

Grade 7

Curriculum Guide

2026 - 2027



Bonn
International
School

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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.

Community Engagement | Service as Action

Community engagement is a central part of the Middle Years Programme. Service as 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 are guided by the following objectives when reflecting on their progress in ManageBac: explore and research, principled action, dialogue and relationships, and reflexive and reflective action. Service opportunities are provided in/out of class time, in/out of school or students are encouraged to develop their own service initiatives with the support of the coordinator.

Coordinator: Ms Alcock - paige.alcock@bonn-is.de

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.	<p>Analytical PEEL paragraphs on the novel <i>The Boy in the Striped Pyjamas</i>. (A and B)</p> <p>Poster comparing the information given in fiction books related to the Holocaust, and in factual sources related to the same topic.</p>
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.	<p>Analytical PEEL paragraphs on the novel <i>The Giver</i>. (A and B)</p> <p>Brochures to advertise their own utopias. (C and D)</p>
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.	<p>Analytical PEEL paragraphs on the memoir <i>Follow the Rabbit-Proof Fence</i>. (A and D)</p> <p>Oral Presentation about other indigenous cultures. (C + B).</p>

German

Unit Name: Wilhelm Tell	
Content	Assessment (Criteria)
Die SuS sollen sich in dieser Einheit mit unterschiedlichen Fabeln und Schillers Drama Wilhelm Tell aus der Epoche der Aufklärung befassen. Es wird untersucht, auf welche Art und Weise Autoren unterschiedlicher Gattungen Kritik üben. Dies kann zum Beispiel ein friedlicher Ansatz wie bei den Fabeln sein oder im Gegensatz dazu der gewaltbereite Tell. Das Aufsatzschreiben wird durch Belegen und Schreiben in Absätzen mit Textbeispielen geübt. Die drei Teile: Einleitung, Hauptteil und Schluss werden sprachlich begleitet und durch Ausdrucksübungen untermauert. Informationen aus Texten entnehmen, Textverständnis, Inhaltsangaben schreiben (Tell), Konfliktbewältigungsstrategien in Literatur verstehen, in eigenem Text wiedergeben und kritisch untersuchen (Essay), Persönliche Meinung darlegen. Sprache: präziser und angemessener sprachlicher Ausdruck, Redebegleitsatz und Wörtliche Rede erkennen bzw. korrekt anwenden, Satzstrukturen erkennen (Hauptsatz, Nebensatz, Konjunktionen) und korrekte Zeichensetzung anwenden, Präteritum korrekt anwenden	Analyse (Criteria A&B&D)
Unit Name: Sprache im Kontext - Expeditionen	
Content	Assessment (Criteria)
Die SuS sollen in dieser Einheit einen literarischen Primärtext als Ausgangspunkt für eigene Textproduktion nutzen. Anhand des histographischen Prosatextes Scott, Amundsen und der Preis des Ruhms wird eine Situation kreiert, in der die SuS unterschiedliche Textsorten kennenlernen und verfassen sollen. Dazu gehören E-Mail, Rede, Brief, Blog, Tagebucheintrag etc. Es wird verdeutlicht, dass es einen Zusammenhang zwischen dem (Schreib)-Sprachstil und dem jeweiligen Kontext, dem Autor, dem Adressaten und der Wirkung gibt. Auch visuelle Unterstützung können etwas bewirken, so z.B. Emoticons. Je nach Textsorte wird zum Verfassen der Texte das iPad oder der Laptop benutzt. Erfassen/Arbeiten mit Sachtexten, Informationen entnehmen, Arbeitsanweisungen lesen, verstehen und umsetzen, Vor- und Nachteile verschiedener Medien erarbeiten, Autor/Zielgruppe/Intention/Kontext von Sachtexten erkennen, Abstraktionsvermögen und Einfühlungsvermögen, Sprache: Sprachlicher Ausdruck, Abkürzungen, Fremdwörter, Kommasetzung, Rechtschreibung/Grammatik	Textproduktion (Criteria C&D)
Unit Name: Traumatische Erlebnisse in der Literatur	
Content	Assessment (Criteria)

Die SuS sollen in dieser Einheit erkennen, dass traumatische Erlebnisse in der Kindheit prägend sein können. Dies wird am Beispiel von "Der Sandmann" (E.T.A Hoffmann) und dem Weltliteraturroman Der gelbe Vogel (Levoy) verdeutlicht. Das empathische Verhalten gegenüber Mitmenschen soll dadurch gefördert werden. Das Auseinandersetzen mit Gefühlen und deren Auswirkungen sind zu formulieren. Dabei geht es darum, die Entwicklung eines Charakters aufzuzeigen und anhand von Textstellen zu belegen. Das Einsetzen passender Sprache (Adjektive) bei Beschreibungen bzw. Eigenschaften wird trainiert. Außerdem werden im Zusammenhang mit Der Sandmann die Epoche der Schauerromantik und das Thema Künstlicher Mensch aufgegriffen. Die SuS verfassen einen analytischen Aufsatz und erstellen eine kreative Präsentation.	<p>Textproduktion (Criteria C&D)</p> <p>Mündliche Präsentation (Criterion D)</p>
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Unit Name: Wolf (Saša Stanišić)	
Content	Assessment (Criteria)
Die SuS untersuchen in dieser Einheit den Jugendroman Wolf (Saša Stanišić), in dem Mobbing eine große Rolle spielt. Die Gestaltung des Prosatextes wird hinsichtlich verschiedener literarischer Techniken wie Erzähler, Figuren, Sprache und Bilder analysiert. Außerdem wird der Zusammenhang zwischen Text und Illustration thematisiert. Im Verlauf der Einheit kreieren die SuS unterschiedliche Texte und erkennen, dass deren Gestaltung von Intention, Zielgruppe und Kontext abhängig ist. Dies ermöglicht den Zugang zur Analyse von nicht-literarischen Texten.	Analyse (Criteria A&B&D)

LANGUAGE ACQUISITION

English (Phases 1 and 2)

Unit Name: Art in the Open: Who we are.	
Content	Assessment (Criteria)
<p>In this unit, students will learn how public art can make a positive change to society. They will learn how communities can use art to deal with political and social topics and research art projects from their own culture. They will look at how different art affects them and learn how public art can make people aware of environmental issues and send messages.</p> <p>They will share and present art, which they enjoy from their own country, as well as writing and speaking to inform, describe and advise.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: Erasing Poverty/ Injustice	
Content	Assessment (Criteria)
<p>In this unit, students will explore some of the issues presented in the sustainable development goals provided by the UN (SDG's) focusing on Poverty as an important issue. Students will read "Oliver Twist" the graphic novel by Charles Dickens to enhance their learning and understanding. New vocabulary will be learned and used throughout the unit. Students will learn about how to 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.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment
<p>Unit Name: ARE YOU GOING TO EAT THAT? Our Lives in These Times</p>	

Content	Assessment (Criteria)
<p>"Young people can really inspire the entire household to have better practices and reduce their impact on the environment" Ribhu Vohra</p> <p>In this unit, students will investigate the lifecycle of what we consume and the lasting impact of our choices on the planet. By examining the connection between food waste and plastic pollution, students will explore how individual habits and structures influence their health and global environments. They will observe patterns and discover meaningful ways to reduce their environmental footprint. They will also write their own texts on reducing waste, including factual writing, grammar elements and learning and improving research skills.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: Literature: "Holes" by Louis Sachar: how stories teach us about life	
Content	Assessment (Criteria)
<p>In this literature unit, students will read the novel "Holes" by Louis Sachar. The focus of this unit of study will be centred around the ways in which stories teach people about life. As students read, they will work towards figuring out what life lessons are present in the book by using a number of reading strategies and documenting what they find. Once they have read the book, they will break the novel into various parts to create a storyboard for future readers. This unit will include: identifying themes; discovering writing and developing reading comprehension skills.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

English (Phases 3 and 4)

Unit Name: Global Issues	
Content	Assessment (Criteria)
In the global issues unit, students will begin to explore some of the pressing topics that affect their lives in the world around them. Students will look at and read various 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. Further, students will perform written and spoken tasks that will show their understanding and language usage. This unit will include factual writing, grammar elements and learning and improving research skills.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: Critical Lens	
Content	Assessment (Criteria)
In this unit, students will use a critical lens to analyze how gender roles and gender stereotypes affect the world in which we live. Students will explore nonfiction articles to gain background information about the development of different gender roles and stereotypes over the course of history and use this information to critique current images in the media and social interactions in our everyday environment. Once students have completed this important analytical work, they will work to synthesize their learning into a multimedia presentation to share ways in which gender roles and gender stereotypes can be approached differently in the media and elsewhere to create a more balanced representation.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: Injustice	
Content	Assessment (Criteria)
<p>We know from history that injustices have occurred since the beginning of time. These inequities have caused people to ask hard questions and explore devastating realities. They have also forced us to look at ourselves and dig deeply into our strengths, areas of growth, values and beliefs. Throughout the past, we see individuals passionately drive for change based on their own identity and the things that they feel are wrong in the world, based on their perspective. The acts of courage and bravery of the past inspire us to learn more about ourselves to discover the areas of injustice that matter most and effect change. We will look at the power of argumentative writing and language to shift ideas and transform lives.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: The Hunger Games	
Content	Assessment (Criteria)
<p>Some people say that “a picture is worth a thousand words” but other people say that “the book is always better than the movie.” Who is right? Can both be true? In this unit, students will read a portion of the novel <i>The Hunger Games</i> and analyze the text for its use of different literary techniques and the ways in which it illustrates the reality of the human experience. They will then have the opportunity to view the film and compare and contrast the two versions of the same story. Finally, students will decide which medium told the story best. They will defend their perspective by analyzing the tools of each art form and offer specific evidence of how human nature was portrayed in the text versus on screen. As a way to assess what students have learned, they will present their perspective in a well-written compare and contrast essay.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

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: Mein Alltag	
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: Die Sommerferien (Phase 2b/2c)	
Content	Assessment (Criteria)
In this unit, students begin by talking about their experiences during the summer holidays, before moving on to describing the place they visited in more detail, revising the topic of shops & local area in the process. Via the topic of house & home, they consider different types of holiday accommodation and how to best promote them. Placing the topic in a cultural context, the students complete the unit by investigating holiday homes in Germany.	Reading (B) Speaking (C)
Unit 2: Deutschland und die Deutschen (Phase 2b/2c)	
Content	Assessment (Criteria)
In this unit, students begin by using the perfect tense to describe the lives of some historical German personalities, before moving on to looking at other aspects of their host country. In the process, they discover how to compare people and places. Via the topic of travel & transport, they compare different ways to travel around the country and give their opinions. Placing the topic in a cultural context, the students complete the unit by investigating some famous cities in Germany.	Listening (A) Writing (D)
Unit 3: Was feierst du? (Phase 2b/2c)	
Content	Assessment (Criteria)
In this unit, students begin by planning a hypothetical birthday party, before moving on to creating invitations and drawing up a shopping list. In the process, they revisit the topic of shopping to revise the key vocabulary of shops and goods. Via the topic of house & home, they consider how to make the best use of the rooms available to them and eventually use the perfect tense to describe what "happened" at the party. Placing the topic in a cultural context, the students complete the unit by investigating the custom of Karneval.	Reading (B) Speaking (C) Writing (D)
Unit 4: Erinnerungen und Zukunftspläne (Phase 2b/2c)	
Content	Assessment (Criteria)

<p>In this unit, students begin by talking about what they have to do at home and comparing this with the experiences of previous generations, before moving on to describing other key events in their lives and discussing their plans for the future. In the process, they revise and practise once again how to use the perfect tense to describe events in the past and talk to their parents and other relatives to find out how their experiences differ. Placing the topic in a cultural context, the students complete the unit by investigating the careers of some famous German musicians.</p>	<p>Listening (A)</p> <p>Reading (B)</p> <p>Writing (D)</p>
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German (Phase 3)

Unit 1: Eine Reise durch Deutschland	
Content	Assessment (Criteria)
<p>The students will learn to understand the meaning of culture and that culture is always dynamic and organic.</p> <p>In this unit the students will learn about Germany and its federal states with their particular culture. The focus will, however, be on the Rhine region and its meaning for the country. Basic geographical knowledge will be taught through quizzes and a WebQuest, during which the students will complete research that they then share during an oral presentation. For more language practice (reading, listening and writing) the students will follow a curriculum and material designed by the Deutsche Welle simulating a trip by two teams through Germany. The grammar focus will be on the revision and strengthening of the perfect tense, subordinate clauses, prepositions. The students will also repeat German sentence structure including adverbs. During their presentation, we will practise to correctly research, cite and structure information.</p>	<p>Speaking (Criterion C), Reading (Criterion B)</p>
Unit 2: Alles inklusiv!	
Content	Assessment (Criteria)
<p>The focus of this unit lies on getting in touch with the subject "disabilities and handicapped people" and how technological tools can help them to be integrated in our society. In this unit students will learn how disabled people, particularly children, communicate. Initially they will learn about different types of disability and learn the appropriate vocabulary. Using authentic material produced by the 'Sternensinger' the students will focus on a range of topics including: How do children with disabilities live in other countries? What possibilities do they have to improve their situation? What technology has been developed to support them? How could their lives be improved? The grammar/structure focus will be on the passive and verbs and prepositions.</p>	<p>Listening (Criterion A) Writing (Criterion D)</p>
Unit 3: Tiere und Natur in Gefahr	
Content	Assessment (Criteria)

<p>The focus of this unit lies on becoming aware of the importance of environmental protection. During this unit the students will first revise and broaden their vocabulary knowledge about the world of animals and nature. The initial focus will be put on pets, their care and needs. The students will read a variety of texts on pets and write instructions as to how to take care of them. The students will then consider, compare and express their opinion on adequate and inadequate habitats of wild animals, e.g. zoos, circuses, parks, etc. The topic lends itself to a variety of resources from brochures from local organizations to international films - therefore the students grow familiar with a number of different text types and their formats. The grammar will be mainly focused on the use of the imperative and the passive tense. The agreement of adjectives and conditional sentences will also be practiced.</p>	<p>Listening (Criterion A) Writing (Criterion D)</p>
Unit 4: Wer oder was ist mir wichtig?	
Content	Assessment (Criteria)
<p>During this unit the students will reflect on the question "Who and what matters to me at this stage of my life?" They learn to communicate about relationships, conflicts that involve the people that are close to them (friends and family) and to express feelings and assumptions. They will also develop the vocabulary in order to describe their relationship with others, discuss past events together or make common plans for the future. For the first time during the school year, the students will read excerpts from literary texts and work on their reading techniques and pronunciation. From a grammar point of view, the students will strengthen their ability to use different tenses, infinitive constructions and reflective verbs.</p>	<p>Speaking (Criterion C) Reading (Criterion B)</p>

German (Phase 4)

Unit 1: Freundschaft und Jugend unter dem Hakenkreuz	
Content	Assessment (Criteria)
Reading a fictional text is the topic of this unit. Students will learn how to understand and read the novel <i>Damals war es Friedrich</i> by Hans Peter Richter. They will summarise the content in writing and research on the topics: Everyday life in Germany during the Second World War, friendship and identity. Learning and using new vocabulary in unfamiliar language is another focus of this unit.	Listening Comprehension (Crit.A); Reading comprehension (Crit.B); Written task (Crit. D)
Unit 2: Ganz schön sportlich!	
Content	Assessment (Criteria)
This unit explores the multifaceted world of sports—from competitive high-performance training to the controversial rise of eSports and the role of school physical education. Students will master complex sentence structures, including two-part connectors and relative clauses, to evaluate opinions and construct logical arguments in German.	Oral task (Crit.C)
Unit 3: Das Mittelalter in Deutschland	
Content	Assessment (Criteria)
Students will read the novel <i>Oskar und die verschwundenen Kinder</i> by Claudia Frieser. The topic is a journey into the town of Nuremberg in the Middle age.They complete a series of comprehension, grammar and written response exercises. The text serves as a springboard for discussion on the topic.	Listening Comprehension (Crit.A); Reading comprehension (Crit.B); Written task (Crit. D)
Unit 4: Migration und Mobilität	
Content	Assessment (Criteria)
In this unit students will investigate the issue of migration, immigration and refugees. They will look at the "push" and "pull" factors that cause emigration, the conditions under which such migration takes place and reactions it engenders in the new host countries. They will investigate various political and social attitudes to the issue and develop their own understanding and arguments.	Oral task (Crit.C)

Spanish (Phase 1)

Unit 1: En clase	
Content	Assessment (Criteria)
The first unit is centred around personal identification, both of oneself and of others. By exploring key concepts such as communication, culture, and linguistic patterns, students will learn how to introduce themselves, interact confidently in the classroom, and share basic details about themselves, their classmates and their day-to-day experiences at school. On a linguistic level, the class will be introduced to some of the essential building blocks of the language such as the present tense of regular verbs. Students will practise extracting information from short videos and texts, engaging in brief dialogues and producing their own short paragraphs of text in authentic formats. Besides grammar this unit fosters an international mindset, inviting students to reflect on cultural nuances such as Hispanic naming traditions, formal versus informal address and differences in school systems.	Reading Comprehension (Criterion B); Speaking (Crit. C)
Unit 2: En casa	
Content	Assessment (Criteria)
In the second unit, students will expand their linguistic horizons by transitioning from the individual to the community, exploring the topics of house, home and daily life and thereby learning to describe their families, pets and physical appearance. On a linguistic level, they will build on the concepts learnt in unit 1 with regard to the use of adjectives and verbs in the present tense. They will develop the ability to interpret slightly longer written texts, describe images, and extract information from short multimedia sources. They will demonstrate their growing proficiency by producing cohesive paragraphs in digital formats such as emails, forum posts and text chats. Ultimately, this unit deepens their practical language skills while encouraging them to appreciate diverse family structures and daily cultural habits across the Spanish-speaking world.	Listening Comprehension task (Criterion A); Written Task (Criterion D)
Unit 3: En mi barrio	
Content	Assessment (Criteria)
In the third unit, students focus on housing, neighbourhoods and local environments. They will learn to describe their homes, rooms, towns and cities, while also expressing what people can do in these spaces and sharing their own personal preferences. To support this deeper level of communication, the class will explore more complex grammatical structures, including irregular verbs. They will be able to follow complex classroom instructions, extract meaning from longer multimedia clips, and interpret longer written texts. They will demonstrate their growing understanding of the language by describing and answering questions about visual images and by	Listening Comprehension (Criterion A); Reading Comprehension (Criterion B); Writing Task (Criterion D)

writing well-structured paragraphs which adhere to authentic, real-world formats such as brochures, blog entries and web-pages.	
Unit 4: En mi tiempo libre	
Content	Assessment (Criteria)
In the fourth unit, students will connect language learning to their personal lives by exploring the topics of free time, hobbies, sports and personal interests. They will learn how to discuss their favourite activities while gaining a global perspective by comparing leisure traditions across the Spanish-speaking world. They will deepen their understanding of the present tense and learn to express their plans for the immediate future. They will interpret written texts, analyse multimedia sources and describe, interpret, and comment on visual images. Finally, they will showcase their writing skills by producing structured paragraphs that respect the formatting and other conventions of real-world text types such as interviews, emails, and letters.	Speaking (Criterion C)

Spanish (Phase 1b)

Unit Name: <i>¿Quién soy y qué hago?</i>	
Content	Assessment (Criteria)
The first unit is centred around a deep understanding of personal identification and personality, both of oneself and of others. By exploring key concepts such as communication, culture, and linguistic patterns, students will learn how to introduce themselves, interact confidently in the classroom, and share details about themselves, their classmates and their day-to-day experiences at school. On a linguistic level, the class will practise some of the essential building blocks of the language such as the present tense of regular and irregular verbs. Students will continue practising extracting information from videos and texts, engaging in dialogues and producing their paragraphs of text in authentic formats. Besides grammar this unit fosters an international mindset, inviting students to reflect on cultural nuances such as Hispanic naming traditions, formal versus informal address and differences in school systems.	Reading comprehension (Criterion B); Oral
Unit Name: <i>¿Es mi vida solo mi tiempo libre?</i>	
Content	Assessment (Criteria)
In the second unit, students will expand their linguistic horizons exploring the topics of daily life and. On a linguistic level, they will build on the concepts learnt in unit 1 with regard to the use of adjectives and verbs in the present tense (regular and irregular). They will develop the ability to interpret longer written texts, deeply describe images, and extract information from multimedia sources. They will demonstrate their growing proficiency by producing longer cohesive paragraphs in digital formats such as emails, forum posts and text chats. Ultimately, this unit deepens their practical language skills while encouraging them to appreciate daily cultural habits across the Spanish-speaking world.	Listening comprehension (Criterion A) Writing
Unit Name: <i>Somos parte del entorno</i>	
Content	Assessment (Criteria)
In the third unit, students focus again on housing, neighbourhoods and local environments. They will deeply describe their homes, towns and cities, while also expressing what people can do in these spaces and sharing their own personal preferences. To support this deeper level of communication, the class will explore more complex grammatical structures. They will be able to extract meaning from longer	Listening comprehension (Criterion A); Writing, Oral

<p>multimedia clips, and interpret longer written texts. They will demonstrate their growing understanding of the language by describing and answering questions about visual images and by writing well-structured paragraphs which adhere to authentic, real-world formats.</p>	
<p>Unit Name: <i>Sabores del mundo hispano: la comida como forma de expresión cultural</i></p>	
Content	Assessment (Criteria)
<p>In the fourth unit, students will gain a global perspective by comparing food traditions across the Spanish-speaking world. They will interpret long written texts, analyse multimedia sources and describe, interpret, and comment on visual images. Finally, they will showcase their writing skills by producing long structured paragraphs that respect the formatting and other conventions of real-world text types.</p>	<p>Reading (Criterion B);</p>

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: La vie scolaire : Comment apprends-tu ?	
Content	Assessment (Criteria)
This unit revolves around two key questions: how and where do we learn? Students begin by considering their own approaches to learning and the way they learn, revising in the process how to use the present tense of verbs. As a next step, they learn how to express their plans for the immediate future and use this to make resolutions for the year. They then learn about schools in France and other French-speaking countries and compare the various systems in order to gain a greater understanding of what they themselves do.	Reading comprehension (Crit. B); Written task (Crit. D)
Unit 2: Les fêtes : Qu'est-ce que vous avez fait ?	
Content	Assessment (Criteria)
This unit revolves around celebrations, both cultural and personal: what do we celebrate and how? Students begin by reflecting on their own culture and finding out about traditional festivals and celebrations around the French-speaking world, before turning the focus on personal, family celebrations. As a next step, they learn how to invite people, respond to invitations and talk about parties in both the future and the past. They investigate the various options for days out and learn about theme parks in France in order to put the concepts of planning, inviting and reporting into a specific context.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C)
Unit 3: La vie saine : Comment ça va ?	
Content	Assessment (Criteria)
This unit revolves around our body and what we do with it to stay healthy, in particular with regard to sport and exercise. Students begin by learning how to talk about their bodies and to talk about aches and pains. As a next step, they learn how to give advice and use this to make recommendations using the imperative. They then learn about sport in France and other French-speaking countries and compare their own sporting activities with those of their contemporaries elsewhere.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Written task (Crit. D)
Unit 4: Le shopping : Qu'est-ce que tu as acheté ?	
Content	Assessment (Criteria)

<p>This unit revolves around the topic of shopping, with a particular emphasis on clothes. Students begin by considering how they and their families do their shopping and the various options open to them. As a next step, they learn how to describe and compare items of clothing and use this to create oral and written texts in the context of social media.</p>	<p>Listening comprehension (Crit. A); Oral task (Crit. C)</p>
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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)
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.	Geometry Test (Criterion A), Investigation (Criteria B)

Unit Name: Statistics and Probability	
Content	Assessment (Criteria)
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.	Data investigation (Criteria C and D) Probability and Data written test (Criteria A) End of year assessment (Criterion A)

Sciences

Unit Name: Water	
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>Research project on water as a resource (Criterion D)</p> <p>Water Circus (Criterion B and C)</p>
Unit Name: Nutrition	
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)</p> <p>Podcast (Criterion D)</p>

Unit Name: Forces and Sports	
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>	Criterion B/C Friction Investigation
Unit Name: Energy and 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>	Criterion A Test

Individuals and Societies

Unit Name: 1. What do people believe in? (Systems)	
Content	Assessment (Criteria)
We explore the beliefs of civilisations, 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.	Test Project

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)
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Content	Assessment (Criteria)
<p>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.</p>	<p>Group presentation - Urban Challenges and Solutions (Criteria A, , C)</p>

Physical and Health Education

Integration of Health throughout Physical and Health Education

To support the social, emotional and mental health of our learners at Bonn International School, the Physical and Health Education curriculum integrates the following health related topics throughout the Grade 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 flow and use of force, tension, and weight. Students will perform their movement routine with music to a small and/or large group.	Movement routine plan & performance (Criteria B)

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.	<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, 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 Animation	
Content	Assessment (Criteria)
<p>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.</p> <p>As a context for their work, students will develop their narratives based on personal and cultural interests.</p>	<p>Formative assessment will be provided throughout the project to assess 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, 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' design drawing and planning skills, and introduces new tools, processes, materials and finishes.	<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, design sketching, technical drawing • Criterion C- Creation: Making the solution • Criterion D- Evaluation: Analysing the success of the solution

Unit Name: The Art of Evolution - Magnets	
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)
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>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)
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>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 and balance. Inspired by the work of Alexander Calder, the visual arts cycle will be used to apply knowledge of the artist to students' own designs for a final collaborative sculpture. Using recycled materials, students will construct a standing or hanging sculpture that reflects the 2 key concepts of balance and movement. Written responses showing knowledge, and evaluating their work through 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>Planning Final artwork Analysis / Evaluation</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 realistic drawing technique used since the Renaissance known as the grid method. They will develop realistic drawing skills and demonstrate compositional understanding, as well as communicate ideas in their final outcome about healthy nutrition. They will first complete a series of observational drawing exercises of natural forms. Students will then use their own photographs as reference for the final artwork, composed of an image of a healthy snack. Written responses demonstrating growing visual literacy as part of the assessment for this unit.</p> <p>ATL focus: organisation - self-management</p>	<p>Students will be assessed through the following:</p> <p>Planning Analysis Final artwork</p> <p>Assessment Criteria:</p> <p>A: Investigating B: Developing C: Creating</p>

Unit Name: Journey

Content	Assessment (Criteria)
<p>In this illustration unit, students will explore the idea of visual continuity in a folding book that explores the idea of a journey of their choice, real or imagined. They will consider ways to communicate their concept and unify their book visually, through the planning of a considered imagery, colour scheme, media and style. They can choose to work in a range of 2D media for this unit.</p> <p>ATL focus: creative thinking</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 D: Evaluating</p>

Unit Name: Printmaking - Pattern from Nature	
Content	Assessment (Criteria)
<p>Students will learn relief printmaking techniques based on their own observations of natural forms to create a repeat pattern on paper and fabric. Students will reflect on the use of pattern and repetition in the unit and consider connections to other subjects such as maths and science.</p> <p>ATL focus: organization - self management</p>	<p>Students will be assessed through the following:</p> <p>Final print/s Evaluating</p> <p>Visual Art Assessment Criteria: C: Creating</p>

Options

Language and Literature French

Unit name: L'art de voir	
Content	Assessment (Criteria)
<p>Dans cette unité, les élèves vont découvrir des contes, des nouvelles et des extraits de romans, avec :</p> <p>Comment Wang-Fô fut sauvé des eaux de Marguerite Yourcenar, Le Portrait ovale d'Edgar Poe, La Cafetière de Théophile Gautier, Le Géant égoïste / Le Prince heureux d'Oscar Wilde, ainsi que des extraits du Chef d'oeuvre inconnu de Balzac et de L'Oeuvre de Zola.</p> <p>L'Unité est donc centrée sur la lecture, les analyses de textes, les productions écrites et orales, les débats, avec pour fil rouge la peinture, la sculpture et la musique en littérature.</p>	<p>Analyse de texte / création artistique</p> <p>(A, B, C, D)</p>
Unit name: Raconter sans mots	
Content	Assessment (Criteria)
<p>Dans cette unité, les élèves vont étudier deux œuvres intégrales : Là où vont nos pères (une bande dessinée muette) de Shaun Tan et L'œil du Loup (roman) de Daniel Pennac. La problématique commune à ces deux œuvres est la suivante : peut-on communiquer sans parler ? Les thèmes de l'identité, de la différence, de la migration, de la découverte de l'autre seront au cœur de l'Unité.</p>	<p>Transposition de l'image vers le texte et le théâtre</p> <p>(A, B, C, D)</p>
Unit name: Ruser, jouer et faire rire	
Content	Assessment (Criteria)
<p>Dans cette unité, les élèves vont étudier une pièce sous forme de bande dessinée avec le texte intégral de Molière : Les Fourberies de Scapin. Les élèves verront comment le comique inverse le pouvoir et comment la jeunesse triomphe des normes de l'époque.</p>	<p>Analyse de texte / performance</p> <p>(A, B, C, D)</p>
Unit Name: Poésie en ville	
Content	Assessment (Criteria)

Dans cette unité, les élèves vont découvrir comment les poètes transforment les espaces ordinaires en expériences personnelles, sociales et culturelles à travers une anthologie poétique plurielle : Baudelaire, Verhaeren, Apollinaire, Cendrars, Prévert, Desnos, Grand Corps Malade et Abd Al Malik. Le Street Art et quelques photographies urbaines seront aussi à l'honneur.	Analyse texte - image / création poétique (A, B, C, D)
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Language and Literature: Spanish

Unit Name: Más que palabras	
Content	Assessment
<p>En primer lugar, se expondrán en clase las categorías morfológicas nominales y los tipos de sustantivos existentes en lengua española. A continuación, los/as estudiantes deberán realizar una investigación dirigida sobre una determinada clase de palabra, que deberán exponer al resto del grupo y elaborar una serie de ejercicios para asegurar la comprensión del resto del alumnado. Como prueba final, habrá un examen con el que demuestren ser capaces de realizar un análisis sintáctico, morfológico y ortográfico, a la vez que demostrar conocimientos sobre corrección sintáctica, morfológica y ortográfica.</p> <p>Los textos para realizar el análisis gramatical serán fábulas de Esopo y La Fontaine, ya que por su brevedad permiten al estudiante una mayor concentración en la parte formal. Además, los/as estudiantes elaborarán una fábula con la que demuestren sus habilidades ortográficas y gramaticales respetando las características formales y de contenido propias de este género.</p>	<p>Presentación oral: categoría gramatical</p> <p>Producción de un texto creativo: una fábula.</p> <p>(Criterios B, C, D)</p>

Unit Name: ¿Qué es poesía? Poesía eres tú	
Content	Assessment
<p>Esta unidad tiene como objetivo una aproximación al género lírico. Los/as estudiantes descubrirán a través de lecturas de poemas la finalidad de este género, qué significa la expresión el "yo lírico".... Estudiarán los recursos formales, semánticos y rítmicos que utiliza el/la poeta para llamar la atención del lector y despertar su empatía. Los/as estudiantes deberán identificar estos recursos así como interpretar la intención del autor y describir los efectos que producen en el receptor.</p> <p>Por último, los y crear sus propios textos líricos, ya sean en verso o en prosa.</p>	<p>Análisis de un texto lírico</p> <p>Producción de un texto lírico</p> <p>(Criterios A, B, D)</p>

Unit Name: ¡Luces, cámara y acción!

Content	Assessment
<p>En esta unidad, los/as estudiantes leerán y analizarán dos obras dramáticas de diferentes subgéneros pero con una misma problemática.</p> <p>Las obras a analizar son <i>Jettatore</i>, escrita por el dramaturgo argentino Gregorio de Laferrere (presentación de un visionado con algunas escenas y un pequeño resumen) y <i>El sí de las niñas</i>, escrita por el español Leandro Fernández de Moratín (lectura guiada). Ambas obras presentan el mismo leitmotiv, pero con tramas y caracterización de los personajes muy dispares, que los/as estudiantes deberán analizar para posteriormente organizar un guión de sus propias obras.</p> <p>La proyección de diferentes cortometrajes y el estudio del cortometraje <i>La leche y el agua</i>, les permitirán descubrir multitud de técnicas audiovisuales que crean efecto en el receptor (los planos, los silencios, la música, la luz,...).</p>	<p>Análisis de un texto dramático.</p> <p>Producción escrita: guion cinematográfico</p> <p>(Criterios A, C, D)</p>

Unit Name: Lo misterioso y lo desconocido

Content	Assessment
<p>Los alumnos descubrirán las características más relevantes del Romanticismo en las literaturas europeas. Para ello es necesario presentar brevemente una descripción sobre el contexto filosófico y literario del siglo XVIII, con especial atención sobre la Ilustración. La unidad está enfocada a analizar los aspectos más importantes del Romanticismo, para ello se presentarán textos procedentes de diferentes literaturas europeas (traducidos al español), de modo que no solamente se analizarán los aspectos temáticos y formales, sino también culturales.</p> <p>Es decir, los alumnos deberán reconocer las elecciones temáticas de los autores, cómo crean tensión, los efectos que causan en el lector dichas elecciones y las influencias históricas o geográficas reflejadas en los textos. Además deberán reflexionar sobre la influencia de este movimiento en otras épocas hasta nuestros días.</p>	<p>Análisis de un fragmento de una obra romántica.</p> <p>Producción de un texto creativo: una leyenda romántica</p> <p>(Criterios A, B, D)</p>

Coding (Grades 6-8)

Unit name: Introduction to Coding	
Content	Assessment (Criteria)
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.	<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>There will be differences to what we did in previous years so that students can take this course for the three consecutive years and still be exposed predominantly to new content.</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 workshopped 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>

	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)
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Unit name: I've been framed! Intro to Film

Content	Assessment (Criteria)
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.	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)

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)
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.	Assessments will include but are not limited to: Stylistic understanding through musical analysis (A, B) Solo and/or ensemble performance (C) Reflection (D)

Unit name: Performance Skills Development	
Content	Assessment (Criteria)
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.	Assessments will include but are not limited to: Solo/group performance (C) Audience impact reflection (D) Action plan (A, B)

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)
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.	Knowing and Understanding Reflecting on Performance

Unit name: Sport-specific Training	
Content	Assessment (Criteria)
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.	Planning for Performance Performance

Unit name: Functional Training	
Content	Assessment (Criteria)
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.	Knowing and Understanding Planning for Performance

Unit name: Physical Activity for Mood	
Content	Assessment (Criteria)
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.	Performance Reflecting on Performance

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.