

Grade 7

Curriculum Guide

2025 - 2026

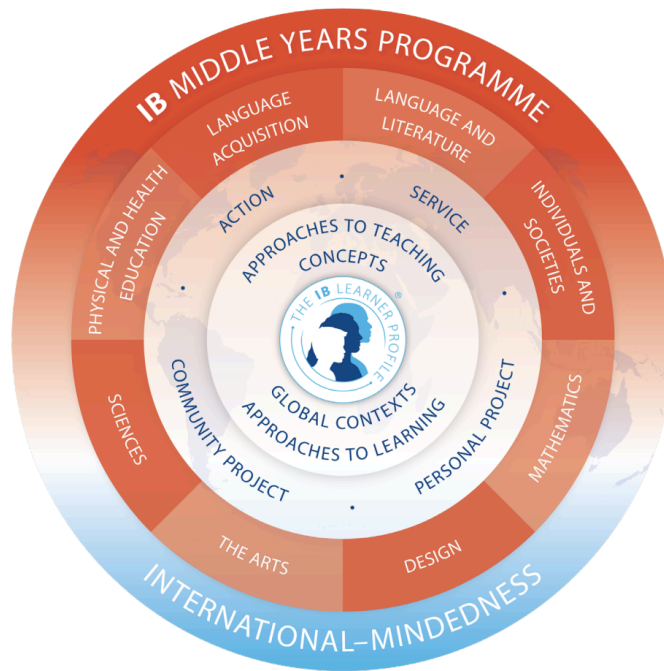


Bonn
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Programme Information

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



Above is the programme model for the MYP.

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

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

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

Concepts: highlighting a concept-driven curriculum

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

The second ring describes some important outcomes of the programme:

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

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

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

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

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

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

Subject Groups	Individual Subjects	Lessons per 2 week cycle
Language & Literature	English, German	7
Language Acquisition	English, German	7
Mathematics	Mathematics	7
Sciences	Sciences	7
Individuals & Societies	Individuals and Societies	7
Physical & Health Education	Physical & Health Education	8
Design	Digital Design, Product Design	6
Arts	Visual Arts, Music	6
Options	Spanish Language Acquisition, Spanish Language and Literature, French Language and Literature, French Language Acquisition, English as Additional Language, Junior Sports Leadership, Band, Musical Theater, Mother Tongue, Drama, Supervised Study, Coding	5

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

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

Service as Action

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

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

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

Approaches to Learning

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

Assessment

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

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

Formative assessment (assessment for learning)

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

Summative assessment (assessment of learning)

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

Assessment Criteria and MYP Command Terms

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

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

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

Reporting Final Achievement Levels

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

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

Language and Literature

English

Unit Name: 1. Factual Fiction	
Content	Assessment (Criteria)
This is a broad conceptual unit in which we will study a variety of literary and linguistic forms of communication. Students will read multiple historical fiction texts about a particular topic in history and compare the events to actual historical facts through research through following the BIS Research Process with the guidance of the Media Center. Students will inquire into the effectiveness of using historical fiction as a tool to learn truth about historical events. They will practise fact checking and the idea of using reliable sources to check what they know. In addition to this content, there will be focus on spelling, grammar, punctuation, sentence structure, and writing skills.	Analytical PEEL paragraphs on the novel <i>The Boy in the Striped Pyjamas</i> . (A and B) Poster comparing the information given in fiction books related to the Holocaust, and in factual sources related to the same topic.
Unit Name: 2. Utopias and Dystopias	
Content	Assessment (Criteria)
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. Students will study a range of literary and non-literary texts that explore the meaning of our world and our values through utopian and dystopian settings. Students will be exploring what the ideas mean to them and they will be continuing to develop their analysis skills in relation to literary texts. In addition to this content, there will be focus on spelling, grammar, punctuation, sentence structure, and writing skills.	Analytical PEEL paragraphs on the novel <i>The Giver</i> . (A and B) Brochures to advertise their own utopias. (C and D)
Unit Name: 3. Indigenous Experiences	
Content	Assessment (Criteria)
This is a broad conceptual unit in which students will be studying a variety of literary and linguistic forms of communication about colonialism in Australia and the harsh treatment of the Aboriginals. Students will look at different media forms and discuss how they communicate and the effectiveness of that particular media type. Students will explore how to best express ideas about a particular message. The concept and origins of racism, as well as its changes through time will be analyzed as part of this unit. In addition to this content, there will be focus on spelling, grammar, punctuation, sentence structure, and writing skills.	Analytical PEEL paragraphs on the memoir <i>Follow the Rabbit-Proof Fence</i> . (A and D) Oral Presentation about other indigenous cultures. (C + B).

German

Unit Name: Balladen	
Content	Assessment (Criteria)
<p>Die SuS befassen sich in dieser Einheit mit unterschiedlichen klassischen Balladen. Sie achten auf Inhalt, Aufbau, Stil und Sprache. Balladen können verschiedene Ursprünge haben, zum Beispiel eine historische Begebenheit (Fontane: Brück am Tay/John Maynard). So kann auch eine Zeitungsmeldung einen Autor bzw. eine Autorin inspirieren, eine Ballade zu verfassen. Balladen können auch fantastische Elemente enthalten (Goethe: Der Zauberlehrling/Erlkönig). Eine Ballade folgt dem Aufbau in Strophen und Versen und folgt einem strengen Reimschema (Paarreim/Kreuzreim). Balladen beinhalten viele Stilfiguren wie Metaphern, Alliterationen, Wiederholungen etc. Die altertümliche Sprache ist ein weiteres Merkmal dieser Textsorte. Die Abstimmung von Inhalt, Form und Sprache ist für eine überzeugende Ballade entscheidend. Fertigkeiten wie Auswendiglernen, Informationen entnehmen, Schlüsselwörter identifizieren, präsentieren, Texte planen, Reimschema erkennen, Sprache effektiv einsetzen werden vermittelt.</p>	<p>Textproduktion, Präsentation (Criteria B&C&D)</p>
Unit Name: Tom Sawyer	
Content	Assessment (Criteria)
<p>Die SuS lernen in dieser Einheit, den kulturellen Entstehungskontext eines Werkes beim Lesen zu berücksichtigen und Unterschiede zur eigenen Kultur zu erkennen. Themen wie Schule, Aberglaube, Sprache, Gerichtssysteme etc. werden am Weltliteraturroman Tom Sawyer (Mark Twain) aufgearbeitet. Auch rassistische Tendenzen der weißen Bevölkerung gegenüber schwarzen Bürgern werden genauer betrachtet. Es wird herausgearbeitet, ob es auch heutzutage ähnliche Tendenzen in der Gesellschaft gibt. Außerdem wird die Originalversion des Romans mit der sprachlich aufgearbeiteten Version verglichen. Die SuS schreiben einen Aufsatz, in dem sie zeigen, dass sie den Entstehungskontext des Werkes verstanden haben. Das Aufsatzschreiben wird erklärt. Die strukturelle Gestaltung der drei Teile: Einleitung, Hauptteil und Schluss wird wiederholt und durch Ausdrucksübungen untermauert. Auch das Einbauen von Textbeispielen mit Belegen, richtige Schreibkonventionen und Arbeiten nach einem Strukturplan wird geübt.</p>	<p>Analyse (Criteria A&B&D)</p>

Unit Name: Rund um die Zeitung	
Content	Assessment (Criteria)
Die SuS beschäftigen sich in dieser Einheit mit verschiedenen Textsorten, die im Journalismus vorkommen. Es werden verschiedene Sachtexte untersucht und es wird thematisiert, welche Effekte bei der Leserschaft durch sprachliche Mittel und äußere Gestaltungsmittel durch die Verfassenden erreicht werden. Außerdem werden Zielgruppe und Intention bestimmt. Die SuS üben die Informationsentnahme durch sinnerfassendes Lesen, die Analyse gestalterischer Mittel und das Befolgen von Schreibkonventionen. Des Weiteren geht es um den Entstehungsprozess verschiedener Artikel im Print- und Onlinebereich. Zusätzlich wird die Herstellung einer Printausgabe einer Zeitung thematisiert.	Textproduktion (Criteria C&D)

Unit Name: Kurzgeschichten	
Content	Assessment (Criteria)
Die SuS lernen in dieser Einheit die Textsorte der Kurzgeschichte und deren spezifische Merkmale kennen. Diese werden anhand verschiedener Kurzgeschichten aus unterschiedlichen historischen Kontexten erarbeitet (Spagetti für zwei von Federica de Cesco, Nachts schlafen die Ratten doch von Wolfgang Borchert, Ein Tisch ist ein Tisch von Peter Bichsel). Die Kurzgeschichte als typische Textsorte der Nachkriegsliteratur wird thematisiert. Im Anschluss werden im Vergleich andere kurze Texte untersucht (Anekdote, Erzählung, Comic etc.) und bestimmt, inwiefern diese den Merkmalen von Kurzgeschichten entsprechen. In der Klassenarbeit müssen die SuS neben Inhaltsverstehen auch ihr Verständnis für die Textsortenmerkmale einer Kurzgeschichte beweisen.	Analyse (Criteria A&B&D)

LANGUAGE ACQUISITION

English (Phases 1 and 2)

Unit Name: Let's Celebrate! Exploring and Sharing our Culture and Traditions	
Content	Assessment (Criteria)
The Cultural Identity unit will enable students to develop their understanding of how culture shapes us. Students will discuss the similarities and differences, both material and non-material, between aspects of culture using discussion, research, videos, books and online resources. They will share celebrations from their home cultures and will explore variance across cultures in rituals, housing, language, clothing, pop culture, traditions, customs, taboos, and facial expressions. Students will write and speak to inform, describe, and advise.	Students will show their learning through a mix of formative and summative assessments below: <ol style="list-style-type: none">1. Reading Assessment2. Listening Assessment3. Oral Assessment4. Written Assessment

Unit Name: PLUGGED-IN: THE ROLE OF TECHNOLOGY	
Content	Assessment (Criteria)
In this unit, students will examine the role that the internet, video games, and personal electronic devices play in our everyday lives. They will listen to texts that present various opinions on these topics and will respond with their own opinions, supported by their experiences. Specifically, they will consider the impact of technology on adolescents and in schools. Students will create arguments for and against the use of technology in schools. They will then pick a side and present their research findings orally. Students will learn about how to identify and use credible sources, read with a purpose and review valid evidence to form a perspective. They will focus on listening and reading for details, tone, and purpose. They will use language to discuss and to critically examine and evaluate.	Students will show their learning through a mix of formative and summative assessments below: <ol style="list-style-type: none">1. Reading Assessment2. Listening Assessment3. Oral Assessment4. Written Assessment

Unit Name: Current Events - Our Lives in These Times	
Content	Assessment (Criteria)
In the current events unit, students will begin to explore some of the issues that affect their lives in the world around them. Students will look at and read websites, news sources, and other news media to research the latest events. This unit will present the opportunity for students to make connections to their life here in Germany and to life in their home country. Students will learn how to read articles for detail and understand common conventions in factual news reports. They will also have to write their own texts on important global issues. This unit will include factual writing, grammar elements and learning and improving research skills.	<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: Seedfolks and the Communities We Create	
Content	Assessment (Criteria)
In this literature unit, students will read the book <i>Seedfolks</i> , with a focus on characters, setting, and themes, particularly the book's theme of community. Students will develop skills in identifying details and main ideas in spoken texts. They will engage in role plays and discussions that demonstrate their understanding of the text and their abilities to speak about the book, integrating new topic-related vocabulary into their speaking. They will then explore more broadly the impact that individuals can have on their communities and the human capacity to change for the better. They will listen to news stories and interviews related to the book in order to facilitate connections between literature and real life.	<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

English (Phases 3 and 4)

Unit Name: Sustainability	
Content	Assessment (Criteria)
Marine plastic pollution is one of today's most pressing ecological issues. Around 8 trillion pieces of plastic are estimated to float into the ocean every day, and that number only continues to increase. In the Sustainability unit, students will learn about the plastic pollution problem and become advocates for solutions for change. They will conduct research on the impacts of plastic waste on animals, humans and ecosystems as they create their own community plastic-reduction policy proposals. Additionally, students will compete in the plastic challenge to see how much plastic they use on a daily basis in order to raise awareness in our school community.	Students will show their learning through a mix of formative and summative assessments below: <ol style="list-style-type: none">1. Reading Assessment2. Listening Assessment3. Oral Assessment4. Written Assessment

Unit Name: Uncovering the Past	
Content	Assessment (Criteria)
Over 150 years have passed since the final slave ship crossed the Atlantic ocean. The last-known group of Africans who were forcibly taken were brought to Mobile, Alabama, United States, in 1860 on a ship known as the <i>Clotilda</i> . In this Uncovering the Past unit, students will learn about the experience of one of these formerly enslaved individuals, Cudjo Lewis, as they investigate the recent discovery of the remains of the <i>Clotilda</i> at the bottom of Mobile Bay. Students will listen to testimonies of the descendants of those who arrived on the <i>Clotilda</i> ship and discover how important the preservation of cultural heritage is to their lives today. Finally, students will take on the role of a historian, making decisions on how and where the artifacts should be displayed as they develop an exhibit brochure for the Alabama Historical Commission proposing their plan for a future exhibit.	Students will show their learning through a mix of formative and summative assessments below: <ol style="list-style-type: none">1. Reading Assessment2. Listening Assessment3. Oral Assessment4. Written Assessment

Unit Name: Travel	
Content	Assessment (Criteria)
In the Travel unit, students will explore the conventions of travel writing as they go on digital excursions to different parts of the world. They will look at travel writing from across the ages and develop an understanding of how the genre can enrich our lives. Students will view written texts and visuals, learn to appreciate different cultures and listen to other points of view. They will further develop their communication skills and produce their own travel brochure to be shared with the class. Through written exercises, students will practice the use of conventions in reading and producing different text-types.	Students will show their learning through a mix of formative and summative assessments below: <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: American Born Chinese	
Content	Assessment (Criteria)
In this literature unit, students will explore how stereotypes are portrayed in writing. The following question will lead this unit of study: How do graphic novel authors use their writing to address serious social issues (such as racism and social acceptance)? Using the text <i>American Born Chinese</i> , students will investigate how the author uses alter egos as symbols for real-life issues. Through close reading, they will analyze how language and exaggerated images depict the lived scenarios and situations people have while dealing with who they are, how the world sees them as, and who they really want to be. This unit will conclude with an essay and the opportunity for students to create their own comic where they use their understanding of symbolism to represent a struggle in the world, and describe how they would fight for what is right..	Students will show their learning through a mix of formative and summative assessments below: <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

German, French and Spanish

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

Beginner: Phase 1

Advanced Beginner: Phase 2

etc.

A “phase” does not necessarily correspond to a year. In fact, it is more common to spend two years or more at one phase, but progress through the phases can be accelerated or decelerated according to the individual needs of each student.

At the end of a school year, the individual teacher and the department members decide which phase is expected to best suit the individual child for the following school year. The teachers consider receptive and productive skills, including both the oral and writing ability of each student, as well as the summative Achievement Levels and overall grade. Assessment is adapted to the phase of language acquisition at which each class group is working.

During the year, a change of group may be recommended if a student is underachieving, struggling or performing at a very high level for the group. This means, for example, that an overachieving student might move to a higher phase in LA, while a struggling student could be transferred from LL to the appropriate LA group once the Semester Report is published. Changes can only take place at the start of a new semester.

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

In Option 1 (Grades 6-8) French and Spanish Language Acquisition are offered at Phase 1 (beginners) and Phase 2 (two-year course).

German (Phase 1)

Unit 1: Ich und meine Familie	
Content	Assessment (Criteria)
In this first unit, students will learn how to introduce and identify themselves in German, to answer personal questions, and to talk about other people as they learn basic vocabulary about family and relations. The amount of personal information given will slowly be increased by adding details such as age, nationality, birthday and freetime activities. Additionally, students will learn to express likes and dislikes. For this, the students will also become familiar with the German alphabet, sounds and numbers. Basic concepts of German grammar are introduced (basic rules for nouns and the present tense of verbs). Placing this topic in a cultural context, students consider their own mother tongue in relation to German and learn how language works.	Speaking (Crit. C) Reading (Crit. B)
Unit 2: Meine Schule	
Content	Assessment (Criteria)
Students will grow familiar with the vocabulary related to their own daily routines, meals, school life, e.g. materials and subjects, after-school activities. Placing the topic of school in a cultural context, the students investigate the German education system compared to other school systems. The grammar and language focus will be plurals, expressing preferences, telling the time, describing routines and using both reflexive and separable verbs. Furthermore, they will discover how to link ideas in chronological order using expressions of time (temporal adverbs) and the effect that these expressions have on sentence structure (word order, verb second position). The students will also increase their knowledge of the accusative case using "ich habe..." and "es gibt...".	Listening (Crit. A) Writing (Crit. D)
Unit 3: Mein Umfeld	
Content	Assessment (Criteria)
In this unit the students will extend their vocabulary for talking about the weather in the region they live in, their surroundings, their housing situation and their room, e.g. by giving the location and names of items of furniture. They will also learn to speak about different types of houses and describe their own area and activities to do there, before describing the city they live in, as well as cultural differences regarding these aspects. Given the time of the year, there will also be a short introduction to the customs and traditions of Karneval in Germany and typical Easter celebrations. The grammar focus of this unit lies on the accusative case, the use of adjectives and the present tense.	Reading (Crit. B) Writing (Crit. D)

Unit 4: Meine Einkäufe	
Content	Assessment (Criteria)
<p>The students will learn about the topics of eating, drinking and shopping. They will expand their vocabulary and learn new grammar that is needed to express themselves. We will practise how to use these new expressions in their everyday life (if possible by going on field trips to local stores). We will practise various situations, for example grocery shopping or ordering food and drink in different restaurants and shops. In addition, we will learn how to complain about things. The students will figure out local conventions and differences between their home countries and Germany. As far as grammar is concerned, we will review the accusative case as well as the use of adjectives and personal pronouns for "it" (er, sie, es).</p>	<p>Listening (Crit. A); Speaking (Crit. C)</p>

German (Phase 2)

Unit 1: Sport (Phase 2a)	
Content	Assessment (Criteria)
Students will talk about their free time, with a focus on sports. They will learn how to describe their equipment and their performance and will compare it with the performance of others. They will practise expressing likes and dislikes and will learn the comparative and superlative forms of adjectives and the conjugation of the modal verbs müssen, dürfen and können. We will also cover the rules for word order when applying these new structures. Revision will also cover the conjugation of other verbs. The students will improve their listening comprehension skills and will write a text about themselves and their sports activities.	Listening Comprehension (Criterion A) and Oral Task (Criterion C)
Unit 2: Was ist passiert? (Phase 2a)	
Content	Assessment (Criteria)
In this unit students will learn the German past tense (Perfekt) of regular and irregular verbs. We will read the book <i>Papierhelden</i> and talk about what happens in the different chapters. They will discuss the value of friendship and evaluate the behaviour and reaction of the protagonists of the story. Shorter writing and oral assignments are based on the events of the story. Besides the grammar focus on past tense and rules of word order, we will focus on broadening the students' range of vocabulary and learn techniques to summarise chapters. Students will be in a position to describe their own free time and talk about past events in general.	Reading Comprehension (Criterion B) and Writing Task (Criterion D)
Unit 3: Musik (Phase 2a)	
Content	Assessment (Criteria)
This unit will cover the topic of "Music" and the role it plays in our daily lives. Students will learn how to describe the music they like and will talk about instruments they play. Describing concerts – whether as a musician or as a spectator – is also part of this unit. The students apply structures from previous units (present perfect and comparative forms) in a new context and will learn how to use modal verbs (dürfen, müssen, wollen) in the past. The writing skills focus on the different styles used in objective descriptions and more personal texts such as diary entries or letters. Students practice their listening skills and watch the movie <i>Die Kinder des Monsieur Mathieu</i> . Some of the tasks will be based on the events of the film.	Reading Comprehension (Criterion B), Speaking Task (Criterion C) and Listening Comprehension (Criterion A)

Unit 4: Wir verreisen - Klassenfahrten (Phase 2a)	
Content	Assessment (Criteria)
In this unit, the students will get to know different trip destinations in Germany with a focus on the region of North Rhine-Westphalia. Students will learn about Youth hostels in Germany and will learn how to describe them. They will then do research on the first Youth hostel in Altena. We will talk about class trips, what can students do and why are such trips important and (hopefully) fun? This unit gives students a chance to apply all the acquired language skills from this school year.	Writing Task (Criterion D)

Unit 1: Freunde und Vorbilder (Phase 2b)	
Content	Assessment (Criteria)
Students begin the unit by revising the key vocabulary for describing their family, including pets. A range of audiovisual and written texts then lead them to handle the topic at a deeper level by discussing people's personalities and the relationships between them. Besides families, they also look at the concept of friendship and what makes a good friend. Finally, they look at role models and why we look up to them. They produce written, spoken and visual texts about their own personal role model or hero.	Listening Comprehension (Crit. A); Reading Comprehension Task (Crit. B); Written Task (Crit. D)

Unit 2: Meine Freizeit (Phase 2b)	
Content	Assessment (Criteria)
In this unit, students begin by revising and practising the language necessary to describe themselves, others and their daily routine, before moving on to apply this more specifically to their school day, revising the school subjects along the way. They compare their school with German schools in terms of facilities, subjects, the school system in general and wider aspects of school life such as extra-curricular activities. Along the way, they learn about the conventions that govern the way they communicate about their daily life.	Listening Comprehension (Crit. A); Reading Comprehension Task (Crit. B); Oral Assessment (Crit. C)

Unit 3: Reiseziel Deutschland (Phase 2b)	
Content	Assessment (Criteria)
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.	Listening Comprehension (Crit. A); Reading Comprehension Task (Crit. B); Written Task (Crit. D)
Unit 4: Unsere Umwelt (Phase 2b)	
Content	Assessment (Criteria)
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.	Listening Comprehension (Crit. A); Reading Comprehension Task (Crit. B); Oral Assessment (Crit. C); Written Task (Crit. D)

German (Phase 3)

Unit 1: Kontakte über Grenzen	
Content	Assessment (Criteria)
In this unit, the students will identify German stereotypes by studying surveys and images. This serves as preparation in order to distinguish cultural differences from other countries. By studying a variety of text sources on topics such as exchange programs, pen pals or distant relationships the students understand the advantages and disadvantages of cross-cultural contacts. We will also address how it is to grow up in a foreign culture. With regards to grammar and style, the students will learn how to write a blog, improve how to vary subordinate clauses and declination of nationalities.	Listening (Criterion A), Reading (Criterion B)
Unit 2: Unsere moderne Welt	
Content	Assessment (Criteria)
In this unit about "Our modern world", the students will learn about inventions that changed the world, in particular those that were invented by Germans. They will, for the first time, become familiar with more technical language and read more complex texts by discussing current technological developments. Grammar topics, such as relative pronouns, the passive and modal verbs will help them to vary their sentence structure and vocabulary.	Speaking (Criterion C) Writing (Criterion D)

Unit 3: Jugendliteratur: Momo	
Content	Assessment (Criteria)
In this unit the students read an important piece of German youth literature and learn about the conventions of the text type "Märchen". The students will approach the lecture of this book in different ways. For some of them it is the first time ever, they will read an entire book in German. We will therefore address different reading comprehension techniques and work on improving pronunciation when reading out loud and also recording our reading. During the course of the unit, the students will create a "Lesetagebuch" allowing them to analyse and interpret the plot, characters and the relationship. They will reflect about the topic "time" and friendship in different ways: How do I spend my time? Do I waste my time? What makes a good friendship? While reading the novel, the students will apply grammar in context and revise different grammar topics that are addressed in the novel. As it is the final quarter of the year, some recurrent and important grammar topics will be actively revised.	Speaking (Criterion C)

Unit 4: Wer oder was ist trendy?	
Content	Assessment (Criteria)
<p>In this unit, the students identify what products, manners and behavioural patterns are "trendy" today. They also have to think about who makes trends and what happens if one does not follow a trend. The students will practise to express, present and defend their own opinion in German, describe likes and dislikes, explain outer appearances and make comparisons. One aspect of this unit will also be to take a look at the current fashion industry and consider its sustainability regarding fast developing trends.</p> <p>Students will also learn how to use promotional language by applying descriptive adjectives with the correct declination and by using the modals "nur brauchen/nur müssen".</p>	<p>Writing (Criterion D), Listening (Criterion A) Reading (Criterion B)</p>

German (Phase 4)

Unit 1: Die Welt in unseren Händen	
Content	Assessment (Criteria)
In this unit we will look at the way human behavior has an impact on landscape and resources. What are recent global issues affecting our planet, our surrounding? How much responsibility do we have and is the future of our planet in our hands? We will look at elements of informative texts on climate change and global issues.	Listening Comprehension (A) Oral task (C) Written task (D)
Unit 2: Leben in Ausnahmesituationen	
Content	Assessment (Criteria)
In this unit, students explore what it means to live in extreme circumstances – through the voices of young people facing isolation, fear, friendship, and hope. Using the simplified version of Anne Frank’s Diary and the graphic novel adaptation by Ari Folman, learners examine how personal stories reflect broader historical events while remaining deeply human and relatable. Through reading, discussion, and creative tasks, students explore themes such as exile and safety, friendship, dreams for the future, and identity in times of crisis.	Reading comprehension (B)
Unit 3: Krabat	
Content	Assessment (Criteria)
Through the narrative of Krabat, students explore a transformative journey of self-discovery, examining how the interplay of power, identity and relationships challenges ethical boundaries and reflects broader cultural influences.	Listening Comprehension (A) Reading comprehension (B) Written task (D)
Unit 4: Erebos	
Content	Assessment (Criteria)
Through the narrative of Erebos, students explore how the allure and dangers of digital technology blur the boundaries between reality and the virtual worlds, prompting critical reflection on cybersecurity, ethical responsibility, and the impact of hidden online influences on personal identity and society.	Oral task (C)

Spanish (Phase 1)

Unit 1: ¿Quién soy?	
Content	Assessment (Criteria)
In this unit, students learn to introduce themselves and other people in simple sentences (name, age/birthday, nationality, languages, family, pets, etc.). They are introduced to the basic concepts of Spanish grammar (gender of nouns, conjugation of verbs) and will be asked to compare the rules and conventions of this new language with their own mother tongue. This way they should begin to see how language functions and to understand the process of language acquisition, in particular the use of patterns to help us find our way in a new language and the importance of learning new vocabulary and grammatical structures.	Reading Comprehension (Criterion B); Speaking (Crit. C)
Unit 2: La vida diaria	
Content	Assessment (Criteria)
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 (Criteria)
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 (Criteria)
In this unit, students learn about different dishes and food in Spain. In the process, they learn how to order drinks and meals in a restaurant and practise this by designing their own menus and acting out role-plays with their fellow students. The main focus of this unit is of a cultural nature, as students discover a wealth of new vocabulary and dishes that do not exist in their own culture.	Speaking (Criterion C)

Spanish (Phase 2)

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

French (Phase 1)

Unit 1: C'est moi !	
Content	Assessment (Criteria)
In this introductory unit, students discover basic language to communicate who they are. They greet each other, introduce themselves and handle everyday situations in the classroom. Placing the unit in a cultural context, students learn not only to say where they live but also consider the various places around the French-speaking world where their contemporaries live.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C)
Unit 2: Chez moi	
Content	Assessment (Criteria)
Students expand the range of their introductions to include their homes and families. They learn to identify and describe both people and pets, thus coming to understand the importance of gender and agreement in French. Placing the unit in a cultural context, students consider variations on the family structure beyond the "conventional" model and look at how the concept of "home" differs from country to country.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C); Written task (Crit. D)
Unit 3: Ma vie	
Content	Assessment (Criteria)
Building on their understanding of nouns and adjectives from the previous two units, students now focus on the correct use of verbs to describe what they do. They learn to describe what they do in their spare time and on special occasions, thus coming to understand the importance of verb-endings in French. Placing the unit in a cultural context, students consider a range of festivals and celebrations from across the French-speaking world.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Written task (Crit. D)
Unit 4: Ma journée	
Content	Assessment (Criteria)
To round out the year, students begin to frame what they have learnt so far in the context of a "typical" day. They describe what they do every day before, during and after school, thus learning to use more complex verbs and expanding their vocabulary to cover both the school day and mealtimes. Placing the unit in a cultural context, students discover some of the key differences between their daily routine and a "typical" day in France and other countries; they also look at some of the key culinary highlights of both France and the rest of the French-speaking world.	Oral task (Crit. C)

French (Phase 2)

Unit 1: Autour de moi	
Content	Assessment (Criteria)
In this unit students investigate the world around them in ever-increasing circles. They start by revising how to describe themselves and their families, then move on to describing their house: content, layout, type, style and location. This leads naturally to exploration and description of the local neighbourhood and the city/town/village. These skills are then transferred to learning and talking or writing about towns in other countries and selected cities in the French-speaking world. As the horizons of the unit expand, we look at the different regions of France and finally at the francophone world as a whole.	Listening comprehension (Crit. A); Written task (Crit. D)
Unit 2: Les loisirs	
Content	Assessment (Criteria)
In this unit students use the topic of free-time to discover and begin to use the perfect tense. They describe their own pastimes and investigate how their contemporaries in France spend their free-time, considering as they go how culture, society and geography affect the opportunities available to us and the choices we make. They discuss specific leisure activities such as music, cinema and video games and learn to talk about what they did yesterday evening, last weekend and at other times in the past.	Reading comprehension (Crit. B); Oral task (Crit. C)
Unit 3: Français importants	
Content	Assessment (Criteria)
This unit exposes the students to the culture of the French-speaking world by means of its significant historical and contemporary figures. Students begin by discussing the appropriate structure for a biography and its intended message. They read a variety of biographies (Omar Sy, Marie Curie, Julie Payette) in order not only to gather information but also to compare and contrast different styles and other conventions that change according to the intended audience. They also mine the texts they read for evidence of the perfect tense, looking for patterns that can help them to use it more effectively in their own texts. They make choices about which personalities interest them and synthesise information to produce biographical texts for different audiences. Over the course of the unit, they make constant reference to their own personal history and talk to their parents about theirs; the latter forms an integral part of the final speaking assessment.	Reading comprehension (Crit. B); Oral task (Crit. C)

Unit 4: Les vacances	
Content	Assessment (Criteria)
In this unit, students will continue to revise the present tense and consolidate their understanding of the perfect tense. They start by discussing what different types of holidays there are and which types they prefer themselves, then go into more detail by considering what actual activities one can do on different types of holiday. They look at different options for accommodation, considering the advantages and disadvantages of each, and look at France as a possible destination. They finish by using the past tense to recount holiday experiences.	Listening comprehension (Crit. A); Written task (Crit. D)

Mathematics

Unit Name: Number	
Content	Assessment (Criteria)
Students will learn how to work with a variety of different number types, including understanding of place value, converting between fractions, decimals and percentages, finding percentages of amounts, percentage composition, percentage increase and decrease, applications of percentages to real life situations such as commission, interest and reverse percentages (which is considered extension work). Students will understand how to use ratio and rates to solve a variety of problems, including the use of equivalent ratios and dividing quantities in a given ratio. Students will understand how to interpret and create scale drawings in a variety of contexts and with a variety of different scales.	Investigation (Criterion B and C), Investigation (Criteria C and D) Written test (Criterion A)

Unit Name: Algebra	
Content	Assessment (Criteria)
Students will be encouraged to see and understand the strong relationship between work with numbers and work with algebra. They will be able to confidently carry out the following: Use the four operations with pronumerals, simplify expressions, use algebra notation to summarize a worded problem, use index notation with pronumerals, use brackets and factorize simple expressions. Students will be able to use operations with simple algebraic fractions, solve linear equations, including variable on both sides, solve linear equations involving brackets, understand the need for formulae, creating them from a variety of contexts and use them, graph and solve inequalities.	Algebra Test (Criterion A)

Unit Name: Graphs	
Content	Assessment (Criteria)
Students will learn how to plot coordinates in each of the four quadrants. They will learn how to calculate coordinates given an equation (this will involve positive and negative numbers, including fractions and decimals). Students will discover how to find the gradient and intercept for any straight line, generally in the form $y = mx + c$). Also, students will learn how to use graphs to represent a variety of different forms of data, including deciding which form of representation best suits a data set; Students will learn how to draw and read travel graphs; Finally, students will investigate the misuse of graphs.	Investigation (Criteria C and D) Written test (Criterion A)

Unit Name: Geometry	
Content	Assessment (Criteria)
<p>Students will learn how to identify and name angles formed by the intersection of straight lines, including those related to transversals on sets of parallel lines, and make use of the relationships between them; these will include adjacent angles, angles at a point and vertically opposite angles. Students will be expected to learn the names of these and apply the rules to more complex situations. Following this, students will learn how to classify, construct and determine the properties of triangles and quadrilaterals. For example, students will be expected to know the angle sum of a triangle and quadrilateral and the special cases that arise from isosceles and equilateral triangles. The unit will conclude with a look at more complicated problems.</p>	<p>Geometry Test (Criterion A), Investigation (Criteria B)</p>

Unit Name: Statistics and Probability	
Content	Assessment (Criteria)
<p>Students will learn how to construct, read and interpret a variety of different graphs, tables, charts representing statistical information from real life contexts. Students will learn how to collect statistical data using either a census or a sample (avoiding bias), and analyze data using measures of central tendencies, spread and range. Students will learn how to represent data in a variety of ways, including grouping data, dot plots, scatter graphs and stem-and-leaf diagrams. Students will also be taught how to extract data from these diagrams. Students will be able to solve probability problems involving simple events; for example determining the probabilities when rolling dice or drawing cards from a standard pack.</p>	<p>Data investigation (Criteria C and D) Probability and Data written test (Criteria A) End of year assessment (Criterion A)</p>

Sciences

Unit Name: How does clean water get to people around the world?	
Content	Assessment (Criteria)
<p>Students will acquire scientific knowledge and develop skills related to scientific inquiry through investigating why water is such a special chemical. Properties discussed include adhesion, cohesion, surface tension, polarity, solvent properties, and high heat capacity.</p> <p>Students will then investigate how clean water makes its way to different communities, primarily through the water cycle. Students then research pollution and the various methods of filtration to restore water to a clean state, connecting back to water properties. Finally, students research their own country's water needs and analyze whether a specific filtration method could help solve its water problems.</p>	<p>Test (Criterion A), Research project on water as a resource (Criterion D) Water Circus (partial Criterion B and C)</p>
Unit Name: How does what we eat impact our health?	
Content	Assessment (Criteria)
<p>The food we choose to eat undergoes transformation in our bodies which has consequences for our personal health.</p> <p>Students develop an appreciation for the roles of nutrients in a healthy diet and the need for eating diverse foods (= balanced diet). They will gain insight into the roles of carbohydrates, protein, fats as well as water, vitamins and minerals as constituents of food. There are implications to human health as a result of dietary choice.</p> <p>Students learn about digestion and how the nutrients are transformed as they proceed through our bodies.</p>	<p>Test (Criterion A) Food Investigations (partial Criterion B & C)</p>

Unit Name: How can we improve our performance in sport?	
Content	Assessment (Criteria)
<p>Students investigate forces such as friction, as well as how muscle-bone-tendon systems create levers which help reduce forces in certain sports motions. Specifically, students will learn to identify different forces: push, pull, pressure, friction and gravity, before practicing skills related to measuring forces. Students apply their knowledge of forces to sport motions they commonly do. They develop an understanding of levers in human anatomy, as well as sporting equipment.</p> <p>Finally, students discuss different methods of improving performance in sport such targeted workouts, nutrition, drugs, and/or prosthetics, as well as their ethical implications.</p>	<p>Criterion B/C Friction Investigation Formative Debate (Criterion A/D) Criterion A Test</p>
Unit Name: Podcast Project (IDU)	
Content	Assessment (Criteria)
<p>Students produce a podcast episode on a scientific invention or innovation and how that invention or innovation changed the world.</p>	<p>Criterion D</p>
Unit Name: What causes weather?	
Content	Assessment (Criteria)
<p>In this unit, students will develop their understanding of the connection between matter, energy and the existence of energy in different forms. Initially, students focus on types of energy and energy transfer such as kinetic, gravitational potential, chemical, electrical and thermal (radiation/convection/ conduction) forms of energy. Through an in-depth discussion on lightning and thunderstorms, they understand that energy is transferred from one form to another and is never created or destroyed. Students practice the skill of modeling throughout the unit. Finally, students take their knowledge of energy in weather and apply it to a new scenario with a different weather model.</p>	<p>Criterion A Test</p>

Individuals and Societies

Unit Name: 1. What do people believe in? (Systems)	
Content	Assessment (Criteria)
We explore the beliefs of major world religions (i.e. Buddhism, Islam, Hinduism, Judaism and Christianity), learn about indigenous belief (including animism) with specific examples, and how belief can affect people's identity and actions. What does it mean to be an atheist, an agnostic or a positive humanist? We explore sacred stories and develop an understanding of key ideas, symbols, and significant leaders. We explore similarities and differences in the various forms of belief (and non-belief). Together, we aim to find ways to promote listening, open-mindedness, discussion and tolerance (and hopefully acceptance) of people who may have beliefs that differ from our own.	Mid-unit quiz (Criteria A, D) Partner presentation (Criteria A, B, C).

Unit Name: 2. What was life like in Europe in the Middle Ages? (Time, Place & Space)	
Content	Assessment (Criteria)
Today we often believe that a combination of hard work and providence or luck enable us to 'get on' in life. But was it always this way? Some of our counterparts from the Middle Ages might think otherwise! This course asks students to investigate what the Dark and Middle Ages were like for men, women and children of various stations in life in Europe. Students will examine the concept of a 'system' and how it could be argued that our societies are examples of such systems. Students will consider how hierarchical systems, often seen as necessary for providing social order, often impact heavily upon individuals, both in the past and in the present. This course will consider the role that religion and the church played in creating social structures and providing forms of government in Western Europe.	Mid-unit quiz (Criteria A) MidStudents will complete two activities from a choice board (Criteria A, B, C, D).

Unit Name: 3. Why are natural environments important to individuals and societies? (Systems)	
Content	Assessment (Criteria)
In this unit, students will find out about different environments in the world and how biomes can be seen as a system. We will consider questions like: How do fauna and flora (animals and plants) adapt to their environment? How are biomes defined by abiotic factors such as climate, relief, geology, soil and vegetation? Students will also have the opportunity to explore examples of human impact on specific environments. In terms of service as action, students will reflect on their own experiences and values, and evaluate opportunities to take meaningful action.	Mid-unit quiz (Criteria A, D) Survival Story (Criteria A, B, C, D)

Unit Name: 4. Where do we live? (Change)	
Content	Assessment (Criteria)
Students will learn about how modern cities develop. They will consider the ways in which the growth and shape of urban settlements develop according to the needs of the population coupled with the geographical limitations posed by the area surrounding cities. In the form of a team research project, we will also consider how different cities around the world seek to address the very real man-made and natural problems that they face.	Group presentation - Urban Challenges and Solutions (Criteria A, C)

Physical and Health Education

Integration of Health throughout Physical and Health Education

To support the social, emotional and mental health of our learners at Bonn International School, the Physical and Health Education curriculum integrates the following health related topics throughout the Grade 7 curriculum. These units are not assessed through summative methods, but focus on emotional growth and development through formative forms of assessment. Units covered and integrated throughout the year include: Goals and learning styles, self management, digital citizenship, comprehensive sexuality education, and substance education.

Unit Name: Invasion Games

Content	Assessment (Criteria)
Within this unit, students will review the concepts of invasion games through various activities. They will then focus on and participate in two specific invasion games: basketball and floor hockey. Students will learn the skills and techniques required for these sports and explore team dynamics to attack an opponent's territory and defend their own. Offensive and defensive play will be examined, and the importance of communication will be emphasized through the unit. Students will need to apply their knowledge of the rules to perform effectively in these sports.	Invasion games performance & knowledge and understanding of invasion games rules and concepts. (Criterion A & C)

Unit Name: Fitness – Muscular Endurance

Content	Assessment (Criteria)
Within this unit, students will participate in developing goals centered around muscular endurance, identify major muscles involved in the movement, and choose a fitness test to measure progress. They will then create a circuit/plan to work towards their goal, before retesting and reflecting on the process. Through this students will learn about training principles, methods (type of training) and other components of fitness. Students will also learn about interpersonal skills and will practice relevant strategies for a chosen skill which they will then reflect on.	Planning for performance and reflection (Criterion B and Criterion D)

Unit Name - Creative Movement

Content	Assessment (Criteria)
Students will create, plan, apply and perform a movement performance of their choice that involves an object/implement. Elements of dance/movement will include: Body - considering the overall shape of the body while dancing, using specific body parts. Action - it can include dance steps, facial movements, lifts, carries, and catches, and even everyday movements such as walking. Space - Altering the direction, level, size, and pathways of movements. Time - event-sequence and timing to music. Energy - movement	Movement routine plan & performance (Criteria B)

flow and use of force, tension, and weight. Students will perform their movement routine with music to a small and/or large group.	
Unit Name: Net/ Wall Games	
Content	Assessment (Criteria)
Within this unit, students will participate in small-sided net/wall activities, such as volleyball, badminton, and Jokgu, using modified court dimensions. They will then choose either badminton or volleyball to focus on. Students will apply and recall a range of skills (setting, digging, serving, smashing/spiking), strategies (hitting the ball/shuttle into open spaces), and movement concepts. They will also learn essential net/wall information, including the rules and how to use them to their advantage.	Net / Wall performance & knowledge and understanding test (Criterion A & C)

Unit Name: Sport Education Model (SEM)	
Content	Assessment (Criteria)
Students take an active role in their sport and physical activity experience by serving in various realistic roles, such as captains, co-captains, referees, and substitute managers, similar to those in authentic sport settings. Teams develop camaraderie through these roles as they work together to learn and enhance their skills and tactical play. Students will cultivate interpersonal skills, such as communication, decision-making, and leadership, while participating in various striking and fielding activities. They will reflect on their chosen interpersonal skill strategies, different game plans and strategies, and their performance in their specific roles.	Reflection on interpersonal skills, gameplans, and their performance (physical & role) (Criterion D)

Design

Unit Name: Making Time	
Content	Assessment (Criteria)
In this unit, students will investigate various tools and techniques for creating and decorating simple structures from wooden and other materials, and using these structures as the basis for a clock. The focus in this unit is on learning to use a variety of hand tools and power tools in a safe and responsible manner, and incorporating a variety of mixed media into their designs. Each student will select a client and describe the needs of that client: the product will be focussed on satisfying these needs in addition to other parameters defined by the teacher.	Formative assessment will be provided throughout the project to assess the safe working skills of each student and the feasibility of each design. Summative assessment <ul style="list-style-type: none"> ● Criterion A- Inquiry: Background research ● Criterion B- Developing Ideas: Planning, idea development, design sketching, technical drawing ● Criterion C- Creation: Making the solution ● Criterion D- Evaluation: Analysing the success of the solution
Unit Name: Stop Motion	
Content	Assessment (Criteria)
In this digital design unit, students will be creating a short video using the process called stop-motion animation. Students will develop short stories or narratives exploring characters created using a variety of materials and methods. They will learn the importance of storyboarding, frame rates, lighting, and audio. As a context for their work, students will develop their narratives based on personal and cultural interests.	Formative assessment will be provided throughout the project to assess the feasibility of each design. Summative assessment <ul style="list-style-type: none"> ● Criterion A- Inquiry: Background research ● Criterion B- Developing Ideas: Planning and design, storyboarding ● Criterion C- Creation: Making the solution ● Criterion D- Evaluation: Analysing the success of the solution
Unit Name: Baby Push and Pull Toys	
Content	Assessment (Criteria)
In this unit, students will explore, design, and create a safe, educational and functional baby toy that can be pushed or pulled with the help of wheels and axes. Students will develop an understanding of baby safe materials, toy risks and hazards, and the physical, emotional and educational benefits of play. Students will demonstrate creative thinking and precise making skills to create a solution to the design problem. This unit extends the students'	Formative assessment will be provided throughout the project to assess the safe working skills of each student and the feasibility of each design. Summative assessment <ul style="list-style-type: none"> ● Criterion A- Inquiry: Background research ● Criterion B- Developing Ideas: Planning and design, design sketching, technical drawing ● Criterion C- Creation: Making the solution

design drawing and planning skills, and introduces new tools, processes, materials and finishes.	<ul style="list-style-type: none"> ● Criterion D- Evaluation: Analysing the success of the solution
Unit Name: The Art of Evolution	
Content	Assessment (Criteria)
In this unit, students will consider adaptation and improvements in design by playing the role of mother nature as designer. Students will design and create a hybrid animal adapted for challenging environmental changes. Design, drawing, painting and woodworking techniques will be reinforced, further developed, and new manual and mechanical tools introduced.	<p>Formative assessment will be provided throughout the project to assess the safe working skills of each student and the feasibility of each design.</p> <p>Summative assessment</p> <ul style="list-style-type: none"> ● Criterion A- Inquiry: Background research ● Criterion B- Developing Ideas: Planning and design, idea sketching ● Criterion C- Creation: Making the solution ● Criterion D- Evaluation: Analysing the success of the solution

Arts

Music

Unit Name: Study of Tonality- Night Music - Programme Music	
Content	Assessment (Criteria)
<p>The first unit in Grade 7 is about programme music and how composers have used musical elements and devices to explore the themes of night music. This unit will inquire into creating and performing music in the style of nocturnes. Students will gain an understanding of musical techniques to create atmosphere and will be able to use these techniques in their future music making. The unit will cover the following musical elements: lyrical melody in minor keys, broken-chord accompaniment, drone/pedal notes, note clusters, motifs and layering of sound. Students will listen to different musical extracts and identify how the musical elements are used expressively. They will also be able to recognize devices used by composers to create the atmosphere of night and discuss similarities and differences in compositions.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -written music/minor keys -Presentation - Process journal <p>Arts Assessment Criteria include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating D: Evaluating
Unit Name: Ensemble Playing Skills	
Content	Assessment (Criteria)
<p>The second unit is ensemble playing skills in which students learn that understanding form and structure, actively listening to others and communicating are essential for performing in an instrumental ensemble. This unit will inquire into musical systems such as major/minor scales and triads. Students recognize key signatures, tempo marking, dynamic marking, articulation (legato/staccato) and learn how to play minor scales, as practical application from Unit 1, with growing expression and in various rhythms. This unit will cover more detailed playing skills: creating phrases, sound control, playing with enhanced intonation, developing dynamic skills, expressing feelings and communicating these to an audience. Students will learn about effective practice routines, such as 'Warm-up' techniques and gain an understanding of time management to further develop their instrumental playing skills.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Minor scale presentation -Performance assessment piece -Reflection -Process journal <p>Arts Assessment Criteria include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating D: Evaluating

Unit Name: Music Theory Exploration	
Content	Assessment (Criteria)
<p>This unit in Grade 7 is an ongoing yearly unit with the focus on music theory. Musicians use systems and structures in music theory practice to effectively communicate and create music. As well as internal assessments, there will be the opportunity to sit an external exam from the ABRSM (Associated Board of the Royal Schools of Music) which is an internationally recognized qualification in the music world. The students will learn extended note reading using ledger lines, key signatures of minor keys and learn to write more complicated four bar rhythms using triplets. The unit will enable the students to improve their playing of an instrument by understanding the music notation necessary to develop their musical knowledge.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -major and minor keys, ledger line note reading, intervals, grouping notes, rests and composing rhythms with triplets. <p>Arts Assessment Criteria include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating D: Evaluating

Unit Name: Music appreciation - Film music	
Content	Assessment (Criteria)
<p>The fourth unit in Grade 7 is film music in which the students learn how music can enhance the visual imagery and dramatic impact of film. The unit inquires into how composers combine the elements of music in order to create effective film music. The students will be able to recognize and investigate different character motifs in film music. They will learn to communicate ideas using an expressive and musical vocabulary to justify their opinions. This unit covers: the history of film music and identifying some of the techniques used in film music. The students will learn how music can be used to convey a sense of place, time, action or atmosphere and they will compose music to describe a chosen scene.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Composition -Presentation - Process journal <p>Arts Assessment Criteria include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating D: Evaluating

Visual Arts

Unit Name: Sculpture: Balance and Movement	
Content	Assessment (Criteria)
<p>Students will collaborate to create a 3D sculpture exploring visual or actual movement. Inspired by the work of Alexander Calder, the visual arts cycle will be used to apply knowledge of the artist to students' own designs. After completing research on the artist and drawing exercises in abstract forms, students will create a series of sketches which will be refined and finally combined into a final design. Using recycled materials, students will consider stability and balance and elements such as line, shape and colour to build a standing or hanging sculpture. Written responses showing growing knowledge and use of visual arts terminology will also form part of the assessment for this unit.</p> <p>ATL focus: collaboration</p>	<p>Students will be assessed through the following:</p> <p>Research Planning Analysis Final artwork</p> <p>Assessment Criteria:</p> <p>B: Developing C: Creating D: Evaluating</p>

Unit Name: Healthy Snack	
Content	Assessment (Criteria)
<p>The aim of this unit is to expose students to a structured drawing technique using the grid method. They will develop realistic drawing skills and demonstrate compositional understanding, as well as communicate ideas about healthy nutrition. They will first complete a series of observational drawing exercises of natural forms. Students will use their own photographs as reference for the final artwork, composed of an image of a healthy snack. Written responses demonstrating growing visual literacy will be part of the assessment for this unit.</p> <p>ATL focus: self-management</p>	<p>Students will be assessed through the following:</p> <p>Research Planning Analysis Final artwork</p> <p>Assessment Criteria:</p> <p>A: Investigating B: Developing C: Creating</p>

Unit Name: Abstract Painting	
Content	Assessment (Criteria)
<p>Students will choose from a number of abstract visual artists to investigate for inspiration to explore compositional and visual elements such as line, shape and colour to create an abstract painting. They will learn formal analysis using visual art language of a work by their chosen artist and then context of their work. Development and creation of their own piece will be assessed for clarity of visual exploration and technical skills.</p> <p>ATL focus: self-management</p>	<p>Students will be assessed through the following:</p> <p>Research Planning Analysis Final artwork</p> <p>Assessment Criteria:</p> <p>A: Investigating B: Developing C: Creating</p>

Unit Name: Printmaking - Pattern in Art & Maths IDU	
Content	Assessment (Criteria)
<p>This Interdisciplinary Unit (IDU) combines subject areas of maths and visual art to explore pattern. Using a simple image students have developed from mathematical modelling, they will learn relief printmaking to print a repeat pattern on paper and fabric. Students will reflect on the use of pattern and repetition in the unit.</p> <p>ATL focus: thinking</p>	<p>Students will be assessed through the following:</p> <p>Research Planning Analysis Final print</p> <p>Visual Art Assessment Criteria:</p> <p>C: Creating D: Evaluating</p>

Options

Language and Literature

French

Unit name: Contes/fables en peinture et en musique - réécritures et créations contemporaines	
Content	Assessment (Criteria)
<p>Dans cette unité, les élèves vont découvrir la littérature de jeunesse classique et moderne, la réécriture récréative et l'interdisciplinarité avec la musique et les arts plastiques ou visuels. Ils vont être amenés à comprendre comment les récits traditionnels évoluent pour refléter les valeurs et les enjeux contemporains. L'art va être perçu comme un moyen d'expression et de réflexion sur le monde.</p> <p>Objectifs d'apprentissage : identifier les caractéristiques du conte et de la fable. Analyser la morale. Explorer les réécritures modernes (fable écologique, conte urbain, conte moderne). Découvrir comment la musique et l'image picturale peuvent illustrer une histoire. Comparer des cultures différentes. Créer une composition musicale ou picturale pour une fable/un conte.</p> <p>Contes de Perrault, Marcel Aymé, Roald Dahl, Jean Cocteau, Jeanne Marie Leprince de Beaumont, Jon Scieszka, contes africains/asiatiques, fables d'Ésope, La Fontaine + revisités (écologiques urbaines), Musique de Prokofiev, Ravel, Grand Corps Malade, Oxmo Puccino</p>	<p>Analyse de texte et production de texte-musical/pictural (A, B, C, D)</p>
Unit name: Enquêtes et suspenses - les secrets du récit policier	
Content	Assessment (Criteria)
<p>Dans cette unité, les élèves vont explorer les codes du récit policier à travers des textes classiques et modernes, en mettant l'accent sur la structure narrative, les personnages types (détective, coupable, victime), et les procédés d'écriture pour créer du suspense. Les élèves vont analyser des extraits, écrire leur propre nouvelle policière et développer leur esprit critique en résolvant des énigmes littéraires.</p> <p>Objectifs d'apprentissage : Comprendre les caractéristiques du récit policier (structure, personnages, suspense). Analyser des extraits littéraires et audiovisuels pour identifier les procédés narratifs. Créer une nouvelle policière en respectant les codes du genre. Collaborer pour résoudre des énigmes et présenter des hypothèses.</p>	<p>Production écrite et débat oral (A, B, C, D)</p>

<p>Thèmes : Questions de société - liberté, autonomie, liens familiaux et sociaux, justice. Réalisme et dystopie.</p> <p><i>Le Chat Chatterton</i> (Yves Grevet) – roman jeunesse policier, Nouvelles policières modernes (ex. <i>Sherlock Holmes</i> adapté pour la jeunesse, <i>Les Dix Petits Nègres</i> d'Agatha Christie en extraits), <i>L'ordinatueur</i> de Christian Grenier, <i>Les enquêtes d'Enola Holmes</i> de Nancy Springer, <i>Le crime n'est jamais parfait</i> (nouvelles policières), Extraits de séries ou films policiers (ex. <i>Les Petits Meurtres d'Agatha Christie</i>, <i>Lupin</i>), Articles ou podcasts sur les techniques d'enquête.</p>	
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Unit name: Rire pour mieux penser - le rire au théâtre, d'hier à aujourd'hui	
Content	Assessment (Criteria)
<p>Dans cette unité, les élèves vont analyser le rôle du rire au théâtre à travers les âges, depuis des pièces classiques jusqu'aux pièces modernes. Cette unité explore donc les fonctions du rire au théâtre : divertir, critiquer, dénoncer, ou encore libérer les tensions. Les élèves vont analyser des scènes de comédie classique et moderne, en étudiant les procédés comiques (jeu de mots, quiproquos, satire, absurde) et leur impact sur le public. Ils créeront également une saynète comique, développant ainsi leur expression orale et écrite, leur esprit critique et leur créativité.</p> <p>Objectifs d'apprentissage : Analyser les procédés comiques et leurs effets sur le spectateur. Comparer le rire classique et moderne (fonctions, cibles, réception). Créer une saynète comique en respectant les codes du genre. Débattre de la limite du rire (peut-on rire de tout ?)</p> <p>Textes d'Aristophane, Molière, Marivaux, Beaumarchais, Labiche, Feydeau, Rostand, Ionesco, Beckett, Jules Romains, Matthieu.</p>	<p>Réflexion écrite et performance (A, B, C, D)</p>

Unit Name: La terre en vers - poésie engagée	
Content	Assessment (Criteria)
<p>Dans cette unité, les élèves vont découvrir la poésie dans une perspective particulière : une arme pour défendre la planète.</p> <p>Cette unité explore comment la poésie peut devenir une arme pacifique pour défendre l'environnement. Les élèves découvriront des poèmes engagés (classiques et contemporains) qui célèbrent la nature, dénoncent sa destruction ou appellent à l'action. Ils analyseront les procédés poétiques (métaphores, anaphores, jeux sonores) et leur pouvoir d'émotion, puis créeront leurs propres poèmes militants.</p> <p>Thèmes : La beauté et la fragilité de la nature. La poésie comme outil de résistance et de sensibilisation. L'engagement écologique à travers l'art.</p> <p>Poèmes de Verlaine, Hugo, Baudelaire, Michaux, Eluard, Chedid, Char, Senghor, Chamberland, Liking, Césaire, chansons de Brassens, Grand Corps Malade. Discours de Greta Thunberg, Cyril Dion.</p>	<p>Analyse texte-image (A)</p> <p>Production poétique, écrite, visuelle et engagée (B, C, D)</p>

Language and Literature: Spanish

Unit Name: El mito y el cuento	
Content	Assessment
<p>Tanto los mitos como los cuentos son textos con una larga tradición. Las civilizaciones más antiguas manifestaron sus inquietudes a través de este tipo de textos.</p> <p>En esta unidad los/as estudiantes</p> <ul style="list-style-type: none"> ● profundizarán en estos géneros narrativos menores. ● trabajarán con los diferentes tipos de textos para desarrollar las destrezas de análisis e identificar las similitudes de ambos géneros y las diferencias. ● analizarán las principales técnicas narrativas empleadas en una obra en concreto. ● analizarán la caracterización de personajes así como la finalidad del texto, es decir, la intención del autor. 	<p>Análisis de un fragmento de un mito/cuento (Criterio A)</p> <p>Producción escrita de un mito/cuento (Criterios B, C & D)</p>
Unit Name: Las vanguardias en la literatura	
Content	Assessment
<p>En esta unidad didáctica, el alumnado reflexionará sobre las artes como vía de expresión individual. Para ello se pondrá el enfoque en los paralelismos entre las obras pictóricas y literarias vanguardistas.</p> <p>Los/as estudiantes</p> <ul style="list-style-type: none"> ● analizarán obras pictóricas de diferentes movimientos vanguardistas como el expresionismo, el futurismo y el dadaísmo; apoyadas por obras líricas de los mismos movimientos artísticos. ● conocerán la especial influencia que ejerce el contexto histórico sobre las apreciaciones y parámetros artísticos en la Edad Contemporánea. ● desarrollarán destrezas para la comprensión y elaboración de diferentes textos expositivos y líricos. ● alcanzarán una idea global sobre las tendencias artísticas contemporáneas y su relación con el contexto histórico y filosófico. ● realizarán ejercicios para mejorar el uso de vocabulario, así como su enriquecimiento en su lengua materna. 	<p>Creación de un poema dadaísta (Criterios B & D)</p>

Unit Name: ¡Gracias por sintonizarnos un día más (la radio)!	
Content	Assessment
<p>La eficacia de un discurso no depende exclusivamente del mensaje. Existen otros factores no visuales que son sumamente importantes para llamar la atención del receptor: los efectos auditivos.</p> <p>Por ello, en esta unidad los/as estudiantes:</p> <ul style="list-style-type: none"> ● desarrollarán destrezas de dicción y locución. ● descubrirán la importancia del tono en cada texto auditivo y modularán la voz de acuerdo al mensaje o el efecto que quieran causar en la audiencia. ● conocerán los elementos de la voz y las características de algunos programas radiales. ● analizarán y profundizarán en el género periodístico: entrevista. ● demostrarán de manera práctica los conocimientos adquiridos a través de una emisión de 10 minutos en una emisora de radio ficticia. 	<p>Expresión escrita y oral: crear una entrevista. (Criterios B, C & D)</p>

Unit Name: La publicidad	
Content	Assessment
<p>En esta unidad, los/as estudiantes profundizarán en el uso del lenguaje y las estrategias comunicativas utilizadas en publicidad.</p> <p>Asimismo, los/as estudiantes</p> <ul style="list-style-type: none"> ● descubrirán, a través de ejemplos junto con un estudio guiado, los diferentes tipos de textos publicitarios: narrativo, expositivo y dialogado. ● identificarán la función estética de la lengua, es decir, las figuras retóricas que aparecen y con qué finalidad. ● aprenderán las diferentes modalidades de la oración simple a través de ejemplos publicitarios y el efecto que estas producen en el receptor. ● conocerán las variedades lingüísticas (diatópicas, diafásicas, diastráticas y diacrónicas), de suma importancia en publicidad por la relevancia que tienen sobre el receptor. 	<p>Análisis y presentación de un anuncio publicitario. (Criterio A)</p> <p>Crear un anuncio publicitario (vídeo/poster) - Criterios B & D</p>

Coding (Grades 6-8)

Unit name: Introduction to Coding	
Content	Assessment (Criteria)
<p>In this coding class students are introduced to the programming language Python, which has become the most popular language in recent years. We will be starting the year with imagiCharms, which are devices with a matrix of multi-colour pixels that allows the creation of patterns and even animations through Python code. As wearables, they were specifically designed to attract girls into coding, which we would like to achieve here at BIS as well.</p>	<p>The students will produce an assessed journal, in which they will document their learning.</p> <p>There will be at least one project involving the imagiCharms, where students will be assessed on their Python knowledge, communication of their understanding and their creativity.</p>

Unit name: Applications in Coding	
Content	Assessment (Criteria)
<p>In this unit, students will learn in more detail the use of functions, objects, classes and various commands used to harness the power of programming.</p> <p>Projects that students will work on will include quizzes, calculators, drawing images upon programmed instruction.</p> <p>Students will also gain experience in Graphical User Interfaces, creating forms and interactive dialogue boxes including images, command buttons, labels and textboxes. Using pygame, the students will create their own computer games towards the end of the year.</p>	<p>In each project, students will be assessed on their Python knowledge, communication of their understanding and their creativity.</p>

Theatre

Unit name: Let's Get Weird	
Content	Assessment (Criteria)
<p>To develop a positive relationship with one's voice and body is one of the most profound skill sets that a person can learn. This unit is called "Let's Get Weird" because it is a fun and interactive approach to learning voice and body awareness that will be used consistently throughout every unit of this class and in every subsequent theatre course. Here we play with the many ways students can use their voice and communicate through different types of body language. We isolate the skills and then learn how to integrate them all together. Exercises and games are designed to build class cohesion, provide a safe place to take risks, develop voice/body awareness, and teach how to string beats of action together to tell simple stories.</p>	<p>Students will work with a partner to tell a short story with a clear beginning moment, middle action, and final resolution. Each student will decide upon and document which elements of voice and body language they will emphasize in their performance in a way that allows them to effectively present their chosen character to the class audience. (A, B, C, D)</p>

Unit name: Yes, and...	
Content	Assessment (Criteria)
<p>In this unit, students will learn and explore the rules and techniques of improvisation. This will be practically explored through a variety of improvisation techniques starting from constrained acting methods to eventually having open scenes with minimal guidance. During this unit students will develop an understanding of the fundamentals of improv practice, incorporating props into performance, and establishing and using the stage space.</p> <p>Students will practice thinking in the moment then speaking extemporaneously. They will learn to maintain proximity to other actors and the audience, and they will learn to work with a variety of partners for the unique experience and perspective others hold.</p>	<p>Students will create an original improv scene based on a collaboratively established theme. Assessment will take the form of 'in class' presentations. Students will be evaluated on their ability to demonstrate the techniques of improv and to reflect upon their learning process. (A, B, C, D)</p>

Unit name: Tell Me a Story	
Content	Assessment (Criteria)
<p>Students work in small production teams to create original dramatic scenes using the traditional story arc format. The norms of collaboration will be taught and followed for excellent group work dynamics.</p> <p>Students will complete this unit understanding story arc, how to apply it in a performance, and how to work effectively in a collaborative environment.</p> <p>Formatively, student presentations are workshoped with the rest of the class to provide an opportunity to receive feedback from others. This feedback is then to be used in group self reflection to further develop their performance skills and allow for an understanding of how their performance is received by an audience.</p> <p>This unit will be a further opportunity to develop and refine the voice and body skills learned in the first unit.</p>	<p>The assessment will take the form of an 'in class performance'. Students will be required to assess their individual progress through an interactive discussion. The process journal will be used to document artistic choices including the elements of voice/body to be emphasized, the main story arc beats, and the creative elements to be brought into the performance. Each student will be assessed individually based on how effectively they can bring their artistic choices into the performance. (A, B, C, D)</p>

Unit name: Production Presentation	
Content	Assessment (Criteria)
<p>Theatre is way more than acting. This unit will more explicitly look at the skills related to creating, designing, directing an original theatre piece. Using an artistic intention and audience impact statement students will learn how to plan, schedule, practice, rehearse, and reflect throughout the process of going from page to stage. Students will expand upon their growing collaboration skills to brain storm ideas, apply their designs to stage the script, practice the acting on stage, fix creative ideas that do not work as planned, and present the final performance to a live audience, first formatively, for feedback from their peers, and finally for completion of the unit.</p>	<p>This unit will have assessment components that are evaluated throughout.</p> <p>Part 1- Creation and Design will look at the ability to create an original story idea that has a clear artistic intention and production designs that can bring this vision to life on stage.</p> <p>Part 2- Production development and rehearsal will be where ideas are put into motion and scripts are practiced and learned. This phase will look at how students adapt to challenges, plan rehearsal time, and work together within the provided schedule to complete all tasks.</p>

	<p>Part 3- Performance will be where students have a live performance for an audience. Formatively students will have a dress rehearsal in front of peers for feedback before the final summative performance. (A, B, C, D)</p>
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Unit name: I've been framed! Intro to Film

Content	Assessment (Criteria)
<p>This unit provides students an introduction to the fundamental production techniques used in film. Students will bring their design, directing, and acting skills from the theatre perspective and explore how they translate in this different medium. The students will learn the fundamentals incrementally and have several formative skill building opportunities to practice these skills before a more substantial piece is created and filmed for the summative.</p>	<p>The students submit a film and planning document demonstrating their ability to adapt their creative intentions into a final product. Additionally, while each student must film a project, they must also be the actor in at least one other student's project, enabling them to practice their acting skills in the film medium. While this unit is highly collaborative and interactive each student will be assessed on their own level of completion of the task criteria. (A, B, C, D)</p>

Visual Arts (6-8)

Unit Name: The Delicious Art of Wayne Thiebaud	
Content	Assessment (Criteria)
Inspired by Wayne Thiebaud, an American painter known for his colorful works depicting commonplace objects, this unit will allow for fun, fanciful exploration of form and colour. Students will work with both cardboard and clay.	A, B, C , D
Unit Name : Bugs are Beautiful	
Content	Assessment (Criteria)
A more slow paced 2D unit where we look closely at the beauty inherent in common bugs. Skills to be developed include careful, representational drawing and painting.	A,B,C,D
Unit Name: Movable Art	
Content	Assessment (Criteria)
A study of what goes into composite art pieces that move. Students will plan and execute works that tell stories both through their imagery and their motion using a variety of different media.	A,B,C,D
Unit Name : Papier-mâché Potcakes	
Content	Assessment (Criteria)
Working sculpturally in wire, papier-mâché and paint, we will work to build a pack of almost true to scale Potcakes (local dogs that inhabit many islands in the Caribbean). Students will be challenged to balance sound sculptural practices with engaging positions and facial expressions.	A,B,C,D

Band

Unit name: Exploring Instrumental Technique	
Content	Assessment (Criteria)
<p>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> <p>Stylistic understanding through musical analysis (A, B)</p> <p>Solo and/or ensemble performance (C)</p> <p>Reflection (D)</p>

Unit name: Performance Skills Development	
Content	Assessment (Criteria)
<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> <p>Solo/group performance (C)</p> <p>Audience impact reflection (D)</p> <p>Action plan (A, B)</p>

Unit name: Score and Music Analysis

Content	Assessment (Criteria)
<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> <p>Recording/video of choreography</p> <p>Ensemble performance</p> <p>Scene blocking plan</p> <p>(A, B, C, D)</p>

Junior Sports Leadership

Junior Sports Leadership (JSL) is a class that has the goal of providing students with leadership skills in the context of lectures, group projects, as well as authentic, educationally rich sport experiences. This includes the following features:

The Sports Education Model (SEM): Students will learn sports leadership skills such as effective communication, decision making, conflict resolution, knowledge about rules and regulations while playing and organizing various units of sports. SEM emphasizes student led activities giving the students the opportunity to become competent and enthusiastic leaders in each of the sports they participate in. It is within the SEM that students will assume leadership roles in teams within their assigned sport. The units will be 6 weeks in duration, which will promote in-depth understanding of the sports covered while the students concurrently develop their leadership skills. The JSL class will use a multi-activity method covering 6 different sports over the entire year. This affords the students the opportunity to learn the fundamental skills of each sport and provides the students time to practice their leadership skills. In class theory presentation. The in-class portion of JSL will involve lectures and activities on the theories of leadership with a focus on practical application. Toward that end, students will undertake activities where they will be able to demonstrate their knowledge of what makes a good leader.

Considering the many aspects of this class, there are various ways in which JSL will enhance students' leadership knowledge and well being. The students will be graded in two elements for each unit described below. Units covered may include: Volleyball, Floor hockey, Football, Turbo Touch Rugby, Basketball, and Handball.

Grading:

Element one: Will be applied to all of the units/sports: 30% of the student's grade will be based on their participation in the unit sport including how well the student assumed a leadership role in the unit sport as well as the following aspects: appropriate behavior, being prepared for class, teamwork, effective communication skills, effort, and sportsmanship, evidenced through their participation. Sports skill levels in the units will not be assessed. Additionally, 20% of their grade will be based on quizzes focusing on the sport's rules and drills.

Element two: 40% of the student's grade will be based on two written assignments intended to allow the student to demonstrate their practical knowledge of leadership theories.

Additionally, Element three: 30% of their grade will be on quizzes to test the student's specific learning of leadership theories.

Wellness, Body and Mind

Unit name: Running for our Body and Mind	
Content	Assessment (Criteria)
<p>The WBM running unit focuses on developing both physical fitness and mental resilience. Students engage in various running activities, including sprints, long-distance runs, and relays, to build cardiovascular endurance and muscle strength. The program emphasizes goal-setting, pacing, and proper running techniques. Mindfulness exercises and positive self-talk are integrated to enhance mental stamina and reduce stress. Students track their progress and reflect on their personal achievements. The unit fosters teamwork, discipline, and a growth mindset, encouraging students to persevere through challenges and celebrate their improvements, both individually and as a group.</p>	<p>Knowing and Understanding</p> <p>Reflecting on Performance</p>

Unit name: Sport-specific Training	
Content	Assessment (Criteria)
<p>The WBM sport-specific training unit emphasizes goal setting to enhance skills in a chosen sport, such as basketball, soccer, or volleyball. Students begin by identifying personal and team goals, focusing on measurable and attainable objectives. The unit includes drills, scrimmages, and skill-building exercises tailored to the sport, promoting both physical development and strategic understanding. Regular progress assessments help students stay on track and adjust their goals as needed. Emphasis is placed on teamwork, communication, and resilience, fostering a supportive environment. This approach not only improves athletic performance but also teaches valuable life skills in goal setting and perseverance.</p>	<p>Planning for Performance</p> <p>Performance</p>

Unit name: Functional Training	
Content	Assessment (Criteria)
<p>The WBM unit on functional training through strength and conditioning focuses on planning for performance and developing a deep understanding of fitness principles. Students learn to create personalized workout plans that include exercises for strength, flexibility, and endurance, tailored to their individual fitness goals. The curriculum covers key concepts such as muscle groups, proper form, injury prevention, and the importance of rest and recovery. Emphasis is placed on understanding how each exercise benefits the body and enhances performance in everyday activities and sports. This unit aims to build a foundation of knowledge and skills for lifelong physical fitness and well-being.</p>	<p>Knowing and Understanding</p> <p>Planning for Performance</p>

Unit name: Physical Activity for Mood

Content	Assessment (Criteria)
<p>The middle school PE physical activity for mood unit focuses on how exercise impacts emotional well-being, emphasizing reflection. Students participate in various activities like yoga, dance, and aerobic exercises designed to elevate mood and reduce stress. After each session, they engage in reflective practices, such as journaling or group discussions, to explore the connection between physical activity and their emotional states. The unit teaches mindfulness and self-awareness, encouraging students to recognize how movement influences their mood. This holistic approach aims to foster a lifelong appreciation for physical activity as a tool for managing emotions and enhancing overall mental health.</p>	<p>Performance Reflecting on Performance</p>

Annex: MYP Command Terms

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

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

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

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