Guide to the Middle Years Programme

Dresden International School

Grades 6-10

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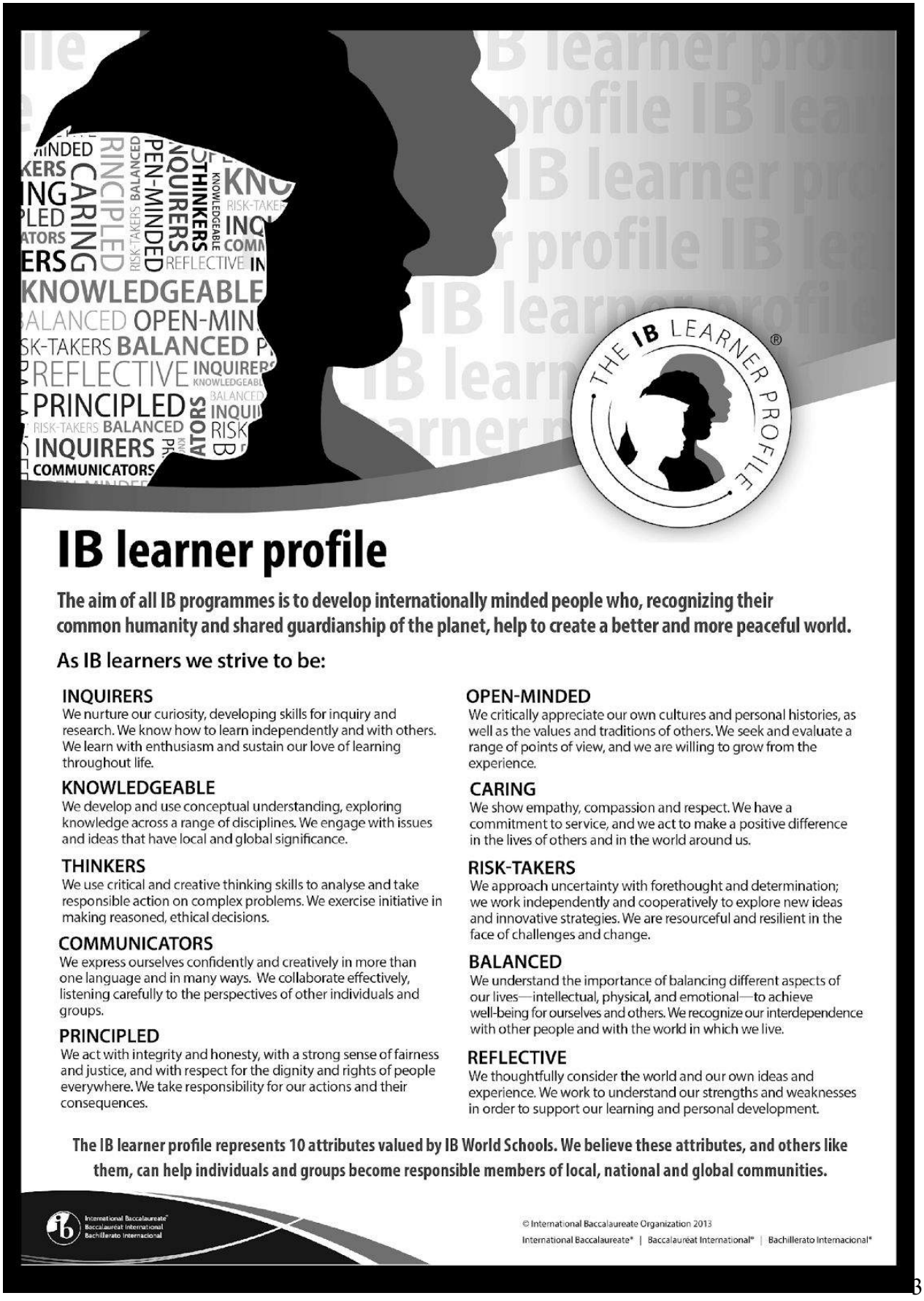
IB Learner Profiles

The following learner profiles are encouraged in all three IB Programmes at DIS.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Introduction

The MYP originated at the International School of Vienna, its initial development being led by members of the International Schools Association (ISA) in Argentina, Canada and the Netherlands. The International Baccalaureate Organization (IB) took over the responsibility for its development from the ISA in 1994.

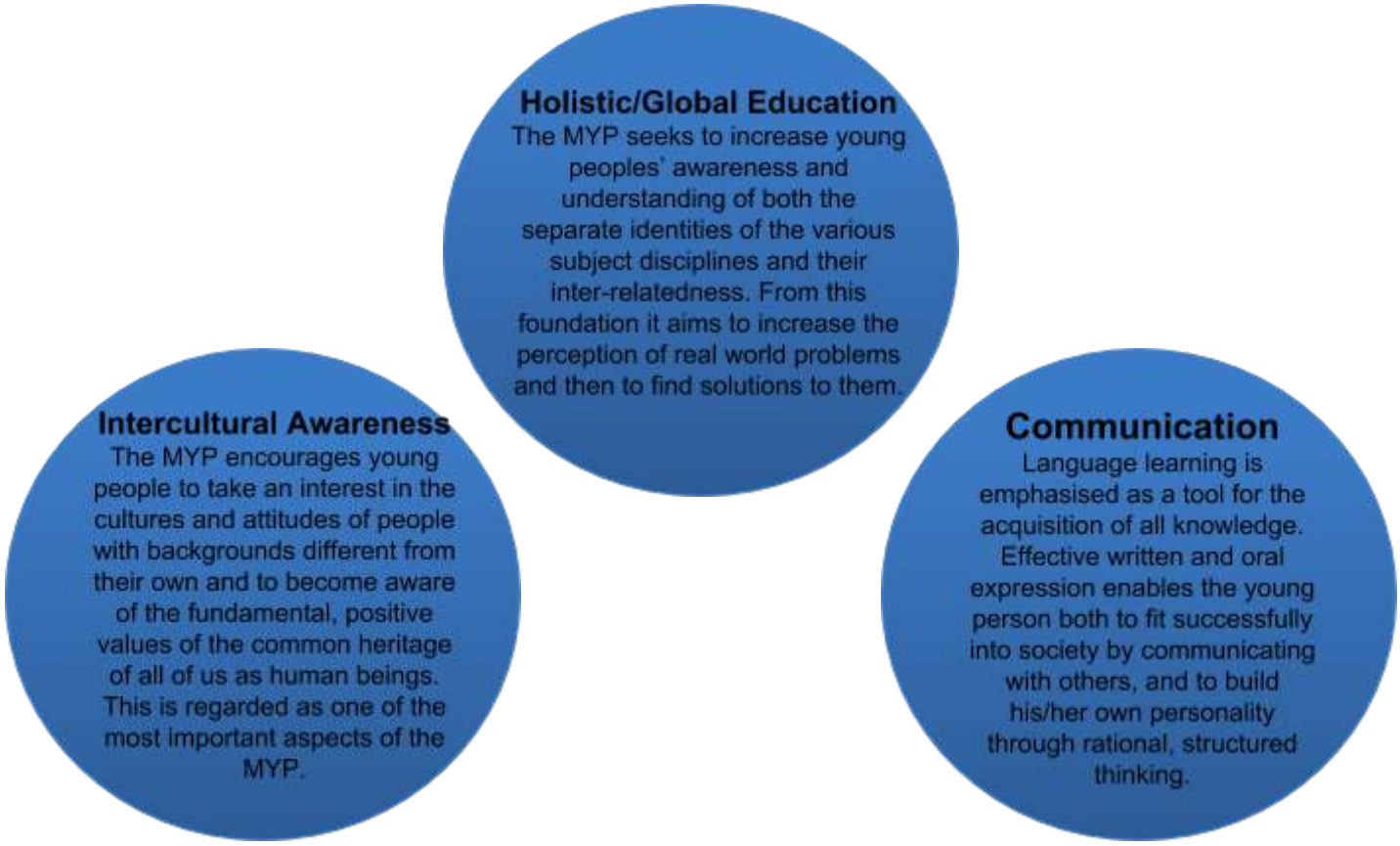
The MYP covers the age range 11 to 16 (Grades 6 to 10). It is an international curriculum now implemented by 1356 schools around the world. It combines academic rigour with the skills and attitudes appropriate to the challenges and opportunities of contemporary society.

The MYP provides a thorough study of various subject disciplines, as listed in the dark red ring of the curriculum model. While acknowledging the unique role that each subject contributes to a student's basic educational foundation, it also emphasises the inter-relatedness of these subject areas through interdisciplinary projects and activities.

The curriculum model provides an impression of the layers and themes permeating the MYP, with the student being placed in the centre. The Global Contexts and Concepts in the inner ring connect the subjects to today's ever-changing world. Through Service, Action and Projects, students are supported in applying their knowledge on a personal, local, national and international level. Encircling the model is a band of International –Mindedness, which signifies the open-mindedness of our students to different approaches to problems and points of view around the world.

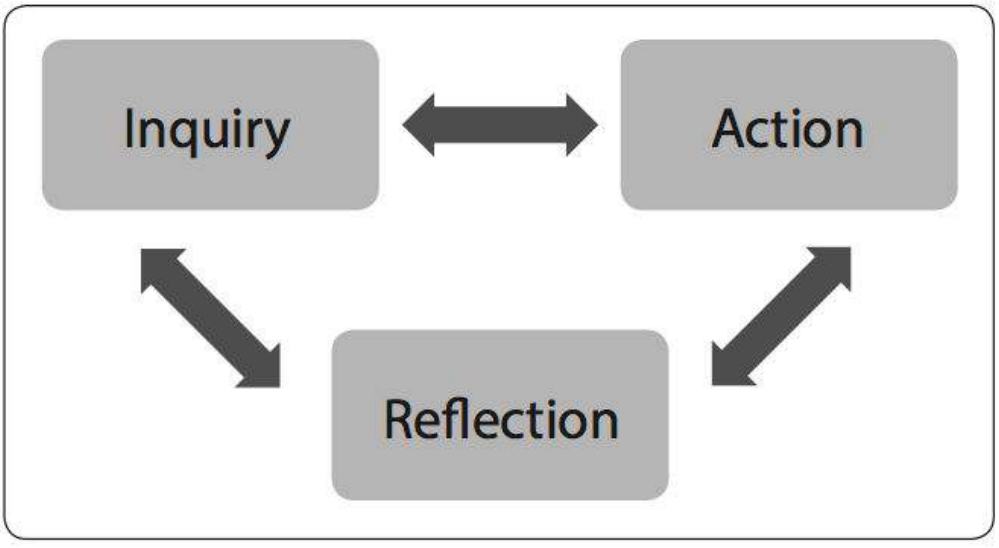
Middle Years Programme Fundamental Concepts

Underpinning the entire programme are the three fundamental concepts of the MYP:



Teaching and Learning in the MYP

The IB empowers young people to become lifelong learners. The interplay between asking (Inquiry), doing (Action), and thinking (Reflection) helps students to construct their own views and make sense of the world around them. MYP students at DIS participate in open, internationally minded lessons where different views are not only respected, but also valued for the richness they bring into the classroom.



Global Contexts

Throughout the MYP years, one of six *Global Contexts* is incorporated into each unit. They are the link between the classroom and real life, and they address issues and concerns typical of 11-16 year old students.

Identities & Relationships	Orientation in Time & Space	Personal & Cultural Expression
Scientific and Technical Innovation	Globalization & Sustainability	Fairness & Development

Conceptual Understanding

Each subject area focuses on 3-4 key concepts that give breadth to the discipline while allowing transfer of learning to new contexts that the student may be confronted with in other subjects at DIS, as well as in life outside of school. Conceptual learning is key to preparing students for today's ever-changing environments because knowledge learned about a particular topic through concept-based learning can be applied to an infinite amount of other topics that a student may be confronted with later in life. As concepts reach beyond national and cultural boundaries, the MYP prepares students on both the local and international fronts. See the subject guides for more information on their key concepts.

Approaches to Learning

Meaningful teaching, practicing and assessment of Approaches to Learning (ATL) helps student to "learn how to learn." These skills provide a solid foundation for individual and group learning in which students become skilled in self-knowledge and self-advocacy. Teachers at DIS track the development of these skills with the idea that a student will have mastered them by the end of the Diploma Programme.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

Personal Project

Starting at the end of grade 9, students will engage in the Personal Project, which is a project of the student's interest that demonstrates a culmination of his or her learning in the MYP. Project topics are endless and truly personal to the student, often resulting in a creative product or outcome that demonstrates a consolidation of their learning at DIS, including their ATL skills. While an independent project, students work under the guidance of a teacher mentor to complete their research, process journal, product and essay. Assessment of the Personal Project focuses heavily on the process and reflection of the student on his or her achievements.

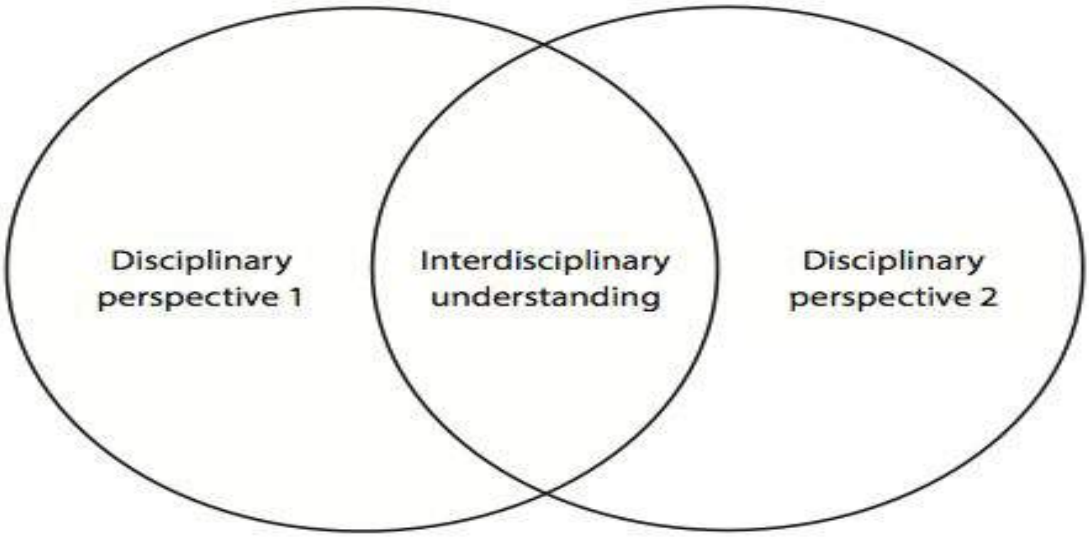


Figure 6
Interdisciplinary understanding

Interdisciplinary Learning

Each year, students will have the opportunity to engage in interdisciplinary units in which they approach a real world topic from the perspectives of two or more subjects. Students will integrate their knowledge in different subjects in order to create a new and deeper understanding. Interdisciplinary units truly help students consider diverse interpretations and viewpoints, thereby making them better able to cope in the ever-changing environment of an international community. Starting in 2017-2018, there is the addition of an interdisciplinary project week, where students work off timetable in groups with their teachers in order to address a specific problem, which requires learning from 2 or more subject areas.

Student Assessment & Evaluation

Students at DIS are assessed on a continuous basis throughout all five years of the programme with a wide variety of both formative and summative tasks.

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

Formative assessment provides students with on-going feedback from their teachers, giving them an opportunity to analyse their learning and to understand what needs further work or improvement. Feedback is descriptive and given orally or in writing. Subject area rubrics may also be used to show the student his or her level of achievement, however, data from the formative assessment is not used to figure the final grade in a subject.

Summative assessment is the judgment made by the teacher at the end of each major unit of work in the programme, with regards to the student's personal achievement, measured against the IB international standards. Performance on summative assessment tasks will determine the final grade for a subject.

Students will complete a variety of **assessment tasks** so that they may demonstrate their learning in a variety of ways. See the individual subject guides for examples of types of tasks. At the end of the school year, students in grades 9 and 10 will sit final examinations.

To determine the **final grade** at the end of a semester, subject teachers use the best fit approach for each of the four subject criteria. These four numbers are added and the final number is then applied to the IB boundary guidelines (see grid). Students can achieve a grade between one and seven, seven being the highest.

A school **report card** informs parents of the student's progress by means of semester grades, anecdotal comments and ratings on habits of an effective learner. Students will lead a **portfolio presentation** with their parents and advisory teacher at the end of each semester. During these conferences, students demonstrate what they have learned and discuss their personal goals and strategies for furthering, and improving, their learning in the next semester. In this way students are encouraged to take responsibility for their learning and performance.

Service as Action and MYP CAS at DIS

Service as Action (SA) is a requirement of the MYP. According to the IB, it helps students to "build authentic connections between what they learn in the classroom and what they encounter in the community." Since service becomes more meaningful when the underlying issues are understood, SA experiences are naturally linked within the MYP curriculum. These links may be initiated by the teacher or students, depending on the context and the age of the children (i.e. students in younger grades will need more guidance than their older peers). Each grade level will have at least one SA link built into its curriculum per subject area.

In addition to the SA programme at DIS, which is imbedded within the curriculum, the Creativity, Activity, and Service (MYP CAS) is extra-curricular and must be successfully completed to pass each grade level and to gain graduation from the MYP in Grade 10. Indeed, students take part in a great variety of activities during their education and MYP CAS aims to give credit for these activities. Moreover, it aims to foster and reinforce a value for community service among the students and teachers alike.

At DIS, the MYP CAS programme is monitored by advisory teachers. Students will use the online Managebac system, which is also used by the IB Diploma students in grades 11 & 12.

Procedures
The student's advisor must approve an experience before they can begin to count their participation.

A student must have a named adult supervisor, who will verify whether a student has attended and completed the stated aims of the experience. If the experience has a coach or teacher, they will be the supervisor. If the experience is independent, such as going for a hike in the woods, the student's advisor will be the supervisor.

The learning outcomes of the activity must be stated in the proposal for the activity and these should serve as aims to guide the student in the activity.

All activities must be completed and submitted, including supervisor feedback by the beginning of June, 2017. Any submissions after this date will not be accepted.

Specific questions regarding MYP CAS should be directed to students' advisory teachers.

Requirements and Reporting

The activities in which a student takes part and the overall MYP CAS progress will be included on both Semester 1 & 2 reports.

Each grade level has minimum requirements to fulfill to successfully complete CAS in the MYP (see quantitative and qualitative expectations on the following pages*)*.

Quantitative Expectations

The following table provides an overview of the minimum requirement for MYP students' involvements in MYP CAS. Students are encouraged to do more than just the minimum.

MYP CAS Minimum Requirements

Grade	Creativity	Activity (Physical Recreation)	Service	Ongoing*	Service Projects
6	1	1	1	0	optional
7	1	1	1	1	optional
8	1	1	1	1	Teacher Directed Advisory Service Project
9	1	1	2	1	Teacher Supported Advisory Service Project
10	1	1	2	2	Student Led Service Project in groups of 2-5 students

Key of important terms:

Creativity - creating a product or performance
Activity - exercise or sports
Service - volunteering to help people or things in need of assistance
Service Project - a service project planned during extended advisory

Experiences:
Short-term experiences- A short-term experience must be at least 45 minutes.

Examples:
-volunteering to help out at a school event
-performing at a piano recital
-going on a hike

***Ongoing Experience** - An experience that requires regular commitment. At least 4 meetings over the course of at least 2 months.

Examples:
-volunteering to be a student council representative
-joining the DIS Swimming Team
-weekly art lessons

Qualitative Expectations: Learning Outcomes

Students will be required to link their experience to one or more of the following 7 learner outcomes (LOs). This will be reported and **reflected** on in Managebac. **Evidence** must be shown to prove that the LO has been met.

1. Become more aware of their own strengths and areas for growth □
2. Undertake challenges that develop new skills □
3. Discuss, evaluate and plan student-initiated activities □
4. Persevere in action □
5. Work collaboratively with others □
6. Develop international-mindedness through global engagement, multilingualism and intercultural understanding □
7. Consider the ethical implications of their actions. □

Grades 6-8

Students should identify 1-3 LOs for each of the required experiences.

Grades 9-10

Over the course of these two years, students should achieve all seven LOs at least once.

Evidence - photos, videos, or audio recordings proving that the student participated in the experience OR a completed CAS Evidence Form

Reflection - Written or recorded thoughts on the experience

Students should use the resources found on cas.dresden.is.de to help them with the requirements.

Diploma Preparation

The MYP is tailored to meet the diverse learning needs of all students. Please note that following the completion of the MYP, the school offers two options: the DIS High School Diploma and the IB Diploma Programme (IBDP). The IBDP is an academically challenging pre-university programme. In order to be ready for the IBDP students should aim to be as academically **high achieving** as possible in the MYP as this will help lay the foundations for success **in the DP**. There are specific entrance requirements in place - for example, to study Higher Level Mathematics, students need to end grade 10 with either a 6 or 7 in MYP Mathematics. Further information will be provided to parents and students during grades 9 and 10.

The MYP Courses & Teachers at DIS 2018-19

GRADE 6	*GRADE 7*	*GRADE 8*	*GRADE 9*	*GRADE 10*
EAL Ms. Kross Ms. Tanaka	**EAL** Ms. Kross Ms. Tanaka	**EAL** Ms. Kross Ms. Tanaka	**EAL** Ms. Kross Ms. Tanaka Ms Aston	**EAL** Ms. Kross Ms. Tanaka Ms. Aston
English Ms. Kross Ms Harris	**English** Ms. Kross Ms Marin-Drews	**English** Mrs Marin-Drews Mr Meagher	**English** Mrs Marin-Drews	**English** Mr. Meagher Mrs. Aston
German Herr Paul Frau Hoffmann	**German** Herr Paul Frau Bialojan	**German** Herr Paul Frau Bialojan	**German** Herr Paul Frau Bialojan	**German** Frau Hoffmann Herr Paul
German Acquisition Frau Nikolow Frau Enge	**German Acquisition** Frau Enge	**German Acquisition** Frau Nikolow Frau Busch	**German Acquisition** Frau Busch Frau Enge	**German Acquisition** Frau Busch Frau Nikolow
Spanish Acquisition Sra. Uhia Sta. Pomares Ros	**Spanish Acquisition** Sra. Uhia Sta. Pomares Ros	**Spanish Acquisition** Sra. Uhia Sta. Pomares Ros	**Spanish Acquisition** Sra. Marin-Drews Sta. Pomares Ros	**Spanish Acquisition** Sra. Uhia Sta. Pomares Ros
Mathematics Mr. Prochaska Mr Scheibner Mr. McIver	**Mathematics** Mr. Glendinning Mr. Scheibner	**Mathematics** Mr. Rathod	**Mathematics** Mr. Rathod Mr. Glendinning Mr. Scheibner	**Mathematics** Mr. Rathod Mr. Glendinning Mr. Scheibner
Science Mr. Prochaska	**Science** Mr. Prochaska	**Science** Mr. McIver	**Science** Mr. Bullough Mr. McCanna Mr. McIver	**Science** Mr. McCanna Mr. Bullough Ms. Rathod
Individuals & Societies Ms. Gifford	**Individuals & Societies** Ms. Brodengeier	**Individuals & Societies** Ms. Gifford Ms. Harris	**Individuals & Societies** Mr. Kemp	**Individuals & Societies** Mr. Kemp Ms. Brodengeier
Visual Art Ms. Lebiedzka	**Visual Art** Ms. Lebiedzka	**Visual Art** Ms. Lebiedzka	**Visual Art** Ms. Lebiedzka	**Visual Art** Ms. Greite
Design Mr. Cyrus Mr. Barlow	**Design** Mr. Cyrus	**Design** Mr. Cyrus	**Design** Mr. Cyrus	**Design** Mr. Cyrus Mr. Barlow
Performing Arts Mr. Barlow	**Performing Arts** Mr. Barlow	**Performing Arts** Mr. Barlow	**Performing Arts** Mr. Barlow	**Performing Arts** Ms. Murphy
Physical Health Education Ms. Hennig Ms. Harry	**Physical Health Education** Mr. Milicevic Ms. Harry	**Physical Health Education** Mr. Milicevic Ms. Hennig	**Physical Health Education** Mr. Fest Ms. Hennig	**Physical Health Education** Ms. Hennig Ms. Harry

English Language and Literature

Aims

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis 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 analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- 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.

Curriculum

2017-18 Content Outline: Listed below are the units that are likely to be studied by grade level.

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
6	The Demon Headmaster	Hatchet	Artemis Fowl	Poetry and Creative Writing	
7	Oral Traditions: Myths	Hoot	Cathy Called Birdy Study of the Middle Ages with Humanities	Historical Fiction	
8	Dystopia: The Giver	Aesthetics of language: Romeo and Juliet	The Context of Literature: Animal Farm	Advertising	
9	Intercultural Identity: American Born Chinese	Shakespeare Much Ado about Nothing	Creative Writing – Short Stories	The American Dream: Great Gatsby	
10	Language Change and Variation - genderlect	Satire - Candide	The Art of Poetry	Reason and Emotion: Macbeth	Gothic styles – The Yellow Wallpaper.

Four Key Concepts represent the big ideas within Language and Literature as well as link it to other disciplines and subject areas. Each unit will be studied through the lens of a specific Key Concept. Language and Literature's specific Key Concepts are:

- **Communication** – Asks us to think about how we communicate information, feelings, instructions etc. It considers the interaction of audience, purpose, content and context in any act of communication.
- **Connections** – Focuses on links across time and place, which includes the historical develop of genres, ideas and styles, as well as the study of cultural variation and continuity around the world.
- **Creative** – Attempts to consider the act of creation and innovation at all stages from conception to production. It draws our attention to the individual contribution as well the role of communal creation and the sharing of varied perspectives.
- **Perspective** – Examines the role that perspective plays in the creation and reception of texts. It considers how texts create perspective and perspective leads to new interpretations of texts.

Assessment

Types of Assessment

- Creative writing – stories, poems, blogs etc.
- Personal writing – diaries, journals, reflections etc.
- Formal writing – essays, articles, reports etc.
- Reading comprehension tasks
- Presentation and oral activities
- Quizzes

Assessments in Language and Literature are based on the following four equally weighted criteria in which students can earn a maximum of 8 points each. Following are the strands a grade 9 or 10 student would see. Strands are adjusted by grade level.

Criteria	By the end of year 5, students should be able to:
A. Analysing	● analyse the content, context language, structure, technique and style of text(s) and the relationship between texts ● analyse the effects of the creator's choices on an audience ● justify opinions and ideas, using examples, explanations and terminology ● identify similarities and differences by connecting features across and within genres and texts
B. Organizing	● employ organizational structures that serve the context and intention ● organize opinions and ideas in a sustained, coherent and logical manner ● use referencing and formatting tools to create a presentation style to the context and intention
C. Producing Text	● produce texts that demonstrate insight, imagination and sensitivity, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ● make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience ● select relevant details and examples to develop ideas
D. Using Language	● use appropriate and varied vocabulary, sentence structures and forms of expression ● write and speak in an appropriate register and style that serve the context and intention ● use correct grammar, syntax and punctuation ● spell (alphabetic languages), write (character languages) and pronounce with accuracy ● use appropriate non-verbal communication techniques

German Language and Literature / Deutsch - Sprache und Literatur

Ziele

- Entwicklung der Fähigkeiten im Lesen, Sprechen, Schreiben, Hören, Anschauen/kritischen Betrachten und Präsentieren in verschiedenen Zusammenhängen
- Verwendung von sprachlichen Mitteln zur Entfaltung von Lernvermögen, Kreativität, Selbstverwirklichung, Reflektionsvermögen, analytischen Fähigkeiten und sozialer Interaktion
- Entwicklung von individuellen, kritischen und kreativen Lese- und Analysetechniken beim Studium von literarischen und nicht-literarischen Texten
- Studium von Texten unterschiedlicher historischer Epochen und verschiedener Nationalitäten bzw. Kulturen
- Erarbeiten verschiedener Merkmale von deutschen Texten sowie Texten, die in Übersetzung gelesen werden
- Untersuchung von Sprache durch die Arbeit mit vielfältigen Medien
- Entwicklung eines lebenslangen Interesses am Lesen
- Anwendung sprachlicher und literarischer Konzepte im authentischen Kontext

Lehrplan

Inhaltsübersicht 2018-19 : Untenstehend sind die Unterrichtseinheiten aufgeführt, die für die jeweiligen Klassenstufen geplant sind.

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
6	Märchen und Sagen	"Kalla vom Löwenclan" Laura Feuerland	"Was will ich über die Welt wissen?" Recherche von Sachthemen	"Vielleicht dürfen wir bleiben" Ingeborg Kringeland Hald	Reflektion über Sprache (Grammatik/ Orthographie)
7	Abenteuer- und Reise- berichte und -reportagen	"Reise um die Welt in 80 Tagen" Jule Verne	Balladen und Moritaten	"Das Tagebuch der Anne Frank"	Reflektion über Sprache (Grammatik / Orthographie) sowie Lesetagebuch
8	Kurz- geschichten	Zeitungen und andere Medien	"Der Schrei des Löwen" Ortwin Ramadan	"Der Schimmel- reiter" Theodor Storm RFT – Nordsee (Interdisciplinary Unit with Visual Arts)	Reflektion über Sprache (Grammatik/ Orthographie) sowie Lesetagebuch
9	"Unterm Rad" Hermann Hesse	Was willst du werden? Berufsbild/ Bewerbung	Epoche der Aufklärung "Nathan der Weise" Gotthold E. Lessing	Erörtern und Argumentieren	Reflektion über Sprache (Grammatik/ Orthographie) sowie Lesetagebuch
10	Holocaust "Der Vorleser" Bernhard Schlink RFT – Krakow (interdisciplinary unit with I&S)	Lyrik vom Mittelalter bis zur Moderne (Literatur- epochen/ Gedichtanalyse und -interpretation)	Romane des 20. und 21. Jahrhunderts (selbstständige Analyse und Präsentation)	Sachtexte und deren Analyse	Lesejournal (Lektüre, kreatives und analytisches Schreiben, Erörterung)

Die vier Schlüsselkonzepte repräsentieren die holistischen Ideen, die im Fach Deutsch vermittelt werden sollen, aber auch die Verbindung zu den anderen Unterrichtsdisziplinen. Jede Unterrichtseinheit wird aus der Perspektive eines Schlüsselkonzepts vermittelt. Die Schlüsselkonzepte für Deutsch – Sprache und Literatur sind:

- **Kommunikation** – Kommunikation ist die Grundlage für unsere weltweite Verständigung. Verständigung durch Sprache ist ein essenzielles und einzigartiges Merkmal des Menschen.
- **Verbindung** – Zwischen Menschen, Dingen, Lebewesen und Ideen bestehen Verbindungen, die essentiell für unser Leben sind.
- **Kreativität** – Kreativität ist der Prozess der Entwicklung von neuen Schreibideen bzw. der Betrachtung bestehender Ideen aus verschiedenen Blickwinkeln. Dies bedeutet auch, dass der Wert von bestehenden Ideen bei der Entwicklung innovativer Lösungen geschätzt wird.
- **Perspektive/Blickwinkel** – Die Perspektive ist die Position, aus der wir Situationen, Dinge, Fakten, Ideen und Meinungen betrachten. Die Perspektive ist abhängig von Individuen, Gruppen, Kulturen oder Fachgebieten. Verschiedene Perspektiven führen zu verschiedenen Interpretationen.

Assessment / Bewertung

Arten von Bewertungen im Fach Deutsch – Sprache und Literatur können sein:

- Kreatives Schreiben
- Lesejournal/Lesetagebuch
- Schreiben von formalen Texten (verschiedenartige Aufsätze, z.B. Sachtexte, Interpretationen, Zeitungsartikel, Argumentationen, Analysen, …)
- Leistungskontrolle im verstehenden Lesen
- Präsentationen/Kurzvorträge
- Wissenstests

Bewertungen im Fach Deutsch – Sprache und Literatur basieren auf den folgenden gleichberechtigt behandelten Kriterien, in denen die Schüler jeweils maximal 8 Punkte erreichen können. Die untenstehenden Kriterien und Rubriken sind für Klasse 9 und 10. Für die Klassenstufen 6 sowie 7 und 8 liegen sie im MYP Handbuch in modifizierter Form vor. (Da noch keine offizielle Übersetzung des neuen MYP Lehrplans vorliegt, werden die Kriterien in englischer Sprache aus dem Lehrplandokument übernommen).

Criteria	By the end of year 5, students should be able to:
A. Analysing	● analyse the content, context language, structure, technique and style of text(s) and the relationship between texts ● analyse the effects of the creator's choices on an audience ● justify opinions and ideas, using examples, explanations and terminology ● identify similarities and differences by connecting features across and within genres and texts
B. Organizing	● employ organizational structures that serve the context and intention ● organize opinions and ideas in a sustained, coherent and logical manner ● use referencing and formatting tools to create a presentation style to the context and intention
C. Producing Text	● produce texts that demonstrate insight, imagination and sensitivity, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ● make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience ● select relevant details and examples to develop ideas
D. Using Language	● use appropriate and varied vocabulary, sentence structures and forms of expression ● write and speak in an appropriate register and style that serve the context and intention ● use correct grammar, syntax and punctuation ● spell (alphabetic languages), write (character languages) and pronounce with accuracy ● use appropriate non-verbal communication techniques

Language Acquisition

Aims

- 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, and 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 recognise and use language as a vehicle of thought, reflection, 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 involvement and action in own and other communities.
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Curriculum

2018-19 Content Outline: Listed below are the units that are likely to be studied by grade level.

Spanish Acquisition

Grade/ phase	Unit 1	Unit 2	Unit 3	Unit 4	Units 5&6
6 Ph1	Introduction	You and I	My school	My house is your house	Xocolatl: Link to chocolate trip in Dresden.
7 Ph1-2	My town	Food: Link to "Las Tapas" trip in Dresden.	Leisure: Sports and free time.	Children's books: write a book for Spanish children.	
8 Ph2-3	Fashion & Shopping	Health	Leisure (cinema, literature, and music). Link to Latin American trip in Dresden	Holidays	
9 Ph2-3	Environment (Link to RFT to Malaga)	Comics, legends and myths	Family & personal relationships	Education & Employment	
10 Ph 2-4	España mosaico	Folktales (PYP project)	Media & Technologie: Link to the TU trip in Dresden)	Topic from the DP Spanish programme	

German Acquisition

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Phase 1	My family and I	School	Christmas in Germany	Food and drinks	My home
Phase 2	Sport & other free activities	A day in our life	Christmas in Germany	Winter in Germany	My city
Phase 3	My family	Guten Appetit	Christmas in Germany	Clothes & fashion	Reading Time
Phase 4	Landeskunde Rügen (book – ein Fall Rügen)	German Music	Holidays in Germany	Grimm's Fairy tales	Glück und Pech (lucky and unlucky)

Four Key Concepts represent the big ideas within Language Acquisition as well as link it to other disciplines and subject areas. Each unit will be studied through the lens of a specific Key Concept. Language Acquisition's specific Key Concepts are:

- **Communication -** Effective communication needs a common language to express facts, ideas and opinions. It joins communities across the globe.
- **Connections** - Links and relationships between people, organisms or ideas.
- **Creativity** - Language learning involves application of ideas, taking risks, expressing ourselves, relating and interacting with the world.
- **Culture** - Global interaction, intercultural awareness and international mindedness.

Assessment

Types of Assessment

- Oral Task (2-5 min depending on the phase): Debate, verbal presentation, response to specific question.
- Written task (100-400 words depending on the Phases): Response to a stimulus, creative.
- Test: A timed in-class written or oral response to a set of questions about a written or spoken text (reading/listening exam).

Assessments in Language Acquisition are based on the following four equally weighted criteria in which students can earn a maximum of 8 points each. Following are the strands a grade 9 or 10 student would see. Strands are adjusted by grade level.

Criteria	By the end of year 5, students should be able to:
A. Comprehending Spoken and Visual Text	● Construct meaning and draw conclusions from information, main ideas and supporting details, and draw conclusions. ● Interpret conventions ● Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
B. Comprehending Written and Visual Text	● Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions. ● Interpret basic conventions including aspects of format and style, and author's purpose for writing. ● Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
C. Communicating in Response to Spoken, Written and Visual text.	● Respond appropriately to spoken, written and visual text. ● Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance. ● Express ideas and feelings, and communicate information in simple and complex texts. ● Communicate with a sense of audience and purpose.
D. Using Language in Spoken and Written form.	● Write and speak using a range of vocabulary, grammatical structures and conventions; when speaking use clear pronunciation and intonation. ● Organise information and ideas into a structured text; use a wide range of cohesive devices. ● Use language to suit the context.

Individuals and Societies

Aims:

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

Curriculum

2017-18 Content Outline: Listed below are the units that are likely to be studied by grade level.

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
6	Lost! What Maps Can Tell Us	Power and Persuasion - How Leaders change the World	Culture	History of Dresden	Geographic Inquiry: Cities Divided
7	The Rise and Fall of Civilizations	Humans and their Environments	Middle Ages	The Renaissance and Reformation	
8	Industrial Revolution & Economic Systems	Imperialism	Development Case Study: Brazil	Revolutions	
9	Conflict and Society	Population and Migration	Sustainability	Civil Rights and Music	
10	Settlements	Genocide Interdisciplinary Unit	Globalisation	The Cold War	Origins and Impact of Islam

Four Key Concepts represent the big ideas within Individuals and Societies as well as link it to other disciplines and subject areas. Each unit will be studied through the lens of a specific Key Concept. Individuals and Societies' specific Key Concepts are:

- **Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
- **Global Interaction** focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
- **Time, Place, and Space** refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").
- **Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

Assessment

Assessments in Individuals and Societies are based on the following four equally weighted criteria in which students can earn a maximum of 8 points each. Following are the strands a grade 9 or 10 student would see. Strands are adjusted by grade level.

Criteria	By the end of year 5, students should be able to:
A. Knowing and Understanding	● use a wide range of terminology in context ● demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.
B. Investigating	● formulate a clear and focused research question and justify its relevance ● formulate and follow an action plan to investigate a research question ● use research methods to collect and record appropriate, varied and relevant information ● evaluate the process and results of the investigation.
C. Communicating	● communicate information and ideas effectively using an appropriate style for the audience and purpose ● structure information and ideas in a way that is appropriate to the specified format document sources of information using a recognized convention.
D. Thinking Critically	● discuss concepts, issues, models, visual representation and theories ● synthesize information to make valid, well-supported arguments ● analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations ● interpret different perspectives and their implications.

Science

Aims

- Understand and appreciate science and its implications
- Consider science as a human endeavor 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 for the need to effectively collaborate and communicate
- Apply language skills in a variety of real-life contexts
- Develop a sensitivity towards the living and non-living environments
- Reflect on learning experiences and make informed choices

Curriculum

2017-18 Content Outline: below are the units by grade level (please note that the order is subject to change).

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Grade 6	**Introduction to Science** Understanding the Scientific Process (experimental method) and becoming familiar with the use of scientific lab equipment Observations and precise measurements	**Mixtures and States of Matter** Mixtures, solutions, solvents, solutes, separation techniques, states of matter, properties of matter	**Cells** Organization, structure, animal cells, plant cells **Maintaining Life (Simple Ecology)** Energy through an ecosystem, predator/prey, food chains, photosynthesis and respiration	**Energy** Energy transfer, energy types, insulators/conductors, recycling, renewable & non-renewable resources, expansion and contraction, light energy, sound energy	**Building and Working** Materials and bridges, science behind bridges, construction
Grade 7	**Changing Substances** Atoms and molecules, Physical and chemical changes, metals and non-metals, introduction to Periodic table	**Healthy living** Preventing diseases and hygiene, food pyramids, immune system basics, vaccinations	**Floating and Sinking** Archimedes' principle, floating and sinking, balance	**The Earth** Earth systems, plate tectonics, volcanoes, weathering and erosion, rock cycle, layers of Earth, soil	**Motion** Speed, velocity, force, motion, Newton´s Laws
Grade 8	**Communicating our Knowledge** Investigations associated with the scientific knowledge, communication to the world.	**Electricity** Electrical devices, series, parallel circuits, voltage, currents, static electricity, power	**Machines** Simple and complex, lever, moments, hydraulics, work	**Taxonomy and Classification** Linean classification, kingdoms, domains, binomial nomenclature	**Metals and Chemistry** Salts, metallic properties, oxidation reactions, reactions with acids, sea of electrons, conductivity, using metals in life, exo- / endothermic reactions
Grade 9	**Biology** Cells: prokaryotes versus eukaryotes, active/passive transport, cell membranes, mitosis	**Biology** Molecular Biology: carbohydrates, lipids, proteins, DNA, transcription, translation, protein synthesis	**Chemistry** Concepts of Matter: history of the atom, periodic trends, covalent/ionic bonding **Physics** Forces in Action: vectors, free body diagrams, equilibrium, gravity, Newton´s Laws	**Chemistry** Acids and Bases: pH scale, neutralization reactions, industrial uses. **Physics** Motion: displacement, velocity, acceleration, speed, graphing motion, energy, work, power	
Grade 10	**Biology** Genetics: inheritance, Mendel, monohybrid/dihybrid crosses, biotechnology, cloning	**Biology** Human Physiology: digestion, circulation, respiration, nerves, immunity, reproduction, hormones	**Chemistry** Inorganic Chemistry: cations/anions, metals, electrochemistry, oxides, redox reactions **Physics** Electricity: series versus parallel circuits, Ohm´s Law, resistance, magnetism	**Chemistry** Organic Chemistry: hydrocarbons, nomenclature, polymers, organic synthesis **Physics** Optics and Waves: ray diagrams, vision, interference, sound, light, refraction	

Three Key Concepts represent the big ideas within Science as well as link it to other disciplines and subject areas. Each unit will be studied through the lens of a specific Key Concept. Science's specific Key Concepts are:

- **Change:** a conversion/shift/movement from state to another.
- **Relationships:** allow students to identify and understand the connections between properties, forces, objects, people and ideas.
- **Systems:** sets of interacting and interdependent components.

Assessment

Types of Assessment

- Unit Tests: assesses student understanding of important concepts and skills
- Laboratory Experiments: laboratory reports on experiments provided to the students or procedures created by the students
- Reflections: in the form of essay, debates, presentations, and posters

Assessments in Science are based on the following four equally weighted criteria in which students can earn a maximum of 8 points each. Following are the strands a grade 9 or 10 student would see. Strands are adjusted by grade level.

Criteria	By the end of year 5, students should be able to:
A. Knowing and Understanding	● **explain** scientific knowledge ● apply scientific knowledge and understanding to **solve problems** set in **familiar and unfamiliar situations** ● **analyze** and **evaluate** information to make **scientifically supported judgments**.
B. Inquiring and Designing	● **explain** a problem or question to be tested by a scientific investigation ● **formulate and explain** a testable hypothesis **using correct scientific reasoning** ● **explain** how to manipulate the variables, and **explain** how **sufficient, relevant data** will be collected ● **design** a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.
C. Processing and Evaluating	● **correctly collect, organize, transform and present** data in numerical and/ or visual forms ● **accurately interpret** data and **explain** results **using correct scientific reasoning** ● **evaluate** the validity of a hypothesis based on the outcome of a scientific investigation ● **evaluate** the validity of the method based on the outcome of a scientific investigation ● **explain** improvements or extensions to the method that would benefit the scientific investigation.
D. Reflecting on the impacts of science	● **explain** the ways in which science is applied and used to address a specific problem or issue ● **discuss and evaluate** the implications of using science and its application to solve a specific problem or issue, interacting with a factor ● **consistently apply** scientific language to communicate understanding **clearly and precisely** ● document sources **completely**.

Mathematics

Aims

- To promote analytical reasoning and problem-solving skills
- To develop logical, abstract and critical thinking.
- To understand and being able to use mathematics with confidence for problem solving and decision-making in everyday life.
- To equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

In MYP mathematics, the four main objectives support the IB learner profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

Curriculum

2017-18 Content Outline: Listed below are the units that are likely to be studied by grade level.

Grade 10	Radicals	Trigonometry	Perimeter, Area and Volume	Functions and Quadratics	Sequences	Exponential and logs	Sets, logic and probability (Extended only)
Grade 9	Linear Functions	Univariate Statistics	Linear Modelling and Linear Systems	Polynomials	Trigonometry	Geometry	
Grade 8	Linear functions	Ratio	Coordinate Geometry	Exponents and Indices	Irrational numbers and Pythagoras Theorem	Volume and Area 2D & 3D 8. Stats and probability	Statistics and Probability
Grade 7	Algebra	Linear functions	Ratios	Geometry	Probability		
Grade 6	Number Systems	Decimals, Fractions, and Percents	Unknown Numbers	Area and perimeter	Angles and Triangles	Symmetry and Transformations	

Three Key Concepts represent the big ideas within Mathematics as well as link it to other disciplines and subject areas. Each unit will be studied through the lens of a specific Key Concept. Math's specific Key Concepts are:

- **Form** in MYP refers to the properties of mathematics. To understand the underlying structure, and essential nature of number, shape and algebra.
- **Logic** in MYP mathematics encourages reasoning, building arguments and reaching conclusions based on a system of principles. Logic is also used to explain the validity of conclusions.
- **Relationships** in MYP mathematics refers to the connections between quantities, properties or concepts and these connections may be expressed as models, rules or statements. Relationships provide opportunities for students to explore patterns in the world around them. Connections between the student and mathematics in the real world are important in developing deeper understanding.

Assessment

Types of Assessment

- Written assessment
- Quiz
- Project (Rich Task)
- Presentation, written or verbal

Assessments in Mathematics are based on the following four equally weighted criteria in which students can earn a maximum of 8 points each. Following are the strands a grade 9 or 10 student would see. Strands are adjusted by grade level.

Criteria	By the end of year 5, students should be able to:
A. Knowing and Understanding	● select appropriate mathematics when solving problems in both familiar and unfamiliar situations ● apply the selected mathematics successfully when solving problems ● solve problems correctly in a variety of contexts.
B. Investigating patterns	● select and apply mathematical problem-solving techniques to discover complex patterns ● describe patterns as general rules consistent with findings ● prove, or verify and justify, general rules.
C. Communicating	● use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ● use appropriate forms of mathematical representation to present information ● move between different forms of mathematical representation ● communicate complete, coherent and concise mathematical
D. Applying mathematics in real-life contexts	● identify relevant elements of authentic real-life situations ● select appropriate mathematical strategies when solving authentic real-life situations ● apply the selected mathematical strategies successfully to reach a solution ● justify the degree of accuracy of a solution ● justify whether a solution makes sense in the context of the authentic real-life situation.

MYP Design

Aims

- 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 an 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.

Curriculum

2018-19 Content Outline: Listed below are the units that are likely to be studied by grade level.

Grade	Unit 1	Unit 2	Unit 3	Unit 4
6	Microsoft Office - Booklet Unit	Adobe Premiere Elements - Digital Story Unit	Paper mache Unit	Short Project
7	Excel - Big Picture Unit	Sketchup Unit	Clay animation Unit	Introduction to Materials lab
8	Clock Design Unit	HTML Website Design Unit	Upcycling Unit	Short Project
9	Audacity Ringtones Unit	Programming unit	Screen Printing Unit	Short Project
10	Photoshop - Graphic Design Unit	Cultural Wooden Toys Unit	Open Project	Short project

Four Key Concepts represent the big ideas within Design as well as link it to other disciplines and subject areas. Each unit will be studied through the lens of a specific Key Concept. Design's specific Key Concepts are:

- **Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or nonverbal).
- **Communities** are groups that exist in proximity defined by space, time or relationship. Through MYP design, students will develop an understanding that a solution to a problem for one community will create problems for another, some on a small or even personal scale, while others may be far-reaching, affecting communities thousands of miles away or the global community.
- **Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements. The development of solutions allows problems to be solved with greater success.
- **Systems** are sets of interacting or interdependent components. While exploring the concept of systems, students develop an awareness and understanding that everything is connected to a single system or multiple systems.

Assessment

Assessment in Design is based upon long-term projects involving the use of Design Cycle.

Assessments in Design are based on the following four equally weighted criteria in which students can earn a maximum of 8 points each. Following are the strands a grade 9 or 10 student would see. Strands are adjusted by grade level.

Criteria	By the end of year 5, students:
A.Inquiring and Analysing	● explains and justifies the need for a solution to a problem for a client/target audience ● constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently ● analyses a range of existing products that inspire a solution to the problem in detail ● develops a detailed design brief, which summarizes the analysis of relevant research.
B. Developing Ideas	● develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research ● develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others ● presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification ● develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
C. Creating the Solution	● constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to ● create the solution ● demonstrates excellent technical skills when making the solution. ● follows the plan to create the solution, which functions as intended and is presented appropriately ● fully justifies changes made to the chosen design and plan when making the solution.
D. Evaluating	● designs detailed and relevant testing methods, which generate data, to measure the success of the solution ● critically evaluates the success of the solution against the design specification based on authentic product testing ● explains how the solution could be improved ● explains the impact of the product on the client/target audience.

Performing Arts & Visual Arts

Aims

- 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.

Curriculum

2018-19 Content Outline: Listed below are the units that are likely to be studied by grade level.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
6	VA: There are a lot of ways to draw	VA: The power of colors	VA: Become a texture scout	VA: Miro's picture language	
	PA: Ensemble Unit (in-class Performance)	PA: Lost in Space unit (in-class Performance)	PA: Shadow Puppetry (Performed to PYP)		
7	VA: The potential of lines using different materials	VA: Animating Lines in Space	VA: Independent Project	VA: Linol cut and its potential for "change"	
	PA: Evacuees Unit (In class Performance)	PA: The Fair - Stage Combat (In class Performance)	The Silent Movies		
8	VA: The second skin	VA: Medieval era and Handcraft skills	VA: Independent project	VA: Discover colors and Painting Styles	
	PA: Jabberwocky	PA: Laban Movement	PA: Shakespeare Unit Script work / fencing	PA: Hamlet	
9	VA: Perspective and its impact on the individual point of view	VA: Journey from Realism to Abstraction	VA: Independent project	VA:Our Face - a window to the world	
	PA: TheatreSports	PA: Whose Line is it Anyway? (Public Performance)	PA: The World of Commedia		
10	VA: Metamorphosis "Nature" Photography (series) AND Surrealistic interpretation of the theme	VA: Genre study Painting of a Still-Life or Landscape in linkage to a specific art style OR Expressionist Woodcut	VA:"Who am I or Who are You?" Portrait Drawing (face or complete body) of someone students know very well (black Ink or Pencil Drawing) AND Self-Portrait (free choice of media and style)	VA:"Balance" 3D Art Free choice of media / realism OR abstract	VA: I. *Pre-DP Project* "Movie as an Inspiration" Free choice of media Evidence of individual style

	PA: Devised Theatre (In-class Performance)	PA: Script to Performance (Public Performance)	PA: Radical Theatre	PA: Theatre of the Oppressed - Forum Theatre (Student led Workshop)	

Four Key Concepts represent the big ideas within the ARTS as well as link it to other disciplines and subject areas. Each unit will be studied through the lens of a specific Key Concept. The Arts' specific Key Concepts are:

- Aesthetics: Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste.
- Identity: In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place.
- Change: Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
- Communication: Communication is the exchange or transfer of signals, facts, ideas and symbols. Communication is often regarded in the arts as a message between the artist and an audience, or between performers.

Assessment

Types of Assessment

- Artwork / Projects
- Exhibitions / Displays
- Performances
- Visual and Performing Arts Journal
- Quizzes
- Presentations
- Reflections

Assessments in the ARTS are based on the following four equally weighted criteria in which students can earn a maximum of 8 points each. Following are the strands a grade 9 or 10 student would see. Strands are adjusted by grade level.

Criteria	By the end of year 5, students should be able to:
A. Knowing and Understanding	● demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology ● demonstrates excellent understanding of the role of the art form in original or displaced contexts ● demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
B. Developing Skills	● demonstrates excellent acquisition and development of the skills and techniques of the art form studied ● demonstrates excellent application of skills and techniques to create, perform and/or present art.
C. Thinking Creatively	● develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent ● demonstrates an excellent range and depth of creative-thinking behaviours ● demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.
D. Responding	● constructs meaning with depth and insight and effectively transfers learning to new settings ● creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her ● presents an excellent critique of the artwork of self and others.

Physical Health Education

Aims

The aims of 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.

Curriculum

2018-19 Content Outline: Listed below are the units that are likely to be studied by grade level.

6	Orienteering	Rope Skipping	Games for Understanding	CIRCUS	Net Games
		Nutrition	Volleyball	Bullying	Substance Abuse: Smoking
7	Parcours/ Free Running	Types of Hockey	Skiing (RFT Ski)	Movement Composition	Basketball
			Fitness in daily life	Substance Abuse: Drugs and Alcohol	
8	Team Building / Handball	Dance around the world/ Intercultural awareness	Mini Unit Basketball	Volleyball	Fitness/ Nutrition
9		Heart rate: PHE and Science	Climbing/ Bouldering	BB & Harlem Globetrotter	Rock'n Roll
	Teambuilding	Sex Ed and STD´s	Bullying & Relationships		
10	Stress compensation / Ballance / Time Management & Stress release (Sport inside and outside of school)	Let's move together with Grade 2 : Gymnastics & Coordination	Passion. Connected - Links to International game events	Sport of choice	

	First Aid	Consumer & Customer Health	Coaching/ Doping/ Management	Empathy

Three Key Concepts represent the big ideas within PHE as well as link it to other disciplines and subject areas. Each unit will be studied through the lens of a specific Key Concept. PHEs specific Key Concepts are:

- **Change:** In many ways, physical and health education involves inquiry into change. In response to stimuli from players and the environment, individuals and teams change strategies and tactics. Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities.
- **Communication:** Effective communication requires a common "language" (which may be written, spoken or non- verbal). Physical and health education requires students to utilize, create, adapt and understand a variety of strategic communication tools.
- **Relationships:** In physical and health education, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through physical and health education, students will develop and reflect on a wide variety of personal and social relationships.
-

Assessment

Types of Assessment

- Individual performance
- Tournaments
- Public performances
- Team performance
- Quiz
- Presentations
- Observations
- Podcasts and videos

Assessments in PHE are based on the following four equally weighted criteria in which students can earn a maximum of 8 points each. Following are the strands a grade 9 or 10 student would see. Strands are adjusted by grade level.

Criteria	By the end of year 5, students should be able to:
A. Knowing and Understanding	● explains physical and health education factual, procedural and conceptual knowledge ● applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situations ● applies physical and health terminology consistently and effectively to communicate understanding.
B. Planning for performance	● designs, explains and justifies a plan to improve physical performance or health ● analyses and evaluates the effectiveness of a plan based on the outcome.
C. Applying and performing	● demonstrates and applies a range of complex skills and techniques ● demonstrates and applies a range of complex strategies and movement concepts ● analyses and applies information to perform effectively.

D. Reflecting & improving performance	● explains and demonstrates strategies to enhance interpersonal skills ● develops goals and applies strategies to enhance performance ● analyses and evaluates performance.