

Grade 10

Curriculum Guide

2026 - 2027



Bonn
International
School

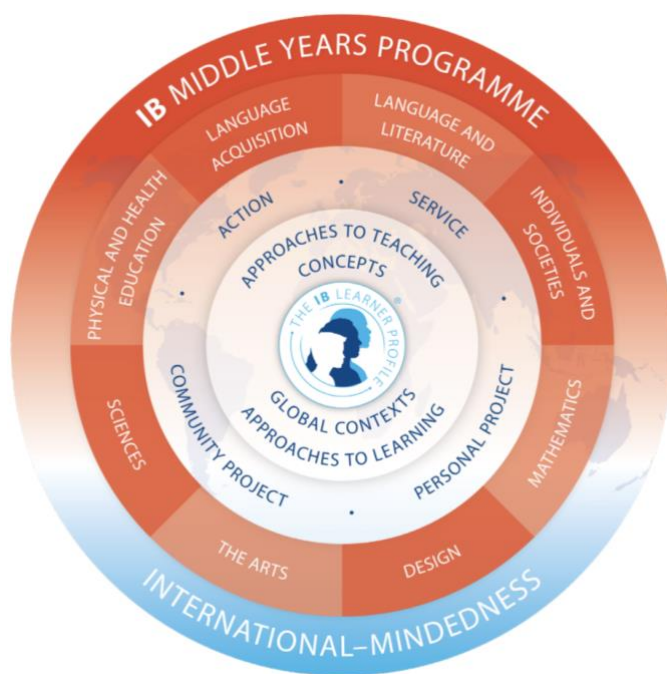
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El enfoque de esta unidad está para ello, repasaremos las funciones del lenguaje y su especial relevancia para clasificar los diferentes tipos de texto. Los/as estudiantes deberán explorar las características propias de los textos narrativos, expositivos, descriptivos, dialogados y argumentativos.	62
Además los/as estudiantes:	62

· profundizarán en los textos periodísticos analizando diferentes ejemplos.	62
· 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.	62
· conocerán algunos de los vicios del lenguaje propios de hispanohablantes con la finalidad de minimizar su uso en textos académicos.	62
· discutirán sobre la parcialidad en los medios de comunicación, el peligro de las fake news (noticias falsas) y su impacto en la sociedad.	62
Análisis de un texto periodístico	62
(Criterio A)	62
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(Criteria B, C, D)	62
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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.	62
Para conseguir dicho objetivo,	62
· analizarán exhaustivamente los componentes psicológicos y morales de Don Alonso Quijano, el protagonista y cómo estos van evolucionando	62
· 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.	62
· reflexionarán sobre el término "quijotesco", sus virtudes y sus defectos y cómo su actitud puede considerarse atemporal.	62
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Esta unidad presenta varios objetivos:	63
- 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.	63
- 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	63
- llamar la atención sobre la importancia del lenguaje no verbal a través de un texto multimedia.	63
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.	63
Elaborar una autobiografía en formato texto multimedia tomando como base poemas de un autor.	63
(Criteria A, B)	63
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Assessment	63
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,.	63

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,	63
Analizaremos distintos fragmentos de ambas obras y practicaremos distintos tipos de texto.	63
Análisis de un texto	63
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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	8
Language Acquisition	English, German	8
Mathematics	Mathematics, Extended Mathematics	8
Sciences	Biology, Chemistry, Physics	10
Individuals and Societies	Geography, History	7
Physical and Health Education	Physical and Health Education	7
Design	Digital Design, Product Design	7
Arts	Music, Visual Art, Drama	7
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
Electives	Physics, Chemistry, Biology, Global Issues, Physical and Health Education, Extended and Enriched Visual Arts	7
Tutor		2

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

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

Community Engagement | Service as Action

Community engagement is a central part of the Middle Years Programme. Service as Action is essential for holistic student development and:

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

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

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

Approaches to Learning

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

Assessment

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

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

Formative assessment (assessment for learning)

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

Summative assessment (assessment of learning)

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

Assessment Criteria and MYP Command Terms

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

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

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

Reporting Final Achievement Levels

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

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

LANGUAGE AND LITERATURE

English

Unit Name - Dystopian Futures	
Content	Assessment
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. This novel study will develop students' critical literary analysis skills. We will explore the themes of dystopia and technology, and will be engaging with the historical and social context of the work. They will use terminology and understand literary elements and techniques like characterisation, setting, plot structure, tone and mood, narrative voice and themes.	Comparative essay (A, B) Creative Writing (C) Socratic Seminar (D)

Unit Name - Advertisements & Branding	
Content	Assessment
This unit is a study of how we communicate and appeal to an audience. We will analyse how advertisements communicate, persuade, and appeal to specific audiences, how personal branding can be constructed in social media and interpersonal communication. This unit involves the study of texts that you will encounter on a daily basis in the real world - ads, social media, college and job applications.	Ad creation (C, D) Ad analysis (A, B)

Unit Name: E-Assessment Preparation	
Content	Assessment
This unit is designed to specifically target the skills and command terms of the MYP eAssessment in English Language and Literature. While it builds on their prior knowledge and learning of literature and language study, students will be closely engaged in practice answering short-answer questions on literary texts and producing 200-300 word creative responses. They will have access to the past examinations for practice and will use laptops to familiarize themselves with the user interface of the on-screen examination. This preparation unit will review all of the areas of study that students have had throughout MYP years. It will include Global Contexts, Key Concepts, and Related Concepts.	Mock E-assessment (A, B, C, D)

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 Lorient, 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 Wahrnehmungsfiler (Deutung, Verallgemeinerung, selektive Wahrnehmung) gibt.	Analyse (Criteria A&B&D) Textproduktion (Criteria C&D)

Unit Name:	
Content	Assessment
n/a!!!! Please delete !	

Unit Name: Globaler Context & eAssesment (Semester 2)	
Content	Assessment
Das literarische Werk wird ausgewählt, sobald der Globale Kontext für das eAssesment für den Prüfungsjahrgang Mai 2027 vom IB veröffentlicht wird. Mithilfe des Werkes wird die Bedeutung des Globalen Kontextes erarbeitet. Außerdem werden verschiedene Textsorten wiederholt und die Textanalyse geübt. Die SuS absolvieren ihr eAssesment. Transition Programme Grade 11.	Textproduktion (Criteria C&D) Probeassessment Analyse (Criteria A&B) eAssesment (Criteria A&B&C&D)

LANGUAGE ACQUISITION

English (Phases 3-4)

Unit Name: How Old is Old Enough? (Rites of Passage)	
Content	Assessment

<p>In the unit, Rites of Passage, students will learn about rites around the world and evaluate laws that relate to issues of legal age restrictions. They will then compare these laws to those in their own countries, consider their own personal beliefs, and present well-developed arguments related to the issues. Students will learn about comparison and contrast writing and will develop their presentation skills.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment
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Unit Name: Culture and Communities	
Content	Assessment
<p>In the unit, Culture and Communities, students will continue exploring their own culture and community. They will consider concepts such as cultural identity, third culture kids, and the implications of cultural and generational clashes. This will encourage students to think about life in their new environment and, with ever growing globalization around the world, how future generations can contribute to communities in a meaningful way. Students will read the novel <i>The Absolutely True Diary of a Part-Time Indian</i> as they work towards understanding what cultural footprint they will leave behind. Students will learn more about expository and opinion writing.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: That's not right! (Ethics)	
Content	Assessment
In this unit students will explore the complexity of making ethical decisions. Students will read the short story "The Most Dangerous Game" and also look at more contemporary examples which cover controversial topics such as gun laws and hunting. Relevant sources will be presented, discussed, and debated as a class. During the process they will gain experience researching, forming and expressing an opinion.	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: Global Issues	
Content	Assessment
In the unit, students will explore fairness and development in the world around them. Students will learn how to formulate an opinion and how to express it. This unit focuses on debate and speech skills, writing in different text forms, and thinking critically about various topics.	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

LANGUAGE ACQUISITION: German, French & 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).

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.

LANGUAGE ACQUISITION: 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	Listening comprehension (Criterion A); Reading Comprehension (Criterion B);

<p>leads to comparing different areas and weighing up the advantages and disadvantages of different modes of transportation. They consider the environmental aspects of travel and of other activities in their daily lives, then widen their view to look at global environmental issues on a basic level and finish by investigating exactly what they themselves can do to make a difference. They also consider the fact that their "environment" is not just physical but also virtual, considering the different ways in which they communicate with others and the consequences of the modern, digital environment in which they live. Finally, they compare their media usage with that of previous generations.</p>	<p>Oral Assessment (Criterion C); Written Task (Criterion D)</p>
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LANGUAGE ACQUISITION: German (Phase 3a)

LANGUAGE ACQUISITION: German (Phase 3b)

Unit Name: Landeskunde: Menschen mit Beeinträchtigung	
Content	Assessment
<p>This unit is based on the German movie “Jenseits der Stille” by Caroline Link. The film tells the story of two teenage girls who grow up in a family with deaf parents. Students will analyze the family dynamics and the relationship between the family members and will compare the situation of the main character Lara with that of other girls her age. We will also look at other kinds of disabilities and ways there are to support people with a handicap.</p> <p>The grammar focus will be on the use of verbs with prepositions. The advanced use of the perfect tense and the use the past form (Präteritum) of some verbs will be another point of grammatical interest.</p>	<p>Reading Comprehension (Criterion B; Writing (Criterion D); Listening Comprehension (Criterion A)</p>
Unit Name: Schule und Praktika	
Content	Assessment
<p>In this unit students talk about education and work experience. We learn how best to prepare for internships and why they are important. We read a number of texts about or by young people who share their experiences. In this unit we revise a number of different grammar topics that we covered in previous units. We will also have a look at the German school system.</p>	<p>Speaking (Criterion C)</p>
Unit Name: Tierwohl	
Content	Assessment
<p>In this unit we look into how animals and pets are kept and how modern societies treat animals that they need for food production and / or entertainment. We examine how animals are treated in zoos, in a circus and in wild life parks and find out how laws try to protect these animals. What other aspects of modern life affect the environment and what can each single one of us do to help and protect it? Students use a variety of sources to find information and will share their research with the group and thereby practice their presentation skills. The grammar focus of this unit is on the correct use of the passive voice and the modal verbs.</p>	<p>Listening Comprehension (Criterion A), Reading Comprehension (Criterion B), Speaking (Criterion C), Writing (Criterion D)</p>

Unit Name: Die Welle	
Content	Assessment
<p>In this unit we will watch the movie “Die Welle” which raises the question whether today a dictatorship would still be possible. We will look at ways how leadership can be performed. How do people identify with a group and what is necessary to lead a group of people? How can people be motivated to perform well and support others?</p> <p>Students will improve their listening comprehension skills and will practice summarizing events. We will look at the use of the Passive Voice and there will also be a revision of a number of grammar topics that we had throughout the year.</p>	Reading (Criterion B)

LANGUAGE ACQUISITION: German (Phase 4)

Unit 1: Zukunftspläne - Was willst du werden?	
Content	Assessment
<p>In 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.</p> <p>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.</p> <p>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.</p>	Writing (Criterion D)
Unit 2: Freiheit oder Vorschrift? Der Jugendschutz in Deutschland	
Content	Assessment
<p>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.</p>	Listening (Criterion A); Reading (Criterion B); Speaking (Criterion C);
Unit 3: Fair zu Fell und Feder: Tierschutz und Tierwohl	
Content	Assessment
<p>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.</p> <p>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</p>	Listening (Criterion A); Reading (Criterion B); Speaking (Criterion C); Writing (Criterion D)

<p>the advertising industry and develop their own ethical standpoint in relation to their consumption.</p> <p>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.</p> <p>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.</p>	
Unit 4: Heimat	
Content	Assessment
<p>In this unit, students will explore <i>Heimat</i> 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.</p> <p>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.</p>	<p>Speaking (Criterion C); Effort grade</p>

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	Listening (Criterion A), Reading (Criterion B); Speaking (Criterion C); Writing (Criterion D)

basic tools of literary analysis of drama and its features in German language.	
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.	Effort grade, ATL (self management)

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 casa	
Content	Assessment
In the second unit, students will expand their linguistic horizons by transitioning from the individual to the community, exploring the topics of house, home and daily life and thereby learning to describe their families, pets and physical appearance. On a linguistic level, they will build on the concepts learnt in unit 1 with regard to the use of adjectives and verbs in the present tense. They will develop the ability to interpret slightly longer written texts, describe images, and extract information from short multimedia sources. They will demonstrate their growing proficiency by producing cohesive paragraphs in digital formats such as emails, forum posts and text chats. Ultimately, this unit deepens their practical language skills while encouraging them to appreciate diverse family structures and daily cultural habits across the Spanish-speaking world.	Listening Comprehension task (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 language by describing and answering questions	Listening Comprehension (Criterion A); Reading Comprehension (Criterion B); Writing Task (Criterion D)

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 <i>doler</i> and <i>gustar</i> , to name parts of the body and to use modal verbs such as <i>tener que</i> , <i>deber</i> and <i>poder</i> .	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.	Listening comprehension (Criterion A); 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.	Reading Comprehension (Criterion B); 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 (Crit. 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

MATHEMATICS: Standard

Unit Name: Number	
Content	Assessment
Students will learn to use scientific notation (standard form) to efficiently solve problems that involve very large and very small numbers. Students will then be given the opportunity to practice the skills that they have been learning and using by completing real-world examples from e.g. Science, allowing them to put their knowledge into context. Students will continue to work with reciprocals, and will learn to understand the meaning of negative indices and fractional indices. Students will then learn how to manipulate surds (radicals), including rationalizing the denominator. Students will be able to solve a variety of geometrical problems involving surds.	Number unit test (Criterion A), Oil crisis investigation (Criteria C,D)
Unit Name: Algebra and Graphs	
Content	Assessment
In this unit, students will explore and compare a variety of different methods used for solving algebraic equations. Students will learn the complete square method and will learn how to factorize quadratic equations to obtain a solution. Students will then explore how their factored solutions relate to the graphs of the functions in question. They will investigate transformations of graphs and be able to generalize their results using function notation. Throughout the unit, algebraic skills such as manipulation of quadratic equations, changing the subject of a formula or equation, and algebraic fractions will all be revisited and strengthened.	Product numbers investigation (Criteria B,C), Algebra test (Criterion A)
Unit Name: Geometry and Trigonometry	
Content	Assessment
Students will build on their previous knowledge of angles by looking at circle theorems. They will then move on to triangles, looking first at similar triangles and then revising their knowledge of trigonometry in right-angled triangles. Once their ability to work with all of these types of triangles is secure, we will move on to the sine and cosine rules. The graphs of the sine, cosine and tangent functions will be defined and their properties explored. We will then go on to investigate the transformations of trigonometric graphs and use these to solve real-world problems in a variety of contexts.	Broad Based Test (Criterion A)
Unit Name: Probability	

Content	Assessment
Students will learn how to represent events using the following: sample space diagrams (sometimes referred to as two way tables), simple tabular representations and tree diagrams, ranging from two to multiple events. Students will begin to understand and use the laws of probability, including recognizing the difference between 'AND' and 'OR' statements and their associated formulae. They will be able to calculate the probabilities of both single and compound events, referring back to the diagrams (such as two way tables) learnt earlier in the unit. Students will study and begin solving problems involving conditional probability and situations with three or more events; where possible these events will be firmly rooted in real life situations.	Fruit Machine investigation (Criteria C,D), Parks Investigation (Criterion B)
Unit Name: Revision and Transition	
Content	Assessment
Students will spend the last part of the year revising for the e-Assessment examination. There will be opportunities to take specimen tests and to familiarise with thee-Assessment specific software. After this students will be split into groups according to their chosen DP mathematics course and they will work on consolidation of skills designated as prior knowledge for the Diploma.	e-Assessment

MATHEMATICS: Extended

Unit Name: Sets and Venn Diagrams	
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. They will practice converting complex repeating decimals into fractions of integers. Students will work with Venn diagrams and relate them to sets in order to solve complex problems and investigate elements of probability (including conditional probability, $P(A B)$). Students will investigate complex relationships by shading Venn diagrams including universal sets with three subsets and complements.	Test on set notation and Venn diagrams (Criterion A)
Unit Name: Algebra	
Content	Assessment
Students will investigate number sequences, including square and triangular numbers and the Fibonacci sequences. Students will study arithmetic and geometric sequences and series in detail. The condition of convergence for infinite geometric sequences will be investigated along with the value of the convergence. Students will become familiar with sigma notation. Students will look at function theory, including domain, range and transformations. Inverses will be an area of particular focus and used to introduce the concept of a logarithm and different number bases. Students will investigate the properties of logarithms and will be able to solve problems involving the log laws and operations in different number bases. Additionally students will investigate the transformations of graphs in terms of their functional form, focusing on but not limited to quadratics.	Real-life application of logs (Criteria C & D). Algebra investigation in class (Criterion B). Written test. (Criterion A)
Unit Name: Geometry	
Content	Assessment
Students will begin with examining isometric transformations, including translations, rotation, enlargement and tessellations. Students then will work with graphs and networks to solve problems. Later, students will understand the unit circle and the definition of the sine, cosine and tangent functions. They will use this knowledge to generate the sine, cosine and tangent graphs and will understand their properties. Students will apply their knowledge of transformations to periodic graphs, and will learn how to model real-life phenomena using trigonometric functions. Students will then go on to use this knowledge in solving trigonometric equations, including using trig identities (the tangent and Pythagorean identities). Students will revisit triangle geometry, revising SOHCAHTOA, and then progress to look at non-right triangles and will be able to use the sine rule, cosine rule and area of a triangle formulae. Students will understand the concepts of similarity and congruence	Real-life trigonometry modeling investigation (Criterion D). Geometry patterns investigation in class (Criteria B & C). Written test (Criterion A)

in triangles. Students will continue the geometry unit by investigating circle theorems. Finally students will work on solving inequality problems with linear programming.	
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Unit Name: Revision and Transition	
Content	Assessment
Students will spend the last part of the year revising for the e-Assessment examination. Extended students may choose either the Extended or the Standard examination. There will be opportunities to take specimen tests and to familiarise with the e-Assessment specific software, particularly the on-screen calculator. After this students may be split into groups according to their chosen DP mathematics course. They will work on consolidation of skills designated as prior knowledge for the Core course of the Diploma.	e-Assessmen

SCIENCES

Unit Name: Tackling Acidity	
Content	Assessment
This unit covers how chemical reactions work using math and practical chemistry, focusing on acids and stoichiometry. You'll learn how to use the mole concept to balance chemical equations and calculate the exact amounts of reactants and products needed in a reaction. You will also explore how acids and bases interact, test pH using indicators, and see how different salts form.	Criterion D Criterion A

Unit Name: Rates and Equilibrium	
Content	Assessment
In this unit, students explore reaction kinetics by examining reaction rates, collision theory, and the factors that affect how fast reactions occur. They investigate chemical equilibria and reversible reactions to understand dynamic chemical balance. Additionally, students analyze energy changes in chemical reactions, learning to differentiate between endothermic and exothermic processes.	Criterion B/C

Unit Name: Redox	
Content	Assessment
This unit covers how chemical energy transforms into electrical energy through redox reactions, with a main focus on how batteries work. You'll learn to trace the flow of electrons, identify oxidation and reduction processes, and use the reactivity series to predict how different metals behave. The unit breaks down the design and operation of electrochemical cells, explaining how chemical reactions generate electricity in everyday batteries and rechargeable power sources. You will also look at the real-world impact of these technologies.	Criterion D

Unit Name: Fuels	
Content	Assessment
In this unit, students explore organic chemistry by studying IUPAC naming, structural formulas, and the classification of alkanes, alkenes, alcohols, carboxylic acids, and esters. They investigate reaction energetics through the combustion of fuels and the distillation of crude oil, analyzing energy changes in reactions to distinguish between endothermic and exothermic processes. Additionally, students examine gas extraction, atmospheric emissions, and the environmental implications associated with fuel consumption.	Criterion B/C Criterion D Criterion A

Unit Name: Biochemistry and Enzymes	
Content	Assessment
In the biochemistry component of this unit students will investigate the biological processes and chemistry that results in the balance necessary for maintaining a healthy body. The caloric content of food will be examined alongside the structure and function of biological macromolecules to understand a balanced diet and that there are numerous ways to achieve this. The effects on the body and mind of malnutrition will be examined primarily through the use of specific case studies. In the enzymes component of this unit students will understand the role of enzymes as chemical catalysts that biological processes depend upon. Competing scientific models will be used to illustrate the function of enzymes and students will do practical work with several enzymes to better understand biological and industrial application for a desired product.	Test (Criterion A), Enzyme investigation (Criteria B&C)

Unit Name: Homeostasis	
Content	Assessment
Organisms only develop or stay healthy if different variables within the body are kept in balance. They will explore the homeostatic mechanism of negative feedback through the exploration of the structure and function of human organ systems. Specifically, the collaboration between the nervous and endocrine systems to regulate the steady state of circulatory, ventilatory, digestive systems and thermoregulatory control will be the focus and students will develop skills to design experiments that investigate homeostatic control in these systems. At a cellular level, students will differentiate between types of nerve cells and be able to explain electrical conduction of nerves. At a molecular level, students will understand the role enzymes play in digestion and have an opportunity to investigate hormones and their role in homeostasis. Students will also plan to investigate tropisms and responses to stimuli in plants and explore disease and the role of the immune system.	Test (Criterion A), Research project (Criterion D)

Unit Name: Reproduction	
Content	Assessment
This unit focuses on comparing and contrasting a variety of approaches organisms have for reproducing and ensuring survival of their species. Students will understand what a life cycle is and that it may involve sexual reproduction, asexual reproduction, or both depending upon the organism and the current environmental conditions. Students will be expected to describe specific examples of various life cycles, accurately label diagrams, identify specific pollinators and describe their role(s), and describe each of the mechanisms that occur within a specific life cycle.	Test (Criterion A)

Unit Name: DNA, Genetics, and Evolution	
Content	Assessment
This unit relies on several models to illustrate the structure and function of DNA. Students will be able to describe the structure of DNA and its constituent molecules. Students will also appreciate that DNA is a self-replicating molecule and be able to explain the processes that allow DNA to do so. Using these understandings of DNA, students will investigate DNA as the genetic molecule that enables organisms to pass traits from one generation to the next both with and without modification. In this unit the role of the two types of cell division will be examined closely and students will be able to explain the relationship between them. Causes of variation of the DNA, and subsequently of traits, will be examined. Students will appreciate that evolution is the change in heritable traits over time. Artificial and natural selection pressures will be examined along with a variety of scientific evidence for evolution.	Test (Criterion A), Investigation (Criteria B&C)

Unit Name: Biotechnology	
Content	Assessment
Students will appreciate that biotechnology uses cellular and biomolecular processes to solve problems and create products. Students will examine the use of biotechnology in a variety of industries to appreciate its importance to humans. Genetic engineering will then be explored as a faster and more precise approach to biotechnology than selective breeding. Benefits, risks, and differences will be explored in detail and students will complete a research project in this area to investigate further into an area of interest. This unit involves practical work with gel electrophoresis to produce unique DNA banding patterns. Connections to cloning and stem cells will also be investigated and students will be able to explain the role of these in biotechnology processes.	Research project (Criterion D)

Unit Name: Radioactivity, Thermal Physics and Astrophysics

Content	Assessment
<p>In this unit, students learn about radioactivity, alpha and beta particles, and gamma rays. Radioactivity ionizes matter that it passes through and students learn about the effects. They study radioactive decay as a random process, half-life, the GM-tube, background radiation, nuclear energy and fission and fusion as well as the practical applications of each of these processes.</p> <p>As part of Thermal Physics, students will take a look at the basic physical properties of solids, liquids and gases (incl. kinetic molecular theory). They study evaporation and boiling, heat transfer, conduction, convection, and radiation. Insulators and conductors (incl. materials) as well as the heat loss of buildings are evaluated. Specific heat capacity and latent heat are also part of this unit.</p> <p>A small part of the Mechanics topic will be included here as well, namely momentum, power and efficiency as an extension to what was taught in grade 9.</p> <p>The Astrophysics part covers the solar system with its planets and satellites and gives a brief introduction into the Big Bang Theory.</p>	<p>Criterion D Essay on an application nuclear energy</p> <p>Criterion B/C Investigation on the specific heat capacity of water</p> <p>Criterion A In-class test at the end of the unit</p>

Unit Name: Electricity, Magnetism and Electromagnetic Induction	
Content	Assessment
<p>Students will build knowledge and understanding around concepts associated with electricity in this unit. Specifically, students will explore theoretical and experiential aspects of static electricity and apply laws (Coulomb's law) to explain electric fields and forces. They will make connections between this area of physics and its applications to lightning and printing amongst other uses. Students explore electrical current, construct circuits and apply their knowledge of circuitry to solve problems. Students will also be introduced to symbols and formulae and be expected to apply these and interpret and construct circuit diagrams. One of the more familiar aspects of electricity, mains electricity, will be part of the ac (alternating current) part of the topic. Students will connect their learning to explore magnetism focusing on applications of electromagnetism. Students will connect physical laws (Faraday's law, Lenz' law, Fleming's right hand rule...) to the scientific evidence that supports them through experimental and theoretical contextualization. In this context students will learn about energy resources, fuels and their environmental impact.</p>	<p>Criterion B/C Investigation on the internal resistance of a battery</p> <p>Criterion D - Essay on an application of electricity</p> <p>Criterion A - In-class test at the end of the unit</p>

INDIVIDUALS AND SOCIETIES

Unit Name: Geography - Natural Hazards / Biomes	
Content	Assessment
<p>Students will look at the following: Plates and plate movement and layers of the earth, Wegener and continental drift, Earthquakes and what are they? How do they form? How are they measured e.g. Charles Richter. Impacts of Earthquake in a LEDC e.g. Haiti. Impacts of Earthquake in MEDC such as Italy/Japan. Management of Earthquakes and predictability, earthquake proof buildings warning systems, earthquake insurance, aid to these areas concerts/money to Haiti.</p> <p>Volcanoes and what are they? How do they form? How are they measured? Impacts of a volcano in LEDC e.g. Mt. Pinatubo. Impacts of a volcano in MEDC such as Iceland. Management of Volcanoes, predictability, exclusion zones, Gas emissions/bulge in mountainside, early warning systems and land zoning.</p> <p>We will finally move on to looking at how we manage natural environments through sustainable resource consumption. We will focus on ways that Tundra areas can sustainably obtain energy. We will use Iceland as a case study and look at the ways that they harness the raw power of their natural environment.</p>	<p>Completion of an investigation task for Criterion B based on how advances in technology have helped in managing hazards.</p> <p>Completion of two written tests for the other Criteria A,C & D based on work covered in class</p>

Unit Name: Geography - Climate Change	
Content	Assessment
<p>Students will look at the definition of climate change and how there can be both natural and human causes of climate change. We will look at natural causes such as volcanic eruptions and changes in the surface of the planet. We will focus on how we as a population are accelerating the process of climate change. We will use case studies of areas that are vulnerable to the impacts of climate change, especially in the Arctic and in low lying areas. Students will focus on how we can try and manage the impacts of climate change. This will be done through individuals, by measuring ecological footprints, all the way up to international agreements such as the Paris Agreement. We will look at a range of mitigation and adaptation methods in solving the problem.</p>	<p>Completion of a presentation on the impacts of climate change of a named area - Criterion B.</p> <p>Completion of a written test for the other criteria A,C & D based on work covered in class</p>

Unit Name Geography: Connections	
Content	Assessment
Students will study the following: the nature of development and development indicators. Sustainable Development Goals (old MDG's). The rise of the global economy such as containerization. Global shifts in manufacturing. Changing patterns of global development and development gaps. Managing disparities, Trade and Aid and Dam projects. Loans, remittances, FDI's, Trade Blocs, NAFTA, and EU. Brexit and the impacts on Europe and the world. Economic Migration Mexico and USA and Remittances. The growth of global tourism, Aviation and package holidays. The impacts of mass tourism e.g. Mediterranean. Eco/Sustainable Tourism such as Galapagos. Global Culture and Homogenous Societies and the Loss or keeping of cultures – Chinese, Irish, European loss. Cultural Imperialism and Americanization. Responses to loss of culture such as nationalism, terrorism e.g Basque region/Catalonia/Scotland. Life in a non – globalised society.	Students will complete a long essay on the role of TNC's across the world for criterion D. Students will then complete two written tests for the other criteria based on work covered in class. (A,B & C)
Unit Name: History - The Scramble for Africa	
Content	Assessment
Students will evaluate the scramble for Africa in the nineteenth century, enabling students to understand the process of imperialism and its impact not only upon the time in question but its impact upon Africa in the present. The issues of the place and space of the indigenous populations under African colonisation are evaluated through such events as the Berlin Conference, explorers, missionaries, opposition to Imperialism, e.g Adowa 1896. The key global concept, which runs throughout this time period, is the impact imperialism has and continues to have on inequalities within the continent. Key Individuals will also be covered such as King Leopold, David Livingstone, Cecil Rhodes and Henry Stanley. Different historical perspectives on the benefit or negatives of imperialism will be explored Niall Ferguson (positive impact) v Hobsbawm (critical negative impact).	Semester 1 Two 30 minute class-based tests to cover the MYP Assessment Criteria (in eAssessment format) (Criteria A, B & D) One full MYP e-assessment exam (A,B,C,D)

UNIT Name: History - The Homefronts - WWI	
Content	Assessment
<p>In this unit, students will examine how the First World War transformed life on the home fronts in Britain and Germany. Students will explore how governments mobilised their populations for total war and consider the political, economic and social consequences of a conflict that increasingly involved civilians as well as soldiers.</p> <p>Through a comparative study of Britain and Germany, students will investigate government control and propaganda, recruitment and conscription, changes in the role of women, wartime economies, food shortages and rationing, and the impact of the war on living and working conditions. Particular attention will be given to how the different circumstances facing Britain and Germany shaped the experiences of their civilian populations.</p> <p>Students will also consider the extent to which the pressures of total war affected morale, social cohesion and attitudes towards government. By comparing the experiences of the two countries, students will evaluate why Britain was better able to withstand the pressures of war while Germany experienced increasing hardship, unrest and political instability by 1918.</p>	<p>Semester 2</p> <p>Semester-based research essay on historical topic of student choice (Criteria A, B, C, D)</p>

Unit Name: History - Origins of The First World War	
Content	Assessment
<p>Students will evaluate the origins of the First World War in 1914, in both the long term and short term, enabling students to understand the process of global interaction and its impact, not only upon the time in question, but also upon Europe in the present. The issues related to global interactions are evaluated through such events as the Moroccan crisis, the naval race and the assassination of Archduke Franz Ferdinand. Students also assess the role of individuals, such as Kaiser Wilhelm II. The key global concept that runs throughout this time period is the impact of inter-connected relationships between nations, along with the ideas of balance of power, spheres of influence and nationalism. Introduction to Historiography, including the Fischer thesis and who was to blame for the outbreak of war.</p>	<p>Assessed and graded mock e-assessment (A,B,C,D), conducted during G10 mock exam week (March).</p> <p>One class-based test to cover the MYP Assessment Criteria (in eAssessment format) (Criterion B)</p>

PHYSICAL AND HEALTH EDUCATION

PHYSICAL AND HEALTH EDUCATION: Elective

This elective course promotes physical literacy through engaging units in team sports, net and wall games, striking and fielding, and the Sport Education model. Students develop movement skills, tactical understanding, and teamwork in a supportive and active environment. Emphasis is placed on self-evaluation, performance, and improvement over time. The program encourages lifelong participation in physical activity and builds confidence, cooperation, and personal responsibility through varied and student-centered movement experiences.

Unit Name: Team Sports	
Content	Assessment
This course is designed to develop and improve ball skills, teamwork, muscular strength and endurance. Students will learn the basic skills, techniques and strategies of a variety of team sports. They will practice these skills in individual and group drill situations. When students have mastered these basic skills, games will be played. Students will be tested on all pertinent theoretical aspects of the activities. At the conclusion of the course, students should be able to play all sports with enjoyment and increased confidence.	Preparedness which includes correct attire, behaviour, being organised, and engagement goes towards a percentage of their final grade Applying and Performing
Unit Name: Racket Sports	
Content	Assessment
This course is designed to expose students to individual and team racquet activities. The course will focus on stroke development, game analysis and play refinement. Students will work on improving hand-eye coordination, footwork, positioning, and reaction time. Singles and doubles play strategies will also be presented. Practicing court etiquette, officiating, scoring and participating in round robin tournaments will conclude the class activities.	Preparedness which includes correct attire, behaviour, being organised, and engagement goes towards a percentage of their final grade Knowing and Understanding Applying and Performing

Unit Name: Sport Education	
Content	Assessment
Within this unit, students will take responsibility for their own learning by planning and developing a sports program. Students will investigate the different roles and responsibilities that are needed for their team to function effectively and take part in these roles. Students will develop their interpersonal skills in order to communicate with their team members and to resolve possible conflicts that their team may face. While functioning as a team,	Preparedness which includes correct attire, behaviour, being organised, and engagement goes towards a percentage of their final grade Applying and Performing

students will develop their sporting skills as well as refining their movement concepts and game strategies, by participating in student run, coaching sessions and tournaments.	Reflecting and Improving Performance
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Unit Name: Striking and Fielding	
Content	Assessment
In this Striking and Fielding unit, students will develop key skills in a variety of games. Through dynamic drills and engaging games, they'll enhance hand-eye coordination, teamwork, and strategic thinking. Ideal for all skill levels, this unit promises fun, fitness, and a deeper understanding of these exciting sports	Preparedness which includes correct attire, behaviour, being organised, and engagement goes towards a percentage of their final grade Applying and Performing

PHYSICAL AND HEALTH EDUCATION: e-Portfolio

Unit Name: Personal Fitness	
Content	Assessment
In this Personal Fitness unit, students assess their muscular endurance, identify an area for improvement, and design a personalised training plan using gym and bodyweight exercises. The students learn how to use equipment safely, develop targeted fitness strategies, and reflect on their progress—building essential skills for the upcoming Eportfolio unit in November.	Planning and Reflecting (Criteria B & D)

Unit Name: Fast Five	
Content	Assessment
In this unit, students will participate in a modified version of netball. They will use a range of movement skills and strategies, including moving into space, communication, passing, and catching. Students will be assessed on their performance in Fast Five and through a performance analysis presented in an athlete profile. They will evaluate their strengths and weaknesses and make recommendations for improvement. Students will also examine the components of fitness and explore strategies for development—skills essential for the upcoming Eportfolio in November.	Performance (Criterion C) Performance Analysis (Criterion A)

Unit Name: ePortfolio	
Content	Assessment

The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November.	Knowledge and Understanding (Criteria A) Planning for performance (Criterion B) Performance (Criterion C) Reflecting upon performance (Criterion D)
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Unit Name: Primary Sports Day Game Development	
Content	Assessment
Within this unit, students will design and run a game for Primary Sports Day, empowering them to take an active role in the planning and execution of physical activities. This project fosters creativity, teamwork, and leadership skills as students collaborate to create a game that is fun and engaging for younger students. Additionally, this unit emphasizes the importance of positive communication and relationship-building, as students work together to ensure the success of their sports day event.	Formative - Reflecting upon performance (Criterion D)

Unit Name: Summer Sports and Movement	
Content	Assessment
Within this unit, students will explore a variety of different physical activities. These are selected by the students allowing for the empowerment of student voice. The role of the unit is to build an understanding of the activities that students love, to enhance physical literacy and a life-time of physical activity. Throughout the unit, students will reflect upon how physical activity contributes to reduced stress (great benefit during exam periods). In addition, students continue to develop and build upon their relationships, practicing positive communication.	Performance (Criterion C)

DESIGN

Digital Design - ePortfolio

Unit Name: Inclusive Design (Digital Design)	
Content	Assessment
<p>This unit prepares Grade 10 students for November's open-ended ePortfolio by offering a choice of digital and hybrid design pathways focused on universal design and accessibility. Students explore how technology and user-centered design create functional solutions for an identified target audience with specific access needs (e.g., users with reduced fine motor skills, visual impairments, or neurodivergent processing styles), using universal design principles to ensure the final product improves overall usability and access for all users. Students choose from four core tracks:</p> <ul style="list-style-type: none"> ● CAD/CAM & 3D Prototyping: Students apply parametric modeling, form-function balance, physical ergonomic principles, and digital fabrication (using CAD software, 3D printers, and laser cutters) to engineer tactile physical solutions optimized for the needs of their target audience while enhancing overall usability for any handler. ● Web & UI/UX Design: Students apply layout composition, graphic design principles, style systems, and web standards to develop responsive digital interfaces that streamline navigation for diverse capabilities. ● Game Design (Digital or Tabletop): Students apply game mechanics, system design, logic loops, and physical or digital interface development to build engaging interactive experiences adapted for diverse user capabilities. ● Interactive Media & AAC: Students apply interactive event logic, visual system mapping, media integration, and user-interface design to construct functional communication tools tailored to specific access needs while remaining intuitive for all users. <p>Students conduct primary user research, perform product analyses, and master medium-specific technical skills. Prior experience in any pathway is extended through advanced specifications and complex functionality to deliver a fully functional, testable 1 to 1 prototype.</p>	<p>Formative feedback through written comments on Managebac and in-class discussions.</p> <p>Peer feedback - during ideas development and the evaluation of products.</p> <p>User Feedback - during all stages of the design cycle. Recommendations and guidance of when and how to involve users is given.</p> <p>Summative assessment: MYP Design criteria (A, B, C, D).</p> <p>Primary research, product analyses, tools and technical skills, diagrams, written evaluations, and at least one final digital/hybrid product.</p>

Unit Name: Media and Communication (Digital Design) (Optional)	
Content	Assessment
<p>Students will start this unit if time is available before the ePortfolio start date in November. This unit explores the impact of the media on our beliefs, knowledge, and power in the digital and AI age. Classroom discussions will encompass traditional media vs. social media, media</p>	<p>Formative feedback on ManageBac and in-class discussions.</p> <p>Peer feedback will be used during criteria A and B.</p>

<p>objectivity and range of sources, multiple perspectives of information, censorship, cultural sensitivity, and responsibility of media creators.</p> <p>This unit will comprise mini-projects that are focused on advanced digital skills development. Students will extend their practical skills in film, image editing and graphics design, illustration, coding, and web design to communicate the need for a solution. Students will extend their learning on how to use storyboarding and planning strategies for creating mini- products in this project. This unit also develops the core technical skills required in readiness for the ePortfolio later in the year.</p>	<p>Summative assessment will be based on the MYP Design criteria (A, B, C, D).</p> <p>This unit aims to prepare students to meet the demands of the ePortfolio task that is to follow it.</p>
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Unit Name: Open-brief - E-Portfolio unit (Digital Design)	
Content	Assessment
<p>This year's topic, assigned by the IB for the ePortfolio in November, will frame the unit's focus and guide the selection of an appropriate client, the design opportunity that client would like a solution for, and therefore impact the appropriate design field/medium the student will use to develop their solution.</p> <p>Students will explore the provided key concept and global context to develop a digital/hybrid media product of their choice using technical design skills they have previously developed (film, animation, blog, illustration, coding, photography, digital graphic design, dynamic website, CAD/CAM products, app design, robotics, digital game, board game, etc.) that meets the goals outlined by the design opportunity and client they have decided to engage with.</p> <p>Students will have access to a variety of software including Affinity graphic design suite, iMovie, GarageBand, Visual Studio Code, OnShape, etc. A range of materials and equipment is available for hybrid product development including; gimbals, tripods, greenscreen, graphics tablets, laser cutter, and 3D printers.</p> <p>This course requires student and parental consent for the student to be photographed and filmed, and for this media to be shared with the IB and within the school.</p>	<p>Formative feedback will be given through in-class discussions and teacher-student consultation.</p> <p>Summative assessment follows the original IB (MYP) Design criteria and will be given through ManageBac and comments on the student report.</p> <p>There will be one submission per criteria (A, B, C & D) and a final submission of all 4 criteria combined. The documentation of this unit will be in the form of a digital Portfolio and a video walkthrough of the functioning final product.</p>

Unit Name: ReDesign - Innovation & Markets Open-brief (Digital Design) 25 periods	
Content	Assessment
<p>This open-brief project allows students to explore innovation, markets, sustainability, and global issues to redesign a product of their choice. Students choose a client or target audience who has a need, problem, or design opportunity that the student is personally interested in. The selected brief should allow the student</p>	<p>Students follow the IB MYP Design requirements. As this is a ReDesign unit some criterion strands will be assessed twice and student portfolios will not necessarily follow the "usual" order.</p>

to either learn new digital tools or develop advanced-level skills to extend their technical knowledge.	Formative feedback will be provided leading to each summative assessment
Having curiosity in learning, exploring, practising and experimenting with the possibilities of new and existing digital tools is strongly encouraged.	By the end of the unit each criterion (A, B, C, D) is presented and summatively assessed. Students may select the format they find will best showcase their successful completion of each criteria

Product Design - ePortfolio

Unit Name: 'Make someone smile' (Product Design) 7 periods	
Content	Assessment
A brief warm-up unit that focuses on creating a product that uses a cloth peg and results in an object that is animated when the cloth peg is pressed. Focus is on the evaluation of the product and that is the part that will be assessed. To be able to do that, design specifications will have to be defined at the start of the project.	Summative (S) + Formative (F) F: Criterion B - Developing ideas: define clear specifications S: Criterion C - Creating the solution S: Criterion D - Evaluating

Unit Name: Escape route (Product Design) 21 periods	
Content	Assessment
Planning projects and creating the final product works better for students who have an understanding of 3D objects. This first introduction gives them a challenge that needs to be solved with a prototype. Prototyping as an essential method to creatively develop ideas will be one of the main outcomes of the project. A prototype on a scale 1:10 will be developed, materials explored that lend themselves for prototyping as well as techniques that make rapid prototyping possible.	Criterion A: Inquiring and analysing Criterion B: Developing ideas Criterion C: Creating the solution Students will summarise their findings in a condensed format that focuses on the visual.

Unit Name: 'Uplifting design' (Product Design) 10 periods	
Content	Assessment
Students will analyse portfolios from last year. After making a choice of which portfolio to focus on, they are going to design an alternative product that would fit the design specifications. If time allows students are going to build the product.	S: Criterion B: Developing ideas F: Criterion C: Creating the solution. F: Criterion D: Evaluating.

Unit Name: E - portfolio: Open brief, e.g.: 'Recording for the future' (Product Design) 30 periods
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Content	Assessment
<p>'Orientation in space and time: Natural and human landscapes and resources .' or 'Designing to create a sense of belonging' were topics given to us by the IB for the e-Portfolio. We will receive the new topic as a skeleton unit at the beginning of November and then develop it for our students.</p> <p>Students go through the design cycle in detail, exploring the topic, developing ideas, building their project and evaluating the outcome. It is a culmination of all the skills and knowledge they acquired over time.</p>	<p>Summative assessment</p> <p>Criterion A - Inquiring and analysing</p> <p>Criterion B - Developing ideas</p> <p>Criterion C - Creating the solution</p> <p>Criterion D - Evaluating</p> <p>There will be one submission per criteria.</p> <p>The original IB criteria will be used, graded work will be first internally standardised and then moderated by the IB.</p>

Unit Name: 'Community Project' (Product Design) 12 periods	
Content	Assessment
<p>What challenges do communities experience? What are communities? How can you identify and address a specific problem of a community?</p> <p>Focus of this unit is the product and the practical work leading to it. Skills in manipulating materials and producing high quality products will be the main emphasis of this unit as a culmination of the product design program.</p>	<p>Summative or formative</p> <p>Criterion A - Inquiring and analyzing</p> <p>Criterion B - Developing ideas</p> <p>Criterion C - Creating the solution</p> <p>Criterion D - Evaluating</p> <p>Students will be able to make choices between formative and summative feedback. Their achievements of the e-portfolio will be their main grades for the 2nd semester.</p>

ARTS

Music

Unit Name: Investigation and Performance	
Content	Assessment
This unit will focus on listening and performing skills. Students will choose a piece of music 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 its presentation. They will practice the piece and receive feedback on their technical skills and techniques for making critical artistic choices related to their chosen artistic goal.	Assessments include but are not limited to: Investigation essay submission (Criteria A,B,C,D) Performance on solo instrument/voice (Criteria A,B,C,D) Music journal entries (Criteria A,B,C,D)
Unit Name: To be published by the IB in November	
Content	Assessment
Published by the IB in November	Available in November
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 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. 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. The 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.	Assessments include but are not limited to: Analysis essay submission (Criteria A,B,C,D) Composition submission using western music notation (Criteria A,B,C,D) Music journal (Criteria A,B,C,D) Documentation of the artistic intention and demonstrating the link between artistic intention and final product (Criteria A,B,C,D)

Unit Name: World Fusion	
Content	Assessment
<p>Students in will study various genres of music from around the world. They will use appropriate music terminology and analyze musical elements in both western and non-western contexts. Students will develop a basic understanding of and explore aspects of non-western scales and alternate methods of tuning. Students will learn to identify and define genres through guided listening. They will also examine the context in which this music is performed. Once students have explored the various musical cultures, they will use elements of the music studied to fuse with western music to create a new composition or performance.</p>	<p>Assessments include but are not limited to:</p> <p>In class presentation of the chosen non-western genre (Criteria A,B,C,D)</p> <p>Short composition and performance in the non-western genre of music (Criteria A,B,C,D)</p>

ARTS: Visual Arts, ePortfolio

Unit Name: Material Matters: Exploring Media for Artistic Expression	
Content	Assessment
This is a skill development and portfolio preparation unit. Students will be exposed to many different media to which they will be asked to create appropriate artistic responses.	A: Investigating B: Developing C: Creating D: Evaluating

Unit Name: e-Portfolio Exam	
Content	Assessment
The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November. Typically, schools are able to select the form of media and artists they wish to choose. However, we do not know specifically which tasks will be used to assess student learning. As such, we are unable to provide specific information regarding this unit until we receive the partially completed unit planner from the IB organisation.	Formative or summative assessment activities for this assessment could include (but is not necessarily limited to): Artist studies (essay, presentation or test) Portfolios of media experimentation and idea development (submitted in a physical journal or electronic portfolio) Artist intention statements Final artworks (in a relevant media) Reflective documentation of the process of art creation Arts Assessment Criteria include: A: Investigating B: Developing C: Creating D: Evaluating

ARTS: MS Visual Arts (MS) Option

Unit 1: Built or Natural Environment	
Content	Assessment

<p>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.</p> <p>Students will: Conduct independent research · Choose one of Two pathways · Create three linked works · Write one short written statement</p> <p>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</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation</p>
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Unit 2: To The Stars!	
Content	Assessment
<p>This unit bridges external inspiration with internal realization, requiring students to create a responsive, yet completely independent visual work.</p> <p>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</p> <p>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</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation</p>

Unit 3: Choose Your Craft	
Content	Assessment
<p>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.</p> <p>Students will focus on: One skill in one genre · Develop their own success criteria · Create one resolved piece</p> <p>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 and also those who wish to take the DP visual art course in Grade 11-12</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks</p>

	Evaluation
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Unit 4: The Project (G10 students only)	
Content	Assessment
<p>In this final unit, G10 students explore a component that will feature in the DP Visual Arts course. Students will research and propose a visual art project, using their choice of media to explore a topic of personal interest, tailored for a specific audience and location. Contexts (personal, local, global) must be considered. They will develop their project intention and artwork, refining their work based on peer feedback, and reflect on the final piece by considering potential future extensions.</p> <p>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. However the task develops skills and supports students with art interests and also those who wish to take the new DP course next year.</p>	<p>Summative assessment for this assessment will include the following:</p> <ul style="list-style-type: none"> Research Proposal Media experimentation Idea development based on feedback. Intentions for final artworks Final artworks Evaluation Extensions

ARTS: Theatre E-Portfolio

Unit Name: The ISMs-Theatre Traditions through Time	
Content	Assessment
<p>Theatre is the dialogue of perspectives from which we formulate truth, debate morality, and explore relationships. Theatre's role in this process has been interpreted and expressed differently by each generation. In this unit, students will explore the last 150 years of theatre from Romanticism all the way to Postmodernism. We will watch and analyse a selected play performance and discuss why it is in the "Ism" that it is.</p> <p>Students will then research and explore an ISM of their own choosing identifying and discussing the key performance and production elements as well as key playwrights and plays of the period.</p>	<p>Students will write a play analysis identifying the key elements of the theatre genre studied found within the watched performance.</p> <p>Students will create a presentation on a theatrical ISM of their own choosing, identifying its key performance and production elements, philosophical aims of the genre, the genre's origins, and major playwrights and plays of the period.</p> <p>Arts Assessment Criteria include: A: Investigating B: Developing C: Performing D: Evaluating</p>

Unit Name:Drama e-Portfolio	
Content	Assessment
<p>The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November. Typically, schools are able to select the plays, productions and playwrights they wish to choose. However, we do not know specifically which tasks will be used to assess student learning. As such, we are unable to provide specific information regarding this unit until we receive the partially completed unit planner from the IB organization in November.</p>	<p>Formative or summative assessment activities for this assessment could include (but is not necessarily limited to):</p> <p>Investigation: Through the lens of a chosen theme, students will analyse a play they will watch, linking it back to the key theme through a discussion of performance and production elements.</p> <p>Development: Students must create an artistic intention statement for an original piece of theatre and document their performance and production skill development in their theatre journals.</p> <p>Performance: Students will perform a final original theatre piece based on the IB provided theme. This piece will evaluate the effectiveness with which they could execute their creative ideas within the context of the</p>

	<p>theme through performance and production elements.</p> <p>Evaluation: Students must document and reflect upon their process of creating and performing their piece. This is an evaluation of their choices, processes, skills, and outcomes.</p> <p>Arts Assessment Criteria include:</p> <p>A: Investigating</p> <p>B: Developing</p> <p>C: Performing</p> <p>D: Evaluating</p>
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Unit Name: Postmodern Blackbox-Production Project/Devised Performance	
Content	Assessment
<p>Expanding upon the exploration of theatrical genres in the first unit, this unit will look into the heart of contemporary theatre and look at how theatre makers are currently exploring truth, morality, and relationships. Students will watch some contemporary theatre and discuss the key elements of postmodernism.</p> <p>They will then have an opportunity to collaborative create an original piece of theatre in the style of postmodernism, starting with an artistic intention statement and working through to completion and enactment of a performance and production plan. Students will bring their pieces to a point of performance using relevant acting and production elements to convey their story.</p>	<p>Assessment will be through rehearsal process documentation in the Process Journal and through mini performances during class time. Students will be required to provide feedback on character development, scene development, direction and creative collaboration.</p> <p>The final performance will also be assessed for the extent to which the acting and production elements work effectively in the postmodern style.</p> <p>Arts Assessment Criteria include: A: Investigating B: Developing C: Performing D: Evaluating</p>

OPTIONS

LANGUAGE AND LITERATURE: French

Unit Name: L'individu face à l'Histoire	
Content	Assessment
<p>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), ainsi que deux pièces de théâtre La Machine de Turing 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.</p>	<p>Analyse de texte inconnu (A, B, C, D)</p>
Unit Name: Le pouvoir et le langage	
Content	Assessment
<p>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</p>	<p>Sujet de réflexion (A, B, C, D)</p>
Unit Name: Regards d'enfants sur la réalité du monde	
Content	Assessment
<p>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</p>	<p>Production écrite : récit d'enfance (A, B, C, D)</p>
Unit Name: Ailleurs : voyager, aimer, regarder autrement	

Content	Assessment
<p>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.</p> <p>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 et la critique de la société française au siècle des Lumières.</p>	<p>Production écrite : lettre fictive</p> <p>(A, B, C, D)</p>

LANGUAGE AND LITERATURE: Spanish

Unit Name: Textos periodísticos	
Content	Assessment
<p>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.</p> <p>Además los/as estudiantes:</p> <ul style="list-style-type: none"> · 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 <i>fake news</i> (noticias falsas) y su impacto en la sociedad. 	<p>Análisis de un texto periodístico (Criterio A)</p> <p>Producción escrita: noticia en clave de humor (Criterios B, C, D)</p>

Unit Name: En un lugar de la Mancha...	
Content	Assessment
<p>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.</p> <p>Para conseguir dicho objetivo,</p> <ul style="list-style-type: none"> · analizarán exhaustivamente los componentes psicológicos 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. 	<p>Análisis de un texto/ personajes de la novela (Criterio A)</p> <p>Producción escrita (Criterios C, D)</p>

Unit Name: La autobiografía	
Content	Assessment
<p>Esta unidad presenta varios objetivos:</p> <ul style="list-style-type: none"> - 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 escritor/a en los poemas - llamar la atención sobre la importancia del lenguaje no verbal a través de un texto multimedia. <p>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.</p>	<p>Elaborar una autobiografía en formato texto multimedia tomando como base poemas de un autor.</p> <p>(Criteria A, B)</p>

Unit Name: Voces silenciadas: poder, identidad y libertad en Lorca	
Content	Assessment
<p>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.</p> <p>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,</p> <p>Analizaremos distintos fragmentos de ambas obras y practicaremos distintos tipos de texto.</p>	<p>Análisis de un texto (Criterio A)</p> <p>Producción escrita (pieza poética) (B, C, D)</p>

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.	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Stylistic understanding through musical analysis -Solo and/or ensemble performance -Reflection <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating
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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.	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Solo/group performance -Audience Impact reflection -Action Plan <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating

Unit Name: Score and Music Analysis

Content	Assessment
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<p>In the third unit in Band, students will learn the processes required in preparation of a concert performance. Students will have begun to develop their instrumental presentation skills by the start of this unit. They will have a basic understanding of note reading and how musicians can most effectively use it to make a musical performance. In this unit students will work collaboratively to develop interpretive skills to a variety of choral and musical theatre pieces. These stylistic choices will be student generated based on inspiration derived from various musical styles and performance traditions. The aim of this unit will be to combine note reading, interpretation, understanding of genre, and playing into performances that may be enjoyed by the school.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Recording/video of choreography -Ensemble performance -Scene Blocking Plan <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating
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GLOBAL ISSUES

Unit Name: 1. Power, Politics, and International Relations	
Content	Assessment
<p>This unit focuses primarily on the dynamics of power and governance on the international stage, including the role of states, the evolving nature of sovereignty, the nuances of diplomatic relations, as well as the function of supranational organizations and impact of non-state actors. Students will demonstrate their knowledge and understanding of a contemporary issue through the investigation of case studies. Areas of exploration include decolonization, international law and justice, and peace and security. Students will develop an awareness of multiple perspectives in their examination of controversial political issues. The choice of investigative topics and case studies are student-driven and will be based upon current events that are relevant and meaningful to our community of learners.</p>	<p>Students will demonstrate their knowledge through Socratic seminar discussions, presentations and a one-page reflection essay that ends with an ethical question.</p> <p>All four criteria (A,B ,C & D) will be assessed with this project</p>

Unit Name: 2. Nature, Resources, and Communities	
Content	Assessment
<p>In this unit students will be investigating contemporary issues surrounding environmental change and resource development. Topics will include mining, deforestation, climate change, agriculture, oil and gas, community resilience, and sustainable development. We will look in depth at green energy and innovative sustainable technologies. Questions surrounding what nature is and our place within it will run throughout the unit.</p>	<p>Students will write an essay on a topic related to the unit themes.</p> <p>All four criteria (A,B ,C & D) will be assessed with this project</p>

Unit Name: 3. Current Affairs	
Content	Assessment
<p>For a course such as this, it is important to build in time to consider and examine events of political and social significance, as well as matters that students find important to explore in depth. In previous years, we have explored the Syrian civil war or Germany's refugee influx. Topics related to poverty, human rights, climate change and ending poverty are all likely areas of exploration.</p>	<p>Students will create a magazine piece which focuses on a particular current affairs topic. All four criteria (A,B,C & D) will be assessed with this project</p>

INTERMEDIATE CODING

Unit Name: Text analysis and Webparsing	
Content	Assessment
<p>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.</p> <p>As a second part to this unit we will be extracting data and content from websites and building projects around those skills.</p> <p>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.</p>	<p>Tests</p> <p>projects</p>

Unit Name: Internet of Things (IoT)	
Content	Assessment
<p>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.</p> <p>Student ideas are always welcome and incorporated where feasible.</p>	<p>Tests</p> <p>Projects</p>

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.	<p>Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester.</p> <p>Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.</p>
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.	<p>Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester.</p> <p>Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.</p>
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.	<p>Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester.</p> <p>Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.</p>
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.	<p>Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester.</p> <p>Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.</p>
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.	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 a variety of puppet and puppet art 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: 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. 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/Diorama

Content	Assessment
<p>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.</p>	<p>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, and a process journal, and will happen at the end of each semester.</p>

Annex: MYP Command Terms

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

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

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

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