

Grade 8

Curriculum Guide

2026 - 2027

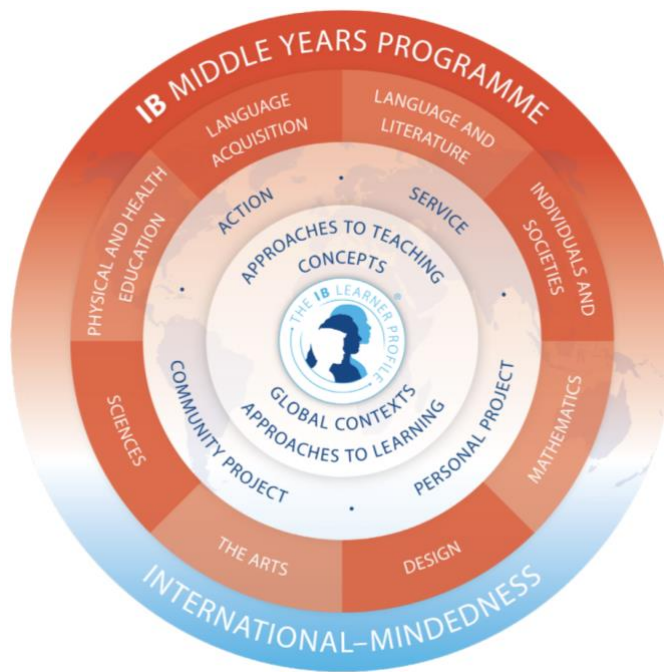


Bonn
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Programme Information

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



Above is the programme model for the MYP.

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

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

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

Concepts: highlighting a concept-driven curriculum

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

The second ring describes some important outcomes of the programme:

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

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

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

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

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

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

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

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

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

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: Perspective and justice	
Content	Assessments
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. In this unit we will read a novel pertaining to perspective and justice. The text deals with issues of inequality, discrimination, and differing perspectives. We will also be studying various other forms of texts that complement our understanding of this concept.	Creative writing (C, D) Extract analysis (A, B)
Unit name: Persuasive writing in the 21st Century	
Content	Assessment
In this unit, we will explore the non-literary text type of editorial writing with a specific focus on how various registers have been used to convey information to an audience in a particular context. We will inquire into the responsibilities of a writer while strengthening and refining research skills. Students will complete a variety of formal and informal activities and practice their oral and written language skills.	Analytical comparison of editorial texts (A, D) Editorial (B, C)
Unit name: Human experience through Language	
Content	Assessment
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. The primary study will be examining poetry that expresses personal experience like emotions and relationship with place. Students will complete a variety of formal and informal activities and practice their oral and written language skills.	Poetry analysis (A, D) Composing a poem (C, D)
Unit Name: Intertextuality	
Content	Assessment
In this unit, students will read and analyse how literary techniques are used in Shakespeare's <i>Romeo & Juliet</i> and a literary text of their choice. Throughout this unit focus will be given to strengthening the student's understanding of a variety of literary elements such as theme, setting, and	Comparative essay (A,B,D)

characterization. Students will develop comparative analysis skills and complete the entire writing process for a full essay.	
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German

Unit Name: Wilhelm Tell	
Content	Assessment
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
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
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.	Textproduktion (Criteria C&D) Mündliche Präsentation (Criterion D)

Unit Name: Wolf (Saša Stanišić)	
Content	Assessment
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

Unit Name: ARE YOU GOING TO EAT THAT? Our Lives in These Times	
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,</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

including factual writing, grammar elements and learning and improving research skills.	
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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.</p> <p>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)
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.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: The Hunger Games	
Content	Assessment (Criteria)
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>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.

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

The same principles and procedures apply to French and Spanish. In Option 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
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
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
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
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).	Listening (Crit. A); Speaking (Crit. C)

German (Phase 2)

Unit 1: Sport (Phase 2a)	
Content	Assessment
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
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
This unit will cover the topic "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 the prior 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), Listening Comprehension (Criterion A) and Speaking Task (Criterion C)
Unit 4: Wir verreisen (Phase 2a)	

Content	Assessment
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)
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.	Listening (A) Reading (B) Writing (D)

German (Phase 3)

Unit 1: Eine Reise durch Deutschland	
Content	Assessment
<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>	Speaking (Criterion C), Reading (Criterion B)
Unit 2: Alles inklusiv!	
Content	Assessment
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.	Listening (Criterion A) Writing (Criterion D)

Unit 3: Tiere und Natur in Gefahr	
Content	Assessment
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.	Listening (Criterion A) Writing (Criterion D)
Unit 4: Wer oder was ist mir wichtig?	
Content	Assessment
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.	Speaking (Criterion C) Reading (Criterion B)

German (Phase 4)

Unit 1: Freundschaft und Jugend unter dem Hakenkreuz	
Content	Assessment
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
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
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
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
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 (B) Speaking (C)
Unit 2: En casa	
Content	Assessment
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 (A) Written Task (D)
Unit 3: En mi barrio	
Content	Assessment
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 writing well-structured paragraphs which adhere to authentic, real-world formats such as brochures, blog entries and web-pages.	Listening Comprehension (A); Reading Comprehension (B); Writing Task (D)

Unit 4: En mi tiempo libre	
Content	Assessment
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 (C)

Spanish (Phase 1b)

Unit Name: ¿Quién soy y qué hago?	
Content	Assessment
<p>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.</p>	<p>Reading comprehension (Criterion B); Oral</p>
Unit Name: ¿Es mi vida solo mi tiempo libre?	
Content	Assessment
<p>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.</p>	<p>Listening comprehension (Criterion A) Writing</p>
Unit Name: Somos parte del entorno	
Content	Assessment
<p>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 multimedia</p>	<p>Listening comprehension (Criterion A); Writing, Oral</p>

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.	
Unit Name: <i>Sabores del mundo hispano: la comida como forma de expresión cultural</i>	
Content	Assessment
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.	Reading (Criterion B);

French (Phase 1)

Unit 1: C'est moi !	
Content	Assessment
Students begin by discovering the basic language to communicate who they are. They learn to greet each other, to introduce themselves and to handle everyday situations in the classroom. Placing the unit in a cultural context, students learn not only to say where they live but also considering 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
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
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
To round out the year, students begin to frame what they have learnt so far in the context of a "typical" day. They learn to 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
Students will learn basic set vocabulary (element, subset, null set, etc.), and the properties of sets (commutative, associative, distributive). They will learn to draw and interpret Venn diagrams, and use these to solve real life situations. Students will learn to understand and use decimal places and significant figures for rounding and convert recurring decimals to fractions. Students will learn to understand the concept of Rational and Irrational numbers. They will then learn to use rounding to estimate complex arithmetic problems and will apply this estimating by rounding every number to one significant figure before calculation. Students will study the concept of Absolute Value, and will learn to use ratios in more complex situations. They will learn to increase and decrease a quantity by a given percentage and apply proportional change to scale and other problems.	Solving a real-life application of number skills (Criteria C&D) Number – Unit Test (Criterion A)
Unit Name: Geometry	
Content	Assessment
Students will investigate the application of the Pythagorean Theorem and the relationships of angles in different geometric figures. They will apply the Pythagorean theorem in various settings including real life examples. Students will investigate Pythagorean Triads and various formulae for producing them. Students will solve problems of unknown leg lengths as well as unknown hypotenuse lengths. They will investigate irrational solutions to the Pythagorean theorem. Also they will extend to the cases of 30-60-90 triangles and 45-45-90 triangles. Students will investigate adjacent angles, complementary angles, supplementary angles, vertically opposite angles, alternate angles, co-interior angles and corresponding angles. Students will continue to use angle properties in increasingly complex problems involving Algebra. Students will study the relationship of the sum of the interior and exterior angles of a polygon to the number of sides.	Geometry Investigation - discovering pattern (Criteria B&C) Geometry – Unit Test (Criterion A)
Unit Name: Algebra	
Content	Assessment
Students will investigate the manipulation of algebraic expressions and apply the same skills to solving linear equations. They will use the algebraic symbol system to manipulate and simplify terms including algebraic fractions. Students will then move on to manipulating algebraic expressions by combining like terms, expanding brackets and factoring. Students will then use these skills to solve basic as well as more complex linear equations and inequalities. They will practice writing general algebraic expressions and equations for real situations and use them to reach solutions to real-life	Algebra – Unit Test (Criterion A)

problems. In addition, students will investigate substituting values into formulae and rearranging them to isolate a particular variable.	
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Unit Name: Statistics and Probability	
Content	Assessment
Students will investigate basic descriptive statistics by collecting data and analyzing it numerically and graphically. Students will study different types and methods of data collection. Students will organize data examining raw data, repeated data and grouped data. Students will calculate the centroid value as the mean, median and the mode for grouped and ungrouped data including determining the median with a cumulative frequency plot. Students will discuss the significance of the difference in values of the centroid. Students will investigate the spread of the data using the range and interquartile range. Students will plot and analyze histograms and frequency plots for both grouped and ungrouped data. Additionally students will explore and calculate basic experimental and theoretical probabilities.	Real-life application of Statistics investigation (Criteria C&D) Probability Investigation - discovering pattern (Criteria B&C)

Unit Name: Further Geometry	
Content	Assessment
Students will investigate properties of the Cartesian plane including plotting points, determining the distance and midpoint between two points and plotting straight lines. Students will investigate the equation of a line gradient–intercept form ($y = mx + b$) as well as properties of linear graphs in detail. Specifically they will learn to calculate the gradient between two points, determine the equation of a line given a graph, plot a line using calculated ordered pairs, use gradient–intercept form to rapidly calculate order pairs and calculate the equation given: the gradient and y–intercept, gradient and a point or two points. Additionally, students will calculate the perimeter and area of circles and basic polygons as well as sectors and compound shapes.	Further Geometry – Written Unit Test (Criterion A) End of year Exam (Criterion A)

SCIENCES

Unit Name: Light, Sight and Perception: How Do We See Our World?	
Content	Assessment
Students will learn about the properties of light and how we interact and interpret them. They will then focus specifically on reflection and refraction and will investigate these using laboratory equipment, including perspex blocks and prisms. They will also make use of simulations and other computer software for further investigation and analysis. Students will explore the structure and function of the mammalian eye with a special emphasis on the refraction of light by the lens and how the eye creates an image to be perceived by the brain. This will include theory as well as hands-on practical work.	<p>Criterion B and C - Lab investigation where students will study the effect of refraction</p> <p>Criterion A - Test</p>
Unit Name: Matter and Materials: What Makes Up Our World?	
Content	Assessment
The unit will begin with an exploration of the Big Bang as the origin of all matter and energy in our universe. Students will learn about the atoms, molecules and compounds, and how to write and interpret chemical formulae. This will begin by classifying matter into pure substances, heterogeneous mixtures or homogeneous mixtures. Students will then explore the difference between physical and chemical changes. They will then further explore separating techniques such as the use of paper chromatography, using separating funnels, filtration, distillation and more.	<p>Criterion A - Test</p> <p>Criterion D - Essay on a specific material (metal alloy, composite, polymer, etc.)</p>
Unit Name: Infectious Diseases	
Content	Assessment
Students will learn that health is more than the absence of infirmity or disease. They will consider how agents of infection and disease are transmitted. The main focus of this unit will be on bacteria. Students will learn aseptic techniques and will apply this in an investigation into the efficacy of natural antiseptic substances against bacterial growth using an entirely safe strain approved for use in schools. They will learn broadly how antibiotics work and how their overuse is threatening our ability to manage serious bacterial infections. Students will learn that some bacteria are also beneficial to our health. They will learn about viruses and the ways in which these differ from bacteria. Towards the end of the unit, they will learn about the human immune response, the importance of vaccines in controlling the spread of disease and why it can be challenging to create a vaccine for a virus.	<p>Criterion D- Research an impact of overuse of antibiotics to create an essay.</p>
Unit Name: Climate Change and Action	

Content	Assessment
<p>Students will understand that carbon can be cycled between the Earth, its oceans and atmosphere and be able to construct, describe and explain a simple version of the carbon cycle. Students will learn that the 'greenhouse effect' is a natural phenomenon without which there would be no life on Earth. Students will explore some properties of greenhouse gases. Human impacts with respect to the enhanced greenhouse effect will then be explored, and how this affects the acidity of the ocean. The concept of a "carbon footprint" will be introduced and explored. Students will practice thinking routines to explore the interactions between people and factors of climate change, and will then participate in a strategy challenge game to create a net zero carbon emissions policy plan for a specific country.</p>	<p>Criterion B and C Ocean Acidification Lab Investigation</p>

INDIVIDUALS AND SOCIETIES

Unit Name: 1. Expansion & Modernity	
Content	Assessment
Students will consider how physical expansion frequently challenges how countries see themselves and their place in the world. We will base our studies around the 1500-1600s through the lens of (what used to be called) the European 'Age of Discovery'; however, we swiftly discover that expansion was not a European phenomenon at all. Such expansion - and the resulting exchange of trade, ideas and culture, affects global interactions in both positive and negative ways. The concept of causality and the consequences of expansion will be researched in groups focusing on a student-selected case study.	Students will complete two activities from a choice board (Criteria A, B, C and D).

Unit Name: 2. Change: The Renaissance and Reformation	
Content	Assessment
In this unit, students will learn about the Renaissance and Reformation (around 1300-1600), where scholars, political thinkers, engineers and artists in European city-states such as Venice, Florence and Bruges embraced ideas from Ancient Greece and Rome and sought to apply them to their own times. Many of these writings had been preserved by Muslim scholars and were able to be translated into Latin. Which of these ideas have we held on to and which have been discarded. Why?	Students will complete an in-class quiz and PEEL Writing (Criteria A, B, C and D)

Unit Name: 3. Natural Hazards	
Content	Assessment
In this unit, we will learn about the physical causes and consequences of natural hazards by exploring case studies and considering how societies have responded to them. We will consider physical geographical processes (such as plate tectonics) as well as cultural themes (such as how disasters can affect the identities of societies exposed to them). The four major natural hazards that we will explore are earthquakes, tsunamis, hurricanes and volcanoes.	Group presentation with marks for individual participation (Criteria A, B and C).

Unit Name: 4. Forms of Government	
Content	Assessment
In this unit, we will find out about different systems of governance that are used to run societies. We will explore case studies of countries that use monarchies, democracies and dictatorships. Students will use the case studies of Great Britain, Japan and North Korea to explore these three broad styles of government.	In-class essay based (Criteria A, C and D).

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 8 curriculum. These units are not assessed through summative methods, but focus on emotional growth and development through formative forms of assessment. Units covered included and integrated throughout the year include: goal setting, health and well-being, interpersonal skills, dignity, digital citizenship, comprehensive sexuality education, substance education, study skills and stress management.

Unit Name: Change Through Wellbeing and Activity

Content	Assessment
Students will participate in a range of different activities in the unit. Students will choose 3 different activities to participate in over the course of the unit. One must be a team activity based on invasion games, and one must be an individual activity. Students will also look at their personal wellbeing. Wellbeing is a concept that includes physical, social, mental/emotional and spiritual wellbeing. These 4 things combined help make us balanced and healthy. Being aware of what our strengths and areas of improvement are is helpful to improve ourselves. During this unit students will look at the 4 areas of wellbeing and how activity impacts the areas and themselves.	Written task on wellbeing (Criterion A)

Unit Name: Relationships through Net and Wall Games

Content	Assessment
Within this unit, students will look at self-improvement and interaction with others through activities of their choice. Relationships with others and ourselves are important in how we interact and the choices we make as humans. By choosing and developing a skill on their own, students have to reflect upon their own skill level. The interaction with others comes with sharing equipment, space and helping each other. They will create a personal development plan by creating a goal for improving skill and working on how to improve that goal during the unit. They will also look at the interpersonal skills they will use to help do this. At the end of the unit they will reflect on the success of the goal and the interpersonal skills they used within class.	Plan for improvement and reflection of plan (Criteria B and D) Performance in chosen activity (Criterion C)

Unit Name: Creative Movement and Student Agency

Content	Assessment
<p>Within this unit, students explore how dance can be present in many elements of sport. Students have the opportunity to use dance as a way to freely express themselves and how they naturally move during their favourite sports. Skills such as researching, note taking, brainstorming and mind mapping, will be used in order for students to develop their research skills. This will allow students to gain knowledge and understanding about different issues. From this knowledge, students will use the elements of dance to plan a creative movement routine that represents an issue. The dance will tell a story and express students feelings and ideas about their issue. Elements of dance 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.</p>	<p>Reflection of dance planner and performance (Criterion D)</p>

Unit Name: Developing Fitness Through Physical Activity	
Content	Assessment
<p>Within this unit, students will focus on their physical well-being by choosing a fitness component and working towards improving it by participating in different sports and activities. Students will set goals linked to their chosen fitness component and interpersonal skills to improve while participating in games and activities in class. Negotiate with partners in the class to look at improving their chosen fitness component. This unit will also dive deeper into related concepts and how they work. They will use these concepts as a vehicle to review their own development. They will look at how they can improve their fitness levels by focusing on the amount of activity they do per week both in and outside of school. Within this unit students will be assessed on criterion B by setting goals and planning for improvement, students will still be required to reflect to help improve their session plans. In addition, criterion A will be assessed.</p>	<p>Written test (Criterion A)</p> <p>Goal setting and Planning (Criterion B)</p>

Unit Name: Invasion Games	
Content	Assessment
Within this unit, students will work in teams to develop their invasion game movement concepts and ultimate frisbee skills in a variety of ultimate frisbee games. This will involve students working with interpersonal skills and team strategy goals to help them to improve their individual skills and movement concepts within the games. Students will be assessed on how well they use these skills and movement concepts and demonstrate a range of the skills, strategies, and movement concepts they are taught.	Apply and Perform the skills taught. (Criterion C)

DESIGN

Starting this year G8 students will have the subject 'Design', taught by one teacher. That will allow for a better focus on the design cycle as the essential part of the subject. Below is the draft of the units, subject to development throughout the year.

Mini Unit Name: Bring your ideas across	
Content	Assessment
Design sketching and technical drawing are 2 essential skills; they help to express your ideas and to develop drawings that are the base for making objects. Freehand sketching of 2D and 3D shapes and a basic orthographic drawing of an object that can be adjusted to the skill level of the student.	Criterion B - Developing ideas

Unit Name: Me in a matchbox	
Content	Assessment
During the G8 year students develop emotionally and physically from a child to an adolescent. Students will express who they are in a form of Design that forces a reduction to a topic that the student finds most important. Fine manipulation of materials, visual design, planning and getting to know each other will be part of this project.	Criterion A- Inquiring and analysing Criterion B- Developing Ideas: Planning and design sketches, technical drawing Criterion C- Creation: Making the solution Criterion D- Evaluation: Analysing the success of the solution

Design: Stitched Identity	
Content	Assessment
In this hands-on textile unit, Grade 8 students explore personal identity and self-expression through fabric and thread. Students guide their own creative journeys through design idea development, translating abstract concepts into physical form. Throughout the unit, students build practical technical skills, including pattern making, drafting, and foundational stitch techniques. Combining technical precision with creative	Criterion A- Inquiring and analysing Criterion B- Developing Ideas: Planning and design sketches and/or pattern Criterion C- Creation: Making the solution Criterion D- Evaluation: Analysing the success of the solution

problem-solving, students plan, draft, and sew a unique textile project that reflects their personal narrative.	
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Design: Unit Name: Mechanical Toys	
Content	Assessment
<p>In this unit, students will investigate how the different parts of a system work together. This unit emphasizes learning how an input goes through a process to create a desired output. Students will research the mechanics of levers, pulleys, cams, and input and output functions used in mechanical toys and automata.</p> <p>With young clients in mind, students will design a toy which performs a specific function and movement. A variety of materials are available, in addition to wood, for individual preferences.</p>	<p>Criterion A- Inquiry: Background research</p> <p>Criterion B- Developing Ideas: Planning and design sketches or technical drawing</p> <p>Criterion C- Creation: Making the solution</p> <p>Criterion D- Evaluation: Analysing the success of the solution</p>

'Vectors and victory' - CAD drawings	
Understanding Q-CAD; a 2 dimensional vector drawing program - able to export to the laser cutter	Assessment
<p>Learning Q-CAD, a 2D vector drawing program, is essential for effective laser cutter operation. Unlike regular printers that use pixels, laser cutters follow precise paths and outlines, exactly how Q-CAD works, meaning designs translate directly into accurate cutting instructions.</p> <p>Key benefits include the ability to draw with exact measurements for precise cuts, clean vector outlines for smoother results, and layer management that allows you to separate cutting and engraving operations. Q-CAD also exports to DXF and SVG, standard laser cutter formats, avoiding compatibility issues, and supports complex shapes and detailed designs beyond the reach of simpler tools.</p> <p>Overall, Q-CAD reduces errors, saves material, and unlocks the laser cutter's full potential. The two tools are naturally complementary, making the time invested in learning Q-CAD quickly worthwhile.</p>	<p>Formative feedback throughout the unit, summative for selected strands of these criteria:</p> <p>A Inquiring and analysing</p> <p>B Developing ideas</p> <p>C Creating the solution</p>

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ARTS

Music

Unit Name: Jazz	
Content	Assessment
Students will learn to recognize a range of different jazz styles, listening to and appraising a variety of different pieces. This unit will inquire into Jazz music's cultural and historical background with a focus on creativity, identity and innovation. This unit will cover the history of jazz and important composers and performers, ragtime and swing rhythms. Students will learn and understand the emergence of Jazz, Jazz harmony and chord changes. They will also be able to identify the key characteristics (Call and response, off-beat, syncopation, improvisation) of jazz and create/play a Jazz improvisation.	Assessments include but are not limited to: Written and listening exam, jazz improvisation performance process journal Arts Assessment Criteria include: A: Investigating B: Developing C: Creating D: Evaluating
Unit Name: Communicating with an audience – Performing	
Content	Assessment
Students will learn about the contrast between improvised and organised sections of music. This unit will inquire into the relationship between artist and audience and the way in which the presentation communicates the intentions of the performer. The unit will cover the following: learning individual instrumental parts of the class performance pieces for school concerts. Students will understand how improvisation has been used by a variety of composers in different times and places. They will practice and perform/improvise their instrumental part of the overall score focusing on sound production, rhythm, note accuracy, dynamics and musicality.	Assessments include but are not limited to: scales and exercises related to the performance piece, written reflection process journal Arts Assessment Criteria include: A: Investigating B: Developing C: Creating D: Evaluating
Unit Name: Minimalism – Composition	

Content	Assessment
In this unit, students will learn about the key musical features of minimalist music and how to combine different motifs when composing and performing a piece written in this style. The unit will inquire into how the expressive intention of a composer is mirrored in the beauty of the composition. This unit will cover the following: rhythm in music, use of rhythmic notation, melodic, rhythmic and harmonic patterns, motifs and ostinato. The students will gain an understanding that minimalism is a style of music which uses and combines features from different genres. They will recognize that being able to maintain your own rhythm as part of a group texture increases your skill and confidence in performing. They will listen to minimalist pieces which use rhythmic and melodic motifs and compose their own minimalist performance piece.	<p>Assessments include but are not limited to:</p> <p>Essay, composing own minimalist performance piece, written reflection, process journal</p> <p>Arts Assessment Criteria include:</p> <p>A: Investigating B: Developing C: Creating D: Evaluating</p>

Unit Name: Language of Music Theory	
Content	Assessment
This unit will focus on music theory. The students will build on their previous theory knowledge and extend their understanding in major and minor keys with four sharps or flats, transposing between clefs, compound time and the grouping of notes, writing four bar rhythms and understanding phrase structure. The unit will enable the students to improve their playing of an instrument by understanding the music notation necessary to develop their musical knowledge. They will be regularly assessed on the various elements of music theory.	<p>Assessments include written assessments in the musical elements as listed. There will also be playing and listening assessments.</p> <p>Arts Assessment Criteria include:</p> <p>A: Investigating B: Developing C: Creating D: Evaluating</p>

Visual Arts

Unit Name: Mask Making and Meaning	
Content	Assessment
In this unit, students learn basic sculpting and design skills by creating layered masks using paper patterns and clay slabs. Students explore how symmetry, proportion, and exaggerated features show personal and cultural identity. For their final project, students design and build a 3D clay mask using proper joining methods, underglaze painting, and surface texture techniques.	A: Investigating B: Developing C: Creating
Unit Name: Perspective Drawing for Spatial Design & Architecture	
Content	Assessment
In this unit, students explore how interior designers, game developers, and architects use perspective drawing to bring 3D ideas to life on paper. By studying the MYP Global Context <i>Orientation in Space and Time</i> , students learn how to build 1-, 2-, and 3-point grids to draw detailed objects and rooms with accurate depth. Through their final projects, students show off their skills by planning and drawing a detailed space from scratch and reflecting on how they improved.	C: Creating D: Evaluating
Unit Name: Threads of Resistance	
Content	Assessment
Content: Students explore how artists historically used needlework as a quiet form of communication, rebellion, and personal expression. Learners analyze how craftivism and hidden symbols allow people to express powerful identity and political messages through visual design. Finally, students apply basic needlework techniques to design and stitch their own mini protest banner reflecting a contemporary social issue	A: Investigating B: Developing C: Creating D: Evaluating
Unit Name: Looking for the Light - Watercolor and Ink	
Content	Assessment
Students will identify, photograph, draw either an urban or natural environment to paint using watercolour and pen. Observation, photography, and painting will be taught as skills.	C: Creating

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
<p>In this coding class students are introduced to the programming language Python, which has become the most popular language in recent years. We will be starting the year with imagiCharms, which are devices with a matrix of multi-colour pixels that allows the creation of patterns and even animations through Python code. As wearables, they were specifically designed to attract girls into coding, which we would like to achieve here at BIS as well.</p>	<p>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. 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
<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
<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
<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
<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</p>

	<p>all tasks.</p> <p>Part 3- Performance will be where students have a live performance for an audience. Formatively students will have a dress rehearsal in front of peers for feedback before the final summative performance. (A, B, C, D)</p>
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Unit name: I've been framed! Intro to Film	
Content	Assessment
<p>This unit provides students an introduction to the fundamental production techniques used in film. Students will bring their design, directing, and acting skills from the theatre perspective and explore how they translate in this different medium. The students will learn the fundamentals incrementally and have several formative skill building opportunities to practice these skills before a more substantial piece is created and filmed for the summative.</p>	<p>The students submit a film and planning document demonstrating their ability to adapt their creative intentions into a final product. Additionally, while each student must film a project, they must also be the actor in at least one other student's project, enabling them to practice their acting skills in the film medium. While this unit is highly collaborative and interactive each student will be assessed on their own level of completion of the task criteria. (A, B, C, D)</p>

Visual Arts (Grades 6 - 8)

Unit Name: The Delicious Art of Wayne Thiebaud	
Content	Assessment
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.	Criteria A, B, C , D
Unit Name : Bugs are Beautiful	
Content	Assessment
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.	Criteria A, B, C, D
Unit Name: Movable Art	
Content	Assessment
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.	Criteria A, B, C, D
Unit Name : Papier-mâché Potcakes	
Content	Assessment
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.	Criteria A, B C, D

Band

Unit name: Exploring Instrumental Technique	
Content	Assessment
<p>Students will learn that through the elements of musical expression a performer can effectively communicate with an audience. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. They will consider their role and the role of others within an instrumental ensemble and gain an understanding of band music. The use of warm-ups and technique builders will be the foundation for developing aural independence and harmonic interdependence.</p>	<p>Assessments will include but are not limited to:</p> <p>Stylistic understanding through musical analysis (A, B)</p> <p>Solo and/or ensemble performance (C)</p> <p>Reflection (D)</p>

Unit name: Performance Skills Development	
Content	Assessment
<p>Students will learn how to use their instruments effectively to communicate a musical score. Samples will be used from famous movies, classical pieces, and other popular contemporary tunes to provide a variety of options for students to develop their performance voice. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. Students will combine these skills to clearly portray selected music to an audience in concerts and recitals.</p>	<p>Assessments will include but are not limited to:</p> <p>Solo/group performance (C)</p> <p>Audience impact reflection (D)</p> <p>Action plan (A, B)</p>

Unit name: Score and Music Analysis	
Content	Assessment
<p>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</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 (A, B, C, D)</p>

traditions. The aim of this unit will be to combine note reading, interpretation, understanding of genre, and playing into performances .	
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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 muscular 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	Knowing and Understanding Planning for Performance

sports. This unit aims to build a foundation of knowledge and skills for lifelong physical fitness and well-being.

Unit name: Physical Activity for the Mood

Content

The physical activity for the 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.

Assessment (Criteria)

Performance
Reflecting on
Performance

Annex: MYP Command Terms

MYP command terms define learning objective 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.