

THE INTERNATIONAL SCHOOL OF HELSINGBORG

MYP CURRICULUM HANDBOOK 2017-2018



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Mission and Vision



Our Vision

At ISH we believe learning has no boundaries.
The school community at ISH will strive to become:



who demonstrate these attributes through the actions they choose to take both now and in the future.

Our Mission

We model action to inspire action.

Values in Action

- Students and staff enjoy learning together in a safe and secure environment.
- Diversity is recognized, acknowledged, understood and celebrated.
- Opportunities to inquire, to think and to reflect, are provided so that we may learn from our experiences.
- Partnerships in learning are developed within the school community, which then expand to both the local and global community.
- Continued development of mother tongue languages and the learning of new languages strengthen our ability to fulfill our mission.
- The ISH community acknowledges our host country by appreciating and learning the language and culture of Sweden.
- Students are empowered to be able to make responsible choices as global citizens through learning engagements which bring knowledge, skills and attitudes together.
- In our school community we use communication and information technologies to enhance and expand the traditional role of education.

Creative

Vibrant

Global

Unified

Balanced

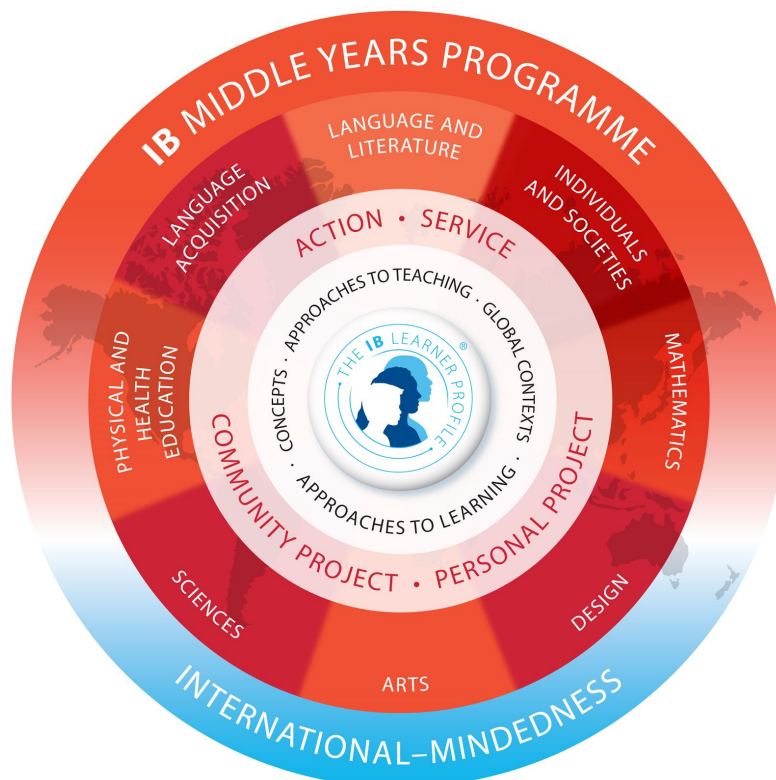
The IB Middle Years Programme

The International Baccalaureate (IB) Middle Years Programme (MYP) provides a framework of learning that encourages students to become creative, critical and reflective thinkers. It is designed for students aged 11 to 16. It emphasizes intellectual challenge and helping students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement – essential qualities for young people who are becoming global citizens. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP).

The MYP Philosophy

The MYP emphasizes holistic learning and aims to expose students to as many different subjects, skills and experiences as possible so that they will learn to see knowledge as an interrelated whole. The programme has been developed with specific attention to:

- conceptual understanding
- teaching and learning in context
- approaches to learning
- service as action
- language and identity
- learning diversity and inclusion



The Learner Profile

The attributes of the learner profile are a set of qualities that enhance learning throughout the PYP, MYP and Diploma Programmes and express the values inherent to the IB continuum of international education. IB learners strive to be:

Inquirers They 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 They 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 They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

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

Reflective They 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.

The MYP comprises eight subject groups

- Language acquisition
- Language and literature
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

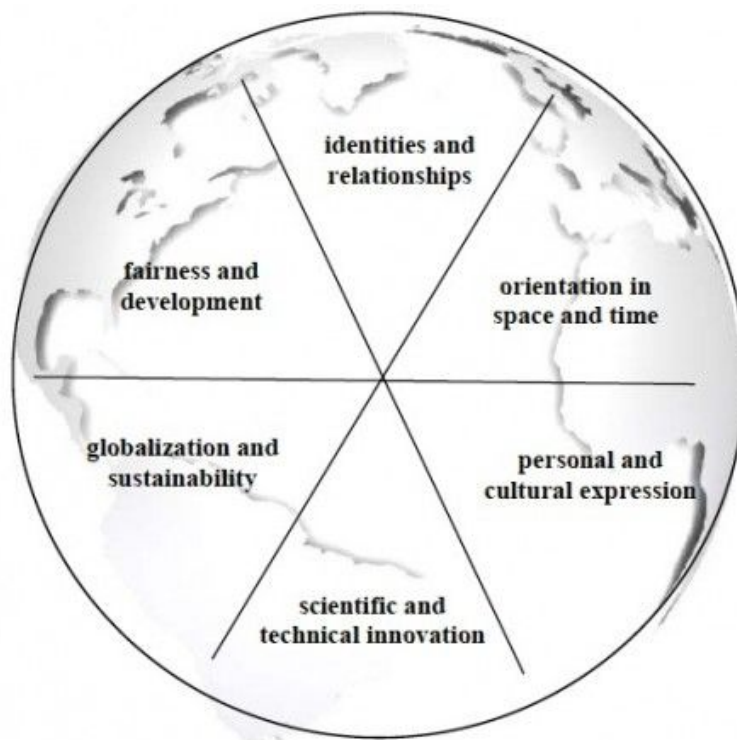
The MYP teachers at The International School of Helsingborg organise the curriculum with appropriate attention to:

Teaching and learning in context

Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Therefore subject content in the MYP is organized around themes or perspectives called Global Contexts. Using Global Contexts, MYP students explore human identity, global challenges and what it means to be internationally-minded. In selecting a global context for learning, teachers are addressing the following questions with their students:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six MYP Global Contexts inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education. Over the course of their study, students should encounter all six global contexts, which are shown in the diagram below.



Conceptual understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to

- Process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings.
- Create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge
- Bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning
- Increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- Achieve higher levels of critical, creative and conceptual thinking as students analyze complex global challenges and create greater subject depth through the study of discipline-specific related concepts

Approaches to learning

Approaches to Learning skills (ATL) represent a unifying thread throughout all MYP subject groups. The focus of approaches to learning in the MYP is on helping students to develop the self knowledge and skills they need to enjoy a lifetime of learning. They provide the foundation for independent learning and encourage the application of knowledge and skills in unfamiliar contexts.

The MYP extends IB approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme. Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit's formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject-group objectives. There are ten Approaches to Learning (ATLs) MYP clusters:

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

Service as Action

Action (learning by doing and experiencing) and service have always been shared values of the IB community. IB learners strive to be caring members of the community who make a positive difference to the lives of others. Service learning is a form of project based learning in which academic goals are accomplished through community service. Service learning develops citizenship and good character, and provides a rich context for academic instruction and student learning.

A good service learning project should:

- address an authentic community need
- be selected by the students (with appropriate teacher guidance)
- involve the students in preparation, implementation (action), and reflection
- satisfy specific curriculum objectives
- be documented

International School of Helsingborg Expectations For Students in the Area of Service

Service As Action Requirements

The International School of Helsingborg requires that students participate in service activities which meet IB specified learning outcomes. See table below.

The kinds of activities that the students will participate in are:

MYP 'unit initiated and curriculum linked' service activities

Students and teachers may decide on an action as a response to a community need. The teacher will guide the activity and the students will then complete a report and a meaningful reflection on Managebac on the action taken. These activities are expected to address one or more of the learning outcomes for service.

School planned service activities

The school supports the 'I LOVE HELSINGBORG' litter collection initiative each year. Students from PYP 1 to MYP 4 spend an hour picking up as much litter as they can from the area around the school. Last year they collected 15 sacks of rubbish! School planned service activities like this are expected to address one or more of the learning outcomes for service.

Student-initiated activities

These activities are also expected to address one or more of the learning outcomes. A student who wishes to undertake a self-initiated activity will need to have a discussion with the Service as Action coordinator, Rebecca Trock, and get her consent. If the activity takes place at school, Ms Trock and the student will decide what will constitute evidence of service and how it will be supervised. If the activity happens beyond the school community, the student will need to get the consent of his/her parents. Furthermore he/she will need to establish and seek the consent of a supervisor for their activity. The supervisor and the student will then decide what will constitute evidence of service, how it will be supervised and sign the activity record form.

Recording and Reporting

For each service activity undertaken, students maintain a Service as Action page on their Managebac account which is a record of the interactions that take place through their

service. This includes a formal reflection on the activities they participated in to meet the requirements. This reflection element of the report must address the learning outcome/s that was specified for that particular activity.

The service coordinator, teachers and supervisors check if the activities address the selected learning outcomes. Completion of the Managebac record and reflection is the requirement and students who meet the requirement are awarded a 'satisfactory' remark in the Service Report at the end of the year. If the student fails to complete the activities and the Managebac report, then he/she will get an 'unsatisfactory remark in the Service Report.

Requirements for satisfactory completion of service activity:

1. Reflections and reports detailing the experience of any unit-initiated activities undertaken must be uploaded on Managebac during/at the end of each activity. The number of these will vary depending on the grade level.
2. One reflection and report detailing the experience of any school planned activities undertaken must be uploaded on Managebac during/at the end of the activity. The number of these will vary depending on the grade level.
3. At least one reflection and report detailing the experience of a student-initiated activity undertaken must be uploaded on Managebac during/at the end of each term.
4. In all cases, the reflection section of the report must address the learning outcome/s specified for that activity.

Learning Outcomes Progression Table

MYP Learning Outcomes for Service	Minimum Expectation				
	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
The student will become more aware of their own strengths and areas for growth	I am aware of my own strengths and weaknesses	I can identify my own strengths and weaknesses		I can reflect on my own strengths and weaknesses	
The student will undertake challenges that develop new skills	With support from my teachers, I can undertake challenges that will develop new skills	With some support from my teachers, I can undertake challenges that will develop new skills		With minimal support from my teachers, I can undertake challenges that will develop new skills	
The student will work collaboratively with others	I can participate in collaborative activities	I can engage in collaborative activities		I can appreciate the importance of collaborative activities and plan them	
The student will persevere in action	With the support of my teachers, I persevere in action and am committed to it	With some support from my teachers, I persevere in action and am committed to it		I persevere in action independently and am committed to it	
Consider the ethical implications of their actions	I can recognize that there will be ethical implications to my actions	I can understand the ethical implications of my actions		I can propose solutions to ethical issues related to my actions	
Develop international-mindedness through global engagement, multilingualism and intercultural understanding	I am aware of global engagement, multilingualism and intercultural understanding	I understand what global engagement, multilingualism and intercultural understanding is		I appreciate the importance of global engagement, multilingualism and intercultural understanding	
The student will discuss, evaluate and plan student-initiated activities	With support and guidance from my teacher, I can discuss, plan and to some extent evaluate student-	With some support from my teachers, I can discuss, evaluate and plan student-initiated activities		With minimal support from my teachers, I can discuss, evaluate and plan student-initiated activities	

	initiated activities		
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Language and identity

MYP students are required to learn at least two languages (language of instruction and additional language of choice). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and vital to their own sense of identity.

The Personal Project

The Personal Project is an extended, independent piece of creative or research-based project work related to one of the Global Contexts and a chance for MYP 5 students to investigate a topic of personal significance over a period of several months under the guidance of an individual supervisor.

Students may wish to organise a charity fundraiser, write and illustrate a book for young children, make a film, build a motorcycle or organise a fashion show. Whatever their choice of final product, the Personal Project is the culmination of student achievement in the Middle Years Programme.

Students begin the PP process in August and finish in March. To celebrate the end of the process, there is a Personal Project Exhibition to which the whole school community is invited.

MYP Assessment

The work of the MYP students at ISH is internally assessed by teachers using a criterion-referenced approach; there is no formal examination structure and no system of external assessment. Authentic assessment at our school is through the use of learning activities that are related to real-life situations in order to assess competency in designated skills.

Each subject group has its own set of Assessment Criteria which assess what a learner understands and can do. So to be a good mathematician, beyond knowing how to solve equations, one needs to be able to apply the skills learned, to communicate ideas, and to evaluate the significance and reliability of results.

Because each subject is composed of more than mere knowledge of facts, each subject has its own set of four Assessment Criteria. For example, in Language and Literature the assessment criteria are: A: Analysing, B: Organizing, C: Producing text and D Using language.

Each time MYP teachers assign work, they explain which criterion or criteria they will use to evaluate the assignment. Because of this, the students are aware ahead of time which skills and concepts they should concentrate on. Each criterion's strands are broken down into individual rubrics or Level Descriptors that clearly state what the students must achieve in order to receive each grade.

The following is a MYP 1 Language and literature rubric for criterion B: Organizing.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. makes minimal use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3-4	The student: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of logic iii. makes adequate use of referencing and formatting tools to create a

	presentation style suitable to the context and intention.
5-6	The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a logical manner, with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

As this is criterion-referenced grading, students can clearly see what marks they will receive based on how well they fulfill the requirements of each successive criterion level. If a student does not reach to the higher or highest level of achievement then he/she can see clearly what needs to be done next time in order to move up a band.

Teachers in each subject assess both formatively and summatively throughout the year as students complete a number of varied assignments such as written papers, essays, projects, exhibitions, oral presentations, performances and demonstrations which are assessed against the relevant criteria.

As the assignments are graded, the Assessment Criteria should give a fair and honest measurement of how much each individual has learned in a broad set of evaluations. Thus, the four Assessment Criteria in each subject create a well-rounded reflection of the student's progress.

At the end of each term, the teachers compile their levels from the Assessment Criteria and convert them to a final grade from 1 to 7. This grade is documented on the report card which is issued in December and June.

The IB's published General Grade Descriptors, outlining what a student's performance in any subject should generally look like, are as follows:

Grade	Boundaries	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. 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 reliable 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.
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[ISH Assessment Policy](#)

Subject Description and Assessment Criteria

The following is a description of subjects taught in the MYP programme with information on the assessment criteria used in assessing students' work from the Middle Years Programme and the goals that students should aim to achieve in the Swedish system.

The MYP assessment criteria at The International School of Helsingborg follow the International Baccalaureate Organization (IB) guidelines for the syllabus that was updated in 2014.

Language Acquisition – French, Spanish, English, EAL, Swedish

Language is the primary tool human beings use for thinking, communicating and learning. Having a knowledge of several languages can provide new perspectives on the surrounding world, enhanced opportunities to create contacts and greater understanding of different ways of living.

Study of another language in the Middle years encourages a respect and understanding for other cultures and provides a skills base to facilitate further language learning. We believe students do not learn a language in isolation, but they become socially involved with the language. They learn about the culture, history, politics and the economic situation of the countries that speak that language.

At the International School of Helsingborg we believe that learning a second or third language is not only useful but also essential in our multicultural world. One of our main goals, therefore, is to prepare our students for the demands of globalization in the world of today.

Teaching in modern languages at ISH should essentially give pupils the opportunities to develop their ability to:

- understand and interpret the content of spoken language and different types of texts,
- express themselves and communicate in speech and writing,
- use language strategies to understand and make themselves understood,
- adapt language for different purposes, recipients and contexts, and
- reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where the language is used.

IB Language Acquisition Assessment Criteria

Language Acquisition objectives are organized into four communicative processes:

Objective A: Comprehending spoken and visual text

As appropriate to the phase, the student is expected to be able to:

- Listen for specific purposes and respond to show understanding
- Interpret visual text that is presented with spoken text
- Engage with the text by supporting opinion and personal response with evidence and examples from the text.

Objective B: Comprehending written and visual text

As appropriate to the phase, the student is expected to be able to:

- Read for specific purposes and respond to show understanding
- Interpret visual text that is presented with written text
- Engage with the text by supporting opinion and personal response with evidence and examples from the text.

Objective C: Communicating in response to spoken and/or written and/or visual text

As appropriate to the phase, the student is expected to be able to:

- Interact and communicate in various situations
- Express thoughts, feelings, ideas, opinions and information in spoken and written form
- Speak and write for specific purposes

Objective D: Using language in spoken and/or written form

As appropriate to the phase, the student is expected to be able to:

- Organize thoughts, feelings, ideas, opinions and information in spoken and written form
- Develop accuracy when speaking and writing in the target language

Important

- Language classes are organized in phases (1-6), not by age but within their MYP grade level.
- The phases represent a developmental continuum of additional language learning (Language Acquisition).
- Students with no prior knowledge of the language they wish to study in the MYP should start in phase 1.
- Phases 3-5 allow for a smooth transition from MYP language acquisition to DP group 2 courses, however it is also possible for students who have exited phase 2 to begin studies in DP language B Spanish or French. Please see the table *Possible IB continuum pathways* below for further references:

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

Table 1
Possible IB continuum pathways

Spanish course content

MYP 1 Phase 1

Personal Information	Name, age, languages, nationalities, address, house, birthdates.
Family and Appearance	Family members, animals, friends, physical appearance, body, personality, feelings.
Education	School, subjects, teachers, rooms, schedule, exams, calendar, clothes.
Professions	Careers, professions, grades, salaries, activities at work.

MYP 2 Phases 1 and 2

Daily Routine	Routines on weekdays, weekends, at home at school, times, schedules, sports, free time activities.
Food and drink	Ingredients, quantities, shopping for food,

	recipes, restaurant, healthy food, typical hispanic food.
Where we live	House, rooms and furniture, Types of houses; City, center and suburbs, places in a city, services, stores.
Transport and Vacations	Means of transport, trips (tickets, fares) destinations, accommodations, reservations, vacations, plans.

MYP 3 Phases 2 and 3

Technology and media	Different types of media, social networks, movies, books, some important technological outcomes.
Travels and vacations	Means of transport, vocabulary about traveling and going on vacation. Planning vacations, buying tickets, making a reservation in a hotel.
Social relationships	Young people today, friendships, modern and traditional families, cultural differences in relationships.
Health and sports	Body parts, general health, illnesses and injuries, different types of sports and how to play them, healthy habits, sports accidents, medicines.

MYP 4 Phase 2-3-4

Clothes and Fashion	Clothing, eras of fashion, styles, sizes, shopping for clothes, specific clothes for different activities and occasions, urban tribes, origin of clothes.
Hispanic art	Key facts of hispanic countries; celebrities of a wide range of fields-actors, singers, writers, painters...; history of hispanic countries.
Andalusian culture	Andalusian language and culture, focus on Seville, local traditions.

Spanish culture through Flamenco dance	Origin and history of Al-Andalus, different ways of expression, Flamenco nowadays.
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MYP 5 Phase 1-2

Personal Information	Name, age, languages, nationalities, address, house, birthdates.
Family and Appearance	Family members, animals, friends, physical appearance, body, personality, feelings.
Where we live	House, rooms and furniture, Types of houses; City, center and suburbs, places in a city, services, stores.
Education	School, subjects, teachers, rooms, schedule, exams, calendar, clothes.
Professions	Careers, professions, grades, salaries, activities at work.

MYP 5 Phase 3-5

Influence of Hispanic Culture on the world	Key facts of some hispanic countries, hispanic celebrations, importance of language, language, food, traditions, famous people, sports, music.
Food and Health	Healthy eating habits, the importance of vegetables and fruit, recipes of hispanic food.
Environment - Focus on Tourism's Impact on the Environment	Activities, lodging, types of vacation: city, beach, family, transportation. Environmental problems, global warming, climate change, taking care of the environment recycling, organic, types of pollution: visual, sound etc, natural resources.
Setting individual goals and reaching those - An Interdisciplinary unit together with PHE	Sports, hobbies, exercise, when/where you do activities, exercise routines, clubs, teams, sports clothes, sports on TV, the Olympics, training, social interaction through sports.

MYP 1 French: Phase 1

Welcome to French Class	greetings, name, age, introductions, phone number, email addresses, feelings, classroom objects, classroom commands
What do you like?	preferences, hobbies, sports, frequency of activities, Francophone leisure activities
Family	family members, animals, friends, physical appearance, personality, family traditions
At School	school supplies, subjects, schedule, calendar, time, school routines

MYP 2 French: Phases 1 and 2

Pastimes	weather, seasons, invitations, countries, compass, nationalities, community
Food	ingredients, quantities, types of food shops, healthy foods, ordering at a restaurant, recipes, cooking TV show
Clothing and Style	clothing, patterns, colors, shopping, sizes, style, opinions
House and Chores	rooms of the house, furniture, chores, permission, housing and hospitality

MYP 3 French: Phases 2 and 3

Geography	Francophone countries, geographical features, maps, regions in France, compass
Money and shopping	The value of money, what money can buy, big numbers, comparaisons, pocket money, presents
The past	The past tense, text structures
Celebrations	Importance of celebrations in various francophone countries: France, Canada, Morocco, Martinique, etc.
Book study	Plot, characters, sentence structures, opinion, creative writing

MYP 4 Phases 2 and 3

Descriptions	physical descriptions, personality, hobbies
Jobs	resume, cover letter, professions, job descriptions, part-time jobs, internships, job announcements, post-high school plans
House	Independence and cohabitation, house swaps, housing ads, chores, my space
Vacation	weather, locations, seasons, transportation, hotels, camping, youth hostels, reservations, green tourism
French Arts	Different types of arts, books, cinema, theatre, music, paintings, pronouns, movie study

MYP 5 Phases 2, 3 and 4

School Day	schedules, time, opinions, school day, schools around the world, the perfect school
Media	tv and film genres, types of media, tv guides, film summaries and critiques, methods of communication, festivals
Food and Health	healthy eating habits, meals, food, exercise, routines, addiction to drugs/ cigarettes/alcohol, sickness, eating disorders
Environment	Environmental problems, global warming, climate change, taking care of the environment, recycling, organic foods, types of pollution: visual, sound etc, natural resources

French Resources:

MYP1: Bien Dit! Level 1 (textbook and workbook)

MYP 2: Bien Dit! Level 1 (textbook and workbook)

MYP 3: Different sources selected by the teacher

MYP 4: Équipe dynamique: Higher (textbook and workbook)

MYP 5: Équipe dynamique: Higher (textbook and workbook)

Swedish course contents in MYP 1-4

Phase 1-2

Unit title	Content	Assessment
Meeting a new country and learning a new language	<p>Grammar: Pronouns, question words, word order, present tense verb</p> <p>Speaking: Introducing themselves, understanding others introducing themselves, asking and answering simple questions.</p> <p>Reading: Simple texts containing introducing phrases.</p>	Students will give a short speech introducing themselves and also be prepared to ask questions after their peers introductions.
Shopping	<p>Students will be "given" 500 kr and will buy an outfit from HM.com. They will prepare to present their clothes and how much it costs.</p> <p>Vocabulary: Clothes and colours, numbers,</p> <p>Grammar: Adjective, plural,</p> <p>Speaking: Pronunciation</p>	<p>Hand in a written description of the outfit</p> <p>Presenting their outfit to the class.</p>
Everyday routines	<p>Vocabulary: Words to do with education and words to do with moving into a new apartment.</p> <p>Grammar: Difference in word order between a statement and a question. Placement of the finite verb.</p> <p>Speaking: Pronunciation</p>	<p>Writing a short text using some of the words learned in the unit.</p> <p>Reading comprehension</p>
My home.	<p>Vocabulary: Words to describe things you find at home.</p> <p>Grammar: Adjectives in the singular and the plural.</p> <p>Prepositions.</p>	<p>Making a short presentation of a home using ICT.</p> <p>Writing a describing text about pictures of different rooms.</p>

Phase 3-4

Unit title	Content	Assessment
An Active freetime	<p>Grammar: Workbook chapter 12</p> <p>Listening: TV program about Allemansrätten</p> <p>Speaking: Discuss the topic</p> <p>Reading: Looking for information activities while preparing the task</p>	<p>Students will write an essay directed to a person that is new in Sweden. The text will suggest activities that encourage learning Swedish, are affordable and fun.</p> <p>2. Students will give a speech</p>

		about <i>Allemansrätten</i>
A tutorial	Listening: Watching different tutorials on youtube Grammar: Imperative form of the verb. Speaking: Pronunciation Students will plan and record their own tutorial	Language use, pronunciation and grammar when speaking in the video.
Shopping haul	Making a youtube video about a shopping haul.	Using language in spoken and written form. Communicating in response to spoken, written and visual text.
Prao	Write a presentation about the prao place. Prepare a speech about the work environment	Hand in a written presentation about the prao place Do a speech

Phase 5- 6: Students at this level integrates with the Language and Literature class. To what extent and what material they will use will be outlined in an individual plan created together with teachers and students involved. The goal for phase 5 - 6 Language Acquisition is to reach the standards of IB and Svenska som Andraspråk according to the Swedish National Curriculum.

English as an Additional Language course content

Phase 1

Personal Information	name, age, language, nationality, address, my country, feelings, likes and dislikes, questions and answers
School and Education	school items, subjects, teachers, schedules, calendar, activities, homework, questions and answers
Family and Appearance	family, clothes, pets, body, feelings, personality,
Friends	friends, personalities, friends at home, making new friends, good and bad friends
Freetime Activities	hobbies, games, sports, equipment, electronics
Vacation and Summer Activities	typical summer activities, weather, summer plans, local activities

Phase 2

My Day	schedule, routines, times, actions
Shopping	likes and dislikes, money, dialogue, role play, different stores, quantities, sizes,
Holidays	compare holidays here and at home, traditions, foods, music
Clothes and Fashion	clothes, styles, colors, seasons, sizes, opinions
Stories	stories from home, meaning, characters, feelings, descriptions
Bucket List	things I want to do in my life, future,

Phase 3

IDU: unit in collaboration with science and English	Students are going to write an article for a magazines on the topic `` How science can help us to meet the global goals for sustainable development.`` This will be worked on in both classes and graded for both.
Abilities and opportunities Personal and cultural expression, Connection and message	This unit explores the ways we can assess our situations, use our abilities, make the most of opportunities, overcome difficulties and achieve our ambitions.
Resolving conflicts Fairness and Development, connections and empathy	Sharing finite resources, conflict and resolution, fact and opinions, is conflict avoidable, can a story teach us to solve conflict?
Communication and Technology Creativity and convention	Emoticons, emoji and email etiquette. communication, types of technology, what is acceptable, set limits, agree and disagree
Novel Study	Characters, theme, setting, plot, opinions, message, word choice. Following ideas and the red thread, answering questions, making inferences.
Time Capsule	What is important to you today and how does this show who you are? Describe

	common items, support your opinion, audience, purpose.
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Phase 4

Human Rights	What are human rights? How does media communicate human rights? Who is Malala Yousafzai? We look at fairness and development, connections and word choice.
Novel Study (read)	characters, theme, setting, plot, opinions, conventions, message, word choice
Bilingualism and Multilingualism (identities and relationships: creativity: purpose)	What is the nature and purpose of creative expression, communication, idioms, etc? What is the purpose of language?
Happiness and Fulfilment	In this chapter we explore:identity, beliefs, values, human relationships, communities and culture. We will inform, inquire, persuade and explain.
Global Citizenship Globalization and sustainability: culture:audience	Explore the interconnectedness of systems and communities and the potential impact you can have on local and global processes. We can learn to understand our culture and other cultures. How does the audience we are communicating with affect communication?

Phase 5

Short Story	characters, theme, setting, plot, opinions
Jobs	resume, cover letter, professions, job descriptions, part-time jobs, internships, job announcements, post-high school plans, purpose and audience
Advertising	persuasive techniques, text, text size, color, psychology, attitude, preference, decisions, emotions, theme, argument, empath, voice
Problems and Solutions	What makes a problem, what makes a solution, creative ideas, think outside the box, purpose, function, patterns
Role of Internet	who, what, where, when, why of the internet, media, sources, bias,

News Articles	different types of articles, writing styles, word choice, audience, context
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Phase 6 Integrates into the Language and Literature class

English MYP 5

Phase 3-4

Language support	Students receive help with work from core classes and assignments.	
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Language and Literature

The Language and Literature course at ISH aims to provide students with the ability to use language as a vehicle for thought, creativity, learning and self-reflection. The course aims to stimulate the student's interest in reading and writing. Students will also be able to use language as a tool for personal growth, social interaction and for developing relationships within our international community. Through the study of different texts students will understand more clearly aspects of their own culture and those of other cultures. At ISH there is an emphasis on the celebration of diversity, which is a fundamental part of our learning at school.

As in most international schools the language of instruction at ISH, English, is offered as Language and Literature. The school also offers the host country's native language of Swedish as Language and Literature, as this is also a strong language for many students. Language and literature is either a student's mother tongue or a language in which they are near-native proficiency. The students will be graded in both the Swedish and IB system for Swedish.

The Language and Literature course will enable students to develop the skills involved in speaking, listening, and reading, writing and viewing in a variety of contexts. Students will analyse literature in a critical and creative way, considering the role of literature both culturally and historically. Students will develop language skills through interdisciplinary work and become better learners as they reflect on the learning process.

The MYP Language and literature programme will prepare students for the study of language and literature in any country, including the prestigious diploma programme.

IB Language and Literature Assessment Criteria

Objectives

The study of MYP Language and Literature is to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- Develop critical, creative and personal approaches to studying and analyzing literary and non-literary work
- Develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts

Objective A: Analyzing

In order to reach the aims of studying language and literature, students should be able to

- Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts
- Analyze the effects of the creator's choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology
- Evaluate similarities and differences by connecting features across and within genres and texts

Objective B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- 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 suitable to the context and intention

Objective C: Producing text

In order to reach the aims of studying language and literature, students should be able to:

- 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

Objective D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- Use appropriate and varied vocabulary, sentence structures and forms of expression
- Write and speak in a 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.

Swedish Curriculum Knowledge Requirements for Swedish

Knowledge requirements for grade E at the end of year 6

1. Pupils can read fiction and non-fiction texts for children and youth with ease by using reading strategies in a basically functional way. By making simple, chronological summaries of the contents of different texts and commenting on the main points with some connection to the context, pupils show basic reading comprehension. In addition, based on their own experience, pupils can interpret and apply simple and to some extent informed reasoning to clear messages in different works and in a simple way describe their reading.
2. Pupils can write different kinds of text with understandable content and basically functional structures and also with some variation in language. In the texts pupils use basic rules for spelling, punctuation and correct language with some certainty. The narrative texts pupils write contain simple expressive descriptions and simple plots.
3. Pupils can search for, select and compile information from a limited range of sources and then apply simple reasoning to the usefulness of the information. The summaries contain simple descriptions, personal formulations and some use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in a basically functional way, pupils can reinforce and bring to life the message in the texts. In addition, pupils can give simple assessments of the contents of a text and based on responses enhance its clarity and quality in a basically functional way.
4. Pupils can talk about topics familiar to them by putting questions and expressing their opinions in a way that to some extent maintains the dialogue. In addition, pupils can prepare and give simple oral accounts with a basically functional introduction, content and ending, and with some adaptation to purpose and recipient.
5. Pupils can give examples of national minority languages; apply simple reasoning about language variants in Swedish, and also give examples of some of the main language similarities and differences between Swedish and closely related language.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

1. Pupils can read fiction and nonfiction texts for children and youth with good ease by using reading strategies in an appropriate way. By making developed summaries of the contents of different texts and commenting on the main parts with relatively good connection to the context, pupils show good reading comprehension. In addition, pupils from their own experiences interpret and apply developed and relatively well informed reasoning to clearly prominent messages from different works and in a developed way describe their reading experience.
2. Pupils can write different kinds of text with relatively clear contents and relatively well functioning structures and also relatively good variation in language. In their texts, pupils use basic rules for spelling, punctuation and correctness of language with relatively good certainty. The narrative texts pupils write contain developed expressive descriptions and developed actions.

3. Pupils can search for, select and compile information from a limited range of sources and apply developed reasoning about the usefulness of the information. The summaries contain developed descriptions, personal formulations and relatively good use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an appropriate way, pupils can enhance and bring to life the message in their texts. In addition pupils can make developed assessments of the contents of a text and based on responses enhance its clarity and quality in a relatively well functioning way.
4. Pupils can talk about topics familiar to them by putting questions and expressing their opinions in a way which maintains the dialogue relatively well. In addition, pupils can prepare and give developed oral accounts with a relatively well functioning introduction, contents and ending, and relatively good adaptation to purpose and recipient.
5. Pupils can give examples of national minority languages; apply simple reasoning about language variants in Swedish, and also give examples of some of the main language similarities and differences between Swedish and closely related languages.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

1. Pupils can read fiction and non-fiction texts for children and youth with very good ease by using reading strategies in an appropriate and effective way. By making well developed summaries of the contents of various texts and commenting on the main parts with good connection to the context, pupils show very good reading comprehension. In addition, pupils from their own experiences, interpret and apply well developed and well informed reasoning to clearly prominent messages in different works, and in a well developed way describe their reading experience.
2. Pupils can write different kinds of text with clear contents and well functioning structures and also relatively good variation in language. In their texts, pupils use basic rules for spelling, punctuation and language correctness with good certainty. The narrative texts pupils write contain well developed expressive descriptions and well developed actions.
3. Pupils can search for, choose and compile information from a limited range of sources and then apply well developed reasoning about the usefulness of the information. The summaries contain well developed descriptions, their own formulations and good use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an appropriate and effective way, pupils can enhance and bring to life the message in their texts. In addition pupils can make well developed assessments of the contents of a text and based on responses enhance its clarity and quality in a well functioning way.
4. Pupils can talk about familiar topics by asking questions and expressing their own views in a way that maintains the dialogue well. In addition, pupils can prepare and

give well developed oral accounts with well functioning introductions, contents and endings and good adaptation to purpose and recipient.

5. Pupils can give examples of national minority languages, apply simple reasoning about language variants in Swedish, and also give examples of some of the main language similarities and differences between Swedish and closely related languages.

Knowledge requirements for grade E at the end of year 9

1. Pupils can read fiction and non-fiction texts with ease by using and choosing reading strategies based on the specific characteristics of the text in a basically functional way. By making simple summaries of the contents of different texts with some connection to time aspects, causal relationships and other texts, pupils show basic reading comprehension. In addition, on the basis of their own experiences, different issues concerning life and the surrounding world, pupils can interpret and apply simple and to some extent informed reasoning about the main message in different works.
2. Pupils can also apply simple reasoning about the work and how it is related to its creator. Pupils then draw to some extent informed conclusions on how the work has been affected by the historical and cultural context it emerged from.
3. Pupils can write different kinds of texts with some variation in language, simple text linking and also basically functional adaptation to type of text, language norms and structures. The narrative texts pupils write contain simple expressive descriptions and narrative devices, and dramaturgical elements with simple plots.
4. Pupils can search for, select and summarize information from a limited range of sources and apply simple and to some extent informed reasoning to the credibility and relevance of their sources and information. The summaries contain simple descriptions and explanations, simple topic-related language, and basically functional structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in a basically functional way, pupils can enhance and bring to life the message in their texts. In addition pupils can give simple assessments of the contents of a text and its structure and based on responses work on enhance its clarity, quality and expressiveness in a basically functional way.
5. Pupils can talk about and discuss various topics by asking questions and expressing opinions with simple and to some extent informed arguments in a way that to some extent takes the dialogues and discussions forward.
6. Pupils can apply simple and to some extent informed reasoning about the history of the Swedish language, its origins and special characteristics, and compare these with closely related languages and clearly describe the main similarities and differences.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

1. Pupils can read fiction and non-fiction texts with good ease by using and choosing reading strategies based on the specific characteristics of the text in an appropriate way. By making developed summaries of the contents of different texts with relatively good connection to time aspects, causal relationships and other texts, pupils show good reading comprehension. In addition, on the basis of their own experiences, different issues concerning life and the surrounding world, pupils can interpret and provide developed and relatively well informed reasoning about the explicit and implicit messages in various works.
2. Pupils can also apply developed reasoning about the work and how it is related to its creator. Pupils then draw relatively well informed conclusions about how the work has been influenced by the historical and cultural context it emerged from.
3. Pupils can write different kinds of texts with relatively good variation in language, developed text linking and also relatively well functioning adaptation to text type, language norms and structures. The narrative texts pupils write contain developed expressive descriptions and narrative devices, and dramaturgical elements with relatively complex structures.
4. Pupils can search for, select and compile information from a relatively varied range of sources and then apply developed and relatively well informed reasoning to the credibility and relevance of their sources and information. The summaries contain developed descriptions and explanations, developed topic-related language, and relatively well functioning structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in an appropriate way, pupils can enhance and bring to life the message in their texts. In addition, pupils can make developed assessments of the contents of a text and based on responses enhance clarity, quality and expressiveness in a relatively well functioning way.
5. Pupils can talk about and discuss various topics by asking questions and expressing opinions with developed and relatively well informed arguments in a way that takes the dialogues and discussions forward. In addition, pupils can prepare and give developed oral accounts with relatively well functioning structures and contents and relatively good adaptation to purpose, recipient and context.
6. Pupils can apply developed and relatively well informed reasoning about the history of the Swedish language, its origins and special characteristics, and compare these with closely related languages and clearly describe similarities and differences.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

1. Pupils can read fiction and non-fiction texts with very good ease by using and choosing reading strategies based on the specific characteristics of the text in an appropriate and effective way. By making well developed summaries of the contents of different texts with good connection to time aspects, causal relationships and other texts, pupils show very good reading comprehension. In addition, on the basis of their own experiences, different issues concerning life and the surrounding world, pupils

can interpret and apply well developed and well informed reasoning about the explicit and implicit messages in different works.

2. Pupils can also carry out well developed and balanced reasoning about the work and how it is related to its creator.
3. Pupils then draw well informed conclusions on how the work has been affected by the historical and cultural context it emerged from. Pupils can write different kinds of texts with good variation in language, well developed text linking and also well functioning adaptation to type of text, language norms and structures. The narrative texts pupils write contain well developed expressive descriptions and narrative devices and dramaturgical elements with complex structures.
4. Pupils can search for, select and compile information from a varied range of sources and then apply well developed and well informed reasoning to the credibility and relevance of their sources and information. The summaries contain well developed and balanced descriptions and explanations, well developed topic-related language, and well functioning structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in an appropriate and effective way, pupils can enhance and bring to life the message in their texts. In addition, pupils can make well developed and balanced assessments of the contents of a text and its structure, and based on responses work on enhancing clarity, quality and expressiveness in a well functioning way.
5. Pupils can talk about and discuss various topics by asking questions and expressing opinions with well developed and well informed arguments in a way that takes the dialogues and discussions forward and deepens or broadens them. In addition, pupils can prepare and give well developed oral accounts with well functioning structures and contents and good adaptation to purpose, recipient and context.
6. Pupils can apply well developed and well informed reasoning about the history of the Swedish language, its origins and special characteristics, and compare these with closely related languages and clearly describe important similarities and differences.

Swedish

MYP1	Resources	Methodology	Assesment
Mitt livs novell	Zoomboken, selected short stories	Writing	Written work
Glädje mod och hopp	Zoomboken, declaration of human rights,	Discussion, reading about children's different situations in the world	Oral speech
Grekiska gudar	Zoomboken + other texts from greek mythology		Visual presentation
Fotografens öga	Photographs, exhibitions, photo exhibition	Exchanging thoughts, analyzing photos,	Respond to a photo in a way of their own choice (poem painting, text)

MYP2	Resources	Methodology	Assessment
Läsa och fundera	A book of their own choice,	Peer feedback, group discussions, write a response to literature, write a description of person,	Hand in a portfolio Literature discussion
Vårt Helsingborg (SaA)	Information from the city council, local area Museums, films,	Research, information presentation,	Hand in a portfolio with all work,
Myths Mythology	A variety of ghost stories, cultural myths and movies.	Looking deeper into the world of mythology and how fantasy and ghost stories are written.	Telling a ghost story, Hand in a portfolio
Analysing movies	Swedish movies and analyse guides	Students will look at Swedish movies from different perspectives and go deeper into the setting and environment.	Create a tableau Create a tourist broschyr

MYP3	Resources	Methodology	Assessment
Language unit	Letter to editor, news paper texts, grammar	Grammar exercises, paragraph writing, reading different letters to editor, oral argumentation	Written / oral task: letter to editor, spelling test
Literature unit	Novel: Sandor/Ida or I taket lyser stjärnorna or Cirkeln Movie: Sandor/Ida, I taket lyser stjärnorna or Cirkeln	Reading comprehension, writing compositions, comparing the film to the book, peer discussion	Response to literature (persuasive writing), speech to parents
Detective stories	Read detective stories, movie, text book Plus 2-3	Writing, structuring, building texts, process writing, peer assessment.	Detective story (short story)
Poetry unit	Reading poetry (for example Ferlin, Lagerkvist, Frostensson).	Analyzing poetry and poetical devices, writing, reading, listening to poetry, illustrating a poem.	Poetry quiz, poetry analysis, creative writing.
Language systems 1	Grammar exercises Plus book:2-3, Grammar booklet	Lectures from teacher, lectures from the educational programme "Grammatikbolaget."	Grammar test

MYP4	Resources	Methodology	Assessment
Speak up!	feature articles	Peer interviews	Poster making, oral presentation

Helping out in society	Student counselor, supervisor at work place	Writing, reading, speaking about work experience	Report (essay), letter writing, oral presentation
Making one's voice heard in society , part 1 and 2	Feature articles (column, debate article)	Reading articles, writing articles, whole class discussions	Article writing (column, debate)
Symbolism in literature	Textbook, Plus 2-3, Herr Arnes Penningar. Short stories by Söderberg. Poems.	Reading texts, study questions, group discussions, theater skit	Response to literature
Language systems 2	Ur.se, Grammatikbolaget Plus övningsbok	Lectures from teacher, Peer/ group work	Test

MYP5	Resources	Methodology	Assessment
The concept of evil and of Heroes-Heroines	Short stories, Att döda ett barn, Det osynliga barnet. Comedia infantil.	Study questions, Analysing literary features, Debates, lectures	Response to literature, Analytical writing. Terminology. Genres.
Dystopian novels. Novels about Heroes-Heroines.	Kallocain, 1984, Fahrenheit 451, Hungerspelen, Den utvalde, Divergent, Du sköna nya värld	Reading novels, peer discussions, lectures	Oral presentation in groups, Written Book analysis,
In transition land	Novel: Ninas resa, Kim Novak..., short stories, film Ninas resa	Reading novels Discussions, lectures	Written journal, Written task
Rhetorics	Speeches by Olof Palme, Alice Bah, Timbaktu, Kungen tsunamital, Prins Daniels bröllopstal till Victoria	Listening and discussing Analysing speeches Five canons of rhetorics	Argumentative speeches
Love through the ages	Litteraturhistoria, Romeo och Julia, Tristan och Isolde, Sapfo, Oliver Twist, Den unge Werthers lidande, Candide. Den allvarsamma leken.	Lectures, Theme discussions, comparative analysis, lectures.	Creative writing, movies and skits

English Language & Literature

The MYP English Language and Literature course at ISH aims to provide students with the ability to use English for both academic study and creativity. The course aims to stimulate the student's interest in reading and writing, enabling them to comprehend and express themselves fully in the other subjects they study. Students will also be able to use language as a tool for personal growth, social interaction and for developing relationships within our international community.

English is the language of instruction at ISH and, in common with many international schools, is offered as Language and Literature. The MYP Language and Literature course will enable students to develop the skills involved in speaking, listening, and reading, writing and viewing in a variety of contexts. Students will analyse literature in a critical and creative way, considering the role of literature both culturally and historically. Students will develop language skills through interdisciplinary work and become better learners as they reflect on the learning process.

The MYP Language and literature programme will prepare students for the study of language and literature in any country, including the prestigious diploma programme.

MYP1	Resources	Methodology	Assessment
IDU: Scientific Method and Writing	The English Handbook Guide to Designing an Investigation Scientific magazines	Researching and written presentation of scientists Writing from a third person perspective Outlining and structuring arguments Lectures	Scientific article LinkedIn scientific profile
Nothing is What It Seems	Holes The English Handbook	Analysis: Reading and discussing in seminar groups. Essay: Explaining the changes of perception for the reader regarding the characters in the novel.	Five paragraph essay. Oral seminar questions and discussions.
The Purpose of Storytelling	West African Short Stories Collected fables from around the world	Reading and analyzing stories Writing a fable Discussing why we tell stories and why we use symbols to represent human experiences.	Creative writing Reflection text
Reading Project	A novel of their choice	Literary circles Individual reading Working with vocabulary	Panel debate Vocabulary-wall
When Everything Falls Apart	Refugee Boy UNHCR website	In depth analysis Reading together and individually Working with vocabulary Media literacy and research	Character development analysis Creative writing, A Refugee Story

MYP2	Resources	Methodology	Assessment
Listen!	The English Handbook	Rhetoric Outlining and writing persuasively Voice control and body language	Persuasive speech Rhetoric
Youth Culture	Various lyrics (K-pop, punk, rap, contemporary) Shakespeare's Sonnet 18 Handouts about the history of Rap and Punk	Lecture on literary terminology Lecture on the history of rap and punk Group discussions on analysis Researching literary terminology, writing definitions in their own words	Verbal presentation of analysis of a lyric of the student's choice Written analysis of either punk or rap lyrics Comparative textual analysis of K-Pop vs. Western Pop (visual communication) Discussion about Shakespeare

My Friend the Bully	Skills in Fiction The Canterville Ghost	Lectures on the creative process Writing exercises on third/first person perspective in fiction writing Descriptive writing exercises Quick -writes	Creative writing task
Flower of the Mind	Flowers of Algernon Article about mental health	Reading as a group and individually Word-wall (vocabulary) Lecture on writing style Group discussion about mental health	Written analysis
Reading Project	Novels chosen by the students	Individual reading strategies Reading log Reflection groups	Reflection text about reading habits Podcast of book reviews

MYP3	Resources	Methodology	Assessment
This is Us	The English Handbook: Listening The New York Times Learning Network Various online profile articles and interviews Elon Musk excerpt (Ashlee Vance) Youtube interviews	Writing good questions Conducting an interview Researching via social media Writing non-fiction Lectures Text questions Class discussion	Profile feature article Magazine (group) Interview article
Elementary, Dear Students	The Hounds of Baskerville BBC Sherlock CBS Elementary Skills in Fiction	Lecture on the history of crime writing Discussing Visual media: TV shows Questions for the text Questions about the episodes Before and after - reflection	Comparative essay Seminar discussion (verbal, groups)
Reading and Social Media	Novels chosen by the students Amazon Goodreads	Self-reflection: What do I enjoy in stories Library guidance Individual reading strategies Reading journal Lecture on online reading communities	Book review Reflection on online communities and reading habits
The Mythical Gender	Here Lies Arthur The Wife's Lament	Classroom and group discussions about myths, heroes and gender Reading as a group	Creative interpretation of a classical myth (dramatic or literary)

		<p>Questions about the text</p> <p>Lectures on literary themes</p> <p>Old English alphabet and pronunciation</p> <p>Interpreting other's work respectfully</p>	
IDU: Sustainable Future for Sweden	The English Handbook: Writing Friends Campaign	<p>Argumentative writing exercises</p> <p>Lectures</p> <p>Campaigning discussions</p> <p>Group work</p> <p>Presentation techniques</p>	Sustainable Future for Sweden group campaign: Design and presentation

MYP4	Resources	Methodology	Assessment
Poetry War poetry	Selected Poems of Wilfred Owen and Rupert Brooke	Poetry reading. Student led analysis. Class discussion. Group work.	Written poetry commentary
Drama: Studying Characters	<i>Romeo and Juliet</i> Or <i>Macbeth</i>	reading, small groups, analysis	Essay
Novel Development of Character and narrative voice	<i>Of Mice and Men</i>	Reading, small groups, analysis	Oral scene analysis. Essay
Advertising	Internet Ads from different time periods	Presentation and reflection on marketing techniques. Reading and small group work.	Create an advertisement for a specific target group
Short Story: American horror	Stephen King <i>Children of the Corn</i>	Group led discussion and analysis.	Persuasive writing.

MYP5	Resources	Methodology	Assessment
Novel: (Literature in translation)	Perfume: the story of a murderer	Shared reading, close analysis, exploring quotations, characters, themes and symbolism.	Creative writing assignment (descriptive writing essay using sensory imagery) and a timed essay in class.
Drama	20th century play <i>Master Harold and the Boys</i> Or <i>The Lion in Winter</i>	Shared reading. Working in groups, Performing and peer assessment. Close analysis of extracts.	A small group performance. A written commentary on an extract from the play. A Character study essay.
Media	A variety of print and film media.	Shared reading, close analysis, pair work, role plays, debates.	An argumentative/persuasive text/presentation.
Poetry	An anthology of poems by Carol Ann Duffy	Close analysis of the texts, exploration of quotations, performance poetry. Peer assessment.	A literary commentary on a poem previously studied / a comparative essay on two poems.

Individuals and Societies

Our department aims to promote sustainable approach to our subject in local, regional and global perspective and provide awareness, appreciation and respect for each one of our identities and values.

MYP individuals and societies inquires into contemporary, cultural, economic, geographical, historical, political, religious, social and technological contexts that interconnect with individuals, societies and environments. This encourages learners, both students and teachers, to consider varied local, regional and global contexts.

Organisation of MYP Individuals and Societies studies:

MYP 1 - 3 integrated courses that incorporate multiple disciplinary perspectives.

MYP 4 - 5 modular courses that include the study of multiple disciplines, one at a time. At the end of the course, students receive a single grade for their achievement in individuals and societies.

MYP 1

In the first unit students are introduced to the characteristics of the Individuals and Societies subject. Step by step we go through elements such as the concepts of the subject, the assessment criteria and the command terms. In the first unit we discover the skills of the historian and how all information is affected by perspective. In the second unit the students focus on mapping skills and they will be using these mapping skills to analyze settlement in the past. The focus in the third unit is how all communities create rules for governance and we focus especially on the history and characteristics of Democracy. The students learn the tools of democracy and how to critically evaluate mass media. A dive into the lives and thinking of the Jews and Romans, in the past, is the last unit, which leads them into thinking and discussing ways of life, to gain a greater understanding of each other's life and views.

MYP 2

The students start the year by a study of the Middle ages. They experience the Middle Ages in different countries and from different perspectives. The students improve their skill of evaluating and using primary sources and they plan and do an investigation of their own choice. Learning about justice and fairness, locally and globally, will be the next unit. They study the Swedish legal system and the Human rights. In the third unit the students investigate why natural environments are important to individual and societies. They will learn about Biomes, how we affect the environment and how we can live sustainably. In the last unit they investigate how societies can adopt, adapt or resist ideas. The focus will be Christianity and the reformation. The students will also study how Christianity has affected the Swedish society.

MYP 3

In the first unit, with Ms. Persson, the students start by studying economic concepts and Globalization. With the knowledge they attain they analyze Global interactions, from different perspectives. In the second unit the students investigate causes and consequences of revolutions. This study different ideologies and politics in the past and the present.

In the first unit with Ms. Beks students develop critical thinking skills with the unit *Where are all the people?* Students work in detail with a global concept of change, looking into human population changes due to a variety of processes, and sustainable development. The second unit, *The Impacts of Natural Resources*, develops a deeper understanding of key concept of global interactions within the global context of *Fairness and Development*.

MYP 4

Year 4 offers students a modular course where they study three disciplines, Civics, Geography and History. Students begin the year exploring different research methods in social studies. Civics unit offers understanding of different political ideologies and systems. History unit covers concepts such as conflict, causality and perspective. Students will conduct an investigation of the 20th century conflicts where they will complete a whole investigation cycle. The school year is concluded with a geographical unit on poverty and health where they investigate causes, processes and consequences of how various factors such as overpopulation and diet affect health.

MYP 5

Year 5 continues with the modular course concept. Students study four disciplines, Geography, History, Economic and Psychology.

Geography unit, *Water Demands*, explores concepts of conflict, resources and sustainability within a global context of *Fairness and Development*.

History unit studies concept of change, within a global context of *Orientation is Space and Time*.

In Economics the students are introduced to the unit 'The basic economic problems and how market works'. In the first term, there is introduction to Economics and to the basic economic problems that affect societies the world over and how a society allocates its scarce resources to satisfy unlimited wants and needs. In the second term, the unit focus about economic systems providing answers to what, how and for whom to produce, and how the free market works, how prices are determined by market demand and the supply curve.

The Psychology unit in the first term is an introduction to psychology, providing students with information about different perspectives in psychology, with more in-depth explanation about the psychodynamic approach. The goal is to give basic understanding of different approaches in psychology and complexity of human nature. In the second unit the focus is on explaining the influence of group on individual's behaviour and changes in individual behaviour due to group pressure (conformity, bystander effect and obedience to authority). The goal is to raise awareness about group pressure and individual responsibility for behaviour.

IB Individuals and Societies Assessment Criteria

Objective A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to

- Use terminology in context
- Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

Objective B: Investigating

In order to reach the aims of individuals and societies, students should be able to

- 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 relevant information
- Evaluate the process and results of the investigation

Objective C: Communicating

In order to reach the aims of individuals and societies, students should be able to

- Communicate information and ideas 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

Objective D: Thinking critically

In order to reach the aims of individuals and societies, students should be able to

- Discuss concepts, issues, models, visual representation and theories
- Synthesize information to make valid arguments
- Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- Interpret different perspectives and their implications

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP individuals and societies attainment level.

Mathematics

Galileo stated that “in order to understand the universe you must know the language in which it is written and that language is mathematics.”

At the International School of Helsingborg, we want to give our mathematics students a sense of the power of the subject. We aim to achieve this by equipping them with the skills necessary to be able to use mathematics effectively and efficiently to solve problems in a wide variety of contexts. Above all, we want to inspire them to see the beauty and magic in mathematics.

Each year, we teach units covering number, algebra, geometry and statistics, building on and extending units of work covered in preceding years. We strive to make the subject enjoyable and accessible for all students by carefully differentiating the work to match all abilities.

MYP 1

In MYP 1, students study Number, Algebra, Geometry and Statistics & Probability. The units covered include:

Fall:

- Unit 1: Language Acquisition: Mathematics (math as a language and communication tool, problem-solving strategies)
- Unit 2: The Number Devil (number patterns and the beauty of mathematics)
- Unit 3: Maps! (Interdisciplinary unit with Individuals and Societies)
- Unit 4: Fairness & Game Design (fractions, decimals, percentages, estimation, time, probability)

Spring:

- Unit 5: Bringing Things Together (algebra)
- Unit 6: How do we measure up? (geometry, scale, angles, shapes, area, perimeter, volume)
- Unit 7: How can data help us save the world? (sets, data, graphs, measures of central tendency)

The units of work are assessed using a variety of tests and investigations.

MYP 1 Resources: [International Mathematics for the Middle Years 1](#), [Textbook Website](#)

MYP 2

In MYP 2, students study Number, Algebra, Geometry and Statistics & Probability. The units covered include:

Fall:

- Unit 1: Math Strategies
- Unit 2: Business Math (ratio, rates, scale, percentages, spreadsheets)
- Unit 3: Probability Games
- Unit 4: Algebra (equations, formulae, inequalities)

Spring:

- Unit 5: Geometry (angles, area, volume, circles, geometric constructions)

- Unit 6: Graphs (maps, coordinates, straight-line graphs, reading and drawing graphs)
- Unit 7: Data and Statistics
- Unit 8: Graph Theory

The units of work are assessed using a variety of tests and investigations.

MYP 2 Resources: [International Mathematics for the Middle Years 2](#), [Textbook Website](#)

MYP 3

In MYP 3, students study Number, Algebra, Geometry and Statistics & Probability. The units covered include:

- Fractions, Decimals, Percentages
- Indices
- Equations & Formulae
- Geometry (using area formulae, angles, Pythagoras)
- Statistics & Probability

The units of work are assessed using a variety of tests and investigations.

MYP 3 Resources: [International Mathematics for the Middle Years 3](#), [Textbook Website](#)

MYP 4

In MYP 4, students study Number, Algebra, Geometry and Statistics & Probability. The units covered include:

- Algebraic Problem-Solving in Real Life
- Indices & Surds
- Quadratic Equations
- Simultaneous Equations
- Co-ordinate Geometry
- Trigonometry
- Statistics & Probability

The units of work are assessed using a variety of tests and investigations.

MYP 4 Resources: [Mathematics for the International Student 9 \(MYP 4\)](#)

MYP 5

In MYP 5, students study Number, Algebra, Geometry and Statistics & Probability. The units covered include:

- Mathematical Problem-Solving Tools
- Formulae
- Quadratic Equations
- Simultaneous Linear & Quadratic Equations
- Statistics & Probability
- Ratios & Rates

- Coordinate Geometry

The units of work are assessed using a variety of tests and investigations.

MYP 5 Resources: [Mathematics for the International Student 10 \(MYP 5 Standard\)](#)
[Mathematics for the International Student 10E \(MYP 5 Extended\)](#)

IB Mathematics Assessment Criteria

Objective A: Knowing and understanding

- Select appropriate mathematics when solving problems
- Apply the selected mathematics successfully when solving problems
- Solve problems correctly in both familiar and unfamiliar situations in a variety of contexts

Objective 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

Objective 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 lines of reasoning
- Organize information using a logical structure

Objective 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

Science

The MYP science programme builds the skills and knowledge necessary for developing scientific literacy. Learning objectives are accomplished through inquiry, investigative and analytical skills. Students experience communicating their learning in a variety of ways, with consideration toward the costs and benefits of scientific applications. Linking concepts to the Global Contexts contributes to the full development of learners as citizens by holding ideas up against societal and ethical issues.

Students in MYP 1-3 study integrated science, with elements of physics, chemistry and biology woven into themes that allow for a range of exploration and synthesis. In MYP 4 and 5, students study biology, chemistry and physics as separate subjects. The teaching of discrete subject areas in the later MYP years prepares students for the choices they would make in the Diploma Programme.

The Skills that students develop in integrated sciences:

Skills	Specification
Research Skills	<ul style="list-style-type: none"> Collect, record and verify data Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
Communication Skills	<ul style="list-style-type: none"> Brainstorm idea Use subject related terminologies effectively Work collaboratively with peers
Thinking skills	<ul style="list-style-type: none"> Gather and organize relevant information to formulate an argument Interpret data Draw reasonable conclusions and generalizations Revise understanding based on the new information and evidence Evaluate and manage risk Identify obstacles and challenges Make a guess and generate testable hypothesis Compare, contrast and draw connections among the resources and findings Practice observation and recordings in order to recognize problems
Self-management skills	<ul style="list-style-type: none"> Select and use technology effectively and productively Organizational Skills: Use variety of organizers for academic writing , lab report, essay,
Information literacy	<ul style="list-style-type: none"> Access information to be informed and inform others

Curriculum: Sciences

Year	Unit	Core Knowledge Foundation
MYP1	Scientific Method (Physics/chemistry/biology)	<ul style="list-style-type: none"> Scientists biography and the impacts of their work on society. Scientific method and variables in a scientific investigation. Design a reliable and valid experiment. Report findings using scientific language.
	Properties of matter (Physics/chemistry)	<ul style="list-style-type: none"> Main states of matter phase change phase change relation to the pressure and temperature. Kinetic molecular energy theory Expansion Water cycle
	All that matters (Chemistry)	<ul style="list-style-type: none"> Solutions and solubility Solution, suspension, colloids and their properties Solutions, suspensions, and colloids in our everyday life Mixtures and separating mixtures using physical method Physical and chemical properties and changes
	Energy	<ul style="list-style-type: none"> The concept of energy and types of energy

	(Physics)	<ul style="list-style-type: none"> • Kinetic and potential energy • The factors impact potential and kinetic energy • Energy transformation • Law of energy conservation • Thermal energy • Methods of heat transfer • Heat transfer and energy saving • Heat and homeostasis
	Cellular Structure (Biology)	<ul style="list-style-type: none"> • Characteristics of living things • Living things classification • Cell theory • Cell structure • Cell organelles and function • Animal and plant cell • Microorganisms • Microorganisms in our day to day life
	Our Dynamic Planet (Earth Science)	<ul style="list-style-type: none"> • Tectonics plates • Earth layers • Earth's ecosphere • Rock cycle
Year	Unit	Core Knowledge Foundation
MYP2	Science and Society (Biology)	<ul style="list-style-type: none"> • Cell review • Differentiated cells • Stem cell • DNA • Stem Cell Therapy • Ethics of scientific research
	Human Body (Biology)	<ul style="list-style-type: none"> • Cardiovascular system • Digestive system • Blood type • Forensic Science
	Live Long and Prosper (Biology)	<ul style="list-style-type: none"> • Longevity: genes and lifestyle • Factors affecting life span • Nutrients: diet • Exercise and health • Smoking and drug abuse • Genetic predisposition • stress
	Atomic Structure (chemistry)	<ul style="list-style-type: none"> • Atomic structure • Elements and periodic table • Elements and compounds • Introduction to the chemical reactions • Acid and bases • Neutralization, acid rain
	Electricity and Magnetism (Physics)	<ul style="list-style-type: none"> • Static and current electricity • electricity production and transfer • Circuit (Series/Parallel) • Electricity production • Renewable energy • Energy and sustainability • Magnetism • Earth magnetic field
	Floating and Sinking	<ul style="list-style-type: none"> • Density

	(Physics)	
	Forces and Motion (Physics)	<ul style="list-style-type: none"> • Forces • Motion and Friction • Time/distance Graph
	Fabrics of Univers (Physics)	<ul style="list-style-type: none"> • Solar system • Celestial bodies • Life and death of a star • Formation of planets and life • Big bang theory • Review: (day and night cycle, moon cycle)
Year	Unit	Core Knowledge Foundation
MYP3	Properties of Elements (Chemistry)	<ul style="list-style-type: none"> • Review of atomic structure and periodic table • Families of the periodic table and their specification • Elements in technology, medicine, and life
	Chemical Reaction (Chemistry)	<ul style="list-style-type: none"> • Types of chemical reaction • Rate of reaction • Combustion • Reaction and environment
	Heredity (Biology)	<ul style="list-style-type: none"> • Biomolecules • DNA • Traits and observable human characteristics • Tree of genetics • Genetic Engineering and Cloning
	Human Body (Biology)	<ul style="list-style-type: none"> • Immune System • Vaccination • Nervous system
	Evolution (Biology)	<ul style="list-style-type: none"> • The origin of life • Tree of life • The story of evolution • Evolution today • Roles of genes in evolution
	Biodiversity (chemistry/Biology)	<ul style="list-style-type: none"> • Genetic diversity within species • Ecosystems and ecosystems diversity • Conservation of biodiversity
	Waves (Physics)	<ul style="list-style-type: none"> • Waves (concept) • Mechanical waves • Sound • Electricity and magnetism • Electromagnetic waves • Light as a wave: refraction and reflection • Electromagnetic waves and medical sciences

Assessment Tasks:
<ul style="list-style-type: none"> • Designing and conducting an experiment, collecting and evaluating data, and writing a report. • Investigation report/Research paper • Essay (expository/ argumentative), articles • Test (assessing knowledge of the contents , the ability to apply understanding to solve problems set in unfamiliar situations, analytical and interpretation skills, and scientific reasoning)

Resources:

Books: MYP Sciences, McDougal Little Physical, life, and earth sciences

Online: BBC bitesize science, Science news for students, Eurocell, Phet simulation

YEAR	SUBJECT	Unit	Content & Skills
MYP4	PHYSICS	How is mass related to laws of motion and gravity? Experiments on momentum, friction and air resistance allows one to see the laws of motion in action.	COMMUNICATION <ul style="list-style-type: none"> Give and receive meaningful feedback
		What is energy and how does it transform? Chemical energy stored in fuel can transform to mechanical energy, thermal energy, biomass or other forms of chemical energy.	<ul style="list-style-type: none"> Write for different purposes and take effective notes in class Negotiate ideas with peers and teachers
		What is the relationship between thermal energy and earth processes? Energy driving processes on the planet are solar driven or emanate from the core/magma layers.	SELF MANAGEMENT <ul style="list-style-type: none"> Plan long and short-term assignments; meet deadlines Develop strategies for achieving academic goals
		How is human activity related to changes in thermal energy on the planet? Our choices for energy sources have consequences.	INFORMATION LITERACY <ul style="list-style-type: none"> Evaluate and select information sources based on appropriateness to a task
	CHEMISTRY	What are biological molecules and how is chemistry related to life? Exploring biochemistry and nutrition makes chemistry personal and significant.	<ul style="list-style-type: none"> Evaluate authenticity and reliability of sources Identify, use and cite primary and secondary source
		What is matter? The form of matter depends on its underlying properties and relates to concepts of renewable and non-renewable resources.	CRITICAL THINKING <ul style="list-style-type: none"> Evaluate costs, benefits and implications of technological advances.
		How do we map matter? Patterns of properties of elements can be identified.	<ul style="list-style-type: none"> Practice flexible thinking - develop multiple opposing, contradictory and complementary arguments
	BIOLOGY	How are traits inherited? Nature and environmental conditions both contribute to the final expression of genes.	<ul style="list-style-type: none"> Change the context of an inquiry to gain different perspectives
		What are ethical considerations for genetic engineering? Biotechnology introduces many innovative solutions that in turn may cause their own problems.	
		What is homeostasis and what are some examples of homeostatic imbalances? Body tissues, organs and organ systems each have specific forms and functions. All are subject to disease, each with specific causes, treatments and possible cures.	

MYP5	PHYSICS		SKILLS
		The Laboratory (Physical Measurement): What are the practical implications of mistakes, errors, uncertainties, accuracy and precision in scientific measurement?	COMMUNICATION <ul style="list-style-type: none"> ● Use appropriate forms of writing for different purposes. ● Understand and use mathematical notation ● Organise and depict information logically
		Use of Spreadsheets and Graphing tools: Technology plays an important role in the clamour for scientific knowledge. What are the impacts (positive/negative) of the use of technology in scientific enquiry?	REFLECTION SKILLS <ul style="list-style-type: none"> ● Identify strengths and weaknesses of personal learning strategies (self-assessment) ● Consider content
		Energy and Energy Resources: How do we make life easier? What are the consequences of energy production, and why is it important to balance between production and use, in developing of a sustainable global system?	TRANSFER SKILLS <ul style="list-style-type: none"> ● Apply skills and knowledge in unfamiliar situations ● Inquire in different contexts to gain a different perspective. ● Combine knowledge, understanding and skills to create products or solutions
		Charge, Electricity & Magnetism: Are all our futures electric? What is the balance between the benefits and costs of electricity? Is it realistic to think we can reduce the cost?	INFORMATION LITERACY SKILLS <ul style="list-style-type: none"> ● Present information in a variety of formats and platforms. ● Make connections between various sources of information. ● Access information to be informed and inform others
		Atomic and Nuclear Physics: What is an atom? What new possibilities does nuclear technology offer? What consequences does it bring? Is nuclear power the answer to our sustainable energy needs?	CRITICAL THINKING SKILLS <ul style="list-style-type: none"> ● Practice observing carefully in order to recognise problems. ● Evaluate and manage risks. Interpret data.
	CHEMISTRY	Unit 1: Stoichiometry Calculating mass, moles and molecular mass.	Using and manipulating mathematical equation and formulae. A test will be used as a form of assessing criteria A.
		Unit 2: Atomic structure & Periodicity How can the structure of the atom explain it's place in the periodic table?	Identifying and explaining trend and patterns in the periodic table, using knowledge of atomic theory.
		Unit 3: Structure and bonding Ionic, covalent and metallic bonding.	Understanding the formation of ions and ionic bonds. Comparing and contrasting ionic, covalent and metallic compounds. An essay will be used as a form of assessing criteria D.
		Unit 4: Chemical kinetics Predict and explain how different factors affect the rate of chemical reactions.	Carrying out lab work in order to explore the effect on reaction rate when different factors are changed (concentration, temperature, surface area and catalyst). Formal lab writing will be practiced and used as criteria B & C assessment.
		Unit 5: Acids and bases.	Understanding neutralisation reactions and the formation of salts. Students will be

		How to carry out a titration in order to neutralise an acid or an alkali to form a salt and water.	expected to be able to name salts and deduce the strength of unknown acids or alkalis by carrying out a titration. Formal lab writing will be practiced and used as criteria B & C assessment.
		Unit 6: Energetics and thermochemistry How to determine if a reaction is endothermic or exothermic	Understanding that bonds are broken in exothermic reactions and made in endothermic reactions.
		Unit 7: Organic chemistry	Understanding the importance of hydrocarbons and the importance of organic compounds in the living world.
	BIOLOGY	Unit 1: Biochemistry	Understanding of the essential components of the building blocks of life, proteins, lipids carbohydrates and water in terms of chemistry. Knowledge will be tested with an end of topic test.
		Unit 2: Cell biology	Understanding the smallest units of life in the shape of unicellular and multicellular organisms. A research project of stem cells and differentiation and how they can be used to cure genetic diseases will be conducted. Additionally an osmosis lab will be conducted.
		Unit 3: Metabolism and enzymes	Be able to to put biochemical molecules together with enzymes into a metabolic context. Laboratory skills will trained in the form of an enzyme design lab. Concepts of cell respiration and photosynthesis will be brought up.
		Unit 4: Human physiology	Be able to put cell biological concepts into a physiological context in the form of organs that is vital for human and animal survival. Research projects will be done on organs and treatment plans in case of diseases or disorders.
		Unit 5: Cellular and classical genetics	What controls the complexity of the human body? Understanding of DNA and gene expression will be discussed together with classical genetics of Mendel. Students will practice their skills in punnett squares and pedigree charts and through these deduce genetic and sex-linked diseases.
		Unit 6: Evolution and biodiversity	How does genetics link to the evolution of life and how has our diverse species world developed? Student will practice naming conventions of species and try to generate an understanding within Charles Darwin's theory of Natural Selection. How has the theory evolved with new findings from the 20th and 21st century and what evidence is there to support this theory?
		Unit 7: Ecology and climate change	How does all of our species interact with each other? Students will look into categorical roles (trophic levels) of animals and plants and try to organize them in food chains/webs.

			Additionally students will practice and hopefully increase the investigative skills in field work. Students will in the end try to apply and investigate how this pristine interaction is affected by climate change through a research project.
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IB Science Assessment Criteria

Objective A: Knowing and understanding

In order to reach the aims of sciences, students should be able to

- 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

Objective B: Inquiring and designing

In order to reach the aims of sciences, students should be able to

- Explain a problem or question to be tested by a scientific investigation
- Formulate a testable hypothesis and explain it using scientific reasoning
- Explain how to manipulate the variables, and explain how data will be collected
- Design scientific investigations and evaluate the risks

Objective C: Processing and evaluating

In order to reach the aims of sciences, students should be able to

- Present collected and transformed data
- Interpret data and explain results using scientific reasoning
- Evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- Evaluate the validity of the method
- Explain improvements or extensions to the method

Objective D: Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to

- Explain the ways in which science is applied and used to address a specific problem or issue
- Discuss and evaluate the various implications of the use of science and its application in solving a Specific problem or issue
- Apply communication modes effectively
- Document the work of others and sources of information used

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

Arts

The International School of Helsingborg provides a sophisticated drama, visual arts and music curriculum that is individualised and comprehensive.

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the formative process of creating artwork as much as the finished product.

Drama

As well as developing individual skills, Drama gives students extensive practice at working cooperatively in an ensemble and encourages an appreciation of other people's attributes, contributions and skills. Because of its interactive nature and its culmination in performance, Drama also helps students develop eloquence in communication and social and physical confidence.

Drama at ISH is theme based with the material generated by the teacher, the students' ideas, creativity and experience, and cross-curricular ideas and themes. The program strives to teach drama through content and skills, providing the tools to make informed choices and judgements about both the art of acting and the art of living.

Lessons and units cover different aspects of a drama curriculum and the aims and objectives are met within those given in the Arts syllabus for the IB. The program is designed to develop students' overall understanding of and appreciation for drama as an art form and as a learning tool.

One of the curriculum's focus is to equip students with the confidence needed to perform and speak in front of others as well as provide them with the communication and cooperative skills that will enable them to succeed in a society in which communication is essential. Performance skills and dramatic skills are also a focus as well as leadership abilities, delegation, and individual and group cooperation and accountability. These qualities will be examined through the study of the diverse aspects of acting and performing and through projects that provide students with the independence to structure their own groups and to tackle challenging aspects of group dynamics.

MYP 1

First year Drama students focus on the basics of character development. Small skits, scenes and warm ups allow students to begin to grasp the skills and techniques that are the basis of drama performances. This first term culminates in a character "scrapbook" where students create and then become the character they have made up. We explore who we are as a character in a variety of situations.

Second Term is Newscasts and Commercials...we've all seen them and been influenced by them. What are the elements of both? How can we make an exciting, professional looking newscast and a believable commercial? Students will explore the components of these two different mediums and aim to create news and advertisements that target a specific audience and that we can all relate to.

MYP 2

In our first unit, we have had "Serious Fun" in reviewing drama skills through games and exercises designed to refresh the skills and techniques used in drama and reinforce our sense of teamwork. We look at our strengths and weaknesses and set goals for our next unit. We will use these skills to develop our next unit "It was Terrifying", where we look at text as a stimulus for drama and use still pictures as a way to communicate meaning. The focus is on creating still/frozen pictures and projecting meaning and emotion without dialogue.

Second Term will focus on how Fairy Tales pass on culture and moral values. They are passed on from generation to generation and everyone has their favorites. Some aspects of different fairy tales find their way into different cultures around the world. What do they all have in common? We will explore the fairytale land and work with re-creating our favorites with a modern twist. The conflict of good and evil will be explored and we will answer the question: Does good always win?

MYP 3: Students have "Saved the Universe" in our first unit, showing their commitment and imagination in suspending disbelief and working as a team. In our second unit "Joe", students deepen their ability to respond in role as a whole group, to sustain listening and concentration/observation skills and structure work using flashback. They will be exploring subtext and will need to use all their skills to solve the mystery of Joe, a 15 year old teen-age boy who winds up in the hospital.

Second Term: Movement and gestures are a part of what makeup character. Understanding how others "read" us will help us to be clear about what we portray and how we want to be interpreted by others. Assessing the bank of stereotypical characters will help us to deepen and create more 3-dimensional characters, much like ourselves. We also explore kinesthetic ways of creating and developing characters. We will learn how to develop a wide range of characters, ending with our culminating activity that is set to the Randy Newman song; Old Man. Students will work more on developing their confidence in performance work.

MYP 4

From Antigone to Rosa Parks, we are looking at people who Take a Stand and Greek Tragedy. We will research the elements of Greek Tragedy, the origins of drama and theatre, and how these influence us today. Combining those concepts with taking a stand for the issues that affect us today, we will create a modern day mini-Greek Tragedy.

Second Term: We will examine the meaning of ritual and its function in our lives, how we---culturally and as a society---mark the passages of time and development from birth to death. We will work with the celebrations we have and create new ones. Our stories and our

family stories will be used to explore the rites of passage we go through. Students will set a movement piece to Shakespeare's 7 Ages of Man, as well as create their own contemporary version of this famous piece.

MYP 5

Our first unit on "Day Dreaming", utilizes previous and/or current applications of the knowledge, skills and understandings of the study of drama and its techniques and conventions. Day dreaming looks at how we use moments when we want to escape reality, for whatever reason, to transform ourselves and our reality. We work with status reversal and what prompts daydreaming. Students will use their understanding of drama to communicate the difference between reality and dream, and will work in depth and detail, refining/editing and selecting material to present to a younger audience. They will learn to include choreographic elements when making and performing drama and will need to show sustained concentration, belief and conviction when presenting a piece of drama to others.

Second Term: Drama is made up of many elements from the acting to the directing to the technical. For a drama to convey meaning or emotion to an audience these elements must be working side by side, hand in hand so to speak. A well-tuned ensemble can reveal insight, ignite expressive creativity, and spark the imagination of all its members. The interpersonal skills of communication and collaboration are key to forming a productive ensemble that respects the rights and responsibilities of individuals within an ensemble. From there, a production can be manifest and convey its intent to its audience. Students will work with improvisation and mime to create a "Sliding Doors" type of production for the culminating activity, where two different endings to the same story will be presented.

IB Arts Assessment Criteria

The study of Drama, Music and Visual Arts follows the objectives and assessment criteria set forth in the IB guide to the Arts. The four criteria are:

Criterion A: Knowing and Understanding

Students should be able to:

- demonstrate knowledge of the art form studied, including concepts, processes and the use of appropriate language
- demonstrate knowledge of the role of the art form in original or displaced contexts
- use acquired knowledge to inform their artwork

Criterion B: Developing Skills

Students should be able to:

- demonstrate the acquisition and development of the skills and techniques of the art form studied
- demonstrate the application of skills and techniques to create, perform and/or present art

Criterion C: Thinking Creatively

Students should be able to:

- outline a clear and feasible artistic intention

- outline alternatives, perspectives and imaginative solutions
- demonstrate the exploration of ideas through the developmental process to a point of realization

Criterion D: Responding

Students should be able to:

- outline connections and transfer learning to new settings
- create an artistic response inspired by the world around them
- evaluate the artwork of self and others

Music

Classroom music lessons are followed for one double period per week throughout the MYP, alternating with visual art on a term basis. This means MYP students follow one subject in the Autumn term, changing to the other in the Spring.

Lessons combine hands-on experiential learning in performance and composition, built on where practical techniques are underpinned by acquiring understanding of the elements of music, such as rhythm, structure, harmony, dynamics, melody and texture.

Additionally students engage in critical listening and music appreciation, developing an awareness of the different cultural, historical and social contexts from which music has emerged and on its impact on the world around us.

Creativity takes time and so students are given ample opportunity to work individually and in small groups to compose, produce and perform their own work, using their voice, instruments and state-of-the-art music technology. In a more general sense, music teaches interpersonal skills, emotional intelligence and a pragmatic approach to developing creative initiatives which have value and resonance far beyond the subject itself. Students have the opportunity to input their ideas throughout the MYP, particularly in the design of creative projects. Units taught allow students to work from multiple perspectives and elect varied creative choices to reach the achievement goals of each assessment criterion.

Every year group in MYP pursues composition and performance modules that allow for the accommodation of varied student learning styles and preferences. Additionally, units are taught in a range of musical focus areas.

MYP 1

In MYP 1, students learn about some basics of musical literacy; notation and chord progression on guitar and piano, about melody-writing and the basics of digital music software composition. The learning platforms used are the online notation program Noteflight, and - primarily - Garage Band, including both audio loop manipulation and midi-generated original ideas aimed at controlling the flow of simple chord patterns and riffs. The legacy of the Blues and the Afro-American musical experience are the focus for both performance and composition, especially in the context of the early Rock 'n Roll era of the

1950's. Innovation in music is cross-referenced with innovation in science and technology, consumerism, radio and the burgeoning youth culture. Students get to explore some basic skills on guitar, percussion/drums and piano in criterion-related units. At each grade level in the MYP, singing and the development of vocal skills are encouraged.

MYP 2

In MYP 2, the historical focus shifts to appreciation of universally admired music from the Classical and Romantic eras and into the 20th Century. We look at how the music of key composers such as Bach, Mozart, Beethoven, Wagner, Stravinsky and Debussy reflected the social, philosophical and political currents of its time, such as the Enlightenment or revolutionary ideas. For creative work, we look at Romantic and Impressionist elements in composition such as use of texture and the Leitmotif and at program music and mood-painting. Students are exposed to further criterion-related skills development on piano and guitar at a basic level and get to practice performance skills.

MYP 3

In MYP 3, a range of criterion-based activities are centered around the use of music in film, as one of the points of contact students have with more symphonic-sounding textures in their lives. We look at how to create a range of atmospheric effects and moods in composition work, how to create themes and use the leitmotif idea. Students also analyze famous film music scenes and get to create their own film sequence with an accompanying soundtrack. Integral to this is a more advanced use of midi-generated original ideas in Logic or Garage Band using a keyboard to input, for example, string ideas or drums for expressive effect such as building tension. Students continue unit work on piano, guitar, drums and percussion and get to practice performance skills in discrete units.

MYP 4

In MYP 4, the musical genre focus shifts to World music and in particular Afro-Caribbean fusions, where students get to explore the legacy of one of the most important musical and cultural displacements in history. Through learning some actual percussion techniques integrated with the dance and vocal traditions of Rumba and Son, elements of language, music, history and culture meld together in a celebration of human diversity and fusion.

Additionally, students follow a cross-curricular unit on the idea of music as propaganda, looking at how it has had a social and political impact, as well as been subject to aesthetic exclusion. This latter topic also ties in with the study trip to Poland at the end of MYP 4. This year, this unit will feature an added connection to artists working locally to engender positive change, the music and poetry collective "S.T.I.C.S" from Helsingborg.

MYP 5

In MYP 5, there is considerable scope for students to develop their existing skills in both composition and performance. As students also come into MYP 5 from other types of school,

this year is designed to give an overview of music in a historical and global sense, while being technically the culmination of MYP music studies for students already at ISH. Contextual studies cover three areas: World music, in particular the African continent, Classical music, including using Minimalism as a compositional inspiration and Popular music. There are also plans afoot for a “STOMP” unit involving the entire class in a choreographed rhythmic spectacular, depending on how individual creative projects proceed.

Music is chosen for the whole year in MYP 5, or for one semester (Spring or Autumn) together with Art or Drama. This means students may study two arts subjects in MYP 5. It is recommended, however, that those considering visual art or music in DP should consider staying with the one subject in both semesters to give them the best preparation.

Visual Arts

The study of Visual Arts at The International School of Helsingborg allows students to explore, learn and express themselves visually, orally, kinaesthetically and through writing.

Students have opportunities for both independent and cooperative activity. They are encouraged to research, to discuss and to problem-solve and create.

As well as developing subject specific skills in each area through the creative cycle of sensing, planning, creating and evaluating, students develop their awareness of the arts in contemporary society, throughout history and the world cultural differences.

MYP 1

This year students will have opportunities to function as artists as well as learners of art history. A study of the development of art over a given period of time will allow students to explore and understand different creative techniques, appreciate the evolution of art as a mirror of the world as well as allow students to express and themselves as artists.

As students explore art styles, artists and specific artworks they will be required to keep a process journal. Examples of the contents of the process journal include: artistic intention – initial and developing, notation of ideas, questions, gained knowledge, sketches, photos, links, feedback from others as well as their own thoughts of their journey as artists. The journal will also provide alignment opportunities that connect to the art criterion.

Our statement of inquiry is:

“Looking at art from the past contributes to who we are as people. By looking at what has been done before, we gather knowledge and inspiration that contribute to how we speak, feel and view the world around us.”

Following is a brief overview of the time era and artists we will be looking at throughout the year:

1. Impressionism (1865-1885) – Monet, Manet, Renoir, Degas “Capturing fleeting effects of natural light.”
2. Post-Impressionism (1885-1910) – Van Gogh, Gauguin, Cézanne “A soft revolt against impressionism.”
3. Expressionism & Fauvism (1900-1935) – Matisse & Kandinsky “Harsh colours and flat surfaces, emotion and distorting form.”
4. Cubism & Futurism (1905-1920) – Picasso “New forms to express modern life.”
5. Surrealism (1917-1950) – Dali “Painting dreams and exploring the unconscious.”
6. Abstract Expressionism & Pop Art (1940’s –) Warhol, Pollock, Britto “Pure abstraction and expression without form; popular art absorbs consumerism.”

MYP 2

The two main projects center around observational skills and producing artwork with a concentration on technical ability. The first is Portraits and the second is cartoons.

The statement of inquiry for the portrait project is: ‘We are all individuals but our rituals and mode comes from our societies. We must be considerate in portraying this and inquire into the personality of the individual within their social context.’ In this we will study people’s moods, posture and features. As with most of the art projects in the MYP we will also be looking at other cultures than our own. and how they might appear different in posture etc. There will be technical exercises in drawing in order to build the student’s confidence and allowing them to express themselves through being bold.

The second project is Cartoons: Some might at first sight think that this is easy but will soon realise that it takes tremendous skill and a lot of practice. We will study a brief history of cartoons from da Vinci to the modern day. We will at first copy cartoonists and their different styles. They will have to use critical thinking to research what they might draw and the caricature they will develop. It may come from politics, world events or social observation and critique.

The statement of inquiry is: ‘Students will study and perform the art of cartoons so that they can be more aware of the world around them and how they can artistically criticise what they disagree with.’

MYP 3

The students will study and create art from two different projects that give them the chance to develop their artistic studies from previous knowledge and understanding in MYP1 and MYP2. The first project is a study of other cultures from around the world.

The project will be guided by the inquiry statement; ‘To understand the importance of other cultures’ creativity’, in order to develop an understanding of the different ways that creativity shows itself in diverse cultures and how we can understand it and its function. We can learn to respect and appreciate other beliefs through this study. The culminating at work will be a pictorial representation of a blend of two diverse cultures.

The second project is called, ‘historical moment’, the inquiry statement of which is; ‘To visually interpret a moment in history after considered research, debate and and study of

other artists who have done similar throughout the ages.' The students will choose, after research and debate, a significant moment in history. This may not necessarily be the moments that they study in their History lessons, through an 'interdisciplinary unit' with their History lessons, they will have the opportunity to study their chosen moment in depth. They will prepare and create a piece of artwork that represents the importance of that moment. This can be done in any medium they chose.

MYP 4

Propaganda is the manipulation of thought and opinion of the 'masses' through visual means. Students will learn how to break down the visual elements of propaganda from the use of symbolism, composition, colour, texture and a study of propaganda in art history

Propaganda is used in so many cultures and countries. They will learn how to be more objective in their opinions of other cultures and nations propaganda. The term may be used broadly to encompass its diverse application.

They will create their own piece of propaganda to promote a belief of their own using the skills attained in research and preparation.

This project will insist upon the development of visual art technical skills from previous years.

The second project will be a 3D project of art and design. Civic sculpture is long lasting and therefore has to be inspiring to the majority of the community, it should be important, inspirational and relevant to the community and its specific location. It might be said that the existing civic sculptures in Helsingborg do not reflect the cultural identity of the local community

The students will take a careful and critical look at the civic sculpture in Helsingborg. They will study the materials and methods of sculpting their chosen local civic sculptures. Through a market research they will imagine that they have been commissioned to erect a sculpture at their chosen spot in Helsingborg. The final outcome will be a model of their proposal superimposed onto a picture of their chosen sight

MYP 5

This year is the MYP culmination year. For students who have been through the MYP it is expected that they can do well in all the requirements of the criteria. For new students to the IBO they have the chance to learn and adapt toward the IB diploma with the assignments set. It is imperative that the young artist learns and practices the two main strains of art in the 'real world'; the commercial and prescribed discipline of commercial art and the self-discipline of the liberal artist, who makes his/her living from self expression. The first project tackles the rigours of commercial enterprise. We will work on a design project as one would in a design company. The students shall act as though they are answerable to a client but will need to show the client their creativity in a professional manner. The second project is about Abstract art in a broad sense of the term. For thousands of years. man has been obsessed with patterns and abstractions from nature. The students will research and produce such a piece of art that will give them the opportunity to think in terms of a quality product using a high level of skill.

Physical and Health Education

At the International School of Helsingborg the social aspect of sports and competition aims for our students to develop self-awareness, comradery, fair play and a sense of accomplishment from hard work.

In past years, students have experienced a range of sports activities, including: athletics (track and field events), units of invasion and net games such as dodgeball, basketball, innebandy, handball, volleyball, badminton, soccer, flag football, baseball and softball to name a few. We also offer an orienteering adventure for our MYP 1 classes and fitness units including a first aid experience for our MYP 2, 3, 4 and 5 students. All MYP students experience a dance craze during the school year. These dance units range from our MYP 1 student's developing their skills and movements within pattern form, all the way to our MYP 5 students that utilise their social skills and develop an understanding and appreciation for Ballroom dancing. (Tango, Salsa, Jazz, Waltz and Foxtrot)

Some Physical and Health Education classes take place outside. Regardless of the weather, students are required to dress appropriately for all settings and activities.

Students also learn aspects of safety, first aid and our MYP 4 and 5 students learn CPR and other lifesaving techniques. All MYP students learn how to evaluate a situation and take safety measures before beginning any activity. Individual sport activities offer students the opportunity to develop and understand their own limits while expressing a desire to surpass their personal goals. Team sport activities help students learn and understand teamwork concepts and strategies while controlling their emotions and adapting to various levels of play with teammates. The students are expected to be motivated and open-minded to a variety of learning environments and situations that are diverse enough to help them develop their ATL skills. Our students will continue to build upon their knowledge of healthy living, fitness management and will continue to be lifelong learners.

Our school and PHE department offer 4 student sport day activities a year. We have 2 internal days where the students get the opportunity to learn new skills and activities or practice skills previously learned in class. We also participate in multiple international school sports days where we compete against the International schools from Lund and Malmö in a variety of sports and activities.

MYP 1

During grade 6, students experience a variety of individual and team activities. The aim of these activities is to give the students the opportunity to explore different concepts and better understand group dynamic work. They also develop a self-awareness of accomplishment from hard work and participation not solely based on winning or losing. The students are assessed on social skills and development, participation and reflection.

MYP 2

During grade 7, students experience the opportunity of developing their own game of creation. They take skills, rules and strategies of other activities and develop a game for their class to try. Over the course of a few weeks they try all the games created and vote on the most creative and fun, then they design a class tournament from this activity. Also in grade 7 the students get a real opportunity to explore gymnastics and dance routines, while compiling both activities into a final group performance.

MYP 3

During grade 8, the students take part in researching, planning, organizing and instructing their classmates in an activity that we have not yet explored in class. They are responsible for the lesson planning, timing and various teaching and learning strategies within their class. All of this is done within a group dynamic and each student takes a part of each responsibility to make the teaching, learning and playing a fun time for all. This process is done over a 3 week period and during a sport unit. The students practice their teamwork skills, research skills and presentation skills as part of their final project.

MYP 4

During grade 9, the students organize a multi-class tournament after the students decide on the specific activity. This project allows the students to plan the daily schedule of events, develop the tournament schedule of teams and rules to be followed by all participants. After the activity is chosen our grade 9 students select a responsibility for the tournament and teams. The students select to be coaches and will lead the teams in practices and strategies prior to the tournament beginning. Other students will select to be officials or referees, and they are responsible for enforcing the rules and tournament policies and procedures agreed by all participants. This project gives the students a great chance to work with school mates of different ages and focus on the social aspects related to working with athletes from different points of view. (etc, tournament organizer, referee or official, coach or trainer)

MYP 5

During grade 10, the students shift their focus towards living a healthier and safer life through adulthood. The students begin to concentrate on exercise sciences and understanding how the body works and adapts to different situations. They also practice standard first aid situations, CPR and understanding lifesaving measures. During the second term the students will use all of these tools to develop a fitness test for their peers. Another exciting unit during grade 10 is when the students continue to build upon their social skills and awareness during their ballroom dance unit. One aim for our grade 10 students is to continually prepare them for life after school and to help them be well rounded and successful citizens in this ever changing world.

IB Physical and Health Education Assessment Criteria

The students are graded on both their theoretical understanding and their practical ability in-line with the IBO recommendations and requirements for grading.

Objective A: Knowing and understanding

In order to reach the aims of physical and health education, students should be able to

- Explain physical health education factual, procedural and conceptual knowledge

- Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
- Apply physical and health terminology effectively to communicate understanding

Objective B: Planning for performance

In order to reach the aims of physical and health education, students should be able to

- Design, explain and justify plans to improve physical performance and health
- Analyze and evaluate the effectiveness of a plan based on the outcome

Objective C: Applying and performing

In order to reach the aims of physical and health education, students should be able to

- Demonstrate and apply a range of skills and techniques effectively
- Demonstrate and apply a range of strategies and movement concepts
- Analyze and apply information to perform effectively

Objective D: Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to

- Explain and demonstrate strategies that enhance interpersonal skills
- Develop goals and apply strategies to enhance performance
- Analyze and evaluate performance

Design

The Design course at ISH aspires to develop creative problem-solvers who are able to respond critically and resourcefully to the demands of an increasingly technological and changing society and to appreciate the importance of technology for life, society and the environment.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine, explore and create new products through prototyping, experimentation and adaptation.

MYP Design challenges all students to apply practical and creative thinking skills to solve design problems, encourages students to explore the role of design in both historical and contemporary contexts, and raises students' awareness of their responsibilities when making design decisions and taking action.

At the core is the Design Cycle - where students apply their research and knowledge and understanding to develop ideas and create products and then evaluate their success. MYP Design is compulsory for all students and covers two areas, digital design and product design. Product Design is product development which might utilize recycling techniques, sculpting and batik.

Digital design courses use the Design Cycle to solve problems through the use of computer systems. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. Two-dimensional (2D) tangible solutions created using computer-aided manufacturing techniques are typically the result of a digital design course. Distinct digital design courses include web design, interactive media design, programming and control, and similar subject areas.

IB Design Assessment Criteria

Objective A: Inquiring and analyzing

In order to reach the aims of design, students should be able to

- Explain and justify the need for a solution to a problem for a specified client/target audience
- Identify and prioritize the primary and secondary research needed to develop a solution to the problem
- Analyze a range of existing products that inspire a solution to the problem
- Develop a detailed design brief which summarizes the analysis of relevant research

Objective B: Developing ideas

In order to reach the aims of design, students should be able to

- Develop a design specification which clearly states the success criteria for the design of a solution

- Develop a range of feasible design ideas which can be correctly interpreted by others
- Present the final chosen design and justify its selection
- Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

Objective C: Creating the solution

In order to reach the aims of design, students should be able to

- Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- Demonstrate excellent technical skills when making the solution
- Follow the plan to create the solution, which functions as intended
- Fully justify changes made to the chosen design and plan when making the solution
- Present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details

D) Evaluating

In order to reach the aims of design, students should be able to

- Design detailed and relevant testing methods, which generate data, to measure the success of the solution
- Critically evaluate the success of the solution against the design specification
- Explain how the solution could be improved
- Explain the impact of the solution on the client/target audience

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP design attainment level.

Digital Design

MYP 1

This year the students familiarize themselves with the Design Cycle. They focus on making a presentation using Powtoons and apply previous knowledge to create a product that will persuade the customer to buy their idea. We continue with creating a tv commercial with green screen and learn how to edit the footage using WeVideo.

MYP 2

This year students will become more familiar with the Design Cycle. They will take part in the ISH CO2 Dragster racing competition and will learn about Aerodynamics and weight of Dragsters. They learn about 3D prototyping and will use TinkerCad to create 3D products. Not only will they carve their own dragster car, they will also design the wheels with the 3D printer. This course ends with a real drag racing event in which we will find out who made the fastest dragster.

MYP 3

In MYP 3 we delve into programming and learn how to create a game using Scratch. Scratch uses block based coding and enables the student to become experts in problem solving. During this course the students will create a game for a specific audience and build their own game controller with a Makey Makey. The entire process will be recorded in their process journal. At the end of this course, students will exhibit their creations and final feedback is given by their target group.

MYP 4

In MYP 4 the students will be expected to understand the Design cycle and apply each step with little support. This year students will continue with block based coding and create their own Virtual Reality (VR) Experience with a program called Cospaces.io The students will work on three different projects: creating a maze, Infographics and will finish with Game Design.

Feedback can be given instantly as designing their experiences are viewable using a phone and Cardboard VR glasses while the students are designing.

Product Design

MYP 1

Students will design and make toys. Students will learn about how to make different kinds of toys. We will talk about plan, what it is and beliefs about play.

MYP 2

The students in MYP 2 will be exploring the ancient art of batik. Students will inquire, research, design, produce and reflect on their own batik design and well as give these works of art a function. They will build a frame, attach the batiks to the frame and place a light behind the batik fabric to create a night-light.

MYP 3

The students in MYP 3 will be learning about the art of dress-making as well as understanding different perspectives on aesthetics in connection to clothing. Students will put skills into practice in the making of a dress from recycled material that can be worn more than once.

MYP 4

Students in MYP 4 will be given the opportunity to design a brand identity. Creating a memorable logo and brand is a powerful way to help a business stand out. Students will screen-print final designs on fabric.

Learning Support

The International School of Helsingborg offers learning support in accordance with the aims of the IB, that "All students should be allowed to demonstrate their academic ability."

Both the MYP and the Swedish system are inclusive in their curricular frameworks, which means that students in each class have a range of backgrounds and academic abilities. Some of the students may have a recognized, diagnosed special educational need; other students may have special needs that have not yet been diagnosed.

Examples of these special needs include:

- specific learning difficulties (dyslexia, dyscalculia)
- language and communication disorders (aphasia, dysphasia, articulation problems)
- emotional and behavioural difficulties
- physical disabilities affecting mobility
- sensory impairments (visual, hearing)
- medical conditions (asthma, epilepsy, diabetes)
- mental health conditions (attention deficit hyperactivity disorder, depression, eating disorders, anxiety)
- gifted and talented students.

In the MYP, it is expected that students who have special educational needs will aim to achieve the objectives of each subject group, and aim to achieve the highest levels in each. In the case of gifted and talented students, they may aim to exceed the final objectives before the end of year 5. Teachers therefore develop teaching practices so that all students in their classrooms have the opportunity to achieve these goals. Teachers differentiate their teaching so that students' potentials are maximized, and may need to allow students to demonstrate their understanding in different ways.

The Special Educational Needs department assists students with any learning difficulties. The learning support teachers works closely with students, advisors, parents and teachers to support students in achieving their academic goals.

Positive Behaviour Policy

[MYP Positive Behaviour Policy](#)

Independent Learning Tasks

[MYP1-4 Homework schedule](#)

Managebac

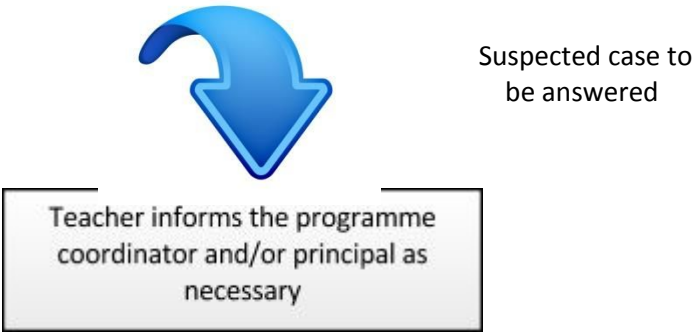
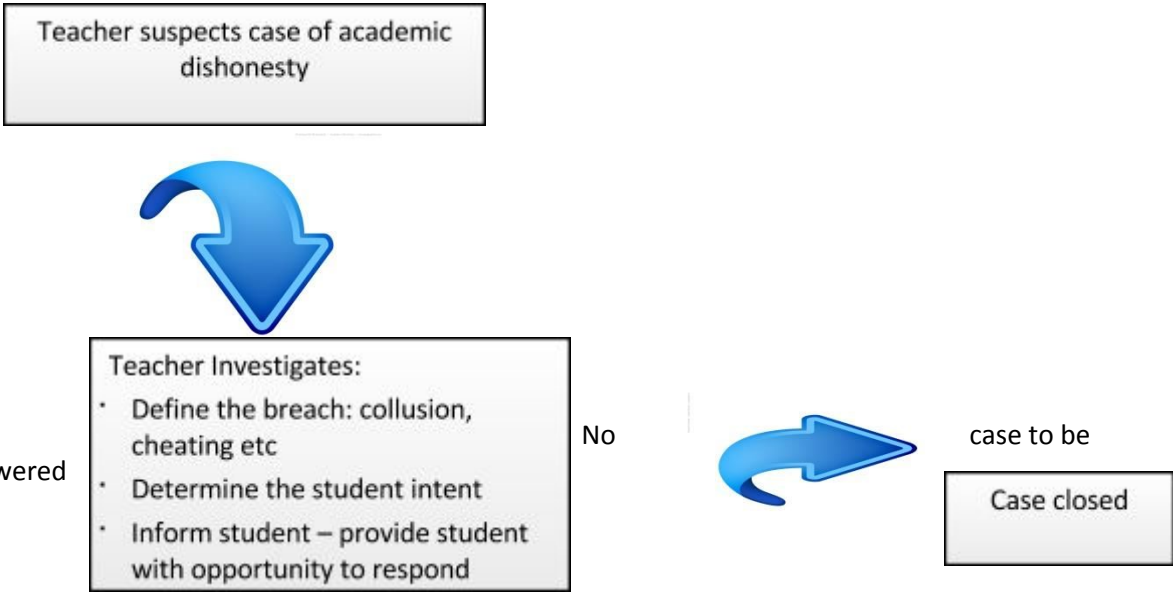
Managebac is an online learning platform used at ISH to facilitate curriculum planning, assessment and reporting. The interim and end of term reports will be issued via this platform.

[Managebac](#)

Academic Honesty

[ISH Academic Honesty Policy](#)

Flowchart for dealing with infringement of academic honesty policy



- 1st Infringement**
- Record of infringement on student record
 - Email sent to parents by subject teacher, (cc'd to mentor and principal)
 - Resubmission of task with 0 for the assignment until redone
 - New grade given upon resubmission

- 2nd Infringement**
- Record of infringement on student record
 - Email sent to parents by subject teacher, (cc'd to mentor and principal)
 - Resubmission of task with 0 for the assignment until redone
 - New grade given upon resubmission
 - Student meets with the Programme Coordinator

- 3rd Infringement**
- Record of infringement on student record
 - Email sent to parents by subject teacher, ((cc'd to mentor and principal)
 - Resubmission of task with 0 for the assignment (No new grade assigned for resubmission)
 - Student and parents meet with Coordinator and/or Principal

- 4th Infringement**
- Record of infringement on student record
 - Email sent to parents by subject teacher, ((cc'd to mentor and principal)
 - Resubmission of task with 0 for the assignment (No new grade assigned for resubmission)
 - Student/parents meet with Principal

Resources

- International Baccalaureate (2014). MYP: From Principles into Practice. Geneva: International Baccalaureate Organisation.
- International Baccalaureate (2014). MYP Language and literature guide. Geneva: International Baccalaureate Organisation.
- International Baccalaureate (2014). MYP Mathematics guide. Geneva: International Baccalaureate Organisation.
- International Baccalaureate (2014). MYP Language acquisition guide. Geneva: International Baccalaureate Organisation.
- International Baccalaureate (2014). MYP Physical and health education guide. Geneva: International Baccalaureate Organisation.
- International Baccalaureate (2014). MYP Science guide. Geneva: International Baccalaureate Organisation.
- International Baccalaureate (2014). MYP Design guide. Geneva: International Baccalaureate Organisation.
- International Baccalaureate (2014). MYP Arts guide. Geneva: International Baccalaureate Organisation.
- International Baccalaureate (2014). MYP Individuals and societies guide. Geneva: International Baccalaureate Organisation.