Grade 9

Curriculum Guide

2026 - 2027

Bonn International School

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El enfoque de esta unidad está para ello, repasaremos las funciones del lenguaje y su especial relevancia para clasificar los diferentes tipos de texto. Los/as estudiantes deberán explorar las características propias de los textos narrativos, expositivos, descriptivos, dialogados y

argumentativos. 54
Además los/as estudiantes: 54
· profundizarán en los textos periodísticos analizando diferentes ejemplos. 54
· identificarán las manifestaciones de las funciones del lenguaje que aparezcan, el tipo de lenguaje utilizado, la estructura y el formato de los mismos con la finalidad de reconocer el subgénero al que pertenecen. 54
· conocerán algunos de los vicios del lenguaje propios de hispanohablantes con la finalidad de minimizar su uso en textos académicos. 54
· discutirán sobre la parcialidad en los medios de comunicación, el peligro de las fake news (noticias falsas) y su impacto en la sociedad. 54
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En esta unidad los/as estudiantes profundizarán en las estrategias narrativas de la obra de Don Quijote, en especial la caracterización de personajes y el espacio. 55
Para conseguir dicho objetivo, 55
· analizarán exhaustivamente los componentes sicológicos y morales de Don Alonso Quijano, el protagonista y cómo estos van evolucionando 55
· analizarán a los personajes secundarios y su relación con el protagonista. El choque que supone la mezcla de los valores y convicciones sociales de la época con los de Don Quijote. 55
· reflexionarán sobre el término "quijotesco", sus virtudes y sus defectos y cómo su actitud puede considerarse atemporal. 55
Análisis de un texto/ personajes de la novela 55
(Criterio A) 55
Producción escrita 55
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Content 55
Assessment 55
Esta unidad presenta varios objetivos: 55
- ampliar los conocimientos teóricos de los alumnos respecto a cuestiones formales del género lírico (métrica, figuras retóricas,...) a través de la combinación de conocimientos, aprendizaje y creatividad. 55
- profundizar en el mensaje de varios poemas y descubrir la influencia del contexto histórico y las vivencias personales de cada escrito/a en los poemas 55
- llamar la atención sobre la importancia del lenguaje no verbal a través de un texto multimedia. 55
Los/as estudiantes estudiarán a diversos poetas de habla hispana de diferentes países y épocas a través de textos multimedia que ellos mismos elaborarán. Para ello analizarán uno/dos poemas relevantes en la vida de cada escritor/a, y su modo de expresión. Aprenderán las características estructurales y de contenido de los textos autobiográficos o memorias poniéndolas en práctica. 55
Elaborar una autobiografía en formato texto multimedia tomando como base poemas de un autor. 55
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Assessment 55
Esta unidad explora cómo el teatro poético de Federico García Lorca refleja la tragedia del individuo aplastado por las convenciones sociales, el honor y los roles de género en la España rural,. 55
Los estudiantes leerán en clase las obras dramáticas Bodas de sangre y Yerma para analizar los distintos y complejos conflictos que surgen entre los personajes, 55
Analizaremos distintos fragmentos de ambas obras y practicaremos distintos tipos de texto. 55
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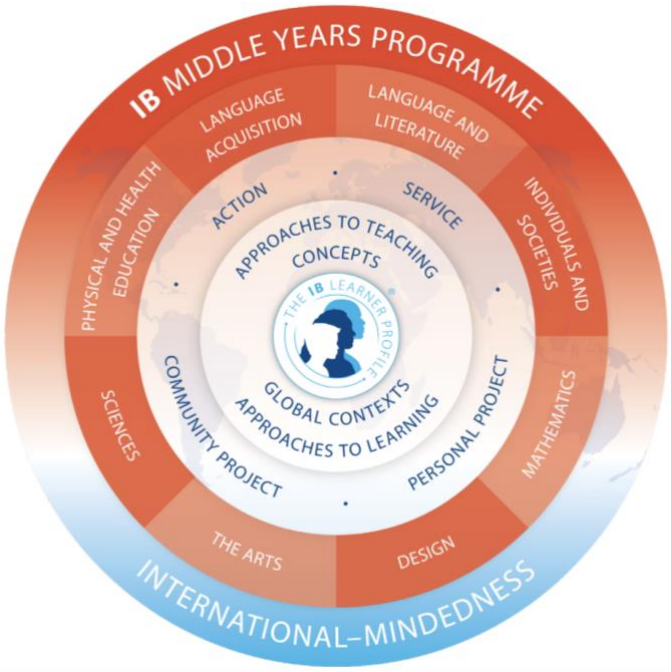
Programme Information

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 and Literature	English, German	English 7, German 8
Language Acquisition	English, German	English 7, German 8
Mathematics	Mathematics, Extended Mathematics	7
Sciences	Physics, Chemistry, Biology	9
Individuals and Societies	Individuals and Societies	7
Physical and Health Education	Physical and Health Education	7
Design	Digital Design, Product Design	5
Arts	Visual Arts, Drama, Music	5
Options	Spanish Language Acquisition, Spanish Language and Literature, French Language Acquisition, French Language and Literature, Intermediate Coding, Band, Sports Sciences, Mother Tongue, Creative Writing	5

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

Personal Project

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

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

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

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

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

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

Approaches to Learning

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

Assessment

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

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

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

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

Assessment Criteria and MYP Command Terms

There are four assessment criteria for 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: Understanding Voice	
Content	**Assessment**
We will study a variety of literary and linguistic forms of communication. Students will explore how writers express character voice and marginalization in literary and non-literary forms. Students will read *The Curious Incident of the Dog in the Night-Time* and connect themes of marginalization and character voice to other non-literary texts in order to understand how language can be used for a purpose.	Creative Piece (C, D) Presentation (A, B, D)
Unit Name: The Art of Persuasion	
Content	**Assessment**
We will be studying a variety of literary and linguistic forms of communication. Textual analysis is one of the significant parts of study of Language & Literature that covers a huge range of texts from media and literature. Students will study a variety of persuasive text types in order to understand and analyze how communication can be presented in many different forms. Students will engage in a variety of summative and formative assessments, including formal written analyses and creative work, both in collaborative groups and individually.	Speech analysis (A, B, D) Persuasive speech (C, D)
Unit Name: Being Young: Yesterday and Today	
Content	**Assessment**
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. In this unit, students will build upon their prior knowledge of the context and technique of Shakespeare's dramas by looking at *Midsummer Night's Dream* to interpret the meaning and effects on the audience of the characters' actions and speech. In addition to studying script features, students will examine the format of diary entries, letters, and news articles, evaluating the unique benefits and limitations of each text type to communicate with an audience.	Create a non-literary text (B, C, D) Creative piece rationale (A)
Unit name: Perceptions of the Past	
Content	**Assessment**

Students will read *Maus*, and reflect on the events of World War 2 told through the graphic novel and memoir format. Students will analyze and comment on the way in which the author made choices to include not only text, but also illustrations and other visual features to communicate his message, which supports the broader unit focus on media literacy.	Extract analysis (A, B, D) Infographic (C)

LANGUAGE AND LITERATURE: German

Unit Name: Kommunikation - Gott des Gemetzels (Semester 1)	
Content	**Assessment**
Die SuS sollen in dieser Einheit verbale/nonverbale Kommunikationsmittel und Kommunikationstechniken kennenlernen. Diese werden anhand unterschiedlicher Sachtexte und Filmen (Jenseits der Stille) sowie Kommunikationsmodellen (Schulz von Thun) behandelt. In dieser Einheit setzen sich die SuS in einer kreativen Präsentation mit einem Kommunikationsmittel auseinander (z.B. Morsealphabet, E-Mail). Im Verlauf der Einheit werden auch Gründe für Kommunikationsprobleme, welche zu einem Konflikt führen können, thematisiert. Dies wird an unterschiedlichen Sketchen von Loriot, Kurztexten (Watzlawik) und anhand der Dramen Gott des Gemetzels (Reza) und Der zerbrochne Krug (Kleist) veranschaulicht. Es finden Übungen zur Sprach- und Textanalyse im Bereich Struktur und Semantik der Sprache statt. Dabei erkennen die SuS, dass es verschiedene Wahrnehmungsfilter (Deutung, Verallgemeinerung, selektive Wahrnehmung) gibt.	Analyse (Criteria A&B&D) Textproduktion (Criteria C&D)

Unit Name: Die Welle (Semester 2)	
Content	**Assessment**
In dieser Einheit wird untersucht, wie das Thema Faschismus in der Literatur dargestellt wird. Dies wird anhand der Figurengestaltung aus dem amerikanischen Jugendroman Die Welle (Morton Rhue) erarbeitet. In dem Roman geht es um einen Lehrer, der an einer Schule ein soziales Experiment initiiert. Dieses gerät außer Kontrolle, da es zu Ausgrenzung und Gewalt führt. Literarische Techniken, die von dem Autor verwendet werden, werden auf ihre Absicht und Wirkung bei der Leserschaft hin untersucht. Dazu gehören u.a. Stilmittel, Erzähler, Erzählperspektive, Aufbau, (Leit-) Motive, Figuren (-konstellation). Außerdem müssen die SuS Einfühlungsvermögen und Sensibilität für das Schicksal der unterschiedlichen Protagonisten zeigen, um kreative Texte zu produzieren. Es wird außerdem thematisiert, dass der Roman nicht nur eine vergangene Problematik widerspiegelt, sondern auch in der Gegenwart aktuell ist. Dafür werden noch weitere Textsorten wie (Auto-) Biographien, Statistiken und journalistische Texte betrachtet.	Analyse (Criteria A&B) Textproduktion (Criteria C&D)

Unit Name: eAssessment Vorbereitung (Semester 2)	
Content	**Assessment**
Die SuS erhalten das MYP Certificate, wenn sie am Ende der 10. Klasse das sogenannte eAssessment (External Assessment) absolvieren. Für Deutsch Language and Literature ist dies eine zweistündige Prüfung am Computer. Damit die SuS auf diese Prüfung gut vorbereitet sind, beginnen wir bereits Mitte der 9. Klasse mit dem Üben. Dafür werden literarische und nichtliterarische Texte analysiert und kreativ bearbeitet.	Formative Assessment (Criteria A& B&C&D)

LANGUAGE ACQUISITION

English (Phases 1 and 2)

Unit Name: Nothing Gold Can Stay	
Content	**Assessment**
In the unit Nothing Gold Can Stay, students will learn about self-identity versus group identity, as well as divided communities, loyalty, and brotherhood. Students will read the novel, The Outsiders, as they work towards understanding how the world around us shapes our identities and relationships and vice versa. Students will learn about forming opinions and how to articulate these in short, meaningful sentences and phrases.	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: Serial Investigation	
Content	**Assessment**
In the unit Serial Investigation, students will explore what it takes to solve a real life mystery. Students will learn the key facts about an unsolved murder as they collect evidence about the crime by listening to a podcast called Serial. As they listen, students will act as a detective and use logical reasoning to keep track of all the evidence in the case and analyze it. They will then prepare for a discussion where the class will attempt to determine the guilt or innocence of the murder's prime suspect. Students will partake in organized debates and will learn how to write persuasively.	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: Education Systems	
Content	**Assessment**
In the unit Education Systems, students will discuss the concept and purpose of education systems around the world and their contemporary issues. Comparisons will be made to the approach various countries take to educating their youth, including schools in the United States, Germany (BIS) and Scandinavia, and what model is best: teaching through standards and assessments, following the international baccalaureate curriculum or taking a holistic and student centered approach. Students will learn about comparison and contrast writing and how to present a formal visual and verbal argument.	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: Advertisement	
Content	**Assessment**
In the unit Advertisement, students will study the topic of advertising and analyse the way texts and visuals can be manipulated for effect. The most common buzzwords used in advertisement and in persuasive mediums will be discovered as students become exposed to them through various adverts. Students will practice research and analytical skills and learn how to write persuasively.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

LANGUAGE ACQUISITION: English (Phases 3 and 4)

Unit Name: Media Literacy	
Content	**Assessment**
Students will study the topic of advertising and analyse the way texts and visuals can be manipulated for effect. They must select an advert to analyse and explain language choices and conventions, including hooks, emotional transfer and the various tools used by advertisers as a means of influencing the audience. Students will practice research and analytical skills by reviewing chosen adverts and sharing their views and findings with the class via a presentation. Students will then create their own advertisement using these same techniques. Vocabulary used: Persuasion, imperative, command form phrasing.	Students will be assessed through formative and summative topic-related tasks (covering criteria A-D) throughout the unit in order to meet the requirements of the MYP Programme. These will be posted 1-2 weeks preceding assessment.

Unit Name: Serial Investigation	
Content	**Assessment**
In the serial investigation unit, students will explore what it takes to solve a real life mystery. The following question will guide this unit of study: How can reading and looking closely at evidence help you reveal the truth and defend your theories? Students will learn the key facts about an unsolved murder as they collect evidence about the crime by listening to a podcast called Serial. As they listen, students will act as a detective and use logical reasoning to keep track of all the evidence in the case and analyse it. They will then prepare for a discussion where the class will attempt to determine the guilt or innocence of the murder's prime suspect. Finally, to solve the mystery, students will write what they believe truly happened on that fateful day in an organised argument, defending their claims with evidence to convince others their theory is correct.	Students will be assessed through formative and summative topic-related tasks (covering criteria A-D) throughout the unit in order to meet the requirements of the MYP Programme. These will be posted 1-2 weeks preceding assessment.

Unit Name: Education Systems	
Content	**Assessment**
In this unit, students will discuss the concept and purpose of education systems around the world and their contemporary issues. Through an examination of the aims and objectives of modern day educational models, students will answer the question as to how well schools prepare young individuals for the future. Comparisons will be made to the approach various countries take to educating their youth, including schools in the United States, Germany (BIS) and Scandinavia, and what model is best: teaching through standards and assessments, following the international baccalaureate curriculum or taking a holistic and student-centered approach. Students will conclude the unit by writing an informational article about what they learned and giving an oral presentation about what educational model they believe most effectively prepares learners for life after the classroom.	Students will be assessed through formative and summative topic-related tasks (covering criteria A-D) throughout the unit in order to meet the requirements of the MYP Programme. These will be posted 1-2 weeks preceding assessment.

Unit Name: Tuesdays with Morrie	
Content	**Assessment**
In this literature-based unit, students will explore how our experiences, and who we meet and form relationships with, help inspire, drive, and shape our core beliefs. The following questions will guide this unit of study: What makes you who you are? How do events and relationships from your life shape what you value? Students will read the novel Tuesdays with Morrie as they work towards understanding the quest we all find ourselves on to understand who we truly are. They will then develop their own personal narrative that reflects a key belief that is central to their identity, in the style of the "This I Believe..." writing project developed by the National Public Radio (based in the U.S.A). Close attention will be paid to the writing process as students dive deep into exploring who they are and how to express their beliefs in a clear and concise format.	Students will be assessed through formative and summative topic-related tasks (covering criteria A-D) throughout the unit in order to meet the requirements of the MYP Programme. These will be posted 1-2 weeks preceding 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 2 (Grades 9-10) French and Spanish Language Acquisition are offered at some (but not all) phases between 1 and 3, depending on the students involved.

German (Phase 1)

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

Unit Name: Mein Umfeld	
Content	**Assessment**
In this unit the students will extend their vocabulary for talking about their surroundings and their housing situation. They will also learn to talk about the weather in the region they live in. They will learn to speak about different types of houses and describe their own area and activities to do there (irregular verbs, verbs with vowel change) before describing the city they live in. In a next step the students will be taught how to describe their own house and rooms, e.g. by giving location and names of furniture items (prepositions with accusative, two-way prepositions). Students will become more familiar using "man kann..." and "es gibt...". Given the time of the year, there will also be a short introduction of the customs and traditions of Karneval in Germany and typical Easter celebrations.	Reading comprehension (Crit. B), Oral task (Crit. C), Written task (Crit. D)

Unit Name: Essen und Einkaufen	
Content	**Assessment**
Students will take field trips outside of school where they will use new vocabulary and structures about shopping or ordering food. They will also learn how to express themselves politely and to ask for what they need, understanding and giving quantities and again, preferences. From a grammar point of view, this unit will focus on adjectives and their agreement. Furthermore the students will repeat the use of the accusative tense and the use of the formal "Sie". The use of adjectives and personal pronouns for "it" (er, sie, es, etc.) will also be reviewed. If time allows it, the unit on shopping will be extended to shopping for clothes as well.	Listening comprehension (Crit. A), Reading comprehension (Crit. B), Written task (Crit. D)

LANGUAGE ACQUISITION: German (Phase 2)

Unit 1: Freunde und Vorbilder	
Content	**Assessment**
Students begin the unit by revising the key vocabulary for describing their family, including pets. A range of audiovisual and written texts then lead them to handle the topic at a deeper level by discussing people's personalities and the relationships between them. Besides families, they also look at the concept of friendship and what makes a good friend. Finally, they look at role models and why we look up to them. They produce written, spoken and visual texts about their own personal role model or hero.	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Written Task (Criterion D)
Unit 2: Meine Freizeit	
Content	**Assessment**
In this unit, students begin by revising and practising the language necessary to describe themselves, others and their daily routine, before moving on to apply this more specifically to their school day, revising the school subjects along the way. They compare their school with German schools in terms of facilities, subjects, the school system in general and wider aspects of school life such as extra-curricular activities. Along the way, they learn about the conventions that govern the way they communicate about their daily life.	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion C)
Unit 3: Reiseziel Deutschland	
Content	**Assessment**
In this unit students look at tourist destinations around Germany and the more specific attractions of the nearby cities of Düsseldorf and Cologne. Using a website featuring the “Top 100 Tourist Destinations in Germany”, they put together a hypothetical roundtrip based on their own personal preferences. They then use the Deutsche Bahn website to plan the actual travel and thus become more familiar with train travel in Germany. Having considered a number of different ways to report on their travels, they use the perfect tense to describe their journey in a variety of formats. At the same time, other texts help them discover how to use the accusative and dative cases to express destination and location respectively.	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion C); Written Task (Criterion D)
Unit 4: Unsere Umwelt	
Content	**Assessment**
In this unit, students consider a range of aspects of the environment in which they live. They begin by talking about the immediate area where they live and the means of transport by which they get around it. This leads to comparing different areas and weighing up the advantages and disadvantages of different modes of transportation. They consider the environmental aspects of travel and of other activities in their daily lives,	Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion

then widen their view to look at global environmental issues on a basic level and finish by investigating exactly what they themselves can do to make a difference. They also consider the fact that their "environment" is not just physical but also virtual, considering the different ways in which they communicate with others and the consequences of the modern, digital environment in which they live. Finally, they compare their media usage with that of previous generations.	C); Written Task (Criterion D)

LANGUAGE ACQUISITION: German (Phase 3)

Unit 1: Ernärung nachhaltig und fair?	
Content	**Assessments**
n this unit, students will learn about the topic of food, drink and shopping from a sustainable perspective. Students start by discovering a range of vocabulary for eating and drinking, sustainabilty and environmental protection. They discuss how often they consume given items, and reflect on their eating and shoping habits. Students will present a dish from their own culture, investigate typical German dishes and look at German eating habits. We also compare cultural aspects of how to be sustainable and what sustainablity, environmental protection and fair trade means to different cultures and people. This leads to the connection between eating habits and climate problems. We will discuss the conventions of advertising, use the language they have acquired to produce material relating to a cultural festival and round out the unit by looking at the issue if healthy eating. The grammatical focus will lie on comparison and subordinate clauses.	Reading, Listening
Unit 2 Wir wollen mehr/Meer	
Content	**Assessment**
In this unit, we will talk about the topic of travelling. We will talk about different ways of transport and staying and learn new vocabulary. When the basic vocabulary is introduced, we will observe the topic of travelling from different perspectives such as not only travelling for joy but also travelling to search for something or to escape. We will watch the movie „Vincent will Meer“ and work with it in detail. Grammar topics will be revised, especially the dative and and accusative case with prepositions, as well as modal verbs and subordinate clauses.	Speaking, Writing
Unit 3: Freundschaft 2.0 - soziale Kontakte, soziale Medien	
Content	**Assessment**

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

LANGUAGE ACQUISITION: German (Phase 4)

Unit 1: Zukunftspläne - Was willst du werden?	
Content	**Assessment**
n this unit, students explore future career paths and personal aspirations. They learn to talk about different professions, discuss career choices, and reflect on their own strengths and weaknesses in relation to future employment opportunities. Students examine job requirements and qualifications and develop the language needed to describe skills, interests, and professional goals. Through authentic communication tasks, students learn how to write formal emails and application letters for internships, apprenticeships, or part-time jobs. The unit also focuses on expanding grammatical accuracy through the use of subordinate clauses and relative clauses, enabling students to express complex ideas, justify opinions, and provide detailed descriptions. By the end of the unit, students will be able to communicate effectively about their future plans, evaluate career options, and present themselves appropriately in professional written contexts.	Writing (Criterion D)

Unit 2: Freiheit oder Vorschrift? Der Jugendschutz in Deutschland	
Content	**Assessment**
Are laws important to have? Which laws can we think of that we find important? What would the world be without laws? If you were the leader of a political party, which laws would you implement? Are there different laws for men & women? These are for e.g. some of the questions we will focus on in the beginning and then move over more specifically to the German Youth Protection Law. Students will read nonfiction articles and learn to understand and use new vocabulary. They will practice oral communication in discussions about laws in general and will contrast this by presenting the Youth Protection Law of their own country. In a blog article they will argue whether or not the Youth Protection Law makes sense and more generally will analyze the pro's and con's of legal regulations for young people with a focus on alcohol and drugs. On the level of grammar, the focus will be on the use of modal verbs (können/müssen/dürfen/sollen/wollen) and the use of constructions with the infinitive.	Listening (Criterion A); Reading (Criterion B); Speaking (Criterion C);

Unit 3: Fair zu Fell und Feder: Tierschutz und Tierwohl	
Content	**Assessment**

In this unit, students develop their own ethical standpoint on the topic of animal welfare and animal suffering. They analyse animal-friendly economic practices and lifestyles, assess social and individual responsibility towards the environment and animals and discuss the feasibility of ethical action. They describe and evaluate the conditions under which farm animals are kept and name the various aspects of animal welfare. They also analyse manipulations by the advertising industry and develop their own ethical standpoint in relation to their consumption. A range of authentic material (advertising videos, reports, documentaries and various types of text) is used to illuminate and develop the topic in a multi-dimensional way. In light of the eAssessment approaching students will also have special classes on MYP topics and text types relevant for the writing task in the eAssessment. Additionally they will receive practice and preparation for the oral exam as part of their eAssessment in Language B.	Listening (Criterion A); Reading (Criterion B); Speaking (Criterion C); Writing (Criterion D)
Unit 4: Heimat	
Content	**Assessment**
In this unit, students will explore *Heimat* by Nora Krug, a graphic novel that combines personal stories, family history, photographs, and illustrations. Through Krug's search for answers about her family's past, students will learn about life in Germany during and after the Second World War and reflect on how history can shape personal identity. The unit encourages students to think about questions that are relevant to their own lives: What does "home" mean? How do our families and backgrounds influence who we are? How can we learn from the past? Through reading, discussion, and creative activities, students will develop their language skills while exploring themes of identity, belonging, memory, and responsibility.	Speaking (Criterion C); Effort grade

LANGUAGE ACQUISITION – German (Phase 5)

Unit 1: **Lektüre "Blind Date"**	
Content	**Assessment**
The students will read the novel "Blind Date" that tells the story of young Zoe who became blind at an early age and is now trying to cope with the usual problems of a 17 year old teenager. The students will both explore the topics of inclusion and visual impairment as well as the lives of teenagers in Berlin. They will learn to understand which kind of problems handicapped persons have to face and to understand their way of communication. Besides training their reading skills, students will enhance their vocabulary on the topic. In this context, students will work on their expression with regards to a more varied and flexible sentence structure, adjectives and proverbs. They will also actively practise the production of diary entries and blogs.	Speaking (Criterion C); Writing (Criterion D)
Unit 2: **Jugendschutzgesetz**	
Content	**Assessment**
Are laws important to have? Which laws can we think of that we find important? What would the world be without laws? If you were the leader of a political party, which laws would you implement? These are some of the questions we will focus on in the beginning and then move over more specifically to the German Youth Protection Law. Students will read nonfiction articles and learn to understand and use new vocabulary. They will practice oral communication in discussions about laws in general and will contrast this by presenting the Youth Protection Law of their own country. In a blog article they will argue whether or not the Youth Protection Law makes sense and more generally will analyze the pro's and con's of legal regulations for young people with a focus on alcohol and drugs. On the level of grammar, the focus will be on the use of modal verbs and the use of constructions with the infinitive.	Listening (Criterion A); Reading (Criteria B)
Unit 3: **Lektüre: "Besuch der alten Dame"**	
Content	**Assessment**
In this unit the students will read the classic novel "Der Besuch der alten Dame" that describes a story of revenge taken by an old lady returning to her former village that excluded her in younger years from their community. Building on the previous unit about legal decisions, students now analyse topics such as 'right and wrong', guilt, power and revenge in a more fictional environment. Additionally they will be confronted with the basic tools of literary analysis of drama and its features in German language.	Writing (Criterion D), Speaking (Criterion C)

Unit 4: **Lokal und Global: Wälder und Artensterben**	
Content	**Assessment**
In this unit students will learn about the impact that the use and abuse of forests worldwide can have on our climate. The students will find out what different types of forests exist, what role they can play for living creatures and how they can be protected through many different creative projects worldwide. This knowledge will be transferred on local forests that surround us. In a second step students will grow familiar with the exploitation of certain species which will impact our daily lives significantly. The students will study a range of advanced scientific articles and audiovisual sources and will explore the topic both in group and individual work while discovering creative solutions to minimize the problems existing. In addition to the extension of their vocabulary, they will revise grammar topics such as relative clauses or adjectival declension.	Listening (Criterion A); Reading (Criteria B)

LANGUAGE ACQUISITION: 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 (Criterion B); Speaking (Crit. C)

Unit 2: En clase	
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 (Criterion A); Written Task (Criterion 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	Listening Comprehension (Criterion A); Reading Comprehension (Criterion B); Writing Task (Criterion D)

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.	
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 (Criterion C)

Spanish (Phase 2)

Unit Name: De viaje por España	
Content	**Assessment**
In this unit students will use the past tense to discuss their recent holidays, investigate the many regional facets of Spain and consider their personal travel preferences.	Reading comprehension (Criterion B) Written task (Criterion D)
Unit Name: El ocio en nuestro entorno	
Content	**Assessment**
In this unit students learn about different leisure activities (sports) and combine this with information about their local environment. In this context, they learn to use impersonal verbs such as doler and gustar, to name parts of the body and to use modal verbs such as tener que, deber and poder.	Listening Comprehension (Criterion A); Oral task (Criterion C)
Unit Name: Una estancia en España	
Content	**Assessment**
In this unit students revisit the topics of daily routine and school life, this time looking at them in greater depth than they did in Phase 1 and using them as a springboard for discovering the preterite.	Reading comprehension (Criterion B); Oral task (Criterion C)
Unit Name: Vidas movidas	
Content	**Assessment**
In this unit students will practise and reinforce their knowledge of the preterite tense, which they learnt in the previous unit. They will do so in the context of biographies, looking at both famous Spaniards and their own families.	Listening Comprehension (Criterion A); Written task (Criterion D)

LANGUAGE ACQUISITION: Spanish (Phase 3)

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

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

LANGUAGE ACQUISITION: French (Phase 3)

Unit 1: Nos relations	
Content	**Assessment**
In this unit, students begin by revising the vocabulary they need to describe themselves, their families and their friends, before moving on to discussing in greater depth their relationships with their friends and family. In the process, they learn how to use the imperfect tense to describe their childhood and that of their parents and grandparents. By comparing the experiences of different generations, they begin to understand how values depend on context and to develop some empathy for other generations' point-of-view.	Listening comprehension (Crit. A); Oral task (Crit. C)
Unit 2: Nos achats	
Content	**Assessment**
In this unit, students begin by learning the vocabulary they need to purchase clothes, before moving on to discussing in greater depth what clothes really say about us and our respective culture. In the process, they consider the different means of shopping available to them and weigh up the pros and cons of our modern consumer society.	Reading comprehension (Crit. B); Written task (Crit. D)
Unit 3: Notre avenir	
Content	**Assessment**
In this unit, students begin by revising and expanding upon the vocabulary they need to describe their school life and their academic progress, before moving on to discussing in greater depth their hopes and plans for the next few years. In the process, they learn how to use the future tense to describe their plans for both their future studies and their impending work experience. By comparing a range of different professions, they learn to create formal texts such as a CV or a letter of application.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C); Written task (Crit. D)
Unit 4: Notre planète	
Content	**Assessment**
In this unit, students begin by revising the vocabulary they need to describe the weather and different climates, before moving on to discussing in greater depth the impact of climate change on the world. In the process, they learn how to adapt the language they use to fit the purpose of a text and communicate their message as effectively as possible. By looking at a range of further global issues, they begin to understand the connections between these issues and how we all have a role to play in shaping the future.	Oral task (Crit. C)

MATHEMATICS

Standard

Unit Name: Number	
Content	**Assessment**
Students will investigate the basics of finite sets, including notation and vocabulary. They will learn how to express infinite sets (as well as other sets) using set-builder notation. They will learn the definitions of natural numbers, integers, rational numbers, irrational numbers and real numbers, and understand how they relate to one another. The unit will develop further to cover the increase and decrease a quantity by a given percentage. These skills with percentages will then be applied to calculate compound interest and reverse percentages. The unit will conclude with calculations concerning ratio and proportion in both a theoretical manner and practical settings. Throughout all of this work, students will be taught both calculator and non-calculator techniques for dealing with problem solving.	Written test (Criterion A) and an investigation (Criteria C & D).

Unit Name: Linear Algebra	
Content	**Assessment**
Students should be able to translate sentences into algebraic expressions, substitute values into an algebraic expression, simplify and factorize algebraic expressions. An important element will be the ability to solve linear equations, a skill that will be expected of students through to the end of Grade 12. This develops to the solution of simultaneous equations both on paper and using a graphical display calculator. Students will be expected to find general rules to explain patterns, including finding the 'nth term'. Students will be able to rearrange formulae.	Written test (Criterion A) and an investigation (Criteria B & C) of patterns expressed algebraically

Unit Name: Geometry	
Content	**Assessment**
Students will begin by revising circles including area, circumference, arc length and sector area. They will then solve volumes of pyramids, spheres and cones. Trigonometry will begin with an explanation of how to label the sides of right triangles and the basics of the trigonometric ratios. Students will learn how to find unknown sides and angles using trigonometry, including the correct use of a calculator. They will then apply trigonometry to practical problems. Trigonometry is then developed to solve congruent triangles and to use congruent triangles to find unknown sides and angles.	Written test (Criterion A) and an investigation (Criteria C & D) into an application of geometry.

Finally, students will apply transformations to shapes, performing translations, rotations and enlargements.	

Unit Name: Coordinate Geometry and Graphs	
Content	**Assessment**
Students should also be able to interpret different types of straight-line graphs, such as conversion graphs. Students will learn how to use the graphical display calculator to draw straight-line graphs. Other techniques to draw straight-line graphs include how to draw from coordinates (2 points) and by using the gradient/intercept method. Students will learn how to calculate the gradient of a line from graphs or using the formula. This will lead to finding the equation of a line. Students will use the formula to calculate the mid-point and length of a line segment. They will be able to solve inequalities, both algebraically and graphically. Students will be able to interpret and draw simple linear graphs, draw quadratic graphs from tables of values and with the GDC and identify significant points of a quadratic graph using the GDC.	A Criterion A Test and a patterns investigation (Criteria B & C)

Unit Name: Statistics and Probability	
Content	**Assessment**
Students should be able to design a questionnaire to collect data and should know how to calculate the mean, median, mode, range, frequency, cumulative frequency and the interquartile range for this data. They should be able to calculate probabilities experimentally and theoretically and use Venn diagrams in conjunction with probability. They should be able to plot various types of graphs including scatter plots and cumulative frequency ogives. This is then developed to calculate means and correlation using the graphical display calculator and display other types of graphs using the GDC. Students will answer an everyday problem using statistical methods of data analysis.	Real-Life Application (Criteria C & D), a patterns investigation (Criteria B & C) and a written test/end of year assessment (Criteria A)

MATHEMATICS: Extended

Unit Name: Number	
Content	**Assessment**
Students will investigate the basics of finite sets, including notation and vocabulary. They will learn how to express infinite sets (as well as other sets) using set-builder notation. They will learn the definitions of natural numbers, integers, rational numbers, irrational numbers and real numbers, and understand how they relate to one another. Students will learn how to: round appropriately in the context of a problem, understand and apply the rules of indices, carry out calculations with numbers in standard form, convert between standard form and ordinary numbers. This will give them an appreciation of the different ways of expressing numbers. They will learn how to solve exponential equations, solve ratio problems, calculate discount, profit and loss, calculate taxes and wages, apply direct and inverse proportion and calculate simple and compound interest and depreciation in the context of real life examples.	Written test (Criterion A) on different representations of quantity.

Unit Name: Algebra	
Content	**Assessment**
Students will investigate patterns in sequences, including but limited to linear, quadratic and exponential. Students will learn how to represent equivalent expressions in a variety of ways. They will look at the relative advantages of different representations, particularly in solving and graphing quadratics. They will learn how to expand, simplify and solve algebraic equations, expand and simplify quadratic expressions, expand algebraic expressions including powers greater than two, simplify, expand and manipulate surds, rationalize the denominator, solve quadratic equations by either graphing, completing the square, the quadratic formula or factorizing, establish whether a quadratic function has roots by using the discriminant, determine the vertex of a quadratic function by completing the square and evaluate algebraic fractions. There is a short unit on Linear Programming.	Investigation (Criteria B & C) looking for algebraic patterns in class. Investigation using Algebra in real life (Criteria C & D) in class. Written test (Criterion A) on Algebra.

Unit Name: Geometry	
Content	**Assessment**
Students will learn different approaches to finding missing lengths and angles of a triangle. They will find missing angles and sides of right angled triangles using either trigonometry or Pythagoras, solve problems by using bearings. They will extend this to find missing lengths and angles involving 3D objects. Students will be introduced to vector arithmetic. They will calculate vector lengths, add and subtract multiple vectors, solve problems involving vectors. Coordinate geometry will include: find the distance between two points, find the midpoint between two points, calculate the gradient of a line, determine the equation of vertical and horizontal lines, determine points of intersection, graph by factorization/roots, solve linear simultaneous equations, and solve	Trigonometry and vectors written test (Criterion A) in class. Investigation (Criterion B) on geometry in class.

non-linear simultaneous equations. The graphical display calculator (GDC) will be used extensively.	

Unit Name: Statistics and Probability	
Content	**Assessment**
Students will be able to analyze different types of data sets using mean, median and mode to find the centroid. They will evaluate the range, interquartile range and standard deviation in order to comment on the variation of different data sets. They will use different forms of representation including cumulative frequency plot, frequency histogram, box and whisker plot and stem and leaf plot. Students will analyze the relation between data sets using simple linear regressions as well as using graphical calculator technology to explore more advanced regressions. In probability students will learn how to model real life situations using theoretical and experimental probability. Topics include sample space diagrams, tree diagrams, independent and mutually exclusive events, replacement and non-replacement, conditional probability.	Investigation (Criteria C & D) in class using real life data. End of year summative exam (Criterion A).

SCIENCES

Unit Name: Cells, Photosynthesis, and Respiration	
Content	**Assessment**
Students will investigate the microscopic aspects of life by examining cell structure and organelle function. They will develop an understanding of the evidence supporting Cell Theory and its implications for understanding other aspects of Biology. Modelling systems will aid student understanding of complex biological structures and their functions. Students will then shift their focus to photosynthesis and respiration. They will experimentally investigate factors that influence these processes to draw conclusions regarding how humans manipulate these either intentionally or inadvertently.	Test (Criterion A), Investigation (Criteria B&C), Research Project (Criterion D)

Unit Name: Ecology and Biodiversity	
Content	**Assessment**
Students will explore ecological systems with regard to abiotic and biotic factors; the differing interactions and relationships between organisms will be investigated, including food chains and webs as well as the impact of alien species. Students will develop an understanding of the universal classification system for organisms, including its conventions, implications and constant change as technology advances. Students will develop analytic skills in the use and creation of dichotomous keys for identifying species. Their individual research will focus on one example of ecological imbalance, its causes and the scientific attempts and impacts of alleviating damage.	Test (Criterion A), Investigation (Criteria B&C), Research Project (Criterion D)

Unit Name: Particles and Substances	
Content	**Assessment**
Students will learn about the structure of atoms and how this structure relates to their bonding and function. They learn to relate electronic configuration to group and period on the periodic table, as well as periodic trends created by these characteristics (including isotopes). Students use models to represent atoms and molecules as a way of visualising particles which are too small to see. Further, they use the periodic table to judge the nature and number of bonds; and how the structure of the particle that is formed relates to its chemical formula, and how this helps us to give the particle a name. Finally, students learn to connect but also distinguish between different types of particles and the substances that are made from each of these.	Test (Criterion A), Atom Research Poster (Criterion D)

Unit Name: Chemical Reactions

Content	Assessment
Students learn and practice how to apply a set of criteria to determine whether an observed change is physical or chemical. Students learn that chemical changes involve a rearrangement of atoms within the reactant particles break bonds and then reform into product particles. Students use conservation of mass to balance chemical equations. They investigate a chemical reaction ($NaHCO_3$ + $CaCl_2$) and how the energy output, product produced, speed, and/or pH is affected by changing amount of reactant.	Test (Criterion A), Chemical Reaction ($NaHCO_3$ + $CaCl_2$) Investigation (Criteria B&C) Research project (Criterion D)

Unit Name: Waves	
Content	**Assessment**
In this unit students will first learn about SI Units and prefixes. Then they study the characteristics of waves, including reflection, refraction, diffraction and interference. Students are introduced to the electromagnetic spectrum with the uses and dangers of its various wavelengths. Reflection as well as refraction of light and Snell's law are studied in more detail. Sound, including the human hearing range, the ear, the dB scale, and echoes are explored as well as ultrasound and its uses. Standing waves in the context of musical instruments are given particular importance.	In-class test (Criterion A), NoodleTools project on one application of a part of the electromagnetic spectrum (Criterion D), investigation on standings waves on a string Criteria B&C)
Unit Name: Mechanics	
Content	**Assessment**
Students will review and analyze forces, including gravitational forces and gravitational fields. They study motion, including displacement, velocity, acceleration and Newton's laws of motion. Displacement-time graphs, velocity-time graphs and acceleration-time graphs are an essential part of the course. Students further learn about work, energy, power and efficiency and focus in particular on kinetic and potential energy and the conservation of (mechanical) energy. Students explore momentum and conservation of momentum.	Research essay (Criterion D), in-class test (Criterion A), investigation on the acceleration of a trolley (Criterion B&C)

INDIVIDUALS AND SOCIETIES

Unit Name: 1. Change - How revolutionary was the industrial revolution?	
Content	**Assessment**
Students explore the concept of change and how innovations in science and technology can lead to revolutionary changes in the ways we live and work. We will find out how environmental, political, social and economic factors led to revolutionary changes in industry and working conditions in Britain and Japan. In particular, we will look at the factors necessary for the Industrial Revolution to start in Britain and the key inventions that accelerated change. We will consider industrialization's winners and losers and compare the social reforms in Britain and Meiji Japan. Students will hone their understanding of cause and effect by investigating the relationship and links between causal factors and the impact of revolutionary change on societies. What implications did the Industrial Revolution have upon the process of European imperialism around the world? Students will consider the Industrial Revolution through innovation in agriculture, technology, transport and the challenges of urbanization.	Class-based (in eAssessment format)- MYP Assessment Criteria In-Class Test: all criteria

Unit Name: 2. Relationships - Population and Migration	
Content	**Assessment**
Are there really too many people in the world? What are the implications of mass migration? Students will learn about methods of tracking world population trends, such as growth models, population pyramids and dependency ratios. Students will learn about the differences in trends among high, middle and low income countries. Students will explore concepts that inform public policy, such as youthful and older population structures. In the second part of the unit, students will examine the causes and effects of migration, for example the movement of asylum seekers and refugees around the world. We will explore the ideas of acclimatization, acculturation and assimilation (migrants settling into their new home) as well as the views of residents of welcoming communities. Students will also have the opportunity to consider issues of poverty and inequality that influence large-scale migration processes.	Class-based quiz (in eAssessment format)- MYP Assessment Criteria Test 1: A & D Video on a chosen subject related to the topic of human migration. Students will focus on a real-life case study of their choice. MYP Assessment Criteria Video: B & C

Unit Name: 3. Change - Why do societies experience revolution?	
Content	**Assessment**
In this unit, students will find out about the reasons why societies experience revolution and the different types that can occur. Our case studies will be the examples of revolutions in Russia and China with a focus on their causes and consequences. Together, we will hopefully ask: What is a revolution? What were the causes and consequences of the Russian revolution? What role does propaganda play in revolutions? What were the causes and consequences of the Chinese revolution? Are there different types of revolutions? What factors determine the significance of an event? Do revolutions always lead to progress?	Class-based essay (in eAssessment format) MYP Assessment Criteria Essay: A & D

Unit Name: 4. Systems - Rivers and Coasts	
Content	**Assessment**
As a branch of physical geography, students will examine various river systems and coastlines. We will be guided by big questions, which will guide our study of these topics. For example, through what processes do rivers form? How do they change the landscape around them and sustain human, plant and animal life? How have humans sought to harness the power of rivers? What is the impact of our current management and use of rivers and is it sustainable? With respect to rivers, students will learn about river basins, erosion and deposition, flooding and river management. Students will gain an understanding of the processes involved with river flow. They will be able to determine the varying importance of rivers in different locations around the world. Students will also appreciate both the causes and consequences of river flooding. With regards to coasts, we will look at the processes that occur in the formation of coastal landforms. We will also look at the impacts of tourism in these coastal areas as well as the natural weathering that takes place in these areas. Students will study the increasing urgency and complexity in the management of coastlines.	Class-based tests (in eAssessment format)- MYP Assessment Criteria In-Class Test: all criteria

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 9 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: mindfulness, global dignity, comprehensive sexuality education, drugs and alcohol and careers education.

Unit Name: 1. Invasion Games	
Content	**Assessment**
Within this unit, students will work in teams to develop their rugby skills in a variety of turbo touch rugby 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 games of turbo touch rugby. 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. Students will also be assessed on a reflective journal focusing on their interpersonal skills and team strategies.	Criterion C: Performance within invasion game Criterion D: Reflecting and Improving performance

Unit Name: 2. Creative Movement - Skipping Routine	
Content	**Assessment**
Within this unit, students will engage in the dynamic realm of creative movement through an exploration of individual skipping skills and techniques. Guided by Criterion B, learners delve into the art of planning and crafting captivating movement routines. This module invites students to fuse physicality with creativity, honing their ability to design seamless sequences that showcase mastery of skipping techniques. Through this process, students not only enhance their motor skills but also develop an innate understanding of choreographic composition, fostering a profound connection between body and imagination. The course empowers students to choreograph captivating narratives through the rhythmic canvas of skipping, fostering holistic growth.	Criterion B Planning a creative movement routine which includes individual skipping skills and techniques.

Unit Name: 3 Sports Nutrition and Hydration	
Content	**Assessment**

Within this unit, students will learn about nutritional and hydration for optimising their performance in active pursuits. The students will gain an understanding of sports nutrition and hydration and how this can be adapted to different climates. Students will be assessed through a written assessment where students will have to problem solve and use their knowledge to guide learners in different scenarios.	Criterion A: Knowledge and Understanding

Unit Name: 4 Individual Portfolio	
Content	**Assessment**
Within this unit, the students work towards creating an individual Badminton Eportfolio as a dynamic platform for student growth and reflection. Guided by MYP EPortfolio's innovative approach, students curate a digital showcase of their badminton journey. Through documented evidence of their achievements, challenges, and personal insights, learners develop a comprehensive understanding of their badminton skills, strategies, and overall athletic development. This process nurtures critical thinking, self-assessment, and communication skills, empowering students to take ownership of their progress. The Badminton Eportfolio embodies the MYP PHE's commitment to holistic development, fostering lifelong habits of active engagement and sportsmanship in the realm of badminton.	Criterion A: Knowing and Understanding Criterion B: Planning for performance Criterion C: Apply and Performing Criterion D: Reflecting and Improving Performance.

Unit Name: 5 Summer Games	
Content	**Assessment**
In this unit, the students will develop practical experience in a variety of summer games through the lens of MYP Criterion C. The students will engage in a multifaceted approach to the mechanics and strategies that underpin various summer sports. By dissecting gameplay, rules, and team dynamics, students cultivate a profound appreciation for the symbiotic relationship between athleticism and strategy. This unit fosters critical thinking, teamwork, and skill development within summer sporting activities.	Criterion C: Applying and Performing.

DESIGN

Product Design

Unit Name: Communication in Design (Product Design)	
Content	**Assessment**
How do I effectively communicate using sketches and technical drawing? The internationally understood language of designers.	Summative assessment Criterion C - Creating the solution For this introductory project we focus on the final product, a technical drawing of a 3D object; a task specific criterion sheet will be handed out at the start of the unit.

Unit Name: Put it on display (Product Design)	
Content	**Assessment**
How can I create a truly personal product? As an introduction to the workshop, materials, tools and working processes, students design and create a picture/postcard holder for a client of their choice. All materials in the workshop are available to use. Students experience that creating products in a complex environment is a constant decision making process. This project is geared towards bringing students into the working environment and refreshing / introducing all different kinds of materials. Since students choose freely, in the end there will be a great variety of materials handled and that gives everybody the opportunity to see how to manipulate that specific material. An introduction / refresher about safety in the workshop is an essential part of this first unit in Grade 9.	Summative assessment Criterion A - Inquiring and analyzing Criterion B - Developing ideas Criterion C - Creating the solution Criterion D - Evaluating For this short project the criteria are condensed so that the complexity fits the project. Students are given the choice to submit their work either paper based or software based. Whichever method they choose, in the end they will have one A3 sheet showing all the information. Focus is on reducing word count and giving information visually, with bullet point lists, as annotations to pictures or sketches, using color codes. This will be essential for later projects to help students focusing on concise information.

Unit Name: 'Smarter than your phone' (Product Design) 25 periods	
Content	**Assessment**
Following the design cycle the students will develop a project considering the advantages and disadvantages of the permanent digital connectedness. Each student will develop a solution that will be a physical product. The complexity of the design cycle will be adjusted to the time available so that the project and especially the product can be done. Experiencing all criteria will make it easier for them to follow them if they choose to take Design as an e-portfolio subject during G10. Focus will be on a detailed sketch/prototype of ideas, a plan that contains all the details, a manufacturing process that involves different materials and tools and finally an evaluation with real product testing.	Criterion A: Inquiring and analysing Criterion B: Developing ideas Criterion C: Creating the solution. Criterion D: Evaluating.

Unit Name: The importance of innovation (Product Design) Optional, depending on time available.	
Content	**Assessment**
Students will take on one of the topics of the final exam in Grade 10. A very general topic like 'innovation' needs to be tackled and understood. 'What are 3 recent innovations triggered by biomimicry research? How does innovation impact our environments and vice versa? Is an innovation only positive if it is sustainable? Questions like these will set the mood for developing a project that will show an innovative element and be targeted towards a chosen clientele. Like all projects, it will need to address a problem that needs solving. According to the development of the groups in the first semester, this topic might vary according to the shown interests and skills.	Summative assessment Criterion A - Inquiring and analysing Criterion B - Developing ideas Criterion C - Creating the solution Criterion D - Evaluating The original IB criteria are used. The criteria are the essential steps of the design cycle. Students will be encouraged to take on a real life challenge so that they do not 'only' develop a project for grading but are trying to develop a real product.

Digital Design

The program is currently under review from our new colleague, Ms. Lovett. Units may be adapted and developed throughout the year.

Unit Name: The Film Producer (Digital Design)	
Content	**Assessment**
How does film capture our imagination, our attention, manipulate and engage the audience? How does film communicate a message and leave an impression? In this project, students explore composition in film, camera angles and movement in film, lighting and sound, storytelling and genre to investigate the central idea: perspective and innovation influence how we learn and view topics/information. Students investigate what camera techniques convey perspective effectively? How perspective influences how we think? A range of ideas will be developed to communicate their ideas. Students learn about designing for film through: storyboarding, plan diagrams, production shot lists, and the production plan will guide them in creating the final product. Students will extend their technical film editing skills to convey their message.	Ongoing formative assessment including self and peer review, in the moment verbal feedback, skill development practice and draft submission of summative criteria. Summative portfolio covering all strands of the complete design cycle. A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating

Unit Name: CAD/CAM and User-Centered Design (UCD) (Digital Design)	
Content	**Assessment**
In this project, students will learn about additive & subtractive manufacturing using Computer-Aided Manufacturing (CAM) tools such as 3D modelling tools, 2D vector modelling tools, and the processes involved for developing 3D products for a client. This unit addresses the following skills and content: ● Further developing 3D modelling and 3D visualization skills using a professional level CAD program (Onshape). ● Further developing 2D design graphical modelling skills using a professional level vector design program (Affinity) ● Appropriately selecting and using CAD/CAM tools to develop working products to address targeted specifications. ● Communicating and collaborating with a client to best address their needs. Throughout the project, students will work through the design cycle to investigate, design and create their CAD/CAM products. Students with existing 2D/3D modelling skills are encouraged to extend their technical skills further by developing more complex design ideas and further building advanced modelling skills. Some of the questions students will explore are: What systems and processes are required for 3D printing/laser cutting? How do	Ongoing formative assessment is provided through regular, in the moment, verbal feedback to help and guide students through each phase of the design cycle. Additional formative assessments include self and peer review, skill development practice tasks, and draft submissions of the summative criteria. The Unit is summatively assessed through a student portfolio documenting all strands of the complete design cycle. A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating

systems impact 3D product creation and innovation? Can 3D printed or laser cut products be sustainable?	

Unit Name: Interactive Web Design Front & Backend (Digital Design)	
Content	**Assessment**
In this project, students learn about interactive website development features. Students extend their prior technical skills in HTML to develop skills in JavaScript, CSS, and Python features for a website. Students create an interactive website product to promote a real world activity, event, business, club, NGO, etc. and build connections within the related community. Students will investigate their chosen topic and develop web authoring technical skills to create their interactive website. Students with prior web design knowledge will be encouraged to extend their technical skills further through developing complex features and design specifications for their product.	Students follow the IB MYP Design requirements. Formative assessment is provided throughout the project leading to the final summative assessment of each criterion. Summative assessment: A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating

ARTS

Music

Unit Name: Investigation and Performance	
Content	**Assessment**
This unit will focus on developing listening and performing skills of students. Students will choose a piece of music that they feel best represents an aspect of themselves. They will perform detailed musical analysis of this piece and determine how the elements of music are applied and which elements most support their interpretation of the piece. Students will study the role of a performer as interpreter of a composer's intentions and the role their personal expression plays in the presentation of art. They will practice the piece and receive feedback on their technical skills and will develop techniques for making critical artistic choices related to their chosen artistic goal.	Analyzing how a composer communicates artistic intention through manipulating musical elements and performance directions (Criteria A, D) Presenting a piece. (Criteria B,C) Reflection on the process and connection between learning and creating. (Criteria A, D) Process journal (Criteria A,B,C,D)

Unit Name: Analysis and Composition	
Content	**Assessment**
Students will study the works of a specific composer of their own choice. They will choose a piece which best matches the style and genre that they wish to compose in. Students will analyze the techniques used by that composer and try to model these techniques in their own composition. They will document the process and will explain the links in their composition to the one they are modeling on. Students will complete composition exercises to strengthen their composition techniques and build a skill base. They will use western music notation and use all required performance directions. Students will build an artistic intention and develop their composition in line with this intention experimenting with multiple applications of the elements of music. The composition can be for a specific solo instrument or for an ensemble.	Musical Analysis - Composer's use of musical elements (Criterion A) Composition (Criteria B,C) Reflection (Criterion D) Process journal (Criteria A,B,C,D)

Unit Name: Arranging

Content	Assessment
This unit will inquire into the methods an arranger uses to effectively present a piece of music expressing their intentions while honoring some original composer ideas. Students will explore the relationship between personal creative intentions and intended audience impact. This takes place through an examination of musical genres, including their commonalities and differences. Students will practice working with orchestration to find musical and stylistic balance. This will allow them to arrange a piece using orchestration techniques or re-contextualization techniques. Various appropriate software will be utilized. Students will complete a written analysis of a compositional arrangement. Focus will be on instrumentation and how instruments act as vehicles for the arranger's purpose. By the end of this unit, students will have a stronger sense of musical aesthetics with a vocabulary to express their artistic ideas.	Musical arrangement (Criteria A,B,C) Process journal (Criteria A,B,C,D) Performance (Criteria B,C) Arrangement Analysis (Criteria A,D)

Unit Name: Music Theory	
Content	**Assessment**
In this unit students will develop an understanding of performance terminology, compositional skills, scales and transpositions. Additionally, students will take music theory quizzes and assessments. Students will also be introduced to basic notation software and digital audio workstations (DAWs). By the end of this unit, students will have a stronger sense of music theory to inform their ensemble and compositional skills.	Music theory tests (Criterion A) Process journal (Criteria A,B,C,D) Music performance (Criteria B,C)

ARTS: Visual Arts

Unit Name: Still Life Drawing	
Content	**Assessment**
The primary aim of this unit is to expose students to a range of drawing techniques and styles, allowing them to develop and apply skills to their final artwork. This will lead to a resolved final still life artwork from their own photograph that explores symbolism used in still life within a personal context. Students will explore how different types of mark-making and tools create different types of line. They will apply structured analysis to an artwork and demonstrate their knowledge and use of symbolism. The stylistic influences of Belgian street artist ROA will be explored. Finally, students will synthesise their knowledge of symbolism and studied drawing techniques in a still life tonal drawing that conceptually reflects objects that symbolise aspects of their Grade 9 life. ATL focus: communication	Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following: Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation Assessment Criteria: A: Investigating B: Developing C: Creating D: Evaluating

Unit Name: Expressive Experimental Printmaking	
Content	**Assessment**
Students will explore social commentary and contemporary issues to create a final artwork using relief printing to reflect a relevant contemporary issue. This unit will include design elements such as dynamic composition. Students will also understand the role of printmaking in the visual arts.. Throughout the unit students will reflect on their progress and final outcomes. Their final outcome will be a small numbered edition of 3-5 prints and 2 experimental prints. They can choose to exchange editioned prints with classmates after submitting their final portfolio for assessment. ATL focus: communication	Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following: Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation Assessment Criteria: A: Investigating C: Creating

Unit Name: Portrait Painting and the UN Sustainable Development Goals	
Content	**Assessment**
The focus of this unit is to rapidly build a strong set of painting and colour theory skills that can be applied to not only this portrait unit but also to many artistic pursuits in the future. They will begin by developing understanding of facial proportions through drawing and will analyse the stylistic aspects of one chosen artist from the Archibald Portrait Prize. Colour mixing exercises will follow, as students work from their own photos to develop a clear final intention. The physical outcome of this unit will be a painting that is based upon their own photoshoot which not only combines the earlier mentioned ideas, but also addresses one of the 17 United Nations Global Goals. ATL focus: Thinking	Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following: Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation Assessment Criteria: A: Investigating B: Developing C: Creating D: Evaluating

Unit Name: Figurative Sculpture	
Content	**Assessment**
This unit challenges students to understand and apply human figure proportions while also exploring deliberate distortion as a conceptual tool. Students will engage in an iterative process from initial conceptualization and maquette construction to collaborative peer critique, before executing a finalized, interactive two-figure sculpture as a pair. This unit emphasizes the synthesis of technical skill, personal artistic intent, and critical reflection. Teamwork is essential for the success of the artwork. ATL focus: collaboration	Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following: Research and analysis, process journal analysis and media experimentation, intentions, final artwork, self/peer evaluation Assessment Criteria: B: Developing C: Creating D: Evaluating

ARTS – Theatre

Unit Name: Monologue Magic	
Content	**Assessment**
Students will explore the use of voice and body language skills in this unit as they practise analysing and interpreting short pieces of scripted text. Students will practise with games, activities and group dynamic building exercises to enable them to have the structure and confidence to select, learn, and deliver a monologue. This unit will cover the basics of character interpretation and presentation.	Assessment for this unit will include the student's use of the theatre journal to document artistic performance ideas. Monologue performances will be used to evaluate the effectiveness of the student's delivery of performance choices through the voice and body with the set monologue text. Arts Assessment Criteria will include from the following: A: Investigating B: Developing C: Performing D: Evaluating

Unit Name: Melodrama	
Content	**Assessment**
Melodrama has been around for nearly 200 years and is still alive in many contemporary art forms today. Students will have a chance to learn about this exaggerated theatre style through research and collaborative acting exercises. Students will learn to adapt a common melodrama story trope and stage the main stock characters using the primary performance skills of melodrama. Exaggeration and being "dramatic" are highly encouraged in this unit.	Students will be assessed on their ability to stage and present a simple melodrama adaptation using the skills and techniques of the general. Arts Assessment Criteria will include from the following: A: Investigating B: Developing C: Performing D: Evaluating

Unit Name: Theatre of the World	
Content	**Assessment**
This is a unit combining theatre visual design skills and research. The aesthetic of a theatre genre plays a large role in how an audience is meant to receive it. Here students will study different design visual media and how to apply that to stage design, light design, props, and costumes. They will analyse segments of staged performances, explore short pieces of scripts from a design perspective, and practise their design thinking skills. This will culminate in their group exploration of a chosen theatre tradition from around the world, looking at what makes it unique from all others. Students will practise performance skills for effective presentation.	Students will present on a chosen theatre tradition from around the world. They will be evaluated on their ability to capture the aesthetic of the production in various design visuals they will create. Additionally they will be evaluated on the effectiveness of their presentation skills. Arts Assessment Criteria will include from the following: A: Investigating B: Developing C: Performing D: Evaluating

Unit Name: Staging a Play	
Content	**Assessment**
This unit is designed to combine all the elements learned throughout the year combined into the effective staging of a chosen play text. The play will be read and analysed and then broken down into its constituent scenes for staging. Students will apply their design skills, acting skills, and collaboration skills to take a play from page to stage for a live performance.	Students will be evaluated on their ability to take a play from page to stage and perform it for a live audience. Arts Assessment Criteria will include from the following: A: Investigating B: Developing C: Performing D: Evaluating

OPTIONS

INTERMEDIATE CODING

Unit Name: Data analysis and Webparsing	
Content	**Assessment**
We will begin the year by looking at analysing and plotting data, using local data, e.g. of the Rhine water levels. Students will have different options of what they may want to plot, including maps. As a second part to this unit we will be extracting data and content from websites and building projects around those skills. Note: students are expected to be fluent in the basics of Python programming. There will be an entry test at the beginning of the school year to allow students to enjoy the course fully.	Tests projects

Unit Name: Internet of Things (IoT)	
Content	**Assessment**
The second unit focuses on the Internet of Things, utilising a RaspberryPi or an ESP32. Students will write code in Python or C, and connect external sensors to the device to execute various functions based on the input from those sensors. Projects can include building a weather station, a moisture-based automated watering system with an online graphical tracker tool, a monitoring system for bird nesting boxes, face recognition as well as home automation. Student ideas are always welcome and incorporated where feasible.	Tests Projects

LANGUAGE AND LITERATURE: French

Unit Name: L'individu face à l'Histoire	
Content	**Assessment**
Dans cette unité, les élèves vont étudier trois oeuvres intégrales : un conte La plus précieuse des marchandises de JC Grumberg (suivi du film d'animation de Michel Hazanavicius sorti en 2024) et deux pièces de théâtre La Machine de Türing de Benoît Soles et Moi, Ota, rivière d'Hiroshima de Jean-Paul Alègre. Les élèves découvriront l'Histoire et ses représentations littéraires, des destins individuels et collectifs, les thèmes de la discrimination, de l'exclusion et de la mémoire.	Analyse de texte inconnu (A, B, C, D)

Unit Name: Le pouvoir et le langage	
Content	**Assessment**
Dans cette unité, les élèves vont étudier le théâtre, avec pour fil rouge la parole comme moyen de manipulation, de contestation ou de résistance, entre jeux, libertés et normes sociales. Oeuvres intégrales : Le village des sourds, de Léonore Confino Cyrano de Bergerac, d'Edmond Rostand Dom Juan, de Molière	Sujet de réflexion (A, B, C, D)

Unit Name: Regards d'enfants sur la réalité du monde	
Content	**Assessment**
Grandir : de l'enfance aux ambitions, de l'éducation à la réussite, mais aussi des rêves et de l'imaginaire à la désillusion. Les voix autobiographiques à travers deux oeuvres : Petit Pays de Gabriel Faye Le Champ de personne de Daniel Picouly	Production écrite : récit d'enfance (A, B, C, D)

Unit Name: Ailleurs : voyager, aimer, regarder autrement	
Content	**Assessment**

Dans cette unité, les élèves vont étudier une œuvre centrale de Françoise de Graffigny : Lettres d'une Péruvienne, ainsi qu'un corpus de 5-6 poèmes à déterminer ultérieurement. Ils découvriront le roman épistolaire, la poésie lyrique, les points de vue, l'expression des sentiments, l'évolution du langage, l'argumentation, l'éducation, la condition féminine, l'exotisme, la critique de la société française au siècle des Lumières.	Production écrite : lettre fictive (A, B, C, D)

LANGUAGE AND LITERATURE: Spanish

Unit Name: Textos periodísticos	
Content	Assessment
El enfoque de esta unidad está para ello, repasaremos las funciones del lenguaje y su especial relevancia para clasificar los diferentes tipos de texto. Los/as estudiantes deberán explorar las características propias de los textos narrativos, expositivos, descriptivos, dialogados y argumentativos. Además los/as estudiantes: · profundizarán en los textos periodísticos analizando diferentes ejemplos. · identificarán las manifestaciones de las funciones del lenguaje que aparezcan, el tipo de lenguaje utilizado, la estructura y el formato de los mismos con la finalidad de reconocer el subgénero al que pertenecen. · conocerán algunos de los vicios del lenguaje propios de hispanohablantes con la finalidad de minimizar su uso en textos académicos. · discutirán sobre la parcialidad en los medios de comunicación, el peligro de las *fake news* (noticias falsas) y su impacto en la sociedad.	Análisis de un texto periodístico (Criterio A) Producción escrita: noticia en clave de humor (Criteria B, C, D)

Unit Name: En un lugar de la Mancha…	
Content	Assessment
En esta unidad los/as estudiantes profundizarán en las estrategias narrativas de la obra de Don Quijote, en especial la caracterización de personajes y el espacio. Para conseguir dicho objetivo, · analizarán exhaustivamente los componentes sicológicos y morales de Don Alonso Quijano, el protagonista y cómo estos van evolucionando · analizarán a los personajes secundarios y su relación con el protagonista. El choque que supone la mezcla de los valores y convicciones sociales de la época con los de Don Quijote. · reflexionarán sobre el término "quijotesco", sus virtudes y sus defectos y cómo su actitud puede considerarse atemporal.	Análisis de un texto/ personajes de la novela (Criterio A) Producción escrita (Criteria C, D)

Unit Name: La autobiografía	
Content	Assessment
Esta unidad presenta varios objetivos: - ampliar los conocimientos teóricos de los alumnos respecto a cuestiones formales del género lírico (métrica, figuras retóricas,...) a través de la combinación de conocimientos, aprendizaje y creatividad. - profundizar en el mensaje de varios poemas y descubrir la influencia del contexto histórico y las vivencias personales de cada escrito/a en los poemas - llamar la atención sobre la importancia del lenguaje no verbal a través de un texto multimedia. Los/as estudiantes estudiarán a diversos poetas de habla hispana de diferentes países y épocas a través de textos multimedia que ellos mismos elaborarán. Para ello analizarán uno/dos poemas relevantes en la vida de cada escritor/a, y su modo de expresión. Aprenderán las características estructurales y de contenido de los textos autobiográficos o memorias poniéndolas en práctica.	Elaborar una autobiografía en formato texto multimedia tomando como base poemas de un autor. (Criteria A, B)

Unit Name: Voces silenciadas: poder, identidad y libertad en Lorca	
Content	Assessment
Esta unidad explora cómo el teatro poético de Federico García Lorca refleja la tragedia del individuo aplastado por las convenciones sociales, el honor y los roles de género en la España rural,. Los estudiantes leerán en clase las obras dramáticas Bodas de sangre y Yerma para analizar los distintos y complejos conflictos que surgen entre los personajes, Analizaremos distintos fragmentos de ambas obras y practicaremos distintos tipos de texto.	Análisis de un texto (Criterio A) Producción escrita (pieza poética) (B, C, D)

BAND

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

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

Unit Name: Score and Music Analysis	
Content	**Assessment**

In the third unit in Band, students will learn the processes required in preparation of a concert performance. Students will have begun to develop their instrumental presentation skills by the start of this unit. They will have a basic understanding of note reading and how musicians can most effectively use it to make a musical performance. In this unit students will work collaboratively to develop interpretive skills to a variety of choral and musical theatre pieces. These stylistic choices will be student generated based on inspiration derived from various musical styles and performance traditions. The aim of this unit will be to combine note reading, interpretation, understanding of genre, and playing into performances that may be enjoyed by the school.	Assessments will include but are not limited to: -Recording/video of choreography -Ensemble performance -Scene Blocking Plan Arts Assessment Criteria may include: A: Investigating B: Developing C: Creating/Performing D: Evaluating

ARTS: Visual Arts (MS) Option

Unit Name: Built or Natural Environment	
Content	**Assessment**
Focusing on either built or natural environment, this unit combines individual inquiry with tactile studio practice, allowing students to build a comprehensive foundation in both contemporary artistic theory and practical media execution. **Students will:** Conduct independent research · Choose one of Two pathways · Create three linked works · Write one short written statement Note: This is a Middle School, and NOT a MYP course. However for consistency marks will be on a scale of 1-8 as with MYP classes. The course develops skills and supports students with art interests, especially those who may wish to take the DP visual art course in Grade 11-12	Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following: Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation

Unit Name: *To The Stars!*	
Content	Assessment
This unit bridges external inspiration with internal realization, requiring students to create a responsive, yet completely independent visual work. Students will: Respond to an artwork from the 'To The Stars' Exhibition at the Arp Museum Remagen (this unit begins with a day trip) · Develop their own piece in a media of choice · Create a succinct artist statement	Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following: Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation

Unit Name: Choose Your Craft	
Content	**Assessment**

Through this eight-week personal skill development unit, students steer their own artistic path by isolating a core technique, aligning it to a structured genre, and evaluating your success. Students will focus on: One skill in one genre · Develop their own success criteria · Create one resolved piece	Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following: Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation

Unit Name: Mini Projects - Transform and Extend (G9 students only)	
Content	**Assessment**
Students will develop visual art skills and concepts further through 3 open-ended mini projects at the end of the year with chances to work in both 2D and 3D media. Another local museum trip will occur during this unit. They will choose one of the 3 outcomes to 'transform or extend' at the end of the unit.	Summative assessment for this assessment will include the following: Media experimentation Idea development based on feedback. Intentions for final artworks Final artworks Evaluation Extensions

SPORT SCIENCE

Year A	
Unit 1: How do we move?	
Content	**Assessment**
During the unit we'll explore the fascinating world of human anatomy and physiology, focusing on the skeletal and muscular systems. You'll begin by mastering anatomical terminology, essential for understanding the body's structure. Next, you'll dive into the skeletal system, learning about the axial and appendicular skeletons and their vital functions. We'll then examine different types of joints, synovial joint movements, and the muscles and connective tissues that support them. The unit will also cover the mechanics of levers in the body and the processes of muscle contractions that drive movement.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester. Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
Unit 2: How do we optimise performance?	
Content	**Assessment**
In this unit, you'll dive into the key elements of health and fitness, starting with an in-depth look at the respiratory system and how to maximise its functionality. You'll explore the vital roles of macro and micronutrients with a range of athletes, along with how nutrition impacts conditions like diabetes. You will learn how diet influences recovery after exercise and competition. The unit will cover the energy systems that fuel performance, alongside principles of training, including FITT (Frequency, Intensity, Time, and Type) and SPORV (Specificity, Progression, Overload, Reversibility, and Variability). Finally, we'll explore the components of fitness—both health and skill-related—and how to manage exercise intensity for optimal results.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester. Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
Sport Science Investigation	
Students will choose one research question provided that investigates variables relating to sport and movement. Students will be required to collect, analyse and conclude their findings. Their final investigation will be assessed and contribute to 25% of their final grade in semester 2.	

Year B	
Unit 3: What is the connection between exercise and health?	
Content	**Assessment**
In this unit, we'll explore the complex relationship between exercise and immunity, examining how physical activity can enhance or suppress the immune system. You'll learn about the J curve, which illustrates the balance between exercise intensity and immune function. We'll dive into overtraining, identifying its causes, symptoms, and effects on the body. Recovery strategies will be emphasised, highlighting their importance in preventing overtraining and promoting optimal performance. The unit will also cover the critical roles of water and electrolyte balance, especially during exercise, and examine cardiovascular drift, a phenomenon that affects heart rate and performance during prolonged activity.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester. Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
Unit 4: What is the connection between mind, body and performance?	
Content	**Assessment**
In this unit, we'll explore key psychological concepts that impact performance and behaviour. You'll begin by understanding the psychological refractory period, a critical concept in reaction time and decision-making. We'll then delve into the Big Five personality traits, examining how these traits influence behaviour, motivation, and performance in various contexts. Finally, the unit will guide you through self-analysis techniques, enabling you to reflect on your own personality, strengths, and areas for improvement, fostering personal growth and development.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester. Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
Sport Science Investigation	
Students will choose one research question provided that investigates variables relating to sport and movement. Students will be required to collect, analyse and conclude their findings. Their final investigation will be assessed and contribute to 25% of their final grade in semester 2.	

STAGECRAFT

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

Unit Name: Masks	
Content	**Assessment**
This unit will introduce students to techniques used for mask making. Students will research masks used for various theatrical and cultural purposes. Focus will be on creativity, usability and refined finishing techniques. In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation.	In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.

Unit Name: Puppet Making	
Content	**Assessment**
Students will look at puppets used in various cultures and productions. Students will create puppets of their choice using various techniques and mixed-media. Sewing and draping techniques will be introduced for puppet clothes making. Focus on usability, durability and refined finishing techniques.	In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.

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

Annex: MYP Command Terms

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

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

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

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