

# Grade 9

# Curriculum Guide

# **Grade 9**

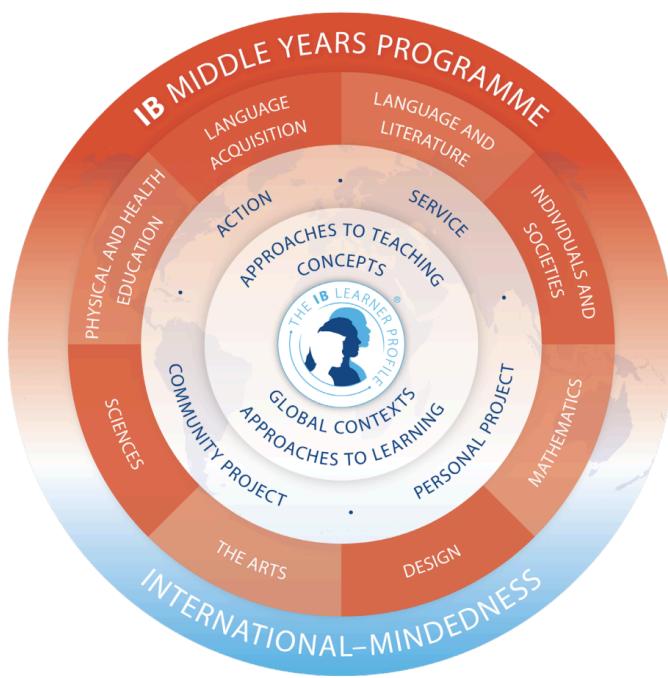
## **Curriculum Guide 2024-2025**

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## PROGRAMME INFORMATION

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



Above is the programme model for the MYP.

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

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

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

Concepts: highlighting a concept-driven curriculum

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

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

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

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

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

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

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

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

<b>Subject Groups</b>	<b>Individual Subjects</b>	<b>Lessons per 2 week cycle</b>
<b>Language and Literature</b>	English, German	English 7, German 8
<b>Language Acquisition</b>	English, German	English 7, German 8
<b>Mathematics</b>	Mathematics, Extended Mathematics	7
<b>Sciences</b>	Physics, Chemistry, Biology	9
<b>Individuals and Societies</b>	Individuals and Societies	7
<b>Physical and Health Education</b>	Physical and Health Education	7
<b>Design</b>	Digital Design, Product Design	5
<b>Arts</b>	Visual Arts, Drama, Music	5
<b>Options</b>	Spanish Language Acquisition, Spanish Language and Literature, French Language Acquisition, French Language and Literature, Intermediate Coding, Band, Sports Sciences, Mother Tongue, Creative Writing	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.

## **Personal Project**

The Personal Project at BIS is undertaken by students in the final two years of the MYP. Typically, students begin their projects in the spring of Grade 9 and complete it in January of Grade 10. The project is intended to be independent from any particular part of the curriculum and should take a student approximately 25 hours to complete. Each student is appointed a member of the BIS Secondary School staff as a supervisor. The supervisor will assess the student's work before the final grade is awarded after moderation. The Media Centre is available to assist any student needing help.

While each project should also fall within one of the Global Contexts, it will also consist of three elements:

Product - this can take any one of variety of forms, written, video, object, performance, etc. It should reflect a personal interest of the student, not necessarily academic.

Process journal - this is a diary of how the product developed. It should include a record of the regular meetings between the student and the supervisor, as well as such elements as internet searches, background reading, etc. Up to ten extracts from the journal are included in the report.

Report - this is the story of the product. Each student writes a report to explain the processes undertaken to reach the final product. The report should be presented in identifiable sections, following the MYP project objectives—investigating, planning, taking action and reflecting. This must include evidence for all strands of all criteria.

Students are expected to be proactive throughout the project, initiating meetings with their supervisor, planning their time carefully and carrying out a substantial amount of their research during the summer break between Grades 9 and 10. At the end of the project, students must sign an academic honesty form, declaring that the work is their own. Most importantly, the Personal Project should be FUN and of interest to each student involved.

## **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.

The criteria related assessments are designed appropriately for the grade level and reflect the development of the students within the subject group. Assessments provide evidence of student understanding through authentic performance and not simply the recall of factual knowledge.

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

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

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

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

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

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

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

Teachers give feedback to students within two weeks after 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**

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

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

# LANGUAGE AND LITERATURE

## English

<b>Unit Name: Understanding Voice</b>	
<b>Content</b>	<b>Assessment</b>
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. In this unit, students will explore how writers express character voice and marginalization in literary and non-literary forms. Students will read <i>The Curious Incident of the Dog in the Night-time</i> and will connect themes of marginalization and character voice in this text to other non-literary texts in order to understand how language can be used for a purpose.	Creative Piece (C, D) Presentation (A, B, D)
<b>Unit Name: The Art of Persuasion</b>	
<b>Content</b>	<b>Assessment</b>
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. Textual analysis is one of the significant parts of study of Language & Literature that covers a huge range of texts from media and literature. Students will study a variety of persuasive text types in order to understand and analyze how communication can be presented in many different forms. Students will engage in a variety of summative and formative assessments, including formal written analyses and creative work, both in collaborative groups and individually.	Speech analysis (A, B, D) Persuasive speech (C, D)
<b>Unit Name: Being Young: Yesterday and Today</b>	
<b>Content</b>	<b>Assessment</b>
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. In this unit, students will build upon their prior knowledge of the context and technique of Shakespeare's dramas to interpret the meaning and effects on the audience of the characters' actions and speech. In addition to studying script features, students will examine the format of diary entries, letters, and news articles, evaluating the unique benefits and limitations of each text type to communicate with an audience.	Create a non-literary text (B, C, D) Creative piece rationale (A)

<b>Unit name: Perceptions of the Past</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students will read a graphic novel, <i>Maus</i> , and reflect on the events of World War 2 told through the graphic novel and memoir format. Students will analyze and comment on the way in which the author made choices to include not only text, but also illustrations and other visual features to communicate his message, which will support the broader unit focus on media literacy.	Extract analysis (A, B, D) Infographic (C)

## LANGUAGE AND LITERATURE: German

<b>Unit Name: Kommunikation - Gott des Gemetzels</b>	
<b>Content</b>	<b>Assessment</b>
Die SuS sollen in dieser Einheit verbale/nonverbale Kommunikationsmittel und Kommunikationstechniken kennenlernen. Diese werden anhand unterschiedlicher Sachtexte und Filmen (Jenseits der Stille) sowie Kommunikationsmodellen (Schulz von Thun) behandelt. In dieser Einheit setzen sich die SuS in einer kreativen Präsentation mit einem Kommunikationsmittel auseinander (z.B. Morsealphabet, E-Mail). Im Verlauf der Einheit werden auch Gründe für Kommunikationsprobleme, welche zu einem Konflikt führen können, thematisiert. Dies wird an unterschiedlichen Sketchen von Loriot, Kurztexten (Watzlawik) und anhand des Dramas Der Gott des Gemetzels (Reza) veranschaulicht. Es finden Übungen zur Sprach- und Textanalyse im Bereich Struktur und Semantik der Sprache statt. Dabei erkennen die SuS, dass es verschiedene Wahrnehmungsfilter (Deutung, Verallgemeinerung, selektive Wahrnehmung) gibt.	Analyse (Criteria A&B&D)  Textproduktion (Criteria C&D)

<b>Unit Name: Der Drachenläufer</b>	
<b>Content</b>	<b>Assessment</b>
Mithilfe der Romane Der Drachenläufer von Khaled Hosseini, welche Auswirkungen politische und gesellschaftliche Umstände auf Kinder/Jugendliche haben. Inhaltlich werden u.a. folgende Aspekte, die sich auf Afghanistan beziehen, aufgegriffen: Geschichte, Geographie, Krieg und Besetzung, Gesellschaftsgruppen, Diskriminierung. Literarische Techniken, die vom Autor verwendet werden, werden auf ihre Absicht und Wirkung beim Lesenden hin untersucht. Dazu gehören u.a. Stilmittel, Erzähler, Erzählperspektive, Aufbau, Rahmen- und Binnenhandlung, (Leit-) Motive, Figuren (-konstellation). Außerdem müssen die SuS Einfühlungsvermögen und Sensibilität für das Schicksal	Analyse und Textproduktion (Criteria A&B&C&D)

<b>Unit Name: eAssessment Vorbereitung</b>	
<b>Content</b>	<b>Assessment</b>
Die SuS erhalten das MYP Certificate, wenn sie am Ende der 10. Klasse das sogenannte eAssessment (External Assessment) absolvieren. Für Deutsch Language and Literature ist dies eine zweistündige Prüfung am Computer. Damit die SuS auf diese Prüfung gut vorbereitet sind, beginnen wir bereits Mitte der 9. Klasse mit dem Üben.	Formative: eAssessment (Criteria A&B&C&D)

# LANGUAGE ACQUISITION

## English (Phases 1 and 2)

Unit Name: NOTHING GOLD CAN STAY	
Content	Assessment
<p>In the unit <b>Nothing Gold Can Stay</b>, students will learn about self-identity versus group identity, as well as divided communities, loyalty, and brotherhood. Students will read the novel, <i>The Outsiders</i>, as they work towards understanding how the world around us shapes our identities and relationships and vice versa.</p> <p>Students will learn about forming opinions and how to articulate these in short, meaningful sentences and phrases.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"><li>1. Reading Assessment</li><li>2. Listening Assessment</li><li>3. Oral Assessment</li><li>4. Written Assessment</li></ol>

Unit Name: SERIAL INVESTIGATION	
Content	Assessment
<p>In the unit <b>Serial</b>, students will explore what it takes to solve a real life mystery. Students will learn the key facts about an unsolved murder as they collect evidence about the crime by listening to a podcast called <i>Serial</i>. As they listen, students will act as a detective and use logical reasoning to keep track of all the evidence in the case and analyze it. They will then prepare for a discussion where the class will attempt to determine the guilt or innocence of the murderer's prime suspect.</p> <p>Students will partake in organized debates and will learn how to write persuasively.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"><li>1. Reading Assessment</li><li>2. Listening Assessment</li><li>3. Oral Assessment</li><li>4. Written Assessment</li></ol>

<b>Unit Name: EDUCATION SYSTEMS</b>	
<b>Content</b>	<b>Assessment</b>
<p>In the unit <b>Education systems</b>, students will discuss the concept and purpose of education systems around the world and their contemporary issues. Comparisons will be made to the approach various countries take to educating their youth, including schools in the United States, Germany (BIS) and Scandinavia, and what model is best: teaching through standards and assessments, following the international baccalaureate curriculum or taking a holistic and student centered approach.</p> <p>Students will learn about comparison and contrast writing and how to present a formal visual and verbal argument.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: ADVERTISEMENT</b>	
<b>Content</b>	<b>Assessment</b>
<p>In the unit <b>Advertisement</b>, students will study the topic of advertising and analyse the way texts and visuals can be manipulated for effect. The most common buzzwords used in advertisement and in persuasive mediums will be discovered as students become exposed to them through various adverts. Students will practice research and analytical skills and learn how to write persuasively.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

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

<b>Unit Name: Media Literacy</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will study the topic of advertising and analyse the way texts and visuals can be manipulated for effect. They must select an advert to analyse and explain language choices and conventions, including hooks, emotional transfer and the various tools used by advertisers as a means of influencing the audience. Students will practice research and analytical skills by reviewing chosen adverts and sharing their views and findings with the class via a presentation. Students will then create their own advertisement using these same techniques. Vocabulary used: Persuasion, imperative, command form phrasing.</p>	<p>Presentation and creation of advertisement - interactive Q and A.</p> <p>Students will be assessed through formative and summative topic-related tasks (covering criteria A-D) throughout the unit in order to meet the requirements of the MYP Programme. These will be posted 1-2 weeks preceding assessment.</p>

<b>Unit Name: Serial Investigation</b>	
<b>Content</b>	<b>Assessment</b>
<p>In the serial investigation unit, students will explore what it takes to solve a real life mystery. The following question will guide this unit of study: How can reading and looking closely at evidence help you reveal the truth and defend your theories? Students will learn the key facts about an unsolved murder as they collect evidence about the crime by listening to a podcast called <i>Serial</i>. As they listen, students will act as a detective and use logical reasoning to keep track of all the evidence in the case and analyse it. They will then prepare for a discussion where the class will attempt to determine the guilt or innocence of the murder's prime suspect. Finally, to solve the mystery, students will write what they believe truly happened on that fateful day in an organised argument, defending their claims with evidence to convince others their theory is correct.</p>	<p>Class debate and argumentative essay.</p> <p>Students will be assessed through formative and summative topic-related tasks (covering criteria A-D) throughout the unit in order to meet the requirements of the MYP Programme. These will be posted 1-2 weeks preceding assessment.</p>

<b>Unit Name: Education Systems</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will discuss the concept and purpose of education systems around the world and their contemporary issues. Through an examination of the aims and objectives of modern day educational models, students will answer the question as to how well schools prepare young individuals for the future. Comparisons will be made to the approach various countries take to educating their youth, including schools in the United States, Germany (BIS) and Scandinavia, and what model is best: teaching through standards and assessments, following the international baccalaureate curriculum or taking a holistic and student-centered approach. Students will conclude the unit by writing an informational article about what they learned and giving an oral presentation about what educational model they believe most effectively prepares learners for life after the classroom.</p>	<p>Informational article and oral presentation.</p> <p>Students will be assessed through formative and summative topic-related tasks (covering criteria A-D) throughout the unit in order to meet the requirements of the MYP Programme. These will be posted 1-2 weeks preceding assessment.</p>

<b>Unit Name: Tuesdays with Morrie</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this literature-based unit, students will explore how our experiences, and who we meet and form relationships with, help inspire, drive, and shape our core beliefs. The following questions will guide this unit of study: What makes you who you are? How do events and relationships from your life shape what you value? Students will read the novel <i>Tuesdays with Morrie</i> as they work towards understanding the quest we all find ourselves on to understand who we truly are. They will then develop their own personal narrative that reflects a key belief that is central to their identity, in the style of the "This I Believe..." writing project developed by the National Public Radio (based in the U.S.A). Close attention will be paid to the writing process as students dive deep into exploring who they are and how to express their beliefs in a clear and concise format.</p>	<p>Text analysis and creation of personal memoir.</p> <p>Students will be assessed through formative and summative topic-related tasks (covering criteria A-D) throughout the unit in order to meet the requirements of the MYP Programme. These will be posted 1-2 weeks preceding assessment.</p>

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

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

Beginner: Phase 1

Advanced Beginner: Phase 2, etc.

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

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

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

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

<b>Unit Name: Ich und meine Interessen</b>	
<b>Content</b>	<b>Assessment</b>
In this first unit, students will learn how to present and identify themselves in German. They will read and listen to basic introductions and will then practise their own first "small talk" in a variety of group activities. The amount of personal information given will slowly be increased by adding details such as age, nationality, birthday and country (or countries) of origin. For this, the students will also become familiar with the German alphabet, sounds and numbers. In the next step they learn to speak about their family and, possibly, pets. The grammar will focus on the learning of personal pronouns and the conjugation of regular verbs. Towards the end the key verbs " <i>sein</i> " and " <i>haben</i> " will also be introduced. Furthermore, the students will grow familiar with the articles and genders of nouns and, depending on the group, find out about the accusative " <i>einen</i> ".	Oral task (Crit. C), Reading comprehension (Crit. B), Written task (Crit D)
<b>Unit Name: Schule und Alltag</b>	
<b>Content</b>	<b>Assessment</b>
Students will grow familiar with the vocabulary related to their own daily routines, hobbies and school. The grammar and language focus will be plurals, showing preferences, telling the time, describing routines and 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> ". The skill focus is on explanation, so students practise writing details and explaining cause and effect.	Listening comprehension (Crit. A), Reading comprehension (Crit. B) Written task (Crit. D)

<b>Unit Name: Mein Umfeld</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit the students will extend their vocabulary for talking about their surroundings and their housing situation. They will also learn to talk about the weather in the region they live in. They will learn to speak about different types of houses and describe their own area and activities to do there (irregular verbs, verbs with vowel change) before describing the city they live in. In a next step the students will be taught how to describe their own house and rooms, e.g. by giving location and names of furniture items (prepositions with accusative, two-way prepositions). Students will become more familiar using "<i>man kann...</i>" and "<i>es gibt...</i>". Given the time of the year, there will also be a short introduction of the customs and traditions of <i>Karneval</i> in Germany and typical Easter celebrations.</p>	
<b>Unit Name: Essen und Einkaufen</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will take field trips outside of school where they will use new vocabulary and structures about shopping or ordering food. They will also learn how to express themselves politely and to ask for what they need, understanding and giving quantities and again, preferences. From a grammar point of view, this unit will focus on adjectives and their agreement. Furthermore the students will repeat the use of the accusative tense and the use of the formal "<i>Sie</i>". The use of adjectives and personal pronouns for "it" (<i>er, sie, es, etc.</i>) will also be reviewed. If time allows it, the unit on shopping will be extended to shopping for clothes as well.</p>	

## LANGUAGE ACQUISITION: German (Phase 2)

<b>Unit 1: Freunde und Vorbilder</b>	
<b>Content</b>	<b>Assessment</b>
IStudents begin the unit by revising the key vocabulary for describing themselves and their family, including pets. A range of audiovisual and written texts then lead them to handle the topic at a deeper level by discussing people's personalities and the relationships between them. Besides families, they also look at the concept of friendship and what makes a good friend. Finally, they look at role models and why we look up to them. They produce written, spoken and visual texts about their own personal role model or hero.	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Written Task (Criterion D)
<b>Unit 2: Meine Freizeit</b>	
<b>Content</b>	<b>Assessment</b>
In this unit students look at free-time and festivals, considering the differences between Germany and other cultures around the world and discussing their own hobbies and preferences. They further develop their use of cases and awareness of the need to adapt language to fit the format, purpose and audience of a text.	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion C)
<b>Unit 3: Reiseziel Deutschland</b>	
<b>Content</b>	<b>Assessment</b>
In this unit students look at tourist destinations around Germany and the more specific attractions of the nearby cities of Düsseldorf and Cologne. Using a website featuring the "Top 100 Tourist Destinations in Germany", they put together a hypothetical round trip based on their own personal preferences. They then use the Deutsche Bahn website to plan the actual travel and thus become more familiar with train travel in Germany. Having considered a number of different ways to report on their travels, they use the perfect tense to describe their journey in a variety of formats. At the same time, other texts help them discover how to use the accusative and dative cases to express destination and location respectively.	Reading Comprehension (Criterion B); Oral Assessment (Criterion C); Written Task (Criterion D)

**Unit 4: Unsere Umwelt**

Content	Assessment
<p>In this unit, students consider a range of aspects of the environment in which they live. They begin by talking about the immediate area where they live and the means of transport by which they get around it. This leads to comparing different areas and weighing up the advantages and disadvantages of different modes of transportation. They consider the environmental aspects of travel and of other activities in their daily lives, then widen their view to look at global environmental issues on a basic level and finish by investigating exactly what they themselves can do to make a difference. They also consider the fact that their "environment" is not just physical but also virtual, considering the different ways in which they communicate with others and the consequences of the modern, digital environment in which they live. Finally, they compare their media usage with that of previous generations.</p>	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion C); Written Task (Criterion D)

## LANGUAGE ACQUISITION: German (Phase 3)

<b>Unit 1. Ernährung - nachhaltig und fair?</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will learn about the topic of food, drink and shopping from a sustainable perspective.</p> <p>Students start by discovering a range of vocabulary for eating and drinking, sustainability and environmental protection. They discuss how often they consume given items, and reflect on their eating and shopping habits.</p> <p>Students will present a dish from their own culture, investigate typical German dishes and look at German eating habits. We also compare cultural aspects of how to be sustainable and what sustainability, environmental protection and fair trade means to different cultures and people. This leads to the connection between eating habits and climate problems. We will discuss the conventions of advertising, use the language they have acquired to produce material relating to a cultural festival and round out the unit by looking at the issue of healthy eating. The grammatical focus will lie on comparison and subordinate clauses.</p>	Speaking (Criterion C); Writing (Criterion D); Listening (Criterion A)
<b>Unit 2: Wir wollen mehr/Meer!</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, we will talk about the topic of travelling. We will talk about different ways of transport and staying and learn new vocabulary. When the basic vocabulary is introduced, we will observe the topic of travelling from different perspectives such as not only travelling for joy but also travelling to search for something or to escape. In this unit it is also covered how to report and/or document experiences from a journey in different ways using a variety of tools. We will watch the movie „Vincent will Meer“, and work with it in detail. Grammar topics will be revised, especially the dative and accusative case with prepositions, as well as modal verbs and subordinate clauses.</p>	Listening (Criterion A) Writing (Criterion D)

**Unit 3: Freundschaft 2.0**

Content	Assessment
<p>In this unit, students will learn about friendship in times of social media. We will discuss the impact of social media on friendship in general and on a personal level. How does social media help in terms of friendship and what are its potential negative effects? We will share personal experiences and compare what friendship was like in the past, without any social media, and what it is like today. What does friendship mean and what is important to us personally? Different types of social media are discussed and compared in terms of friendship. We will read different types of texts such as newspaper articles and blog entries. The grammatical focus lies on sentence structure and the use of different tenses and cases. We will also revise comparison.</p>	<p>Listening (Criterion A) and Writing (Criterion D)</p>

**Unit 4: Frauenfußball in Deutschland - ein Einblick in die deutsche Geschichte**

Content	Assessment
<p>In this unit, students will learn about German history and especially about the development of women's soccer and the role of women. We will read different texts and work with a variety of media. Hereby we will practise the use of conjunctions, connecting words and adverbs, as well as how to express one's own opinion in German. We will also watch a movie and the students will be engaged to work on creative tasks.</p>	<p>Reading (Criterion B) and Speaking (Criterion C)</p>

## LANGUAGE ACQUISITION: German (Phase 4)

<b>Unit 1: Jugendschutzgesetz</b>	
<b>Content</b>	<b>Assessment</b>
<p>Are laws important to have? Which laws can we think of that we find important? What would the world be without laws? If you were the leader of a political party, which laws would you implement? Are there different laws for men &amp; women?</p> <p>These are for e.g. some of the questions we will focus on in the beginning and then move over more specifically to the German Youth Protection Law. Students will read nonfiction articles and learn to understand and use new vocabulary. They will practise oral communication in discussions about laws in general and will contrast this by presenting the Youth Protection Law of their own country. In a blog article they will argue whether or not the Youth Protection Law makes sense and more generally will analyse the pro's and con's of legal regulations for young people.</p> <p>On the level of grammar, the focus will be on the use of modal verbs (können/müssen/dürfen/sollen/wollen) and the use of constructions with the infinitive.</p>	Listening (Criterion A); Speaking (Criterion C)
<b>Unit 2: Jugendkriminalität</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit we will focus on literary texts and film. The students will study causes for criminality among young people as portrayed in different films and novels and will reason more generally about good and evil, guilt, and the responsibility of individuals. In specialised articles students will learn more about criminal law for young offenders and the youth penal system and will discuss from various points of view.</p> <p>Different scenes in films and novels will be analysed and the effect of stylistic and linguistic devices will be discussed. In role plays students will explore alternative paths of action and reaction. Understanding of texts, summarising their meaning and practising new vocabulary are also a focus in this unit.</p> <p>In grammar we will study the use of different forms of the past tense and their effect on a story (simple past vs. present perfect and past perfect), and also focus on the difference in the use of time and sentence structures in different languages. Spelling (e.g. capitalisation) and punctuation will also be important.</p>	Reading (Criterion B); Writing (Criterion D)
<b>Unit 3: Tierschutz und Tierwohl</b>	

Content	Assessment
<p>In this unit, students develop their own ethical standpoint on the topic of animal welfare and animal suffering. They analyse animal-friendly economic practices and lifestyles, assess social and individual responsibility towards the environment and animals and discuss the feasibility of ethical action.</p> <p>They describe and evaluate the conditions under which farm animals are kept and name the various aspects of animal welfare. They also analyse manipulations by the advertising industry and develop their own ethical standpoint in relation to their consumption.</p> <p>A range of authentic material (advertising videos, reports, documentaries and various types of text) is used to illuminate and develop the topic in a multi-dimensional way. The unit ends with a visit to Cologne Zoo and, in this context, a creative learning task tailored to it, in which the pupils make a promotional video to draw attention to animal suffering in zoos.</p>	Listening (Criterion A); Reading (Criterion B); Speaking (Criterion C); Writing (Criterion D)
<b>Unit 4: Sprachwandel</b>	
Content	Assessment
<p>Language and language use change: reason enough to take a closer look at what language change is, why it happens and how our language and language use change over the years. In this unit, students examine how words and phrases change their meaning. In addition, the construction, meaning, origin and usage of selected foreign words, abbreviations, new word formations, youth language expressions and loan words are clarified and explained as examples of linguistic change.</p> <p>German texts such as the mediaeval fable of the <i>Raven and the Fox</i>, the <i>Lord's Prayer</i> by Martin Luther and the children's book <i>Max and Moritz</i> by Wilhelm Busch serve as the object of study. Language change in modern times is also examined. The students research current trends in youth language and work on the topic of gender inclusive language in Germany. In addition, the students research German words that occur in other languages around the world in an attempt to justify the adoption of foreign words and to supplement the findings on vocabulary and meaning change.</p>	Speaking (Criterion C);

## LANGUAGE ACQUISITION – German (Phase 5)

<b>Unit 1: Lektüre: Blind Date</b>	
<b>Content</b>	<b>Assessment</b>
<p>The students will read the novel "Blind Date" that tells the story of young Zoe who became blind at an early age and is now trying to cope with the usual problems of a 17 year old teenager. The students will both explore the topics of inclusion and visual impairment as well as the lives of teenagers in Berlin. They will learn to understand which kind of problems handicapped persons have to face and to understand their way of communication.</p> <p>Besides training their reading skills, students will enhance their vocabulary on the topic of inclusion, physical impairment and technological tools that may assist. Furthermore, the students will get the opportunity to apply their speaking skills during the visit of a guest speaker from the visual impaired community in Bonn. In this context, students will work on their expression with regards to a more varied and flexible sentence structure, adjectives and proverbs. They will also actively practise the production of diary entries and blogs.</p>	Speaking (Criterion C); Writing (Criterion D)
<b>Unit 2: Gesetze und Jugendschutz in Deutschland</b>	
<b>Content</b>	<b>Assessment</b>
<p>Are laws important to have? Which laws can we think of that we find important? What would the world be without laws? If you were the leader of a political party, which laws would you implement? Are there different laws for men &amp; women? These are for e.g. some of the questions we will focus on in the beginning and then move on more specifically to the German Youth Protection Law. Students will read nonfiction articles and learn to understand and use new vocabulary. They will practise oral communication in discussions about laws in general and will contrast this by presenting the Youth Protection Law of their own country. In a blog article they will argue whether or not the Youth Protection Law makes sense and more generally will analyse the pro's and con's of legal regulations for young people with a focus on alcohol and drugs. On the level of grammar, the focus will be on the use of modal verbs (können/müssen/dürfen/sollen/wollen) and the use of constructions with the infinitive. The assessment will be designed in a similar way as the eAssessment in order to start preparing students for this test approaching at the end of Grade 10.</p>	Listening (Criterion A); Reading (Criteria B)
<b>Unit 3: Lektüre: Besuch der alten Dame</b>	

<b>Content</b>	<b>Assessment</b>
<p>In this unit the students will read the classic novel "Der Besuch der alten Dame" that describes a story of revenge taken by an old lady returning to her former village that excluded her in younger years from their community. Building on the previous unit about legal decisions, students now analyse topics such as 'right and wrong', guilt, power and revenge in a more fictional environment. Additionally they will be confronted with the basic tools of literary analysis of drama and its features in German language.</p> <p>In light of the writing task as part of the eAssessment approaching in Grade 10, students will also practise applying various creative text types and their conventions. In this context they will revise grammar topics such as indirect speech and conditional tense.</p>	Speaking (Criterion C); Writing (Criterion D),
<b>Unit 4: Lokal und Global - Wälder und Artensterben</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit students will learn about the impact that the use and abuse of forests worldwide can have on our climate. The students will find out what different types of forests exist, what role they can play for living creatures and how they can be protected through many different creative projects worldwide. This knowledge will be transferred on local forests that surround us. In a second step students will grow familiar with the exploitation of certain species which will impact our daily lives significantly. The students will study a range of advanced scientific articles and audiovisual sources and will explore the topic both in group and individual work while discovering creative solutions to minimise the problems existing. In addition to the extension of their vocabulary, they will revise grammar topics such as relative clauses or adjective declension. At the same time, in this unit the students will be prepared intensely for the eAssessment by practising question types in a combined Listening and Reading assessment similar to the assessments completed at the end of Grade 10.</p>	Listening (Criterion A); Reading (Criteria B)

## LANGUAGE ACQUISITION: Spanish (Phase 1)

<b>Unit 1: ¿Quién soy?</b>	<b>Content</b>	<b>Assessment</b>
In this unit, students learn to introduce themselves and other people in simple sentences (name, age/birthday, nationality, languages, family, pets, etc.). They are introduced to the basic concepts of Spanish grammar (gender of nouns, conjugation of verbs) and will be asked to compare the rules and conventions of this new language with their own mother tongue. This way they should begin to see how language functions and to understand the process of language acquisition, in particular the use of patterns to help us find our way in a new language and the importance of learning new vocabulary and grammatical structures.		Reading Comprehension (Criterion B); Speaking (Crit. C)
<b>Unit 2: La vida diaria</b>	<b>Content</b>	<b>Assessment</b>
In this unit, students learn verbs and other expressions and phrases that enable them to talk about their daily routines, their weekend activities and their free time and hobbies. They learn how to say what time it is and when and how often they do things. Part of this unit will be dedicated to school life and students talk about their school subjects and their school buildings. The grammar focus of this unit is the conjugation of regular and irregular verbs and the phrases we use to express our opinion, likes and dislikes. By this stage, students should be developing a greater awareness of how Spanish functions differently to other languages and of the best ways in which they themselves can learn and internalise these concepts.		Listening Comprehension task (Criterion A); Written Task (Criterion D)
<b>Unit 3: Mi entorno</b>	<b>Content</b>	<b>Assessment</b>
In this unit, students learn verbs and other expressions and phrases that enable them to talk about their daily routines, their weekend activities and their free time and hobbies. They learn how to say what time it is and when and how often they do things. Part of this unit will be dedicated to school life and students talk about their school subjects and their school buildings. The grammar focus of this unit is the conjugation of regular and irregular verbs and the phrases we use to express our opinion, likes and dislikes. By this stage, students should be developing a greater awareness of how Spanish functions differently to other languages and of the best ways in which they themselves can learn and internalise these concepts.		Listening Comprehension (Criterion A); Reading Comprehension (Criterion B); Writing Task (Criterion D)

**Unit 4: La comida**

<b>Content</b>	<b>Assessment</b>
In this unit, students learn about different dishes and food in Spain. In the process, they learn how to order drinks and meals in a restaurant and practise this by designing their own menus and acting out role-plays with their fellow students. The main focus of this unit is of a cultural nature, as students discover a wealth of new vocabulary and dishes that do not exist in their own culture.	Speaking (Criterion C)

## LANGUAGE ACQUISITION: Spanish (Phase 3)

<b>Unit Name:</b> Asuntos sociales y personales	
<b>Content</b>	<b>Assessment</b>
In this unit, students look at some of the issues that may be arising in their lives at this point: they consider their relationships with family and friends, discuss a range of lifestyle choices and investigate other social issues. They learn not only to describe problems but also to formulate possible solutions, which can be delivered in a number of different ways. They use the present tense to describe problems and the preterite to give examples while developing their use of the imperative for giving advice and beginning to use the future tense to speculate and make resolutions.	Listening comprehension (Crit. A); Reading comprehension (Criterion B); Written task (Crit. D)
<b>Unit Name:</b> El medioambiente	
<b>Content</b>	<b>Assessment</b>
In this unit students begin by discovering the basic vocabulary associated with the topic of the environment and considering the ways in which one can personally make a difference, for example separating litter and recycling. They learn about some of the key issues affecting the planet in greater detail and look at how even small, personal actions can still make a difference. They learn to use the future tense to explain consequences and use the imperative to tell others what they should do.	Oral Task (Crit. C)
<b>Unit Name:</b> Educación y trabajo	
<b>Content</b>	<b>Assessment</b>
In this unit students revisit the topic of school life, but do so in much greater depth than in Phases 1 and 2. They start by discussing their school routine and the associated issues and then proceed to consider their options for the future. In learning the future tense, they emphasise the connections between their current situation and their future options. The unit culminates in an extended summative task that synthesises the content and covers a range of skills.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral Task (Crit. C); Written task (Crit. D)

<b>Unit Name: La comunicación</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students consider how communication has changed and continues to do so in the light of technological developments. They learn to classify media according to whether they are digital or analogue and how to adapt the way they communicate depending on the medium, the message and the intended audience.	Oral Task (Crit. C))

## LANGUAGE ACQUISITION: French (Phase 2)

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

**Unit 4: La communication**

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

# MATHEMATICS

## Standard

<b>Unit Name: Number: Consumer Arithmetic</b>	
<b>Content</b>	<b>Assessment</b>
When dealing with fractions, students will be able to express one quantity as a fraction of another and add and subtract fractions. The unit will develop further to cover the increase and decrease a quantity by a given percentage. These skills with percentages will then be applied to calculate compound interest and reverse percentages. The unit will conclude with calculations concerning ratio and proportion in both a theoretical manner and practical settings. Throughout all of this work, students will be taught both calculator and non-calculator techniques for dealing with problem solving.	Written test (Criterion A) and an investigation (Criteria C & D) into taxation.
<b>Unit Name: Linear Algebra</b>	
<b>Content</b>	<b>Assessment</b>
Students should be able to translate sentences into algebraic expressions, substitute values into an algebraic expression, simplify and factorize algebraic expressions. An important element will be the ability to solve linear equations, a skill that will be expected of students through to the end of Grade 12. This develops to the solution of simultaneous equations both on paper and using a graphical display calculator. Students will be expected to find general rules to explain patterns, including finding the 'nth term'. Students will be able to rearrange formulae, including the 'magic triangle', a topic with close links to science. Students will use 'trial and improvement' to solve equations using the GDC.	Written test (Criterion A) and an investigation (Criteria B & C) of patterns expressed algebraically
<b>Unit Name: Geometry</b>	
<b>Content</b>	<b>Assessment</b>
Students will begin by revising circles including area, circumference, arc length and sector area. They will then solve volumes of pyramids, spheres and cones. Trigonometry will begin with an explanation of how to label the sides of right triangles and the basics of the trigonometric ratios. Students will learn how to find unknown sides and angles using trigonometry, including the correct use a calculator. They will then apply trigonometry to practical problems. Trigonometry is then developed to solve congruent triangles and to use congruent triangles to find unknown sides and angles. Finally, students will apply transformations to shapes, performing translations, rotations and enlargements.	Written test (Criterion A) and investigation (Criteria C & D) into a practical household application of geometry

<b>Unit Name: Coordinate Geometry and Graphs</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students should be able to interpret distance time graphs and calculate speed. They should also be able to interpret other types of straight-line graphs, such as conversion graphs. Students will learn how to use the graphical display calculator to draw straight-line graphs. Other techniques to draw straight-line graphs include how to draw from coordinates (2 points) and by using the gradient/intercept method. Students will learn how to calculate the gradient of a line from graphs or using the formula. This will lead to finding the equation of a line. Students will use the formula to calculate the mid-point and length of a line segment. They will be able to solve inequalities, both algebraically and graphically. Students will be able to interpret and draw simple linear programming graphs, draw quadratic graphs from tables of values and with the GDC and identify significant points of a quadratic graph using the GDC.</p>	<p>In class geometry investigation looking at patterns within geometry</p>

<b>Unit Name: Statistics and Probability</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students should be able to design a questionnaire to collect data and should know how to calculate the mean, median, mode, range, frequency, cumulative frequency and the interquartile range for this data. They should be able to calculate probabilities experimentally and theoretically and use Venn diagrams in conjunction with probability. They should be able to plot various types of graphs including scatter plots and cumulative frequency ogives. This is then developed to calculate means and correlation using the graphical display calculator and display other types of graphs using the GDC. Students will answer an everyday problem using statistical methods of data analysis. A practical example would be that students could collect data on the distributions of colours of Smarties in the family size packs and then calculate predictions of the fewest numbers of these that must be purchased to ensure a minimum amount of any particular colour.</p>	<p>Written test/end of year assessment (Criteria A)</p>

## MATHEMATICS: Extended

<b>Unit Name: Number</b>	
<b>Content</b>	<b>Assessment</b>
Students will learn how to: round appropriately in the context of a problem, understand and apply the rules of indices, carry out calculations with numbers in standard form, convert between standard form and ordinary numbers. This will give them an appreciation of the different ways of expressing numbers. They will then use this knowledge in relation to financial mathematics. They will learn how to solve exponential equations, solve ratio problems, calculate discount, profit and loss, calculate taxes and wages, apply direct and inverse proportion and calculate simple and compound interest and depreciation in the context of real life examples.	Written test (Criterion A) on different representations of quantity.
<b>Unit Name: Algebra</b>	
<b>Content</b>	<b>Assessment</b>
Students will learn how to represent equivalent expressions in a variety of ways. They will look at the relative advantages of different representations, particularly in solving and graphing quadratics. They will learn how to expand, simplify and solve algebraic equations, expand and simplify quadratic expressions, expand algebraic expressions including powers greater than two, simplify, expand and manipulate surds, rationalize the denominator, solve quadratic equations by either graphing, completing the square, the quadratic formula or factorizing, establish whether a quadratic function has roots by using the discriminant, determine the vertex of a quadratic function by completing the square and evaluate algebraic fractions. There is a short unit on Linear Programming.	Investigation (Criteria B & C) looking for algebraic patterns in class. Investigation using Algebra in real life (Criteria C & D) in class. Written test (Criterion A) on Algebra.

<b>Unit Name: Geometry</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will learn different approaches to finding missing lengths and angles of a triangle. They will find missing angles and sides of right angled triangles using either trigonometry or Pythagoras, solve problems by using bearings. They will extend this to find missing lengths and angles involving 3D objects.</p> <p>Students will be introduced to vector arithmetic. They will calculate vector lengths, add and subtract multiple vectors, solve problems involving vectors. Coordinate geometry will include: find the distance between two points, find the midpoint between two points, calculate the gradient of a line, determine the equation of vertical and horizontal lines, determine points of intersection, graph by factorization/roots, solve linear simultaneous equations, and solve non-linear simultaneous equations. The graphical display calculator (GDC) will be used extensively.</p>	<p>Trigonometry and vectors written test (Criterion A) in class. Investigation (Criterion B) on geometry in class.</p>

<b>Unit Name: Statistics and Probability</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will be able to analyze different types of data sets using mean, median and mode to find the centroid. They will evaluate the range, interquartile range and standard deviation in order to comment on the variation of different data sets. They will use different forms of representation including cumulative frequency plot, frequency histogram, box and whisker plot and stem and leaf plot. Students will analyze the relation between data sets using simple linear regressions as well as using graphical calculator technology to explore more advanced regressions. In probability students will learn how to model real life situations using theoretical and experimental probability. Topics include sample space diagrams, tree diagrams, independent and mutually exclusive events, replacement and non-replacement, conditional probability.</p>	<p>Investigation (Criteria C &amp; D) in class using real life data.</p> <p>End of year summative exam (Criterion A).</p>

# SCIENCES

<b>Unit Name: Cells, Photosynthesis, and Respiration</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will investigate the microscopic aspects of life by examining cell structure and organelle function. They will develop an understanding of the evidence supporting <i>Cell Theory</i> and its implications for understanding other aspects of Biology. Modelling systems will aid student understanding of complex biological structures and their functions.</p> <p>Students will then shift their focus to photosynthesis and respiration. They will experimentally investigate factors that influence these processes to draw conclusions regarding how humans manipulate these either intentionally or inadvertently.</p>	Test (Criterion A), Investigation (Criteria B&C), Research Project (Criterion D)
<b>Unit Name: Ecology and Biodiversity</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will explore ecological systems with regard to abiotic and biotic factors; the differing interactions and relationships between organisms will be investigated, including food chains and webs as well as the impact of alien species. Students will develop an understanding of the universal classification system for organisms, including its conventions, implications and constant change as technology advances. Students will develop analytic skills in the use and creation of dichotomous keys for identifying species. Their individual research will focus on one example of ecological imbalance, its causes and the scientific attempts and impacts of alleviating damage.</p>	Test (Criterion A), Investigation (Criteria B&C), Research Project (Criterion D)
<b>Unit Name: Particles and Substances</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will learn about the structure of atoms and how this structure relates to their bonding and function. They learn to relate electronic configuration to group and period on the periodic table, as well as periodic trends created by these characteristics (including isotopes). Students use models to represent atoms and molecules as a way of visualising particles which are too small to see. Further, they use the periodic table to judge the nature and number of bonds; and how the structure of the particle that is formed relates to its chemical formula, and how this helps us to give the particle a name. Finally, students learn to connect but also distinguish between different types of particles and the substances that are made from each of these.</p>	Test (Criterion A), Atom Research Poster (Criterion D)

<b>Unit Name: Chemical Reactions</b>	
<b>Content</b>	<b>Assessment</b>
Students learn and practice how to apply a set of criteria to determine whether an observed change is physical or chemical. Students learn that chemical changes involve a rearrangement of atoms within the reactant particles break bonds and then reform into product particles. Students use conservation of mass to balance chemical equations. They investigate a chemical reaction ( $\text{NaHCO}_3 + \text{CaCl}_2$ ) and how the energy output, product produced, speed, and/or pH is affected by changing amount of reactant.	Test (Criterion A), Chemical Reaction ( $\text{NaHCO}_3 + \text{CaCl}_2$ ) Investigation (Criteria B&C) Research project (Criterion D)

<b>Unit Name: Waves</b>	
<b>Content</b>	<b>Assessment</b>
In this unit students will first learn about SI Units and prefixes. Then they study the characteristics of waves, including reflection, refraction, diffraction and interference. Students are introduced to the electromagnetic spectrum with the uses and dangers of its various wavelengths. Reflection as well as refraction of light and Snell's law are studied in more detail. Sound, including the human hearing range, the ear, the dB scale, and echoes are explored as well as ultrasound and its uses. Standing waves in the context of musical instruments are given particular importance.	In-class test (Criterion A), NoodleTools project on one application of a part of the electromagnetic spectrum (Criterion D), investigation on standings waves on a string Criteria B&C

<b>Unit Name: Mechanics</b>	
<b>Content</b>	<b>Assessment</b>
Students will review and analyze forces, including gravitational forces and gravitational fields. They study motion, including displacement, velocity, acceleration and Newton's laws of motion. Displacement-time graphs, velocity-time graphs and acceleration-time graphs are an essential part of the course. Students further learn about work, energy, power and efficiency and focus in particular on kinetic and potential energy and the conservation of (mechanical) energy. Students explore momentum and conservation of momentum.	Research essay (Criterion D), in-class test (Criterion A), investigation on the acceleration of a trolley (Criterion B&C)

## INDIVIDUALS AND SOCIETIES

<b>Unit Name: 1. Change - How revolutionary was the industrial revolution?</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students explore the concept of change and how innovations in science and technology can lead to revolutionary changes in the ways we live and work. We will find out how environmental, political, social and economic factors led to revolutionary changes in industry and working conditions in Britain and Japan. In particular, we will look at the factors necessary for the Industrial Revolution to start in Britain and the key inventions that accelerated change. We will consider industrialization's winners and losers and compare the social reforms in Britain and Meiji Japan.</p> <p>Students will hone their understanding of cause and effect by investigating the relationship and links between causal factors and the impact of revolutionary change on societies. What implications did the Industrial Revolution have upon the process of European imperialism around the world? Students will consider the Industrial Revolution through innovation in agriculture, technology, transport and the challenges of urbanization.</p>	<p>Class-based (in eAssessment format)- MYP Assessment Criteria</p> <p>In-Class Test: all criteria</p>

<b>Unit Name: 2. Relationships - Population and Migration</b>	
<b>Content</b>	<b>Assessment</b>
<p>Are there really too many people in the world? What are the implications of mass migration? Students will learn about methods of tracking world population trends, such as growth models, population pyramids and dependency ratios. Students will learn about the differences in trends among high, middle and low income countries. Students will explore concepts that inform public policy, such as youthful and older population structures. In the second part of the unit, students will examine the causes and effects of migration, for example the movement of asylum seekers and refugees around the world. We will explore the ideas of acclimatization, acculturation and assimilation (migrants settling into their new home) as well as the views of residents of welcoming communities. Students will also have the opportunity to consider issues of poverty and inequality that influence large-scale migration processes.</p>	<p>Class-based quiz (in eAssessment format)- MYP Assessment Criteria</p> <p>Test 1: A &amp; D</p> <p>Video on a chosen subject related to the topic of human migration. Students will focus on a real-life case study of their choice.</p> <p>MYP Assessment Criteria</p> <p>Video: B &amp; C</p>

**Unit Name: 3. Change - Why do societies experience revolution?**

<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will find out about the reasons why societies experience revolution and the different types that can occur. Our case studies will be the examples of revolutions in Russia and China with a focus on their causes and consequences.</p> <p>Together, we will hopefully ask: What is a revolution? What were the causes and consequences of the Russian revolution? What role does propaganda play in revolutions? What were the causes and consequences of the Chinese revolution? Are there different types of revolutions? What factors determine the significance of an event? Do revolutions always lead to progress?</p>	Class-based essay (in eAssessment format) MYP Assessment Criteria Essay: A & D

**Unit Name: 4. Systems - Rivers and Coasts**

<b>Content</b>	<b>Assessment</b>
<p>As a branch of physical geography, students will examine various river systems and coastlines. We will be guided by big questions, which will guide our study of these topics. For example, through what processes do rivers form? How do they change the landscape around them and sustain human, plant and animal life? How have humans sought to harness the power of rivers? What is the impact of our current management and use of rivers and is it sustainable? With respect to rivers, students will learn about river basins, erosion and deposition, flooding and river management. Students will gain an understanding of the processes involved with river flow. They will be able to determine the varying importance of rivers in different locations around the world. Students will also appreciate both the causes and consequences of river flooding.</p> <p>With regards to coasts, we will look at the processes that occur in the formation of coastal landforms. We will also look at the impacts of tourism in these coastal areas as well as the natural weathering that takes place in these areas. Students will study the increasing urgency and complexity in the management of coastlines.</p>	Class-based tests (in eAssessment format)- MYP Assessment Criteria In-Class Test: all criteria

# 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 9 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: mindfulness, global dignity, comprehensive sexuality education, drugs and alcohol and careers education.

Unit Name: 1. Invasion Games	
Content	Assessment
Within this unit, students will work in teams to develop their rugby skills in a variety of turbo touch rugby 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 games of turbo touch rugby. 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. Students will also be assessed on a reflective journal focusing on their interpersonal skills and team strategies.	Criterion C: Performance within invasion game  Criterion D: Reflecting and Improving performance

Unit Name: 2. Creative Movement - Skipping Routine	
Content	Assessment
Within this unit, students will engage in the dynamic realm of creative movement through an exploration of individual skipping skills and techniques. Guided by Criterion B, learners delve into the art of planning and crafting captivating movement routines. This module invites students to fuse physicality with creativity, honing their ability to design seamless sequences that showcase mastery of skipping techniques. Through this process, students not only enhance their motor skills but also develop an innate understanding of choreographic	Criterion B  Planning a creative movement routine which includes individual skipping skills and techniques.

composition, fostering a profound connection between body and imagination. The course empowers students to choreograph captivating narratives through the rhythmic canvas of skipping, fostering holistic growth.

### **Unit Name: 3 Sports Nutrition and Hydration**

<b>Content</b>	<b>Assessment</b>
Within this unit, students will learn about nutritional and hydration for optimising their performance in active pursuits over the summer months. The students will gain an understanding of sports nutrition and hydration and how this can be adapted to different climates. Students will be assessed through a written assessment where students will have to problem solve and use their knowledge to guide learners in different scenarios.	Criterion A: Knowledge and Understanding

### **Unit Name: 4 Individual Portfolio**

<b>Content</b>	<b>Assessment</b>
Within this unit, the students work towards creating an individual Badminton Eportfolio as a dynamic platform for student growth and reflection. Guided by MYP EPortfolio's innovative approach, students curate a digital showcase of their badminton journey. Through documented evidence of their achievements, challenges, and personal insights, learners develop a comprehensive understanding of their badminton skills, strategies, and overall athletic development. This process nurtures critical thinking, self-assessment, and communication skills, empowering students to take ownership of their progress. The Badminton Eportfolio embodies the MYP PHE's commitment to holistic development, fostering lifelong habits of active engagement and sportsmanship in the realm of badminton.	Criterion A: Knowing and Understanding  Criterion B: Planning for performance  Criterion C: Apply and Performing  Criterion D: Reflecting and Improving Performance.

<b>Unit Name: 5 Summer Games</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, the students will develop practical experience in a variety of summer games through the lens of MYP Criterion C. The students will engage in a multifaceted approach to the mechanics and strategies that underpin various summer sports. By dissecting gameplay, rules, and team dynamics, students cultivate a profound appreciation for the symbiotic relationship between athleticism and strategy. This unit fosters critical thinking, teamwork, and skill development within summer sporting activities.	Criterion C: Applying and Performing.

# DESIGN

<b>Unit Name: Communication in Design (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
How do I effectively communicate using sketches and technical drawing? The internationally understood language of designers.	<p>Summative assessment</p> <p>Criterion C - Creating the solution For this introductory project we focus on the final product, a technical drawing of a 3D object; task specific criterion sheet will be handed out at the start of the unit.</p>

<b>Unit Name: Put it on display (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
How can I create a truly personal product? As an introduction to the workshop, materials, tools and working processes, students design and create a picture/postcard holder for a client of their choice. All materials in the workshop are available to use. Students experience that creating products in a complex environment is a constant decision making process. This project is geared towards bringing students into the working environment and refreshing / introducing all different kinds of materials. Since students choose freely, in the end there will be a great variety of materials handled and that gives everybody the opportunity to see how to manipulate that specific material. An introduction / refresher about safety in the workshop is an essential part of this first unit in Grade 9.	<p>Summative assessment</p> <p>Criterion A - Inquiring and analyzing</p> <p>Criterion B - Developing ideas</p> <p>Criterion C - Creating the solution</p> <p>Criterion D - Evaluating</p> <p>For this short project the criteria are condensed so that the complexity fits the project. Students are given the choice to submit their work either paper based or software based. Whichever method they choose, in the end they will have one A3 sheet showing all the information. Focus is on reducing word count and giving information visually, with bullet point lists, as annotations to pictures or sketches, using color codes. This will be essential for later projects to help students focusing on concise information.</p>

<b>Unit Name: Let there be light (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>As designers, students are given the task to develop an energy efficient flashlight that promotes a certain cause. The unit aims at helping students to make decisions! For example:</p> <ul style="list-style-type: none"> <li>- what materials to choose</li> <li>- what circuit to build</li> <li>- how many LEDs the flashlight should have</li> <li>- what exact purpose the flashlight should serve.</li> </ul> <p>Prior knowledge of handling tools and working with materials will be an advantage when deciding to build a more complex project. New students will be advised to rather build a simple project.</p> <p>Documentation skills: The design folder should show:</p> <ul style="list-style-type: none"> <li>- mindmaps</li> <li>- bullet point lists</li> <li>- sketches</li> <li>- technical drawings</li> <li>- annotated pictures,</li> <li>- color-coded keys</li> <li>- graphs</li> <li>- diagrams</li> <li>- lists and tables.</li> </ul> <p>Information should rather be given non-verbal, not in lengthy paragraphs. Basic skills like soldering, manipulating resistant material will be included. Students who are advanced may work also with a 3D printer, or the CAD CAM laser cutter.</p>	<p>Summative assessment</p> <p>Criterion A - Inquiring and analyzing</p> <p>Criterion B - Developing ideas</p> <p>Criterion C - Creating the solution</p> <p>Criterion D - Evaluating</p> <p>The original IB criteria are used. Since students need experience to get used to them, for the first criterion (A) they will submit a draft, get feedback, add and change and then submit the final. For the next criteria they have to learn to be proactive and ask for feedback before the deadline.</p> <p>Since the creation of the product is more complex than students expect, we will include contingency time in the year plan to give them a chance of finishing their project in style.</p>

<b>Unit Name: The importance of innovation (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will take on one of the topics of the final exam in G10. A very general topic like 'innovation' needs to be tackled and understood. 'What are 3 recent innovations triggered by biomimicry research? How does innovation impact our environments and vice versa? Is an innovation only positive if it is sustainable?</p> <p>Questions like these will set the mood for developing a project that will show an innovative element and be targeted towards a chosen clientele. Like all projects, it will need to address a problem that needs solving.</p> <p>According to the development of the groups in the first semester, this topic might vary according to the shown interests and skills.</p>	<p>Summative assessment</p> <p>Criterion A - Inquiring and analysing</p> <p>Criterion B - Developing ideas</p> <p>Criterion C - Creating the solution</p> <p>Criterion D - Evaluating</p> <p>The original IB criteria are used.</p> <p>The criteria are the essential steps of the design cycle. Students will be encouraged to take on a real life challenge so that they do not 'only' develop a project for grading but are trying to develop a real product.</p>

<b>Unit Name: The Film Producer (Digital Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>How does film capture our imagination, our attention, manipulate and engage the audience?</p> <p>How does film communicate a message and leave an impression? This project focuses on perspective, form and innovation to effectively deliver messages on various topics. Through mini-film projects, students explore composition in film, camera angles and movement in film, lighting and sound, storytelling and genre to investigate the central idea: perspective and innovation influence how we learn and view topics/information. Project ideas developed through inquiry questions include: what camera techniques convey perspective effectively? How does perspective influence how we think? Can the perspective and style conveyed about a current topic empower change? Students develop a range of designs to communicate their ideas. Students learn about designing for film. The design Storyboards, plan diagrams, production shot lists, and the production plan will guide students in creating the final product.</p> <p>Students will extend their skills later to create a final film product by using film planning and technical skills effectively.</p>	<p>Students follow the IB MYP Design requirements.</p> <p>Formative assessment is provided throughout the project to help and guide students through each phase of the design cycle.</p> <p>A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating</p> <p>The criteria are the essential steps of the design cycle. Students will be encouraged to draw upon a real-life topic, challenge, story or genre of interest, so they do not 'only' develop a project for grading but communicate a real-life message that is important to them.</p>

<b>Unit Name: The Coding Project (Digital Design) (depending on time)</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this open-brief optional project that depends on time later in the course, students learn to use code to create an interactive product. Students will investigate a programming language and create a short sample product. This project provides opportunities to explore the coding functions and commands. To think out of the box, collaborate with peers and online coding learning communities is encouraged. Some students will have prior knowledge that will further support them in developing a solution on a chosen problem. Students extend their critical thinking and 'making decisions' skills by examining existing products, comparing ideas, critically evaluating ideas and making feasible design choices.</p>	<p>Students follow the IB MYP Design requirements.</p> <p>Formative assessment is provided throughout the project leading to the final summative assessment of each criterion. The criteria are the essential steps of the design cycle.</p> <p>A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating</p>

<b>Unit Name: 3D products Unit</b>	
<b>Content</b>	<b>Assessment</b>
<p>This project focuses on learning about the processes for designing and creating 3D products that have a purpose. Students find solutions to a design problem by working through the design cycle and learning about the fundamental drawing and 3D modelling skills for developing a 3D printed product. Some of the questions students will explore are:</p> <p>What systems and processes are required for 3D printing?</p> <p>How do systems impact 3D product creation and innovation?</p> <p>Students will be assessed by working through the design cycle criteria sections: Inquiring and researching a topic (Criterion A), 1 design idea (Criterion B), creation of their product (Criterion C) and evaluation (Criterion D).</p>	<p>Formative assessment is provided throughout the project to help and guide students through each phase of the design cycle.</p> <p>Summative assessment</p> <p>A: Inquiring and analysing about the design problem, the technical processes and skills.</p> <p>B: Developing design ideas and design specifications</p> <p>C: Creating the solution - developing the product and documenting the process</p> <p>D: Evaluating - reflecting and testing the design specifications. Reflection on learning and developments for the further</p>

# ARTS

## Music

<b>Unit Name: Investigation and Performance</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit will focus on developing listening and performing skills of students. Students will choose a piece of music that they feel best represents an aspect of themselves. They will perform detailed musical analysis of this piece and determine how the elements of music are applied and which elements most support their interpretation of the piece.</p> <p>Students will study the role of a performer as interpreter of a composer's intentions and the role their personal expression plays in the presentation of art. They will practice the piece and receive feedback on their technical skills and will develop techniques for making critical artistic choices related to their chosen artistic goal.</p>	<p>Analyzing how a composer communicates artistic intention through manipulating musical elements and performance directions (Criteria A, D)</p> <p>Presenting a piece. (Criteria B,C)</p> <p>Reflection on the process and connection between learning and creating. (Criteria A, D)</p> <p>Process journal (Criteria A,B,C,D)</p>
<b>Unit Name: Analysis and Composition</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will study the works of a specific composer of their own choice. They will choose a piece which best matches the style and genre that they wish to compose in. Students will analyze the techniques used by that composer and try to model these techniques in their own composition. They will document the process and will explain the links in their composition to the one they are modeling on. Students will complete composition exercises to strengthen their composition techniques and build a skill base. They will use western music notation and use all required performance directions. Students will build an artistic intention and develop their composition in line with this intention experimenting with multiple applications of the elements of music. The composition can be for a specific solo instrument or for an ensemble.</p>	<p>Musical Analysis - Composer's use of musical elements (Criterion A)</p> <p>Composition (Criteria B,C)</p> <p>Reflection (Criterion D)</p> <p>Process journal (Criteria A,B,C,D)</p>

<b>Unit Name: Arranging</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit will inquire into the methods an arranger uses to effectively present a piece of music expressing their intentions while honoring some original composer ideas. Students will explore the relationship between personal creative intentions and intended audience impact. This takes place through an examination of musical genres, including their commonalities and differences. Students will practice working with orchestration to find musical and stylistic balance. This will allow them to arrange a piece using orchestration techniques or re-contextualization techniques. Various appropriate software will be utilized. Students will complete a written analysis of a compositional arrangement. Focus will be on instrumentation and how instruments act as vehicles for the arranger's purpose. By the end of this unit, students will have a stronger sense of musical aesthetics with a vocabulary to express their artistic ideas.</p>	<p>Musical arrangement (Criteria A,B,C)</p> <p>Process journal (Criteria A,B,C,D)</p> <p>Performance (Criteria B,C)</p> <p>Arrangement Analysis (Criteria A,D)</p>
<b>Unit Name: Music theory</b>	<b>Assessment</b>
<p>In this unit students will complete working on the Associated Board of the Royal Schools of Music grade 4 theory workbook. This would include the various performance terminology, compositional skills, scales and transpositions. Students will take various practice test of the ABRSM music theory past question papers. During this unit also the students will be practicing their instrument to perform as a group. By the end of this unit, students will have a stronger sense of music theory and how they work and will be able to express their understanding of music using appropriate music terminology.</p>	<p>Music theory tests (Criterion A)</p> <p>Process journal (Criteria A,B,C,D)</p> <p>Music performance (Criteria B,C)</p>

## ARTS: Visual Arts

1. Unit Name: Still Life Drawing	
Content	Assessment
<p>The primary aim of this unit is to expose students to a range of drawing techniques and styles, allowing them to experiment and develop their own drawing skills. This will lead to a resolved final still life artwork from their own photograph that explores symbolism in still life within a personal context.</p> <p>Students will explore how different types of mark-making and tools create different types of line. They will analyse works and demonstrate their knowledge of symbolism in vanitas still life painting. The stylistic influences of Belgian street artist ROA will be explored. Finally, students will synthesise their knowledge of symbolism and studied drawing techniques in a still life tonal drawing that conceptually reflects objects that symbolise aspects of their own Grade 9 life.</p> <p><b>ATL focus: communication</b></p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation</p> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating</li> <li>D: Evaluating</li> </ul>

2. Unit Name: Expressive Experimental Printmaking	
Content	Assessment
<p>This unit will expose the students to various artists and design elements through study of the graphic arts and particularly German Expressionist prints, resulting in deeper understanding and realisation of the student's view of the world around them. Students will explore social commentary / equality issues and will work through various ideas to create a final artwork using relief printing representing a relevant social issue, belief, or personal narrative. This unit will include design elements such as composition, and can include drawing elements. Students will also explore and understand the role of printmaking in the visual arts. Throughout the unit and at the end, students will reflect on their progress and final outcomes.</p> <p><b>ATL focus: communication</b></p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation</p> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>C: Creating</li> </ul>

<b>3. Unit Name: Portrait Painting and the Sustainable Development Goals</b>	
<b>Content</b>	<b>Assessment</b>
<p>The primary target of this unit is to rapidly build a strong set of effective painting and colour theory skills that can be applied to not only this portrait unit but also to many artistic pursuits in the future. Students will analyse the stylistic aspects of one chosen artist from the Archibald Portrait Prize and then combine elements from the artist along with their own ideas to convey a UN SDG. The main physical outcome of this unit will be a painting that is based upon their own photoshoot which not only combines the earlier mentioned ideas but also addresses one of the 17 United Nations Global Goals.</p> <p><b>ATL focus:</b> Thinking</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation</p> <p><b>Assessment Criteria:</b></p> <p>B: Developing C: Creating D: Evaluating</p>

<b>4. Unit Name: Figurative Sculpture</b>	
<b>Content</b>	<b>Assessment</b>
<p>The primary aim of this unit is to expose students to human figure proportions while, at the same time, allowing latitude for meaningful distortion. Students will study several artists of note in styles ranging from realistic to abstract. Artists will be explored with both written and visual methods. Ample time will be spent exploring a range of media from which they may choose for their own studio work, including clay. Students will work in pairs and collaboratively develop and combine ideas for a final intention sculpture in which the two figures interact. A maquette, or 3D 'draft' will be constructed and peer critiqued before beginning the final version. The final, completed version of their figurative sculpture will show the skills acquired, the artists studied and their own ideas.</p> <p><b>ATL focus:</b> collaboration</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation</p> <p><b>Assessment Criteria:</b></p> <p>A: Investigating B: Developing C: Creating</p>

## ARTS – Theatre

<b>Unit Name: Monologue Magic</b>	
<b>Content</b>	<b>Assessment</b>
Students will explore the use of voice and body language skills in this unit as they practise analysing and interpreting short pieces of scripted text. Students will practise with games, activities and group dynamic building exercises to enable them to have the structure and confidence to select, learn, and deliver a monologue. This unit will cover the basics of character interpretation and presentation.	Assessment for this unit will include the student's use of the theatre journal to document artistic performance ideas. Monologue performances will be used to evaluate the effectiveness of the student's delivery of performance choices through the voice and body with the set monologue text.  <i>Arts Assessment Criteria will include from the following:</i> A: Investigating B: Developing C: Performing D: Evaluating

<b>Unit Name: Melodrama</b>	
<b>Content</b>	<b>Assessment</b>
Melodrama has been around for nearly 200 years and is still alive in many contemporary art forms today. Students will have a chance to learn about this exaggerated theatre style through research and collaborative acting exercises. Students will learn to adapt a common melodrama story trope and stage the main stock characters using the primary performance skills of melodrama. Exaggeration and being "dramatic" are highly encouraged in this unit.	Students will be assessed on their ability to stage and present a simple melodrama adaptation using the skills and techniques of the general.  <i>Arts Assessment Criteria will include from the following:</i> A: Investigating B: Developing C: Performing D: Evaluating

<b>Unit Name: Theatre of the World</b>	
<b>Content</b>	<b>Assessment</b>
<p>This is a unit combining theatre visual design skills and research. The aesthetic of a theatre genre plays a large role in how an audience is meant to receive it. Here students will study different design visual media and how to apply that to stage design, light design, props, and costumes. They will analyse segments of staged performances, explore short pieces of scripts from a design perspective, and practise their design thinking skills.</p> <p>This will culminate in their group exploration of a chosen theatre tradition from around the world, looking at what makes it unique from all others. Students will practise performance skills for effective presentation.</p>	<p>Students will present on a chosen theatre tradition from around the world. They will be evaluated on their ability to capture the aesthetic of the production in various design visuals they will create. Additionally they will be evaluated on the effectiveness of their presentation skills.</p> <p><i>Arts Assessment Criteria will include from the following:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Performing</li> <li>D: Evaluating</li> </ul>

<b>Unit Name: Staging a Play</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit is designed to combine all the elements learned throughout the year combined into the effective staging of a chosen play text. The play will be read and analysed and then broken down into its constituent scenes for staging. Students will apply their design skills, acting skills, and collaboration skills to take a play from page to stage for a live performance.</p>	<p>Students will be evaluated on their ability to take a play from page to stage and perform it for a live audience.</p> <p><i>Arts Assessment Criteria will include from the following:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Performing</li> <li>D: Evaluating</li> </ul>

# OPTIONS

## INTERMEDIATE CODING

<b>Unit Name: Text analysis and Webparsing</b>	
<b>Content</b>	<b>Assessment</b>
<p>We will begin the year by looking at language processing, analysing language used in various texts. We will then learn how to carry out sentiment analysis, analysing Tweets. Students will then control a web browser using the Selenium module, allowing the creation of automated tasks on the web. There will be room for further project ideas that will be discussed in class.</p> <p>Note: students are expected to be fluent in the basics of Python programming. There will be an entry test at the beginning of the school year to allow students to enjoy the course fully.</p>	Tests projects

<b>Unit Name: Internet of Things (IoT)</b>	
<b>Content</b>	<b>Assessment</b>
<p>The second unit focuses on the Internet of Things, utilising a RaspberryPi. Students will write code in Python, and connect external sensors to the device to execute various functions based on the input from those sensors. Projects can include building a weather station, a moisture-based automated watering system with an online graphical tracker tool, a monitoring system for bird nesting boxes, face recognition as well as home automation.</p> <p>Student ideas for new ideas are always welcome and incorporated where feasible.</p>	Tests projects

## LANGUAGE AND LITERATURE: French

Unit Name: Les mythes et leurs réécritures	
Content	Assessment
<p>Constantes et variations dans les représentations mythiques.</p> <p>Étude de textes sources fondateurs (Ovide, Sophocle, Homère).</p> <p>Étude de leurs réécritures à travers :</p> <p>Des récits : Colette et <i>Les Vrilles de la vigne</i>, André Gide et <i>Le Prométhée mal enchaîné</i>, Ismaël Kadaré et <i>Mauvaise saison sur l'Olympe</i>.</p> <p>Du théâtre : Philippe Minyana et <i>La Petite dans la forêt profonde</i>, William Shakespeare et <i>Titus Andronicus</i>, Laurent Gaudé et <i>Médée Kali</i>, Jean Cocteau et <i>La Machine infernale</i>.</p> <p>Spécificités des genres.</p> <p>Registres comiques et tragiques.</p> <p>Modalités des réécritures : amplification, ellipse, parodie.</p>	<p>Analyse texte / image (Criterion A)</p> <p>Production écrite (Criteria B,C&amp;D)</p>

Unit Name: Science et Littérature	
Content	Assessment
<p>Poser la question des rapports entre la Science et la Littérature, avec :</p> <p>Savinien Cyrano de Bergerac, <i>Histoire comique des États et des Empires de la Lune</i> (la théorie de l'héliocentrisme)</p> <p>Louis Sébastien Mercier, <i>Rêve s'il en fut jamais</i> (le télescope et le microscope)</p> <p>Ray Bradbury, <i>Les Pommes d'or du soleil</i> (la machine à remonter le temps)</p> <p>Jules Verne, <i>Une fantaisie du Docteur Ox</i>, <i>Vingt Mille Lieues sous les mers</i> (la physiologie)</p> <p>Balzac, <i>La Recherche de l'absolu</i> (la décomposition de la matière)</p> <p>Michel Tournier, <i>Le Roi des aulnes</i> (l'eugénisme)</p> <p>Marie Curie : biographie de Xavier-Laurent Petit et Catherine Le Quellenec (la curiethérapie)</p> <p>Mary Shelley, <i>Frankenstein</i> (le Prométhée moderne)</p> <p>Isaac Asimov, <i>L'Homme bicentenaire</i> (des robots êtres humains)</p> <p>Friedrich Dürrenmatt, <i>Les Physiciens</i> (la folie)</p> <p>Benoît Solès, <i>La Machine de Turing</i> (le premier ordinateur)</p> <p>Le scientifique : entre Histoire et fiction.</p>	<p>Atelier oral : création d'une émission littéraire consacrée à des savants (Criteria A,C&amp;D)</p>

Questionner le passé et rêver l'avenir. Les progrès et ses dangers.  
Des savants au service de l'humanité ?

### **Unit Name: Les personnages dans la tourmente de l'Histoire**

<b>Content</b>	<b>Assessment</b>
<p>Comprendre l'absurdité du manichéisme en Histoire avec l'étude d'une oeuvre intégrale <i>Effroyable jardins</i>, de Michel Quint et l'adaptation cinématographique de Jean Becker.</p> <p>Comprendre les traumatismes de la guerre et l'appel à la paix avec l'étude d'une autre oeuvre intégrale : <i>Moi, Ota, rivière d'Hiroshima</i> de Jean-Paul Alègre..</p> <p>Se raconter et se représenter : comment l'imaginaire permet-il de raconter l'horreur ? avec l'étude d'une troisième oeuvre intégrale : <i>Un Secret</i>, de Philippe Grimbert</p> <p>Questions éthiques et esthétiques. Mémoire et oubli. Drames et blessures d'enfance. Fictions et autobiographie.</p>	<p>Essai : (Criteria A,B,C&amp;D)</p>

### **Unit Name: Poésie, Art et engagement**

<b>Content</b>	<b>Assessment</b>
<p>Défendre la justice, l'égalité, la fraternité, la quête de la vérité, la protection de la nature... à travers :</p> <p>Le poème "Liberté" de Paul Eluard et ses reprises aujourd'hui, ainsi que son illustration par Fernand Léger,</p> <p>Le poème "L'affiche rouge" de Louis Aragon - <i>Guernica</i> de Pablo Picasso</p> <p>Le poème "Ma négritude" d'Aimé Césaire - L'expressionnisme et la sculpture africaine, Charles Alston</p> <p>Le poème "Barbara" de Jacques Prévert - Photographie de Robert Doisneau</p> <p>Afshin Ghaffarian / Marco D'Agostin : danseurs et chorégraphes.</p> <p>Street Art.</p> <p>Dire la révolte. Changer le monde.</p>	<p>Créer un hymne poétique pour défendre une idée essentielle : productions écrite et orale (Criteria A,B,C&amp;D)</p>

## LANGUAGE AND LITERATURE: Spanish

Unit Name: Textos periodísticos	
Content	Assessment
<p>El enfoque de esta unidad está para ello, repasaremos las funciones del lenguaje y su especial relevancia para clasificar los diferentes tipos de texto. Los/as estudiantes deberán explorar las características propias de los textos <b>narrativos, expositivos, descriptivos, dialogados y argumentativos.</b></p> <p>Además los/as estudiantes:</p> <ul style="list-style-type: none"> <li>· profundizarán en los textos periodísticos analizando diferentes ejemplos.</li> <li>· identificarán las manifestaciones de las funciones del lenguaje que aparezcan, el tipo de lenguaje utilizado, la estructura y el formato de los mismos con la finalidad de reconocer el subgénero al que pertenecen.</li> <li>· conocerán algunos de los vicios del lenguaje propios de hispanohablantes con la finalidad de minimizar su uso en textos académicos.</li> <li>· discutirán sobre la parcialidad en los medios de comunicación, el peligro de las <i>fake news</i> (noticias falsas) y su impacto en la sociedad.</li> </ul>	<p>Análisis de un texto periodístico (Criterio A: Análisis)</p> <p>Producción escrita: noticia en clave de humor (Criterio B: Organización, Criterio C: Producción textos &amp; Criterio D: Uso de la lengua)</p>

Unit Name: En un lugar de la Mancha...	
Content	Assessment
<p>En esta unidad los/as estudiantes profundizarán en las estrategias narrativas de la obra de Don Quijote, en especial la caracterización de personajes y el espacio.</p> <p>Para conseguir dicho objetivo,</p> <ul style="list-style-type: none"> <li>- analizarán exhaustivamente los componentes sicológicos y morales de Don Alonso Quijano, el protagonista y cómo estos van evolucionando</li> <li>- analizarán a los personajes secundarios y su relación con el protagonista. El choque que supone la mezcla de los valores y convicciones sociales de la época con los de Don Quijote.</li> <li>- reflexionarán sobre el término "quijotesco", sus virtudes y sus defectos y cómo su actitud puede considerarse atemporal.</li> </ul>	<p>Análisis de un texto/ personajes de la novela (Criterio A)</p> <p>Producción escrita (Criteria C &amp; D)</p>

<b>Unit Name: Visión poética del mundo</b>	
<b>Content</b>	<b>Assessment</b>
<p>En esta unidad se expondrán diferentes formas poéticas de diferentes épocas a través de diversos poemas.</p> <p>Los/as estudiantes identificarán las características de la expresión lírica del S XIX a nuestros días y se analizarán poemas que harán preguntarse al alumnado por el papel de la poesía como recurso de la lengua para cuestionarse su sentido y la intención con la que diferentes autores/as la utilian,</p>	<p>Análisis de texto (Criterio A)</p> <p>Producción escrita (pieza poética) (Criteria B, C &amp; D)</p>

<b>Unit Name: La autobiografía</b>	
<b>Content</b>	<b>Assessment</b>
<p>Esta unidad presenta varios objetivos:</p> <ul style="list-style-type: none"> <li>- ampliar los conocimientos teóricos de los alumnos respecto a cuestiones formales del género lírico (métrica, figuras retóricas,...) a través de la combinación de conocimientos, aprendizaje y creatividad.</li> <li>- profundizar en el mensaje de varios poemas y descubrir la influencia del contexto histórico y las vivencias personales de cada escritor/a en los poemas</li> <li>- llamar la atención sobre la importancia del lenguaje no verbal a través de un texto multimedia.</li> </ul> <p>Los/as estudiantes estudiarán a diversos poetas de habla hispana de diferentes países y épocas a través de textos multimedia que ellos mismos elaborarán. Para ello analizarán uno/dos poemas relevantes en la vida de cada escritor/a, y su modo de expresión. Aprenderán las características estructurales y de contenido de los textos autobiográficos o memorias poniéndolas en práctica.</p>	<p>Elaborar una autobiografía en formato texto multimedia tomando como base poemas de un autor. (Criteria A &amp; B)</p>

**BAND**

<b>Unit Name: Exploring Instrumental Technique</b>	
<b>Content</b>	<b>Assessment</b>
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.	<b>Assessments will include but are not limited to:</b>  <b>-Stylistic understanding through musical analysis</b> <b>-Solo and/or ensemble performance</b> <b>-Reflection</b>  <b>Arts Assessment Criteria may include:</b> A: Investigating B: Developing C: Creating/Performing D: Evaluating
<b>Unit Name: Performance Skills Development</b>	
Students will learn how to use their instruments effectively to communicate a musical score. Samples will be used from famous movies, classical pieces, and other popular contemporary tunes to provide a variety of options for students to develop their performance voice. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. Students will combine these skills to clearly portray selected music to an audience in concerts and recitals.	Assessments will include but are not limited to:  <b>-Solo/group performance</b> <b>-Audience Impact reflection</b> <b>-Action Plan</b>  <b>Arts Assessment Criteria may include:</b> A: Investigating B: Developing C: Creating/Performing D: Evaluating

<b>Unit Name: Score and Music Analysis</b>	
<b>Content</b>	<b>Assessment</b>
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.	Assessments will include but are not limited to: -Recording/video of choreography -Ensemble performance -Scene Blocking Plan  <i>Arts Assessment Criteria may include:</i> A: Investigating B: Developing C: Creating/Performing D: Evaluating

## ARTS: Visual Arts: MYP Extended and Enriched Visual Art

<b>Unit Name: Big Draw...Making Changes</b>	
<p>Students will develop their drawing skills working from life using a range of drawing media through a series of drawing exercises. For their final artwork, they will plan and work from reference image/s based on their surrounding environment or explore an environmental issue. Innovation with drawing media and working large-scale is very much encouraged in this unit.</p> <p>As this is a Middle School, and NOT a MYP course, results for this project and all others will be based mainly on demonstration of the skills gained and not Art-history reports, critiques, etc.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p><i>Arts Assessment Criteria include:</i></p> <p>Results of practical work. It is of Key Importance that all persons understand that this is a Middle School course and NOT an MYP course. This was chosen to give maximum time in developing practical skills to support other Visual Arts courses, both current and future.</p>

<b>Unit Name: 3D Clay Techniques</b>	
<p>This unit will allow students to develop sculpture and hand-building skills using ceramics. They will explore techniques in joining to create simple forms, create texture, and simple modeling techniques before choosing from several structured options for their final piece. Glazing or painting of fired work will be included in this unit.</p> <p>Hand built functional or decorative vessel Small figure/character/head</p> <p>As this is a Middle School, and NOT a MYP course, results for this project and all others will be based mainly on demonstration of the skills gained and not Art-history reports, critiques, etc.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p><i>Arts Assessment Criteria include:</i></p> <p>Results of practical work. It is of Key Importance that all persons understand that this is a Middle School course and NOT an MYP course. This was chosen to give maximum time in developing practical skills to support other Visual Arts courses, both current and future.</p>

<b>Unit Name: Animal Paradox - printmaking</b>	
<p>This unit will explore juxtaposition as a strategy. Students will research an endangered species and what threatens it. They will develop ideas to combine these factors in a print-based artwork that conveys the issue through a print based medium (collagraph, lino/relief or cyanotype) of their choice.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Visual artist research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p><i>Arts Assessment Criteria include:</i></p> <p>Results of practical work. It is of Key Importance that all persons understand that this is a Middle School course and NOT an MYP course. This was chosen to give maximum time in developing practical skills to support other Visual Arts courses, both current and future.</p>

<b>Unit Name: Transform and Extend</b>	
<p>Students will be given various options to explore ways to change objects or images through different approaches to image-making. They will develop strategies to use, combine and explore different media such as paper, drawing, painting, working with recycled materials and print techniques, to transform and extend in creative ways. The unit will be strongly choice-driven and encourage artistic innovation and exploration, but students will also be taught techniques and will develop skills through demo and practice. Final outcomes will be submission of their 2 of 4 most successful projects.</p> <p>As this is a Middle School, and NOT a MYP course, results for this project and all others will be based mainly on demonstration of the skills gained and not Art-history reports, critiques, etc.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p><i>Arts Assessment Criteria include:</i></p> <p>Results of practical work. It is of Key Importance that all persons understand that this is a Middle School course and NOT an MYP course. This was chosen to give maximum time in developing practical skills to support other Visual Arts courses, both current and future.</p>

<b>Unit Name: Inspired by...</b>	
<p>Students will be given a list of (mostly contemporary) artists that they can choose to use for inspiration for their artwork in this unit. They are encouraged to develop their own ideas for a final artwork or mini series in their choice of media. Focus will be on creating their own creative response to the work of that artist, with 1:1 support as needed.</p> <p>As this is a Middle School, and NOT a MYP course, results for this project and all others will be based mainly on demonstration of the skills gained and not Art-history reports, critiques, etc.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Visual artist research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p><i>Arts Assessment Criteria include:</i></p> <p>Results of practical work. It is of Key Importance that all persons understand that this is a Middle School course and NOT an MYP course. This was chosen to give maximum time in developing practical skills to support other Visual Arts courses, both current and future.</p>

## SPORT SCIENCE

Year A	
<b>Unit 1: How do we move?</b>	
<b>Content</b>	<b>Assessment</b>
During the unit we'll explore the fascinating world of human anatomy and physiology, focusing on the skeletal and muscular systems. You'll begin by mastering anatomical terminology, essential for understanding the body's structure. Next, you'll dive into the skeletal system, learning about the axial and appendicular skeletons and their vital functions. We'll then examine different types of joints, synovial joint movements, and the muscles and connective tissues that support them. The unit will also cover the mechanics of levers in the body and the processes of muscle contractions that drive movement.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester.  Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
<b>Unit 2: How do we optimise performance?</b>	
In this unit, you'll dive into the key elements of health and fitness, starting with an in-depth look at the respiratory system and how to maximise its functionality. You'll explore the vital roles of macro and micronutrients with a range of athletes, along with how nutrition impacts conditions like diabetes. You will learn how diet influences recovery after exercise and competition. The unit will cover the energy systems that fuel performance, alongside principles of training, including FITT (Frequency, Intensity, Time, and Type) and SPORV (Specificity, Progression, Overload, Reversibility, and Variability). Finally, we'll explore the components of fitness—both health and skill-related—and how to manage exercise intensity for optimal results.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester.  Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
<b>Sport Science investigation</b>	
Students will choose one research question provided that investigates variables relating to sport and movement. Students will be required to collect, analyse and conclude their findings. Their final investigation will be assessed and contribute to 25% of their final grade in semester 2.	

<b>Year B</b>	
<b>Unit 3: What is the connection between exercise and health?</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, we'll explore the complex relationship between exercise and immunity, examining how physical activity can enhance or suppress the immune system. You'll learn about the J curve, which illustrates the balance between exercise intensity and immune function. We'll dive into overtraining, identifying its causes, symptoms, and effects on the body. Recovery strategies will be emphasised, highlighting their importance in preventing overtraining and promoting optimal performance. The unit will also cover the critical roles of water and electrolyte balance, especially during exercise, and examine cardiovascular drift, a phenomenon that affects heart rate and performance during prolonged activity.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester.  Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
<b>Unit 4: What is the connection between mind, body and performance?</b>	
In this unit, we'll explore key psychological concepts that impact performance and behaviour. You'll begin by understanding the psychological refractory period, a critical concept in reaction time and decision-making. We'll then delve into the Big Five personality traits, examining how these traits influence behaviour, motivation, and performance in various contexts. Finally, the unit will guide you through self-analysis techniques, enabling you to reflect on your own personality, strengths, and areas for improvement, fostering personal growth and development.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester.  Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
<b>Sport Science investigation</b>	
Students will choose one research question provided that investigates variables relating to sport and movement. Students will be required to collect, analyse and conclude their findings. Their final investigation will be assessed and contribute to 25% of their final grade in semester 2.	

## **Stagecraft**

<b>Unit Name: Props</b>	
<b>Content</b>	<b>Assessment</b>
This unit will focus on the purpose of theatrical props, and will introduce techniques for designing and making functional props from a variety of materials. Students will collaborate with the theatre department to establish a props list for the school theatre production. Final props will be used in the school theatre production.	In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.
<b>Unit Name: Masks</b>	
<b>Content</b>	<b>Assessment</b>
This unit will introduce students to techniques used for mask making. Students will research masks used for various theatrical and cultural purposes. Focus will be on creativity, usability and refined finishing techniques. In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation.	In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.
<b>Unit Name: Puppet Making</b>	
<b>Content</b>	<b>Assessment</b>
Students will look at puppets used in various cultures and productions. Students will create puppets of their choice using various techniques and mixed-media. Sewing and draping techniques will be introduced for puppet clothes making. Focus on usability, durability and refined finishing techniques.	In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.
<b>Unit Name: Stage Set Design</b>	
<b>Content</b>	<b>Assessment</b>

<p>This unit will introduce students to methods for designing stage sets and scenery. Using existing plays, books or movies, students will work through sketches to develop ideas, and then create a scale model of a complete stage set or diorama. Focus will be on scale, creative use of materials and miniature modelling.</p>	<p>In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.</p>
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