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The International School of Schaffhausen provides quality education in a warm and caring environment for the children of the Schaffhausen region, according to the philosophy and standards of the International Baccalaureate (IB). We are an internationally-minded community and aim to develop responsible international citizens for today and tomorrow

- by providing an holistic approach to all areas of school life
- by developing a community of life-long learners who strive to be inquirers, critical thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective.
- by encouraging respect to self, others and the environment
- by providing a well-balanced curriculum
- acknowledging that “Each mind has its own method”.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
The IB Middle Years Programme (MYP)

The information that follows in this section has been obtained from the International Baccalaureate Organization. For additional information on the Middle Years Programme please visit the IBO website at www.ibo.org

The Middle Years Programme (MYP) of the International Baccalaureate Organization (IBO) is a course of study designed to meet the educational requirements of students aged between 11 and 16 years. The curriculum may be taught as an entity in itself, but it is flexible enough to allow the demands of national, regional or local legislation to be met.

The MYP has been devised to guide students in their search for a sense of belonging in the world around them. It also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become independent learners who can recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.

The eight subject groups provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transmit this knowledge aim to increase the students’ awareness of the relationships between subjects. Students are encouraged to question and evaluate information critically, to seek out and explore the links between subjects, and to develop an awareness of their own place in the world.

The MYP aims to develop in students:

- The disposition and capacity to be lifelong learners
- The capacity to adapt to a rapidly changing reality
- Problem-solving and practical skills and intellectual rigour
- The capacity and self-confidence to act individually and collaboratively
- An awareness of global issues and the willingness to act responsibly
- The ability to engage in effective communication across frontiers
- Respect for others and an appreciation of similarities and differences
As stated in the IB’s mission statement, the aim of all IB programmes is to develop internationally-minded people who help to create a better and more peaceful world. Within the Middle Years Programme (MYP), this is considered through the IB Learner Profile.

IB learners strive to be:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INQUIRERS</td>
<td>Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</td>
</tr>
<tr>
<td>KNOWLEDGEABLE</td>
<td>Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</td>
</tr>
<tr>
<td>THINKERS</td>
<td>Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.</td>
</tr>
<tr>
<td>COMMUNICATORS</td>
<td>Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</td>
</tr>
<tr>
<td>PRINCIPLED</td>
<td>Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</td>
</tr>
<tr>
<td>OPEN-MINDED</td>
<td>Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.</td>
</tr>
<tr>
<td>CARING</td>
<td>Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</td>
</tr>
</tbody>
</table>
**RISK-TAKERS**

Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**BALANCED**

Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**REFLECTIVE**

Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## FUNDAMENTAL CONCEPTS

The philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are: Holistic Learning, Intercultural Awareness and Communication

### HOLISTIC LEARNING

Holistic Learning emphasizes the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole.

### INTERCULTURAL AWARENESS

Intercultural awareness is concerned with developing students’ attitudes, knowledge and skills as they learn about their own and others’ social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but may also lead to empathy.

### COMMUNICATION

Communication is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.
THE CENTRAL PLACE OF THE STUDENT

The programme model of the MYP places the learner at its centre. This underscores the IB’s belief in educating the whole person, and placing importance on student inquiry. MYP students are making the transition from early puberty to mid-adolescence, which is a crucial period of personal, social and intellectual development, of uncertainty and questioning. The MYP is designed to guide students in their search for a sense of place in their natural and social environments.

THE SUBJECT GROUPS

In the programme model, global contexts, concepts, approaches to learning and teaching, surround the learner and connect to the eight subject groups. Schools are required to teach a broad and balanced choice of subjects in every year of the programme, including at least one subject from each of the eight subject groups. The subject groups provide a broad and balanced foundation of knowledge in traditional subject disciplines.
Figure 1: The IB MYP Curriculum Model
GLOBAL CONTEXTS

The six (6) Global Contexts give the MYP its common language for powerful contextual learning so that students will become increasingly aware of the connections between subject content and the real world, rather than considering subjects as isolated areas unrelated to each other and to the world. The MYP presents knowledge as an integrated whole, emphasizing the acquisition of skills and self-awareness, and the development of personal values. As a result, students are expected to develop an awareness of broader and more complex global issues.

CONCEPTUAL UNDERSTANDING

The MYP programme follows a concept-driven curriculum framework which allows students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school. There are two kinds of concepts. Key concepts are ideas which provide interdisciplinary breadth to the programme and Related concepts which are grounded in each of the subject disciplines and explores the key concepts in greater detail, providing depth to the programme.

APPROACHES TO LEARNING

Approaches to Learning (ATL) is central to the programme, as it is concerned with developing the intellectual discipline, attitudes, strategies and skills which will result in critical, coherent and independent thought and the capacity for problem solving and decision making. It goes far beyond study skills, having to do with “learning how to learn” and with developing an awareness of thought processes and their strategic use. ATL skills show that true learning is more than the acquisition of knowledge: it involves its thoughtful application, as well as critical thinking and problem solving, both individually and collaboratively.
PERSONAL PROJECT – GRADE 10

The Personal Project is a summative assignment designed as a formal expression of what the student has learned during their years in the MYP. The Personal Project encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. (MYP Project Handbook) All students in the MYP must complete a Personal Project. The project is assessed using the final objectives that correlate with the final assessment criteria.

The Personal Project is a significant body of work produced over an extended period. It is a product of the student’s own initiative and should reflect his/her experience of the MYP. The Personal Project holds a very important place in the programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in Approaches to Learning.

TYPES OF PERSONAL PROJECTS

The Personal Project may take many forms, for example:

- an original work of art (visual, dramatic, or performance)
- a written piece of work on a special topic (literary, social, psychological, or anthropological)
- a piece of literary fiction (that is, creative writing)
- an original science experiment
- an invention or specially designed object or system
- the presentation of a developed business, management, or organizational plan (that is, for an entrepreneurial business or project), a special event, or the development of a new student or community organization.

The student and the supervisor must agree that, whatever form the Personal Project takes, the finished product allows the student to investigate and focus on a theme, topic and/or issue closely connected to one global context of the MYP.

The student needs to choose carefully the type of and the goal of their project in terms of the skills and techniques that are required to bring it to a successful conclusion. Some projects may be too ambitious, require overly complex procedures or require a lengthy process of learning.
Here is an example of a realistic and an unrealistic Personal Project:

**Realistic project:** A student who has studied the piano for a number of years decides to write and interpret a musical score for parts of a school play.

**Unrealistic project:** A student decides to learn to play the piano as a Personal Project.

Information and initial instructions about the Personal Project will be given to students and parents at the end of Grade 9. Students will be expected to formulate their ideas and begin research in preparation for the start of the Personal Project in Grade 10. Process Journals must be kept throughout grade 10. A Personal Project Fair, where students exhibit their project, will be held in March, and a final report must be submitted by students in April.
# The PYP and MYP Continuum

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Learner Profile</strong></td>
<td></td>
</tr>
<tr>
<td>Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-Takers, Balanced, Reflective</td>
<td></td>
</tr>
<tr>
<td><strong>Inquiry</strong></td>
<td></td>
</tr>
<tr>
<td>Observe, Infer, Question, Draw Conclusions</td>
<td></td>
</tr>
<tr>
<td><strong>IB Standards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pre, Formative and Summative Assessments</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lines of Inquiry &amp; Teacher Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td><strong>Key Concepts</strong></td>
<td><strong>Aims and Objectives</strong></td>
</tr>
<tr>
<td>Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection</td>
<td></td>
</tr>
<tr>
<td><strong>Transdisciplinary Themes</strong></td>
<td><strong>Global Contexts</strong></td>
</tr>
<tr>
<td>Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, Sharing the Planet</td>
<td>Identities and Relationships, Orientation in Space and Time, Personal and Social Expression, Scientific and Technical Innovation, Globalization and Sustainability, Fairness and Development</td>
</tr>
<tr>
<td><strong>Transdisciplinary Skills</strong></td>
<td><strong>Approaches to Learning</strong></td>
</tr>
<tr>
<td>Thinking skills, Social skills, Communication skills, Self-management skills, Research skills</td>
<td>Communication skills, Social skills, Self-management skills, Research skills, Thinking skills</td>
</tr>
<tr>
<td><strong>Exhibition</strong></td>
<td><strong>Personal Project</strong></td>
</tr>
</tbody>
</table>
There are at least three positive reasons for assessment:

- Students learn more about the subject/skills they’ve been exposed to in class;
- Students learn about themselves as learners;
- Teachers learn about students and assessment design.

**FORMATIVE AND SUMMATIVE ASSESSMENTS**

**Formative assessments** are used by the teacher and student to reflect on what knowledge and skills have been learned and developed and can be applied.

Examples of formative assessments in the MYP classroom may include:

- Class Observations
- Group discussions
- Checklists
- Inventories
- Quiz or Test
- Peer Reviews
- Venn Diagrams
- Self-evaluations
- Drawings
- Journal Entries
- Spontaneous Response

**Summative assessments** take place at the END of the teaching and learning process and allow the student the opportunity to develop and show WHAT HAS BEEN LEARNED and provide samples of their work to show their understanding. It also helps the teacher judge the level of achievement the student has attained.

Examples of summative assessments in the MYP classroom may include:

- Model Production
- Research Projects
- Questionnaires
- Performances
- Investigations
- Essays (Argumentative/Persuasive)
- Exams
- Presentations (oral, written, multimedia)

**HOW DO WE ASSESS?**

For all summative assessments, students have criteria with which they will be assessed. It provides guidelines on what teachers will be looking for when assessing the students’ knowledge and deeper...
understanding of the unit and unit question. It also helps the students know what is expected of them so that they can prepare and do the best they can.

For example Mathematics has four criteria, one of which is called ‘Knowing and Understanding’, for which the achievement levels are defined by the following descriptors:

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors given below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to select appropriate mathematics when solving simple problems; apply the selected mathematics successfully when solving these problems and generally solve these problems correctly.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to select appropriate mathematics when solving more complex problems; apply the selected mathematics successfully when solving these problems and generally solve these problems correctly.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student is able to select appropriate mathematics when solving challenging problems; apply the selected mathematics successfully when solving these problems and generally solve these problems correctly.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student is able to select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations; apply the selected mathematics successfully when solving these problems and generally solve these problems correctly.</td>
</tr>
</tbody>
</table>

**THE MYP ASSESSMENT PROCESS:**

In lessons and through assignments, a unit topic is explored. A summative assessment is announced at least one week in advance - and often negotiated with students for the exact timing for in-class assessments.

The types of assessments should be varied by the teacher and may include:

- **Tests**
  - Extended writing
  - Drama sketches
  - Finished artwork
- **Oral interviews**
- **Examinations**
- **Written assignments**
  - Media presentations
- **Presentations**
  - Media presentations
- **Exhibitions**
- **Research projects**
- **Essays**
- **Dramas**
- **Debates**
- **Interdisciplinary projects**
- **Research projects**
- **Case studies**
- **Developmental workbooks**
- **Lab reports**
- **Classroom observation**

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Assessments are varied to provide students with the greatest chance to express what they know and can do and allows for different learning styles.

The assessment includes a set of instructions and the criteria with which the student’s performance will be assessed. Often the student has the criteria before the assessment takes place. Criteria are sometimes modified to apply to specific assessment tasks or to suit the grade-level expectations.

The assessment is handed-out, collected and assessed by the teacher. The teacher assesses the work according to the criteria and awards an attainment level for each of the criteria assessed (e.g. a lab report may cover three of the six science assessment criteria).

The assessed work is then shared with the student. It is then that a teacher must provide feedback to the student about the work and the student may constructively question the attainment level awarded. The attainment levels reached in each criterion are then noted down with the other levels attained on previous work.

Teachers aim to give students the greatest chance at showing what they can do and so each criterion must be assessed several times through a semester. This helps when a student might be ill during the time of the assessment, who did not understand the work or the assessment (EAL students or newly arrived to the school) or was a risk-taker who experimented with a different approach.
**Assessment by Criteria**

The levels attained for each of the criteria are collected and the subject teacher judges the level at which the student is operating. The final levels are added up and compared to a set of ranges, each range being represented by a grade level.

*An example is the four criteria used to assess Individuals and Societies. As the assessments are done, the teacher records the level achieved in a table such as the one below:*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Criterion A Knowing and Understanding /8</th>
<th>Criterion B Investigating /8</th>
<th>Criterion C Thinking Critically /8</th>
<th>Criterion D Communicating /8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Assessment 2</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Assessment 3</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Assessment 4</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Final:</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>23</strong></td>
<td></td>
</tr>
</tbody>
</table>

**How to Arrive at these Levels?**

Each piece of work is valued differently depending on level of difficulty and effort needed by the student. Also, the level of working knowledge of how the student can express themselves in English is considered. Observed evidence from the classroom is also used to reach a final criteria level.

In the above example, the reasoning behind the choice of levels was because:

**Criterion A:** the student consistently achieves a level 6.

**Criterion B:** the student found this criterion difficult at first but tried hard and steadily improved performance. The teacher is confident that the student has reached attainment level 6 and so awards that level.

**Criterion C:** the student achieved a weak 6 and then a strong 5 after that the student made a mess of the last assessment. In this case the teacher has judged that the student is normally operating at a level 5 and that the last assessment was not representative of what the student can do.
Criterion D: The student has achieved two very different levels. Technically the student has not achieved any level in between so it is problematic to award a 3 or a 6 level. More evidence would be needed so the teacher would need to set another assessment to gather more data.

The final ‘number’ or total is considered a number with a level boundary. The subject teacher would allocate a final grade using the table below and provide the student with a final grade.

Final ‘grade’ Level boundary

<table>
<thead>
<tr>
<th>Final ‘grade’</th>
<th>Level boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-5</td>
</tr>
<tr>
<td>2</td>
<td>6-9</td>
</tr>
<tr>
<td>3</td>
<td>10-14</td>
</tr>
<tr>
<td>4</td>
<td>15-18</td>
</tr>
<tr>
<td>5</td>
<td>19-23</td>
</tr>
<tr>
<td>6</td>
<td>24-27</td>
</tr>
<tr>
<td>7</td>
<td>28-32</td>
</tr>
</tbody>
</table>

Assuming the student achieved a 6 in the last assessment – that would mean the total of the assessment levels would come to 23 and that the student would receive a final grade of 5.

This final grade is reported on the term reports and on the final school transcripts should the student move or need a record for further education.
The IBO MYP lists the most important things to learn in each subject. These are called the ‘criteria’ for the subject. For each criterion, students receive a certain number of points depending on how well they have done on schoolwork, tests, assignments, and exams.

There are eight MYP subjects, each with its’ own set of criteria in grades 6 to 10. Each subject area has specific criteria to be assessed. Below are the subject groups and the associated assessment criteria. Students are assessed against the work that is produced using clearly explained rubrics. Scores on the criteria in each subject are added up. This sum is translated into an MYP Grade ranging from 1 to 7, lowest to highest.

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>Analysing</td>
<td>Organizing</td>
<td>Producing text</td>
<td>Using language</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating</td>
<td>Using language</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying mathematics in real-world contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical and health education</td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analysing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Personal project</td>
<td>Investigating</td>
<td>Planning</td>
<td>Evaluating</td>
<td>Communicating</td>
</tr>
</tbody>
</table>
## Grade Descriptor

Final 1-7 grades are broad grade descriptors that provide information about the skills and knowledge mastered by a student. They are not specific to any subject group.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Very Poor</td>
<td><strong>Minimal</strong> achievement in terms of the objectives.</td>
</tr>
<tr>
<td>2 Poor</td>
<td><strong>Very limited</strong> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <strong>unable</strong> to apply them fully in normal situations, <strong>even with support</strong>.</td>
</tr>
<tr>
<td>3 Needs Improvement</td>
<td><strong>Limited</strong> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <strong>limited understanding</strong> of the required knowledge and skills and is only <strong>able to apply</strong> them fully in normal situations <strong>with support</strong>.</td>
</tr>
<tr>
<td>4 Satisfactory</td>
<td>A <strong>good general understanding</strong> of the required knowledge and skills, and the ability to apply them effectively in <strong>normal</strong> situations. There is <strong>occasional</strong> evidence of the skills of analysis, synthesis and evaluation.</td>
</tr>
<tr>
<td>5 Good</td>
<td>A <strong>consistent and thorough understanding</strong> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <strong>generally</strong> shows evidence of analysis, synthesis and evaluation where appropriate and <strong>occasionally</strong> demonstrates originality and insight.</td>
</tr>
<tr>
<td>6 Very Good</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <strong>wide variety</strong> of situations. <strong>Consistent</strong> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <strong>generally</strong> demonstrates originality and insight.</td>
</tr>
<tr>
<td>7 Excellent</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <strong>almost faultlessly</strong> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <strong>consistently</strong> demonstrates originality and insight and <strong>always produces work of high quality</strong></td>
</tr>
</tbody>
</table>

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MYP SUBJECTS
AIMS AND COURSE OUTLINES

1 - LANGUAGE AND LITERATURE (ENGLISH, GERMAN)

2 - LANGUAGE ACQUISITION (ENGLISH, GERMAN, FRENCH)

3 - MATHEMATICS

4 – INDIVIDUALS AND SOCIETIES

5 – SCIENCES

6 – ARTS (VISUAL, DRAMA, MUSIC)

7 – DESIGN

8 – PHYSICAL AND HEALTH EDUCATION
LANGUAGE AND LITERATURE (ENGLISH, GERMAN)

AIMS

The aims of the teaching and study of MYP language and Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary works
- engage with text from different historical periods and a variety of cultures
- explore and analyze aspects of personal, host and other cultures through literary and non-literary works
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

ASSESSMENT CRITERIA

The following assessment criteria have been established for the MYP Language and Literature.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Task</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Analyzing</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Organizing</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Producing Text</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using Language</td>
<td>8</td>
</tr>
</tbody>
</table>
# LANGUAGE AND LITERATURE (ENGLISH) COURSE OUTLINE*

<table>
<thead>
<tr>
<th>Unit 1 prose</th>
<th>2017-2018 Cycle A Grades 6/7</th>
<th>2017-2018 Grades 8</th>
<th>2017-2018 Grade 9</th>
<th>2017-2018 Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>culture setting</td>
<td>The Sign of the Beaver</td>
<td>connections audience</td>
<td>Children of the River</td>
<td>Systems Purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2 poetry and non-fiction</th>
<th>2017-2018 Cycle A Grades 6/7</th>
<th>2017-2018 Grades 8</th>
<th>2017-2018 Grade 9</th>
<th>2017-2018 Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>global interaction style</td>
<td>the poetry and prose of the individual and society</td>
<td>communication</td>
<td>intertextuality</td>
<td>the poetry and prose of difference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3 world literature</th>
<th>2017-2018 Cycle A Grades 6/7</th>
<th>2017-2018 Grades 8</th>
<th>2017-2018 Grade 9</th>
<th>2017-2018 Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>perspective style</td>
<td>creation myths</td>
<td>time, place and space</td>
<td>genres The Modern World</td>
<td>time, place and space</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4 drama</th>
<th>2017-2018 Cycle A Grades 6/7</th>
<th>2017-2018 Grades 8</th>
<th>2017-2018 Grade 9</th>
<th>2017-2018 Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>relationships genre</td>
<td>short stories</td>
<td>communities point-of-view Romeo and Juliet</td>
<td>relationships structure Macbeth</td>
<td>culture character Bend It Like Beckham</td>
</tr>
</tbody>
</table>

* Subject to change

# LANGUAGE AND LITERATURE (GERMAN) COURSE OUTLINE*

<table>
<thead>
<tr>
<th>2017 - 2018 Cycle B Grades 6/7</th>
<th>2017 - 2018 Cycle B Grades 8/9/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Prosa</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Lyrik</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td>Drama</td>
</tr>
<tr>
<td>(Weltliteratur)</td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td>Prosa</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Subject to Change

**LANGUAGE ACQUISITION (ENGLISH, GERMAN, FRENCH)**

**AIMS**

The primary aim of language acquisition in the MYP is to encourage students to gain competence in a modern language other than their mother tongue and to enable the student to become a critical and competent communicator.

The aims of the teaching and study of modern foreign languages are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student’s communication skills necessary for further language learning, for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
• enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
• enable the student to recognize and use language as a vehicle of thought, reflection and self-expression and learning in other subjects and as a tool for enhancing literacy
• enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
• offer insight into the cultural characteristics of the communities where the language is spoken
• encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to the involvement and action in own and other communities
• foster curiosity, a lifelong interest and enjoyment in language learning.

**Assessment Criteria**

*Students are assessed by the following criteria:*

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Comprehending spoken and visual text</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Comprehending written and visual text</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating in response to spoken, written and visual text</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using language in spoken and written form</td>
<td>8</td>
</tr>
</tbody>
</table>

**Language Acquisition (English) Course Outline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Option</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>Option 2</td>
<td>6/7</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Option 1</td>
<td>8/9/10</td>
</tr>
<tr>
<td>Unit</td>
<td>Phase 1-2</td>
<td>Phase 3-4</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td><strong>Phase 1-2</strong>&lt;br&gt;Write to Me&lt;br&gt;Postcard, Text and Email Writing;</td>
<td><strong>Phase 2-3</strong>&lt;br&gt;Go Eco&lt;br&gt;Various texts related to ecology, fiction and non-fiction genres; Discursive and Persuasive writing</td>
</tr>
<tr>
<td></td>
<td><strong>Phases 3-4</strong>&lt;br&gt;The Essence of Survival&lt;br&gt;Descriptive (Figurative) Language&lt;br&gt;Novel: <em>Hatchet</em></td>
<td><strong>Phase 3-4</strong>&lt;br&gt;Selected focus, e.g. tourism</td>
</tr>
<tr>
<td></td>
<td><strong>Phase 3-4</strong>&lt;br&gt;The World of Myths, Legends and Tales&lt;br&gt;<em>Myths and Legends by Anthony Horowitz</em> and other tales</td>
<td><strong>Phase 4-5</strong>&lt;br&gt;Many aspects: tourism, diet, resources, etc.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Phases 1-2</strong>&lt;br&gt;Let’s Go Shopping&lt;br&gt;Paragraph writing</td>
<td><strong>Phases 2-3</strong>&lt;br&gt;More than Songs&lt;br&gt;Creative genres (song lyrics and poetry) as used to inspire change in terms of social issues</td>
</tr>
<tr>
<td></td>
<td><strong>Phases 3-4</strong>&lt;br&gt;Celebrations and Traditions&lt;br&gt;Explanatory Text, Invitational writing, Visual and oral presentations</td>
<td><strong>Phases 2-3</strong>&lt;br&gt;Urban Myths&lt;br&gt;Urban myths reflecting the dynamics and values of communities</td>
</tr>
<tr>
<td></td>
<td><strong>Phases 3-4</strong>&lt;br&gt;Love Matters&lt;br&gt;Love through genres: poetry, songs, letters and articles</td>
<td><strong>Phase 2-3</strong>&lt;br&gt;Creative writing (urban myths) and critical reviews writing; playing with genres</td>
</tr>
<tr>
<td>3</td>
<td>Poetry writing;&lt;br&gt;Extended answers, paragraphs, essays</td>
<td><strong>Phase 2-3</strong>&lt;br&gt;Urban Myths&lt;br&gt;Urban myths reflecting the dynamics and values of communities</td>
</tr>
</tbody>
</table>

| **Phase 1-2**<br>Write to Me<br>Postcard, Text and Email Writing; | **Phase 2-3**<br>Go Eco<br>Various texts related to ecology, fiction and non-fiction genres; Discursive and Persuasive writing |
| **Phases 3-4**<br>The Essence of Survival<br>Descriptive (Figurative) Language<br>Novel: *Hatchet* | **Phase 3-4**<br>Selected focus, e.g. tourism |
| **Phase 3-4**<br>The World of Myths, Legends and Tales<br>*Myths and Legends by Anthony Horowitz* and other tales | **Phase 4-5**<br>Many aspects: tourism, diet, resources, etc. |
| **Phases 1-2**<br>Let’s Go Shopping<br>Paragraph writing | **Phases 2-3**<br>More than Songs<br>Creative genres (song lyrics and poetry) as used to inspire change in terms of social issues |
| **Phases 3-4**<br>Celebrations and Traditions<br>Explanatory Text, Invitational writing, Visual and oral presentations | **Phase 2-3**<br>Urban Myths<br>Urban myths reflecting the dynamics and values of communities |
| **Phases 3-4**<br>Love Matters<br>Love through genres: poetry, songs, letters and articles | **Phase 2-3**<br>Creative writing (urban myths) and critical reviews writing; playing with genres |
**UNIT 4**

<table>
<thead>
<tr>
<th>Phases 1-2</th>
<th>Phases 2-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making the News</strong></td>
<td><strong>Human Rights</strong></td>
</tr>
<tr>
<td>(Did not complete unit)</td>
<td>Persuasive speeches and writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phases 3-4</th>
<th>Phases 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Just Do It</strong></td>
<td><strong>Instructional Writing Techniques</strong></td>
</tr>
<tr>
<td>Instructional Writing Techniques</td>
<td></td>
</tr>
</tbody>
</table>

* Subject to Change

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**LANGUAGE ACQUISITION (GERMAN) GRADE 6 & 7 COURSE OUTLINE**

**Option A**

<table>
<thead>
<tr>
<th>Phases</th>
<th>Beginner German + Starter German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td><strong>Phase 1/2</strong> My life and my family</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Health and illness</td>
</tr>
<tr>
<td>Unit 3</td>
<td>A short novel</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Holidays and Travels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 2/3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe – different countries, different cultures</td>
<td></td>
</tr>
<tr>
<td>Celebrations and Traditions: Internationally minded</td>
<td></td>
</tr>
<tr>
<td>Big City Life – Living and travelling in cities</td>
<td></td>
</tr>
<tr>
<td>From Classic to Modern</td>
<td></td>
</tr>
</tbody>
</table>

* Subject to Change

**Grade 6/7 combined**

Option A Grade 6/7 for 2017-2018

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**Language Acquisition (German) Grade 8, 9 & 10 Course Outline**

**Option A**

<table>
<thead>
<tr>
<th>Phases</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introductions/Personal Life</td>
<td>Media</td>
<td>Tourism and Travelling</td>
<td>Science and Technology</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Making Plans</td>
<td>Finding your way around a city</td>
<td>A German speaking country: Switzerland</td>
<td>Science-Fiction and Short Stories</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Celebrations</td>
<td>Ben liebt Anna</td>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Going on a Trip</td>
<td>A German speaking country: Austria</td>
<td>Healthy Living</td>
<td>Travelling can be sustainable</td>
</tr>
</tbody>
</table>

* Subject to Change
** Option A Grade 8/9/10 for 2017-2018
*First year of offering this phase in grade 8/9/10
## LANGUAGE ACQUISITION (FRENCH) COURSE OUTLINE*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Year 1 (Gr. 6)</th>
<th>Year 2 (Gr. 7)</th>
<th>Year 3 (Gr. 8)</th>
<th>Year 4 (Gr. 9)</th>
<th>Year 5 (Gr. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>En ville (visiting a French city)</td>
<td>Les autres et moi (social relationships)</td>
<td>Chez nous (house and home)</td>
<td>Au jour le jour (daily routine and looking good)</td>
<td>Le travail</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Le shopping (buying clothes)</td>
<td>Le week-end (weekend activities)</td>
<td>Vive le sport! (Sports and health)</td>
<td>Soyons utiles! (being helpful around the house)</td>
<td>Les voyages</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Le temps libre (leisure time activities)</td>
<td>Bon appétit (meals and food shopping)</td>
<td>Soyez à la mode (fashion, clothes and accessories)</td>
<td>Vive la nature! (vacation and outdoor activities; the environment and its protection)</td>
<td>Séjour en France Services à l’hôtel</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Les repas (food and meals)</td>
<td>Loisirs et spectacles (French music and French films)</td>
<td>Bonnes vacances (getting around by car and holidays)</td>
<td>Aspects de la vie quotidienne (going shopping and asking for services)</td>
<td>Une visite médicale</td>
</tr>
<tr>
<td>Unit 5</td>
<td></td>
<td></td>
<td></td>
<td>Bon voyage! (travel)</td>
<td>La culture francophone</td>
</tr>
</tbody>
</table>
AIMS
The aims of teaching and learning MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others
### Assessment Criteria

The following assessment criteria have been established by the IB for Mathematics in the MYP.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Investigating patterns</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Applying mathematics in real-life contexts</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>
# Mathematics Course Outline*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Year 1 (Gr. 6)</th>
<th>Year 2 (Gr. 7)</th>
<th>Year 3 (Gr. 8)</th>
<th>Year 4 (Gr. 9)</th>
<th>Year 5 (Gr. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History of Numbers</td>
<td>Number: Manipulation of Integers</td>
<td>Proportional Numbers and Ratio – Interdisciplinary Unit (Visual Arts)</td>
<td>Algebraic Notation and Simultaneous Equations</td>
<td>Congruence and Similarity of Triangles</td>
</tr>
<tr>
<td>2</td>
<td>Number Operations</td>
<td>Patterns and Algebra Number: Manipulation of Integers</td>
<td>Number in Finance</td>
<td>Coordinate Geometry and Graphical Applications</td>
<td>Factorisation and Quadratic Functions</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Algebra</td>
<td>Interpreting and Presenting Graphs and Functions</td>
<td>Geometry and Pythagoras</td>
<td>Exclusive and Combined Events in Probability</td>
<td>Trigonometry</td>
</tr>
<tr>
<td>4</td>
<td>Fractions</td>
<td>Fractions, Decimals and Percentages</td>
<td>Algebraic Expressions, Equations and Expansions</td>
<td>Manipulating the Quadratic form</td>
<td>Exponential Functions and Logarithms</td>
</tr>
<tr>
<td>5</td>
<td>Area, Perimeter and Volume</td>
<td>Ratio and Proportion</td>
<td>Coordinate Geometry and Linear Functions</td>
<td>Graphing and Application of Quadratic Functions</td>
<td>Modelling Data, Trends and Regression Analysis</td>
</tr>
<tr>
<td>6</td>
<td>Exploring Mathematical concepts in Art – Interdisciplinary Unit (Visual Arts)</td>
<td></td>
<td></td>
<td>Population Sampling</td>
<td>Logic and Networks</td>
</tr>
</tbody>
</table>

* Subject to Change
INDIVIDUALS AND SOCIETIES

AIMS

The aims of the teaching and study of MYP individuals and societies are to encourage and enable students to develop:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

ASSESSMENT CRITERIA

The following assessment criteria have been established by the IB for Individuals and Societies in the MYP.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Knowledge and understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Investigating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Thinking Critically</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>
INDIVIDUALS AND SOCIETIES COURSE OUTLINE

Individuals and Societies at ISSH takes the form of integrated humanities. We integrate the subjects of Geography, History, Business Management, Economics, Civics and Political Science into a five year programme where all students are well grounded in Individual and Societies knowledge and concepts as well as prepared for all Group 3 courses in the Diploma Programme.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>(Gr. 6)</td>
<td>(Gr. 7)</td>
<td>(Gr. 8)</td>
<td>(Gr. 9)</td>
<td>(Gr. 10)</td>
</tr>
</tbody>
</table>

**Unit 1**
- What is History?
  - Ancient Civilizations
- Mapping Skills and Orientation
- Leaders
- Revolution
- WW1, WW2 and the Cold War – Intro to DP History

**Unit 2**
- What is Geography?
  - Natural Environments
- Hazards and Disasters
- Age of Colonialism and Imperialism
- Civil Rights & Race Relations
- Demographics – Intro to DP Geography

**Unit 3**
- Weather and Climate
- The Industrial Revolution
- Rivers: the power of fresh water
- Oceans: living on the edge
- Micro and Macro Economics – Intro to DP Economics*

**Unit 4**
- Medieval Times
- Human Settlement
- Human Rights and International Cooperation
- World Development and Globalisation
- Global Politics and Current Events

* In 2017-18 taught as a stand-alone course (ECON 10) throughout the year
AIMS

The aims of the teaching and study of MYP sciences are to encourage and enable students to:

▪ understand and appreciate science and its implications
▪ consider science as a human endeavour with benefits and limitations
▪ cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
▪ develop skills to design and perform investigations, evaluate evidence and reach conclusions
▪ build an awareness of the need to effectively collaborate and communicate
▪ apply language skills and knowledge in a variety of real-life contexts
▪ develop sensitivity towards the living and the non-living environments
▪ reflect on learning experiences and make informed choices

ASSESSMENT CRITERIA

The following assessment criteria have been established by the IB for Sciences in the MYP.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Inquiring and designing</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Processing and evaluating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Reflecting on the impacts of science</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Scieneces Course Outline*</td>
<td>Year 1 (Gr 6)</td>
<td>Year 2 (Gr 7)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Unit 1</td>
<td>Quantitative Measurements</td>
<td>Food and Digestion</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Classifying Materials</td>
<td>The Earth and Atmosphere</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Cells</td>
<td>Electricity and Magnetism</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Forces and Motion</td>
<td>Sound and Light</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Chemical Reactions</td>
<td>Chemical Reactions II</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Ecology</td>
<td>Plant Science</td>
</tr>
</tbody>
</table>

* Subject to change
VISUAL AND PERFORMING ARTS

AIMS

The aims of the teaching and study of MYP arts are for students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world

ASSESSMENT CRITERIA

The following assessment criteria have been established by the IB for Arts in the MYP.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Knowing and understanding</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Developing skills</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Thinking creatively</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Responding</td>
<td>8</td>
</tr>
</tbody>
</table>

Students in Grades 6 and 8 will cover Music in Performing Arts. Students in Grades 7 and 9/10 will cover Drama in Performing Arts.
### Performing Arts – Musical Theatre - Course Outline*

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Vocal Clarity: Ensemble</td>
<td>Character Development</td>
</tr>
<tr>
<td><strong>Vocal Clarity: Shakespeare</strong></td>
<td><strong>Character Development</strong></td>
</tr>
</tbody>
</table>

*Subject to change

### Performing Arts - Drama - Course Outline*

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 9/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Vocal Clarity: Puppets</td>
<td>Character Development: Class</td>
</tr>
<tr>
<td><strong>Character Development: Shakespeare</strong></td>
<td><strong>Play</strong></td>
</tr>
<tr>
<td>Character Development: Realism</td>
<td></td>
</tr>
</tbody>
</table>

*Subject to change
## Visual Arts Course Outline*

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Gr 6)</td>
<td>(Gr 7)</td>
<td>(Gr 8)</td>
<td>(Gr 9)</td>
<td>(Gr 10)</td>
</tr>
<tr>
<td>Unit 1</td>
<td>Landscape</td>
<td>Cubism</td>
<td>Metamorphosis</td>
<td>Still Life</td>
<td>Distortion</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Abstract Art</td>
<td>Colour</td>
<td>The Coastal Environment</td>
<td>Pop Art</td>
<td>Thematic Art</td>
</tr>
</tbody>
</table>

* Subject to change
**AIMS**

The aims of the teaching and study of MYP Design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop and appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others’ viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices

**ASSESSMENT CRITERIA**

The following assessment criteria have been established by the IB for MYP Design:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Inquiring and Analysing</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Developing ideas</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Creating the solution</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Evaluating</td>
<td>8</td>
</tr>
</tbody>
</table>
## Design Course Outline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Gr. 6)</td>
<td>(Gr 7)</td>
<td>(Gr 8)</td>
<td>(Gr 9/10)</td>
</tr>
</tbody>
</table>

**Unit 1**

- **Year 1**
  - Websites - A Guide to Schaffhausen for 11-16 Year Olds
- **Year 2**
  - Designing a Tablet PC for Educational Purposes (3D Design)
- **Year 3**
  - Computer Game Creation (Programming)
- **Year 4/5**
  - The Design and Creation of Websites

**Unit 2**

- **Year 1**
  - Websites - A Guide to Schaffhausen for 11-16 Year Olds
- **Year 2**
  - Kodu/Scratch Programming - Building a Game that reflects Interests of a Peer
- **Year 3**
  - Web Authoring: Too Much Technology
- **Year 4/5**
  - Gamification for Learning

* Subject to change
PHYSICAL AND HEALTH EDUCATION

AIMS

The aims of the MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences

ASSESSMENT CRITERIA

The following assessment criteria have been established by the IB for Physical Education in the MYP.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Knowing and understanding</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Planning for performance</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Applying and performing</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Reflecting and improving performance</td>
<td>8</td>
</tr>
</tbody>
</table>

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.
**PHYSICAL AND HEALTH EDUCATION COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basketball - What are the rules and strategies</td>
<td>Fitness-related skills</td>
<td>Ball sports - is the ball the center of the game?</td>
<td>Basketball - Advanced strategies and techniques</td>
<td>Handball</td>
</tr>
<tr>
<td>2</td>
<td>Movement Composition (Dance)</td>
<td>Gymnastics routine (movement composition)</td>
<td>Parcours</td>
<td>Gymnastics routine (movement composition)</td>
<td>Swimming</td>
</tr>
<tr>
<td>3</td>
<td>Net games</td>
<td>Badminton - Basic skills and techniques</td>
<td>Football - Advanced skills</td>
<td>Badminton - Game situations and advanced techniques</td>
<td>Martial Arts (movement composition)</td>
</tr>
<tr>
<td>4</td>
<td>Gymnastics</td>
<td>Game creation</td>
<td>Swimming - Improving techniques</td>
<td>Uni Hockey</td>
<td>Fitness - Endurance training</td>
</tr>
<tr>
<td>(Unit 5)</td>
<td>Unihockey</td>
<td>Football - Basic skills</td>
<td>Athletics - Long jump, high jump</td>
<td>Athletics</td>
<td>Athletics - Throw discipline</td>
</tr>
</tbody>
</table>

*Subject to change*