Comprehension (Criterion B) and Writing Task (Criterion D)
<b>Unit 3: Musik (Phase 2a)</b>	
This unit will cover the topic of "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 previous units (present perfect and comparative forms) in a new context and will learn how to use modal verbs ( <i>dürfen</i> , <i>müssen</i> , <i>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	Reading Comprehension (Criterion B) and Writing Task (Criterion D)

the movie <i>Die Kinder des Monsieur Mathieu</i> . Some of the tasks will be based on the events of the film.	
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<b>Unit 4: Wir verreisen (Phase 2a)</b>	
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In this unit, the students will get to know different holiday destinations in Germany. We focus on the region of Northrhine-Westphalia, but in a short presentation the students will also present other parts of Germany and what is of interest there. Preparing this presentation with a partner, the students have to do research on that region and then talk about what they found out using language that all the other students of the class will understand. Students can either use a PowerPoint presentation or design a poster. Students will practise their reading skills by doing research and they have to select relevant information.	Oral Task (Criterion C) and Listening Comprehension (Criterion A)
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<b>Unit 1: Die Sommerferien (Phase 2b)</b>	
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Content	Assessment
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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)
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<b>Unit 2: Deutschland und die Deutschen (Phase 2b)</b>	
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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)
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<b>Unit 3: Unsere Umwelt (Phase 2b)</b>	
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<p>In this unit, students consider a range of aspects of the environment in which they live. They begin by talking about the immediate area where they live and the means of transport by which they get around it. This leads to comparing different areas and weighing up the advantages and disadvantages of different modes of transportation. They consider the environmental aspects of travel and of other activities in their daily lives, then widen their view to look at global environmental issues on a basic level and finish by investigating exactly what they themselves can do to make a difference. They also consider the fact that their "environment" is not just physical but also virtual, considering the different ways in which they communicate with others and the consequences of the modern, digital environment in which they live. Finally, they compare their media usage with that of previous generations.</p>	<p>Listening Comprehension (Crit. A); Reading Comprehension Task (Crit. B); Oral Assessment (Crit. C)</p>
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<p><b>Unit 4: Erinnerungen (Phase 2b)</b></p>	
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<p>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.</p>	<p>Listening Comprehension (Crit. A); Written Task (Crit. D)</p>
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## LANGUAGE ACQUISITION: German (Phase 3)

<b>Unit Name: Eine Reise durch Deutschland</b>	
<b>Content</b>	<b>Assessment</b>
<p>The students will learn to understand the meaning of culture and that culture is always dynamic and organic.</p> <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 practice (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 practice to correctly research, cite and structure information.</p>	<p>Reading comprehension (Crit. B), Speaking Assessment (Crit. C)</p>
<b>Unit Name: Alle(s) inklusiv: Wie kommunizieren behinderte Menschen heute?</b>	
<b>Content</b>	<b>Assessment</b>
<p>The focus of this unit lies on getting in touch with the subject "disabilities and handicapped people" and how technological tools can help them to be integrated in our society.</p> <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 'Sternensinger' 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 Assessment (Crit. A), Writing Assessment (Crit. D)</p>

<b>Unit Name: 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>Listening Assessment (Crit. A) and Writing Assessment (Crit. D)</p>
<b>Unit Name: Wer oder was ist mir wichtig?</b>	
<b>Content</b>	<b>Assessment</b>
<p>What is an acceptable language code used in authentic conflicts or discussions?</p> <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 Comprehension (Crit. B), Speaking Assessment (Crit. C)</p>

## LANGUAGE ACQUISITION – German (Phase 4)

<b>Unit 1: Fantasy</b>	
<b>Content</b>	<b>Assessment</b>
<p>Reading a fictional text is the topic of this unit. Students will learn how to understand and read a novel in a foreign language. They will summarise the content in writing and research on the topics: animals, environment, friendship and identity. Learning and using new vocabulary in unfamiliar languages is another focus of this unit.</p> <p>Grammar topics will be the use of tenses and imperative forms. Students will analyse stylistic devices of texts and the use of conventions in different text types such as email, review, summary/written account, letter and diary entry.</p>	<p>Writing task (Crit. D), Oral task (Crit.C), Listening Comprehension (Crit.A)</p>
<b>Unit 2: Sport</b>	
<b>Content</b>	<b>Assessment</b>
<p>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 other 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.</p>	<p>Reading comprehension (Crit.B), Listening Comprehension (Crit.A)</p>
<b>Unit 3: Das Mittelalter in Deutschland</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will read the novel "Oskar und die verschwundenen Kinder" by Claudia Frieser. The topic is a journey into the town of Nuremberg in the Middle age.</p> <p>In this unit students will develop their research strategies and use newspaper articles, scientific articles, TV news and live reports in order to become familiar with life in the middle age. They will learn new vocabulary words which will enable them to discuss the topic and compare life in the middle age to our life. In role plays they will reproduce different situations of the novel. Creative tasks like writing a diary extract and a letter will help students to use stylistic devices and to study their effect on the audience. The grammar</p>	<p>Writing task (Crit. D), Oral task (Crit.C), Listening Comprehension (Crit.A)</p>

<p>studied will be the ending of nouns and the use of prepositions. Describing and analysing the cover of a book will also be a focus of this unit.</p>	
<b>Unit 4: Schüleraustausch</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit students will choose famous buildings and stories about Bonn and create a travel guide for students at another school. They will create brochures, investigate places of interest in Bonn and go on a walk where they will create a video to present Bonn. In exchange they will receive brochures and videos about another city from students there. After taking a look at methods of visualisation and analysing the effect of different kinds of visuals, we will also look briefly at topics such as “manipulation” and the “ethics” of visual media. The grammar we study will be a summary of all grammar studied so far, focusing on the students’ specific needs &amp; weak points.</p>	<p>Reading comprehension (Crit.B), Writing (Crit. D)</p>

## 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>
In this introductory unit, 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>
Following on from the introductory unit, 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>
<p>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.</p>	<p>Oral task (Crit. C)</p>

## MATHEMATICS

<b>Unit Name: Number</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will learn how to work with a variety of different number types, including understanding of place value, converting between fractions, decimals and percentages, finding percentages of amounts, percentage composition, percentage increase and decrease, applications of percentages to real life situations such as commission, interest and reverse percentages (which is considered extension work). Students will understand how to use ratio and rates to solve a variety of problems, including the use of equivalent ratios and dividing quantities in a given ratio. Students will understand how to interpret and create scale drawings in a variety of contexts and with a variety of different scales.</p>	<p>Multiplication Investigation (Criterion B and C), Ratio and Proportion investigation (Criteria C and D) Written test (Criterion A)</p>
<b>Unit Name: Algebra</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will be encouraged to see and understand the strong relationship between work with numbers and work with algebra. They will be able to confidently carry out the following: Use the four operations with pronumerals, simplify expressions, use algebra notation to summarize a worded problem, use index notation with pronumerals, use brackets (both one and two bracket problems) and factorize simple expressions. Students will be able to use operations with simple algebraic fractions, solve linear equations, including variable on both sides, solve linear equations involving brackets, understand the need for formulae, creating them from a variety of contexts and use them, graph and solve inequalities.</p>	<p>Algebra Test (Criterion A)</p>

<b>Unit Name: Graphs</b>	
<b>Content</b>	<b>Assessment</b>
Students will learn how to plot coordinates in each of the four quadrants. They will learn how to calculate coordinates given an equation (this will involve positive and negative numbers, including fractions and decimals). Students will discover how to find the gradient and intercept for any straight line, generally in the form $y = mx + c$ ). Also, students will learn how to use graphs to represent a variety of different forms of data, including deciding which form of representation best suits a data set; Students will learn how to draw and read travel graphs; Finally, students will investigate the misuse of graphs.	Investigation (Criteria C and D) Written test (Criterion A)

<b>Unit Name: Geometry</b>	
<b>Content</b>	<b>Assessment</b>
Students will learn how to identify and name angles formed by the intersection of straight lines, including those related to transversals on sets of parallel lines, and make use of the relationships between them; these will include adjacent angles, angles at a point and vertically opposite angles. Students will be expected to learn the names of these and apply the rules to more complex situations. Following this, students will learn how to classify, construct and determine the properties of triangles and quadrilaterals. For example, students will be expected to know the angle sum of a triangle and quadrilateral and the special cases that arise from isosceles and equilateral triangles. The unit will conclude with a look at more complicated problems.	Geometry Test (Criterion A), Investigation (Criteria B)

<b>Unit Name: Statistics and Probability</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will learn how to construct, read and interpret a variety of different graphs, tables, charts representing statistical information from real life contexts. Students will learn how to collect statistical data using either a census or a sample (avoiding bias), and analyze data using measures of central location, spread and range. Students will learn how to represent data in a variety of ways, including grouping data, dot plots, scatter graphs and stem-and-leaf diagrams. Students will also be taught how to extract data from these diagrams. Students will be able to solve probability problems involving simple events; for example determining the probabilities when rolling dice or drawing cards from a standard pack.</p>	<p>Data investigation (Criteria C and D)</p> <p>Probability and Data written test (Criteria A)</p> <p>End of year assessment (Criterion A)</p>

## SCIENCES

<b>Unit Name: What's in the food we eat?</b>	
<b>Content</b>	<b>Assessment</b>
<p>The food we choose to eat undergoes transformation in our bodies which has consequences for our personal health. Students will develop an appreciation for the roles of nutrients in a healthy diet and the need for eating diverse foods (= balanced diet). They will gain insight into the roles of carbohydrates, protein, fats as well as water, vitamins and minerals as constituents of food. There are implications to human health as a result of dietary choice.</p> <p>Students will apply their knowledge of nutrients to the processes in digestion.</p>	<p>Test (Criterion A), Nutrient research project (Criterion D)</p>

<b>Unit Name: Sports and Science</b>	
<b>Content</b>	<b>Assessment</b>
<p>Scientific innovations in sport are based on relationships between energy use and application of forces during movement. Students will investigate the link between sports and science. Specifically, students will learn to identify different forces: push, pull, pressure, friction and gravity, before practicing skills related to measuring forces and estimating the amount of force used. Students will apply their knowledge of forces to sports with respect to streamlining, aerodynamics and reducing friction in sporting equipment and technique. They will develop an understanding of levers in human anatomy and with respect to sporting equipment. They will describe how sports equipment is changing with changes in science and technology.</p> <p>Research and discussion to build awareness of the ethical implications of drugs and their use to enhance sporting performance concludes the unit.</p>	<p>Investigation involving friction or levers in sport. (Criteria B/C), Formal debate (Criterion A)</p>

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<b>Unit Name: Water, water everywhere</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will acquire scientific knowledge and develop skills while investigating the properties of water. These include transparency, density, surface tension, polarity, solvent properties, heat capacity and exploring different water states. The role of these properties to life on Earth will become clear as the water cycle is analyzed.</p> <p>The students will investigate how human actions are damaging the quality and availability of water worldwide as well as the scientific innovations to protect and recover a supply of clean water.</p> <p>This will involve the construction of filtration devices both practically in the lab, and theoretically for an individually chosen location on Earth.</p>	<p>Test (Criterion A), Research project on water as a resource (Criterion D)</p>

<b>Unit Name: What is Energy?</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will develop their understanding of the connection between matter, energy and the existence of energy in different forms. Initially, students will focus on kinetic, gravitational potential, chemical, electrical and thermal (radiation/convection/conduction) forms of energy. They will understand that energy is transferred from one form to another and is never created or destroyed. Students will take this concept further to understand that useful changes usually involve energy transfers and transformations and that in these transactions, energy may go to waste. <i>Sankey diagrams</i> are interpreted and constructed.</p> <p>Students will handle and test various machines and devices, analyzing the flow and transformation of energy.</p> <p>Renewable energy resources including wind, waves, running water, sunlight, biomass and some geothermal sources will be introduced with respect to generation of electricity.</p>	<p>Test (Criterion A), Investigation on the effect of pH of electrolyte on electricity production in batteries (Criteria B&amp;C)</p>

## INDIVIDUALS AND SOCIETIES

<b>Unit Name: 1. What do people believe in? (Systems)</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, we explore the beliefs of the major world religions (Buddhism, Islam, Hinduism, Judaism and Christianity), learn about indigenous belief (including animism) with specific examples, and how belief can affect people's identity and actions. What does it mean to be an atheist, an agnostic or a positive humanist? We explore sacred stories and develop an understanding of key ideas, symbols, and significant leaders. We explore similarities and differences in the various forms of belief (and non-belief) Together, we aim to find ways to promote listening, open-mindedness, discussion and tolerance (hopefully even acceptance) of people who may have beliefs that differ from our own.	<p>Team Presentation on a particular religion (Criteria A, B &amp; C).</p> <p>Essay on what belief means to the student.</p> <p>(Criteria A, C &amp; D)</p>

<b>Unit Name: 2. Why are natural environments important to individuals and societies? (Systems)</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students will find out about different environments in the world and how they can be seen as a system. Students will have the opportunity to explore examples of the human impact on environments with case studies of grassland and rainforest biomes. In terms of service as action, students will have the opportunity to take action by promoting sustainable development both in local and in a global context.	<p>Students conduct an individual research project and produce a 3-4 page magazine article on a natural environment that interests them; content is compiled in a whole class edition (Criterion A, B and C).</p> <p>Test (Criterion A)</p>

<b>Unit Name: 3. Natural Hazards</b>	
<b>Content</b>	<b>Assessment</b>



<p>Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them. As a class, we will be looking at how the Earth is structured and the causes of volcanoes and earthquakes. We will also investigate the different ways in which societies can respond to natural hazards and how disasters affect the identities of societies.</p>	<p>In groups, students will make a short video on a natural disaster. Criteria (A, B &amp; C)</p>
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<b>Unit Name: 4. What is culture? (Time, place and space)</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will find out about culture and the different ways it can be expressed. We will explore different examples of cultural identity and the role of cultural identity in different societies, and explore timely topics from multiculturalism to distinguishing cultural appreciation from cultural appropriation. We will take action and seek opportunities to protect and preserve cultural traditions.</p>	<p>Students complete a discussion and reflection (600 words) on a timely topic relating to our culture unit (Criterion D).</p>

## 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 7 curriculum. These units are not assessed through summative methods, but focus on emotional growth and development through formative forms of assessment. Units covered and integrated throughout the year include: Self management, global dignity, digital citizenship, comprehensive sexuality education, stress and anxiety, drugs education, and careers education. Due to possible covid restrictions the unit order may be adapted and specific units themselves also adjusted.

#### 1. Unit Name: Invasion Games

Content	Assessment
Within this unit, students are refreshed on the concepts of invasion games through a range of games. They will then focus on and participate in the two invasion games of basketball and indoor floor hockey. Students will learn skills and techniques for these sports as well as explore the concepts of team dynamics to attack an opponent's territory. Offensive and defensive play will be explored and the concept of communication will continue to be developed through team meetings and discussions. Students will need to apply information such as the rules of the games to perform effectively in these sports.	Invasion games performance & knowledge and understanding of invasion games rules and concepts  (Criterion A & C)

#### 2. Unit Name: Fitness – Muscular Endurance and Anatomy

Content	Assessment
Within this unit, students will participate in developing goals centered around muscular endurance, identify the bones and muscles involved in the movement, and choose a fitness test to measure progress. They will then create a circuit/plan to work towards their goal, before retesting and reflecting on the process. Through this students will learn about training principles, Methods (type of training) and other components of fitness. Students will also learn about interpersonal skills (IP) and will practice relevant strategies for a chosen IP skill which they will then reflect on.	Planning for performance and reflection  (Criterion B and Criterion D)

<b>3. Unit Name - Creative Movement</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will create, plan, apply and perform a movement performance of their choice that involves an object. Elements of dance/movement 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. Students will continue to learn about interpersonal skills (IP) and will practice relevant strategies for a chosen IP skill which they will then reflect on.</p>	<p>Dance routine plan, performance &amp; reflection  (Criteria B &amp; D)</p>

<b>5. Unit Name: Net/ Wall Games</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will participate in small sided activities and games such as volleyball, badminton, and pickleball using modified court dimensions. They will apply and recall a range of skills (setting, digging, and serving), strategies (hitting the ball in open spaces), and movement concepts. The students will learn both verbal and nonverbal communication skills in order to perform more effectively within a team. Students will also choose a skill from their chosen sport and analyse their technique vs the ideal.</p>	<p>Net / Wall performance  (Criterion A &amp; C)</p>

**6. Unit Name: Interpersonal Skills through Game Play**

<b>Content</b>	<b>Assessment</b>
<p>Students will develop their interpersonal skills such as communication, decision making, and leadership while playing various ball games such as dodgeball, benchball, and castleball. At the beginning of the unit, the students will set goals on 2 interpersonal skills that they would like to achieve, and three strategies per goal. The first goal will be based on an individual goal and the second goal will be based on a team goal. The students will participate in various games in small teams (4-5) and will learn how to use various strategies that may help their teams chances to succeed. Before each class the students will review their strategies and adjust if needed.</p>	<p>Setting Goals and strategies relating to interpersonal skills  (Criterion D)</p>

## DESIGN

<b>Unit Name: Making Time</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will investigate various tools and techniques for creating and decorating simple structures from wooden and other materials, and using these structures as the basis for a clock. The focus in this unit is on learning to use a variety of hand tools and power tools in a safe and responsible manner. Each student will select a client and describe the needs of that client: the product will be focussed on satisfying these needs in addition to other parameters defined by the teacher. Details will be adjusted to meet changing Covid restrictions.</p>	<p>Formative assessment will be provided throughout the project to assess the safe working skills of each student and the feasibility of each design.</p> <p>Summative assessment</p> <ul style="list-style-type: none"> <li>● Criterion A- Inquiry: Background research</li> <li>● Criterion B- Developing Ideas: Planning and design</li> <li>● Criterion C- Creation: Making the solution</li> <li>● Criterion D- Evaluation: Analysing the success of the solution</li> </ul>
<b>Unit Name: Stop Motion</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this digital design unit, students will be creating a short video using the process called stop-motion animation. Students will develop short stories or narratives exploring characters created using a variety of materials and methods. They will learn the importance of storyboarding, frame rates, lighting, and audio. As a context for their work students will develop their narratives based on specific subjects that are yet to be defined. Depending on the availability of teachers, this unit may be adapted.</p>	<p>Formative assessment will be provided throughout the project to assess the feasibility of each design.</p> <p>Summative assessment</p> <ul style="list-style-type: none"> <li>● Criterion A- Inquiry: Background research</li> <li>● Criterion B- Developing Ideas: Planning and design</li> <li>● Criterion C- Creation: Making the solution</li> <li>● Criterion D- Evaluation: Analysing the success of the solution</li> </ul>

<b>Unit Name: Mechanical Toys</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will explore, design, and create a mechanical system by developing an understanding of how an input to a process can produce a desired output. Students will demonstrate inventive thinking and precise making skills to create a solution to the design problem. This unit extends the students' design drawing and planning skills, and introduces new tools, processes, and materials. Details will be adjusted to meet changing Covid restrictions.</p>	<p>Formative assessment will be provided throughout the project to assess the safe working skills of each student and the feasibility of each design.</p> <p>Summative assessment</p> <ul style="list-style-type: none"> <li>● Criterion A- Inquiry: Background research</li> <li>● Criterion B- Developing Ideas: Planning and design</li> <li>● Criterion C- Creation: Making the solution</li> <li>● Criterion D- Evaluation: Analysing the success of the solution</li> </ul>
<b>Unit Name: Picture Taking and Editing</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students explore picture taking and editing tools on the iPad. Design depends heavily on photography to communicate ideas, and the iPad is a useful tool to help achieve this. Students learn how to adjust the light exposure, color vibrancy, contrast and saturation, crop, rotate, add filters, and more. Students will be able to manipulate editing tools to enhance the visual language and beauty of an image, and to help communicate their product to a client.</p>	<p>Formative assessment will be provided throughout the project to assess the safe working skills of each student and the feasibility of each design.</p> <p>Summative assessment</p> <ul style="list-style-type: none"> <li>● Criterion A- Inquiry: Background research</li> <li>● Criterion B- Developing Ideas: Planning and design</li> <li>● Criterion C- Creation: Making the solution</li> <li>● Criterion D- Evaluation: Analysing the success of the solution</li> </ul>

## ARTS – Music

<b>Unit Name: Study of Tonality- Night music - programme music</b>	
<b>Content</b>	<b>Assessment</b>
<p>The first unit in Grade 7 is about programme music and how composers have used musical elements and devices to explore the themes of night music. This unit will inquire into creating and performing music in the style of nocturnes. Students will gain an understanding of musical techniques to create atmosphere and will be able to use these techniques in their future music making. The unit will cover the following musical elements: lyrical melody in minor keys, broken-chord accompaniment, , drone/pedal notes, note clusters, motifs and layering of sound. Students will listen to different musical extracts and identify how the musical elements are used expressively. They will also be able to recognize devices used by composers to create the atmosphere of night and discuss similarities and differences in compositions.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> <li>-written music/minor keys</li> <li>-Presentation</li> <li>- Process journal</li> </ul> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating</li> <li>D: Evaluating</li> </ul>

<b>Unit Name: Ensemble Playing skills</b>	
<b>Content</b>	<b>Assessment</b>
<p>The second unit is ensemble playing skills in which students learn that understanding form and structure, actively listening to others and communicating are essential for performing in an instrumental ensemble. This unit will inquire into musical systems such as major/minor scales and triads. Students recognize key signatures, tempo marking, dynamic marking, articulation (legato/staccato) and learn how to play minor scales, as practical application from Unit 1, with growing expression and in various rhythms. This unit will cover more detailed playing skills: creating phrases, sound control, playing with enhanced intonation, developing dynamic skills, expressing feelings and communicating these to an audience. Students will learn about effective practice routines, such as 'Warm-up' techniques and gain an</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> <li>-Minor scale presentation</li> <li>-Performance assessment piece</li> <li>-Reflection</li> <li>-Process journal</li> </ul> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating</li> <li>D: Evaluating</li> </ul>

understanding of time management to further develop their instrumental playing skills.	
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<b>Unit Name: Music Theory Exploration</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit in Grade 7 is an ongoing yearly unit with the focus on music theory. Musicians use systems and structures in music theory practice to effectively communicate and create music. As well as internal assessments, 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 recognized qualification in the music world. The students will learn extended note reading using ledger lines, key signatures of minor keys and learn to write more complicated four bar rhythms using triplets. The unit will enable the students to improve their playing of an instrument by understanding the music notation necessary to develop their musical knowledge.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> <li>-major and minor keys, ledger line note reading, intervals, grouping notes, rests and composing rhythms with triplets.</li> </ul> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating</li> <li>D: Evaluating</li> </ul>

<b>Unit Name: Music appreciation - Film music</b>	
<b>Content</b>	<b>Assessment</b>
<p>The fourth unit in Grade 7 is film music in which the students learn how music can enhance the visual imagery and dramatic impact of film. The unit inquires into how composers combine the elements of music in order to create effective film music. The students will be able to recognize and investigate different character motifs in film music. They will learn to communicate ideas using an expressive and musical vocabulary to justify their opinions. This unit covers: the history of film music and identifying some of the techniques used in</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> <li>-Composition</li> <li>-Presentation</li> <li>- Process journal</li> </ul>



<p>film music. The students will learn how music can be used to convey a sense of place, time, action or atmosphere and they will compose music to describe a chosen scene.</p>	<p><i>Arts Assessment</i> <i>Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>
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## ARTS – Visual Arts

<b>Unit Name: Sculpture and Movement</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will collaborate in pairs to create a 3D sculpture exploring visual or actual movement. Inspired by the work of Alexander Calder, the visual arts cycle will be used to apply knowledge of the artist to students' own designs. After completing research on the artist and drawing exercises in abstract forms, students will create a series of sketches which will be refined and finally combined into a final design. Using recycled materials, students will consider stability and balance and elements such as line, shape and colour to build a standing or hanging sculpture. Written responses showing growing knowledge and use of visual arts terminology will also form part of the assessment for this unit. ATL focus will be collaboration and consideration of how this can be used in order to complete the task successfully.</p>	<p>Students will be assessed through the following:</p> <p>Research            Planning            Analysis            Final artwork</p> <p><i>Arts Assessment Criteria include:</i>            A: Investigating            B: Developing            C: Creating            D: Evaluating</p>

<b>Unit Name: Healthy Snack</b>	
<b>Content</b>	<b>Assessment</b>
<p>The aim of this unit is to expose students to a structured drawing technique using the grid method. They will develop realistic drawing skills and demonstrate compositional understanding, as well as communicate ideas about healthy nutrition. They will first complete a series of observational drawing exercises of natural forms. Students will use their own photographs as reference for the final artwork, composed of an image of a healthy snack. Written responses demonstrating growing visual literacy will be part of the assessment for this unit. The ATL focus for this unit will be self-management as students develop skills in planning, as well as their technical skills.</p>	<p>Students will be assessed through the following:</p> <p>Research            Planning            Analysis            Final artwork</p> <p><i>Arts Assessment Criteria include:</i>            A: Investigating            B: Developing            C: Creating</p>

	D: Evaluating
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<b>Unit Name: The Journey...A Folding Book</b>	
<b>Content</b>	<b>Assessment</b>
<p>The aim of this unit is to introduce students to the possibilities of mixed media including drawing, collage, painting, digital imagery, text and printed elements within the context of book arts. Students will create a 'visual journey' in the form of a folding book in a choice of different formats. Conceptually, their 'book' might recall a real journey, imagined, or be inspired by their specific interests. Principles of design such as rhythm, repetition and unity will be applied, and students will develop clear artistic intentions and planning work in the sketchbooks before completing the final artwork. Artist books and altered books will provide stimulus for exploration. The ATL focus will be self-management for this unit to meet deadlines as the project unfolds.</p>	<p>Students will be assessed through the following:</p> <p>Research            Planning            Analysis            Final artwork</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Investigating            B: Developing            C: Creating            D: Evaluating</p>

<b>Unit Name: Printmaking - A 21st century Ukiyo-e</b>	
<b>Content</b>	<b>Assessment</b>
<p>The principal aim of this unit is to expose students to two techniques of printmaking, while studying Japanese Ukiyo-e artists. Students will investigate how prints were used to communicate everyday life at the time. Using Japanese ukiyo-e prints as visual reference, students will design a 21st century ukiyo-e style self-portrait. They will develop technical skills by creating a lino print.</p> <p>Responding in writing to their own work and the work of others will be included at the end of the unit. This unit's ATL will focus on communication, of their ideas, and with their peers in this challenging process.</p>	<p>Students will be assessed through the following:</p> <p>Research            Planning            Analysis            Final print</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Investigating            B: Developing            C: Creating            D: Evaluating</p>

## OPTIONS

## LANGUAGE AND LITERATURE: French

<b>Unit name: La fiction pour interroger le réel</b>	
<b>Content</b>	<b>Assessment</b>
<p>Le goût pour les personnages mystérieux en littérature : comment un auteur rend-il un personnage de roman ou de nouvelle mystérieux et nous donne-t-il envie d'en savoir plus sur lui ?</p> <p>Découverte de récits réalistes et fantastiques à travers Maupassant, Balzac, Hugo, Flaubert, Kessel, Le Clézio, Modiano, Maurois, Mérimée.</p> <p>Notions : le schéma narratif, l'art du portrait et du suspense, les éléments du genre fantastique, les points de vue.</p>	<p>Analyse d'un texte Critère A</p> <p>Ecriture d'invention : rédiger un début ou un dénouement fantastique + rendre compte à l'oral de la lecture d'un récit Critères B, C et D</p>
<b>Unit name: Individus et sociétés - Confrontation de valeurs</b>	
<b>Content</b>	<b>Assessment</b>
<p>Comment le désir d'argent oppose-t-il et fait-il évoluer les personnages de récit?</p> <p>Quand l'argent entre en jeu, avec Pétrone, Jean de La Fontaine, Voltaire, Balzac, Maupassant, Hugo, Stendhal, Romain Gary, Truffaut, Joyce Carol Oates.</p> <p>Il s'agit de dégager la morale d'un conte, étudier le registre pathétique, comprendre les procédés de la critique sociale, analyser le dilemme d'un personnage, comprendre les contradictions dues à l'argent, comprendre la rébellion d'un personnage, comprendre le rôle des points de vue, identifier et interpréter les niveaux de langue, identifier les valeurs qui opposent les personnages, étudier l'expression des sentiments des personnages.</p> <p>Débat : l'argent peut-il tout acheter ? Réflexion sur le bonheur.</p>	<p>Analyse d'un texte Critère A</p> <p>Rédiger un texte argumentatif + rendre compte à l'oral de la lecture d'un récit Critères B, C et D</p>
<b>Unit name: La ville - Lieu de tous les possibles</b>	
<b>Content</b>	<b>Assessment</b>

<p>Quelles visions de la ville les poètes du XXe siècle cherchent-ils à transmettre?</p> <p>-&gt; Les villes en poésie : entre fascination et inquiétude, avec Emile Verhaeren, Paul Verlaine, Guillaume Apollinaire, Jacques Réda, Grand Corps Malade, Jacques Prévert, Blaise Cendrars.</p> <p>Quelles différentes visions de New York les écrivains nous transmettent-ils ?</p> <p>-&gt; NY : La ville de tous les possibles, avec Simone de Beauvoir, Louis-Ferdinand Céline, Jean-Paul Sartre, Léopold Sédar Senghor, Fabrice Colin.</p> <p>Quels procédés du genre policier tiennent le lecteur en haleine ?</p> <p>-&gt; La ville est un cadre propice au développement d'une intrigue policière : avec "Pars vite et reviens tard" de Fred Vargas.</p> <p>Habiter des villes inhabitables ?</p> <p>-&gt; La ville dystopique, avec Le Clézio, Robert Rodriguez, Cormac McCarthy, Mathieu Bablet, George Orwell, Suzanne Collins, Olivier Paquet.</p>	<p>Analyse d'un texte Critère A</p> <p>Réaliser un exposé sur une ville utopique ou dystopique Critères B, C et D</p>
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**Unit Name: La presse et les médias face à une question de société**

Content	Assessment
<p>Informer, s'informer ou déformer ?</p> <p>Se jeter dans la presse à corps perdu, avec Zola, Balzac, Maupassant, Nellie Bly, Pénélope Bagieu, Albert Londres, Florence Aubenas, Haydée Sabéran.</p> <p>Comment la presse et les médias nous informent-ils sur l'actualité et les questions de société ?</p> <p>Quels sont les nouveaux moyens d'information dont disposent les journalistes ?</p> <p>Découvrir les enjeux de la presse et des médias, analyser les différents points de vue sur une question de société</p>	<p>Analyse d'un texte Critère A</p> <p>Créer la Une d'un journal Critères B, C et D</p>

**LANGUAGES AND LITERATURE: Spanish**

**Unit Name: El mito y el cuento**

Tanto los mitos como los cuentos son textos con una larga tradición. Las civilizaciones más antiguas manifestaron sus inquietudes a través de este tipo de textos.

En esta unidad los/as estudiantes

- profundizarán en estos géneros narrativos menores.
- trabajarán con los diferentes tipos de textos para desarrollar las destrezas de análisis e identificar las similitudes de ambos géneros y las diferencias.
- analizarán las principales técnicas narrativas empleadas en una obra en concreto.
- analizarán la caracterización de personajes así como la finalidad del texto, es decir, la intención del autor.

Análisis de un texto  
(Criterio A)

Producción escrita de  
un mito/cuento

(Criterios B, C & D)

<b>Unit Name: El arte y la literatura</b>	
Content	Assessment
<p>En esta unidad didáctica, el alumnado reflexionará sobre las artes como vía de expresión individual. Para ello se pondrá el enfoque en los paralelismos entre las obras pictóricas y literarias vanguardistas.</p> <p>Los/as estudiantes</p> <ul style="list-style-type: none"> <li>- analizarán obras pictóricas de diferentes movimientos vanguardistas como el expresionismo, el futurismo y el dadaísmo; apoyadas por obras líricas de los mismos movimientos artísticos.</li> <li>- conocerán la especial influencia que ejerce el contexto histórico sobre las apreciaciones y parámetros artísticos en la Edad Contemporánea.</li> <li>- desarrollarán destrezas para la comprensión y elaboración de diferentes textos expositivos y líricos.</li> <li>- alcanzarán una idea global sobre las tendencias artísticas contemporáneas y su relación con el contexto histórico y filosófico.</li> <li>- realizarán ejercicios para mejorar el uso de vocabulario, así como su enriquecimiento en su lengua materna.</li> </ul>	<p>Análisis de un texto (Criterio A)</p> <p>Creación de un poema dadaísta (Criteria B &amp; D)</p>

<b>Unit Name: La radio</b>	
Content	Assessment

<p>La eficacia de un discurso no depende exclusivamente del mensaje. Existen otros factores no visuales que son sumamente importantes para llamar la atención del receptor: los efectos auditivos.</p> <p>Por ello, en esta unidad los/as estudiantes:</p> <ul style="list-style-type: none"> <li>- desarrollarán destrezas de dicción y locución.</li> <li>- descubrirán la importancia del tono en cada texto auditivo y modularán la voz de acuerdo al mensaje o el efecto que quieran causar en la audiencia.</li> <li>- conocerán los elementos de la voz y las características de algunos programas radiales.</li> <li>- analizarán y profundizarán en el género periodístico: entrevista.</li> <li>- demostrarán de manera práctica los conocimientos adquiridos a través de una emisión de 10 minutos en una emisora de radio ficticia.</li> </ul>	<p>Expresión escrita y oral: crear una entrevista.</p> <p>(Criterios B, C &amp; D)</p>
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Unit Name: La publicidad	
Content	Assessment
<p>En esta unidad, los/as estudiantes profundizarán en el uso del lenguaje y las estrategias comunicativas utilizadas en publicidad.</p> <p>Asimismo, los/as estudiantes</p> <ul style="list-style-type: none"> <li>· descubrirán, a través de ejemplos junto con un estudio guiado, los diferentes tipos de textos publicitarios: narrativo, expositivo y dialogado.</li> <li>· identificarán la función estética de la lengua, es decir, las figuras retóricas que aparecen y con qué finalidad.</li> <li>· aprenderán las diferentes modalidades de la oración simple a través de ejemplos publicitarios y el efecto que estas producen en el receptor.</li> <li>· conocerán las variedades lingüísticas (diatópicas, diafásicas, diastráticas y</li> </ul>	<p>Análisis y presentación de un anuncio publicitario</p> <p>(Criterio A)</p> <p>Crear un anuncio publicitario (vídeo/poster)</p> <p>(Criterios B &amp; D)</p>



diacrónicas), de suma importancia en publicidad por la relevancia que tienen sobre el receptor.

## Design: Coding (Grades 6-8)

<b>Unit Name: Introduction to Coding</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this project, students learn about the historical context of coding and, in particular, to communicate and create solutions to problems. In the inquiry stage, students will explore coding in Python- write a message, make calculations and learn about variables, strings and objects. Students will explore the basic commands in Python to find a solution to a problem. Design idea drawings and sketches for the final product will inform the planning when creating the final product in Python. Students carry out product testing with the design specifications to assess the success of the product. Some questions students will investigate are: what is coding? How can we use code to communicate and solve problems? And, are any ideas for coding new to do they change with technology and time?</p>	<p>Formative feedback is provided throughout the project. Criteria B specifically will be formatively assessed.</p> <p>Criterion A: Inquiring and Analysing Criterion B: Developing ideas Criterion C: Creating the Solution Criterion D: Evaluating</p>

<b>Unit Name: Introduction to Coding, CAD CAM</b>	
<b>Content</b>	<b>Assessment</b>
<p>Computer Aided Design - Computer Aided Machining: How do you program the information a machine needs to cut / engrave the product you would like to make? What kind of file do you need to produce, what are the graphic interfaces that make tasks easier? What information do you need to 'give' to the actual machine? We will explore these details using the laser cutter / engraver and a 2D vector drawing program: QCAD.</p>	<p>Formative feedback is provided throughout the project.</p> <p>Focus in the documentation for the assessment will be on the visual and concise written information. Each student will create their own process journal that documents the learning journey and allows the student to record the details needed when using the setup for a project in class.</p> <p>Assessment will be based on the process journal and the projects made.</p>

<b>Unit Name: Introduction to Coding, 3D Modeling</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will develop their 3D modeling skills using a variety of software tools, such as SketchUp, TinkerCAD, and Fusion 360. They will learn how modeling is used as a form of coding to control modern manufacturing processes, with an emphasis on 3D printing. Students will bring a variety of skills and previous knowledge into the class, and their specific tasks and goals will be determined by this to maximize their growth.</p>	<p>Assessment will be based on progress made, work completed, reflections, and a process journal.</p>

<b>Unit Name: Introduction to Coding (Interactive Media Project)</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this project, students learn about how multimedia and interactive features enhance user functionality, and communicate ideas effectively. In the inquiry stage, students will use Python to explore interactive and multimedia tools and modules for finding solutions to a problem. Design drawings and plans for the final product will inform and prepare students for planning and creating the final product in Python. Students carry out product testing with the design specifications to assess the success of the product. Some questions students will investigate are: how do interaction and multimedia promote design? When is multimedia useful? how are coding and interactive tools changing how we work? how can interaction and multimedia personalise user experiences?</p>	<p>Formative feedback is provided throughout the project. Criteria B specifically will be formatively assessed.</p> <p>Criterion A: Inquiring and Analysing            Criterion B: developing ideas            Criterion C: Creating the Solution            Criterion D: Evaluating</p>

## DRAMA

<b>Unit Name: 'Intro to Improv'</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will learn and explore a variety of Drama and improvisation techniques starting from open scenes and working through to scripted dialogue and into character and situational comedy. This allows students to approach an understanding of how dramatic scenes are created and developed from the differing perspectives of plot development, characterisation and audience reception. Within this Unit of Inquiry students will also be introduced to stage blocking and character development. They will also learn a variety of script writing techniques and how to create comedic and dramatic dialogue that leaps off the stage!</p>	<p>Students will create an original scene and/or series of connected scenes taking their inspiration from the plot material and characters provided for them. Assessment will take the form of 'in class' presentations. Students will also be required to discuss their creative ideas and evaluate the creative process and the generation of material. They will be expected to describe characterisation and character development, scene development, plot formation and dialogue creation.</p> <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>
<b>Unit Name: Devised Performance.</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students work in small production teams to create and then script original dramatic scenes. They are given a theme and concept from which to devise and create an original show. These teams will be given the opportunity to select the style and genre of their scenes and creative autonomy to develop their work towards The style and genre of the piece are group selected and student presentations are workshopped with the rest of the</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 student progress. The students will also be required to submit a short original script with setting detail and stage directions. They will also be required to provide character profiles for all the main characters that are present in their scene.</p>

<p>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><i>Arts Assessment Criteria may include:</i>  A: Investigating  B: Developing  C: Creating/Performing  D: Evaluating</p>
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**Unit Name: Production Presentation**

<b>Content</b>	<b>Assessment</b>
<p>Students are familiar with dramatic terminology, character development and plot structure. This unit guides them through a 'hands on' approach to developing a script through 'in class' workshop techniques. Students will work in small production teams to create a series of connected dramatic scenes exploring character motivation and plot development with an overview of audience reception. They will be given time to develop original scripts based on character profiles they will be provided. Students undertake rehearsals where they block and shape the scenes for presentation.</p>	<p>The students will present scenes in an 'in class' environment for their peers. They will be required to keep a Process Journal and be able to answer questions regarding the structure of the play, character motivation and if they have directed a scene they will be required to present their Director's Notebook detailing creative/artistic decisions through the process.</p> <p><i>Arts Assessment Criteria may include:</i>  A: Investigating  B: Developing  C: Creating/Performing  D: Evaluating</p>

<b>Unit Name: Dramatic Scene Presentation</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will research a range of dramatic scenes from published play texts and select two contrasting pieces to rehearse and present to a small invited audience of their peers. Small production teams will be developed to learn lines, build characters and explore blocking the action of the drama. The process will allow students to explore directing their blocked scenes and further develop characterization so they may have an understanding of how directorial decisions impact a performance piece and how ideas and concepts are conveyed to an audience. They will be required to record part of their rehearsal process for further discussion regarding creative ideas and artistic approach.</p>	<p>The students will give a small presentation, working as a collaborative team on one of the selected pieces. They will discuss the creative decision process in terms of the approach to stage blocking and characterizations along with their intended impact on the audience. The students will be required to give a performance of their scene(s) to an identified audience and to record their developmental process.</p> <p><i>Arts Assessment Criteria 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>

## 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.</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>



Students will combine these skills to clearly portray selected music to an audience in concerts and recitals.	
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**Unit Name: Score and Music Analysis**

<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>

## CONCERTMASTERS

<b>Unit Name: Expression in Performance</b>	
<b>Content</b>	<b>Assessment</b>
<p>The first unit in Concertmasters is <i>Expression in Performance</i> in which the students will learn that through the elements of musical expression a musician 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/playing position, musical styles and solo work. The students will learn and understand the importance of ongoing practice routines and accurate use/control of dynamics. They will consider their role and the roles of others when playing solo or chamber music pieces.</p>	<p>Assessments will include but are not limited to:</p> <p>Dynamics performance assessment Solo/Chamber performance Process journal/Reflections</p>
<b>Unit Name: Performance Technique</b>	
<b>Content</b>	<b>Assessment</b>
<p>The second unit in Concertmasters is <i>Performance Technique</i> in which the students will learn about intervals, scales and scale patterns in music. This unit will inquire into structured musical systems with a focus on technique, melodic playing and intervals. They will gain an understanding of time management and effective technique practice routines. The unit will cover the following musical elements: intervals, major scales, scale patterns, major scales played in thirds and articulation (legato/staccato). They will perform solo/small ensemble pieces/exercises with a focus on scales and technique.</p>	<p>Assessments will include but are not limited to:</p> <p>Scale performance playing Solo/Ensemble performance Process Journal development</p>

<b>Unit Name: Repertoire and Concertmaster skills</b>	
<b>Content</b>	<b>Assessment</b>
<p>The third unit in Concertmasters is <i>Repertoire and Concertmaster skills</i> in which the students will learn the process required in preparation for a performance. They will understand that behaviour and discipline define a musician and his/her performance. This unit will inquire into the essential techniques which are needed to achieve mastery/ability to perform at the highest level possible: 'Warm-up' techniques, scales, arpeggios and practice routines. The students will understand the importance of setting goals for their achievement of successful performance. They will be able to perform to an audience exploring and applying the following key elements: accuracy of rhythm, pitch and intonation.</p>	<p>Assessments will include but are not limited to:</p> <p>Musical accuracy in Solo Performance Practice routines Process Journal development.</p> <hr/> <p>For advanced performers: This course can provide opportunities for taking ABRSM graded performance exams that will result in an internationally recognised certificate of achievement.</p>

## CURRENT AFFAIRS

<b>Unit Name: The Top Stories</b>	
<b>Content</b>	<b>Assessment</b>
<p>Through research, discussion and presentation, students will be able to recognize the relative importance of contemporary news events, both for humanity and the physical environment. Students will practice locating sources of information through different kinds of media, as well as how to sort and assess its value. Students will understand the importance of considering multiple points of view and recognizing bias. In collating information, students will practice writing skills, especially summarizing, paraphrasing and proper source citation. Additionally, students will be required to analyze factual information in news reports to make geopolitical and historical connections, while also developing empathy for those involved in new events.</p>	<p>Students will be assessed through an in-class discussion and an editorial blog post.</p>
<b>Unit Name: Current Issues in the World Today</b>	
<b>Content</b>	<b>Assessment</b>
<p>There are a variety of major issues that regularly 'hit the headlines' as ongoing issues of concern. Students will identify and investigate contemporary news issues, with a special focus on their causes, as well as the impact on people and the physical environment.</p>	<p>Students will be assessed through an in-class discussion and a multimedia presentation.</p>
<b>Unit Name: Current Affairs in your country.</b>	
<b>Content</b>	<b>Assessment</b>
<p>Current Affairs and news items vary from country to country. The issues may be common to a number of countries, or may be specific to one country. Students will investigate the national stories in their home country. They will be asked to determine in what ways their country is 'special' in terms of current affairs and news coverage. Collectively, students will consider why different countries have different issues to deal with?</p>	<p>Students will be assessed through a research-based essay.</p>

<b>Unit Name: Local News Items</b>	
<b>Content</b>	<b>Assessment</b>
What are the issues that impact our local community? How can we remain informed about the issues that can affect us directly? How do global, national and regional issues impact us on a local scale? How can students become involved in resolving problems in their local communities?	Students will create an informational poster about a chosen issue of concern to the local community.

## **JUNIOR SPORTS LEADERSHIP**

Junior Sports Leadership (JSL) is a curriculum with the goal of providing students with leadership skills in the context of authentic, educationally rich sport experiences. This includes the following features:

During the JSL curriculum, units will be 6 weeks in duration, which will promote in-depth understanding of the sports covered. The JSL class will use a multi-activity method covering 6 different sports over the entire year. This affords the teacher with the opportunity to cover the fundamental skills of each sport and provide the students the time to practice their skills. In combination with the skills acquisition, tactical components of the sports will also be included. Additionally, students will be assigned a unique leadership role for the duration of each sports unit (this will change for each unit).

Considering the many aspects of this class, there are many ways in which JSL will enhance students' leadership and sports skills. The students will be graded in four elements, each one contributing 25% to the students' final grade: Roles, Sports Skills, Sportsmanship, and Quizzes

### **1. Roles/Duties (25%)**

- The most important aspect of the JSL class, is the various roles the students will take on throughout the year. The class encourages student autonomy, responsibility, and preparedness. Roles may include: player, score keeper, statistician, captain, coach, linesperson, referee, offensive coordinator, and defensive coordinator. These roles are rotated amongst all team members. This ensures that students gain confidence in each of the roles they undertake.
- Students will learn to communicate more effectively with team mates when they are given the opportunity to take on leadership roles.
- Students will learn how to referee, be a scorekeeper, and be a statistician, requiring research into the specific rules, regulations and hand signals involved in the sport.
- Students will learn how to demonstrate and teach skills to team mates.
- Students will learn team strategies, skills, and tactical components.

### **2. Sports Skills (25%)**

– the students will be expected to demonstrate and apply a range of skills, techniques, strategies, and movement concepts as well as, apply sports specific information to perform effectively.

3. Sportsmanship (25%)

– the students will be expected to demonstrate appropriate respectful interactions with others (including the teacher), proper etiquette/good sportsmanship, staying on task, performing duties without being told, following PE rules.

4. Quizzes (25%)

– the students will have four quizzes spread throughout the year. They will be assessed on their leadership theory knowledge, sports specific knowledge.

## Coding (elective)

<b>Unit Name: Introduction to Python and HTML Coding</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this Elective class, students will learn about Python and web-based coding languages to find solutions to a problem, respond to a chosen client brief, and explore a specific student interest. All students in the 1st year of the coding class will learn the foundational skills and knowledge of terms in Python and HTML. What makes a logically structured code? What are functions? How do variables have an impact on code? Students in the 2nd and 3rd years of coding will expand their knowledge and skills by investigating different modules in Python and further developing their skills in web-based coding languages. In this G6-8 Elective course, students will develop individual products that extend their current knowledge, experiences, skills and understanding of coding in Python and HTML.</p>	<p>Formative feedback is provided throughout the project.</p> <p>Students will be assessed on their learning through:</p> <ul style="list-style-type: none"><li>Process journals</li><li>The technical skills and creating the product</li><li>Design and Planning</li></ul>

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**Unit Name: Introduction to Coding, CAD CAM**

<b>Content</b>	<b>Assessment</b>
<p>Computer Aided Design - Computer Aided Machining: How do you program the information a machine needs to cut / engrave the product you would like to make? What kind of file do you need to produce, what are the graphic interfaces that make tasks easier? What information do you need to 'give' to the actual machine? We will explore these details using the laser cutter / engraver and a 2D vector drawing program: QCAD.</p>	<p>Formative feedback is provided throughout the project.</p> <p>Focus in the documentation for the assessment will be on the visual and concise written information.</p> <p>Criterion A: Inquiring and Analysing Criteria B : Developing Ideas Criterion C: Creating the Solution Criterion D: Evaluating</p>

**Unit Name: Introduction to Coding, 3D Modeling**

<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will develop their 3D modeling skills using a variety of software tools, such as SketchUp, TinkerCAD, and Fusion 360. They will learn how modeling is used as a form of coding to control modern manufacturing processes, with an emphasis on 3D printing. Students will bring a variety of skills and previous knowledge into the class, and their specific tasks and goals will be determined by this to maximize their growth.</p>	<p>Assessment will be based on progress made, work completed, reflections, and a process journal.</p>