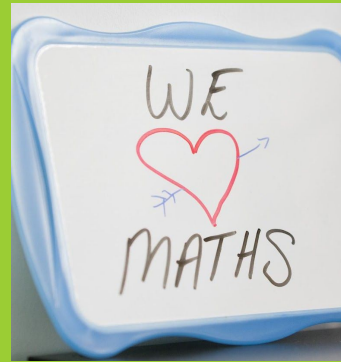




IB Middle Years Programme

Curriculum Guide

Grade 6-10



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ISSH MISSION STATEMENT

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”.

IB MISSION STATEMENT

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

THE IB LEARNER PROFILE

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:

Learning Outcome	Description
INQUIRERS	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.
KNOWLEDGEABLE	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.
THINKERS	Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
COMMUNICATORS	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.
PRINCIPLED	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.
OPEN-MINDED	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.
CARING	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.

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 MYP CURRICULUM MODEL FOR GRADE 6 - 10

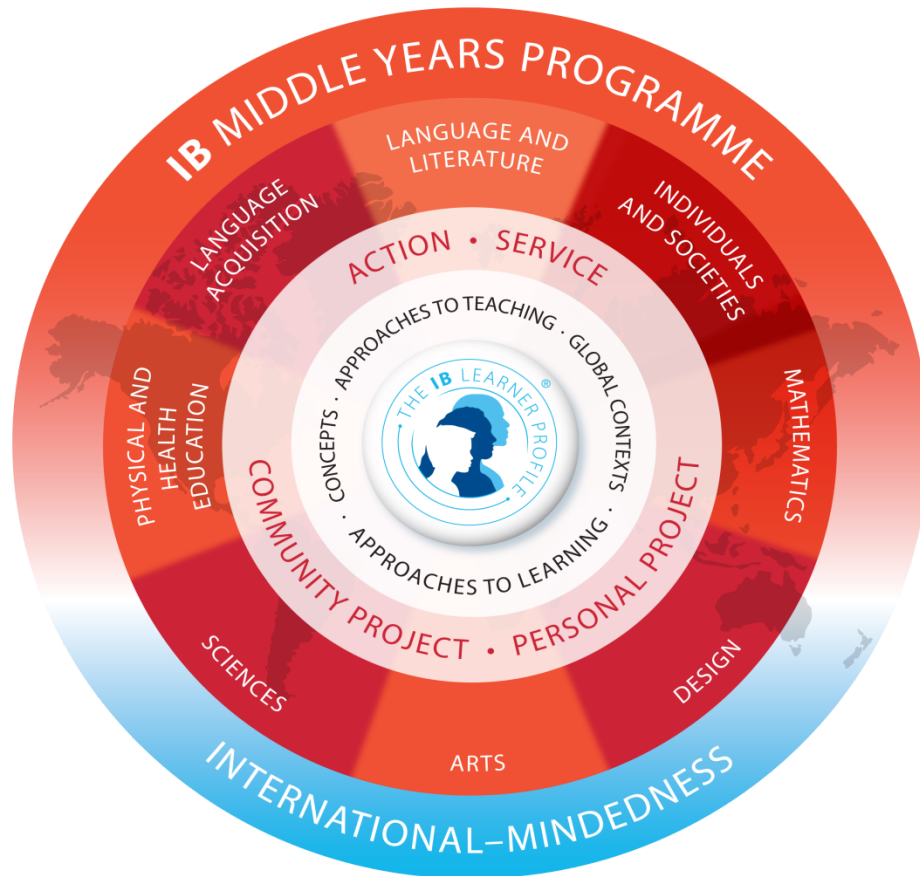
THE CENTRAL PLACE OF THE STUDENT

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 December, and a final report must be submitted by students in January.

THE PYP AND MYP CONTINUUM

PYP	MYP
MISSION STATEMENT	
<p>LEARNER PROFILE</p> <p>Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-Takers, Balanced, Reflective</p>	
<p>INQUIRY</p> <p>Observe, Infer, Question, Draw Conclusions</p>	
IB STANDARDS	
PRE, FORMATIVE AND SUMMATIVE ASSESSMENTS	
REFLECTION	
LINES OF INQUIRY & TEACHER QUESTIONS	GUIDING QUESTIONS
<p>KEY CONCEPTS</p> <p>Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection</p>	AIMS AND OBJECTIVES
<p>TRANSDISCIPLINARY THEMES</p> <p>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</p>	<p>GLOBAL CONTEXTS</p> <p>Identities and Relationships, Orientation in Space and Time, Personal and Social Expression, Scientific and Technical Innovation, Globalization and Sustainability, Fairness and Development</p>
<p>TRANSDISCIPLINARY SKILLS</p> <p>Thinking skills, Social skills, Communication skills, Self-management skills, Research skills</p>	<p>APPROACHES TO LEARNING</p> <p>Communication skills, Social skills, Self-management skills, Research skills, Thinking skills</p>

EXHIBITION

PERSONAL PROJECT

MYP ASSESSMENT

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 Presentations (oral, written, multimedia)
- Investigations
- Essays (Argumentative/Persuasive)
- Exams

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:

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	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.
3-4	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.
5-6	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.
7-8	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.

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
- Oral interviews
- Examinations
- Written assignments
- Presentations
- Extended writing
- Exhibitions
- Research projects
- Essays
- Case studies
- Drama sketches
- Debates

Finished artwork

Interdisciplinary
projects

Developmental
workbooks

Lab reports

Classroom
observation

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:

Assessment	Criterion A Knowing and Understanding /8	Criterion B Investigating /8	Criterion C Thinking Critically /8	Criterion D Communicating /8
Assessment 1	6	4	6	
Assessment 2	6	5	5	
Assessment 3	6	6	3	3
Assessment 4				6
Final:	6	6	5	6
Total:				23

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

Final 'grade'	Level boundary
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

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.

MIDDLE YEARS PROGRAMME ASSESSMENT CRITERIA

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.

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

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.

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

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.

Criterion A	Analyzing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing Text	Maximum 8
Criterion D	Using Language	Maximum 8

LANGUAGE AND LITERATURE (ENGLISH) COURSE OUTLINE*

Genre	Grades 6/7	Grade 8	Grades 9/10
Unit1 Prose/ World Literature	<i>The Boy in the Striped Pyjamas</i>	<i>Children of the River</i>	<i>Of Mice and Men</i>
Unit 2 Poetry	Poetry through the ages	War poetry	Love and Relationships
Unit 3 Non-fiction	Introduction to writing conventions	Activism in the modern world	Creative writing
Unit 4 Drama	Noughts and Crosses	<i>Romeo and Juliet</i>	<i>An Inspector Calls</i>

* Subject to change

LANGUAGE AND LITERATURE (GERMAN) COURSE OUTLINE*

Genre	Cycle A Grades 6/7	Genre	Cycle A Grades 8/9/10
Unit 1 Lyrik	Balladen	Unit 1 Prosa (Weltliteratur)	Morton Rhue "Die Welle"
Unit 2 Epik	Judith Kerr <i>Als Hitler das rosa Kaninchen stahl</i>	Unit 2 Lyrik	Lyrik und Poesie
Unit 3 Prosa (Weltliteratur)	Raquel Palacio <i>Wunder</i>	Unit 3 Textsorten	Erörterung
Unit 4 Prosa	Fabeln und Kurzprosa	Unit 4 Textsorten	Berichte und Reportagen

* Subject to Change

LANGUAGE ACQUISITION (ENGLISH, GERMAN, FRENCH)

Aims

The primary aim of Language Acquisition in the Middle School 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

The following assessment criteria have been established for Language Acquisition in the Middle School:

Criterion A	Comprehension 50%
Criterion B	Communicating 50%

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 1 and the highest represented as 7.

LANGUAGE ACQUISITION (ENGLISH) COURSE OUTLINE*

Option A**

Phases	Phase 1/2	Phase 4/5
Unit 1	Write to me - postcard, text and email writing	Novel Study/Book Review The Considine Curse by Gareth P. Jones
Unit 2	Celebrations and traditions	Elements of story writing Short Stories by Roald Dahl
Unit 3	English around the world - short stories	Personal Challenges Hatchet by Gary Paulsen

Unit 4	Making the News	Teenage Matters Leaflets, brochures, information text
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* Subject to Change
** Grade 6/7 combined
Option A Grade 6/7 for 2020-2021

LANGUAGE ACQUISITION (ENGLISH) GRADE 8, 9 & 10 COURSE OUTLINE*

Option A**

Phases	Phase 1/2	Phase 2/3	Phase 4
Unit 1	You and your family	Tourism and its challenges	Novel: The Boy in the Striped Pyjamas
Unit 2	Everyday life and leisure time	Novel: The Importance of Being Ernest*	News vs. Fake News Separating fact and fiction.
Unit 3	Life in the city and rural areas	Multiculturalism and diversity	Recycling and Sustainability
Unit 4	Charles Dickens - Great Expectations	Resolving conflict	Advertising

* Subject to Change
** Option B Grade 8/9/10 for 2018-2019

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

Option B**

Phases	Phase 1/2	Phase 3/4/5
Unit 1	Personal life and making plans	Sports and free time activities
Unit 2	Travelling and discovering	Literature - Das doppelte Lottchen*
Unit 3	Music and emotions	Music - How to express emotions and ideas through music
Unit 4	Plans for the future	Nature and environment protection

* Subject to Change
** Grade 6/7 combined

LANGUAGE ACQUISITION (GERMAN) GRADE 8, 9 & 10 COURSE OUTLINE*

Option A**

Phases	Phase 1/2	Phase 3/4	Phase 4/5
Unit 1	Personal life	Friendships	Mass Media - Information and Opinions
Unit 2	Travelling and discovering	Literature - Anne Franks Tagebuch*	Factual texts
Unit 3	Family, friends and values	Climate change	Fitness
Unit 4	Working life/life after school	Multiculturalism and Diversity	Literature: Nöstlinger “Das Austauschkind”

* Subject to Change

** Option A Grade 8/9/10 for 2020-2021

LANGUAGE ACQUISITION (FRENCH) COURSE OUTLINE*

	Grade 6	Grade 7	Grade 8	Grade 9-10 Option A**
Unit 1	Qui suis-je?	Mes loisirs	La mode	Les nouvelles technologies
Unit 2	Bon Appétit!	Les médias	La musique	Les études et le travail
Unit 3	Ma routine	Qu'est-ce que tu as fait hier?	Une vie saine	Les problèmes de société Étude du film: Welcome
Unit 4	En ville	Les vacances	Le tourisme	

* Subject to Change

**units for 2020-2021

Aims

The aims of teaching and learning the Middle School 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 for Mathematics in the Middle School:

Criterion A	Tests and Examinations 80%
Criterion B	Investigations 20%

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 1 and the highest represented as 7.

MATHEMATICS COURSE OUTLINE*

For Grade 10, the Higher Mathematics Course Outline appears in bold, while the Core Mathematics Course Outline appears in italics.

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Unit 1	Number Operations	Number	Percentage	Solving Linear and Simultaneous Equations	Quadratics <i>Algebra</i>
Unit 2	Number Systems	Algebra	Algebra	Geometry	Trigonometry <i>Number</i>
Unit 3	Algebra	Coordinate Systems & Linear Functions	Geometry and Measurement	Statistics	Exponentials and Logarithms <i>Trigonometry</i>
Unit 4	Fractions & Decimals	Fractions, Decimals & Percentages	Pythagoras' Theorem	Probability	Introduction to Differential Calculus <i>Geometry</i>
Unit 5	Geometry: Measurement & Angles	Ratio and Proportion		Quadratic Functions	Series & Sequences (DP) <i>Series & Sequences (DP)</i>

* Subject to Change

INDIVIDUALS AND SOCIETIES

AIMS

The aims of the teaching and study of Middle School 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 for Individuals and Societies in the Middle School:

Criterion A	Knowledge and Understanding 60%
Criterion B	Analysis and Evaluation 40%

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 1 and the highest represented as 7.

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.

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Unit 1	What is History?	Classical Civilizations	Leaders and Leadership	Civil Rights & Race Relations	Intro to DP History: Medicine through Time USA Boom or Bust (1919-1929) ¹ Dictatorships and Democracies
Unit 2	Natural Hazards	Plate tectonics	Age of Exploration	Oceans: living on the edge	
Unit 3	Medieval Times	History of Health	Rivers	History Mysteries	
Unit 4	Passport to the World	Cities	International Co-operation	World Development and Globalisation	

* Subject to Change

Aims

The aims of the teaching and study of Middle School 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 for Sciences in the Middle School:

Criterion A	Knowledge and Understanding 80%
Criterion B	Laboratory Research Skills 20%

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 1 and the highest represented as 7.

SCIENCES COURSE OUTLINE*

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Unit 1	Quantitative Measurements	Food and Digestion	Rates of reaction	Forces and Motion	Modern Genetics
Unit 2	Classifying Materials	The Earth and Atmosphere	Energy Transfer	The Nervous System	Energetics
Unit 3	Cells	Electricity and Magnetism	Immunology	Equilibrium	Electromagnetic waves
Unit 4	Forces and Motion	Sound and Light	Water and Solutions	Electromagnetism	Health and Fitness
Unit 5	Chemical Reactions	Chemical Reactions II	Our place in the Universe	Quantitative Chemistry	Redox reactions
Unit 6	Ecology	Plant Science	Classical Genetics	Endocrine system	Radioactivity and fundamental particles

* Subject to change

VISUAL AND PERFORMING ARTS

AIMS

The aims of the teaching and study of Middle School 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 for Arts in the Middle School:

Criterion A	Process 50%
Criterion B	Production 50%

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 1 and the highest represented as 7.

MUSIC AND PERFORMING ARTS COURSE OUTLINE*

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Unit 1	Principles of Music	Principles of Music	Principles of Music	N/A	N/A
Unit 2	Principles of Performance	Principles of Performance	Principles of Performance	Principles of Production	N/A

* Subject to change

VISUAL ARTS COURSE OUTLINE*

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Unit 1	Landscape	Landscape	The Coastal Environment	Psychedelic Art	Psychedelic Art
Unit 2	Colour	Colour	Metamorphosis	Thematic Art	Thematic Art

* Subject to change

DESIGN, ICT AND COMPUTER SCIENCE

AIMS

The aims of the teaching and study of Middle School Design, ICT and Computer Science 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 for Design, ICT and Computer Science in the Middle School:

Criterion A	Design 50%
Criterion B	Implementation 50%

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 1 and the highest represented as 7.

Design, ICT and Computer Science Course Outline*

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Unit 1	Eggs	Whoosh	Logos		
Unit 2	Architecture	PSA	Bridges		
Unit 3	Sprites	Boxes			

* Subject to change

PHYSICAL AND HEALTH EDUCATION

AIMS

The aims of the Middle School 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 for Physical Education in the Middle School.

Criterion A	Knowing and understanding 30%
Criterion B	Applying and performing 70%

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 1 and the highest represented as 7.

PHYSICAL AND HEALTH EDUCATION COURSE OUTLINE*

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 9/ 10 Combined Fitness	Grade 10
Unit 1	Throwing, catching and Striking	Throwing, Catching and Striking	Football	Athletics/ Throwing catching striking	Handball	Circuit training
Unit 2	Rugby	Rugby	Swimming (if possible) Front crawl	Gymnastics	Swimming	Bouldering (if possible)
Unit 3	Unihockey	Unihockey	basketball	Racket Sports	Unihockey	Racket sport
Unit 4	Athletics/ Sports day prep	Athletics/ Sports day prep	Throwing, Catching and striking	basketball	Endurance training	outdoor pursuits

*Subject to change