

*Grade 9*

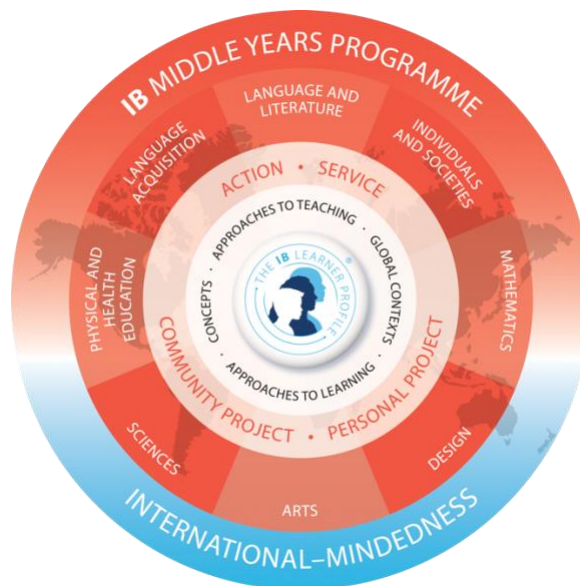
# Curriculum Guide

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## PROGRAMME INFORMATION

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



Above is the programme model for the MYP.

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

- Approaches to Learning (ATL): demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning
- Approaches to Teaching: emphasizing MYP pedagogy, including collaborative learning through inquiry
- Concepts: highlighting a concept-driven curriculum
- Global contexts: showing how learning best takes place within a specific context

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

- Community service reflects the themes of responsibility, global perspectives, outward-looking thinking promoted within the curriculum
- The MYP culminates in the Personal Project (starting in Grade 9 and concluding in Grade 10).

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

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

<b>Subject Groups</b>	<b>Individual Subjects</b>	<b>Lessons per 2 week cycle</b>
<b>Language and Literature</b>	English, German	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 and Literature, Sports Sciences, Mother Tongue, Coding, Supervised Study	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 great 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. [L] [SEP]

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

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

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

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

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

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

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

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

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



## Reporting final achievement levels <sup>[L]</sup><sub>[SEP]</sub>

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

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

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

## LANGUAGE AND LITERATURE: English

<b>Unit Name: The Art of Persuasion</b>	
<b>Content</b>	<b>Assessment</b>
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. Textual analysis is one of the significant parts of study of Language &amp; Literature that covers a huge range of texts from media and literature. Students will study a variety of text types in order to understand and analyze how communication can be presented in many different forms. This could include news reports, speeches, blogs, editorials, or advertisements. They will build on their understanding of critical textual analysis, and reflect on how purpose, audience, and context help form meaning in media texts. Students will engage in a variety of summative and formative assessments, including formal written analyses and creative work, both in collaborative groups and individually.</p>	<p>Students produce a creative media text that relates to one of the three topics discussed in the unit.</p> <p>(D, C)</p>
<b>Unit Name: Marginalised Voices</b>	
<b>Content</b>	<b>Assessment</b>
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. In this unit, students will explore how writers express marginalized voices in literary and non-literary forms. For example, how poets make use of meter, rhyme, metaphor and a number of other poetic devices to create meaning and evoke emotion in readers. They will be introduced to a variety of poems from different eras. Possibilities include Langston Hughes, Warsan Shire, and other poets from marginalized groups. Students will apply their learning in a critical commentary, focusing the themes, elements or techniques that are most relevant to the understanding of the poem.</p>	<p>Students write a comparative analysis essay on two poems read in class.</p> <p>(A, B, D)</p> <p>Creative Perspective Piece: Students will write a creative piece from the perspective of a person with a specific disability.</p> <p>(D, C)</p>
<b>Unit Name: Being Young: Yesterday and Today</b>	

<b>Content</b>	<b>Assessment</b>
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. In this unit, students will build upon their prior knowledge of the context and technique of Shakespeare’s dramas. They will examine more closely the poetic and dramatic devices used in a play as well as looking at cultural reference and allusions to the Elizabethan context in which they were written and performed. Emphasis will also be placed on reading the play dramatically in order to facilitate expression of character and meaning in the dialogue. We will also look at modern versions of Shakespeare’s work to explore its relevance today. Students will analyze the poetic and dramatic content and language of the plays and interpret the meaning and effects on the audience of the characters’ actions and speech.</p>	<p>Students analyze and annotate an extract from the play.</p> <p>(A, B, D)</p>

## LANGUAGE AND LITERATURE: German

<b>Unit Name: Autoritäten</b>	
<b>Content</b>	<b>Assessment</b>
Die SuS sollen sich in dieser Einheit kritisch mit Obrigkeit und Hörigkeit auseinandersetzen und Autoritäten auf ihre Glaubwürdigkeit hin untersuchen. Dazu dienen Texte von Heinrich von Kleist (Der zerbrochne Krug-Drama), Inge Scholl (Die weiße Rose-Biographie) und Friedrich Schiller (Kabale und Liebe-Drama) sowie einige aktuelle Reden von Politikern aus dem In- und Ausland. Das Analysieren von Komik sowie gattungsspezifischen, sprachlichen und dramaturgischen Mitteln und die Absicht des Autors stehen im Mittelpunkt. Die SuS sollen lernen, Texte inhaltlich und sprachlich auszuwerten.	Essay (Criteria A, B&D)
<b>Unit Name: Kommunikation</b>	
<b>Content</b>	<b>Assessment</b>
Die SuS sollen in dieser Einheit verbale/nonverbale Kommunikationsmittel und Kommunikationstechniken kennenlernen. Diese werden anhand von unterschiedlichen Sachtexten 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 und Kurztexten (Watzlawik) veranschaulicht. Es finden Übungen zu Sprach- und Textanalyse im Bereich Struktur und Semantik von Sprache statt. Dabei erkennen die SuS, dass es verschiedene Wahrnehmungsfiler (Deutung, Verallgemeinerung, selektive Wahrnehmung) gibt.	Creative presentation (Criteria C& D)

<b>Unit Name: Der Drachenläufer (Khaled Hosseini) / Der Chronist der Winde (Henning Mankell)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Mithilfe der Romane „Der Drachenläufer“ von Khaled Hosseini oder „Der Chronist der Winde“ von Henning Mankell wird thematisiert, welche Auswirkungen politische und gesellschaftliche Umstände auf Kinder/Jugendliche haben. Inhaltlich werden u.a. folgende Aspekte, die sich auf Afghanistan/Mosambik 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 der unterschiedlichen Protagonisten zeigen, um kreative Texte zu produzieren.</p>	<p>Creative and analytical tasks (Criteria A, B, C&amp;D)</p>
<b>Unit Name: eAssessment Vorbereitung</b>	
<b>Content</b>	<b>Assessment</b>
<p>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.</p>	<p>Formative: eAssessment (Criteria A, B, C&amp;D)</p>

## 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 murder'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 analyze 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 analyze the way texts and visuals can be manipulated for effect. They must select an advert to analyze 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 unit, Serial, 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 analyze 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 organized 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>
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<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**

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

Beginner: Phase 1

Advanced Beginner: Phase 2, etc.

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

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

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

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

<b>Unit Name: Ich und meine Interessen</b>	
<b>Content</b>	<b>Assessment</b>
<p>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>".</p>	<p>Oral task (Crit. C), Reading comprehension (Crit. B)</p>
<b>Unit Name: Schule und Alltag</b>	
<b>Content</b>	<b>Assessment</b>
<p>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.</p>	<p>Listening comprehension (Crit. A), Reading comprehension (Crit. B) Written task (Crit. D)</p>

<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>	<p>Reading comprehension (Crit. B), Oral task (Crit. C), Written task (Crit. D)</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</i>, etc.) will also be reviewed. If time allows it, the unit on shopping will be extended to shopping for clothes as well.</p>	<p>Listening comprehension (Crit. A), Reading comprehension (Crit. B), Written task (Crit. D)</p>

## LANGUAGE ACQUISITION: German (Phase 2)

<b>Unit 1: Freunde und Vorbilder</b>	
<b>Content</b>	<b>Assessment</b>
Students begin the unit by revising the key vocabulary for describing 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 (Crit. A); Reading Comprehension Task (Crit. B); Written Task (Crit. D)
<b>Unit 2: Mein Leben, meine Freizeit</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by revising and practising the language necessary to describe themselves, others and their daily routine, before moving on to apply this more specifically to their school day, revising the school subjects along the way. They compare their school with German schools in terms of facilities, subjects, the school system in general and wider aspects of school life such as extra-curricular activities. Along the way, they learn about the conventions that govern the way they communicate about their daily life.	Listening Comprehension (Crit. A); Reading comprehension (Crit. B); Oral Assessment (Crit. 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	Reading Comprehension Task (Crit. B); Oral Assessment (Crit. C); Written Task (Crit. D)

<p>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.</p>	
<p><b>Unit 4: Unsere Umwelt</b></p>	
<p><b>Content</b></p>	<p><b>Assessment</b></p>
<p>In this unit, students consider a range of aspects of the environment in which they live. They begin by talking about the immediate area where they live and the means of transport by which they get around it. This leads to comparing different areas and weighing up the advantages and disadvantages of different modes of transportation. They consider the environmental aspects of travel and of other activities in their daily lives, then widen their view to look at global environmental issues on a basic level and finish by investigating exactly what they themselves can do to make a difference. They also consider the fact that their "environment" is not just physical but also virtual, considering the different ways in which they communicate with others and the consequences of the modern, digital environment in which they live. Finally, they compare their media usage with that of previous generations.</p>	<p>Listening Comprehension (Crit. A); Reading comprehension (Crit. B)</p>



## LANGUAGE ACQUISITION: German (Phase 3)

<b>Unit 1: Ernährung - nachhaltig und fair?</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, we will talk about sustainability with the focus on food. We will discuss the meaning of fair trade and the possibilities to save resources and help to reduce environmental pollution. Hereby, we will compare the worldwide situation to Germany and its way of dealing with this problem. The students are engaged to talk about their own experience and knowledge.</p> <p>We will use different types of media in this unit.</p> <p>The grammatical focus lies on the tenses and the use of passive in German is being introduced.</p>	<p>Reading B Oral C</p>
<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.</p> <p>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>	<p>Listening A Writing D</p>
<b>Unit 3: Freundschaft 2.0 - soziale Kontakte, soziale Medien</b>	
<b>Content</b>	<b>Assessment</b>
<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</p>	<p>Listening A Writing D</p>

<p>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 comparisons.</p>	
<p><b>Unit 4: Frauenfußball in Deutschland - ein Einblick in die deutsche Geschichte</b></p>	
<p><b>Content</b></p>	<p><b>Assessment</b></p>
<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 B Speaking C</p>

## LANGUAGE ACQUISITION – German (Phase 4/5)

<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? 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 non-fiction articles and learn to understand and use new vocabulary. They will practice 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 analyze the pro's and con's of legal regulations for young people. 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>	<p>Listening (Criterion A); Speaking (Criterion C)</p>
<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 specialized articles students will learn more about criminal law for young offenders and the youth penal system and will discuss from various points of view. Different scenes in films and novels will be analyzed 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, summarizing their meaning and practicing new vocabulary are also a focus in this unit. 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</p>	<p>Reading (Criterion B); Writing (Criteria D)</p>

<p>structures in different languages. Spelling (e.g. capitalisation) and punctuation will also be important.</p>	
<p><b>Unit 3: eAssessment</b></p>	
<p style="text-align: center;"><b>Content</b></p>	<p style="text-align: center;"><b>Assessment</b></p>
<p>This unit is designed to specifically target the skills and command terms of the MYP eAssessment in German Language Acquisition. This unit builds on their prior knowledge and learning of listening, reading, writing and speaking. Students will have access to the past examinations for practice and will use laptops to familiarize themselves with the user interface of the on-screen examination. This preparation unit will review all of the areas of study that students have had throughout MYP years. It will include Global Contexts, Key Concepts, and Related Concepts.</p>	<p>Listening (Criterion A); Reading (Criterion B); Speaking (Criterion C); Writing (Criteria D)</p>
<p><b>Unit 4: Jugendliteratur</b></p>	
<p style="text-align: center;"><b>Content</b></p>	<p style="text-align: center;"><b>Assessment</b></p>
<p>In this unit Phase 4 students will read the novel „Shit“ by Jörg Schmitt-Kilian. They study the content, language and stylistic devices of this novel and develop strategies to learn new vocabulary words successfully. The topic of this novel is friendship and the consequences of drug abuse as well as criminality in Germany. The grammar we study will be a summary of all grammar studied so far and students will develop methods of proofreading their own work. Students will learn to understand the complex context of criminality and drug abuse among young teenagers. They will reflect on their own experiences, methods to prevent and deal with such struggles and protection law structures in real life.</p> <p>In this unit Phase 5 students will read the novel „Blind Date“ by Brigitte Blobel. They study the content, language and stylistic devices of this novel and develop strategies to learn new vocabulary words successfully. The topic of this novel is</p>	<p>Effort grade, ATL (self management)</p>

<p>friendship and the inclusion of handicapped persons in society. The grammar we study will be a summary of all grammar studied so far and students will develop methods of proofreading their own work. Different films will allow students to compare different attitudes and behavior of handicapped persons. They will learn to understand which kind of problems handicapped persons have to face and to understand their way of communication. Understanding their needs is the first step to integration. Students will profit from their perception of the world and will experience the advantages of inclusion for both partners. Being able to understand and communicate with handicapped persons and to include them in our world is the goal of this unit.</p>	
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## LANGUAGE ACQUISITION: Spanish (Phase 2)

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

## LANGUAGE ACQUISITION: Spanish (Phase 3)

<b>Unit Name: Asuntos sociales y personales</b>	
<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 (C rit. A); Reading comprehension (Criterion B); Written task (Crit. D)
<b>Unit Name: El medio ambiente</b>	
<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: Educación y trabajo</b>	
<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 3)

<b>Unit Name: Notre alimentation</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by discovering the vocabulary they need to talk about food and drink, before moving on to investigating in greater depth the eating habits of the French-speaking world. In the process, they learn how to buy food at the shops and order it in a café or restaurant. Once they have established this base of knowledge and understanding, they begin to consider what constitutes a healthy diet and learn to relate their experiences of eating out.	Reading comprehension (Crit. B); Written task (Crit. D)
<b>Unit Name: Nos choix</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by looking at their lifestyle choices with regard to food and drink, before moving on to consider other aspects of their lives and the choices with which teenagers the world over are confronted. In the process, they discuss the stress-factors that affect their lives and the possible pitfalls. Finally, they investigate the issues surrounding drugs and alcohol and consider other examples of addictive behaviour.	Listening comprehension (Crit. A); Oral task (Crit. C)
<b>Unit Name: Nos vacances</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by revising and expanding upon the language they need to discuss a range of holiday destinations and the activities on offer there. In the process, they learn to use the future tense to describe their plans and the conditional tense to talk about hypothetical trips; they also revise the use of the perfect tense to describe holidays in the past. Finally, they look at the consequences of holiday travel and consider whether there is such a thing as "sustainable tourism".	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C); Written task (Crit. D)

<b>Unit Name: Nos avancées technologiques</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by revising and expanding upon the language they need to discuss the impact of new technology on society as a whole and communication in particular. In the process, they discuss their own use of technology both in and out of school. Finally, they investigate the manner in which developments in technology have affected the way pop music is produced, distributed and consumed.	Reading comprehension (Crit. B); Oral task (Crit. C)

## 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>
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.	In class geometry investigation looking at patterns within geometry

<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>
<p>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.</p>	<p>Written test (Criterion A) on different representations of quantity.</p>
<b>Unit Name: Algebra</b>	
<b>Content</b>	<b>Assessment</b>
<p>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.</p>	<p>Investigation (Criteria B &amp; C) looking for algebraic patterns in class. Investigation using Algebra in real life (Criteria C &amp; D) in class. Written test (Criterion A) on Algebra.</p>

<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. 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>
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. Modeling systems will aid student understanding of complex biological structures and their functions. 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.	Test (Criterion A), Investigation (Criteria B&C), Research Project (Criterion D)
<b>Unit Name: Ecology and Biodiversity</b>	
<b>Content</b>	<b>Assessment</b>
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.	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 visualizing 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>	<p>Test (Criterion A), Atom Research Poster (Criterion D)</p>

<b>Unit Name: Chemical Reactions</b>	
<b>Content</b>	<b>Assessment</b>
<p>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 (<math>\text{NaHCO}_3 + \text{CaCl}_2</math>) and how the energy output, product produced, speed, and/or pH is affected by changing amount of reactant.</p>	<p>Test (Criterion A), Chemical Reaction (<math>\text{NaHCO}_3 + \text{CaCl}_2</math>) Investigation (Criteria B&amp;C) Research project (Criterion D)</p>

<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)
<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), Investigation into speed of sound (Criteria B&C) Essay on one application of an electromagnetic wave (Criterion D)

## 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. 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</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.</p> <p>Students will focus on a real-life case</p>

issues of poverty and inequality that influence large-scale migration processes.	study of their choice. MYP Assessment Criteria Video: B & C
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**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>	<p>Class-based essay (in eAssessment format) MYP Assessment Criteria Essay: A &amp; D</p>

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

<b>Content</b>	<b>Assessment</b>
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<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. 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>	<p>Class-based tests (in eAssessment format)- MYP Assessment Criteria</p> <p>In-Class Test: all criteria</p>
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## 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. Practical units may be taught in a different order due to Covid-19 regulations.

### **Unit Name: Physical Education to Promote the SDG's (Sustainable Development Goals)**

<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will explore how the United Nations Sustainable Development Goals (SDGs) relate to Physical Education and physical activity. Students, through inquiry, will unpack the SDGs and make connections to how physical activity can contribute to the achievement of specific goals. Net/wall games will be used as the mode of physical activity. The underlying concept will be to encourage students to build and maintain healthy relationships by incorporating SDGs and by engaging in doubles badminton and volleyball. Effective communication to work well as a team in a competitive environment will challenge students to use verbal and non-verbal forms of communication to devise tactics. Skills developed through the unit include: net/wall rules, communication, explored through peer umpiring.</p>	<p>Project related to the SDG student's choice. (Criterion A)</p> <p>Performance within net/wall (Criterion C)</p>

<b>Unit Name: Invasion Games - Inclusion in Sport</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will explore a variety of activities linked to the invasion games and Paralympic games. They will explore how to interact with others and use this interaction to gain new perspectives about one another. In doing so, they will aim to increase inclusion in sport. Instead of exclusion. The students will use their new perspectives to make a modification to ensure participation for all. Students will design modified Paralympic game activities that promote inclusion and teach these to small groups of primary school students at the end of the unit OR to their peers.</p>	<p>Planning of a Paralympic game session for teaching task. (Criterion B)</p> <p>Reflection of session for the Teaching task. (Criterion D)</p>

<b>Unit Name: A Story Through Movement</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students explore ways in which they can move their bodies to communicate a message and work with others. This may be telling a story, portraying a message or exploring how sport can be interpreted as a creative movement. They research and plan a group dance or movement piece (e.g. parkour) connecting to a specific theme chosen by the students themselves (themes such as inclusion, friendship etc). The aim of this is to provide awareness of relevant themes and how they can then express themselves through dance and movement. T sciStudents explore the elements of dance which include: body, action, space, energy and time. By understanding and exploring the elements of dance, students will develop the fundamental skills and techniques that will allow them to move their bodies to portray a variety of messages and express different emotions to represent their chosen theme.</p>	<p>Planning of a creative movement routine to represent the dance of sport (Criterion B)</p>

<b>Unit Name: Invasion Games</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will work in teams to develop their rugby skills in a variety of touch and 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.</p>	<p>Apply and Perform the skills taught. (Criterion C)</p> <p>Reflection on team and individual strengths and weaknesses. (Criterion D)</p>

<b>Unit Name: Nutrition and Hydration for Summer Games</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will learn about nutritional and hydration for optimizing 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.</p>	<p>(Criterion A)</p>



## DESIGN

<b>Unit Name: Put it on display (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>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>	<p>Summative assessment            Criterion A - Inquiring and analyzing            Criterion B - Developing ideas            Criterion C - Creating the solution            Criterion D - Evaluating            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>

**Unit Name: Let there be light (Product Design)**

<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: - what materials to choose - what circuit to build - how many LEDs the flashlight should have - what exact purpose the flashlight should serve. 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. Documentation skills: The design folder should show: - mindmaps - bullet point lists - sketches - technical drawings - annotated pictures, color-coded keys - graphs - diagrams - lists and tables. 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 Criterion A - Inquiring and analyzing , Criterion B - Developing ideas Criterion C - Creating the solution 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? 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            Criterion A - Inquiring and analyzing            Criterion B - Developing ideas            Criterion C - Creating the solution            Criterion D - Evaluating            The original IB criteria are used.            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 and attention, manipulate and engage the audience, 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 techniques, storytelling and genre to investigate the central idea: perspective and innovation influence how we learn and view topics/information. A critical examination about the purpose and validity of existing</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>products is encouraged through in-depth inquiry. 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. Storyboards, plan diagrams, and the production plan will guide students in creating the final product. Students will extend their skills later to create a final short trailer, vignette/vlog, tutorial, short film or documentary film by using storytelling, genre, composition, and camera techniques effectively.</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>
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<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: Say it in images</b>	
<b>Content</b>	<b>Assessment</b>
<p>This project explores the communication of perspectives and ideas through digital images. Typography, graphics design, and digital image editing are explored in the unit with these central questions:</p> <p>How can bitmap and vector tools influence the communication of an image?</p> <p>How does the designer of the story impact our perspectives and perceptions of the world?</p> <p>What design principles create impact and communicate ideas most effectively?</p> <p>What are CMYK and RGB colour modes?</p> <p>How do colour modes impact images?</p> <p>Say it in images – explores a range of vector and bitmap tools that communicate ideas and perspectives on a chosen topic(s). Through practise in a range of digital tools and using the graphics tablet for digital drawing, high-quality images can be created and tested with the specifications.</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</p> <p>B: Developing ideas</p> <p>C: Creating the solution</p> <p>D: Evaluating</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. 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. Students will study drawing artists who display different styles of expressive drawing, investigating how different types of mark-making creates different stylistic elements in art. They will analyse works and demonstrate their knowledge of symbolism in vanitas still life painting. Finally, students will synthesise their knowledge of symbolism and studied drawing techniques in a still life tonal drawing that conceptually reflects aspects of their own life.</p> <p>ATL focus for this unit will be communication.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <ul style="list-style-type: none"> <li>Artist studies (presentation, analysis or visual investigation)</li> <li>Portfolios of media experimentation and idea development (submitted in journals)</li> <li>Intentions for final artworks</li> <li>Final artworks</li> <li>Reflective documentation of the process of art creation</li> <li>Research, process journal, analysis, final drawing</li> </ul> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating</li> <li>D: Evaluating</li> </ul>

## 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 realization 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>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <ul style="list-style-type: none"> <li>Artist studies (presentation, analysis or visual investigation)</li> <li>Portfolios of media experimentation and idea development (submitted in journals)</li> <li>Intentions for final artworks</li> <li>Final artworks</li> <li>Reflective documentation of the process of art creation</li> <li>Research, process journal, analysis, final drawing</li> </ul> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating</li> <li>D: Evaluating</li> </ul>

<b>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 color theory skills that can be applied to not only this portrait unit but also to many artistic pursuits in the future. Students will analyze the stylistic components of at least two artists and then combine personally relevant elements from these artists along with their own ideas. 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>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <ul style="list-style-type: none"> <li>Artist studies (presentation, analysis or visual investigation)</li> <li>Portfolios of media experimentation and idea development (submitted in journals)</li> <li>Intentions for final artworks</li> <li>Final artworks</li> <li>Reflective documentation of the process of art creation</li> </ul> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating</li> <li>D: Evaluating</li> </ul>

<b>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. 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>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <ul style="list-style-type: none"> <li>Artist studies (presentation, analysis or visual investigation)</li> <li>Portfolios of media experimentation and idea development (submitted in journals)</li> <li>Intentions for final artworks</li> <li>Final artworks</li> <li>Reflective documentation of the process of art creation</li> </ul> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating</li> <li>D: Evaluating</li> </ul>

## ARTS – Drama

<b>Unit Name: Writing &amp; Devising.</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit focuses on the development of a play script and explores the impact of drama on an audience from the perspectives of character and storyline (plot). Students will be able to develop the action of scenes from a play they will write independently. They will have creative freedom to shape the plot and choose to blend identified characters that are presented to them with some background/history and a clearly defined early storyline. Students will be provided with several scene developments focusing on character and plot development with the story outline and brief 'back story' details of each main character. They will compare ideas and creative choices with their peers to further refine the clarity of plot and character development. They will be afforded a degree of creative freedom to do this, in terms of the story development and scene creation. They will be given the 'back story' of each main character and an outline of the early events which have shaped the storyline and which impact on the events to come - the events they will plot into their scenes.</p>	<p>Students will create an original scene and/or series of connected scenes taking their inspiration from given plot material. Their written work will be original material based on characters from scenes provided for them. They will present 'work in progress' short performance pieces of the scenes in order to explore the potential audience impact and to receive constructive peer feedback on their work. Students will be required to keep an on- going record of their work in a notebook and to refer to this each session to familiarize themselves with their scene and character development.</p> <p>The scenes will be performed live.</p> <p><i>Arts Assessment Criteria include:</i>  A: Investigating  B: Developing  C: Creating  D: Evaluating</p>

**Unit Name: Production Project**

<b>Content</b>	<b>Assessment</b>
<p>Performance continues to evolve and shape our understanding of plays. Students will review the original version of a play, from the perspectives of plot line, stylistics, and character analysis. Students will inquire into characterization and how their actions/motivations affect their approach to the key scenes in the play. They will rehearse identified sections exploring directing techniques, blocking, characterization and scene development. They will engage in a rehearsal process, each assigned a role within an ensemble group (all remaining 'on stage' at all times) during which the scenes will be blocked and the performance as a whole structured into a presentation piece. Students will be required to learn lines and keep a rehearsal diary. The show will be presented 'in school' to peers.</p>	<p>The assessment will take the form of a performance. Students will be required to assess their progress through an interactive discussion. They will also be required to document their progress in a process journal.</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>

<b>Unit Name: Devised Performance</b>	
<b>Content</b>	<b>Assessment</b>
<p>The students are familiar with dramatic terminology, character development and plot structure. This unit guides them to further broaden this knowledge through a 'hands on' approach to developing a script using 'in class' workshop techniques. During the unit, the students will work as members of small production teams to create a series of connected dramatic scenes exploring character motivation and plot development with the perspective of audience reception as the focus. Students will be asked to compare whether their artistic choices have the desired audience impact. They will be given time to develop original scripts based on character profiles they will be provided. Once they have a completely scripted scenes they will then undertake rehearsals during which they will block and shape the scenes for presentation to their peers.</p>	<p>The students will be assessed on the performance of scenes presented to their peers. They will be required to keep a process journal and be able to answer questions regarding the structure of the play, character motivation and audience impact. Directors will present their Director's Notebook detailing creative/artistic decisions through the process.</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Investigating  B: Developing  C: Creating  D: Evaluating</p>

## OPTIONS

### Coding

<b>Unit Name: Python</b>	
<b>Content</b>	<b>Assessment</b>
Students are exposed to the programming language Python. They learn about the basic principles of coding, including types of variables, conditional statements, loops, lists, dictionaries, functions and modules. Having covered the basics, students apply their knowledge in the context of projects, where the topic/problem is given and students write their own code as a solution. The aim of the course is to give students a high degree of ownership and independence, so they can take their learning further and program outside school as well. Therefore, students can either learn from a textbook or through a website, allowing students with prior experience or higher ambitions to move faster. The style of assessment aims to support this independence.	Journal of newly learned code, videos and explanations of code, tests
<b>Unit Name: RaspberryPi</b>	
<b>Content</b>	<b>Assessment</b>
The mini-computer called 'RaspberryPi' was developed in Cambridge, UK, a few years ago and was designed to introduce students to computing. It allows the connection and control of an external circuit through programs written in Python. Hence in this exciting phase, students learn about how to handle the hardware, connect external sensors and process the data collected through Python code. The required knowledge on electricity and electronic components is taught alongside as needed. The aim of this is to give students a taste for the many options this little computer provides. Students will also learn Linux commands to allow them to install new modules/software on the RaspberryPi.	Tests Videos and written explanations of code



## LANGUAGE AND LITERATURE: French

Unit Name: Se raconter, se représenter	
Content	Assessment
<p>Découvrir les enjeux de l'écriture de soi tout en se présentant et en instaurant des échanges dans la classe avec François de La Rochefoucauld, Artemisia Gentileschi, Grand Corps malade, Frida Kahlo et George Sand. Lire un roman autobiographique Le Premier Homme d'Albert Camus et comprendre comment et pourquoi les écrivains racontent leur enfance. Parcourir les caractéristiques du genre du journal intime et sa fonction de témoignage de l'Histoire avec Anne Frank, Hélène Berr, Renia Spiegel, Ceija Stojka, Yitskhok Rudashevski, Charlotte Salomon, Louis Malle : écrire sa propre histoire au coeur de l'Histoire.</p>	<p>Analyse de texte Critère A</p> <p>Décrire un paysage aimé Critères B, C et D</p>
Unit Name: La critique sociale	
Content	Assessment
<p>Des animaux très humains : pourquoi les textes satiriques mettent-ils en scène des animaux ? Découvrir Esope, Marie de France, George Orwell, Xavier Dorison, Félix Delep, Kafka, Ionesco, Brunel, Zola, Pierre Chaine, Art Spiegelman et Leonie Swan.</p> <p>Comment l'écriture satirique critique-t-elle la télévision ? Analyse de dessins de presse, d'extraits d'Acide sulfurique d'Amélie Nothomb, d'une nouvelle satirique Oeil pour oeil de Didier Daeninckx.</p> <p>Comprendre pourquoi et comment les écrivains revisitent les mythes de l'Antiquité avec la tragédie moderne La Machine infernale de Cocteau.</p> <p>Comment représenter la première guerre mondiale au théâtre ? avec François Bovesse, Alain Guyard, Victor Haïm, Laurent Gaudé, Patrick Hermann, Jean Anouilh et Albert Dupontel.</p> <p>Comment le récit de fiction fait-il réfléchir sur l'Histoire ? avec Le Joueur d'échecs de Stefan Zweig.</p>	<p>Analyse de texte Critère A</p> <p>Créer un petit journal satirique Critères B, C, D</p>

<p>Des nouvelles du monde : comment les nouvelles rendent-elles compte du XXe siècle ? avec l'étude du recueil L'Artiste d'Andrée Chedid et M. Rose d'Irène Némirovsky. .</p> <p>Comment convaincre par la parole ? Découvrir l'art du discours et s'entraîner à l'éloquence avec Jean Giono, Jean Rostand, Pénélope Bagieu, Joséphine Baker, Emma Watson, Le Clézio, Amadou Hampâté Bâ.</p>	
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Unit Name: Poésie engagée, lyrique et identitaire	
Content	Assessment
<p>Louis Aragon, poète engagé et amoureux : découvrir comment la poésie peut servir à exprimer des sentiments, mais aussi à se mettre au service d'une idée.</p> <p>Identité et métissage en poésie : en quoi les voix de la négritude enrichissent-elles notre regard sur le monde ? Découvrir les raisons qui poussent les poètes à évoquer leurs racines et leur identité, étudier des formes poétiques et des oeuvres picturales de la négritude, avec René Depestre, Senghor, Louis Delsarte, David Diop, Aimé Césaire, Abd Al Malik, Léon Gontran Damas, Frans Masereel et Bernard Dadié</p>	<p>Analyse de texte Critère A</p> <p>Ecrire et dire un poème Critères B, C, D</p>

Unit Name: Progrès et rêves scientifiques	
Content	Assessment
<p>Fictions spatiales : comment la conquête spatiale en littérature joue-t-elle avec la réalité ? Découvrir le genre de la science-fiction et en déterminer les enjeux, avec Cyrano de Bergerac, Jules Verne, Pierre Boule, Douglas Adams, Andy Weir, Fredric Brown, Philip K. Dick, Isaac Azimov et Alfonso Cuarón.</p> <p>Une société du bonheur ? Pourquoi et comment imaginer le futur dans un roman policier avec Jean Molla, Fritz Lang, Barjavel, Ridley Scott et George Orwell.</p>	<p>Analyse de texte Critère A</p> <p>Présenter une invention futuriste Critères B, C et D</p>



## LANGUAGE AND LITERATURE: Spanish

Unit Name: <b>Textos periodísticos</b>	
<b>Content</b>	<b>Assessment</b>
<p>En esta unidad, los/as estudiantes repasarán 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> <li>· analizaremos el papel del humor en los textos periodísticos analizando diferentes ejemplos.</li> </ul>	<p>Análisis de un texto periodístico (Criterio A)</p> <p>Producción escrita: noticia en clave de humor (Criterios B, C &amp; D)</p>

Unit Name: <b>En un lugar de la Mancha...</b>	
<b>Content</b>	<b>Assessment</b>
<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, los/as estudiantes</p> <ul style="list-style-type: none"> <li>· analizarán exhaustivamente los componentes psicológicos y morales del protagonista, Don Alonso Quijano y cómo estos van evolucionando.</li> <li>· analizarán los personajes secundarios y su relación con el protagonista y 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 la actitud de Don Quijote puede considerarse atemporal.</li> </ul> <p>También realizaremos alguna actividad para celebrar el 475 aniversario del nacimiento de Miguel de Cervantes.</p>	<p>Análisis de un texto/ personajes de la novela</p> <p>(Criterio A)</p> <p>Producción escrita</p> <p>(Criterios C &amp; D)</p>

Unit Name: <b>Realismo mágico</b>	
<b>Content</b>	<b>Assessment</b>
<p>En las últimas décadas del S. XX, un grupo de jóvenes intelectuales latinoamericanos revolucionaron las técnicas narrativas y consiguieron posicionar la literatura española como una de las más influyentes mundialmente. Estos/as escritores/as presentaron en sus novelas sus espacios cotidianos envueltos de imágenes y de elementos mágicos.</p> <p>Los/as estudiantes leerán <i>Como agua para chocolate</i> (Laura Esquivel, 1989) e identificarán qué recursos narrativos se pueden tomar en consideración para incluir la novela dentro del realismo mágico.</p> <p>Asimismo, los/as estudiantes:</p> <ul style="list-style-type: none"> <li>· producirán diferentes textos narrativos guardando las características correspondientes de cada subgénero para algunos de los capítulos.</li> <li>· analizarán los entornos naturales, rurales y urbanos de principios de S XX en México para contrastarlos con la presentación que se hace de los mismos en la obra narrativa que han de leer.</li> <li>· seleccionarán algunos aspectos de la obra para elaborar posteriormente sus propios textos narrativos que serán de diferente tipo. Estas actividades les ayudarán a seleccionar el lenguaje, el estilo, la forma y el tono necesarios para cada tipo de texto.</li> </ul>	<p>Análisis texto del libro</p> <p>(Criterio A)</p> <p>Producción escrita (basada en los diferentes capítulos del libro)</p> <p>(Criterios B &amp; D)</p>

Unit Name: <b>La autobiografía</b>	
<b>Content</b>	<b>Assessment</b>
<p>En esta unidad, los/as estudiantes estudiarán a diversos poetas de habla hispana de diferentes épocas (Francisco de Quevedo, Octavio Paz, Mario Benedetti, Teresa Wilms, Gabriela Mistral, Luis de Góngora) a través de textos multimedia que ellos mismos elaborarán.</p> <p>Para ello, los/as estudiantes:</p> <ul style="list-style-type: none"> <li>- analizarán poemas relevantes en la vida de cada escritor/a, y su modo de expresión.</li> <li>- aprenderán las características estructurales y de contenido de los textos autobiográficos o memorias poniéndolas en práctica.</li> <li>- ampliarán los conocimientos teóricos respecto a cuestiones formales del género lírico (métrica, figuras retóricas,...) a través de la combinación de conocimientos, aprendizaje y creatividad.</li> <li>- profundizarán en el mensaje de varios poemas y descubrirán la influencia del contexto histórico y las vivencias personales de cada escritor/a en los poemas.</li> <li>- identificarán la importancia del lenguaje no verbal a través de un texto multimedia.</li> </ul>	<p>Elaborar una autobiografía en formato texto multimedia tomando como base poemas de un autor.</p> <p>(Criteria A &amp; C)</p>

## ARTS: Visual Arts: MYP Extended and Enriched Visual Art Grade 9

### Extended Visual Arts

<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>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Media experimentation</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>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>
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<p><b>Unit Name: Animal Paradox - printmaking</b></p>	
<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 (collograph, 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.</p>

	This was chosen to give maximum time in developing practical skills to support other Visual Arts courses, both current and future.

<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> <ul style="list-style-type: none"> <li>Media experimentation</li> <li>Idea development (submitted in journals)</li> <li>Intentions for final artworks</li> <li>Final artworks</li> </ul> <p><i>Arts Assessment Criteria include:</i> 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.</p> <p>This was chosen to give maximum time in developing practical skills to support other Visual Arts courses, both current and future.</p>

**Unit Name: Inspired by...**

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.

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.

Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:

- Visual artist research
- Media experimentation
- Idea development (submitted in journals)
- Intentions for final artworks
- Final artworks

*Arts Assessment Criteria include:*

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.

## GLOBAL ISSUES

<b>Unit Name: Power, Sovereignty and International Relations</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit focuses primarily on the dynamics of power and governance on a global scale, including the role of states, the evolving nature of sovereignty, international diplomatic relations, as well as the function and impact of supra-national organizations. Students will demonstrate their knowledge and understanding of a contemporary issue through the investigation of case studies. Students will develop an awareness of multiple perspectives in their examination of controversial political issues. The choice of investigative topics and case studies are student-driven and will be based upon current events that are relevant and meaningful to our community of learners.</p>	<p>Students will demonstrate their knowledge through socratic seminar discussions and presentations.</p>
<b>Unit Name: Human Rights</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit focuses on the nature and practice of human rights. Students will investigate the historical evolution of human rights protections and the monitoring of human rights agreements. Additionally, students will use case studies to consider key point of debate surrounding human rights, such as differing interpretations of justice, liberty and equality.</p>	<p>Students will demonstrate their knowledge through a class debate or mock trial.</p>
<b>Unit Name: Economic Development</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit focuses on identifying the causes of disparities in economic development on a global scale. Student-driven case studies will investigate the factors that promote and/or inhibit sustainable economic growth. They will also assess the social and political challenges brought on by globalization.</p>	<p>Students will demonstrate their knowledge through socratic seminar discussions and a multimedia presentation.</p>

<b>Unit Name: Peace and Conflict</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit focuses on how conflicts emerge and develop, as well as what can be done to build a lasting peace. Through case studies, students will explore various kinds of conflicts, their common causes and justifications, as well as evaluate the effectiveness of common means of conflict resolution.</p>	<p>Students will demonstrate their knowledge through an individual essay or blog post, and participation in a small group presentation.</p>

## SPORT SCIENCE

<b>Unit Name: Sports Nutrition (Year 1)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will investigate the connections between nutrition and sporting performance. There is significant research to suggest that athletes' performance, recovery and training can be enhanced with a carefully planned and considered diet. This diet is typically nutrient rich and free from processed foods.</p> <p>Students will begin the unit by looking at the basic foundations of nutrition, covering macro and micronutrients. Then the focus of learning will move to how information on nutrition can be used within the context of sports.</p> <p>Tasks within this unit, will involve students to research macronutrient ratios and/or the role of hydration and electrolytes in sports. Students will have the opportunity to select a topic surrounding these, to plan and carry on their own investigation to explore how nutrition and hydration can improve their own personal performance.</p> <p>Classes take part in the classroom and in the gym. It is essential to ensure students can actively participate, learn and be assessed that they wear the correct attire when in the gym.</p>	<p>Combination of in class tests, successful completion of relevant tests taking validity and reliability into consideration. Clear methodology and reflection.</p>

<b>Unit Name: Exercise Physiology (Year 1)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will explore the structure and function of the cardiovascular system and the respiratory system. The purpose of the unit is to study the acute responses and chronic adaptations to a range of exercise conditions.</p> <p>Students will investigate the anatomy of the heart and lungs while understanding the connection between the two interdependent systems. The process of respiration and the gas exchange will be explored as well as how the heart circulates oxygen around the body to the working muscles.</p> <p>The issue of performance enhancing drugs such as EPO and blood doping will be considered as these increase blood oxygen and thus performance. Students will look into the implications that performance enhancing drugs have in terms of social, economic, and political issues.</p> <p>Tasks within the unit include a presentation to demonstrate understanding about the cardiorespiratory system and the implications of performance enhancing drugs.</p> <p>Classes take part in the classroom and in the gym. It is essential to ensure students can actively participate, learn and be assessed that they wear the correct attire when in the gym.</p>	<p>Combination of in class tests, and class presentations.</p>

<b>Unit Name: Skill Learning (Year 1)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this Skill Learning unit, students will consider the different philosophies that they can adapt to their training/practice to ensure specific improvements in performance. The unit will look at a variety of practice types such as mass, fixed and distributed. This combined with skill classification will allow students to gain a better understanding about which type of practice will benefit the development of different skills.</p> <p>This will be an experimental and hands on unit, students will apply their understanding of the types of practice, by testing and collecting data on the performance of a chosen skill. They will then use knowledge of the types of practice to create an experiment to determine their effects of skill learning. Once the data has been collected students will analyse and evaluate which type of practice is better suited for learning different skills.</p> <p>Classes take part in the classroom and in the gym. It is essential to ensure students can actively participate, learn and be assessed that they wear the correct attire when in the gym.</p>	<p>Successful completion of relevant tests taking validity and reliability into consideration. Clear methodology and reflection.</p>



<b>Unit Name: Talent ID, Gene Testing &amp; sport psychology (Year 1)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will investigate and engage in Talent ID. They will explore the process of performance profiling to identify an athlete's strengths and weaknesses, in order to understand a person's talent. This includes physical and psychological profiling.</p> <p>Within the sporting scene, the issue of talent scouting and gene testing has become an issue that has received varying feedback. Students will explore the use of gene testing to determine sporting selection and also talent identification on young athletes. The implication of issues such as ethics, health and safety, and personal freedom will be discussed as the class develops their own perspectives of such methods to ensure sporting excellence.</p> <p>Assessment with the unit will consist of an evaluation on their performance profiling and coaching sessions as well as an essay about personal thoughts on talent identification and gene testing. Classes take part in the classroom and in the gym. It is essential to ensure students can actively participate, learn and be assessed that they wear the correct attire when in the gym.</p>	<p>Successful completion of relevant tests. Create a talent identification report, highlighting areas of strength and focus</p>

<b>Unit Name: Human Anatomy and Movement (Year 2)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will explore the anatomy of the human body and the analysis of how the body moves during different physical activities. Knowledge of specific bones and muscles of the body is an essential element of the unit enabling students to investigate muscle and joint movement and how this contributes to athletic performance.</p> <p>Tasks within this unit involve students to research the role of specific body parts and how they relate to physical activity, for example leg limb length and vertical jump. Students will have the opportunity to select a topic surrounding anatomy, to plan and carry out their own investigation to explore how understanding of anatomy can improve their own personal performance.</p> <p>Classes take part in the classroom and in the gym. It is essential to ensure students can actively participate, learn and be assessed that they wear the correct attire when in the gym.</p>	<p>Combination of in class tests, successful completion of relevant tests taking validity and reliability into consideration. Clear methodology and reflection..</p>

<b>Unit Name: Exercise and Immunity (Year 2)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will explore the relationship between exercise and the immune system. Definitions and function of immunity will be established before investigating the relationship between the amount of exercise and an individual's susceptibility to disease.</p> <p>The social implications of a sedentary or excessing exercise will be explored using a J-curve model. Methods to enhance and protect athletes against disease and infection will be used to provide support and advice to support the health immune systems of sporting individuals.</p> <p>Classes take part in the classroom and in the gym. It is essential to ensure students can actively participate, learn and be assessed that they wear the correct attire when in the gym.</p>	<p>Combination of in class tests, practicals and essay/presentation.</p>
<b>Unit Name: Fatigue (Year 2)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will explore different types of fatigue. They will explore the different types and how each one affects the body in different ways. Students will look to understand different strategies for reducing the effects of fatigue and increasing recovery.</p> <p>Students will create an experiment testing an aspect of fatigue on performance for example how recovery time affects force production. Students will have the opportunity to select a topic relating to Fatigue, to plan their own investigation to explore how understanding of fatigue can improve their own personal performance.</p> <p>Classes take part in the classroom and in the gym. It is essential to ensure students can actively participate, learn and be assessed that they wear the correct attire when in the gym.</p>	<p>Successful selection and completion of relevant tests taking validity and reliability into consideration. Clear methodology and reflection</p>

<b>Unit Name: Physical Activity and Obesity (Year 2)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within this unit, students will explore the relationship between physical activity and obesity. Students will develop their ability to write a report focusing on the relationship between exercise and obesity. They will learn how to analyse data and graphs from around the world and review governmental policies and campaigns to address obesity.</p> <p>Students will also research and do a presentation on how science is trying to solve obesity. Students will select a specific scientific method for solving obesity and will analyse the impacts this method has on a specific factor (Ethical, Moral, Environmental, Economical, Political and Social).</p> <p>Classes take part in the classroom and in the gym. It is essential to ensure students can actively participate, learn and be assessed that they wear the correct attire when in the gym.</p>	<p>In class test and report/presentation</p>

## 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 record all design and creation work in a process journal. Details will be adjusted to meet changing Covid restrictions.	Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, and a process journal, and will happen at the end of each semester.

<b>Unit Name: Cosplay!</b>	
<b>Content</b>	<b>Assessment</b>
This unit will introduce students to a variety of materials and techniques used for costume making. Although the focus will be on creating smaller costume elements, students will have the opportunity to create larger pieces. Students will record all design and creation work in a process journal. Details will be adjusted to meet changing Covid restrictions.	Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, and a 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. The focus will be on creativity and usability. Students will record all design and creation work in a process journal. Details will be adjusted to meet changing Covid restrictions.	Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, and a process journal, and will happen at the end of each semester.

<b>Unit Name: Stage Set Design!</b>
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<b>Content</b>	<b>Assessment</b>
This unit will introduce students to methods for designing stage sets and scenery. Using existing plays or movies, students will work through sketches to develop ideas, and then create a scale model of a complete stage set. Students will record all design and creation work in a process journal. Details will be adjusted to meet changing Covid restrictions.	Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, and a process journal, and will happen at the end of each semester.