

Community

Integrity

Respect

Responsibility

Grade 9 & 10

Curriculum Guide

Grade 9 & 10 Curriculum Guide

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English

During MYP 4 (Grade 9) and MYP Year 5 (Grade 10), students focus on both module and cross-curricular units in Language and Literature. Each unit of work will require students to plan, use, evaluate and document sources using the appropriate format. Students will carry out text comprehension exercises, interpretation of visual information and produce written pieces in different formats, plan and execute oral presentations and compare and contrast genres and authors. Units are as follows.

MYP 4, Grade 9

- **The Hero's Journey** – Students explore personal legend, fate, free will, destiny, and The Hero's Journey in the graphic novel, *When Stars are Scattered*, while also in their own lives.
- **The Evolution of the English Language** – Explore linguistic variation and diversity in countries where English is an official language, but not always recognized globally as such. Students reflect on attitudes toward different spoken language varieties.
- **The Protagonist and the Antagonist** – Students explore the protagonist and antagonist in *To Kill a Mockingbird*, with a modern day perspective.
- **Rhetoric** – Students will focus on rhetorical appeals and propaganda techniques by examining advertisements, podcasts and news sources.

MYP 5, Grade 10

- **Rebelling Youth in Shakespeare's play *Romeo & Juliet* and S.E. Hinton's novel *The Outsiders*.** A closer study of Shakespeare, and a comparison of two works of literature which feature common themes and characterization.
- **The Story of Us** – An interdisciplinary within Norwegian, Visual Arts and Design, students explore perspective through the use of short stories, poetry and music from around the world.
- **African Diaspora** – A study of several pieces of literature from the African diaspora, with a focus on feminist literature.
- **Translation in Context** – Explore how meaning shifts when stories, films, music, or other cultural works are translated across languages. Reflect on what may be lost, changed, or transformed in translation, and how this shapes interpretation.

Norwegian

In MYP Year 2 & 3, Norwegian Language and Literature units are based on conceptual ideas. Units require students' involvement in making inquiry questions related to a global context. The learning process also includes attaining, practising, and mastering identified approaches to learning skills.

MYP 4, Grade 9

Rhetoric: The Art of Persuasion – Study the art of rhetoric by analyzing speeches and other persuasive texts. Students read, write and perform speeches in this unit.

Protagonists and Antagonists in Literature – Students compare representations of protagonist and antagonist characters in fictional texts. Students respond to their exploration by comparing literary figures to current events and modern social landscapes.

The Evolution of Norwegian Language – Students explore linguistic variation and diversity in Norway and how Norwegian has changed over time.

Nynorsk Language & Literature – Study the historical background for Nynorsk and reflect on the status of Nynorsk language, literature and culture in Norway today.

MYP 5, Grade 10

Literature and Languages Across Borders – A study of how literature connects people across regional or national borders through the use of translation and re-creations.

The Story of Us – Students study a variety of short stories and poems from various cultures to evaluate the importance of multiple perspectives and open-mindedness. For their final project, students write and illustrate a short story of their own. This is an interdisciplinary unit for English, Visual Art and Design.

Modernism – Students study reactions to modernization through famous, important literary works written at various historical time periods.

Communication in Digital Media – Students analyse how one constructs their own reality through social media.

Language & Literature Assessment Criteria, Year 5

Students are assessed on the following, equally weighted MYP 5 criteria twice per year in both MYP 4 and MYP 5. When evaluating summative assessments, teachers assign an overall level from 1-8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1-7. See "[MYP Grade Descriptors & Boundaries](#)" on page 28.

Criterion A: Analysing, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Criterion B: Organizing, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C: Producing text, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

Criterion D: Using language, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

English

Students in English Language Acquisition (ELA) develop English skills in the essential processes of listening, reading, speaking and writing. The course is organized into three levels of proficiency spanning six learning phases:

- Emergent Level: Phases 1 – 2
- Capable Level: Phases 3 – 4
- Proficient Level: Phases 5 – 6

Students are assessed and move through the phases of learning until they have gained the necessary skills to participate in English Language and Literature (ELL). Tasks, resources and assessments are differentiated to meet the needs of students in various phases (See [Aims of Language Acquisition](#)).

At times throughout the year, ELA may align with ELL. At those times, both classes are taught together, albeit with differentiated tasks and assessments. Otherwise, ELA is taught as a separate class to ensure the delivery of a bespoke learning programme for each student.

MYP 4, Grade 9

- **The Hero's Journey** – Students explore personal legend, fate, free will, destiny, and The Hero's Journey in the graphic novel, *When Stars are Scattered*. They will explore writing in an autobiographical style and how to document living experiences.
- **Language in Context** – Students explore linguistic variation and diversity in countries where English is spoken as an official or widely used language. The unit examines accents and spoken varieties of English, with a focus on listening skills and reflecting on attitudes toward different language varieties.
- **Protagonist and Antagonist** – Students will read the graphic novel version of *To Kill a Mockingbird* written by Harper Lee and adapted and illustrated by Fred Fordham. They will work on the themes in the novel by creating various character descriptions and applying the book to its wider context.
- **Persuasive language** – Students will focus on the English used in advertisements, podcasts and news sources. They will create their own printed advertisement. Using descriptive language, such as adjectives, will be the focus of this unit.

MYP 5, Grade 10

- **Rebelling Youth** – Students will read the Graphic Novel version of Shakespeare’s play Romeo & Juliet and excerpts from Originals (Penguin Readers version) by Adam Grant. Students will work on essay style writing techniques to find examples from scenarios in Originals in Romeo and Juliet.
- **The Story of Us** – An interdisciplinary (Norwegian, Visual Arts and Design) exploration of perspective through the use of short stories, poetry and music from around the world. Students will explore short stories and find meaning within them. The focus being on reading comprehension and understanding written text.
- **Global Tales** – students will focus on two stories of their choice from the book Global Tales or Tapestries. They will analyse the messages in the stories, and find similarities and differences within the texts. They will create a presentation about both of their stories to present to the group with a focus on word choice and speaking practice.
- **Translation in Context** – Explore how meaning shifts when stories, films, music, or other cultural works are translated across languages. Reflect on what may be lost, changed, or transformed in translation, and how this shapes interpretation.

Norwegian

Norwegian Language Acquisition (NLA) is a course for emergent, capable and proficient communicators. It is taught within the MYP framework for Language Acquisition (LA) and in combination with *“Basic Norwegian for Language Minorities”* from the Norwegian national curriculum. The course is organized into three levels of proficiency spanning six learning phases:

- Emergent Level: Phases 1 – 2
- Capable Level: Phases 3 – 4
- Proficient Level: Phases 5 – 6

A student’s phase is determined according to their oral, visual and written Norwegian proficiency. Students intending to remain in Norway on a long-term basis should eventually transfer into Norwegian Language and Literature (NLL).

At times, when deemed pedagogically beneficial, NLA students participate in NLL classes. This decision is based on ongoing evaluation of a student’s language skills by their NLL and NLA teachers. However, students enrolled in NLA are still assessed with Language Acquisition criteria at their level of proficiency. A full transition from Norwegian Language Acquisition to the Norwegian Language and Literature course happens after an evaluation by the NLA/NLL teachers and in dialogue with the student and their parents.

MYP 4, Grade 9

Phases 1-2:

- **Ny i Norge** – this is an introductory unit for those that are completely new to the language. Students will focus on how to present themselves, how to talk about time (days, months, seasons, the clock) and will learn numbers and the Norwegian alphabet.
- **Mat og matvaner** – In this unit students will explore the differences of food choices in Norway compared to their home country. They will share recipes in their own cookbook written in Norwegian.
- **Familie** – Students will learn about family members and family trees. They will be able to present their own family but will also be able to talk about famous people and their family trees.

- **Hobby og fritid** – Students will in this unit focus on listening skills and will watch different videos about kids and their hobbies. They will also learn how to talk about their own hobbies and give a presentation about it.
- **God tur!** – This unit is focusing on travelling and talking about holiday plans, using the future tense.
- **Independent reading** – Students regularly visit the library and choose books that align with their reading level in Norwegian. They are encouraged to read independently throughout the year.

Phases 3-5:

- **Mat og matsvinn** – Students will explore the topic “food waste” in Norway. They will read newspaper articles and factual texts and analyse these.
- **“Amuletten” Book Study** – Students in higher phases of Norwegian Language Acquisition will read the first book of the graphic novel series “Amuletten” by Kazo Kibuishi and will focus on characterisation, summary writing as well as analysing the different themes of the story.
- **Det flerkulturelle Norge** – Students will focus on minorities in Norway and their influence on Norwegian culture.
- **Independent reading** – Students regularly visit the library and choose books that align with their reading level in Norwegian. They are encouraged to read independently throughout the year.

MYP 5, Grade 10

Phases 1-2:

- **Ny i Norge** – this is an introductory unit for those that are completely new to the language. Students will focus on how to present themselves, how to talk about time (days, months, seasons, the clock) and will learn numbers and the Norwegian alphabet.
- **Hobby og fritid** – Students will in this unit focus on listening skills and will watch different videos about teenagers and their hobbies. They will also learn how to talk about their own hobbies and give a presentation about it.
- **Familie** – Students will learn about family members and family trees. They will be able to present their own family but will also be able to talk about famous people and their family trees.
- **Mat og matvaner** – This unit will let students explore traditional food from Norway and compare it to their home countries. Students will write their own cookbook in Norwegian and share some traditional dishes.
- **Independent reading** – Students regularly visit the library and choose books that align with their reading level in Norwegian. They are encouraged to read independently throughout the year.

Phases 3-5:

- **På handletur** – Students will focus on understanding dialogues about shopping and things you can buy in different shops. One big focus will be clothes and the use of adjectives to describe what people are wearing.
- **Venner og følelser** – In this unit students will explore how to express feelings and talk about friendships of teens in a series called “Kraft”.
- **Eventyr** – This unit will focus on Norwegian and foreign folk and fairy tales. Students will learn how to use the past tense in Norwegian and will write their own adaptation of a famous Norwegian fairy tale “De tre Bukkene Bruse”.
- **Det flerkulturelle Norge** – Students will focus on minorities in Norway and their influence on Norwegian culture.
- **Independent reading** – The students regularly visit the library and choose books that align with their reading level in Norwegian. They are encouraged to read independently throughout the year.

French

The French language acquisition in MYP 2 and MYP 3 is a course for emergent, capable and proficient communicators. In the context of the language acquisition subject group framework, to be multiliterate is defined as being able to understand and use print-based and digital, spoken, written and visual text. It is taught within the MYP framework for language acquisition and the objectives will be to enable students' understanding of the new language through learning language, learning through language, learning about language.

Teaching and learning in the language acquisition subject group is organized in six phases. The phases do not correspond to a particular age group or MYP years and the teacher will need to decide the most suitable phase in which to place individual students or a group of students (see [Aims of Language Acquisitions](#)). The main source book is entitled *French Language Acquisition for the IB MYP*. Students access additional learning resources, too. Vocabulary, grammar, syntax, and pronunciation is covered in all units.

MYP 4, Grade 9

Emergent level group (phases 1-2):

- **Pourquoi faire la fête?** Students learn to speak about holidays, celebrations, and cultural differences.
- **A quoi sert l'école?** This unit covers education, school and learning.
- **Qu'est ce que tu aimes manger?** A unit about food and cultural traditions.

Capable level group (phase 3):

- **A quoi sert l'école?** Students discuss school life, education, and daily routines.
- **Qu'est-ce que tu aimes manger?** Students discuss how food represents a country's culture and identity.
- **Quels sont tes loisirs?** This unit is about hobbies and interests. Students share positive and negative opinions about books, movies, games, etc.
- **Fais-tu du sport?** How does sport contribute positively? Does sport influence our personality? Students discuss and learn vocabulary related to the human body.

MYP 5 Grade 10

Emergent level group (phases 2):

- **Es-tu curieux?** – voyages et migrations – Students discuss travel and the impact of travel on the environment.
- **Qu'est-ce qui définit nos relations?** This unit is about different types of interpersonal relationships and understanding others across generations.
- **Es-tu une victime de la consommation?** This unit is about consumption: How, what and why do we consume the things we do?
- **Suis-je responsable de mon environnement?** This unit's themes are related to community, responsibility and the various ways it is defined. Students discuss how actions impact the community and environment.

Emergent level group (phases 3-4):

- **La solidarité** is a unit about the importance of solidarity.
- **La francophonie** is a study of the French language around the globe.
- **Qu'est ce qu'être humain?** is a unit about relationships and our place in the world.

The Aims of Language Acquisition

Language Acquisition is organized into three levels of proficiency spanning six learning phases.

These are as follows:

- Emergent Level: Phases 1 – 2
- Capable Level: Phases 3 – 4
- Proficient Level: Phases 5 – 6

Phases 1-6 represent a developmental continuum of additional language learning as students move through each level of proficiency. Phase 6 aligns with the skill level of a fluent speaker. Depending on a student's prior additional language-learning experiences, students may begin language acquisition in any phase on the continuum and exit from any phase on the continuum.

Assessment to determine language development is ongoing. As a student's proficiency increases in English or Norwegian, they gain the necessary skills to take part in Literature & Language classes. In French, students focus on acquiring skills to become capable communicators. When evaluating summative assessments, teachers assign an overall level from 1-8.

At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1-7. (See "[MYP Grade Descriptors & Boundaries](#)" on page 28). Descriptors of the learning aims for Language Acquisition are as follows:

Language Acquisition

Emergent Level: Phases 1–2

*In order to reach the aims of **emergent** language acquisition in English, Norwegian and/or French, students should be able to:*

Criterion A: Listening Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts
- iii. analyse connections between a wide variety of simple authentic texts

Criterion B: Reading Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts.
- iii. analyse connections between a wide variety of simple authentic texts

Criterion C: Speaking Maximum Level: 8

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all or almost all the required information clearly and effectively

Criterion D: Writing Maximum Level: 8

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Language Acquisition

Capable Level: Phases 3–4

*In order to reach the aims of **capable** language acquisition in English, Norwegian and/or French, students should be able to:*

Criterion A: Listening Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts
- ii. analyse conventions in a wide variety of simple and some complex authentic texts
- iii. analyse connections between a wide variety of simple and some complex authentic texts

Criterion B: Reading Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts
- ii. analyse conventions in a wide variety of simple and some complex authentic texts
- iii. analyse connections between a wide variety of simple and some complex authentic texts

Criterion C: Speaking Maximum Level: 8

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all or almost all the required information clearly and effectively

Criterion D: Writing Maximum Level: 8

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Language Acquisition

Proficient Level: Phases 5–6

*In order to reach the aims of **proficient** language acquisition in English and Norwegian, students should be able to:*

Criterion A: Listening Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
- ii. analyse conventions in a wide variety of complex authentic texts
- iii. analyse connections between a wide variety of complex authentic texts

Criterion B: Reading Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
- ii. analyse conventions in a wide variety of complex authentic texts
- iii. analyse connections between a wide variety of complex authentic texts

Criterion C: Speaking Maximum Level: 8

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all or almost all the required information clearly and effectively

Criterion D: Writing Maximum Level: 8

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Individuals & Societies

Individuals and Societies is a course that is dedicated to the exploration of human societies in an integrated and exploratory manner. Students study religion, geography, the arts, philosophy, ethics, and history. By the end of the year, the students of I & S should be more confident readers, writers, and thinkers and be able to discuss global, current events.

Each unit of work will require students to plan, use, evaluate and document sources using the appropriate format and identify bias, present information in a range of different formats eg. maps, timelines, graphs and sketches. Students will also be required to be active in note taking and discussions. Each unit will conclude with a reflection on the process and what has been achieved. Units of study for MYP years 4 and 5 will be selected from the following list:

- **Democracy in Action** - Each year, all grades take part in a unit on democracy in action. In this unit, students explore the concept of democracy and its different facets. The focus of the unit varies based on current events, but may be an ongoing election, ways of participating in a democracy beyond voting, a comparative study, democratisation processes, or the role of debate and public expression in democracies.
- **Influential Women** - Understanding power and legacy: In this unit, students will learn about and research women who have been influential in various ways and in various contexts. This will be an entry point into examining the concepts of influence, power, and change, as well as how different contexts offer different opportunities for making change.
- **Water and the world** - This unit explores water as a vital global system that connects people, places, and environments. Students will investigate how natural processes and human activities shape the availability and use of water, how societies organize systems to manage this essential resource, and the role of water from a cultural and religious perspective.
- **How Arguments Shape Societies** - In this unit, students will step into debates that explore history, current events, and big questions about fairness, power, and justice. They will practice presenting evidence, listening to different perspectives, and seeing how arguments can drive real change.
- **The Industrial Revolution:** Students will explore how scientific and technological innovations drive change in societies and environments. They will explore the impacts of innovation, weighing opportunities, challenges, and diverse perspectives on how change shapes the world.

I & S Assessment Criteria, Year 5

Students are assessed on the following, equally weighted MYP 5 criteria twice per year in both MYP 4 and MYP 5. When evaluating summative assessments, teachers assign an overall level from 1-8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1-7. See "[MYP Grade Descriptors & Boundaries](#)" on page 28.

Criterion A: Knowing and understanding, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through developed descriptions, explanations and examples.

Criterion B: Investigating, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the process and results of the investigation

Criterion C: Communicating, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

Criterion D: Thinking critically, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Mathematics

Mathematics is taught in accordance with the International Baccalaureate MYP Mathematics Guide, which provides an overview of topics suggested for MYP Years 4 and 5. It is largely based on inquiry, where the approach to the subject is through practical work, exploration and associating maths with real world contexts. An IB accredited textbook is used as the main resource in the classroom, alongside online resources such as IXL, Desmos, and Geogebra.

Enriching Mathematics tasks are provided through Nrich and STEM resources, as well as opportunities for external enrichment through Abel, Ung Abel and Kangaroo Maths Competitions. The content of mathematics in the MYP is streamlined into four major branches. Numerical and Abstract Reasoning, Thinking and Models, Spatial Reasoning and Reasoning with Data.

MYP 4, Grade 9

- **Can I Exchange This Please?** Currency, absolute value, converting units, reasoning quantitatively
- **Are You Saying I'm Rational or Proportional?** Rational irrational numbers, direct/indirect proportion, fractional exponents, exponents in equations
- **Back at the Beginning and Parable of Parabolas.** Using patterns to work backwards, quadratic functions in 2d space, equivalent forms
- **What Comes Next?** Patterns in sequences, making generalisations from a pattern, arithmetic/geometric sequences, quadratic sequences (Extended)
- **A Model of Equality** - Equivalent transformations, simultaneous equations (linear and quadratic), solving and graphing linear inequalities and non-linear inequalities (Extended only)
- **Well Rounded Ideas** - Circle theorems, intersecting chords, problem with triangles
- **A Thin Line Divides Us** - Rearranging formula, simplifying algebraic fractions, solving quadratic functions in context, rational functions

MYP 5, Grade 10

- **Which Triangle is right for You?** Right Angle triangles, using pythagoras, trigonometric ratios, graphing and transformation of sine and cosine functions, sine and cosine rule
- **Going Around and Around** - Circle segments, sectors, volumes of 3d shapes, 3d orientation
- **How Did That Happen & What Do You Think?** Scatter graphs, linear regressions, correlation coefficients, drawing reasonable conclusions, data inferences
- **Ideal Work for Lumberjacks** - Evaluating logarithms, transforming logarithmic functions, laws of logs, equations involving logarithms. (Extended group only).
- **A Frog into a Prince** - Transforming functions, function notation, exponential functions
- **What Are the Chances?** Simple probability, prob systems, conditional prob,
- **Slices of Pi** -The unit circle and trigonometric functions, sine and cosine rules, simple trigonometric identities
- **Extended, post-IB content** - Networks, Nodes and Paths, Introduction to Calculus. (Extended group only).

Maths Assessment Criteria, Year 5

Students are assessed on the following, equally weighted MYP 5 criteria twice per year in both MYP 4 and MYP 5. When evaluating summative assessments, teachers assign an overall level from 1-8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1-7. See "[MYP Grade Descriptors & Boundaries](#)" on page 28.

Criterion A: Knowing and understanding, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations.
- ii. apply the selected mathematics successfully when solving problems.
- iii. solve problems correctly in a variety of contexts.

Criterion B: Investigating patterns, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. select and apply mathematical problem-solving techniques to discover complex patterns.
- ii. describe patterns as general rules consistent with findings.
- iii. prove, or verify and justify, general rules.

Criterion C: Communicating, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations.
- ii. use appropriate forms of mathematical representation to present information.
- iii. move between different forms of mathematical representation.
- iv. communicate complete and coherent and concise mathematical lines of reasoning.
- v. organize information using a logical structure.

Criterion D: Applying mathematics in real-life contexts, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. identify relevant elements of authentic real-life situations.
- ii. select appropriate mathematical strategies when solving authentic real-life situations.
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution.
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Science

The objectives of MYP Sciences encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The subject is presented with emphasis on understanding and utilising scientific method as a means of explaining the world around us. Integrating the sciences as a whole lets students understand the core concepts, theories, processes and interconnectivity of the different branches of science, and how their interactions allow for a greater understanding.

Student work is presented in a variety of ways for various criteria. Scientific report writing is a particular focus. Students are challenged to inquire, plan and investigate. Additionally, students provide evidence of their learning through reading and writing tasks, presentations, discussion, observation and analysis, as well as through practical, analytical, and theoretical investigations, and the use of scientific language. The topics for each grade year are as follows:

MYP 4, Grade 9

- **First LEGO League:** Interdisciplinary team project where students design and program a LEGO robot, investigate and create an innovative solution for a presented topic (changes yearly).
- **Forces, Motion and Energy Transfer:** Principles, calculations and practical experimentation on energy transfer (work, potential energy, kinetic energy...)
- **Organic Chemistry and the Environment:** Chemical properties of organic molecules, oil formation and refinement, polymers and investigating environmental challenges.
- **Organic Chemistry: Biomolecules and Nutrition:** How can organic chemistry help us take better, and more informed nutritional choices? In this unit, we will delve into the function and properties of different biomolecules like carbohydrates, proteins, nucleic acids and lipids.
- **Electromagnetic Radiation and the Properties of Light:** Theory and investigative experimentation on wave theory, optics and the biology of sight.
- **Chemical Analysis and Inorganic Chemistry:** Calculations related to chemical processes and reactions, industrial chemistry, analytical and investigative chemistry.

MYP 5, Grade 10

- **Microbiology** - Characteristics of cell structure and components, cellular mechanisms, evolution and interaction, practical investigation on various microbial systems and biomes, historical progress of developing antibiotics and vaccines.
- **Biotechnology and Bioethics** - Principles of genetics and genetic information, applications of biotechnology, selective breeding and genetic modification, ethics of biotechnology.
- **Electricity and Magnetism** - Fundamentals of electricity and interaction with magnetic forces, electrical circuits and calculations of current, resistance and voltage, principles and utilization of electric motors and generators.
- **Chemical Analysis and Inorganic Chemistry** - Analytical and investigative chemistry, stoichiometry and the Mole.
- **Industrial Design** - Designing, programming and prototyping innovative solutions for solving challenges of humanity.

Sciences Assessment Criteria, Year 5

Students are assessed on the following, equally weighted MYP 5 criteria twice per year in both MYP 4 and MYP 5. When evaluating summative assessments, teachers assign an overall level from 1-8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1-7. See "[MYP Grade Descriptors & Boundaries](#)" on page 28.

Criterion A: Knowing and understanding, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments

Criterion B: Inquiring and designing, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

Criterion C: Processing and evaluating, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Criterion D: Reflecting on the impacts of science, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Design

Design

The MYP Design course aims to challenge students to apply practical and creative thinking skills in a variety of design situations. Inquiry and problem solving are at the heart of the subject, and the students learn and apply the design cycle to complete two units of study. The final solutions they create can range from a model, or prototype, a product or system as long as it is one that they have developed and created independently.

All students are expected to be actively involved in the whole design process, rather than just the final solution.

MYP 4, Grade 9:

- **First Lego League** is an interdisciplinary unit between Design and Science. In this project the students design and programme a LEGO robot, investigate and create an innovative solution for a presented topic. There is a new challenge, and therefore topic, every year.
- **Designing with Natural Materials** - Different cultures have made products of natural materials for tens of thousands of years, both for practical use and decorative purposes. For this unit, students design a product with a natural material that incorporates a cultural and/or regional aspect.

MYP 5, Grade 10:

- **The Story of Us** is an interdisciplinary unit between Design, Visual Art and Language & Literature. In design, the students study Typography as an integral part of visual communication design and produce graphics for the oil paintings they will exhibit.
- **Form and Function** is an interdisciplinary unit between Design and Science. The students study and explore the relationship between the concepts form and function in both theory and practice. Students will define a design problem for a target group that they will solve by making a prototype, and explain their thinking and collaborative effort towards successful solutions.

Design Assessment Criteria, Year 5

Students are assessed on the following, equally weighted MYP 5 criteria twice per year in both MYP 4 and MYP 5. When evaluating summative assessments, teachers assign an overall level from 1-8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative levels on reports are assigned 1-7. See "[MYP Grade Descriptors & Boundaries](#)" on page 28.

Criterion A: Inquiring and analysing, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research.

Criterion B: Developing ideas, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. develop design specifications, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Criterion C: Creating the solution, Maximum: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. construct a logical plan, which describe the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating, Maximum: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.

Visual Arts

For the MYP Year 4-5 Visual Arts program, students sketch and plan in their arts process journals, produce a final piece of art work, complete a well researched written piece of work with source citation, and record ongoing reflections about their art making process and outcomes. Visual Arts is assessed using the four criteria as outlined by the IB. In MYP Arts the process used to create art work, and the ability to demonstrate creative thinking, are as important as the final artwork itself. Students' artistic skills during MYP Years 4-5 are typically progressing towards the "competent stage."

MYP 4, Grade 9

- **Nature and I:** In this unit the students study nature very close up in a microscope and from a distance, to draw and paint what they see. They also do a self study on how nature has been depicted in one of the main art movements, writing an essay and an analysis.
- **Portraits and Identity:** Painting In this unit the students explore the concept Identity through class discussions, portrait sketching and art analysis of portraits throughout cultures and times. Their main art piece is a painted portrait, using oil paint.
- **Art History:** This is a theoretical mini-unit where we look at the broader art-history as a preparation for grade 10.

MYP 5, Grade 10

- **Oil Painting the Story of Us:** This interdisciplinary unit between Language and Literature, Design and Visual Arts explores stories of others and ourselves. The aim is to gain a deeper understanding of what unites us as humans, despite our different cultural, ethnic and social differences. Students learn the use of oil painting as a medium and produce a painting of their own. An exploration of art eras informs style and technique, as well as trips to local museums and galleries.
- **Street Art:** This unit explores how street art can be a powerful form of visual expression that communicates messages about society, identity, and change. Students examine how artists use symbols, context, and style to engage the public

and provoke thought. Through research and analysis, they develop their own visual responses inspired by real-world issues. The focus is on how art in public spaces can challenge norms and tell stories that connect with diverse audiences.

- **Art Installation:** Students will learn about techniques for exhibiting art work such as vision, lighting, grouping, and the flow of space and narrative. Students will create plans and collaborate with others for an exhibition of their art works in a public space.

Performing Arts

During MYP Years 4 and 5, students engage in four distinct units, each designed to develop a range of skills and understanding within the Performing Arts. Every unit is assessed using one or more of the IB MYP Performing Arts criteria, ensuring a balanced evaluation of students' analytical, creative, practical, and reflective abilities. Assessment tasks are oftentimes practical performance work, but written tasks will also inform part of the assessment. Students' performance skills during Years 4-5 are typically progressing towards the "competent stage."

MYP Year 4, Grade 9

- **Student Leadership** - In this unit, students take on the role of teacher by planning and leading a lesson focused on an area of the Performing Arts in which they have a particular interest or expertise. Through this experience, students develop their leadership, communication, and organisational skills while deepening their understanding of pedagogy and artistic practice.
- **Blood Brothers** - Students undertake an in-depth study of Blood Brothers by Willy Russell, exploring its themes, characters, and social context. Through practical and analytical activities, they will investigate how the play's structure and style convey issues of class, fate, and identity. The unit encourages students to interpret key scenes through performance and reflect on the play's enduring relevance.
- **The Oscars** - This interdisciplinary unit runs simultaneously across Grades 7-10. Students work collaboratively to recreate scenes or short films inspired by well-known movies such as Home Alone 2 or Back to the Future. They are assessed across all four MYP Performing Arts criteria—knowledge and understanding, skills, creativity, and reflection. The unit culminates in a celebratory "Oscars Assembly," where the films are showcased and achievements are recognised.
- **Devised Unit** - Working in groups, students create an original piece of drama inspired by a set of given stimuli. They will explore the process of devising from initial concept to performance, developing skills in collaboration, improvisation, and creative problem-solving. The unit emphasises the importance of ensemble work and reflection as students shape and refine their ideas into a cohesive performance.

MYP Year 5, Grade 10

- **My Masterpiece** - In this unit, students research and analyse the work of a performing artist of their choice—for example, Tim Burton or Ludwig van Beethoven. They will investigate the artist’s distinctive style, influences, and creative process before producing an original artistic product inspired by that style. This unit encourages independent research, creative experimentation, and a deeper appreciation of artistic identity.
- **Hard to Swallow** - Students study *Hard to Swallow* by Mark Wheeler, a play based on the true story of a young girl’s struggle with anorexia. Through analysis and practical exploration, students examine the play’s themes, characters, and use of documentary theatre techniques. The unit encourages empathy and critical reflection on how theatre can raise awareness and inspire social dialogue around sensitive issues.
- **The Oscars** - This interdisciplinary unit runs simultaneously across Grades 7–10. Students work collaboratively to recreate scenes or short films inspired by well-known movies such as *Home Alone 2* or *Back to the Future*. They are assessed across all four MYP Performing Arts criteria—knowledge and understanding, skills, creativity, and reflection. The unit culminates in a celebratory “Oscars Assembly,” where the films are showcased and achievements are recognised.
- **The Franchise** - In this creative unit, students design and develop a new children’s character, exploring how it could be presented across multiple platforms such as film, television, music, or theatre. They will consider audience engagement, branding, and storytelling as they bring their character to life through performance and visual presentation. The unit fosters innovation, collaboration, and an understanding of the creative industries.

Arts Assessment Criteria, Year 5

For Arts for the MYP 4 and MYP 5 “competent stage”, students are assessed on the following, equally weighted MYP 5 criteria twice per year in both MYP 4 and MYP 5. When evaluating summative assessments, teachers assign an overall level from 1–8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1–7. See “[MYP Grade Descriptors & Boundaries](#)” on page 28.

Criterion A: Investigating, Maximum Level: 8

At the end of MYP Year 5 competent stage (Grade 10), students should be able to:

- i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- ii. critique an artwork or performance from the chosen movement(s) or genre(s).

Criterion B: Developing, Maximum Level: 8

At the end of MYP Year 5 competent stage (Grade 10), students should be able to:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Criterion C: Creating/Performing, Maximum Level: 8

At the end of MYP Year 5 competent stage (Grade 10), students should be able to:

- i. create or perform an artwork.

Note: The MYP arts objective and assessment criterion C (creating/performing) is the same for all year groups/stages. The increase in sophistication of skills is determined by the skill set developed through each unit, over the years of study.

Criterion D: Evaluating, Maximum Level: 8

At the end of MYP Year 5 competent stage (Grade 10), students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Physical and Health Education

During the MYP4 and MYP 5 years for Physical and Health Education (PHE), students are active in activities and sports which encourage student collaboration, leadership and self-reflection. PHE units of study promote knowledge acquisition and skill progression in areas of aesthetic movement and athletic skills.

PHE classes occur at one of the two external sports facilities used by ISB. Grade 9 uses Sandslihallen and Grade 10 uses Gneist Arena. It is important that students are using the time given to them to transit promptly to and from these locations.

Students must be prepared with proper indoor/outdoor footwear as well as athletic clothing such as t-shirts, shorts, track pants, yoga/exercise pants. Boots, jeans, skirts ect. are not appropriate. Showering is also recommended and additional time at the end of class will be given to students who require it.

Units of study are typically 6 - 7 weeks. Assessment of some criteria will be completed using oral presentations and/or written assignments. Performance may include developing skills such as accuracy, timing, coordination, efficiency, control, speed and the use of personal space and flow. Weekly reflections and adjustments may be necessary in order to discover ways to improve skills in the areas of focus.

MYP 4, Grade 9

- Health Education & Fitness Training
- Orienteering & Outdoor Leadership, Duke of Edinburgh preparation skills
- Paddle Tennis
- Basketball
- Volleyball
- American Football
- Aesthetic Activities, such as yoga or dance
- Outdoor Education & Winter Ski Trip to Voss

MYP 5, Grade 10

- Safe cycling skills, intro to basic bicycle maintenance
- Health and Fitness/training and use of fitness centre
- Aesthetic activities (yoga or dance)
- American Football
- Basketball
- Baseball
- Volleyball

Physical and Health Education Assessment Criteria, Year 5

Students are assessed on the following, equally weighted MYP 5 criteria twice per year in both MYP 4 and MYP 5. When evaluating summative assessments, teachers assign an overall level from 1-8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1-7. See "[MYP Grade Descriptors & Boundaries](#)" on page 28.

Criterion A: Knowing and understanding, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Criterion B: Planning for performance, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. develop goals to enhance performance
- ii. Design, explain and justify a plan for improving physical performance and health.

Criterion C: Applying and performing, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. outline and apply information to perform effectively

Criterion D: Reflecting and improving performance, Maximum Level: 8

At the end of MYP Year 5 (Grade 10), students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.

Interdisciplinary Teaching & Learning in the MYP

One of the key features of the MYP is its focus on interdisciplinary teaching and learning. Students demonstrate interdisciplinary learning when they bring together concepts or knowledge from several subjects (disciplines) to show new understandings or solutions that would have not been possible through the study of a single subject. This is beneficial to students as it allows them to use knowledge to foster new understandings and develop flexible thinking. Additionally, interdisciplinary study develops collaboration and teamwork and gives students a holistic approach to studying real life issues and ideas.

Every MYP year group completes at least one interdisciplinary unit (IDU) for specialised, in-depth study, and this week is called "IDU Week". The year group works solely on this unit for several days, often participating in day trips and attending special events with experts. Students present their final products to the school community at the conclusion of the IDU Week. IDU's are evaluated with specific interdisciplinary assessment criteria as follows:

- Criterion A - Evaluating
- Criterion B – Synthesizing
- Criterion C – Reflecting

Assessment criteria are differentiated for Grade 6, grades 7-8, and Grades 9-10. Achievement levels for IDU are recorded on the term report cards, depending on the term in which IDU week is held. The Grade 6 IDU is as follows:

Grade	Unit and Summary	Integrated Subjects	Global Context
9	First LEGO League (FLL) Startup Week - Students participate in a week of activities to orient towards their FLL theme for the year, to include research, field trips and special speakers.. This project focuses on collaboration, time management and project-based learning, teaching the ATL skills necessary for a collaborative environment.	Design, Science	Personal and Cultural Development
10	Humans and the Ocean - Students spend time living in nature to see how a life close to the ocean supports a better understanding of nature. The aim of the IDU is to develop a better understanding of the impact humans have on the environment with a goal to take better care of what we have.	Science, Physical and Health Education	Globalization and Sustainability

MYP Grade Descriptors & Boundaries

Students receive reports in January and June. MYP grades are calculated by adding together the four criteria levels for each subject, or the three criteria for the Interdisciplinary Unit. Grade boundaries are described here:

Grade	Boundary Guideline	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 reactive thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work on 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 with support.
6	24-27	Produces high-quality work, 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.



