

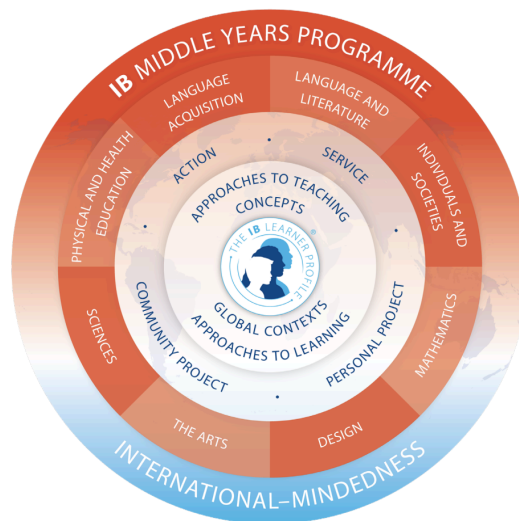
Grade 10 Curriculum Guide 2024-2025

Table of Contents

PROGRAMME INFORMATION	3
ASSESSMENT	8
LANGUAGE AND LITERATURE	11
LANGUAGE ACQUISITION	15
MATHEMATICS	37
SCIENCES	41
INDIVIDUALS AND SOCIETIES	46
PHYSICAL AND HEALTH EDUCATION	49
DESIGN	53
ARTS	58
OPTIONS	67

PROGRAMME INFORMATION

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



Above is the programme model for the MYP.

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

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

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

Concepts: highlighting a concept-driven curriculum

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

The second ring describes some important outcomes of the programme:

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

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

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

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

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

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

Subject Groups	Individual Subjects	Lessons per 2 week cycle
Language and Literature	English, German	8
Language Acquisition	English, German	8
Mathematics	Mathematics, Extended Mathematics	8
Sciences	Biology, Chemistry, Physics	10
Individuals and Societies	Geography, History	7
Physical and Health Education	Physical and Health Education	7
Design	Digital Design, Product Design	7
Arts	Music, Visual Art, Drama	7
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
Electives	Physics, Chemistry, Biology, Global Issues, Physical and Health Education, Extended and Enriched Visual Arts	7
Tutor		2

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

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

Service as Action

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

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

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

Personal Project

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

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

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

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

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

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

Approaches to Learning

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

ASSESSMENT

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

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

Formative assessment (assessment for learning)

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

Summative assessment (assessment of learning)

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

Assessment criteria and MYP command terms

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

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

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

Reporting final achievement levels

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

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 - Dystopian Futures	
Content	Assessment
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. This novel study will develop students' critical literary analysis skills. We will explore the themes of dystopia and propaganda, and will be engaging with the historical and political context of the work. They will use terminology and understand literary elements and techniques like characterisation, setting, plot structure, tone and mood, and themes.	Analytical essay (A, B, D) Presentation (A, B, C, D)

Unit Name - Advertisements & Branding	
Content	Assessment
This unit is a study of how we communicate and appeal to an audience. We will analyse how advertisements communicate, persuade, and appeal to specific audiences, how personal branding can be constructed in social media and interpersonal communication. This unit involves the study of texts that you will encounter on a daily basis in the real world - ads, social media, college and job applications.	Ad creation (C, D) Ad analysis (A, B)

Unit Name: E-Assessment Preparation	
Content	Assessment
This unit is designed to specifically target the skills and command terms of the MYP eAssessment in English Language and Literature. While it builds on their prior knowledge and learning of literature and language study, students will be closely engaged in practice answering short-answer questions on literary texts and producing 200-300 word creative responses. They will have access to the past examinations for practice and will use laptops to familiarize themselves with the user interface of the on-screen examination. This preparation unit will review all of the areas of study that students have had throughout MYP years. It will include Global Contexts, Key Concepts, and Related Concepts.	Mock E-assessment (A, B, C, D)

LANGUAGE AND LITERATURE: German

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

Unit Name: Literarisches Werk - Globaler Kontext	
Content	Assessment
Das literarische Werk wird ausgewählt, sobald der Globale Kontext für das eAssessment für den Prüfungsjahrgang Mai 2025 vom IB veröffentlicht wird. Mithilfe des Werkes wird die Bedeutung des Globalen Kontextes erarbeitet. Außerdem werden verschiedene Textsorten wiederholt und die Textanalyse geübt.	Textproduktion (Criteria C&D) MYP - Probeassessment Analyse (Criteria A&B)

Unit Name: eAssessment	
Content	Assessment
Die SuS absolvieren ihr eAssessment. Transition-programme Grade 11.	eAssessment - externe Bewertung (Criteria A&B&C&D)

LANGUAGE ACQUISITION

English (Phases 4-5)

Unit Name: How Old is Old Enough? (Rites of Passage)	
Content	Assessment
<p>In the unit, Rites of Passage, students will learn about rites around the world and evaluate laws that relate to issues of legal age restrictions. They will then compare these laws to those in their own countries, consider their own personal beliefs, and present well-developed arguments related to the issues.</p> <p>Students will learn about comparison and contrast writing and will develop their presentation skills.</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: Culture and Communities	
Content	Assessment
<p>In the unit, Culture and Communities, students will continue exploring their own culture and community. They will consider concepts such as cultural identity, third culture kids, and the implications of cultural and generational clashes. This will encourage students to think about life in their new environment and, with ever growing globalization around the world, how future generations can contribute to communities in a meaningful way. Students will read the novel <i>The Absolutely True Diary of a Part-Time Indian</i> as they work towards understanding what cultural footprint they will leave behind.</p> <p>Students will learn more about expository and opinion writing.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: The Most Dangerous Game	
Content	Assessment
In the unit, The Most Dangerous Game , students will discuss the complexity of human judgement, action, and morality. As a class we will read the short story, <i>The Most Dangerous Game</i> , written by Richard Connell, which we will use as a basis for a variety of activities designed to encourage critical thinking. Students will develop their English skills by expanding their vocabulary and writing succinctly in short, meaningful sentences and phrases. Additionally, they will practice debating skills, creative writing, and informative writing skills.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: The World We Live In (Global Issues)	
Content	Assessment
In the unit, The World We Live In , students will explore current events that affect people around the world. These issues will include sustainability (fast fashion) and refugees. These topics will be discussed and debated as a class and then students will select a global issue of their own to research and write a news report about. During the process they will gain experience deciphering between fake news and reliable sources. Students will participate in organized debates and role play activities. Students will also consolidate their writing skills, composing a variety of texts to suit different purposes.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

LANGUAGE ACQUISITION: German & Spanish

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

Beginner: Phase 1

Advanced Beginner: Phase 2, etc.

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

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

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

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

LANGUAGE ACQUISITION: German (Phase 1)

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

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

LANGUAGE ACQUISITION: German (Phase 2)

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

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

LANGUAGE ACQUISITION: German (Phase 3a)

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

Unit 3: Freundschaft 2.0	
Content	Assessment
In this unit, students will learn about friendship in times of social media. We will discuss the impact of social media on friendship in general and on a personal level. How does social media help in terms of friendship and what are its potential negative effects? We will share personal experiences and compare what friendship was like in the past, without any social media, and what it is like today. What does friendship mean and what is important to us personally? Different types of social media are discussed and compared in terms of friendship. We will read different types of texts such as newspaper articles and blog entries. The grammatical focus lies on sentence structure and the use of different tenses and cases. We will also revise comparison.	Listening (Criterion A) and Writing (Criterion D)
Unit 4: Frauenfußball in Deutschland - ein Einblick in die deutsche Geschichte	
Content	Assessment
In this unit, students will learn about German history and especially about the development of women's soccer and the role of women. We will read different texts and work with a variety of media. Hereby we will practise the use of conjunctions, connecting words and adverbs, as well as how to express one's own opinion in German. We will also watch a movie and the students will be engaged to work on creative tasks.	Reading (Criterion B) and Speaking (Criterion C)

LANGUAGE ACQUISITION: German (Phase 3b)

Unit Name: Menschen mit Beeinträchtigung	
Content	Assessment
<p>This unit is based on the German movie “Jenseits der Stille” by Caroline Link. The film tells the story of two teenage girls who grow up in a family with deaf parents. Students will analyse the family dynamics and the relationship between the family members and will compare the situation of the main character Lara with that of other girls her age.</p> <p>The grammar focus will be on the use of verbs with prepositions and reflexive verbs. The advanced use of the perfect tense will be another point of grammatical interest.</p>	<p>Speaking (Criterion C); Reading Comprehension (Criterion B); Listening (Criterion A)</p>
Unit Name: Schule, Ausbildung und Praktika	
Content	Assessment
<p>In this unit students talk about education and work experience. We learn how best to prepare for internships and why they are important. We read a number of texts about or by young people who share their experiences. In this unit we revise a number of different grammar topics that we covered in previous units.</p>	<p>Writing (Criterion D)</p>
Unit Name: Tierhaltung und Tierwohl	
Content	Assessment
<p>In this unit, students develop their own ethical standpoint on the topic of animal welfare and animal suffering. They analyse animal-friendly economic practices and lifestyles, assess social and individual responsibility towards the environment and animals and discuss the feasibility of ethical action. They describe and evaluate the conditions under which farm animals are kept and name the various aspects of animal welfare. They also analyse manipulations by the advertising industry and develop their own ethical standpoint in relation to their consumption.</p> <p>A range of authentic material (advertising videos, reports, documentaries and various types of text) is used to illuminate and develop the topic in a multi-dimensional way. The unit ends with a visit to Cologne Zoo and, in this context, a creative learning task tailored to it, in which the pupils make a promotional video to draw attention to animal suffering in zoos.</p> <p>In light of the eAssessment approaching students will also have special classes on MYP topics and text types relevant for the writing task in the eAssessment. Additionally they will receive practice and preparation for the oral exam as part of their eAssessment in Language B.</p>	<p>Listening Comprehension (Criterion A), Reading Comprehension (Criterion B), Speaking (Criterion C), Writing (Criterion D)</p>

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

LANGUAGE ACQUISITION: German (Phase 4)

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

Unit 3: Tierschutz und Tierwohl	
Content	Assessment
<p>Students develop their own ethical standpoint on the topic of animal welfare and animal suffering. They analyse animal-friendly economic practices and lifestyles, assess social and individual responsibility towards the environment and animals and discuss the feasibility of ethical action. They describe and evaluate the conditions under which farm animals are kept and name the various aspects of animal welfare. They also analyse manipulations by the advertising industry and develop their own ethical standpoint in relation to their consumption. A range of authentic material (advertising videos, reports, documentaries and various types of text) is used to illuminate and develop the topic in a multi-dimensional way. The unit ends with a visit to Cologne Zoo and, in this context, a creative learning task tailored to it, in which the pupils make a promotional video to draw attention to animal suffering in zoos. In light of the eAssessment approaching students will also have special classes on MYP topics and text types relevant for the writing task in the eAssessment. Additionally they will receive practice and preparation for the oral exam as part of their eAssessment in Language B.</p>	<p>Listening (Criterion A); Reading (Criterion B); Speaking (Criterion C); Writing (Criterion D)</p>
Unit 4: Sprachwandel	
Content	Assessment
<p>Language and language use change: reason enough to take a closer look at what language change is, why it happens and how our language and language use change over the years. In this unit, students examine how words and phrases change their meaning. In addition, the construction, meaning, origin and usage of selected foreign words, abbreviations, new word formations, youth language expressions and loan words are clarified and explained as examples of linguistic change.</p> <p>German texts such as the mediaeval fable of the <i>Raven and the Fox</i>, the <i>Lord's Prayer</i> by Martin Luther and the children's book <i>Max and Moritz</i> by Wilhelm Busch serve as the object of study. Language change in modern times is also examined. The students research current trends in youth language and work on the topic of gender inclusive language in Germany.</p> <p>In addition, the students research German words that occur in other languages around the world in an attempt to justify the adoption of foreign words and to supplement the findings on vocabulary and meaning change.</p>	<p>Speaking (Criterion C);</p>

LANGUAGE ACQUISITION: German (Phase 5)

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

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

LANGUAGE ACQUISITION: Spanish (Phase 1)

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

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

LANGUAGE ACQUISITION: Spanish (Phase 3)

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

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

LANGUAGE ACQUISITION: French (Phase 2)

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

Unit 4: La communication

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

MATHEMATICS

Standard

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

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

MATHEMATICS: Extended

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

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

Unit Name: Revision and transition

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

SCIENCES

Unit Name: Chemical Reactions	
Content	Assessment
<p>Students will learn about the various types of chemical reactions. At the end of the unit, they will be able to predict products given certain acid/base reactants. They will explore various methods for measuring pH (indicators, meters/sensors/ conductivity, gas, etc.), leading into a discussion of rates of reaction, through which they will understand the factors controlling rate and thus be able to suggest how fast a reaction will proceed and in which direction based on the reaction conditions. They will apply this knowledge to solve problems, as well as to construct, interpret and analyze graphical representation of rates of reaction. Finally, they will study the concept of equilibrium and put all of their understanding together to apply these concepts to industrial problems.</p>	<p>Crit.A1 & A2 - Quizzes (Acid/Base, Stoichiometry)</p> <p>Crit.B - Design an investigation to investigate affect of a factor on rate of acidic decomposition.</p> <p>Crit C - Analyze and evaluate data from reaction rate of $\text{Na}_2\text{S}_2\text{O}_3$ lab</p> <p>Criterion D - Acid-Rain on-demand essay</p>

Unit Name: Energy for Now or Later?	
Content	Assessment
<p>Students will participate in an introductory organic Chemistry course that connects carbon based chemicals (hydrocarbon products of crude oil) with their use as fuels and in the production of plastics along with other uses. Students will explore processes associated with extraction and processing of hydrocarbons and develop research and presentation skills connecting the social, environmental and ethical (amongst other) implications of human reliance on hydrocarbon extraction. Students will learn and apply nomenclature based on IUPAC rules to name, draw and identify simple alkanes, alkenes, alcohols, carboxylic acids and esters. An introduction to energetics will allow students to quantitatively evaluate the amount of energy a hydrocarbon fuel releases when burned. Introductory skills in stoichiometry will further allow students to make quantitative judgments on fuel emissions. Methods for calorimetry will also be explored and evaluated. Students apply knowledge of REDOX reactions and the activity series in connection with electrochemical cells to appreciate batteries and hydrogen cells as alternative fuels. To finish out the year, students are assigned a country and develop a 100% Sustainable Energy plan that fits the needs of that country, applying their knowledge thus far of Grade 10 Science.</p>	<p>Crit A3/D2&4 - Design a Battery (Voltaic Cell)</p> <p>Crit.A1 & D - Quiz</p> <p>Crit.B&C - Compare the efficiency of two fuels.</p> <p>Crit A1&2/D1&3 - Sustainable Energy Challenge</p>

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

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

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

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

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

Unit Name: Radioactivity, Thermal Physics and Astrophysics	
Content	Assessment
<p>In this unit, students learn about radioactivity, alpha and beta particles, and gamma rays. Radioactivity ionizes matter that it passes through and students learn about the effects. They study radioactive decay as a random process, half-life, the GM-tube, background radiation, nuclear energy and fission and fusion as well as the practical applications of each of these processes.</p> <p>As part of Thermal Physics, students will take a look at the basic physical properties of solids, liquids and gases (incl. kinetic molecular theory). They study evaporation and boiling, heat transfer, conduction, convection, and radiation. Insulators and conductors (incl. materials) as well as the heat loss of buildings are evaluated. Specific heat capacity and latent heat are also part of this unit.</p> <p>A small part of the Mechanics topic will be included here as well, namely momentum, power and efficiency as an extension to what was taught in grade 9.</p> <p>The Astrophysics part covers the solar system with its planets and satellites and gives a brief introduction into the Big Bang Theory.</p>	<p>Essay on an application nuclear energy (crit. D).</p> <p>Investigation on the specific heat capacity of water (crit. B & C).</p> <p>In-class test at the end of the unit (crit. A).</p>

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

INDIVIDUALS AND SOCIETIES

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

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

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

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

UNIT Name: History - India and Britain, 1600-1949
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Content	Assessment
<p>In this unit, students will consider the impact of British rule upon India's political and cultural history, infrastructure and economic development. Beginning with the entry of the East India Company, students will examine the consequences of the siege of Arcot, the Battle of Plassey, the Sepoy Mutiny and the establishment and impact of the Raj. During this early period of colonial presence, students will consider why Prime Minister Disraeli described India as "...the jewel in the crown of the Empire."</p> <p>Other important events that we will look at include India's role in the First and Second World Wars, the Amritsar Massacre, the independence movement, civil disobedience, as well as the roles of leading figures including Gandhi, Jinnah and Nehru. Finally, students will examine the challenges that India and Pakistan faced following the partition and the independence of both nations in 1947.</p>	<p>Semester 2</p> <p>Semester-based research essay on historical topic of student choice (Criteria A, B, C, D)</p>

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

PHYSICAL AND HEALTH EDUCATION

Elective

Integration of health throughout Physical and Health Education

To support the social, emotional and mental health of our learners at Bonn International School, the Physical and Health Education curriculum integrates the following health related topics throughout the Grade 10 tutor programme. These units are not assessed through summative methods, but focus on emotional growth and development through formative forms of assessment. Units covered included and integrated throughout the year include: mindfulness and stress management, global dignity, careers education, drugs and alcohol, and comprehensive sexuality education.

Unit Name: Team Sports	
Content	Assessment
<p>This course is designed to develop and improve ball skills, teamwork, muscular strength and endurance. Students will learn the basic skills, techniques and strategies of a variety of team sports. They will practice these skills in individual and group drill situations. When students have mastered these basic skills, games will be played. Students will be tested on all pertinent theoretical aspects of the activities. At the conclusion of the course, students should be able to play all sports with enjoyment and increased confidence.</p>	<p>Applying and Performing</p>
Unit Name: Racket Sports	
<p>This course is designed to expose students to individual and team racquet activities. The course will focus on stroke development, game analysis and play refinement. Students will work on improving hand-eye coordination, footwork, positioning, and reaction time. Singles and doubles play strategies will also be presented. Practicing court etiquette, officiating, scoring and participating in round robin tournaments will conclude the class activities.</p>	<p>Knowing and Understanding</p> <p>Applying and Performing</p>

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

Unit Name: Striking and Fielding	
Content	Assessment
<p>In this Striking and Fielding unit, students will develop key skills in a variety of games. Through dynamic drills and engaging games, they'll enhance hand-eye coordination, teamwork, and strategic thinking. Ideal for all skill levels, this unit promises fun, fitness, and a deeper understanding of these exciting sports</p>	<p>Reflecting and Improving Performance</p>

PHYSICAL AND HEALTH EDUCATION: e-Portfolio

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

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

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

Unit Name: Primary Sports Day Game Development	
Content	Assessment
Within this unit, students will design and run a game for Primary Sports Day, empowering them to take an active role in the planning and execution of physical activities. This project fosters creativity, teamwork, and leadership skills as students collaborate to create a game that is fun and engaging for younger students. Additionally, this unit emphasizes the importance of positive communication and relationship-building, as students work together to ensure the success of their sports day event.	Formative - Reflecting upon performance (Criterion D)

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

DESIGN

Unit Name: Media and Communication (Digital Design) 15 periods	
Content	Assessment
<p>This unit explores the impact of the media on our beliefs, knowledge, and power in the digital age. Classroom discussions will encompass traditional media vs. social media, media objectivity and range of sources, multiple perspectives of information, censorship, cultural sensitivity, and responsibility of media creators.</p>	<p>Formative feedback through written comments on ManageBAC and in-class discussions during the skills acquisition phase.</p>
<p>This unit will comprise multiple mini-projects that are focused on advanced digital skills development. Students will extend their practical skills in film, image editing and graphics design, illustration, coding, social media production, animation, 3D modelling and web design to communicate the need for a solution.</p>	<p>Peer feedback will be used during the development of ideas phase and the evaluation of the film products.</p>
<p>Students will extend their learning on how to use storyboarding and planning strategies for creating mini- products in this project. This unit also develops the core technical skills required in readiness for the ePortfolio later in the year.</p>	<p>Summative assessment will be based on the MYP Design criteria (A, B, C, D). Students will produce a portfolio of practise and primary research, product analyses, tools and technical skills glossaries, diagrams, written evaluations, and at least one final digital product. This unit aims to prepare students to meet the demands of the ePortfolio task that is to follow it.</p>

Unit Name: Open-brief - E-Portfolio unit (Digital Design) 25 periods	
Content	Assessment
<p>This year's topic, assigned by the IB for the ePortfolio in November, will develop the message of the product, determine the client and global context that will be the basis of the project.</p> <p>In this unit, students will explore the key concept and global context to develop a digital media product of their choice (a film, animation, blog, illustration, coding, photography with digital graphic design, dynamic website, digital game etc.) that communicates the message they have decided on. Students will have access to a variety of software including Affinity-Photo, Designer and publisher, iMovie, GarageBand and a range of open source applications available also. This course requires student and parental consent for the student to be photographed and filmed, and for this media to be shared with the IB and within the school.</p>	<p>Formative feedback will be given through in-class discussions, peer feedback and teacher-student consultation.</p> <p>Peer feedback will be used during the development of ideas phase and in the evaluation of the prototype products.</p> <p>Summative assessment follows the original IB (MYP) Design criteria and will be given through ManageBac. There will be one submission per criteria (A, B, C & D). The documentation of this unit will be in the form of a Portfolio and a digital final product.</p>

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

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

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</p> <p>Criterion B: Developing ideas</p> <p>Criterion C: Creating the solution.</p> <p>Criterion D: Evaluating.</p>

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

Unit Name: 'Community Project' (Product Design) 12 periods	
Content	Assessment
<p>What challenges do communities experience? What are communities? How can you identify and address a specific problem of a community?</p> <p>Focus of this unit is the product and the practical work leading to it. Skills in manipulating materials and producing high quality products will be the main emphasis of this unit as a culmination of the product design program.</p>	<p>Summative or formative</p> <p>Criterion A - Inquiring and analyzing</p> <p>Criterion B - Developing ideas</p> <p>Criterion C - Creating the solution</p> <p>Criterion D - Evaluating</p> <p>Students will be able to make choices between formative and summative feedback. Their achievements of the e-portfolio will be their main grades for the 2nd semester.</p>

ARTS

Music

Unit Name: Investigation and Performance	
Content	Assessment
<p>This unit will focus on listening and performing skills. Students will choose a piece of music they feel best represents an aspect of themselves. They will perform detailed musical analysis of this piece and determine how the elements of music are applied and which elements most support their interpretation of the piece. Students will study the role of a performer as interpreter of a composer's intentions and the role their personal expression plays its presentation. They will practice the piece and receive feedback on their technical skills and techniques for making critical artistic choices related to their chosen artistic goal.</p>	<p>Assessments include but are not limited to:</p> <p>Investigation essay submission (Criteria A,B,C,D)</p> <p>Performance on solo instrument/voice (Criteria A,B,C,D)</p> <p>Music journal entries (Criteria A,B,C,D)</p>
Unit Name: To be published by the IB in November	
Content	Assessment
Published by the IB in November	Available in November
Unit Name: Analysis and Composition	
Content	Assessment
<p>Students will study the works of a specific composer of their own choice. They will choose a piece which best matches the style and genre they wish to compose in. Students will analyze the techniques used by that composer and try to model these techniques in their own composition. They will document the process and will explain the links in their composition to the one they are modeling. Students will complete composition exercises to strengthen their composition techniques and build a skill base. They will use western music notation and use all required performance directions. The students will build an artistic intention and develop their composition in line with this intention experimenting with multiple applications of the elements of music. The composition can be for a specific solo instrument or for an ensemble.</p>	<p>Assessments include but are not limited to:</p> <p>Analysis essay submission (Criteria A,B,C,D)</p> <p>Composition submission using western music notation (Criteria A,B,C,D)</p> <p>Music journal (Criteria A,B,C,D)</p> <p>Documentation of the artistic intention and demonstrating the link between artistic intention and final product (Criteria A,B,C,D)</p>

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

ARTS: Visual Arts, ePortfolio

Unit Name: Voices for Change: Art as a Tool for Social Justice	
Content	Assessment
<p>As preparation for the ePortfolio students will investigate and analyse how artists address social justice issues through various forms of visual art. They will develop a personal response to a social justice issue by creating an artwork that communicates a clear message. Students will reflect on the effectiveness of their artwork in conveying their chosen social justice theme and present their work to an audience, explaining the process, intention, and impact of their artwork. Tasks will be designed to mirror ePortfolio format as a way to expose students to the requirements of the ePortfolio. It is important to note that, while there will be a greater degree of freedom in ways of addressing the theme and individual tasks, there will still be universal set deadlines with common guidelines to ensure student understanding and success.</p>	<p>Formative or summative assessment activities for this assessment could include (but is not necessarily limited to):</p> <p>Artist studies (essay, presentation or test)</p> <p>Portfolios of media experimentation and idea development (submitted in a physical journal or electronic portfolio)</p> <p>Artist intention statements</p> <p>Final artworks (in a relevant media)</p> <p>Reflective documentation of the process of art creation</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Investigating</p> <p>B: Developing</p> <p>C: Creating</p> <p>D: Evaluating</p>

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

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

10.1 2D Media- IDENTITY	
<p>Students will explore aspects of identity through development of ideas and exploration of different 2D media in 3 mini guided projects - they will submit the best 2 of 3 final outcomes (drawing, painting, photo/digital, collage/mixed media) for assessment. This course will develop skills and support students with art interests and also those who wish to take the new DP course next year.</p> <p>Note: This is a Middle School, and NOT a MYP course. However for consistency marks will be on a scale of 1-8 as with MYP classes. However the course develops skills and supports students with art interests and also those who wish to take the new DP course next year.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation</p>

10.2 PRINTMAKING: Mein Lieblingsplatz	
<p>Final outcome will be a portfolio of 3 editioned and 2 experimental prints. Students will explore the concept of their favourite place. They will develop ideas to combine these factors through a print based medium (collograph, drypoint, lino/relief or cyanotype) of their choice.</p> <p>Note: This is a Middle School, and NOT a MYP course. However for consistency marks will be on a scale of 1-8 as with MYP classes. However the course develops skills and supports students with art interests and also those who wish to take the new DP course next year.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation</p>

10.3 3D Media / Installation	
<p>Students will explore 3D media and considerations of how it differs from 2D media. They will learn different techniques in working with paper and clay through shorter tasks. They will also collaborate on an installation at the end of the unit that could include film. Conceptual themes to explore will be given during the unit.</p> <p>Note: This is a Middle School, and NOT a MYP course. However for consistency marks will be on a scale of 1-8 as with MYP classes. However the course develops skills and supports students with art interests and also those who wish to take the new DP course next year.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation</p>

10.4: THE PROJECT	
<p>This is a longer unit to conclude the year, giving students a chance to explore a new HL component of the same name that will be part of the new DP Visual Arts course to be taught from 2024. Students will investigate and create a specific proposal for a visual art project focused on a chosen or mixed media and a topic of personal interest intended for a specific site and audience. They will build intentions based on feedback from peers and reflect on the final artwork by considering possible extensions for the project.</p> <p>Note: This is a Middle School, and NOT a MYP course. However for consistency marks will be on a scale of 1-8 as with MYP classes. However the task develops skills and supports students with art interests and also those who wish to take the new DP course next year.</p>	<p>Summative assessment for this assessment will include the following:</p> <p>Research Proposal Media experimentation Idea development based on feedback. Intentions for final artworks Final artworks Evaluation Extensions</p>

ARTS: Theatre E-Portfolio

Unit Name: The ISMs-Theatre Traditions through Time	
Content	Assessment
<p>Theatre is the dialogue of perspectives from which we formulate truth, debate morality, and explore relationships. Theatre’s role in this process has been interpreted and expressed differently by each generation. In this unit, students will explore the last 150 years of theatre from Romanticism all the way to Postmodernism. We will watch and analyse a selected play performance and discuss why it is in the “Ism” that it is.</p> <p>Students will then research and explore an ISM of their own choosing identifying and discussing the key performance and production elements as well as key playwrights and plays of the period.</p>	<p>Students will write a play analysis identifying the key elements of the theatre genre studied found within the watched performance.</p> <p>Students will create a presentation on a theatrical ISM of their own choosing, identifying its key performance and production elements, philosophical aims of the genre, the genre’s origins, and major playwrights and plays of the period.</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Performing D: Evaluating</p>
Unit Name: Drama e-Portfolio	
Content	Assessment
<p>The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November. Typically, schools are able to select the plays, productions and playwrights they wish to choose. However, we do not know specifically which tasks will be used to assess student learning. As such, we are unable to provide specific information regarding this unit until we receive the partially completed unit planner from the IB organization in November.</p>	<p>Formative or summative assessment activities for this assessment could include (but is not necessarily limited to):</p> <p>Investigation: Through the lens of a chosen theme, students will analyse a play they will watch, linking it back to the key theme through a discussion of performance and production elements.</p>

	<p>Development: Students must create an artistic intention statement for an original piece of theatre and document their performance and production skill development in their theatre journals.</p> <p>Performance: Students will perform a final original theatre piece based on the IB provided theme. This piece will evaluate the effectiveness with which they could execute their creative ideas within the context of the theme through performance and production elements.</p> <p>Evaluation: Students must document and reflect upon their process of creating and performing their piece. This is an evaluation of their choices, processes, skills, and outcomes.</p> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none">A: InvestigatingB: DevelopingC: PerformingD: Evaluating
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Unit Name: Postmodern Blackbox-Production Project/Devised Performance	
Content	Assessment
<p>Expanding upon the exploration of theatrical genres in the first unit, this unit will look into the heart of contemporary theatre and look at how theatre makers are currently exploring truth, morality, and relationships. Students will watch some contemporary theatre and discuss the key elements of postmodernism. They will then have an opportunity to collaborative create an original piece of theatre in the style of postmodernism, starting with an artistic intention statement and working through to completion and enactment of a performance and production plan. Students will bring their pieces to a point of performance using relevant acting and production elements to convey their story.</p>	<p>Assessment will be through rehearsal process documentation in the Process Journal and through mini performances during class time. Students will be required to provide feedback on character development, scene development, direction and creative collaboration.</p> <p>The final performance will also be assessed for the extent to which the acting and production elements work effectively in the postmodern style.</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Performing D: Evaluating</p>

OPTIONS

LANGUAGE AND LITERATURE: French

Unit Name: Les mythes et leurs réécritures	
Contant	Assessment
<p>Constantes et variations dans les représentations mythiques. Étude de textes sources fondateurs (Ovide, Sophocle, Homère). Étude de leurs réécritures à travers :</p> <p>Des récits : Colette et <i>Les Vrilles de la vigne</i>, André Gide et <i>Le Prométhée mal enchaîné</i>, Ismaël Kadaré et <i>Mauvaise saison sur l'Olympe</i>.</p> <p>Du théâtre : Philippe Minyana et <i>La Petite dans la forêt profonde</i>, William Shakespeare et <i>Titus Andronicus</i>, Laurent Gaudé et <i>Médée Kali</i>, Jean Cocteau et <i>La Machine infernale</i>.</p> <p>Spécificités des genres. Registres comiques et tragiques. Modalités des réécritures : amplification, ellipse, parodie.</p>	<p>Analyse texte / image (Criterion A)</p> <p>Production écrite (Criteria B,C&D)</p>
Unit Name: Science et Littérature	
Contant	Assessment
<p>Poser la question des rapports entre la Science et la Littérature, avec :</p> <p>Savinien Cyrano de Bergerac, <i>Histoire comique des États et des Empires de la Lune</i> (la théorie de l'héliocentrisme) Louis Sébastien Mercier, <i>Rêve s'il en fut jamais</i> (le télescope et le microscope) Ray Bradbury, <i>Les Pommes d'or du soleil (la machine à remonter le temps)</i> Jules Verne, <i>Une fantaisie du Docteur Ox, Vingt Mille Lieues sous les mers</i> (la physiologie) Balzac, <i>La Recherche de l'absolu</i> (la décomposition de la matière) Michel Tournier, <i>Le Roi des aulnes</i> (l'eugénisme) Marie Curie : biographie de Xavier-Laurent Petit et Catherine Le Quellenec (la curiethérapie) Mary Shelley, <i>Frankenstein</i> (le Prométhée moderne)</p>	<p>Atelier oral : création d'une émission littéraire consacrée à des savants (Criteria A,C&D)</p>

<p>Isaac Asimov, <i>L'Homme bicentenaire</i> (des robots êtres humains) Friedrich Dürrenmatt, <i>Les Physiciens</i> (la folie) Benoît Solès, <i>La Machine de Turing</i> (le premier ordinateur) Le scientifique : entre Histoire et fiction. Questionner le passé et rêver l'avenir. Les progrès et ses dangers. Des savants au service de l'humanité ?</p>	
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Unit Name: Les personnages dans la tourmente de l'Histoire

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

Unit Name: Poésie, Art et engagement

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

LANGUAGE AND LITERATURE: Spanish

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

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

- reflexionarán sobre el término "quijotesco", sus virtudes y sus defectos y cómo su actitud puede considerarse atemporal.	
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Unit Name: Visión poética del mundo	
Content	Assessment
<p>En esta unidad se expondrán diferentes formas poéticas de diferentes épocas a través de diversos poemas.</p> <p>Los/as estudiantes identificarán las características de la expresión lírica del S XIX a nuestros días y se analizarán poemas que harán preguntarse al alumnado por el papel de la poesía como recurso de la lengua para cuestionarse su sentido y la intención con la que diferentes autores/as la utilizan.</p>	<p>Análisis de texto (Criterio A)</p> <p>Producción escrita (pieza poética) (Criterios B, C & D)</p>

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

BAND

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

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

GLOBAL ISSUES

Unit Name: 1. Power, Politics, and International Relations	
Content	Assessment
<p>This unit focuses primarily on the dynamics of power and governance on the international stage, including the role of states, the evolving nature of sovereignty, the nuances of diplomatic relations, as well as the function of supranational organizations and impact of non-state actors. Students will demonstrate their knowledge and understanding of a contemporary issue through the investigation of case studies. Areas of exploration include decolonization, international law and justice, and peace and security. Students will develop an awareness of multiple perspectives in their examination of controversial political issues. The choice of investigative topics and case studies are student-driven and will be based upon current events that are relevant and meaningful to our community of learners.</p>	<p>Students will demonstrate their knowledge through Socratic seminar discussions, presentations and a one-page reflection essay that ends with an ethical question.</p> <p>All four criteria (A,B ,C & D) will be assessed with this project</p>
Unit Name: 2. Nature, Resources, and Communities	
Content	Assessment
<p>In this unit students will be investigating contemporary issues surrounding environmental change and resource development. Topics will include mining, deforestation, climate change, agriculture, oil and gas, community resilience, and sustainable development. We will look in depth at green energy and innovative sustainable technologies. Questions surrounding what nature is and our place within it will run throughout the unit.</p>	<p>Students will write an essay on a topic related to the unit themes.</p> <p>All four criteria (A,B ,C & D) will be assessed with this project</p>
Unit Name: 3. Current Affairs	
Content	Assessment
<p>For a course such as this, it is important to build in time to consider and examine events of political and social significance, as well as matters that students find important to explore in depth. In previous years, we have explored the Syrian civil war or Germany’s refugee influx. Topics related to poverty, human rights, climate change and ending poverty are all likely areas of exploration.</p>	<p>Students will create a magazine piece which focuses on a particular current affairs topic. All four criteria (A,B,C & D) will be assessed with this project</p>

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 webbrowser using the Selenium module, allowing the creation of automated tasks on the web. There will be room for further project ideas that will be discussed in class.</p> <p>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>	<p>Tests projects</p>

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

SPORT SCIENCE

SPORT SCIENCE

Year A	
Unit 1: How do we move?	
Content	Assessment
<p>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.</p>	<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 2: How do we optimise performance?	
<p>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.</p>	<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	
<p>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.</p>	

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

Unit Name: Stage Set Design/Diorama

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