

Grade 10

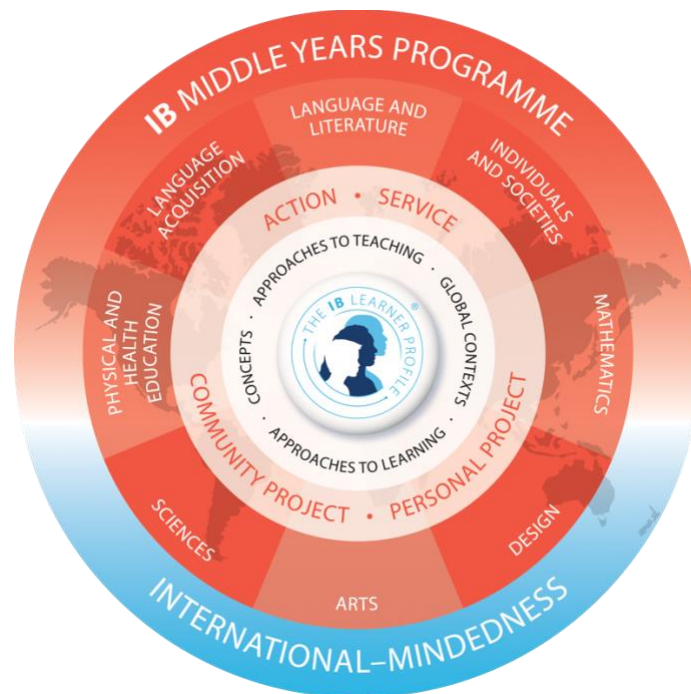
Curriculum Guide

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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.

Subject Groups	Individual Subjects	Lessons per 2 week cycle
Language and Literature	English, German	8
Language Acquisition	English, German	8
Mathematics	Mathematics, Extended Mathematics	8
Sciences	Biology, Chemistry, Physics	10
Individuals and Societies	Geography, History	7
Physical and Health Education	Physical and Health Education	7
Design	Digital Design, Product Design	7
Arts	Visual Art, Drama	7
Options	Spanish Language Acquisition, Spanish Language and Literature, French Language and Literature, Sports Sciences, Mother Tongue, Supervised Study	5
Electives	Global Issues, Biology, Visual Arts, Physical and Health Education, Coding	5
Tutor		2

*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 a 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

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

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

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

LANGUAGE AND LITERATURE: English

Unit Name: Media Representation	
Content	Assessment
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. The MYP Language and Literature course in Grade 10 is designed to fully prepare students for the demands of the DP. As such, this unit is central to that aim as it examines the language element in depth. It looks at analyzing advertisements in print media over the last 60 years. We look at lines of appeal, the language of advertising, the reception of an advert, the common techniques used and the deconstruction of a variety of adverts. Students will work in groups helping each other to understand the topic in class time to prepare them for the type of task they will be expected to undertake in Grade 11.</p>	<p>Students will write a 1,000 word essay analyzing a specific print advertisement. They will also create at least one advertisement.</p>

Unit Name - Imagining Dystopian Futures	
Content	Assessment
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. This novel study will develop students' critical literary analysis skills. We will explore the themes of dystopia and propaganda, and will be engaging with the historical and political context of the work. They will use terminology and understand literary elements and techniques like characterisation, setting, plot structure, tone and mood, and themes.</p>	<p>Students will write an analytical essay responding to a question on the novel (A, B, D). Students will complete a creative analysis piece of writing (C).</p>

Unit Name - Branding and Image	
Content	Assessment
<p>This unit is a study of how we communicate and appeal to an audience. We will analyse how advertisement communicate, persuade, and appeal to specific audiences, how personal branding can be constructed in social media and interpersonal communication. This unit involves the study of texts that you will encounter on a daily basis in the real world - ads, social media, college and job applications.</p>	<p>Students will do an eAssessment-style analysis of advertisements (A, B, D) and create their own ads (C).</p>

Unit Name: E-Assessment Preparation	
Content	Assessment
<p>This unit is designed to specifically target the skills and command terms of the MYP eAssessment in English Language and Literature. While it builds on their prior knowledge and learning of literature and language study, students will be closely engaged in practice answering short-answer questions on literary texts and producing 200-300 word creative responses. They 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>This unit will culminate in the MYP on-screen eAssessment.</p>

LANGUAGE AND LITERATURE: German

Unit Name: Autoritäten	
Content	Assessment
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)
Unit Name: Kommunikation	
Content	Assessment
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)

Unit Name: Im Westen nichts Neues (Remarque)	
Content	Assessment
In dieser Einheit geht es darum, welche Auswirkungen Kriegserlebnisse auf Menschen haben. Thematisiert wird der 1. Weltkrieg und seine Auswirkungen auf die Kultur bzw. auf das Kreieren von literarischen Texten. Als Textgrundlage dient Erich Remarque - Im Westen nichts Neues. Auch andere Texte über Krieg wie Gedichte von Jandl (konkrete Poesie: Schntzgrm) und Tucholsky (Der Graben) werden besprochen und es wird herausgearbeitet, wie in diesen Texten Kriegserlebnisse aufgearbeitet werden. Zur Visualisierung dienen u.a. expressionistische Malereien von Otto Dix und Graphic Novels.	Creative presentation (Criteria C&D)
Unit Name: eAssesement	
Content	Assessment
In dieser Einheit werden die SuS erneut intensiv auf das eAssesement vorbereitet. Sie schreiben im Rahmen der Prüfungssimulation eine bewertete Probeprüfung.	eAssesement (Criteria A, B, C&D)

LANGUAGE ACQUISITION: English

LANGUAGE ACQUISITION: English (Phases 3-4)

Unit Name: Rites of Passage	
Content	Assessment
<p>In the unit, Rites of Passage, students will learn about rites around the world and evaluate laws that relate to issues of legal age restrictions. They will then compare these laws to those in their own countries, consider their own personal beliefs, and present well-developed arguments related to the issues.</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">1. Reading Assessment2. Listening Assessment3. Oral Assessment4. Written Assessment

Unit Name: Culture and Communities	
Content	Assessment
<p>In the unit, Culture and Communities, students will continue exploring their own culture and community. They will consider concepts such as cultural identity, third culture kids, and the implications of cultural and generational clashes. This will encourage students to think about life in their new environment and, with ever growing globalization around the world, how future generations can contribute to communities in a meaningful way. Students will read the novel, <i>Bend It Like Beckham</i>, as they work towards understanding what cultural footprint they will leave behind. Students will learn about expository and opinion writing.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none">1. Reading Assessment2. Listening Assessment3. Oral Assessment4. Written Assessment

Unit Name: Cyberbullying	
Content	Assessment
In the unit, Cyberbullying , students will inquire into social media and problems with unlimited access to the digital world. Through examination of a case study on cyberbullying they will discover the impact that the internet can have on our lives. Furthermore, through discussions and writings they will explore the question of how schools, society and individuals can prevent and counter cyberbullying. Students will discover toxic versus neutral language. Students will learn how to write succinctly in short, meaningful sentences and phrases.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: The World We Live In	
Content	Assessment
In the unit, The World We Live In , students will explore current events that affect people around the world. Relevant topics will be discussed and debated as a class and then students will select a topic of their own to research and write a news report on. During the process they will gain experience deciphering between fake news and reliable sources. Students will partake in organized debates. Students will learn how to write persuasively.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

LANGUAGE ACQUISITION: German & Spanish

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

Beginner: Phase 1

Advanced Beginner: Phase 2, etc.

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

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

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

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

LANGUAGE ACQUISITION: German (Phase 1)

Unit Name: Ich und meine Interessen	
Content	Assessment
<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>
Unit Name: Schule und Alltag	
Content	Assessment
<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>

Unit Name: Mein Umfeld	
Content	Assessment
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.	Reading comprehension (Crit. B), Oral task (Crit. C), Written task (Crit. D)
Unit Name: Essen und Einkaufen	
Content	Assessment
Students will take field trips outside of school where they will use new vocabulary and structures about shopping or ordering food. They will also learn how to express themselves politely and to ask for what they need, understanding and giving quantities and again, preferences. From a grammar point of view, this unit will focus on adjectives and their agreement. Furthermore the students will repeat the use of the accusative tense and the use of the formal " <i>Sie</i> ". The use of adjectives and personal pronouns for "it" (<i>er, sie, es, etc.</i>) will also be reviewed. If time allows it, the unit on shopping will be extended to shopping for clothes as well.	Listening comprehension (Crit. A), Reading comprehension (Crit. B), Written task (Crit. D)

LANGUAGE ACQUISITION: German (Phase 2)

Unit 1: Freunde und Vorbilder	
Content	Assessment
Students begin by revising the key vocabulary for describing their family, including pets. A range of audiovisual and written texts lead them to handle the topic at a deeper level by discussing people's personalities and the relationships between them. Besides families, they 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)
Unit 2: Mein Leben, meine Freizeit	
Content	Assessment
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)
Unit 3: Reiseziel Deutschland	
Content	Assessment
In this unit students look at tourist destinations around Germany and the more specific attractions of the nearby cities of Düsseldorf and Cologne. Using a website featuring the "Top 100 Tourist Destinations in Germany", they put together a hypothetical round trip based on their own personal preferences. They then use the Deutsche Bahn website to plan the actual travel and thus become more familiar with train travel in Germany. Having considered a number of different ways to report on their travels, they use the perfect tense to describe their journey in a variety of formats. At the same time, other texts help them discover how to use the accusative and dative cases to express destination and location respectively.	Reading Comprehension Task (Crit. B); Oral Assessment (Crit. C); Written Task (Crit. D)

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

LANGUAGE ACQUISITION: German (Phase 3)

Unit 1: Jenseits der Stille	
Content	Assessment
<p>This unit is based on the German movie “Jenseits der Stille” by Caroline Link. The film tells the story of two teenage girls who grow up in a family with deaf parents. Students will analyze the family dynamics and the relationship between the family members and will compare the situation of the main character Lara with that of other girls her age.</p> <p>The grammar focus will be on the use of verbs with prepositions and reflexive verbs. The advanced use of the perfect tense will be another point of grammatical interest.</p>	<p>Speaking and Writing (Criteria C and D)</p>
Unit 2: Ausbildung und Praktika	
Content	Assessment
<p>In this unit students talk about education and work experience. We learn how best to prepare for internships and why they are important. We read a number of texts about or by young people who share their experiences. In this unit we revise a number of different grammar topics that we covered in previous units.</p>	<p>Listening and Reading Comprehension (Criteria A and B)</p>
Unit 3: eAssessment	
Content	Assessment
<p>In this unit we will thoroughly revise all important topics and prepare for the upcoming IB eAssessment. The eAssessment is an IB Assessment containing assessments of all four criteria.</p>	<p>Listening Comprehension (Criterion A), Reading Comprehension (Criterion B), Speaking (Criterion C), Writing (Criterion D)</p>

Unit 4: Die Welle	
Content	Assessment
<p>In this unit we will watch the movie “Die Welle” which raises the question whether today a dictatorship would still be possible. We will look at ways how leadership can be performed. How do people identify with a group and what is necessary to lead a group of people? How can people be motivated to perform well and support others?</p> <p>Students will improve their listening comprehension skills and will practice summarizing events. We will look at the use of the passive voice and there will also be a revision of a number of grammar topics that we had throughout the year.</p>	<p>Speaking (Criterion C)</p>

LANGUAGE ACQUISITION: German (Phase 4/5)

Unit 1: Jugendschutzgesetz	
Content	Assessment
<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 & 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 nonfiction 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>
Unit 2: Jugendkriminalität	
Content	Assessment
<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 structures in different languages. Spelling (e.g. capitalisation) and punctuation will also be important.</p>	<p>Reading (Criterion B); Writing (Criteria D)</p>

Unit 3: eAssessment	
Content	Assessment
<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>
Unit 4: Jugendliteratur	
Content	Assessment
<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 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</p>	<p>Effort grade, ATL (self management)</p>

able to understand and communicate with handicapped persons and to include them in our world is the goal of this unit.	
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LANGUAGE ACQUISITION: Spanish (Phase 2)

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

LANGUAGE ACQUISITION: Spanish (Phase 3)

Unit Name: Asuntos sociales y personales	
Content	Assessment
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)
Unit Name: El medio ambiente	
Content	Assessment
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)
Unit Name: Educación y trabajo	
Content	Assessment
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)

Unit Name: La comunicación	
Content	Assessment
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)

Unit Name: Notre alimentation	
Content	Assessment
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)
Unit Name: Nos choix	
Content	Assessment
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)
Unit Name: Nos vacances	
Content	Assessment
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)

Unit Name: Nos avancées technologiques	
Content	Assessment
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

Unit Name: Number	
Content	Assessment
Students will learn to use scientific notation (standard form) to efficiently solve problems that involve very large and very small numbers. Students will then be given the opportunity to practice the skills that they have been learning and using by completing real-world examples from e.g. Science, allowing them to put their knowledge into context. Students will continue to work with reciprocals, and will learn to understand the meaning of negative indices and fractional indices. Students will then learn how to manipulate surds (radicals), including rationalizing the denominator. Students will be able to solve a variety of geometrical problems involving surds.	Number unit test (Criterion A), Oil crisis investigation (Criteria C,D)
Unit Name: Algebra and Graphs	
Content	Assessment
In this unit, students will explore and compare a variety of different methods used for solving algebraic equations. Students will learn the complete square method and will learn how to factorize quadratic equations to obtain a solution. Students will then explore how their factored solutions relate to the graphs of the functions in question. They will investigate transformations of graphs and be able to generalize their results using function notation. Throughout the unit, algebraic skills such as manipulation of quadratic equations, changing the subject of a formula or equation, and algebraic fractions will all be revisited and strengthened.	Product numbers investigation (Criteria B,C), Algebra test (Criterion A)
Unit Name: Geometry and Trigonometry	
Content	Assessment
Students will build on their previous knowledge of angles by looking at circle theorems. They will then move on to triangles, looking first at similar triangles and then revising their knowledge of trigonometry in right-angled triangles. Once their ability to work with all of these types of triangles is secure, we will move on to the sine and cosine rules. The graphs of the sine, cosine and tangent functions will be defined and their properties explored. We will then go on to investigate the transformations of trigonometric graphs and use these to solve real-world problems in a variety of contexts.	Broad Based Test (Criterion A)

Unit Name: Probability	
Content	Assessment
Students will learn how to represent events using the following: sample space diagrams (sometimes referred to as two way tables), simple tabular representations and tree diagrams, ranging from two to multiple events. Students will begin to understand and use the laws of probability, including recognizing the difference between 'AND' and 'OR' statements and their associated formulae. They will be able to calculate the probabilities of both single and compound events, referring back to the diagrams (such as two way tables) learnt earlier in the unit. Students will study and begin solving problems involving conditional probability and situations with three or more events; where possible these events will be firmly rooted in real life situations.	Fruit Machine investigation (Criteria C,D), Parks Investigation (Criterion B)
Unit Name: Revision and transition	
Content	Assessment
Students will spend the last part of the year revising for the e-Assessment examination. There will be opportunities to take specimen tests and to familiarise with thee-Assessment specific software. After this students will be split into groups according to their chosen DP mathematics course and they will work on consolidation of skills designated as prior knowledge for the Diploma.	e-Assessment.

MATHEMATICS: Extended

Unit Name: Sets and Venn Diagrams	
Content	Assessment
<p>Students will investigate the basics of finite sets, including notation and vocabulary. They will learn how to express infinite sets (as well as other sets) using set-builder notation. They will learn the definitions of natural numbers, integers, rational numbers, irrational numbers and real numbers, and understand how they relate to one another. They will practice converting complex repeating decimals into fractions of integers. Students will work with Venn diagrams and relate them to sets in order to solve complex problems and investigate elements of probability (including conditional probability, $P(A B)$). Students will investigate complex relationships by shading Venn diagrams including universal sets with three subsets and complements.</p>	<p>Test on set notation and Venn diagrams (Criterion A)</p>
Unit Name: Algebra	
Content	Assessment
<p>Students will investigate number sequences, including square and triangular numbers and the Fibonacci sequences. Students will study arithmetic and geometric sequences and series in detail. The condition of convergence for infinite geometric sequences will be investigated along with the value of the convergence. Students will become familiar with sigma notation. Students will look at function theory, including domain, range and transformations. Inverses will be an area of particular focus and used to introduce the concept of a logarithm and different number bases. Students will investigate the properties of logarithms and will be able to solve problems involving the log laws and operations in different number bases.</p>	<p>Real-life application of logs (Criteria C & D).</p> <p>Algebra investigation in class (Criterion B).</p> <p>Written test. (Criterion A)</p>

Unit Name: Geometry	
Content	Assessment
<p>Students will understand the unit circle and the definition of the sine, cosine and tangent functions. They will use this knowledge to generate the sine, cosine and tangent graphs and will understand their properties. Students will apply their knowledge of transformations to periodic graphs, and will learn how to model real-life phenomena using trigonometric functions. Students will then go on to use this knowledge in solving trigonometric equations, including using trig identities (the tangent and Pythagorean identities). Students will revisit triangle geometry, revisiting SOHCAHTOA, and then progress to look at non-right triangles and will be able to use the sine rule, cosine rule and area of a triangle formulae. Students will understand the concepts of similarity and congruence in triangles. Finally, students will study vectors, looking at different notations, and understanding the meaning and use of addition, subtraction, scalar multiplication, and dot/scalar products of vectors in 2 and 3 dimensions.</p>	<p>Real-life trigonometry modeling investigation (Criterion D).</p> <p>Geometry patterns investigation in class (Criteria B & C).</p> <p>Written test (Criterion A)</p>

Unit Name: Revision and transition

Content	Assessment
<p>Students will spend the last part of the year revising for the e-Assessment examination. Extended students may choose either the Extended or the Standard examination. There will be opportunities to take specimen tests and to familiarise with the e-Assessment specific software, particularly the on-screen calculator. After this students may be split into groups according to their chosen DP mathematics course. They will work on consolidation of skills designated as prior knowledge for the Core course of the Diploma.</p>	<p>e-Assessment.</p>

SCIENCES

Unit Name: Energy for Now or Later?	
Content	Assessment
<p>Students will participate in an introductory organic Chemistry course that connects carbon based chemicals (hydrocarbon products of crude oil) with their use as fuels and in the production of plastics along with other uses. Students will explore processes associated with extraction and processing of hydrocarbons and develop research and presentation skills connecting the social, environmental and ethical (amongst other) implications of human reliance on hydrocarbon extraction. Students will learn and apply nomenclature based on IUPAC rules to name, draw and identify simple alkanes, alkenes, alcohols, carboxylic acids and esters. An introduction to energetics will allow students to quantitatively evaluate the amount of energy a hydrocarbon fuel releases when burned. Introductory skills in stoichiometry will further allow students to make quantitative judgments on fuel emissions. Methods for calorimetry will also be explored and evaluated. Students apply knowledge of REDOX reactions and the activity series in connection with electrochemical cells to appreciate batteries and hydrogen cells as alternative fuels.</p>	<p>Crit.A - Quizzes Crit.B and C - Compare the efficiency of two fuels. Criterion D - Alternative Fuel Debate</p>

Unit Name: Chemical Reactions	
Content	Assessment
<p>Students will learn about the various types of chemical reactions. At the end of the unit, they will be able to predict products given certain acid/base reactants. They will explore various methods for measuring pH (indicators, meters/sensors/ conductivity, gas, etc.), leading into a discussion of rates of reaction, through which they will understand the factors controlling rate and thus be able to suggest how fast a reaction will proceed and in which direction based on the reaction conditions. They will apply this knowledge to solve problems, as well as to construct, interpret and analyze graphical representation of rates of reaction. Finally, they will study the concept of equilibrium and put all of their understanding together to apply these concepts to industrial problems.</p>	<p>Crit.A - Test Crit.B and C - Investigating how a factor can affect the rate of an acid-base reaction. Criterion D - Essay on acid or base reaction occurring in nature (in geology, food, biology, environment and</p>

	sustainability, cosmetology etc.)
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Unit Name: Biochemistry and Enzymes	
Content	Assessment
In the biochemistry component of this unit students will investigate the biological processes and chemistry that results in the balance necessary for maintaining a healthy body. The caloric content of food will be examined alongside the structure and function of biological macromolecules to understand a balanced diet and that there are numerous ways to achieve this. The effects on the body and mind of malnutrition will be examined primarily through the use of specific case studies. In the enzymes component of this unit students will understand the role of enzymes as chemical catalysts that biological processes depend upon. Competing scientific models will be used to illustrate the function of enzymes and students will do practical work with several enzymes to better understand biological and industrial application for a desired product.	Test (Criterion A), Enzyme investigation(Criteria B&C)

Unit Name: Homeostasis	
Content	Assessment
Organisms only develop or stay healthy if different variables within the body are kept in balance. They will explore the homeostatic mechanism of negative feedback through the exploration of the structure and function of human organ systems. Specifically, the collaboration between the nervous and endocrine systems to regulate the steady state of circulatory, ventilatory, digestive systems and thermoregulatory control will be the focus and students will develop skills to design experiments that investigate homeostatic control in these systems. At a cellular level, students will differentiate between types of nerve cells and be able to explain electrical conduction of nerves. At a molecular level, students will understand the role enzymes play in digestion and have an opportunity to investigate hormones and their role in homeostasis. Students will also plan to investigate tropisms and responses to stimuli in plants and explore disease and the role of the immune system.	Test (Criterion A), Research project (Criterion D)

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Unit Name: Reproduction	
Content	Assessment
This unit focuses on comparing and contrasting a variety of approaches organisms have for reproducing and ensuring survival of their species. Students will understand what a life cycle is and that it may involve sexual reproduction, asexual reproduction, or both depending upon the organism and the current environmental conditions. Students will be expected to describe specific examples of various life cycles, accurately label diagrams, identify specific pollinators and describe their role(s), and describe each of the mechanisms that occur within a specific life cycle.	Test (Criterion A)

Unit Name: DNA, Genetics, and Evolution	
Content	Assessment
This unit relies on several models to illustrate the structure and function of DNA. Students will be able to describe the structure of DNA and its constituent molecules. Students will also appreciate that DNA is a self-replicating molecule and be able to explain the processes that allow DNA to do so. Using these understandings of DNA, students will investigate DNA as the genetic molecule that enables organisms to pass traits from one generation to the next both with and without modification. In this unit the role of the two types of cell division will be examined closely and students will be able to explain the relationship between them. Causes of variation of the DNA, and subsequently of traits, will be examined. Students will appreciate that evolution is the change in heritable traits over time. Artificial and natural selection pressures will be examined along with a variety of scientific evidence for evolution.	Test (Criterion A), Investigation (Criteria B&C)

Unit Name: Biotechnology	
Content	Assessment
<p>Students will appreciate that biotechnology uses cellular and biomolecular processes to solve problems and create products. Students will examine the use of biotechnology in a variety of industries to appreciate its importance to humans. Genetic engineering will then be explored as a faster and more precise approach to biotechnology than selective breeding. Benefits, risks, and differences will be explored in detail and students will complete a research project in this area to investigate further into an area of interest. This unit involves practical work with gel electrophoresis to produce unique DNA banding patterns. Connections to cloning and stem cells will also be investigated and students will be able to explain the role of these in biotechnology processes.</p>	<p>Research project (Criterion D)</p>

Unit Name: Radioactivity, Thermal Physics and Astrophysics	
Content	Assessment
<p>In this unit, students learn about radioactivity, alpha and beta particles, and gamma rays. Radioactivity ionizes matter that it passes through and students learn about the effects. They study radioactive decay as a random process, half-life, the GM-tube, background radiation, nuclear energy and fission and fusion as well as the practical applications of each of these processes.</p> <p>As part of Thermal Physics, students will take a look at the basic physical properties of solids, liquids and gases (incl. kinetic molecular theory). They study evaporation and boiling, heat transfer, conduction, convection, and radiation. Insulators and conductors (incl. materials) as well as the heat loss of buildings are evaluated. Specific heat capacity and latent heat are also part of this unit.</p> <p>The Astrophysics part covers the solar system with its planets and satellites and gives a brief introduction into the Big Bang Theory.</p>	<p>Investigation on the specific heat capacity of water (crit. B & C), in-class test (crit. A)</p>

Unit Name: Electricity, Magnetism and Electromagnetic Induction

Content	Assessment
<p>Students will build knowledge and understanding around concepts associated with electricity in this unit. Specifically, students will explore theoretical and experiential aspects of static electricity and apply laws (Coulomb's law) to explain electric fields and forces. They will make connections between this area of physics and its applications to lightning and printing amongst other uses. Students explore electrical current, construct circuits and apply their knowledge of circuitry to solve problems. Students will also be introduced to symbols and formulae and be expected to apply these and interpret and construct circuit diagrams. One of the more familiar aspects of electricity, mains electricity, will be part of the ac (alternating current) part of the topic. Students will connect their learning to explore magnetism focusing on applications of electromagnetism. Students will connect physical laws (Faraday's law, Lenz' law, Fleming's right hand rule...) to the scientific evidence that supports them through experimental and theoretical contextualization. In this context students will learn about energy resources, fuels and their environmental impact.</p>	<p>Investigation on the resistivity of a wire (crit. B & C)</p> <p>Essay on an application of electricity (crit. D)</p> <p>In-class test at the end of the unit (crit. A)</p>

Unit Name: Text analysis and Webparsing	
Content	Assessment
<p>This first unit builds on the students prior experience of coding in Python in grade 9. Students are very welcome to join this course if they learn the basics of coding Python independently.</p> <p>We will begin the year by looking at language processing, analysing language used in various texts. We will then learn how to carry out sentiment analysis, analysing Tweets. Students will then control a webbrowser using the Selenium module, allowing the creation of automated tasks on the web. There will be room for further project ideas that will be discussed in class.</p>	<p>Tests</p> <p>Investigation on sentiment analysis.</p>

Unit Name: Internet of Things (IoT)	
Content	Assessment

<p>The second unit focuses on the Internet of Things, utilising a RaspberryPi. Students will write code in Python, and connect external sensors to the device to execute various functions based on the input from those sensors. Projects can include building a weather station, a moisture-based automated watering system with an online graphical tracker tool, a monitoring system for bird nesting boxes, face recognition as well as home automation.</p>	<p>Tests</p> <p>Investigation based on a sensor connected to a RaspberryPi 4.</p>
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INDIVIDUALS AND SOCIETIES

Unit Name: Geography - Natural Hazards / Biomes	
Content	Assessment
<p>Students will look at the following: Plates and plate movement and layers of the earth, Wegener and continental drift, Earthquakes and what are they? How do they form? How are they measured e.g. Charles Richter. Impacts of Earthquake in a LEDC e.g. Haiti. Impacts of Earthquake in MEDC such as Italy/Japan. Management of Earthquakes and predictability, earthquake proof buildings warning systems, earthquake insurance, aid to these areas concerts/money to Haiti. Volcanoes and what are they? How do they form? How are they measured? Impacts of a volcano in LEDC e.g. Mt. Pinatubo. Impacts of a volcano in MEDC such as Iceland. Management of Volcanoes, predictability, exclusion zones, Gas emissions/bulge in mountainside, early warning systems and land zoning.</p> <p>We will finally move on to looking at how we manage natural environments through sustainable resource consumption. We will focus on ways that Tundra areas can sustainably obtain energy. We will use Iceland as a case study and look at the ways that they harness the raw power of their natural environment.</p>	<p>Completion of an investigation task for Criterion B based on how advances in technology have helped in managing hazards.</p> <p>Completion of two written tests for the other Criteria A,C & D based on work covered in class</p>

Unit Name: Geography - Climate Change	
Content	Assessment
<p>Students will look at the definition of climate change and how there can be both natural and human causes of climate change. We will look at natural causes such as volcanic eruptions and changes in the surface of the planet. We will focus on how we as a population are accelerating the process of climate change. We will use case studies of areas that are vulnerable to the impacts of climate change, especially in the Arctic and in low lying areas. Students will focus on how we can try and manage the impacts of climate change. This will be done through individuals, by measuring ecological footprints, all the way up to international agreements such as the Paris Agreement. We will look at a range of mitigation and adaptation methods in solving the problem.</p>	<p>Completion of a presentation on the impacts of climate change of a named area - Criterion B.</p> <p>Completion of a written test for the other criteria A,C & D based on work covered in class</p>

Unit Name Geography: Connections	
Content	Assessment
<p>Students will study the following: the nature of development and development indicators. Sustainable Development Goals (old MDG's). The rise of the global economy such as containerization. Global shifts in manufacturing. Changing patterns of global development and development gaps. Managing disparities, Trade and Aid and Dam projects. Loans, remittances, FDI's, Trade Blocs, NAFTA, and EU. Brexit and the impacts on Europe and the world. Economic Migration Mexico and USA and Remittances. The growth of global tourism, Aviation and package holidays. The impacts of mass tourism e.g. Mediterranean. Eco/Sustainable Tourism such as Galapagos. Global Culture and Homogenous Societies and the Loss or keeping of cultures – Chinese, Irish, European loss. Cultural Imperialism and Americanization. Responses to loss of culture such as nationalism, terrorism e.g Basque region/Catalonia/Scotland. Life in a non – globalized society.</p>	<p>Students will complete a long essay on the role of TNC's across the world for criterion D. Students will then complete two written tests for the other criteria based on work covered in class. (A,B & C)</p>

Unit Name: History - The Scramble for Africa	
Content	Assessment
<p>Students will evaluate the scramble for Africa in the nineteenth century, enabling students to understand the process of imperialism and its impact not only upon the time in question but its impact upon Africa in the present. The issues of the place and space of the indigenous populations under African colonization are evaluated through such events as the Berlin Conference, explorers, missionaries, opposition to Imperialism, e.g Adowa 1896. The key global concept, which runs throughout this time period, is the impact imperialism has and continues to have on inequalities within the continent. Key Individuals will also be covered such as King Leopold, David Livingstone, Cecil Rhodes and Henry Stanley. Different historical perspectives on the benefit or negatives of imperialism will be explored Niall Ferguson (positive impact) v Hobsbawm (critical negative impact).</p>	<p>Semester 1</p> <p>Two 30 minute class-based tests to cover the MYP Assessment Criteria (in eAssessment format) (Criteria A, B & D)</p> <p>One full MYP eassessment exam (A,B,C,D)</p>

UNIT Name: History - India and Britain, 1600-1949	
Content	Assessment
<p>In this unit, students will consider the impact of British rule upon India's political and cultural history, infrastructure and economic development. Beginning with the entry of the East India Company, students will examine the consequences of the siege of Arcot, the Battle of Plassey, the Sepoy Mutiny and the establishment and impact of the Raj. During this early period of colonial presence, students will consider why Prime Minister Disraeli described India as "...the jewel in the crown of the Empire."</p> <p>Other important events that we will look at include India's role in the First and Second World Wars, the Amritsar Massacre, the independence movement, civil disobedience, as well as the roles of leading figures including Gandhi, Jinnah and Nehru. Finally, students will examine the challenges that India and Pakistan faced</p>	<p>Semester 2</p> <p>Semester-based research essay on historical topic of student choice (Criteria A, B, C, D)</p>

following the partition and the independence of both nations in 1947.	
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Unit Name: History - Origins of The First World War

Content	Assessment
Students will evaluate the origins of the First World War in 1914, in both the long term and short term, enabling students to understand the process of global interaction and its impact, not only upon the time in question, but also upon Europe in the present. The issues related to global interactions are evaluated through such events as the Moroccan crisis, the naval race and the assassination of Archduke Franz Ferdinand. Students also assess the role of individuals, such as Kaiser Wilhelm II. The key global concept that runs throughout this time period is the impact of inter-connected relationships between nations, along with the ideas of balance of power, spheres of influence and nationalism. Introduction to Historiography, including the Fischer thesis and who was to blame for the outbreak of war.	Assessed and graded mock e-assessment (A,B,C,D), conducted during G10 mock exam week (March). One class-based test to cover the MYP Assessment Criteria (in eAssessment format) (Criterion B)

PHYSICAL AND HEALTH EDUCATION: Elective

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 10 tutor programme. 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 and stress management, global dignity, careers education, drugs and alcohol, and comprehensive sexuality education. Practical units may be taught in a different order due to Covid-19 regulations.

Unit Name: Team Sports

Content	Assessment
<p>This course is designed to develop and improve ball skills, teamwork, muscular strength and endurance. Students will learn the basic skills, techniques and strategies of a variety of team sports. They will practice these skills in individual and group drill situations. When students have mastered these basic skills, games will be played. Students will be tested on all pertinent theoretical aspects of the activities. At the conclusion of the course, students should be able to play all sports with enjoyment and increased confidence.</p>	<p>Applying and Performing</p>

Unit Name: Racket Sports

<p>This course is designed to expose students to individual and team racquet activities. The course will focus on stroke development, game analysis and play refinement. Students will work on improving hand-eye coordination, footwork, positioning, and reaction time. Singles and doubles play strategies will also be presented. Practicing court etiquette, officiating, scoring and participating in round robin tournaments will conclude the class activities.</p>	<p>Knowing and Understanding Applying and Performing</p>

Unit Name: Sport Education	
Content	Assessment
<p>Within this unit, students will take responsibility for their own learning by planning and developing a sports program. Students will investigate the different roles and responsibilities that are needed for their team to function effectively and take part in these roles. Students will develop their interpersonal skills in order to communicate with their team members and to resolve possible conflicts that their team may face. While functioning as a team, students will develop their sporting skills as well as refining their movement concepts and game strategies, by participating in student run, coaching sessions and tournaments.</p>	<p>Applying and Performance</p> <p>Reflecting and Improving Performance</p>

Unit Name: Physical Activity and Mood	
Content	Assessment
<p>Within the unit, students will explore the issue of mood within a variety of different physical activity contexts. With mood being a relatively brief but intense experiences activated by cognitive appraisals of situational factors, the impact of activity will be explored and analysed. The use of POMS (profile of mood states) will be administered to determine how different activities positively or negatively impact mood states. The purpose of this is to build the foundational knowledge about what activities are the most beneficial to each individual in terms of mental and emotional well-being. A variety of different sports will be explored. Students will also include activities that they are interested in.</p>	<p>Knowing and Understanding</p>

PHYSICAL AND HEALTH EDUCATION: e-Portfolio

Unit Name: Creative Movement - Yoga	
Content	Assessment
<p>Within this unit, students will explore how creative movement can enhance their physical, social and emotional well-being. The aim of the unit is to understanding how reducing stress can enhance focus, concentration and the ability to overcome challenging situations. Students will explore strategies such as breathing, clearing the mind, relaxation as well as physical stretching activities. Assessment will include working together with a partner, to plan a routine to enhance flow of movements, body control and body movement for primary school classes. This plan will be used to organise a whole school primary yoga morning, where students will demonstrate and share their skills. Once completed students will reflect on the success of effectiveness of the routine by effectively communicating with their partner.</p>	<p>Planning and Reflecting (Criteria B & D)</p>

Unit Name: Fast Five	
Content	Assessment
<p>Within in this unit, students will participate in a modified version of Netball. Within this version students will use a range of movement skills and strategies including moving into space, communication, passing and catching. They will be assessed on how they play fast five and the performance analysis of a partner. Students will use fitness tests, skill analysis using HUDL and other apps to performance profile and analyse another class members strengths and weaknesses and make recommendations for them. Within this students will also examine the components of fitness and discuss strategies for the observed player to improve. In addition, students will also play and participate in games and activities to develop their own skills and movement strategies.</p>	<p>Performance (Criterion C)</p> <p>Performance Analysis (Criterion A)</p>

Unit Name: ePortfolio	
Content	Assessment
The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November.	Knowledge and Understanding (Criteria A) Planning for performance (Criterion B) Performance (Criterion C) Reflecting upon performance (Criterion D)

Unit Name: Summer Sports and Movement	
Content	Assessment
Within this unit, students will explore a variety of different physical activities. These are selected by the students allowing for the empowerment of student voice. The role of the unit is to build an understanding of the activities that students love, to enhance physical literacy and a life-time of physical activity. Throughout the unit, students will reflect upon how physical activity contributes to reduced stress (great benefit during exam periods). In addition, students continue to develop and build upon their relationships, practicing positive communication.	Performance (Criterion C)

DESIGN

Unit Name: Media and Communication (Digital Design) 15 periods	
Content	Assessment
<p>The unit explores the impact of the media on our beliefs, knowledge, and power in the digital age. Classroom discussions will encompass traditional media vs. social media, media objectivity and range of sources, multiple perspectives of information, censorship, cultural sensitivity, and responsibility of media creators. Students will extend their practical skills in film, image editing, social media production, animation, and web design to communicate the need for a solution. Students will learn how to use storyboarding and planning strategies for creating mini-products in this project. This unit also develops the core technical skills required for the ePortfolio later in the year.</p>	<p>Formative feedback through written comments on ManageBAC and in-class discussions during the skills acquisition phase.</p> <p>Peer feedback will be used during the development of ideas phase and the evaluation of the film products.</p> <p>Summative assessment will be based on the MYP Design criteria (A, B, C, D). Students will produce a portfolio of practise and primary research, product analyses, tools and technical skills glossaries, diagrams, written evaluations, and at least one final digital product. This unit aims to prepare students to meet the demands of the ePortfolio task that is to follow it.</p>

Unit Name: Open-brief - E-Portfolio unit (Digital Design) 25 periods

Content	Assessment
<p>This year's topic, assigned by the IB for the ePortfolio in November, will develop the message of the product, determine the client and global context that will be the basis of the project.</p> <p>In this unit, students will explore the key concept and global context to develop a digital media product of their choice (a film, animation, blog, photography with digital graphic design, dynamic website, app, digital game etc.) that communicates the message they have decided on. Students will have access to a variety of software including Affinity- Photo, Designer and publisher, iMovie, Final Cut ProX, GarageBand and a range of open source applications available also. This course requires student and parental consent for the student to be photographed and filmed, and for this media to be shared with the IB and within the school.</p>	<p>Formative feedback will be given through in-class discussions, peer feedback and teacher-student consultation.</p> <p>Peer feedback will be used during the development of ideas phase and in the evaluation of the prototype products.</p> <p>Summative assessment follows the original IB (MYP) Design criteria and will be given through ManageBac. There will be one submission per criteria (A, B, C & D). The documentation of this unit will be in the form of a Portfolio and a digital final product.</p>

Unit Name: innovation Open-brief (Digital Design) 25 periods	
Content	Assessment
<p>This open-brief project allows students to explore innovation, sustainability, and global issues to develop products of their choice. Students choose a topic of personal interest, and the new digital tools they are curious to learn about or existing skills to extend their knowledge. Students will learn new digital tools or develop advanced-level skills to extend their technical knowledge. Having curiosity in learning, exploring, practising and experimenting with the possibilities of new and existing digital tools is strongly encouraged.</p>	<p>Students follow the IB MYP Design requirements</p> <p>Each criterion is summatively assessed. Formative feedback will be provided leading to each summative assessment</p> <p>Criterion A: Inquiring and analysing.</p> <p>Criterion B: design a range of ideas for the product.</p> <p>Criterion C: Creating the solution.</p> <p>Criterion D: Evaluating.</p>

Unit Name: Escape route (Product Design) 15 periods	
Content	Assessment
<p>Planning projects and creating the final product works better for students who have an understanding of 3D objects. This first introduction gives them a challenge that needs to be solved with a prototype. Prototyping as an essential method to creatively develop ideas will be one of the main outcomes of the project.</p> <p>A prototype on a scale 1:10 will be developed, materials explored that lend themselves for prototyping as well as techniques that make rapid prototyping possible.</p>	<p>Criterion B: Developing ideas</p> <p>Students will summarize their findings in a condensed format that focuses on the visual.</p>

Unit Name: 'SWOT it out' (Product Design) 25 periods

Content	Assessment
<p>Students will analyse past design folders of students and choose a topic they find interesting. After the SWOT (Strengths, Weaknesses, Opportunities Threats) analysis, they will use the research already done in Criterion A and develop the topic further as their own project, creating a new outcome. That will allow them to experience the details needed for a successful final project.</p> <p>Focus will be on a detailed sketch/prototype of ideas, a plan that contains all the details, a manufacturing process that involves different materials and tools and finally an evaluation with real product testing.</p>	<p>Criterion B: Developing ideas Criterion C: Creating the solution. Criterion D: Evaluating.</p>

Unit Name: E - portfolio: Open brief, e.g.: 'Recording for the future' (Product Design) 25 periods	
Content	Assessment
<p>'Orientation in space and time: Natural and human landscapes and resources .' or 'Designing to create a sense of belonging' were topics, given to us by the IB for the e-Portfolio. We will receive the new topic as a skeleton unit at the beginning of November and then develop it for our students.</p> <p>Students go through the design cycle in detail, exploring the topic, developing ideas, building their project and evaluating the outcome. It is a culmination of all the skills and knowledge they acquired over time.</p>	<p>Summative assessment Criterion A - Inquiring and analyzing Criterion B - Developing ideas Criterion C - Creating the solution Criterion D - Evaluating</p> <p>There will be one submission per criteria.</p> <p>The original IB criteria will be used, graded work will be first internally standardized and then moderated by the IB.</p>

Unit Name: 'Community project' (Product Design) 12 periods

Content	Assessment
<p>What challenges do communities experience? What are communities? How can you identify and address a specific problem of a community?</p> <p>Focus of this unit is the product and the practical work leading to it. Skills in manipulating materials and producing high quality products will be the main emphasis of this unit as a culmination of the product design programme.</p>	<p>Summative or formative</p> <p>Criterion A - Inquiring and analyzing</p> <p>Criterion B - Developing ideas</p> <p>Criterion C - Creating the solution</p> <p>Criterion D - Evaluating</p> <p>Students will be able to make choices between formative and summative feedback. Their achievements of the eportfolio will be their main grades for the 2nd semester.</p>

ARTS: Music

Unit Name: Investigation and Performance	
Content	Assessment
<p>This unit will focus on listening and performing skills. Students will choose a piece of music 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 its presentation. They will practice the piece and receive feedback on their technical skills and techniques for making critical artistic choices related to their chosen artistic goal.</p>	<p>Assessments include but are not limited to:</p> <p>Investigation essay submission (Criteria A,B,C,D)</p> <p>Performance on solo instrument/voice (Criteria A,B,C,D)</p> <p>Music journal entries (Criteria A,B,C,D)</p>
Unit Name: To be published by the IB in November	
Content	Assessment
Published by the IB in November	Available in November
Unit Name: Analysis and Composition	
Content	Assessment
<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 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. 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. The 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>Assessments include but are not limited to:</p> <p>Analysis essay submission (Criteria A,B,C,D)</p> <p>Composition submission using western music notation (Criteria A,B,C,D)</p> <p>Music journal (Criteria A,B,C,D)</p> <p>Documentation of the</p>

	artistic intention and demonstrating the link between artistic intention and final product (Criteria A,B,C,D)
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Unit Name: World Fusion	
Content	Assessment
Students in will study various genres of music from around the world. They will use appropriate music terminology and analyze musical elements in both western and non-western contexts. Students will develop a basic understanding of and explore aspects of non-western scales and alternate methods of tuning. Students will learn to identify and define genres through guided listening. They will also examine the context in which this music is performed. Once students have explored the various musical cultures, they will use elements of the music studied to fuse with western music to create a new composition or performance.	Assessments include but are not limited to: In class presentation of the chosen non-western genre (Criteria A,B,C,D) Short composition and performance in the non-western genre of music (Criteria A,B,C,D)

ARTS: Visual Arts, ePortfolio

Unit Name: Student-Driven Project/ Mock Exam	
Content	Assessment
<p>After many years of Visual Arts that were primarily teacher-lead units, this unit will allow students a bit more freedom to choose to increase the strengths they already have or, for the more adventurous, to try something new. A common theme will be the starting point for all students and from there students will follow common tasks and deadlines yet in a medium or media of their choosing and in a genre' that fits best with their intentions in addressing the given theme.</p> <p>It is important to note that, while there will be a greater degree of freedom in ways of addressing the theme and individual tasks, there will still be universal set deadlines with common guidelines to ensure student understanding and success. These practiced skills of independent inquiry will serve students well in future studies in the Visual Arts or, indeed, life itself.</p>	<p>Formative or summative assessment activities for this assessment could include (but is not necessarily limited to):</p> <p>Artist studies (essay, presentation or test)</p> <p>Portfolios of media experimentation and idea development (submitted in a physical journal or electronic portfolio)</p> <p>Artist intention statements</p> <p>Final artworks (in a relevant media)</p> <p>Reflective documentation of the process of art creation</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Knowing and Understanding</p> <p>B:Developing Skills</p> <p>C:Thinking Creatively</p> <p>D:Responding</p> <p>Note: This is the last year of these criteria.</p>

Unit Name: e-Portfolio Exam	
Content	Assessment
<p>The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November. Typically, schools are able to select the form of media and artists they wish to choose. However, we do not know specifically which tasks will be used to assess student learning. As such, we are unable to provide specific information regarding this unit until we receive the partially completed unit planner from the IB organization.</p>	<p>Formative or summative assessment activities for this assessment could include (but is not necessarily limited to):</p> <p>Artist studies (essay, presentation or test)</p> <p>Portfolios of media experimentation and idea development (submitted in a physical journal or electronic portfolio)</p> <p>Artist intention statements</p> <p>Final artworks (in a relevant media)</p> <p>Reflective documentation of the process of art creation</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Knowing and Understanding</p> <p>B: Developing Skills</p> <p>C: Thinking Creatively</p> <p>D: Responding</p> <p>Note: This is the last year of these criteria.</p>

**ARTS: Visual Arts: Middle School Extended and Enriched Visual Art
10**

Extended Visual Arts

Unit Name: Big Draw...Making Changes	
<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>

Unit Name: 3D Clay Techniques

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.

Hand built functional or decorative vessel
Small figure/character/head

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:

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.

Unit Name: Animal Paradox - printmaking	
<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> <ul style="list-style-type: none"> Visual artist research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks <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> <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: Transform and Extend	
<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>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</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>Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p>
	<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. 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...	
<p>Students will be given a list of (mostly contemporary) artists that they can choose to use for inspiration for their artwork in this unit. They are encouraged to develop their own ideas for a final artwork or mini series in their choice of media. Focus will be on creating their own creative response to the work of that artist, with 1:1 support as needed.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</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>Visual artist research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p><i>Arts Assessment Criteria include:</i></p> <p>Results of practical work. It is of Key Importance that all persons understand that this is a Middle School course and NOT an MYP course. This was chosen to give maximum time in developing practical skills to support other Visual Arts courses, both current and future.</p>

ARTS: Drama

Unit Name: Shakespeare: 'Julius Caesar'	
Content	Assessment
<p>Students have an understanding and an appreciation of Shakespeare's language from previous studies in their English Literature classes and from the practical exploration of Shakespearean excerpts and scenes in previous Drama classes. This unit will draw on that appreciation and through investigation and analysis of both stage and film performances. Students will gain an understanding of the plot and themes of 'Julius Caesar', from both a historical and contemporary perspective. They will recreate specific scenes using contemporary setting and language to enable them to contextualise the wider meanings and intended audience impact. Students will compare and contrast different stage productions of Julius Caesar which they will view on Digital Theatre and they will approach an understanding of how performance techniques might vary from version to version. The students will perform any selected scene from 'Julius Caesar' They will use their acting, directing and devising techniques in the assigned Tasks.</p>	<p>Assessment will be an original written scene development with ideas drawn from a selected from 'Julius Cesar' by William Shakespeare. Students will also be assessed on a performance presentation of an adapted scene from the play which they will Perform in and/or Direct.</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Knowing and Understanding B: Developing Skills C: Thinking Creatively D: Responding</p>
Unit Name: Drama e-Portfolio	
Content	Assessment
<p>The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November. Typically, schools are able to select the plays, productions and playwrights they wish to choose. However, we do not know specifically which tasks will be used to assess student learning. As such, we are unable to provide specific information regarding this unit until we receive the partially completed unit planner from the IB organization in November.</p>	<p>Formative or summative assessment activities for this assessment could include (but is not necessarily limited to):</p> <p>Artist (Playwright or Theatre Director studies ,presentation</p> <p>Portfolios of original script writing experimentation and idea development (submitted in a physical journal or electronic portfolio)</p>

	<p>Artist intention statements</p> <p>Final Script work (in a relevant format)</p> <p>Reflective documentation of their Creative Process</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Knowing and Understanding</p> <p>B: Developing Skills</p> <p>C: Thinking Creatively</p> <p>D: Responding</p>
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Unit Name: Production Project/Devised Performance	
Content	Assessment
<p>Students will work towards a live performance of a play/series of linked scenes. Students have read plays during their English classes and they are familiar with dramatic terminology, character development and plot structure. This unit guides them to further develop these skills through a 'hands on' approach to writing and devising and developing a script through workshop techniques. Students will work as members of small production teams to create a series of connected dramatic scenes exploring character motivation and plot development with an overview of audience reception. They will be given time to develop original scripts based on character profiles they will be provided. Once they have completed scripted scenes, they will then undertake rehearsals during which they will block and shape the scenes for presentation to their peers.</p>	<p>Assessment will be through rehearsal process documentation in the Process Journal and through mini performances during class time. Students will be required to provide feedback on character development, scene development, direction and creative collaboration.</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Knowing and Understanding</p> <p>B: Developing Skills</p> <p>C: Thinking Creatively</p> <p>D: Responding</p>

OPTIONS

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>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</p>	<p>Analyse de texte Critère A</p> <p>Créer un petit journal satirique Critères B, C, D</p>

Rostand, Pénélope Bagieu, Joséphine Baker, Emma Watson, Le Clézio, Amadou Hampâté Bâ.	
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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 Boullé, 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: Textos periodísticos	
Content	Assessment
<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 narrativos, expositivos, descriptivos, dialogados y argumentativos.</p> <p>Además los/as estudiantes:</p> <ul style="list-style-type: none"> · profundizarán en los textos periodísticos analizando diferentes ejemplos. · 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. · conocerán algunos de los vicios del lenguaje propios de hispanohablantes con la finalidad de minimizar su uso en textos académicos. · 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. · analizaremos el papel del humor en los textos periodísticos analizando diferentes ejemplos. 	<p>Análisis de un texto periodístico (Criterio A)</p> <p>Producción escrita: noticia en clave de humor (Criterios B, C & D)</p>

Unit Name: En un lugar de la Mancha...	
Content	Assessment
<p>En esta unidad los/as estudiantes profundizarán en las estrategias narrativas de la obra de Don Quijote, en especial la caracterización de personajes y el espacio.</p> <p>Para conseguir dicho objetivo, los/as estudiantes</p> <ul style="list-style-type: none"> · analizarán exhaustivamente los componentes psicológicos y morales del protagonista, Don Alonso Quijano y cómo estos van evolucionando. · 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. · reflexionarán sobre el término "quijotesco", sus virtudes y sus defectos y cómo la actitud de Don Quijote puede considerarse atemporal. <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>(Criteria C & D)</p>

Unit Name: Realismo mágico	
Content	Assessment
<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"> · producirán diferentes textos narrativos guardando las características correspondientes de cada subgénero para algunos de los capítulos. · 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. · 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. 	<p>Análisis texto del libro</p> <p>(Criterio A)</p> <p>Producción escrita (basada en los diferentes capítulos del libro)</p> <p>(Criterios B & D)</p>

Unit Name: La autobiografía	
Content	Assessment
<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"> - analizarán poemas relevantes en la vida de cada escritor/a y su modo de expresión. - aprenderán las características estructurales y de contenido de los textos autobiográficos o memorias poniéndolas en práctica. - ampliarán los conocimientos teóricos respecto a cuestiones formales del género lírico (métrica, figuras retóricas,...) a través de la combinación de conocimientos, aprendizaje y creatividad. - profundizarán en el mensaje de varios poemas y descubrirán la influencia del contexto histórico y las vivencias personales de cada poeta. - identificarán la importancia del lenguaje no verbal a través de un texto multimedia. 	<p>Elaborar una autobiografía en formato texto multimedia tomando como base poemas de un autor.</p> <p>(Criterios A & C)</p>

GLOBAL ISSUES

Unit Name: 1. Power, Politics, and International Relations	
Content	Assessment
<p>This unit focuses primarily on the dynamics of power and governance on the international stage, including the role of states, the evolving nature of sovereignty, the nuances of diplomatic relations, as well as the function of supranational organizations and impact of non-state actors. Students will demonstrate their knowledge and understanding of a contemporary issue through the investigation of case studies. Areas of exploration include decolonization, international law and justice, and peace and security. 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, presentations and a one-page reflection essay that ends with an ethical question.</p> <p>All four criteria (A,B ,C & D) will be assessed with this project</p>
Unit Name: 2. Nature, Resources, and Communities	
Content	Assessment
<p>In this unit students will be investigating contemporary issues surrounding environmental change and resource development. Topics will include mining, deforestation, climate change, agriculture, oil and gas, community resilience, and sustainable development. We will look in depth at green energy and innovative sustainable technologies. Questions surrounding what nature is and our place within it will run throughout the unit.</p>	<p>Students will write an essay on a topic related to the unit themes.</p> <p>All four criteria (A,B ,C & D) will be assessed with this project</p>

Unit Name: 3. Current Affairs	
Content	Assessment
For a course such as this, it is important to build in time to consider and examine events of political and social significance, as well as matters that students find important to explore in depth. In previous years, we have explored the Syrian civil war or Germany's refugee influx. Topics related to poverty, human rights, climate change and ending poverty are all likely areas of exploration.	Students will create a magazine piece which focuses on a particular current affairs topic. All four criteria (A,B,C & D) will be assessed with this project

SPORT SCIENCE

Unit Name: Sports Nutrition (Year 1)	
Content	Assessment
<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>

Unit Name: Exercise Physiology (Year 1)	
Content	Assessment
<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>

Unit Name: Skill Learning (Year 1)	
Content	Assessment
<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>

Unit Name: Talent ID, Gene Testing & sport psychology (Year 1)	
Content	Assessment
<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>Successful completion of relevant tests. Create a talent identification report, highlighting areas of strength and focus</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.</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>	
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Unit Name: Human Anatomy and Movement (Year 2)	
Content	Assessment
<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>

Unit Name: Exercise and Immunity (Year 2)	
Content	Assessment
<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>Combination of in class tests, practicals and essay/presentation.</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.	
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Unit Name: Fatigue (Year 2)	
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Content	Assessment
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<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>
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Unit Name: Physical Activity and Obesity (Year 2)	
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Content	Assessment
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<p>Within this unit, students will explore the relationship between physical activity and obesity. Students will develop their ability to write a report and present the key point, 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>In class test and report/presentation</p>
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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.	
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Stagecraft

Unit Name: Props!	
Content	Assessment
<p>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.</p>	<p>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.</p>
Unit Name: Cosplay!	
Content	Assessment
<p>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.</p>	<p>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.</p>
Unit Name: Masks!	
Content	Assessment
<p>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.</p>	<p>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.</p>

Unit Name: Stage Set Design!	
Content	Assessment
<p>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.</p>	<p>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.</p>