

Grade 8

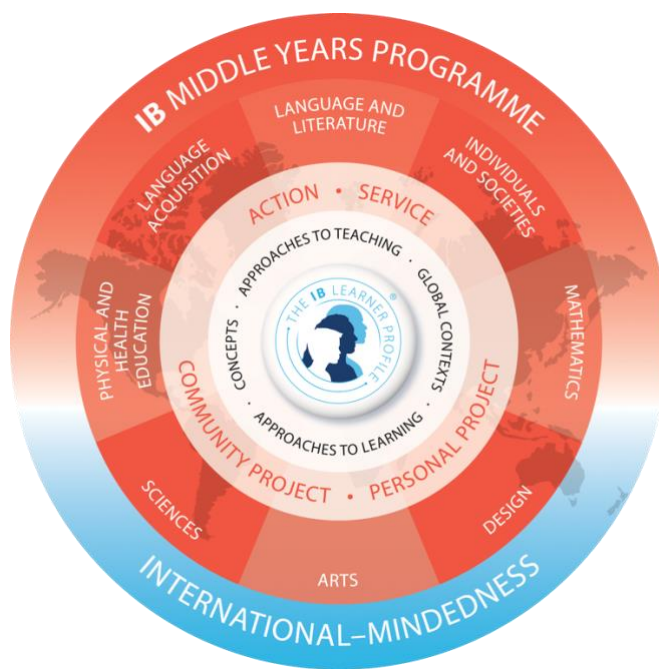
Curriculum Guide

Table of Contents

<u>PROGRAMME INFORMATION</u>	<u>2</u>
<u>ASSESSMENT</u>	<u>7</u>
<u>LANGUAGE AND LITERATURE</u>	<u>9</u>
<u>LANGUAGE ACQUISITION</u>	<u>14</u>
<u>MATHEMATICS</u>	<u>34</u>
<u>SCIENCES</u>	<u>37</u>
<u>INDIVIDUALS AND SOCIETIES</u>	<u>39</u>
<u>PHYSICAL AND HEALTH EDUCATION</u>	<u>41</u>
<u>DESIGN</u>	<u>45</u>
<u>ARTS</u>	<u>49</u>
<u>OPTIONS</u>	<u>54</u>

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

- The MYP organizes teaching and learning through eight subject groups: Language and Literature, Language Acquisition, Mathematics, Sciences, Individuals and Societies, Physical and Health Education, Design and Arts.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, History or Geography within the Individuals and Societies subject group; Modular Sciences within the Sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

Subject Groups	Individual Subjects	Lessons per 2 week cycle
Language and Literature	English, German	7
Language Acquisition	English, German	7
Mathematics	Mathematics	7
Sciences	Sciences	7
Individuals and Societies	Individuals and Societies	7
Physical and Health Education	Physical and Health Education	8
Design	Digital Design, Product Design	6
Arts	Visual Art, Music	6
Options	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 ^L_{SEP}

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

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

LANGUAGE AND LITERATURE: English

Unit name: Inequality, Injustice and Oppression	
Content	Assessments
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. In this unit we will read the graphic novel <i>March: Book I</i> about the life of civil rights leader John Lewis and the novel <i>Monster</i> by Walter Dean Williams. Both texts deal with issues of inequality and discrimination. We will also be studying various other forms of media and texts that complement our understanding of this concept. We will inquire into how these concepts have manifested in literature and texts from other times and places. Students will complete a variety of formal and informal activities and practice their oral and written language skills throughout the unit.</p>	<p>Creative writing & research project (B, C, D)</p> <p>Editorial (A, D)</p>
Unit name: Human experience through Language	
Content	Assessment
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. The primary study will be examining poetry that expresses personal experience like emotions and relationship with place. Students will complete a variety of formal and informal activities and practice their oral and written language skills throughout the unit.</p>	<p>Poetry analysis (A, D)</p> <p>Composing a poem (C, D)</p>

Unit Name: Violence and division	
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. The primary literary study will be Shakespeare's <i>Romeo and Juliet</i>. We will also be exploring the concepts in texts from more modern contexts. Throughout this unit focus will be given to strengthening the student's understanding of a variety of literary elements such as theme and conflict.</p>	<p>Thematic project (A, B, C)</p>

LANGUAGE AND LITERATURE: German

Unit Name: Kritik in Fabeln und im Drama (Wilhelm Tell)	
Content	Assessment
<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&D)</p>
Unit Name: Traumatische Erlebnisse in der Literatur (Der gelbe Vogel/Der Sandmann)	
Content	Assessment
<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 Zusammenhang mit "Der Sandmann" die Epoche der Schauerromantik und</p>	<p>Oral presentation (Criteria C&D)</p>

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

Content	Assessment
<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&D)</p>

Unit Name: Rund um Auditive Medien	
Content	
<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)

Unit Name: Cultural Identity and Celebrations	
Content	Assessment
<p>The CULTURAL IDENTITY and CELEBRATIONS 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">1. Reading Assessment2. Listening Assessment3. Oral Assessment4. Written Assessment

Unit Name: Global Issues: What's Going On In the World	
Content	Assessment
<p>In the GLOBAL ISSUES: WHAT'S GOING ON IN THE WORLD 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</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none">1. Reading Assessment2. Listening Assessment3. Oral Assessment

language usage. This unit includes factual writing, grammar elements, and learning and improving research skills.	4. Written Assessment
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Unit Name: Poverty: How Can We Help?	
Content	Assessment
In the unit POVERTY , 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.	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

Unit Name: Novel Study: Oliver Twist	
Content	Assessment
The unit NOVEL STUDY: OLIVER TWIST 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.	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

LANGUAGE ACQUISITION: English (Phases 3 and 4)

Unit Name: GLOBAL ISSUES	
Content	Assessment
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

Unit Name: CRITICAL LENS	
Content	Assessment
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

Unit Name: INJUSTICE	
Content	Assessment

<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"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment
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Unit Name: THE HUNGER GAMES	
Content	Assessment
<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"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

LANGUAGE ACQUISITION: German & Spanish

At Bonn International School, 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)

Unit 1: Ich und meine Familie

<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>
<p>Unit 2: Mein Alltag</p>	
<p style="text-align: center;">Content</p>	<p style="text-align: center;">Assessment</p>
<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>

Unit 3: Mein Umfeld	
Content	Assessment
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)
Unit 4: Essen, trinken, einkaufen	
Content	Assessment
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)

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

Unit 3: Musik (Phase 2a)	
This unit will cover the topic "Music" and the role it plays in our daily lives. Students will learn how to describe the music they like and will talk about instruments they play. Describing concerts – whether as a musician or as a spectator – is also part of this unit. The students apply structures from the prior units (present perfect and comparative forms) in a new context and will learn how to use modal verbs (<i>dürfen, müssen, wollen</i>) in the past. The writing skills focus on the different styles used in objective descriptions and more personal texts such as diary entries or letters. Students practice their listening skills and watch the movie <i>Die Kinder des Monsieur Mathieu</i> . Some of the tasks will be based on the events of the film.	Reading Comprehension (Criterion B) and Writing Task (Criterion D)
Unit 4: Wir verreisen (Phase 2a)	
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 (Criteria C) and Listening Comprehension (Criterion A)
Unit 1: Die Sommerferien (Phase 2b)	
Content	Assessment
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)

Unit 2: Deutschland und die Deutschen (Phase 2b)

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)

Unit 3: Unsere Umwelt (Phase 2b)

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.

Listening
Comprehension (Crit. A);
Reading
Comprehension Task (Crit. B);
Oral
Assessment (Crit. C)

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

LANGUAGE ACQUISITION: German (Phase 3)

Unit Name: Eine Reise durch Deutschland	
Content	Assessment
<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>
Unit Name: Alle(s) inklusiv: Wie kommunizieren behinderte Menschen heute?	
Content	Assessment
<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>

Unit Name: Tiere und Natur in Gefahr	
Content	Assessment
<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>
Unit Name: Wer oder was ist mir wichtig?	
Content	Assessment
<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)

Unit 1: Fantasy	
Content	Assessment
<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. 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>
Unit 2: Sport	
Content	Assessment
<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>
Unit 3: Das Mittelalter in Deutschland	
Content	Assessment
<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. 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 studied will be the ending of nouns and the use of prepositions.</p>	<p>Writing task (Crit. D), Oral task (Crit.C), Listening Comprehension (Crit.A)</p>

Describing and analysing the cover of a book will also be a focus of this unit.	
Unit 4: Schüleraustausch	
Content	Assessment
<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 & weak points.</p>	<p>Reading comprehension (Crit.B), Writing (Crit. D)</p>

LANGUAGE ACQUISITION: Spanish (Phase 1)

Unit 1: ¿Quién soy?	
Content	Assessment
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)
Unit 2: La vida diaria	
Content	Assessment
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)

Unit 3: Mi entorno	
Content	Assessment
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)
Unit 4: La comida	
Content	Assessment
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)

Unit Name: De viaje por España	
Content	Assessment
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)
Unit Name: El ocio en nuestro entorno	
Content	Assessment
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)
Unit Name: Una estancia en España	
Content	Assessment
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)
Unit Name: Vidas movidas	
Content	Assessment
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)

Unit 1: C'est moi !	
Content	Assessment
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)
Unit 2: Chez moi	
Content	Assessment
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)
Unit 3: Ma vie	
Content	Assessment
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)

Unit 4: Ma journée	
Content	Assessment
To round out the year, students begin to frame what they have learnt so far in the context of a "typical" day. They learn to describe what they do every day before, during and after school, thus learning to use more complex verbs and expanding their vocabulary to cover both the school day and mealtimes. Placing the unit in a cultural context, students discover some of the key differences between their daily routine and a "typical" day in France and other countries; they also look at some of the key culinary highlights of both France and the rest of the French-speaking world.	Oral task (Crit. C)

MATHEMATICS

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

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

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

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

SCIENCES

Unit Name: Sight, Light and Perception	
Content	Assessment
<p>Students will learn about the properties of light and how we interact and interpret them. They will then focus specifically on reflection and refraction and will investigate these using laboratory equipment, including perspex blocks and prisms. They will also make use of simulations and other computer software for further investigation and analysis. Students will explore the structure and function of the mammalian eye with a special emphasis on the refraction of light by the lens and how the eye creates an image to be perceived by the brain. This will include theory as well as hands-on practical work.</p>	<p>Criterion B and C - Students will study the effect of light and shadows.</p>
Unit Name: Germs!	
Content	Assessment
<p>Students will learn that health is more than the absence of infirmity or disease. They will consider how agents of infection and disease are transmitted. The main focus of this unit will be on bacteria. Students will learn aseptic technique and will apply this in an investigation into the efficacy of natural antiseptic substances against bacterial growth using an entirely safe strain approved for use in schools. They will learn broadly how antibiotics work and how their overuse is threatening our ability to manage serious bacterial infections. Students will learn that some bacteria are also beneficial to our health. They will learn about viruses and the ways in which these differ from bacteria. Towards the end of the unit, they will learn about the human immune response, the importance of vaccines in controlling the spread of disease and why it can be challenging to create a vaccine for a virus.</p>	<p>Criterion A - Test (Criterion D) Research an impact of overuse of antibiotics to create an essay or presentation.</p>

Unit Name: Climate Crisis and Action	
Content	Assessment
Students will understand that carbon can be cycled between the Earth, its oceans and atmosphere and be able to construct, describe and explain a simple version of the carbon cycle. Students will learn that the 'greenhouse effect' is a natural phenomenon without which there would be no life on Earth. Students will explore some properties of greenhouse gases. Human impacts with respect to the enhanced greenhouse effect will then be explored, and how this affects the acidity of the ocean. The concept of a "carbon footprint" will be introduced and explored. Students will practice thinking routines to explore the interactions between people and factors of climate change, and will then design a board game to summarise the unit.	Criterion B and C Ocean Acidification Lab

Unit Name: Materials	
Content	Assessment
Students will learn about the atoms, molecules and compounds, and how to write and interpret chemical formulae. This will begin by classifying matter into pure substances, heterogeneous mixtures or homogeneous mixtures. Students will then explore the difference between physical and chemical changes. They will then further explore separating techniques such as the use of paper chromatography, using separating funnels, filtration, distillation and more.	Criterion A - Test Criterion D - mining material

INDIVIDUALS AND SOCIETIES

Unit Name: 1. What was life like in Europe in the Middle Ages?	
Content	Assessment
<p>Today we often believe that a combination of hard work and providence or luck enable us to 'get on' in life. But was it always this way? Some of our counterparts from the Middle Ages might think otherwise! This course asks students to investigate what the Dark and Middle Ages were like for men, women and children of various stations in life. Students will examine the concept of a 'system' and how it could be argued that our societies are examples of such systems. Students will consider how hierarchical systems, often seen as necessary for providing social order, often impact heavily upon individuals, both in the past and in the present. This course will consider the role that religion and the church played in creating social structures and providing forms of government in Western Europe.</p>	<p>Students create a video detailing a day in the life of a person/role from the Dark to Middle Ages in Europe (Criteria A, B and C).</p>
Unit Name: 2. How are societies governed?	
Content	Assessment
<p>In this unit, we will find out about different systems of governance that are used to run societies. We will explore case studies of countries that use monarchies, democracies and dictatorships. In terms of service as action, students have the opportunity to explore current challenges relating to governance (e.g. Myanmar, China, Russia, USA) and encourage more political participation.</p>	<p>In-class essay based on student research on a topic related to governance (Criteria A and D).</p>

Unit Name: 3. Change - Where do we live?	
Content	Assessment
Students will learn about how modern cities “grow.” They will consider the ways in which the growth and shape of urban settlements develop according to the needs of the population coupled with the geographical limitations posed by the area surrounding cities. In the form of a team research project, we will also consider how different cities around the world seek to address the very real man-made and natural problems that they face.	Group presentation (Criteria A, B, C and D)

Unit Name: 4. Change - How have innovations and ideas changed the world?	
Content	Assessment
In this unit, students will find out about examples of ideas and innovations from history by exploring the time periods of the reformation, the renaissance and the enlightenment. We will also take a look at some of the main ideas and innovations. In terms of service as action, students have the opportunity to take action by looking at how ideas and innovations can solve issues in our local communities (e.g. hybrid/electric cars, generating electricity, processing biofuel, smaller businesses and entrepreneurship, working from home more, life negotiating a pandemic, sustainable food production).	Students research, think about and write a series of answers to critical thinking questions communicating their understanding of a historic innovation or idea that has changed the world (Criterion A, C and D).

PHYSICAL AND HEALTH EDUCATION

Integration of health throughout Physical and Health Education

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

Unit Name: Change Through Wellbeing and Activity

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

Unit Name: Relationships through Net and Wall Games

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

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

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

Unit Name: Obscure Games	
Content	Assessment
<p>Within this unit, students explore how every child has the right to play and have fun wherever they are in the world. The unit will be based on games that students research from countries and present these games to the class. The class then participates in the games or modified versions of the game.</p> <p>Students will inquire into a range of different activities that are played in regions of the world that are less fortunate than where they do. They will create and answer inquiry questions linked to their presentation and game allowing for greater depth of inquiry.</p> <p>They will look at communicating, presenting to peers and running an activity. While not presenting the students will engage in a variety of different activities which will also develop ATL skills. Assessment on their knowledge of their chosen obscure game. Students will research one obscure game, will explain it, present it and demonstrate it in class.</p>	<p>Obscure game presentation (Criterion A)</p>

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

DESIGN

Unit Name: Bridging the Gap (Product Design)	
Content	Assessment
<p>In this unit, students will investigate the use of trusses in architecture and engineering. They are then given a challenge to design a scale model bridge to support the maximum amount of weight with the given materials and other defined parameters.</p> <p>Students will explore a variety of designs, develop the best idea, and construct it in a limited amount of time using materials as efficiently as possible.</p> <p>The project will culminate with a competition to see which designs are the strongest, most efficient, and most attractive. The bridges will be tested to destruction to allow students to evaluate the theories that informed their design - this will also allow them to learn from their theories, failures and successes. Details will be adjusted to meet changing Covid restrictions.</p>	<p>Criterion A- Inquiry: Background research</p> <p>Criterion B- Developing Ideas: Planning and design</p> <p>Criterion C- Creation: Making the solution</p> <p>Criterion D- Evaluation: Analysing the success of the solution</p>
Unit Name: Thinking Outside the Box (Product Design)	
Content	Assessment
<p>This unit focuses on developing Design drawing skills and the importance of understanding how components fit together. Students develop an organizational product, through detailed drawings and prototypes, focused on satisfying a specific client's needs.</p> <p>Drawing skills are developed during this unit with the focus on sketching, orthographic and isometric drawing, and 3D modeling. Project will be adjusted to skills, time and individual preferences. Details will be</p>	<p>Criterion A- Inquiry: Background research</p> <p>Criterion B- Developing Ideas: Planning and design</p> <p>Criterion C- Creation: Making the solution</p> <p>Criterion D- Evaluation: Analysing the success of the solution</p>

adjusted to meet changing Covid restrictions.	
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Unit Name: Animate it Project (Digital Design)	
Content	Assessment
<p>This project focuses on developing and applying communication skills that convey messages in 2D animation effectively. Students examine the questions: what are the principles of animation? How can animation have an impact on our thoughts and ideas? When is animation more effective than film? Are 2D and 3D animations changing how to learn or promote ideas? The investigation and analysis of products inform the specifications, design ideas, and the ideas chosen by students.</p> <p>Following the chosen design, a plan is developed for creating the solution. The technical skills are reinforced and extended further while creating the animation product. Then, the final solution will be tested through the design specifications.</p>	<p>Criterion A: Analysing and Inquiring report Criterion B: Design ideas and specifications Criterion C: Creating the solution Criterion D: Evaluating</p> <p>Formative assessment will be provided throughout the entire project to help and support students. This is done through feedback discussions and peer feedback.</p>

Unit Name: The HTML Project (Digital Design)

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

Unit Name: Digital Stories Book (Digital Design)	
Content	Assessment
<p>This project focuses on communicating ideas, perspectives, and experiences through digital images. Practise in the technical skills are at the heart of this project that includes, the document set-up, user-interface and organisation of drawn content. These central ideas are explored throughout the unit are:</p> <ul style="list-style-type: none"> - How can you apply bitmap and vector tools to create unique stories? - How does the designer of the story impact our perspectives and perceptions of the world? - Why do design principles communicate ideas effectively? - What are CMYK and RGB colour modes? - How do colour modes impact images? <p>A digital storybook – is to communicate ideas and perspectives on a chosen topic(s) using a range of vector and bitmap tools. This project builds on skills previously developed in digital design. Ideas are researched and skills are practised in using a range of digital tools and the using the graphics tablet for digital drawing. Ideas are to be designed and followed through the creation phase. With skills developed in the unit, high-quality images can be created and tested with the specifications.</p>	<p>Formative feedback is provided throughout the project. Criteria B specifically will be formatively assessed.</p> <p>Criterion A: Investigation on the topic Criterion B: 1 design idea Criterion C: Creating the Solution Criterion D: Evaluating the product success and problem-solving skills.</p>

ARTS: Music

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

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

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

will be regularly assessed on the various elements of music theory.	
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ARTS – Visual Arts

1. Unit Name: Mask-making	
Content	Assessment
<p>The primary aim of this unit is to expose students to 3D mask-making techniques and styles, allowing them to experiment and develop their own sculpting skills. In addition, students are challenged to represent either who they are now OR who they wish to be in the future and then represent those traits in their mask. Students will investigate masks from a range of cultures to inform their own creation. Students will then complete a mock-up and use peer critique to guide their final resolved artwork. The ATL focus for this unit will be communication.</p> <p>AtL: Critical Thinking</p>	<p>Research Process journal analysis Final artwork</p> <p><i>Arts Assessment Criteria include:</i> A: Knowing and Understanding B: Developing Skills C: Thinking Creatively</p>
2. Unit Name: Drawing Foundations-Perspective	
Content	Assessment
<p>The aim of this short unit is to expose students to a range of drawing techniques and styles, allowing them to experiment and develop their own skills. Students will study drawing artist M.C. Escher who created mathematically inspired artworks and impossible architectural drawings. Students will investigate how perspective can change the way a person views the world. Students will complete a series of perspective drawing exercises which will allow them to develop their drawing skills as well as explore the studied techniques of M. C. Escher.</p> <p>AtL: Communication</p>	<p>Research, process journal, analysis, final drawing</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>

3. Unit Name: Landscape Painting	
Content	Assessment
<p>This popular unit is the culmination of many of the skills learned so far this year. Students will utilize composition techniques when making a photoshoot of a Bonn Landscape. From this photoshoot the students will crop, enhance and transform the photo as they transfer the imagery to the canvas. Students will then choose an inspirational artist from a shortlist. After learning and practicing the style of the artist, students will use acrylic paint to create their impression of the Bonn landscape photo in the style of their chosen artist. Tints and shades as well as neutral colors will be learned and utilized.</p> <p>AtL: Collaboration</p>	<p>Research, process journal, analysis, final drawing</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>
4. Unit Name: Collagraph Printmaking	
Content	Assessment
<p>Combining and expanding the skills learned earlier this year, students will work with collagraph, the experimental and textural way of making a print. Once the prints are made, further experimentation will ensue. After reflection and peer feedback, then a set of further embellished work will be completed.</p> <p>A sub-part of this unit will be digital portrait photography.</p> <p>AtL: Risk-tasker</p>	<p>Research, process journal, analysis, final drawing</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating D: Responding</p>

OPTIONS

LANGUAGE AND LITERATURE: French

Unit name: La fiction pour interroger le réel	
Content	Assessment
<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>
Unit name: Individus et sociétés - Confrontation de valeurs	
Content	Assessment
<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>

Unit name: La ville - Lieu de tous les possibles	
Content	Assessment
<p>Quelles visions de la ville les poètes du XXe siècle cherchent-ils à transmettre?</p> <p>-> 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>-> 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>-> 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>-> 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>

Unit Name: La presse et les médias face à une question de société	
Content	Assessment
<p>Informé, 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>

LANGUAGE AND LITERATURE: Spanish

Unit Name: El mito y el cuento	
<p>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.</p>	Análisis de un texto (Criterio A)
<p>En esta unidad los/as estudiantes</p> <ul style="list-style-type: none">- 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.	Producción escrita de un mito/cuento (Criterios B, C & D)

Unit Name: El arte y la literatura	
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"> - analizarán obras pictóricas de diferentes movimientos vanguardistas como el expresionismo, el futurismo y el dadaísmo; apoyadas por obras líricas de los mismos movimientos artísticos. - conocerán la especial influencia que ejerce el contexto histórico sobre las apreciaciones y parámetros artísticos en la Edad Contemporánea. - desarrollarán destrezas para la comprensión y elaboración de diferentes textos expositivos y líricos. - alcanzarán una idea global sobre las tendencias artísticas contemporáneas y su relación con el contexto histórico y filosófico. - realizarán ejercicios para mejorar el uso de vocabulario, así como su enriquecimiento en su lengua materna. 	<p>Análisis de un texto</p> <p>(Criterio A)</p> <p>Creación de un poema dadaísta</p> <p>(Criterios B & D)</p>

Unit Name: La radio	
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"> - desarrollarán destrezas de dicción y locución. - 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. - conocerán los elementos de la voz y las características de algunos programas radiales. - analizarán y profundizarán en el género periodístico: entrevista. 	<p>Expresión escrita y oral: crear una entrevista.</p> <p>(Criterios B, C & D)</p>

<p>- demostrarán de manera práctica los conocimientos adquiridos a través de una emisión de 10 minutos en una emisora de radio ficticia.</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"> · descubrirán, a través de ejemplos junto con un estudio guiado, los diferentes tipos de textos publicitarios: narrativo, expositivo y dialogado. · identificarán la función estética de la lengua, es decir, las figuras retóricas que aparecen y con qué finalidad. · aprenderán las diferentes modalidades de la oración simple a través de ejemplos publicitarios y el efecto que estas producen en el receptor. · conocerán las variedades lingüísticas (diatópicas, diafásicas, diastráticas y diacrónicas), de suma importancia en publicidad por la relevancia que tienen sobre el receptor. 	<p>Análisis y presentación de un anuncio publicitario</p> <p>(Criterio A)</p> <p>Crear un anuncio publicitario (vídeo/poster)</p> <p>(Criterios B & D)</p>

DESIGN: Coding (Grades 6-8)

Unit Name: Python and Web-based coding	
Content	Assessment
<p>Students will learn about various coding languages throughout the year 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 knowledge, skills and understanding of terms in Python and HTML. Students in the 2nd and 3rd years of the coding elective class will expand their knowledge and skills by investigating and learning about different modules in Python and further developing their knowledge and skills in web-based coding languages. Questions to investigate - what makes a logically structured code? What are functions? How do variables have an impact on code?</p> <p>Students with prior coding experiences, will learn about how multimedia and interactive features in code enhance user functionality, and communicate ideas effectively. 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>Students will be assessed on their learning through:</p> <p>Process journals The technical skills and creating the product Design and Planning</p>

Unit Name: Introduction to Coding, CAD CAM	
Content	Assessment
<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>

Unit Name: Introduction to Coding, 3D Modeling

Content	Assessment
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.	Assessment will be based on progress made, work completed, reflections, and a process journal.

DRAMA

Unit Name: 'Intro to Improv'	
Content	Assessment
<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"> A: Investigating B: Developing C: Creating/Performing D: Evaluating
Unit Name: Devised Performance.	
Content	Assessment
<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</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>workshopped with the rest of the class to provide an opportunity to receive feedback from others. This feedback is then to be used in group self reflection to further develop their performance skills and allow for an understanding of how their performance is received by an audience.</p>	<p><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

Content	Assessment
<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>

Unit Name: Dramatic Scene Presentation

Content	Assessment
<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> A: Investigating B: Developing C: Creating/Performing D: Evaluating</p>

BAND

Unit Name: Exploring Instrumental Technique	
Content	Assessment
<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>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Stylistic understanding through musical analysis -Solo and/or ensemble performance -Reflection <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating
Unit Name: Performance Skills Development	
Content	Assessment
<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</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Solo/group performance -Audience Impact reflection -Action Plan <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating

manner. Students will combine these skills to clearly portray selected music to an audience in concerts and recitals.

Unit Name: Score and Music Analysis

Content	Assessment
<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"> -Recording/video of choreography -Ensemble performance -Scene Blocking Plan <p><i>Arts Assessment Criteria may include:</i></p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating

CONCERTMASTERS

Unit Name: Expression in Performance	
Content	Assessment
<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>
Unit Name: Performance Technique	
Content	Assessment
<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>

Unit Name: Repertoire and Concertmaster skills	
Content	Assessment
<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

Unit Name: The Top Stories	
Content	Assessment
Through research, discussion and presentation, students will recognize the relative importance of contemporary news events, 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 information in news reports to make geopolitical and historical connections, while developing empathy for those involved in new events.	In-class discussion and an editorial blog post.
Unit Name: Current Issues in the World Today	
Content	Assessment
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.	In-class discussion and a multimedia presentation.
Unit Name: Current Affairs in your country.	
Content	Assessment
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?	Research-based essay.

Unit Name: Local News Items	
Content	Assessment
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?	Creation of 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 score keeper, 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.