

Grade 9

Curriculum Guide

2025 - 2026

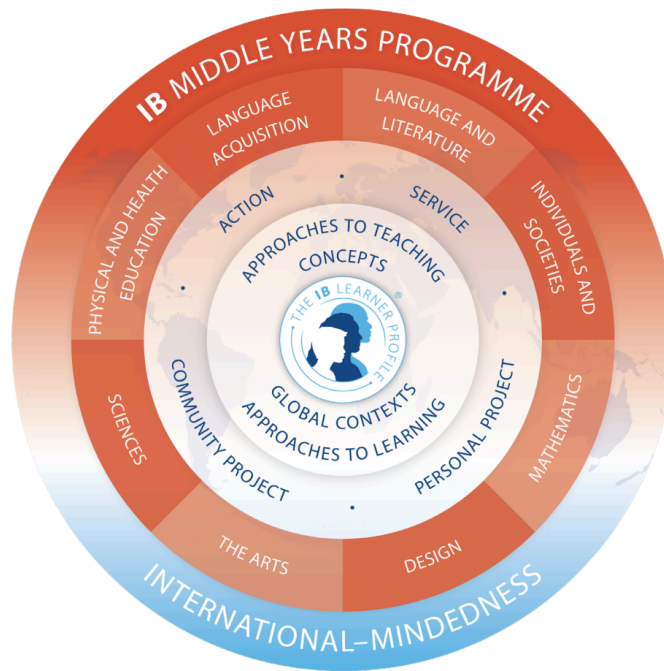


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Programme Information

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	English 7, German 8
Language Acquisition	English, German	English 7, German 8
Mathematics	Mathematics, Extended Mathematics	7
Sciences	Physics, Chemistry, Biology	9
Individuals and Societies	Individuals and Societies	7
Physical and Health Education	Physical and Health Education	7
Design	Digital Design, Product Design	5
Arts	Visual Arts, Drama, Music	5
Options	Spanish Language Acquisition, Spanish Language and Literature, French Language Acquisition, French Language and Literature, Intermediate Coding, Band, Sports Sciences, Mother Tongue, Creative Writing	5

On the basis of individual needs, some students may have Learning Support or English Language Acquisition in place of one or more of the subjects listed.

The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content.

Service as Action

Community service is a central part of the Middle Years Programme and complements the MYP curriculum. Service in Action is essential for holistic student development and:

- enables students to increase their awareness of the world around them
- fosters positive values and attitudes towards society such as respect and altruism
- increases student's sense of responsibility
- helps students to develop their leadership and organizational skills

Students keep a journal in which they plan, record and reflect on their service activities. Some activities may happen in class, others are likely to be carried out as a group or independently.

Personal Project

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

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

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

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

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

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

Approaches to Learning

"Approaches to Learning" (ATL) refers to the communication, social, research, self-management, and thinking skills which help students become independent, life-long learners. These skills are taught within the context of the different disciplines.

Assessment

MYP assessments are aligned with subject group objectives. Teachers use a range of tasks relevant to each subject and the nature of the knowledge, skills and understandings under evaluation.

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

Formative assessment (assessment for learning)

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

Summative assessment (assessment of learning)

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

Assessment Criteria and MYP Command Terms

There are four assessment criteria for each subject, and are labelled A, B, C and D. Each assessment criterion has a maximum possible achievement level of 8. All assessment criteria and all strands from each criterion are assessed at least once every semester.

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

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

Reporting Final Achievement Levels

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

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: Understanding Voice	
Content	Assessment
We will study a variety of literary and linguistic forms of communication. Students will explore how writers express character voice and marginalization in literary and non-literary forms. Students will read <i>The Curious Incident of the Dog in the Night-Time</i> and connect themes of marginalization and character voice to other non-literary texts in order to understand how language can be used for a purpose.	Creative Piece (C, D) Presentation (A, B, D)
Unit Name: The Art of Persuasion	
Content	Assessment
We will be studying a variety of literary and linguistic forms of communication. Textual analysis is one of the significant parts of study of Language & Literature that covers a huge range of texts from media and literature. Students will study a variety of persuasive text types in order to understand and analyze how communication can be presented in many different forms. Students will engage in a variety of summative and formative assessments, including formal written analyses and creative work, both in collaborative groups and individually.	Speech analysis (A, B, D) Persuasive speech (C, D)
Unit Name: Being Young: Yesterday and Today	
Content	Assessment
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. In this unit, students will build upon their prior knowledge of the context and technique of Shakespeare's dramas by looking at <i>Midsummer Night's Dream</i> to interpret the meaning and effects on the audience of the characters' actions and speech. In addition to studying script features, students will examine the format of diary entries, letters, and news articles, evaluating the unique benefits and limitations of each text type to communicate with an audience.	Create a non-literary text (B, C, D) Creative piece rationale (A)
Unit name: Perceptions of the Past	
Content	Assessment
Students will read <i>Maus</i> , and reflect on the events of World War 2 told through the graphic novel and memoir format. Students will analyze and comment on the way in which the author made choices to include not only text, but also illustrations and other visual features to communicate his message, which supports the broader unit focus on media literacy.	Extract analysis (A, B, D) Infographic (C)

LANGUAGE AND LITERATURE: German

Unit Name: Sachtextanalyse	
Content	Assessment
Die SuS sollen in dieser Einheit verschiedene Sachtexte untersuchen und herausfinden, welche Effekte bei der Leserschaft durch sprachliche Mittel und äußere Gestaltungsmittel durch die Verfassenden erreicht werden. Dabei geht es primär um unterschiedliche journalistische Textsorten und deren Merkmale. Die Verfassenden möchten mithilfe der Gestaltung eine bestimmte Zielgruppe ansprechen und verfolgen dabei eine konkrete Absicht. Der Entstehungskontext spielt bei der Gestaltung eines Textes eine entscheidende Rolle, da er die Verfassenden und deren Entscheidungen und Intentionen und auch die Zielgruppe beeinflusst. Besprochen werden bei der Textanalyse: Inhaltsangabe, Textsortenmerkmale, Absicht der Verfassenden, Wirkung des Textes, Textverstehen, Informationen entnehmen, Analysieren/Interpretieren, Schreibkonventionen.	Analyse (Criteria A, B, D)

Unit Name: Die Welle	
Content	Assessment
In dieser Einheit wird untersucht, wie das Thema Faschismus in der Literatur dargestellt wird. Dies wird anhand der Figurengestaltung aus dem amerikanischen Jugendroman Die Welle (Morton Rhue) erarbeitet. In dem Roman geht es um einen Lehrer, der an einer Schule ein soziales Experiment initiiert. Dieses gerät außer Kontrolle, da es zu Ausgrenzung und Gewalt führt. Literarische Techniken, die von dem Autor verwendet werden, werden auf ihre Absicht und Wirkung bei der Leserschaft hin untersucht. Dazu gehören u.a. Stilmittel, Erzähler, Erzählperspektive, Aufbau, (Leit-) Motive, Figuren (-konstellation). Außerdem müssen die SuS Einfühlungsvermögen und Sensibilität für das Schicksal der unterschiedlichen Protagonisten zeigen, um kreative Texte zu produzieren. Es wird außerdem thematisiert, dass der Roman nicht nur eine vergangene Problematik widerspiegelt, sondern auch in der Gegenwart aktuell ist. Dafür werden noch weitere Textsorten wie (Auto-) Biographien, Statistiken und journalistische Texte betrachtet.	Textproduktion (Criteria C, D)

Unit Name: eAssessment Vorbereitung	
Content	Assessment
Die SuS erhalten das MYP Certificate, wenn sie am Ende der 10. Klasse das sogenannte eAssessment (External Assessment) absolvieren. Für Deutsch Language and Literature ist dies eine zweistündige Prüfung am Computer. Damit die SuS auf diese Prüfung gut vorbereitet sind, beginnen wir bereits Mitte der 9. Klasse mit dem Üben. Dafür werden literarische und nichtliterarische Texte analysiert und kreativ bearbeitet. Als Grundlage dient hier der Roman Wenn er kommt dann laufen wir von D. Klaas.	Assessment (Criteria A& B&C&D)

LANGUAGE ACQUISITION

English (Phases 1 and 2)

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

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

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

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

LANGUAGE ACQUISITION: English (Phases 3 and 4)

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

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

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

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

German, French and Spanish

German is divided into Language & Literature (LL) and Language Acquisition (LA). LL caters mainly for German native or near-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. In fact, 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.

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 receptive and productive skills, including both the oral and writing ability of each student, as well as the summative Achievement Levels and overall 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, for example, that an overachieving student might move to a higher phase in LA, while a struggling student could be transferred from LL to the appropriate LA group once the Semester Report is published. Changes can only take place at the start of a new semester.

Any transfer will 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 and will be subject to a clear process of due diligence and consultation.

After Grade 8 it will no longer be possible for a student to move from Language & Literature to Language Acquisition except under exceptional circumstances (e.g. a new student joining the school in Grade 9 or 10).

The same principles and procedures apply to French and Spanish. In Option 2 (Grades 9-10) French and Spanish Language Acquisition are offered at some (but not all) phases between 1 and 3, depending on the students involved.

German (Phase 1)

Unit Name: Ich und meine Interessen	
Content	Assessment
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 "sein" and "haben" 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 "einen".	Oral task (Crit. C), Reading comprehension (Crit. B), Written task (Crit D)
Unit Name: Schule und Alltag	
Content	Assessment
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 "ich habe..." and "es gibt...". The skill focus is on explanation, so students practise writing details and explaining cause and effect.	Listening comprehension (Crit. A), Reading comprehension (Crit. B) Written task (Crit. D)
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 "man kann..." and "es gibt...". Given the time of the year, there will also be a short introduction of the customs and traditions of Karneval 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 "Sie". The use of adjectives and personal pronouns for "it" (er, sie, es, etc.) 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: Alles über mich: mein Leben	
Content	Assessment
In this unit, students investigate the many forms that communication can take in the area of personal identification. They begin by talking about their own identity and that of their classmates, considering the various aspects that come together to form an “identity”, before discussing the various ways in which they can present themselves to the world. The unit focuses in particular on blogs and vlogs, covering the appropriate structure for such texts and the conventions that apply to them. Students apply this knowledge to create their own personal blog and update it throughout the unit with new entries. A wide range of digital resources and interactive exercises enable them to present their daily routine, lifestyle choices and preferences in the present tense before moving on to the perfect tense to describe what they did yesterday and at the weekend. Finally, they discover how to use the future tense to share their plans with others.	Reading Comprehension (Criterion B); Written Task (Criterion D)
Unit 2: Quer durch DACH: wo oder wohin?	
Content	Assessment
In this unit, students reinforce and practise their knowledge of the perfect tense by using it to describe actual and hypothetical journeys in the German-speaking world. Using a range of visual texts and audiovisual materials, they discover the most important facts about the DACH-countries (Germany, Austria, Switzerland and Lichtenstein) and some of the popular tourist attractions, while also looking at the holiday habits of the Germans themselves. They consider the actual purpose of communication and how it changes according to the medium used (e.g. Twitter, email, blog, postcard) and the intended audience, then use a variety of media in order to report on their travels in the past tense. Students will learn to use the dative case to describe where things were in their holiday accommodation and in the place they visited (location), then discover how to use the accusative case to say where they went (destination). In the process, they will revisit, revise and consolidate the use of the perfect tense.	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion C)

Unit 3: Ein Praktikum in München: Arbeiten und Wohnen	
Content	Assessment
This unit focuses on where we live and where we work, in the context of a year out/work experience in a German-speaking country. Students will first decide the field in which they would like to work, then research possible employers and decide upon the town where they would like to live. They will write letters of application, find somewhere to live and then fit out their house or flat. The unit thus covers the fields of education, careers and living accommodation.	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion C); Written Task (Criterion D)
Unit 4: Deutsche Gewohnheiten: essen und einkaufen	
Content	Assessment
This unit looks at the topic of food, drink and shopping. Students start by discovering a range of vocabulary for eating and drinking, including foodstuffs, dishes and meals. They discuss how often they consume given items, present a dish from their own culture, investigate typical German dishes and look at German eating habits. At the next stage, they find out about eating out in Germany: what options there are, how to distinguish between them and what to do when they are there. They discuss the conventions of advertising, use the language they have acquired to produce material relating to a cultural festival and round out the unit by looking at the issue of healthy eating.	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion C)

LANGUAGE ACQUISITION: German (Phase 3)

Unit 1: Neue Schüler*innen und Schulleben	
Content	Assessments
In this unit the students will read a variety of texts about students new to a school. We look at the challenges and problems these students face and see how others can help them to be integrated in a new group with ease. – How are schools organized and what impact does school life have on students? What does it mean to show solidarity? - We will look at linking words that help to structure a text. Students will enlarge their vocabulary expressing feelings. We will also practice ways of giving advice and making suggestions (use of the imperative and modal verbs). Besides the German Tense "Präteritum" as a passive skill the students will also revise the use of reflexive verbs and will have to learn the correct preposition that is required.	Speaking (Criterion C); Writing (Criterion D)
Unit 2: Kummerkasten und Kinderrechte	
Content	Assessment
In this unit we will focus on emotions in different life-time situations and how to communicate feelings to others in several ways. Students will read a number texts and will thereby improve their reading comprehension skills. In class we will discuss the problems described and find possible solutions. It is also practised how to express feelings in written form and how to respond to such texts properly. Students enlarge their vocabulary of feelings and gain the necessary language skills and structures to give advice. What problems do children all over the world face and what is done to help them? (Kinderrechte) This unit includes a revision of the German past tense and the use of linking words.	Listening (Criterion A) Reading (Criterion B)
Unit 3: Das Wunder von Bern	
Content	Assessment
This unit covers the events around the Soccer World Championship in 1954 in Bern, Switzerland. The students will watch the movie "Das Wunder von Bern" and in order to facilitate the understanding of the film will read some chapters of the book "Das Wunder von Bern" in easy German. This gives students the chance to go over the events of the movie again and to enlarge their vocabulary and improve reading skills. One focus of this unit is the application of connecting words, adverbs as well as conjunctions introducing main and subclauses that influence the German word order. These linking words are important to structure writing and oral texts and to give reasons or express contrasting ideas. The students also learn about the situation in Germany right after WW II and get familiar with the importance and the German region Ruhrgebiet.	Writing (Criterion D); Speaking (Criterion C); Reading (Criterion B)

Unit 4: Meine Region	
Content	Assessment
What do we know about the region we live in here in Germany? Students will learn about some facts about the history and culture of Rhineland and North Rhine Westphalia. What sights are there to visit? How has this region changed over the years and what is its importance in Germany of today? – Students will present one location of interest. Preparing this presentation with a partner, students research that region and then talk about what they found in a language that all the other students of that class understand. Students practice their reading skills by doing research and they select relevant information. In this unit students will learn the German Passive Voice.	Listening (Criterion A)

LANGUAGE ACQUISITION: German (Phase 4)

Unit 1: Alarmstufe Erde	
Content	Assessment
In this unit, students will explore how climate change is transforming our planet and influencing our daily lives, while developing their skills in a foreign language. They will investigate the causes and consequences of global environmental change using real-world examples, scientific data, and personal observations – all while practicing subject-specific vocabulary, communication strategies, and critical thinking in the target language. This dual focus will help students deepen both their understanding of climate issues and their ability to express complex ideas clearly and confidently in another language. The aim is to build knowledge, foster responsibility, and inspire creative, practical ideas for a sustainable future.	Reading (Criterion B)
Unit 2: Mission Grün - Kleine Schritte, große Wirkung	
Content	Assessment
In this unit, students will discover how everyday actions can contribute to protecting the environment, while strengthening their skills in a foreign language. They will examine practical, realistic ways to live more sustainably, from reducing waste to saving energy, and explore how small changes can have a global influence. Through project-based activities, discussions, and research in the target language, students will expand their subject-specific vocabulary and learn to communicate their ideas effectively. This approach not only builds environmental awareness, but also empowers students to express solutions confidently and creatively in another language.	Listening (Criterion A); Speaking (Criterion C); Writing (Criterion D)
Unit 3: Geht nicht? Gibt's nicht!	
Content	Assessment
What does it mean to live with a disability? How does society influence how people see themselves? Is our society truly inclusive? In this unit, students explore what it means to live with a disability. Through texts, short films, and interviews, they reflect on how society shapes the self-image of people with disabilities and consider how inclusive our communities really are. The unit empowers students not only to develop their German skills in reading, listening, speaking, and writing but also to develop empathy, consider different perspectives, and reflect on individual and collective choices. Through discussions and creative tasks, students will be encouraged to think critically about inclusion, accessibility, and representation in everyday life.	Listening (Criterion A); Reading (Criterion B); Speaking (Criterion C); Writing (Criterion D)

Unit 4: Macht der Masse – Macht des Einzelnen	
Content	Assessment
<p>In this unit, students will read and explore the novel <i>Die Welle</i> (<i>The Wave</i>) by Morton Rhue. The story follows a school experiment that gets out of control, raising important questions about group pressure, leadership, responsibility, and the power of belonging.</p> <p>Through reading, discussion, and creative tasks, students will investigate how individuals behave within groups, how easily people can be influenced, and what it means to stand up for one's beliefs. The novel offers a powerful context to practice German listening, reading, speaking, and writing skills while reflecting on real-world issues like inclusion, discrimination, and social dynamics.</p> <p>Students will also work with grammar structures at B1 level, including complex sentence constructions (e.g. <i>sodass, je ... desto</i>), relative clauses, and useful vocabulary for expressing opinions, feelings, and social interactions.</p> <p>This unit encourages students to make connections between literature and life, to communicate with empathy and purpose, and to reflect on how language can shape thought and identity.</p>	Effort grade

LANGUAGE ACQUISITION – German (Phase 5)

Unit 1: Klima und Klamotten	
Content	Assessment
Students will learn about the impact of fashion on our identity, our culture and – most importantly – our environment. The students will contemplate their personal styling and shopping habits and identify the differences and challenges of fast fashion vs. slow fashion. At the end of the unit the students should come up with alternative and sustainable clothes-shopping options and new trends in the industry. The students will develop their use of the passive voice and become familiar with different text types such as speeches and brochures.	Speaking (Criterion C); Writing (Criterion D)
Unit 2: Lektüre – “Sonnenallee”	
Content	Assessment
In this unit students will focus on the topic of “what is important in life”. Within this topic, students will reflect on their personal definition of this broad term and also consider their personal future plans and goals. We will read the book, <i>Am kürzeren Ende der Sonnenallee</i> , in order to understand how history and time influence our lives. The unit will be embedded in an historic context: the German wall was built in August 62 years ago and our unit finishes with the celebration of German reunification (“Tag der Deutschen Einheit”) on the 3rd of October.	Listening (Criterion A); Reading (Criteria B)
Unit 3: Arbeitswelten – wie sieht unsere berufliche Zukunft aus?	
Content	Assessment
In this unit the students will explore what possibilities and opportunities await young people as they begin their professional lives both in Germany and worldwide. We will look at different German pathways to starting a career and explore working models and new professions. In this context, the students will learn how to write an application letter or to conduct a job interview, including the required vocabulary, grammar and style. Students will also enhance their expression of future situations.	Listening (Criterion A), Reading (Criterion B); Speaking (Criterion C); Writing (Criterion D),

Unit 4: Urbanisierung von morgen – grüne Städte?	
Content	Assessment
Worldwide, every second person already lives in a city. In this unit students explore how global urbanisation is progressing and what challenges it brings with regard to climate change. One way to alleviate the negative impact of climate change is to make our cities "greener". Students will explore different possibilities worldwide and will research how German cities are designed. They will find out about possibilities, how to become active themselves and which contributions really matter. The students will enhance their vocabulary in the fields of environment and technical innovation and learn how to write convincing language while creating a speech.	Effort grade, ATL (self management)

LANGUAGE ACQUISITION: Spanish (Phase 1)

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

Unit 4: La comida	
Content	Assessment
In this unit, students learn about different dishes and food in Spain. In the process, they learn how to order drinks and meals in a restaurant and practise this by designing their own menus and acting out role-plays with their fellow students. The main focus of this unit is of a cultural nature, as students discover a wealth of new vocabulary and dishes that do not exist in their own culture.	Speaking (Criterion C)

Spanish (Phase 2)

Unit Name: La ropa	
Content	Assessment
Students learn to describe and give opinions about clothing and fashion, starting with leisure wear and moving on to look at school uniform (as worn in Spanish-speaking countries)	Listening comprehension (Criterion A); Reading comprehension (Criterion B)
Unit Name: Las vacaciones en América Latina	
Content	Assessment
In this unit students will use the past tense to discuss their recent holidays, investigate the many regional facets of Latin America and consider their personal travel preferences.	Oral task (Criterion C); Written task (Criterion D)
Unit Name: La vida sana	
Content	Assessment
In this unit students look at the role of sport and exercise in maintaining a healthy lifestyle. They talk about the sports in which they (and others) participate, the frequency with which they do so and their opinions about them.	Reading comprehension (Criterion B); Oral task (Criterion C)
Unit Name: Vidas americanas	
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.	Listening Comprehension (Criterion A); Written task (Criterion D)

LANGUAGE ACQUISITION: Spanish (Phase 3)

Unit Name: Vidas y hazañas	
Content	Assessment
Students investigate the concepts of "America", "Latin America" and "Hispanoamerica", looking into the countries involved, their history and the key figures that have played a significant role in that history. They develop their information literacy, media literacy, communication and presentation skills by researching a Spanish-speaking country and presenting it to their peers. They consider the concepts of creativity and innovation in the political and historical sense and use a range of past tenses to describe the lives and achievements of historical figures in both the third person (presentation/discussion) and the first person (role-play/interview).	Listening comprehension (Criterion A) Oral task (Criterion C)
Unit Name: Un viaje por América	
Content	Assessment
Students plan a hypothetical research project taking them on a journey across Latin America, looking at different styles of housing and the way people live in different countries and cultures. They use the preterite to describe their journey both during and after the event, giving in-depth information and opinions while learning how to adapt their language to fit the medium they are using and the audience they are addressing.	Listening comprehension (Criterion A); Reading comprehension (Criterion B); Written task (Criteria D)
Unit Name: Otros tiempos	
Content	Assessment
Having learnt about the history and culture of countries in Latin America, the students now move further back in time to investigate the ancient, pre-columbine civilisations of South and Central America. They learn to use the imperfect tense to describe life before the arrival of the Spaniards (ongoing/repeated actions) and contrast this with the use of the preterite to describe what happened during and after the conquest (specific events and consequences). They also see, hear and read texts in which the imperfect tense is used to describe repeated actions in the past, for example the author's childhood.	Listening comprehension (Criterion A) Oral task (C) Written task (D)

Unit Name: Argentina	
Content	Assessment
<p>To round off this year of learning Spanish through the lens of Latin America, students focus in one particular country: Argentina. They read and listen to a range of texts about the history, geography and culture of Argentina, sharpening their information literacy skills along the way before picking out one specific topic that interest them</p>	<p>Reading Task (Crit. B), Oral task (C)</p>

LANGUAGE ACQUISITION: French (Phase 3)

Unit 1: 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 2: 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 3: Nos vacances	
Content	Assessment
In this unit, students begin by reviewing the sports they practise and the sporting options available at school, before moving on to considering specific sports in detail. In the process, they revise the parts of the body and consider the links between sport and healthy living. By investigating a popular sport in the French-speaking world, they learn how to synthesise and present information in an effective manner; finally, they use this as a springboard for writing about famous sporting events in the past.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C); Written task (Crit. D)
Unit 4: 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 their own lives 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, before looking at some visions of the future from the past and visualising their own future.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C)

MATHEMATICS

Standard

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

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

Unit Name: Statistics and Probability	
Content	Assessment
Students should be able to design a questionnaire to collect data and should know how to calculate the mean, median, mode, range, frequency, cumulative frequency and the interquartile range for this data. They should be able to calculate probabilities experimentally and theoretically and use Venn diagrams in conjunction with probability. They should be able to plot various types of graphs including scatter plots and cumulative frequency ogives. This is then developed to calculate means and correlation using the graphical display calculator and display other types of graphs using the GDC. Students will answer an everyday problem using statistical methods of data analysis.	Written test/end of year assessment (Criteria A)

MATHEMATICS: Extended

Unit Name: Number	
Content	Assessment
Students will learn how to: round appropriately in the context of a problem, understand and apply the rules of indices, carry out calculations with numbers in standard form, convert between standard form and ordinary numbers. This will give them an appreciation of the different ways of expressing numbers. They will learn how to solve exponential equations, solve ratio problems, calculate discount, profit and loss, calculate taxes and wages, apply direct and inverse proportion and calculate simple and compound interest and depreciation in the context of real life examples.	Written test (Criterion A) on different representations of quantity.
Unit Name: Algebra	
Content	Assessment
Students will learn how to represent equivalent expressions in a variety of ways. They will look at the relative advantages of different representations, particularly in solving and graphing quadratics. They will learn how to expand, simplify and solve algebraic equations, expand and simplify quadratic expressions, expand algebraic expressions including powers greater than two, simplify, expand and manipulate surds, rationalize the denominator, solve quadratic equations by either graphing, completing the square, the quadratic formula or factorizing, establish whether a quadratic function has roots by using the discriminant, determine the vertex of a quadratic function by completing the square and evaluate algebraic fractions. There is a short unit on Linear Programming.	Investigation (Criteria B & C) looking for algebraic patterns in class. Investigation using Algebra in real life (Criteria C & D) in class. Written test (Criterion A) on Algebra.
Unit Name: Geometry	
Content	Assessment
Students will learn different approaches to finding missing lengths and angles of a triangle. They will find missing angles and sides of right angled triangles using either trigonometry or Pythagoras, solve problems by using bearings. They will extend this to find missing lengths and angles involving 3D objects. Students will be introduced to vector arithmetic. They will calculate vector lengths, add and subtract multiple vectors, solve problems involving vectors. Coordinate geometry will include: find the distance between two points, find the midpoint between two points, calculate the gradient of a line, determine the equation of vertical and horizontal lines, determine points of intersection, graph by factorization/roots, solve linear simultaneous equations, and solve non-linear simultaneous equations. The graphical display calculator (GDC) will be used extensively.	Trigonometry and vectors written test (Criterion A) in class. Investigation (Criterion B) on geometry in class.

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

SCIENCES

Unit Name: Cells, Photosynthesis, and Respiration	
Content	Assessment
Students will investigate the microscopic aspects of life by examining cell structure and organelle function. They will develop an understanding of the evidence supporting Cell Theory and its implications for understanding other aspects of Biology. Modelling systems will aid student understanding of complex biological structures and their functions. Students will then shift their focus to photosynthesis and respiration. They will experimentally investigate factors that influence these processes to draw conclusions regarding how humans manipulate these either intentionally or inadvertently.	Test (Criterion A), Investigation (Criteria B&C), Research Project (Criterion D)

Unit Name: Ecology and Biodiversity	
Content	Assessment
Students will explore ecological systems with regard to abiotic and biotic factors; the differing interactions and relationships between organisms will be investigated, including food chains and webs as well as the impact of alien species. Students will develop an understanding of the universal classification system for organisms, including its conventions, implications and constant change as technology advances. Students will develop analytic skills in the use and creation of dichotomous keys for identifying species. Their individual research will focus on one example of ecological imbalance, its causes and the scientific attempts and impacts of alleviating damage.	Test (Criterion A), Investigation (Criteria B&C), Research Project (Criterion D)

Unit Name: Particles and Substances	
Content	Assessment
Students will learn about the structure of atoms and how this structure relates to their bonding and function. They learn to relate electronic configuration to group and period on the periodic table, as well as periodic trends created by these characteristics (including isotopes). Students use models to represent atoms and molecules as a way of visualising particles which are too small to see. Further, they use the periodic table to judge the nature and number of bonds; and how the structure of the particle that is formed relates to its chemical formula, and how this helps us to give the particle a name. Finally, students learn to connect but also distinguish between different types of particles and the substances that are made from each of these.	Test (Criterion A), Atom Research Poster (Criterion D)

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

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

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

INDIVIDUALS AND SOCIETIES

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

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

Unit Name: 3. Change - Why do societies experience revolution?	
Content	Assessment
<p>In this unit, students will find out about the reasons why societies experience revolution and the different types that can occur. Our case studies will be the examples of revolutions in Russia and China with a focus on their causes and consequences.</p> <p>Together, we will hopefully ask: What is a revolution? What were the causes and consequences of the Russian revolution? What role does propaganda play in revolutions? What were the causes and consequences of the Chinese revolution? Are there different types of revolutions? What factors determine the significance of an event? Do revolutions always lead to progress?</p>	<p>Class-based essay (in eAssessment format) MYP Assessment Criteria Essay: A & D</p>

Unit Name: 4. Systems - Rivers and Coasts	
Content	Assessment
<p>As a branch of physical geography, students will examine various river systems and coastlines. We will be guided by big questions, which will guide our study of these topics. For example, through what processes do rivers form? How do they change the landscape around them and sustain human, plant and animal life? How have humans sought to harness the power of rivers? What is the impact of our current management and use of rivers and is it sustainable? With respect to rivers, students will learn about river basins, erosion and deposition, flooding and river management. Students will gain an understanding of the processes involved with river flow. They will be able to determine the varying importance of rivers in different locations around the world. Students will also appreciate both the causes and consequences of river flooding. With regards to coasts, we will look at the processes that occur in the formation of coastal landforms. We will also look at the impacts of tourism in these coastal areas as well as the natural weathering that takes place in these areas. Students will study the increasing urgency and complexity in the management of coastlines.</p>	<p>Class-based tests (in eAssessment format)- MYP Assessment Criteria In-Class Test: all criteria</p>

PHYSICAL AND HEALTH EDUCATION

Integration of health throughout Physical and Health Education

To support the social, emotional and mental health of our learners at Bonn International School, the Physical and Health Education curriculum integrates the following health related topics throughout the Grade 9 curriculum. These units are not assessed through summative methods, but focus on emotional growth and development through formative forms of assessment. Units covered included and integrated throughout the year include: mindfulness, global dignity, comprehensive sexuality education, drugs and alcohol and careers education.

Unit Name: 1. Invasion Games

Content	Assessment
Within this unit, students will work in teams to develop their rugby skills in a variety of turbo touch rugby games. This will involve students working with interpersonal skills and team strategy goals to help them to improve their individual skills and movement concepts within games of turbo touch rugby. Students will be assessed on how well they use these skills and movement concepts and demonstrate a range of the skills, strategies, and movement concepts they are taught. Students will also be assessed on a reflective journal focusing on their interpersonal skills and team strategies.	<p>Criterion C: Performance within invasion game</p> <p>Criterion D: Reflecting and Improving performance</p>

Unit Name: 2. Creative Movement - Skipping Routine

Content	Assessment
Within this unit, students will engage in the dynamic realm of creative movement through an exploration of individual skipping skills and techniques. Guided by Criterion B, learners delve into the art of planning and crafting captivating movement routines. This module invites students to fuse physicality with creativity, honing their ability to design seamless sequences that showcase mastery of skipping techniques. Through this process, students not only enhance their motor skills but also develop an innate understanding of choreographic composition, fostering a profound connection between body and imagination. The course empowers students to choreograph captivating narratives through the rhythmic canvas of skipping, fostering holistic growth.	<p>Criterion B</p> <p>Planning a creative movement routine which includes individual skipping skills and techniques.</p>

Unit Name: 3 Sports Nutrition and Hydration	
Content	Assessment
Within this unit, students will learn about nutritional and hydration for optimising their performance in active pursuits. The students will gain an understanding of sports nutrition and hydration and how this can be adapted to different climates. Students will be assessed through a written assessment where students will have to problem solve and use their knowledge to guide learners in different scenarios.	Criterion A: Knowledge and Understanding

Unit Name: 4 Individual Portfolio	
Content	Assessment
Within this unit, the students work towards creating an individual Badminton Eportfolio as a dynamic platform for student growth and reflection. Guided by MYP EPortfolio's innovative approach, students curate a digital showcase of their badminton journey. Through documented evidence of their achievements, challenges, and personal insights, learners develop a comprehensive understanding of their badminton skills, strategies, and overall athletic development. This process nurtures critical thinking, self-assessment, and communication skills, empowering students to take ownership of their progress. The Badminton Eportfolio embodies the MYP PHE's commitment to holistic development, fostering lifelong habits of active engagement and sportsmanship in the realm of badminton.	<p>Criterion A: Knowing and Understanding</p> <p>Criterion B: Planning for performance</p> <p>Criterion C: Apply and Performing</p> <p>Criterion D: Reflecting and Improving Performance.</p>

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

DESIGN

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

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

Unit Name: 'Smarter than your phone' (Product Design) 25 periods	
Content	Assessment
<p>Following the design cycle the students will develop a project considering the advantages and disadvantages of the permanent digital connectedness. Each student will develop a solution that will be a physical product. The complexity of the design cycle will be adjusted to the time available so that the project can be done before the e-portfolio starts. Experiencing all criteria will make it easier for them to follow them during their final exam project, the e-portfolio.</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 A: Inquiring and analysing Criterion B: Developing ideas Criterion C: Creating the solution. Criterion D: Evaluating.</p>

Unit Name: The importance of innovation (Product Design)	
Content	Assessment
<p>Students will take on one of the topics of the final exam in Grade 10. A very general topic like 'innovation' needs to be tackled and understood. 'What are 3 recent innovations triggered by biomimicry research? How does innovation impact our environments and vice versa? Is an innovation only positive if it is sustainable?</p> <p>Questions like these will set the mood for developing a project that will show an innovative element and be targeted towards a chosen clientele. Like all projects, it will need to address a problem that needs solving.</p> <p>According to the development of the groups in the first semester, this topic might vary according to the shown interests and skills.</p>	<p>Summative assessment Criterion A - Inquiring and analysing Criterion B - Developing ideas Criterion C - Creating the solution Criterion D - Evaluating The original IB criteria are used. The criteria are the essential steps of the design cycle. Students will be encouraged to take on a real life challenge so that they do not 'only' develop a project for grading but are trying to develop a real product.</p>

Unit Name: The Film Producer (Digital Design)	
Content	Assessment
<p>How does film capture our imagination, our attention, manipulate and engage the audience?</p> <p>How does film communicate a message and leave an impression? In this project, students explore composition in film, camera angles and movement in film, lighting and sound, storytelling and genre to investigate the central idea: perspective and innovation influence how we learn and view topics/information.</p> <p>Students investigate what camera techniques convey perspective effectively? How perspective influences how we think? A range of ideas will be developed to communicate their ideas. Students learn about designing for film through: storyboarding, plan diagrams, production shot lists, and the production plan will guide them in creating the final product. Students will extend their technical film editing skills to convey their message.</p>	<p>A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating</p>

Unit Name: 3D Printing Box Storage (Digital Design)	
Content	Assessment
<p>In this project, students will learn about additive manufacturing, 3D modelling tools and the processes involved for developing 3D products for a client. Students investigate - the design problem: How can CAD tools be used to create a personalised storage box for a client?, and develop skills in 3D modelling tools using On Shape. Throughout the project, students will work through the design cycle to investigate, design and create their 3D box storage products. Students with existing 3D modelling skills are encouraged to extend their technical skills further by developing more complex design ideas and further building advanced 3D modelling skills. Some of the questions students will explore are: What systems and processes are required for 3D printing? How do systems impact 3D product creation and innovation? Can 3D printed products be sustainable?</p> <p>Students will be assessed by working through the design cycle criteria sections.</p>	<p>Formative assessment is provided throughout the project to help and guide students through each phase of the design cycle.</p> <p>Summative assessment A: Inquiring and analysing about the design problem B: Developing design ideas and design specifications C: Creating the solution - developing the product and documenting the process D: Evaluating - reflecting and testing the product with the design specifications</p>

Unit Name: Interactive Website Project (Digital Design)	
Content	Assessment
<p>In this project, students learn about interactive website development features to communicate a message. Students extend their prior technical skills in HTML to develop skills in JavaScript, CSS and Python features for a website. Students create an interactive website product to promote an activity, interest, hobby or subject to create a sense of belonging and community with their peers.</p> <p>Students will investigate their chosen topic and develop web authoring technical skills to create their interactive website. Students with prior web authoring knowledge will be encouraged to extend their technical skills further through developing complex features and design specifications for their product.</p>	<p>Students follow the IB MYP Design requirements.</p> <p>Formative assessment is provided throughout the project leading to the final summative assessment of each criterion.</p> <p>Summative assessment:</p> <p>A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating</p>

ARTS

Music

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

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

ARTS: Visual Arts

Unit Name: Still Life Drawing	
Content	Assessment
<p>The primary aim of this unit is to expose students to a range of drawing techniques and styles, allowing them to experiment and develop their own drawing skills. This will lead to a resolved final still life artwork from their own photograph that explores symbolism in still life within a personal context. Students will explore how different types of mark-making and tools create different types of line. They will analyse works and demonstrate their knowledge of symbolism in vanitas still life painting. The stylistic influences of Belgian street artist ROA will be explored. Finally, students will synthesise their knowledge of symbolism and studied drawing techniques in a still life tonal drawing that conceptually reflects objects that symbolise aspects of their own Grade 9 life.</p> <p>ATL focus: communication</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation</p> <p>Assessment Criteria: A: Investigating B: Developing C: Creating D: Evaluating</p>

Unit Name: Expressive Experimental Printmaking	
Content	Assessment
<p>This unit will expose the students to various artists and design elements through study of the graphic arts and particularly German Expressionist prints, resulting in deeper understanding and realisation of the student's view of the world around them. Students will explore social commentary / equality issues and will work through various ideas to create a final artwork using relief printing representing a relevant social issue, belief, or personal narrative. This unit will include design elements such as composition, and can include drawing elements. Students will also explore and understand the role of printmaking in the visual arts. Throughout the unit and at the end, students will reflect on their progress and final outcomes.</p> <p>ATL focus: communication</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation</p> <p>Assessment Criteria: A: Investigating C: Creating</p>

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

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

ARTS – Theatre

Unit Name: Monologue Magic	
Content	Assessment
Students will explore the use of voice and body language skills in this unit as they practise analysing and interpreting short pieces of scripted text. Students will practise with games, activities and group dynamic building exercises to enable them to have the structure and confidence to select, learn, and deliver a monologue. This unit will cover the basics of character interpretation and presentation.	<p>Assessment for this unit will include the student's use of the theatre journal to document artistic performance ideas. Monologue performances will be used to evaluate the effectiveness of the student's delivery of performance choices through the voice and body with the set monologue text.</p> <p>Arts Assessment Criteria will include from the following:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Performing D: Evaluating

Unit Name: Melodrama	
Content	Assessment
Melodrama has been around for nearly 200 years and is still alive in many contemporary art forms today. Students will have a chance to learn about this exaggerated theatre style through research and collaborative acting exercises. Students will learn to adapt a common melodrama story trope and stage the main stock characters using the primary performance skills of melodrama. Exaggeration and being "dramatic" are highly encouraged in this unit.	<p>Students will be assessed on their ability to stage and present a simple melodrama adaptation using the skills and techniques of the general.</p> <p>Arts Assessment Criteria will include from the following:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Performing D: Evaluating

Unit Name: Theatre of the World	
Content	Assessment
<p>This is a unit combining theatre visual design skills and research. The aesthetic of a theatre genre plays a large role in how an audience is meant to receive it. Here students will study different design visual media and how to apply that to stage design, light design, props, and costumes. They will analyse segments of staged performances, explore short pieces of scripts from a design perspective, and practise their design thinking skills.</p> <p>This will culminate in their group exploration of a chosen theatre tradition from around the world, looking at what makes it unique from all others. Students will practise performance skills for effective presentation.</p>	<p>Students will present on a chosen theatre tradition from around the world. They will be evaluated on their ability to capture the aesthetic of the production in various design visuals they will create. Additionally they will be evaluated on the effectiveness of their presentation skills.</p> <p>Arts Assessment Criteria will include from the following:</p> <p>A: Investigating B: Developing C: Performing D: Evaluating</p>

Unit Name: Staging a Play	
Content	Assessment
<p>This unit is designed to combine all the elements learned throughout the year combined into the effective staging of a chosen play text. The play will be read and analysed and then broken down into its constituent scenes for staging. Students will apply their design skills, acting skills, and collaboration skills to take a play from page to stage for a live performance.</p>	<p>Students will be evaluated on their ability to take a play from page to stage and perform it for a live audience.</p> <p>Arts Assessment Criteria will include from the following:</p> <p>A: Investigating B: Developing C: Performing D: Evaluating</p>

OPTIONS

INTERMEDIATE CODING

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

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>Student ideas are always welcome and incorporated where feasible.</p>	Tests Projects

LANGUAGE AND LITERATURE: French

Unit Name: Quand le fantastique rencontre la musique...	
Content	Assessment
<p>Dans cette unité, les élèves vont explorer l'étrange à travers les mots et les sons</p> <p>Objectifs d'apprentissage:</p> <p>Compréhension: Analyser les caractéristiques du récit fantastique dans différents genres littéraires : la nouvelle, la lettre, le roman.</p> <p>Création: Produire un texte fantastique inspiré par la musique.</p> <p>Réflexion: Explorer comment la musique peut renforcer l'atmosphère fantastique.</p> <p>Interdisciplinarité: Lier littérature et musique pour créer une expérience immersive.</p> <p>Thèmes abordés:</p> <p>Le surnaturel et ses représentations.</p> <p>La frontière entre réalité et illusion.</p> <p>L'impact émotionnel de la musique sur le lecteur/auditeur.</p> <p>Textes littéraires</p> <ul style="list-style-type: none"> • <i>Le Horla</i> (Maupassant) – Nouvelle. • <i>La Morte amoureuse</i> (Gautier) – Conte fantastique. • <i>Dracula</i> (Stoker) – Roman épistolaire. • <i>Lettres de l'homme noir</i> (Hoffmann) – Lettre fantastique. • Lettre fictive de <i>La Nuit des temps</i> de Barjavel . • Œuvres musicales • <i>Danse macabre</i> (Saint-Saëns) – Menace et mort. • <i>Toccata et Fugue en ré mineur</i> (Bach) – Dramatique. • <i>Clair de Lune</i> (Debussy) – Mystère et rêve. 	<p>Débat sur les peurs sociales (A,D)</p> <p>Production écrite (C,D)</p> <p>Projet fantastique transmedia (B)</p>

Unit Name: Du crime à la critique, le Polar miroir de la société	
Content	Assessment
<p>Dans cette unité, les élèves vont découvrir comment le récit policier porte un regard critique sur la société.</p> <p>Objectifs d'apprentissage:</p> <p>Comprendre comment le genre policier reflète les enjeux sociaux, politiques et culturels d'une époque.</p> <p>Analyser les procédés narratifs et stylistiques du roman policier.</p> <p>Développer une réflexion critique sur la fonction sociale de la littérature.</p> <p>Produire des textes argumentatifs et créatifs inspirés du genre policier.</p> <p><i>Sherlock Holmes</i> (Conan Doyle), <i>Le Parfum de la Dame en noir</i> (Gaston Leroux).</p> <p>Le polar comme critique sociale</p> <p>Lecture et analyse d'un roman policier, débat sur l'engagement du genre. <i>La Vérité sur l'affaire Harry Quebert</i> (Joël Dicker) ou <i>Le Chien des Baskerville</i> (Conan Doyle)</p> <p>Étude d'un roman contemporain</p> <p>Lecture intégrale, fiche de lecture, présentation orale sur un thème social. <i>La Place</i> (Fred Vargas) ou <i>Le Silence des agneaux</i> (Thomas Harris).</p> <p>Écriture créative</p> <p>Atelier d'écriture d'une nouvelle policière.</p> <p>Projet final</p> <p>Recherche sur un polar (livre, film, série), production d'une affiche, podcast ou article critique. Supports au choix : romans, films (<i>Les Diaboliques</i>, <i>Seven</i>), séries (<i>Engrenages</i>).</p>	<p>Analyse de texte (A)</p> <p>Production écrite (B,C,D)</p>
Unit Name: Théâtre et rire interdit ? Absurde, satire et engagement au théâtre	
Content	Assessment
<p>Dans cette unité, les élèves vont étudier le rôle du rire.</p> <p>Objectifs d'apprentissage : Explorer la comédie à travers les âges et les cultures. Lien entre rire et critique sociale. Découvrir comment le rire, même censuré, reste un outil de résistance et de critique sociale. Analyser des textes classiques, modernes et francophones, de l'absurde à la satire politique. Créer des scènes ou des projets artistiques inspirés des registres étudiés.</p> <p>Lien avec l'actualité : Satire des réseaux sociaux, écologie, censure.</p> <p>Supports : « <i>Le Rire de Martin</i> » (Martinez), extraits de <i>La Vie est belle</i> (Benigni), <i>Le Dictateur</i> (Chaplin). <i>En attendant Godot</i> (Beckett), <i>Rhinocéros</i> (Ionesco), « <i>Le Prénom</i> » (Delaporte), « <i>Les Émotifs Anonymes</i> » (Bénabar), sketches de Fary ou Canteloup. « <i>Bintou</i> » ou « <i>La Dame du café d'en face</i> »</p>	<p>Production écrite et performance (A,B,C,D)</p>

(Kwahulé), articles sur le théâtre francophone engagé. Techniques de théâtre de l'opprimé (Augusto Boal), « Art » (Reza), « La Leçon » (Ionesco).	
Unit Name: Ecrire le monde - La poésie engagée face à l'urgence écologique	
Content	Assessment
<p>Dans cette unité, les élèves vont explorer la façon dont la poésie engagée donne une voix à l'urgence écologique, en mêlant création, analyse et réflexion critique: comment elle dénonce, sensibilise et inspire.</p> <p>Objectifs d'apprentissage : Découvrir des poèmes engagés sur l'écologie et l'urgence climatique. Analyser les procédés poétiques (métaphores, symboles, rythme) et leur pouvoir de sensibilisation. Écrire des poèmes ou des textes poétiques inspirés des enjeux écologiques. Réfléchir au rôle de la poésie comme outil de résistance et de mobilisation.</p> <p>« La Terre est bleue comme une orange » (Paul Éluard), « Le Cancrelat » (Victor Hugo), <i>L'Homme et la Terre</i> » (Jean-Pierre Siméon), « La Planète est un jardin » (Pierre Rabhi), « Nous sommes la Terre » (Kenya Arkana) et « Demain » (Grand Corps Malade), « Le Chant du monde » de Jean-Pierre Luminet. Comparaison avec des chansons engagées (ex. : <i>Beds Are Burning</i> des Midnight Oil).</p>	<p>Analyse de poème (A) Production de poème engagé, visuel et sa mise en voix (B, C, D)</p>

LANGUAGE AND LITERATURE: Spanish

Unit Name: Poder vs Justicia	
Content	Assessment
<p>En esta unidad el alumnado discutirá sobre algunas cuestiones éticas y deberán reflexionar sobre la importancia de los derechos humanos en las resoluciones de conflictos. Para ello deberán trabajar con el texto dramático <i>La muerte y la doncella</i> de Ariel Dorfman. Los/as estudiantes profundizarán en la estructura externa de la obra, así como el uso de diferentes planos como modo de expresión. Verán también como se muestra una denuncia del uso del poder y de la tortura y demuestra la defensa de los derechos humanos como una manera de hacer justicia.</p> <p>También escogeremos textos donde el poder, la venganza y la justicia en diversas áreas serán el tema principal.</p>	<p>Análisis de un texto (Criterio A)</p> <p>Escribir un texto de reflexión o ficción (Criterios B, C & D)</p>

Unit Name: Denunciar las apariencias de la sociedad	
Content	Assessment
<p>En esta unidad, el alumnado profundizará en el uso del lenguaje y las estrategias comunicativas utilizadas en la publicidad y en el arte callejero con el fin de denunciar partes de la sociedad. Los/as estudiantes descubrirán a través de ejemplos -junto con un estudio guiado- los diferentes tipos de textos publicitarios (narrativo, expositivo o dialogado) teniendo en cuenta la función estética de la lengua, es decir, las figuras retóricas que aparecen y con qué finalidad.</p> <p>También aprenderán las diferentes modalidades de la oración simple a través de ejemplos publicitarios y el efecto que estas producen en el receptor. Por último conocerán las variedades lingüísticas (diatópicas, diafásicas, diastráticas y diacrónicas) elementos muy importante debido a la relevancia que tienen sobre el receptor.</p>	<p><i>Denuncia lo que te molesta a través de un vídeo, un poster o una canción (RAP).</i></p> <p>Criterios: B, C & D</p>

Unit Name: Yo no vengo a decir un discurso	
Content	Assessment
<p>En esta unidad, el alumnado conocerá los diferentes tipos de discursos que existen tomando como referencia el mensaje, la actitud del emisor, el contexto, la finalidad y el canal en el que se emite dicho discurso. Después analizarán las partes de un discurso y los recursos más utilizados.</p> <p>Para ello verán diferentes tipos de discursos en los que podrán deducir las singularidades de cada uno. Una vez expuestas estas características, tendrán que analizar discursos en forma de texto escrito, así como redactar y exponer de manera oral un discurso eficaz en el que aparezcan las partes del discurso y los recursos utilizados para resultar un discurso eficaz.</p>	<p>Análisis de un discurso (Criterio A)</p> <p>Elaboración de un discurso y presentación del mismo (Criterios C & D)</p>

Unit Name: Sociedad y literatura	
Content	Assessment
<p>En esta unidad los/as estudiantes investigarán el contexto político, social y filosófico de la Europa de posguerra y cómo queda reflejado en "el absurdo". Profundizarán en este género como herramienta de expresión a través de la obra dramática <i>La cantante calva</i> de Ionesco. Como ejemplo de la repercusión que tuvo la lengua española los/as estudiantes analizarán un poema del escritor chileno Nicanor Parra y disfrutarán del visionado del largometraje "Amanece que no es poco" del director y guionista José Luis Cuerda.</p> <p>Para finalizar, los/as estudiantes deberán comparar y contrastar ambas obras literarias técnica y temáticamente (haciendo hincapié en la visión que muestra el autor sobre la sociedad).</p>	<p>Presentar y describir las particularidades históricas, filosóficas, sociales y literarias europeas posteriores a la II Guerra Mundial.</p> <p>(Criterios B & D)</p>

BAND

Unit Name: Exploring Instrumental Technique	
Content	Assessment
In this unit, students will learn that through the elements of musical expression a performer can effectively communicate with an audience. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. They will consider their role and the role of others within an instrumental ensemble and gain an understanding of band music. The use of warm-ups and technique builders will be the foundation for developing aural independence and harmonic interdependence.	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Stylistic understanding through musical analysis -Solo and/or ensemble performance -Reflection <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating
Unit Name: Performance Skills Development	
Content	Assessment
Students will learn how to use their instruments effectively to communicate a musical score. Samples will be used from famous movies, classical pieces, and other popular contemporary tunes to provide a variety of options for students to develop their performance voice. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. Students will combine these skills to clearly portray selected music to an audience in concerts and recitals.	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Solo/group performance -Audience Impact reflection -Action Plan <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating

Unit Name: Score and Music Analysis	
Content	Assessment
<p>In the third unit in Band, students will learn the processes required in preparation of a concert performance. Students will have begun to develop their instrumental presentation skills by the start of this unit. They will have a basic understanding of note reading and how musicians can most effectively use it to make a musical performance. In this unit students will work collaboratively to develop interpretive skills to a variety of choral and musical theatre pieces. These stylistic choices will be student generated based on inspiration derived from various musical styles and performance traditions. The aim of this unit will be to combine note reading, interpretation, understanding of genre, and playing into performances that may be enjoyed by the school.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Recording/video of choreography -Ensemble performance -Scene Blocking Plan <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating

ARTS: Visual Arts: MYP Extended and Enriched Visual Art

Unit Name: Big Draw...Making Changes	
Content	Assessment
<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>Arts Assessment Criteria include:</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	
Content	Assessment
<p>This unit will allow students to develop sculpture and hand-building skills using ceramics. They will explore techniques in joining to create simple forms, create texture, and simple modeling techniques before choosing from several structured options for their final piece. Glazing or painting of fired work will be included in this unit.</p> <p>Hand built functional or decorative vessel Small figure/character/head</p> <p>As this is a Middle School, and NOT a MYP course, results for this project and all others will be based mainly on demonstration of the skills gained and not Art-history reports, critiques, etc.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p>Arts Assessment Criteria include:</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: Animal Paradox - Printmaking	
Content	Assessment
<p>This unit will explore juxtaposition as a strategy. Students will research an endangered species and what threatens it. They will develop ideas to combine these factors in a print-based artwork that conveys the issue through a print based medium (collograph, lino/relief or cyanotype) of their choice.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Visual artist research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p>Arts Assessment Criteria include:</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: Transform and Extend	
Content	Assessment
<p>Students will be given various options to explore ways to change objects or images through different approaches to image-making. They will develop strategies to use, combine and explore different media such as paper, drawing, painting, working with recycled materials and print techniques, to transform and extend in creative ways. The unit will be strongly choice-driven and encourage artistic innovation and exploration, but students will also be taught techniques and will develop skills through demo and practice. Final outcomes will be submission of their 2 of 4 most successful projects.</p> <p>As this is a Middle School, and NOT a MYP course, results for this project and all others will be based mainly on demonstration of the skills gained and not Art-history reports, critiques, etc.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p>Arts Assessment Criteria include:</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: Inspired by...	
Content	Assessment
<p>Students will be given a list of (mostly contemporary) artists that they can choose to use for inspiration for their artwork in this unit. They are encouraged to develop their own ideas for a final artwork or mini series in their choice of media. Focus will be on creating their own creative response to the work of that artist, with 1:1 support as needed.</p> <p>As this is a Middle School, and NOT a MYP course, results for this project and all others will be based mainly on demonstration of the skills gained and not Art-history reports, critiques, etc.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Visual artist research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p> <p>Arts Assessment Criteria include:</p> <p>Results of practical work. It is of Key Importance that all persons understand that this is a Middle School course and NOT an MYP course. This was chosen to give maximum time in developing practical skills to support other Visual Arts courses, both current and future.</p>

SPORT SCIENCE

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

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

STAGECRAFT

Unit Name: Props	
Content	Assessment
This unit will focus on the purpose of theatrical props, and will introduce techniques for designing and making functional props from a variety of materials. Students will collaborate with the theatre department to establish a props list for the school theatre production. Final props will be used in the school theatre production.	In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.

Unit Name: Masks	
Content	Assessment
This unit will introduce students to techniques used for mask making. Students will research masks used for various theatrical and cultural purposes. Focus will be on creativity, usability and refined finishing techniques. In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation.	In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.

Unit Name: Puppet Making	
Content	Assessment
Students will look at puppets used in various cultures and productions. Students will create puppets of their choice using various techniques and mixed-media. Sewing and draping techniques will be introduced for puppet clothes making. Focus on usability, durability and refined finishing techniques.	In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.

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

Annex: MYP Command Terms

MYP command terms define a range of learning objectives and assessment criteria in MYP subject groups.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create*	Evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.

Command term	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.

Command term	Definition
Measure	Obtain a value for a quantity.
Organize*	Put ideas and information into a proper or systematic order.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize*	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall*	Remember or recognize from prior learning experiences.
Select*	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize*	Abstract a general theme or major point(s).
Synthesize*	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Translate*	Express the meaning of a text in another language or dialect.
Use	Apply knowledge or rules to put theory into practice. (See also "Apply".)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.